

Final Assessment Report for the 2022-2023 Cyclical Review of the Department of Health Studies (formerly Community Health) Programs

INTRODUCTION

In accordance with Laurier’s Institutional Quality Assurance Procedures ([Policy 2.1](#)), this Final Assessment Report provides a summary of the cyclical program review process for the undergraduate programs in the Department of Health Studies (formerly Community Health) programs, prepared by the Quality Assurance Office, along with an identification of strengths of the program(s) under review authored by the Dean of the Faculty of Human and Social Sciences. All recommendations made by the external review committee in their report are listed, followed by a summary of the programs’ response, and the decanal response. Recommendations prioritized are listed in the Implementation Plan, with those not being prioritized for implementation noted as well.

The Final Assessment Report is reviewed and approved by the Provost and Vice-President: Academic. Following completion of the Final Assessment Report, it is approved by the Program Review Sub-Committee and Senate Academic Planning Committee. Approval dates are listed at the end of this report. Final Assessment Reports are submitted to Senate as part of an annual report on cyclical reviews, and to the Ontario Universities Council on Quality Assurance for information. Final Assessment Reports and Implementation Reports are posted on the public-facing page of the [Quality Assurance Office](#) website.

The Implementation Plan for the recommendations prioritized in the Final Assessment Report can be found at the end of this report. Units will submit their first Implementation Report two years following approval of the Final Assessment Report at Senate. The Implementation Report will include comments from the unit on actions taken toward the completion of recommendations, comments from the relevant Dean(s) related to the progress made, and comments from the Program Review Sub-Committee, which is responsible for approving the Implementation Report and deciding if further reports are required. The Implementation Report is submitted to the Senate Academic Planning Committee for information.

SUMMARY OF REVIEW PROCESS

The last cyclical program review of the Department of Health Studies programs took place during the 2024-2015 review cycle.

The Self-Study was authored by Dr. Kate Rossiter, and notes that all faculty members in the Department, as well as the Academic Program Assistant, were consulted and contributed substantially to the Self-Study. Current and former students of the programs were engaged via online surveys. In addition to the Self-Study (Volume I), the Department also submitted a copy of faculty curricula vita (Volume II), a volume of course syllabi, and a list of proposed external reviewers (Volume III). A draft of the Self-Study was reviewed by the Quality Assurance Office and the Dean of the Faculty of Human and Social Sciences prior to submission of the final version.

Following Laurier's IQAP, the external review committee for the review consisted of two external reviewers from outside the university, and one internal reviewer from Laurier but outside of the unit. The review committee was selected by the Program Review Sub-Committee on November 4, 2022, and a virtual external review took place between Monday, April 24th and Wednesday, April 26th, 2023.

The review committee consisted of **Dr. Oliver Masakure** from the Business Technology Management Program at Wilfrid Laurier, **Dr. Freida Chavez** from the Faculty of Nursing at the University of Toronto, and **Dr. Pam Wakewich** from Sociology and Gender and Women's Studies at Lakehead University. During the external review, the committee had virtual meetings with the following individuals and groups:

- Dr. Heidi Northwood, Interim Provost and Vice-President: Academic
- Dr. Bruce McKay, Dean of the Faculty of Human and Social Sciences
- Dr. Kate Rossiter, Chair of the Department of Community Health
- Community Health faculty
- Undergraduate students from the Community Health programs
- Ms. Kristina Malecki, Academic Program Assistant
- Ms. Charlotte Innerd, Head of Collections and Acquisitions, and Ms. Pauline Dewan, Liaison Librarian
- Faculty representatives from the BAsc in Community Health program
- Ms. Sally Heath, Manager: Academic Program Development and Review and Ms. Jessica Blondin, Executive Assistant

The review committee submitted their completed report on May 31, 2023. The executive summary from the report, and its recommendations, are provided below.

External Reviewers' Report Executive Summary

The Health Studies Department (formerly Community Health) at Laurier Brantford offers three degree programs – a Bachelor of Arts in Community Health, a Bachelor of Arts in Health Administration, and a Bachelor of Arts and Science in Community Health as well as Minors in Community Health and Physical Forensics, and certificate options in Autism and Behavioral Sciences, and Mental Health and Substance Abuse. The Honours BA in Community Health can also be combined with another degree. The degree programs and specialty concentrations offered through Community Health show a very strong fit with the Laurier's Strategy goals- thriving community and future readiness, and the Strategic Academic Plan's pillars - advancing academic excellence, expanding experiential learning and enhancing diversity.

The Department offers programs that are highly relevant in light of the healthcare challenges and lessons learned during the COVID-19 pandemic. As discussed in the previous sections particularly recommendations 5a/b , the relevance of the curriculum positions the department well for timely contributions and collaborations to the ongoing advancements in the healthcare and social sector.

The department demonstrates several strengths, including an ambitious curriculum, innovative programming, small class size, dedicated faculty and staff, and a strong commitment to student success. However, it also faces significant challenges in terms of physical environment, full-time staffing and competition from both main campus and other higher education institutions. The Department has been very resourceful in maximizing its program offerings with limited human and physical resources, but remains challenged in recruitment and retention of students.

Overall, by implementing the recommendations, partnerships and collaborations, the program's reputation can be enhanced, attracting more students. Allocating resources strategically will support the program's growth and ensure its continued timely relevance in integrating health and social sciences an area that is gaining increased attention.

RECOMMENDATIONS AND RESPONSES

The External Reviewers' Report included 11 recommendations (some broken down into sub-recommendations) to improve the quality of the Health Studies programs. All recommendations have been listed verbatim below, followed by a summary of the department's response, and the decanal response.

Recommendation #1a: A departmental-level learning outcomes review should be undertaken to more clearly scaffold overall learning outcomes across different courses, and through the year levels. Consider a template for the presentation of learning outcomes on individual course outlines, and a global template available to students to enable them to see how courses in the program and its sub-streams fit together. This would be beneficial to faculty to ensure key learning outcomes are adequately emphasized. It is also particularly important in a context where a significant number of courses are taught by contract faculty, and where last minute changes are made to annual course offerings because of minimum enrolment mandates.

Unit Response: The faculty thanks the reviewers for this suggestion. The department did, in fact, undertake such an exercise during a pre-COVID suite of curriculum changes, during which time the "spine" of courses which support all three programs was designed and clearly articulated in term of year-level learning outcomes. This model has been used during subsequent curriculum redesign processes: these courses that comprise the spine are the ones we use to guide decision making around course builds, faculty course allocation and scaffolding learning outcomes and making decisions about course cancellations. However, while the full-time faculty engaged in this process and have incorporated this conceptual model into their teaching, CTF and students clearly would benefit from being able to see this as well. This is a very helpful and eminently do-able project. The department has already started the process of putting together a document that reflects these outcomes and which visually describes the spine. We will meet in the fall of 2023 for a mini-retreat to discuss upcoming curriculum change directions and at this time will finish the work of creating a program-level learning outcome template. This template may then be shared with all CTF teaching in the department, as well as students. The department intends on holding regular events with students across the academic year (see below for details) and this will provide an opportunity to present these templates to students and to help them understand where they are in the learning process.

Decanal Response: A document which clearly articulates learning outcomes and how they scaffold across courses and year levels in the program would be helpful to all – students, staff, and full- and part-time faculty.

Recommendation #1b: Learning outcomes should be shared with part-time and new faculty, and collectively reviewed by the department to ensure consistency in their application.

Unit Response: See above: the faculty (and the current chair in particular) are working on a template document that can be shared with CTF. Once this document is complete the department will ensure that this template is given to CTF so that they understand how their course(s) fit into the overall program(s) for which they are teaching. Again, the department thanks the reviewers for this suggestion as it will hopefully bring cohesion and clarity to a teaching landscape necessarily fractured by resourcing constraints and a heavy reliance on CTF.

Decanal Response: This is a natural extension of Recommendation #1a, and I am supportive.

Recommendation #1c: Develop and share a comprehensive curricular map that visually represents the program's learning outcomes across the curriculum, making it easily accessible to students via the department's website, advising sessions, and orientation programs. Regularly review and update the map to incorporate changes in the field and gather feedback from stakeholders, ensuring students can make informed decisions about course selection and meet graduation requirements.

Unit Response: See above. The faculty intends on holding four informal gatherings over the 2023/2024 academic year: one for each cohort in the program (i.e., first, second, third and fourth year). These meetings will provide an opportunity to share the template document with students and to gather immediate qualitative feedback on its utility. This was, in fact, a practice the department began to develop before the pandemic and found that meeting with each cohort over the course of the academic year was a good way to help students feel supported, included in departmental business and on track with their learning outcomes. The faculty look forward to re-starting this practice again in the fall of 2023.

Decanal Response: I'm fully supportive of student-focused meetings of this kind.

Recommendation #2a: In order to effectively increase base level enrolment and recruitment of transfer students, a firm commitment needs to be made to increasing full-time staffing levels in the Department. A critical mass of full-time faculty is needed to provide core program elements on an annual basis and the offering of key electives. This protects the integrity of the program, and positively impacts faculty and student retention and morale. It ensures that faculty members are able to remain research active, teaching relevant, and community engaged all of which are key elements of the Laurier Strategy and Strategic Academic Plan.

Unit Response: While the department heartily agrees with this recommendation, it is beyond the scope of the department itself as it requires budgetary approval. Certainly, additional full-time faculty would support the unit's ability to offer a wider variety of courses, and to staff core courses with full time faculty committed to the

project of departmental growth and stability. The department notes that we have not had a fulltime faculty hire (beyond a limited term appointment replacement of a full-time faculty member who was seconded into an administrative role) since 2014.

Decanal Response: Approval of new faculty budget lines currently (given the pause of RCM budgeting) rests with the Provost's office. Enrolment growth will be key to justifying such a request. It is noteworthy in this regard that the BASc program admitted 3 new students to start the 2022-23 academic year, and (related to many important changes made by the program during that academic year) admitted 36 new students to start the 2023-24 academic year. New enrolment in the two BA programs was essentially unchanged from 2022-23 to 2023-24. Continuing to grow the enrolment in the BASc and BA programs will make a strong case for additional resourcing. Because the implementation of this recommendation is outside of the Department's control, it has not been prioritized or included in the Implementation Plan.

Recommendation #2b: Urgently prioritize an additional tenure-track Science hire to stabilize the HBASc program. A minimum of two full-time specialists in science are necessary to meet the base program needs and stabilize this degree program.

Unit Response: The department agrees that prioritizing *any* tenure-track science hire is imperative for the fulsome delivery of the BASc program. The department additionally suggests that the current LTA position (hired to replace a tenure track hire now in a different role) be converted to a full-time position, and that a second PTP science position be added to aid with the current over-reliance on CTF in the BASc program. The faculty is hopeful that recent gains in enrolment will support this from a budgetary perspective.

Decanal Response: As noted above, new faculty budget lines are controlled by the Provost's office. As enrolment grows in the Health Studies program I will work with the Chair to make the case to the Provost for additional resourcing. Because the implementation of this recommendation is outside of the Department's control, it has not been prioritized or included in the Implementation Plan.

Recommendation #3: Consider expanding school recruitment visits to students in Grades 11 and 12, as well as offering university open day lectures annually to invite community members to attend a selection of departmental lectures and seminars. At other institutions in communities with similar social demographics (including many first-generation learners) this has helped to give prospective students and their parents a better understanding of, and higher comfort level, with the university and its program offerings.

Unit Response: The faculty in the unit are already engaged in a variety of high-school level engagement activities as well as campus open houses that run throughout the year. The chair is in regular contact with the science teachers at local high schools and supports liaisons with these schools. The faculty have engaged in a wide variety of marketing initiatives and look forward to continuing this effort over the coming years. These efforts will certainly be bolstered by a faculty-specific marketing resource person who will begin their position in the summer of 2023. It is the department's hope that this person can identify meaningful opportunities for faculty to engage with local community members and recruitment pools such as high schools.

Decanal Response: As noted in the unit's response above, the Faculty of Human and Social Sciences and the Faculty of Liberal Arts have partnered to hire a recruitment/marketing staff position (to start mid-August, 2023) to provide program- and campus-specific recruitment and marketing efforts, including a multitude of efforts in the local Brantford / Brant County community and high schools, bolstering existing faculty-led efforts. There is also a recent institutional commitment to provide campus-specific recruitment this upcoming recruitment cycle. These staff supports should provide significantly increased visibility to our Laurier Brantford Health Studies programs.

Recommendation #4: Prioritize an EDI/Indigenization hire for Community Health Sciences. This hire could take the lead in EDI/Indigenization curriculum initiatives.

Unit Response: While the department heartily agrees with this recommendation, it is beyond the scope of the department itself as it requires budgetary approval.

Decanal Response: As noted in my response to Recommendation #2, as enrolment grows, I will work with the Chair to make a strong business case to the Provost for enhanced resources. If a position were to be approved, I would be supportive of the Department's wishes to prioritize this as an EDI/Indigenous hire. Because the implementation of this recommendation is outside of the Department's control, it has not been prioritized or included in the Implementation Plan.

Recommendation #5a: To leverage the program's relevance to such current health issues and increase visibility, the university should commit to branding, marketing, and strategic partnerships. Specifically, the Department should describe and promote the program more specifically, actively seek partnerships for experiential learning opportunities, and consider integrating social prescribing principles into the curriculum and research activities.

Unit Response: The unit will continue working with marketing and recruitment teams hired by the university. The chair and APA recently updated all the departmental webpages to reflect current curriculum changes and to create a more cohesive online presence for the program. The unit has plans to make a few ad-hoc marketing videos, however, the extent to which the unit can brand and market itself is constrained both by resources (the departmental budget is currently \$400) and university-wide brand standards. The unit had incorporated experiential learning into several courses and is working with the office of Community and Workplace Partnerships at Laurier to expand these offerings and looks forward to the possibility of a co-op program becoming available within the Faculty of Human and Social Sciences.

The unit is not clear about the meaning of "social prescribing" in this recommendation, however, the idea that supporting the health of individuals and populations through adequate social support and opportunities for social cohesion lies at the heart of much of the unit's programming and woven into the courses offered from both a theoretical and practical perspective. For example, all students across all three programs are introduced to these ideas in HS200 (Social Determinants of Health) and HS322 (Health Policy) and have the opportunity to reflect on these ideas in a practical setting in senior level courses such as the professionalization seminar (401) and the practicum course (402).

Decanal Response: As noted in my response to Recommendation #3, FHSS and FLA have partnered to hire a recruitment / marketing staff position to aid our Departments/Programs in the types of recruitment activities, promotional materials, etc., listed above. I am keen to work with the Department of Health Studies to further explore their interest in, and ideally implement, co-op in their program, as soon as possible.

Recommendation #5b: While acknowledging that certain collaborations (such as Conestoga College) have not worked out as well in the past as hoped for, the committee emphasizes the importance of the HS Department's ongoing pursuit of new and emerging growth opportunities.

Unit Response: As the Conestoga partnership is phased out for current students, the unit will continue to look for meaningful partnership opportunities to support its programs. For example, one faculty member currently sits on Mohawk College's Pre-Health Sciences Program Advisory Committee and will apprise the department of any meaningful possibilities that arise from that liaison. A second partnership currently in progress is a 4 + 1 BA + Masters articulation agreement with the Universities of Brighton and Sussex which offer one year Master programs in Public and Global Health. HS students in this pathway and who meet particular benchmarks will be granted automatic entrance to these graduate programs.

However: while the HS program welcomes *productive* partnerships, we approach these with some degree of caution at this stage. The Conestoga partnership was not just unhelpful, but often counterproductive for the HS program, and thus we will engage with such partnerships carefully and with a sense of wariness, as such partnerships have been difficult for faculty and students alike in the past.

Decanal Response: New partnerships – such as the American University of the Caribbean medical school partnership, and internal partnering with the Faculty of Education to offer a Teaching Option for BASc students which guarantees entry into the Laurier B.Ed. program – are great examples of two recent partnerships that will benefit the Health Studies students and the program. I am supportive of seeking out new partnerships that will both increase the number of students joining our program (e.g., articulation agreements with college transfers) and those that provide great opportunities for our graduates (e.g., the proposed 4+1 BA/MA articulation agreement with Sussex noted above).

Recommendation #5c: Collaboration with local healthcare providers, community organizations, and social prescribing initiatives is essential to facilitate knowledge exchange and practical implementation. Creating hands-on experiences and collaborations will enhance students' skills and understanding while contributing to the implementation of social prescribing initiatives.

Unit Response: The unit is appreciative but wary regarding this recommendation. Several of our courses require an experiential learning components and the faculty who teach these courses work with the office of Community and Workplace Partnerships to facilitate these. However, Brantford is a small city with limited resources, and Health Studies is not the only department on campus that requires collaboration with local service providers. Service providers are deeply over-burdened and adding inexperienced student learners often complicates this picture. Service providers complain of over-saturation or do not want to take students. Nonetheless, the

department will continue to work with community-level organizations to support meaningful student learning experiences that are beneficial to all parties.

Decanal Response: Hands-on / experiential learning opportunities can be transformative for students – but as noted above must reflect a sustainable balance between the needs of the students and our programs, and the needs and capacity of local social service providers.

Recommendation #6a: Clarify student expectations – Consider the question “As a result of our curriculum and their efforts, student completing our degree should be able to . . .? Gain insights and draw inspiration from health professional competencies.

Unit Response: Clarifying student expectations will be an important part of the curriculum mapping process. This, in fact, is a place to begin this work and a question we will use to guide our articulation of our curriculum goals and learning outcomes.

Decanal Response: I agree with the unit’s response.

Recommendation #6b: Develop metrics for student work opportunities within the curriculum to yield insight into how students are progressing in achieving learning outcomes, which in turn will inform changes intended to improve the engagement, success, and achievement of all students.

Unit Response: The department is unaware of any metrics at this time that could achieve this goal within a timely and cost-effective way. Rather, the department will work on a spreadsheet that tracks which courses incorporate a CSL component and solicit qualitative feedback from instructors and students alike as to whether these placements are effective and pedagogically compelling. Further, the department will continue to work closely with the Office of Community and Workplace Partnerships (which organize and administrate CSL activities) in order to monitor the success of these placement learning opportunities.

Decanal Response: I agree with the unit’s response.

Recommendation #7: Make a commitment with a clear timeline to completion of the library and in so doing, create a visible and welcome learning centre to anchor the Brantford Campus. Brantford students pay the same tuition as other Laurier students. A commitment needs to be made to offer Brantford students and faculty the same teaching, research and learning experience as those on the main campus. The university should explore sources like government grants, corporate sponsorships, municipal and private foundations or benefactors to help support this initiative. Waiting on changes to tuition caps disadvantages the students and faculty on one campus which would seem to go firmly against the principles of EDI which Laurier has committed to.

Unit Response: While the department heartily agrees with this recommendation, it is beyond the scope of the department itself as it is the work of the University’s upper administration.

Decanal Response: It is absolutely imperative that Laurier Brantford has its own library, and space has been set aside in the One Market building to house the library once the funding is in place. In my capacity as dean I will continue to champion the need for a Laurier Brantford library to the Development office, the Executive Leadership Team, and others. Because the implementation of this recommendation is outside of the Department's control, it has not been prioritized or included in the Implementation Plan.

Recommendation #8a: A careful review of service and teaching loads (including "volunteer" overload) should be undertaken by the Dean to ensure that workloads are equitably balanced among the faculty and that faculty have adequate time and support to maintain research programs. This is important for faculty morale and retention.

Unit Response: The implementation of this recommendation is outside the scope of the department's control, but it will be addressed by the Dean of the Faculty of Human and Social Sciences in the Decanal Response to the review.

Decanal Response: A careful review of all research, teaching and service workload is underway. Workload equity is very important.

Recommendation #8b: Research supports are also critical if the department wishes to consider future development of a graduate program as this will require demonstration of a high and consistent level of research productivity across the unit's faculty.

Unit Response: While the department heartily agrees with this recommendation, it is beyond the scope of the department itself as it is the work of the University's upper administration.

Decanal Response: The Faculty of Human and Social Sciences has a Research Facilitator staff member to support our researchers, to complement supports offered through the Office of Research Services. Because this recommendation involves an existing practice, it has not been prioritized or included in the Implementation Plan.

Recommendations #9: In addition to what has been discussed and recommended under Curriculum section, career pathways need to be articulated. Clear metrics as to where students are employed after graduation and testimonials on their career paths will be helpful.

Unit Response: The department will happily work alongside the Alumni office and the Career Development Centre to be in closer touch with HS graduates. Over the coming year, the chair plans to begin the process of reaching out to alumni, many of whom - given the relatively young age of the program - have only recently begun their professional lives. This process will yield important information about how and where alumni progress professionally following their time in Health Studies. The department plans to use this information to help guide further curriculum changes over coming years.

Decanal Response: As noted in the unit's response, the careers, and next educational steps, of our graduates is tracked by the Laurier Career Centre. Soliciting inputs from graduates is one important way to guide future curricular and non-curricular program changes.

Recommendation #10: Enrol and graduate part-time, mature, and transfer students through increased transfer credit agreements, implementation of prior learning assessment and recognition policies, clear degree completion pathways.

Unit Response: The department currently works hard to accept and support part time, mature and transfer students and does have several transfer agreements in place. Further, each incoming student is assessed on a case-by-case basis in order to maximize previous learning experience and to make the process of re-entering post-secondary education as supportive as possible. The department works closely with other parts of the university (admissions, registrar) to complete prior learning assessments and to ensure that this happens in a timely manner. These students are also encouraged to make use of academic advising and departmental resources (the undergrad advisor and chair) in order to chart degree completion pathways that are efficient and productive. Often this means working closely with individual students and providing alternate pathways and overrides so that they can complete a degree that works best for their circumstance and learning needs. However, the department is opposed to higher learning assessments as the faculty feel that the goal of post-secondary is to provide something very different than real world experience, and that real world experience should complement and augment higher education rather than replace it.

Decanal Response: I concur that the Department of Health Studies, alongside our academic advisors, does indeed work closely with each incoming transfer (etc.) student to ensure that they receive proper credit for past educational experiences and that these students are, through advising, positioned for success. As noted in the response above to Recommendation #5b, developing additional articulation agreements could prove fruitful. Because this recommendation represents an existing departmental practice, it has not been prioritized or included in the Implementation Plan.

Recommendation #11: Based on the identified challenges, it is recommended that the Department prioritize addressing issues related to student enrollment, resource allocation, and facilities limitations at the Brantford campus. Strategies should be developed to attract and retain students, secure adequate resources, and explore potential solutions for improving facilities. Additionally, conducting stakeholder interviews and collecting data on alumni, potential employers, and community linkages would provide valuable insights for future program enhancements and strengthen the department's engagement with its stakeholders.

Unit Response: The department undertook significant curriculum redesign this past year, and these efforts have paid off with an enormous jump in enrolments for the upcoming academic year. Further, the chair and APA for the program have recently updated the website and are working on web content specific to the department. The department intends on leveraging new marketing resources within the faculty to publicly highlight and showcase departmental successes. As noted, the chair will take on the project of reaching out to alumni this year

to begin a database of graduates and their professional trajectories. However, given very limited resources, some of these suggestions are beyond the scope of what the department can accomplish at the moment.

Decanal Response: A recruitment / marketing staff person has been jointly hired by FHSS and FLA to better support program- and campus-specific recruitment, with a concomitant commitment by our central recruitment and marketing teams to additionally focus on campus-specific recruitment; the university has undertaken a comprehensive review of our retention efforts and is currently working on implementing specific identified strategies to improve retention; augmenting facilities at Laurier Brantford is essential and a dedicated library is a priority pending funding; and as noted in the unit's response above, and in response to Recommendation #9, the Department has committed to conducting stakeholder interviews to help inform future curricular and non-curricular changes to the program.

PROGRAM STRENGTHS

Dean of the Faculty of Human and Social Sciences: The Department of Health Studies at Laurier Brantford offers three exciting programs: a BA in Health Studies, a BA in Health Management, and a BASc in Applied Health Sciences, as well as a Physical Forensics Minor, and a fully online Health Studies minor. The programs offer students a wide breadth of courses covering the natural sciences, social sciences, and public health topics, providing excellent undergraduate preparation for a multitude of careers or graduate study opportunities in health-related disciplines. A large number of courses are available in the online (OC) mode of delivery and are proving very attractive to students at the Waterloo campus. Very good opportunities for experiential learning are embedded in the curriculum. An additional strength of the Department is the keenness of the faculty to evolve their program to align with disciplinary needs and student interest. The lab facilities for the BASc program are state-of-the-art.

OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

Dean of the Faculty of Human and Social Sciences: The Health Studies programs have experienced enrolment challenges over the past many years – although notably new enrolment in the BASc in particular, for Fall 2023, is expected to be 36 students, up from 3 new students for Fall 2022, and the faculty should be commended for their efforts that led to such growth. Continued enrolment growth is essential – and the willingness of the faculty to evolve their program (including a strong interest noted below in adding co-op), and new resources dedicated to program- and campus-specific recruitment and marketing should significantly help increase enrolment. For a program that has experienced enrolment challenges, three different degree pathways, each with its own relatively unique combination of required courses, and the large number of required courses, has made it challenging to offer all needed courses on a regular rotation with sustainable enrolment in those courses – a simplified and common “spine” of courses, across all three degree pathways, as alluded to in the review below, could help significantly with course carousel considerations.

SIGNATURES

Dr. Heidi Northwood

October 16, 2023



APPROVAL DATES

Approved by Program Review Sub-Committee: December 7, 2023

Approved by Senate Academic Planning Committee: January 11, 2024

Submitted to Senate (for information): April 10, 2024

Implementation Report Due Date: April 10, 2026

RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION AND ACTION PLAN

The following Implementation Plan was created by the Dean of the Faculty of Human and Social Sciences as part of the Decanal Response, and includes all of those recommendations prioritized for implementation.

Recommendation to be Implemented	Responsibility for Implementation	Responsibility for Resourcing (if applicable)	Anticipated Completion Date	Additional Notes
<p>Recommendation 1a: A departmental-level learning outcomes review should be undertaken to more clearly scaffold overall learning outcomes across different courses, and through the year levels. Consider a template for the presentation of learning outcomes on individual course outlines, and a global template available to students to enable them to see how courses in the program and its sub-streams fit together. This would be beneficial to faculty to ensure key learning outcomes are adequately emphasized. It is also particularly important in a context where a significant number of courses are taught by contract faculty, and where last minute changes are made to annual course offerings because of minimum enrolment mandates.</p>	<p>Department of Health Studies</p>	<p>Faculty time is the only needed resource</p>	<p>July 2024</p>	<p>Support for this work is available through the Quality Assurance Office.</p>
<p>Recommendation 1b: Learning outcomes should be shared with part-time and new faculty, and collectively reviewed by the</p>	<p>Department of Health Studies</p>	<p>Faculty time is the only needed resource</p>	<p>September 2024</p>	

<p>department to ensure consistency in their application.</p>				
<p>Recommendation 1c: Develop and share a comprehensive curricular map that visually represents the program's learning outcomes across the curriculum, making it easily accessible to students via the department's website, advising sessions, and orientation programs. Regularly review and update the map to incorporate changes in the field and gather feedback from stakeholders, ensuring students can make informed decisions about course selection and meet graduation requirements.</p>	<p>Department of Health Studies</p>	<p>Faculty time is the only needed resource</p>	<p>July 2024</p>	<p>Support for this work is available through the Quality Assurance Office.</p>
<p>Recommendation 3: Consider expanding school recruitment visits to students in Grades 11 and 12, as well as offering university open day lectures annually to invite community members to attend a selection of departmental lectures and seminars. At other institutions in communities with similar social demographics (including many first generation learners) this has helped to give prospective students and their parents a better understanding of, and higher comfort level, with the university and its program offerings.</p>	<p>Department of Health Studies</p>	<p>Faculty time and possible financial resources to create new marketing materials</p>	<p>Ongoing 2023-2024 academic year working with new Brantford recruitment person</p>	

<p>Recommendation 5a: To leverage the program’s relevance to such current health issues and increase visibility, the university should commit to branding, marketing, and strategic partnerships. Specifically, the Department should describe and promote the program more specifically, actively seek partnerships for experiential learning opportunities, and consider integrating social prescribing principles into the curriculum and research activities.</p>	<p>Department of Health Studies</p>	<p>Faculty time and possible financial resources to create new marketing materials</p>	<p>Ongoing 2023-2024 academic year working with new Brantford recruitment person.</p> <p>The department will esngage ideas of social marketing within curriculum mapping process</p>	
<p>Recommendation 5b: While acknowledging that certain collaborations (such as Conestoga College) have not worked out as well the past as hoped for, the committee emphasizes the importance of the HS Department's ongoing pursuit of new and emerging growth opportunities.</p>	<p>Department of Health Studies</p>	<p>None needed</p>	<p>Ongoing. HS has already developed a new partnership with the Universities of Sussex and Brighton and will continue to seek out further appropriate partnerships</p>	
<p>Recommendation 5c: Collaboration with local healthcare providers, community organizations, and social prescribing initiatives is essential to facilitate knowledge exchange and practical implementation. Creating hands-on experiences and collaborations will enhance students' skills and understanding while contributing to the</p>	<p>Department of Health Studies</p>	<p>None needed</p>	<p>Ongoing. The department is working closely with the CSL office to scaffold experiential learning opportunities and develop partnerships</p>	

implementation of social prescribing initiatives.			with local healthcare providers	
Recommendation 6a: Clarify student expectations – Consider the question “As a result of our curriculum and their efforts, student completing our degree should be able to . . .? Gain insights and draw inspiration from health professional competencies.	Department of Health Studies	None needed	This will proceed the curriculum mapping process and thus will occur over the 2023/24 academic year	
Recommendation 6b: Develop metrics for student work opportunities within the curriculum to yield insight into how students are progressing in achieving learning outcomes, which in turn will inform changes intended to improve the engagement, success, and achievement of all students.	Department of Health Studies		This work is beyond the scope of the department in terms of financial, human and knowledge resources	
Recommendation 8a: A careful review of service and teaching loads (including “volunteer” overload) should be undertaken by the Dean to ensure that workloads are equitably balanced among the faculty and that faculty have adequate time and support to maintain research programs. This is important for faculty morale and retention.	Dean of the Faculty of Human and Social Sciences		September 2024	

<p>Recommendation 9: In addition to what has been discussed and recommended under Curriculum section, career pathways need to be articulated. Clear metrics as to where students are employed after graduation and testimonials on their career paths will be helpful.</p>	<p>Department of Health Studies</p>	<p>Faculty time is the only needed resource</p>	<p>July 2024</p>	<p>This recommendation should be pursued in collaboration with Alumni Relations and the Career Development Centre.</p>
<p>Recommendation 11: Based on the identified challenges, it is recommended that the Department prioritize addressing issues related to student enrollment, resource allocation, and facilities limitations at the Brantford campus. Strategies should be developed to attract and retain students, secure adequate resources, and explore potential solutions for improving facilities. Additionally, conducting stakeholder interviews and collecting data on alumni, potential employers, and community linkages would provide valuable insights for future program enhancements and strengthen the department's engagement with its stakeholders.</p>	<p>Department of Health Studies</p>	<p>N/A</p>	<p>This work is beyond the scope of the department in terms of financial, human and knowledge resources</p>	