

## Quality Assurance - Cyclical Program Review

### Undergraduate and Graduate Kinesiology programs

June 2013

#### Executive Summary and Implementation Plan

In accordance with the Institutional Quality Assurance Process (IQAP) the School of Kinesiology submitted a Self-Study (February 2012) to initiate the cyclical program review of their undergraduate and graduate programs. Volume 1 presented program descriptions, outcomes, and analyses, institutional information and statistical data. Volume 2 and 3 provided a collection of the program course outlines and the CVs for each full-time member in the School.

Two external reviewers and one internal reviewer, selected by the Senate Academic Committee Quality Assurance (SAC-QA) from a set of proposed reviewers, examined the materials and completed a two-day visit (April 2012). The visit included interviews with the Provost and Vice-President (Academic), Deputy Provost, Dean of the Faculty of Health and Behavioural Sciences, Dean of the Faculty of Graduate Studies, Manager of Graduate Studies, School of Kinesiology Director and Graduate Coordinator, University Librarian, and meetings with full-time teaching faculty, contract lecturers, and support staff. The Review Team also had an opportunity to meet with groups of graduate and undergraduate students, and to visit the School's labs, lecture and seminar rooms, and the library commons.

In their report submitted July 2012, the Review Team provided feedback that describes how the Kinesiology programs meet the Quality Assurance Framework evaluation criteria and are consistent with the University's mission and academic priorities. They reported that the program requirements and learning outcomes set out in the self-study are clear, appropriate and in alignment with the institution's statement of undergraduate and graduate degree level expectations.

The Reviewers reported that the faculty as a whole are strongly committed to teaching undergraduate courses that are characterized by relevant, rigorous, and creative content that reflect areas of faculty expertise and core elements of an excellent program. The breadth and depth of course offerings are consistent with the degree requirements in other Kinesiology programs in Ontario. They highlighted the School's commitment to student-centred learning as

demonstrated by the delivery of practical laboratory and community experiences as part of the Practice of Kinesiology stream. Positive conclusions based on the self-assessment data were supported by comments made by faculty and students.

The Reviewers stated that the admission standards, curriculum structure and delivery, and teaching and assessment methods associated with the graduate program are consistent with those of other Kinesiology graduate programs in Ontario. The data provided evidence of high quality supervision resulting in peer-reviewed presentations and publications, as well as of the development of highly qualified personnel. In addition to having met academic standards for the Master's program, the requirement for students to secure a supervisor prior to admission was believed to enhance the success of the students; and therefore the opportunity for quality research experiences within the School. The Reviewers commented on the positive culture of support and rapport with students in the program.

The Review Team expressed some concerns related to the completion times for graduate students. They suggested that the course load may be too heavy and encouraged the School to undertake actions designed to shorten times to degree completion. They provided feedback related to faculty resources and noted that more full-time faculty will be needed in order to further develop the graduate program and allow faculty the opportunity to enhance their scholarly activity. A future need for additional laboratory equipment funding and technology support was identified. The Review Team provided a set of recommendations with supporting rationale for future consideration.

The Director of the School of Kinesiology, in consultation with the Dean of Health and Behavioral Sciences and the Dean of Graduate Studies, submitted a response to the Review Team's Report (December 2012). Several clarifications and corrections were noted and responses to each of the Reviewers' recommendations provided. Follow-up actions and timelines were included.

In accordance with the Lakehead University Institutional Quality Assurance Process (IQAP), the Final Assessment Report and Implementation Plan were prepared to provide a synthesis of the external evaluation and internal response and assessments of the undergraduate and graduate programs delivered by the School of Kinesiology. The Implementation Plan identifies the significant strengths of the program, the opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations that have been selected for implementation.

Implementation Plan: Part A  
 Follow-up Responsibilities – School of Kinesiology

Suggestion/ Recommendation	Proposed Follow-up	Responsibility *	Timeline
<b>Undergraduate Programs</b>			
1. Continue to develop links to the community for placement and coop opportunities	Ongoing curriculum review and refinement	School Director, Practical Coordinator	Ongoing
2. Continue to develop partnerships with First Nations communities in the area of health and physical activity	Address related Academic Plan initiatives including establishing partnerships with Aboriginal leaders and exploring Co-op opportunities with Meno Ya Win Health Sciences Centre, Sioux Lookout	School Director, Practical Coordinator	Ongoing
3. Investigate potential articulation agreements with community partner college programs	Work with Dean to assess associated high and low affinity College diplomas. Consider pathway work as part of annual Credit Transfer Institutional Grant (CTIG)	School Director and Graduate Coordinator in consultation with Dean, Health and Behavioural Sciences (HBS)	2013/2014

<p>4.</p> <ul style="list-style-type: none"> <li>• Review of course curriculum as it relates to the core competencies developed by the College of Kinesiologists of Ontario</li> <li>• Review load for year 2 students as student's indicated a challenging year 2 curriculum</li> <li>• Review type of assessment for 4<sup>th</sup> year students – indicated an imbalance of presentations in 4<sup>th</sup> year compared to independent or other assessment methods</li> <li>• Review of the 4<sup>th</sup> year field work experience, Kine 4193. Explicit degree learning objectives linked to participation should be considered</li> <li>• Considering course requirements and offerings</li> </ul>	<p>Undergraduate curriculum review and revision</p>	<p>School Director, Practical Coordinator</p>	<p>2013/2015</p>
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in the area of Exercise Physiology, more explicit outcomes relating to physiological demands and adaptations relating to exercise could be developed			
5. Ensure faculty use the School common format established for course outlines. All outlines should include an 'appropriate' number of learner outcomes	Review of all required and elective course outlines	School Director, Practical Coordinator	
6. Consider hosting the undergraduate poster session in a central location to promote the School	Develop annual School promotion plan	School Director	2013/2014
<b>Graduate Program</b>			
7. Review course requirements for the MSc degree <ul style="list-style-type: none"> <li>• Reduce course requirements</li> <li>• Address time to completion strategies</li> <li>• Explore possibility of a full time residency requirement for year 1 of the MSc program</li> </ul>	Graduate program curriculum review and revision	Graduate Coordinator	2013/2015

8. Commencement of Type III Graduate Diploma program	Operationalize detailed plan to commence Winter 2013	School Director, Graduate Coordinator	2013/2014
<p>9. Continue to develop a stronger research culture within the School, including international partnerships</p> <ul style="list-style-type: none"> <li>• Continue to develop links to the community for research collaborations</li> </ul>	Develop a plan to promote research culture, community links, and international partnerships	School Director and Graduate Coordinator in consultation with Dean HBS	Ongoing
10. Increase enrollment in the graduate program particularly international students [through increased quality graduate students]	Develop Graduate Student Enrolment Plan	Graduate Coordinator in consultation with Dean HBS and Dean of Faculty of Graduate Studies (FGS)	2013/2015
11. That the School should consider ways to reduce high service (committee work) demands on faculty.	Review the terms of reference for the Laboratory Committee.	School Director, Lab Committee	2013/2014

## Implementation Plan: Part B Joint Follow-up Responsibilities

Recommendation	Proposed Follow-up	Responsibility*	Timeline
12. Increase number of full time faculty	Submit strategic hiring proposals	School Director, Graduate Coordinator, and the Dean HBS	Annual Submission
13. Assure equipment needs are met for graduate student research	Develop short and long term plan for equipment renewal	School Director, Graduate Coordinator, and Dean HBS	Ongoing
14. Investigate availability of space for graduate students	Conduct annual graduate space review	Graduate Coordinator, Dean HBS, and Dean FGS	Annually

\*The Dean of the Faculty, in consultation with the Department Chair shall be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Deans' Annual Reports and filed in the Office of the Provost and Vice-President (Academic)