



**2011-2012 Cyclical Review of the General BA / BSc Without Designation
First Implementation Report**

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Date: April 30, 2013*

Context

The final stage of each cyclical program review is the submission of a Final Assessment Report, authored by the relevant Faculty Dean(s) in consultation with the Associate Vice-President: Teaching & Learning and the Vice-President: Academic & Provost. This report synthesizes all previous cyclical review documents (the self-study, external reviewers' report, unit response), provides the executive response (comments on the program strengths and opportunities for improvement), and includes a schedule for the implementation of approved recommendations.

Laurier's [Institutional Quality Assurance Procedures](#) (IQAP) requires that, in the years following each review, the unit will submit an annual report outlining the progress made on implementing the approved recommendations. This stage of Laurier's IQAP implementation will take effect starting with all programs reviewed in the 2011-2012 cycle, the first annual reports for which will be due by April 30th, 2013. The Quality Assurance Office will notify all units and send them a template with the implementation plan from their Final Assessment Report by February 15th, 2013. The Annual Implementation Report will include the list of all recommendations approved for implementation in the Final Assessment Report and comments from the unit and from the appropriate Dean(s) on the progress made on these recommendations. The report will be submitted to the [Program Review Sub-Committee](#) (PRS), which will review the document and provide feedback to the unit. Completed Annual Implementation Reports will be submitted to the Senate Academic Planning Committee for information.

Note: the Implementation Report template was reviewed by the Program Review Sub-Committee and approved by the Senate Academic Planning Committee.

Instructions

All sections of the following template should be completed in preparing the Annual Implementation Report. If required, a confidential section dealing with personnel issues may be appended. The annual report should be submitted to the Quality Assurance Office by April 30th of each year until the next cyclical review takes place and/or all approved recommendations have been implemented. The annual reports for each program will be posted on the Quality Assurance Office website.

Implementation Plan from 2011-2012 Final Assessment Report

| Recommendation | Responsibility | Implementation Date |
|---|---|---------------------|
| Develop learning outcomes for General students in all programs (#1) | Associate Deans Department Chairs Registrar | May 2013 |
| <p>Progress to Date (check one):</p> <p><input type="checkbox"/> Completed</p> <p><input checked="" type="checkbox"/> Ongoing</p> <p><input type="checkbox"/> Behind Schedule</p> <p><input type="checkbox"/> Revised Implementation Date:</p> <p><input type="checkbox"/> Other (please explain):</p> | | |
| <p>Program Response on Recommendation: see below.</p> | | |
| <p>Decanal Response on Recommendation: Defining Learning Outcomes for students in this program is made difficult given that most of these students end up in the program by default, with the result that there might be little coherence to the bundle of courses that they have taken. Still, there are changes – some done, some in process - that will ameliorate the situation.</p> <p>First, last year both the Faculty of Arts and the Faculty of Science promoted a policy, ultimately approved at Senate, requiring that at least 8 credits of a 15 credit BA/BSc degree be credits associated with the Faculty granting the degree.</p> <p>Within the Faculty of Arts, the Dean’s office is currently in the process of developing a clear statement outlining the learning outcomes (LO’s) associated, on the one hand, with a university education and on the other, with a BA specifically from the Faculty of Arts. The general headings associated with the former will include at least critical thinking, communication and teamwork and the general headings associated with the latter will include things like an awareness of cultural and social diversity; engagement with the critical problems of the 21st century, experiential learning, intercultural adaptability etc. In both cases, these general headings will be associated with rubrics that can be used – in particular classes - to assess whether (and to what degree) those LO’s have been achieved. As part of the process of developing these LO’s, we will be conducting a series of surveys designed to determine the degree to which individual courses are structured to achieve these LO’s. An initial survey, aimed at gathering some initial information regarding the pedagogical structure of all 300 and 400 level courses in the Faculty, has already been distributed. In other words, to the extent that the two sets of LO’s are explicitly embedded in all Arts courses, then the fact that students in the 15 credit General BA must take 8.0 credits in Arts will ensure that a little more than half their courses, at the very least, will be associated with clear LO’s.</p> <p>Within the Faculty of Science, all departments currently have clearly defined the learning outcomes associated with their specific programs and courses. Thus, the courses taken by each student in the 15-credit General program within the Faculty of Science already have learning outcomes associated with them. However, the program-level learning outcomes need to be addressed. It would be important for both the Faculty of Arts and the Faculty of Science to open discussion on how to manage program-level learning outcomes for both the</p> | | |

BA and BSc General degrees.

The Faculty of Arts is also planning a DAC retreat in early September that will be the kick off to a process that asks departments to develop a third category of disciplinary-specific LO's (some departments have already done this. The goal is to have a link on every department's home page for "Program objectives" that leads to a page given both the disciplinary-specific LO's as well as the core competencies associated with a University/Arts education. At the moment, a good model is the "Program objectives" link/page on the Heath Sciences home page in Science.

If the proposal mentioned below (re "concentration" in a particular discipline) is passed, then the net effect should be that students in the 15-credit degree program will have access to at least at least some of these disciplinary-specific LO's.

PRS Comments: As this recommendation focuses on two separate issues: learning outcomes and access to upper year courses, the recommendations have been split for future reporting. On the issue of learning outcomes, the PRS supports the faculty and department-level efforts for all programs to have identified learning outcomes and looks forward to an update on progress made on this recommendation in next year's report.

| Recommendation | Responsibility | Implementation Date |
|---|--|---------------------|
| Make every effort to open their second- and third-year courses to General students (#7) | Associate Deans Department Chairs Registrar | May 2013 |
| Progress to Date (check one): <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> Behind Schedule <input type="checkbox"/> Revised Implementation Date: <input type="checkbox"/> Other (please explain): | | |
| Program Response on Recommendation: See below. | | |
| Decanal Response on Recommendation: To make it that much easier to allow students in the 15-credit program to accumulate courses in a particular discipline (again, assuming that the "concentration" proposal mentioned below passes), it would be useful if as many 2 nd year courses as possible did not have prerequisites. In the Faculty of Arts, it is already the case that most 2 nd year courses in some departments (e.g., English, History, Religion and Culture) do not have prerequisites; part the campaign that will start with the DAC retreat in September will be to convince other departments to likewise. In the Faculty of Science, all 2 nd year courses have prerequisites due to the nature of the material being taught. Current limitations on space have meant that students in the 15-credit General program are restricted from many 2 nd year courses until all majors have their required courses. With the creation of the Global Exchange Innovation Building and a potentially new Science II Building, the Faculty of Science will be able to open courses to students in the General program. | | |

As an aside, eliminating prerequisites from as many 200 level courses as possible will also have the effect of facilitating transfers (i.e., from colleges, other universities, other faculties).

PRS Comments: Noted. Please provide any updates in next year's report.

| Recommendation | Responsibility | Implementation Date |
|--|--|----------------------|
| Require all General students to have at least 4.0 credits in a particular concentration (#2) | Registrar Associate Deans and Deans | February 2013 |
| Progress to Date (check one): | | |
| <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> Behind Schedule <input type="checkbox"/> Revised Implementation Date: <input type="checkbox"/> Other (please explain): | | |
| Program Response on Recommendation: See below. | | |
| Decanal Response on Recommendation: A policy to require this will be set in motion in September. The Faculty of Arts and the Faculty of Science will each discuss how to structure the 15-credit BA/BSc General program to include both breadth and depth courses, and create program-level learning outcomes. General BA in Arts: General BA in Science: minimum 4.0 credits one concentration (Psychology, Biology etc) minimum 4.0 additional Science credits; minimum 3.0 credits outside Science (with at least 1.0 credit from Division A and at least 1.0 credit from Division B) General BSc in Science: 1.0 credits in MA; minimum 4.0 credits one concentration (Psychology, Biology etc) minimum 4.0 additional Science credits (with at least 2.0 from Division C); minimum 3.0 credits outside Science (with at least 1.0 credit from Division A and at least 1.0 credit from Division B) | | |
| PRS Comments: Noted. Please follow up on this recommendation in next year's report. | | |

| Recommendation | Responsibility | Implementation Date |
|---|---|---------------------|
| Develop a tracking mechanism to follow General students through their program (#4) | Registrar Faculty Advisors | January 2013 |

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| Progress to Date (check one): <input checked="" type="checkbox"/> Completed <input type="checkbox"/> On Schedule <input type="checkbox"/> Behind Schedule <input type="checkbox"/> Revised Implementation Date: <input type="checkbox"/> Other (please explain): | | |
| Program Response on Recommendation: A Cognos report has been created that will allow us to monitor the academic performance of General students after each term. | | |
| Decanal Response on Recommendation: Using the report mentioned above, a special effort will be made to contact students likely to end up in a 15-credit degree at the end of their 2 nd year and in the middle of their 3 rd year to advise them of the requirements of this degree. If possible, the Dean's Office would like to be able to freeze student registration at the end of the 2 nd year until the students involved contact an academic advisor. | | |
| PRS Comments: The PRS agrees with the decanal response and acknowledges the completion of the recommendation. It is not necessary to report on this recommendation further. | | |

| Recommendation | Responsibility | Implementation Date |
|---|--|--|
| Continue examining entrance requirements and university supports to ensure that those admitted have a real chance of succeeding in an honours-level education (#5) | Registrar Deans VP Taskforce | Ongoing To begin Winter 2013 |
| Progress to Date (check one): <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> Behind Schedule <input type="checkbox"/> Revised Implementation Date: <input type="checkbox"/> Other (please explain): | | |
| Program Response on Recommendation: The Faculty of Arts has raised the admission average once again; to 75% for Fall 2013. The Faculty of Science cut-offs remain in the mid-70s. Brantford has not set a floor on cut-offs but has not seen the same progression issues that Arts in Waterloo has seen thus far. The Faculty of Science has kept their admission averages relatively high (between 74% and 85%, depending upon the program). In addition, the floor for English and Math high school credits has been kept to 60% this year. It is clear that the grades seen in both English and Math at the high school level are indicative of performance at University. The Enrolment Management Committee and Admissions are well aware of the increased focus on quality over quantity when it comes to | | |

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| admission requirements, as evidenced by the increase in the Arts cut-off. The First Year Task Force has been constructed and is under way. In their deliberations, they will consider the supports needed to ensure students can progress in their Honours programs. |
| Decanal Response on Recommendation: See above. |
| PRS Comments: Noted. Please provide any updates in next year's report. |

| Recommendation | Responsibility | Implementation Date |
|---|--|---------------------|
| Advise General students of their realistic prospects of graduating with an Honours degree (#6) | Faculty Advisors Department Undergraduate Advisors Central Advising | January 2013 |
| Progress to Date (check one): <input checked="" type="checkbox"/> Completed <input type="checkbox"/> On Schedule <input type="checkbox"/> Behind Schedule <input type="checkbox"/> Revised Implementation Date: <input type="checkbox"/> Other (please explain): | | |
| <p>Program Response on Recommendation: Advisors in the Faculty of Arts and the Faculty of Science currently advise General students about the prospects of graduating with an Honours degree. Both Faculties have programs and workshops that are meant to inform students about the importance of their GPA in maintaining Honours status.</p> <p>A potential solution would be to place an academic hold on all students who have been placed in the General program due to failing to meet progression requirements.</p> | | |
| Decanal Response on Recommendation: See the recommendation, above, to freeze the registration of students likely to end up on a 15 credit degree at the end of their second year until they consult an academic advisor. | | |
| PRS Comments: The PRS agrees with the decanal response. Please indicate in next year's report whether or not this solution has been implemented. | | |

| Recommendation | Responsibility | Implementation Date |
|--|---|---------------------|
| Remove "General" from any four-year degree (#8) | Arts, Science, & Brantford Associate Deans Economics Chair Registrar | March 2013 |

Progress to Date (check one):

X Completed

On Schedule

Behind Schedule

Revised Implementation Date:

Other (please explain):

Program Response on Recommendation: A motion to remove General from any four-year degrees was approved at the May 2013 Senate meeting.

Decanal Response on Recommendation: Completed.

PRS Comments: Completion noted. It is not necessary to report on this recommendation further.