

SENATE QUALITY ASSURANCE AND PLANNING COMMITTEE
Cyclical Review of the undergraduate programs
in Health Sciences
Executive Summary and Final Assessment Report

This Executive Summary and Final Assessment Report of the cyclical review of Carleton's undergraduate programs in Health Sciences are provided pursuant to the provincial Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP).

EXECUTIVE SUMMARY

The undergraduate programs in Health Sciences reside in the Department of Health Sciences, a unit administered by the Faculty of Science.

As a consequence of the review, the programs were categorized by Carleton University's Senate Quality Assurance and Planning Committee (SQAPC) as being of good quality. (Carleton's IQAP 7.2.13-7.2.14).

The External Reviewers' report offered a very positive assessment of the programs. Within the context of this positive assessment, the report nonetheless made a number of recommendations for the continuing enhancement of the programs. These recommendations were productively addressed by the Chair of the Department of Health Sciences and the Dean of the Faculty of Science in responses to the External Reviewers' report and Implementation on Plan that was submitted to SQAPC on April 11th, 2024.

Health Science
Unit Response to External Reviewers' Report & Implementation Plan
Programs Being Reviewed: Undergraduate Programs

Note: This document is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.

Introduction & General Comments

Please include any general comments regarding the External Reviewers' Report.

The Department of Health Sciences was pleased to receive the Reviewers' very positive and encouraging External Reviewers' report on June 29th, 2023. This report was shared with our faculty and staff, and we are committed to the continual improvement of our program to enhance the student, staff, and faculty experience. This document contains both a response to the External Reviewers' Report and an Implementation Plan (Section B), which have been discussed with the Dean of the Faculty of Science Maria DeRosa.

For each recommendation **one** of the following responses must be selected:

Agreed to unconditionally: used when the unit agrees to and is able to take action on the recommendation without further consultation with any other parties internal or external to the unit.

Agreed to if additional resources permit: used when the unit agrees with the recommendation, however action can only be taken if additional resources are made available. Units must describe the resources needed to implement the recommendation and provide an explanation demonstrating how they plan to obtain those resources. In these cases, discussions with the Deans will normally be required and therefore identified as an action item.

Agreed to in principle: used when the unit agrees with the recommendation, however action is dependent on something other than resources. Units must describe these dependencies and determine what actions, if any, will be taken.

Not agreed to: used when the unit does not agree with the recommendation and therefore will not be taking further action. A rationale must be provided to indicate why the unit does not agree (no action should be associated with this response).

Calendar Changes

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

Hiring

Where an action item requires additional hiring (faculty or staff) the owner should at minimum include the Dean of the faculty and member of the unit.

UNIT RESPONSE AND IMPLEMENTATION PLAN

Programs Being Reviewed: Bachelor of Health Sciences

Prepared by (name/position/unit/date): Martin Holcik March, Chair, March 8th, 2024

External Reviewer Recommendation & Categorization	Unit Response (choose only one for each recommendation): 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
1. Re-articulation of Program-Level Learning Outcomes. Weakness.	1	With support from OQI and TLS, we will develop and execute an environmental scan to assess if the PLO are current, how they reflect BHSc program needs, and how they compare to similar programs in Ontario. The environmental scan results will inform action toward recommendations #2, 3, and 4. To this end, we have established an Undergraduate Curriculum taskforce to lead this initiative. The taskforce will also work with the Office of the Vice-Provost.	UG taskforce, UG committee, whole Department, OQI, TLS, OVP	16-18 months	Yes
2. Curriculum Mapping and Alignment (alignment of activities/assessments with PLOs). Weakness. a) Identify gaps and overlaps in curriculum map. b) Re-organize curriculum to address 2nd year workload concerns.	1 except for recommendation 2c, for which our response is 4	We have established an UG taskforce that will conduct mapping of our existing curriculum. This activity will also be supported by environmental scan findings (recommendation #1). This will lead to the proposal of an updated curriculum addressing the issues of course overlap/gaps, course load distribution, and electives. In addition, curriculum mapping	UG Task force, UG committee, whole Department, Dean, TLS, OVP	This action depends on the completion of #1 a) 16-18 months b) 18-24 months	Yes

<p>c) Reduce the number of lab courses and/or the number of labs required in some courses (this may help with item b. above).</p> <p>d) Introduce flexibility in course selection. <i>e.g.</i> in place of MATH 1007, students have the option to take one of a list of “selectives” (<i>e.g.</i>, Data Science or Computer Science).</p>		<p>will inform concentration streamlining (recommendation 3a).</p> <p>However, we disagree that we should decrease the number of experiential opportunities for BSc students unless our curriculum mapping exercise indicates this. As a program anchored in the Faculty of Science, we strongly believe that the students need to be exposed to hands-on experiential opportunities that reflect the job opportunities for our graduates.</p>		<p>c) n/a</p> <p>d) 18-24 months</p>	
<p>3. Review/Revise/Reduce Concentrations Offered.</p> <p>Weakness.</p> <p>a) Streamline (merge or reduce) the number of concentrations offered to align with the newly-articulated PLOs and faculty expertise, with consideration of enrolment reflecting student interest</p> <p>b) Delay selection of a more limited number of concentrations until after 2nd year, with deliberate exposure to those areas in the common curriculum of Yrs 1-2.</p>	<p>1</p>	<p>Completing recommendations 1 and 2 in conjunction with historical enrollment data will inform the streamlining of concentrations to align with student needs and PLO. We have already engaged with the admissions office about exploring the possibility of delaying the concentration selection until after 1st year (since this also impacts OUAC selection) and will continue these discussions.</p>	<p>UG Task force, UG committee, whole Department, Dean, OQI, Admissions, RO</p>	<p>This action depends on the completion of #1</p> <p>a) 16-18 months</p> <p>b) 18-24 months</p>	<p>Yes</p>

4. Undertake a comprehensive review of learning outcomes, course content and student assessment. Weakness.	3	This will be done along with recommendation #2 once recommendation #1 is completed and will require input from OQI, OVP, and TLS.	UG taskforce, UG committee, whole Department, OQI	18-24 months	No
5. Consider developing a holistic admissions procedure that considers additional non-cognitive attributes in addition to grade 12 academic performance. Opportunity.	3	While this is an excellent suggestion in principle, it should be a broader university initiative that we support and agree on but don't have the resources to act on. Nevertheless, we will explore if this might be an option at Carleton.	UG curriculum committee, Department Chair, Admissions Office, Dean	6-12 months	No
6. Consider developing an admission pathway for Black and Indigenous students. Opportunity.	3	See response to #5 above	See response to #5 above	12-18 months	No
7. Hire an additional 2-3 teaching-track academic appointments to reduce reliance on contract instructors. Weakness.	2	The Department Chair will work with the Dean to identify strategies to hire additional faculty to reduce reliance on contract instructors. Base funding will be required for additional hires.	Department Chair, Dean	1-3 years	No
8. Stagger future sabbatical leaves to minimize program disruption and reliance on contract instructors. Concern.	1	The large number of core faculty on a sabbatical leave was due to COVID-19 pandemic, which impacted planned sabbaticals. It was an unusual situation that is likely not to happen in the future, especially given the growth of the Department.	Department Chair	Completed	No

<p>9. Fund additional summer research internships and/or health sciences research internships. This could also be an identified focus for philanthropy. Opportunity.</p>	<p>2</p>	<p>The Department Chair will continue to work with advancement to identify new donor opportunities to support additional HSRI spots. In addition, the faculty will consider increasing their financial contribution to existing awards to support larger numbers of students.</p> <p>Funds will be required from Advancement.</p>	<p>Department Chair, Advancement Office, whole Department</p>	<p>2-3 years</p>	<p>No</p>
<p>10. Establish a capital/maintenance fund to plan for regular maintenance and as-needed replacement for equipment in teaching laboratories. Concern.</p>	<p>3.</p>	<p>Our teaching laboratories rely on sophisticated and expensive instrumentation to provide students with real-world up-to-date hands-on training. While this infrastructure is relatively new, it will require regular maintenance and, in the future, repair and replacement. Until recently, the Department had contingency funds that were meant to cover these unexpected expenses. However, this is no longer the case. We agree that it is critical to have access to capital/maintenance funds for teaching laboratories and will work with ODS toward this goal.</p>	<p>Department Chair; Dean</p>	<p>3-6 months</p>	<p>No.</p>
<p>11. Establish a more transparent communications system between the department-level units and University-wide units (such as the physical plant and facilities management) to address needs more effectively. Weakness</p>	<p>3</p>	<p>Agreed. However, these issues are systemic and will require action by others than the Department. The Department Chair will use the FoS Chairs and Directors and the Academic Heads Roundtable forums to identify the scope of the issue and best practices in other units and work with Dean and others toward implementing this recommendation.</p>	<p>Department Chair, Dean, FMP</p>	<p>12-24 months</p>	<p>No</p>

12. Review the position of laboratory coordinator to determine if it would be better suited as an instructor-rank appointment. Concern.	4	At Carleton University, lab coordinators are part of a different collective bargaining unit than instructors. Their role in our students' educational experience is critical, and we will ensure that their job duties/descriptions continue to align with the support instructors require in the laboratory aspects of the curriculum.			No
13. Establish KPIs on student performance, program attrition and post-graduation pathways. Data may be collected by survey. Concern.	1	Although some data is available through CUBES, we will develop student surveys to assess KPI and student success. Part of this will also be done under recommendation #1 (environmental scan).	Department Chair, OQI, UG committee, Curriculum taskforce, entire Department	Develop within 12 months and then ongoing	No
14. Provide additional career information to current and incoming students. Opportunity.	1	In addition to ongoing initiatives, we will develop resources for students. These will include in-class information sessions as well as extra-curricular events.	UG committee, UG taskforce, SSSC, HSSS	9-12 months	No