

## Final Assessment Report for the 2018-2019 Cyclical Program Review of Youth and Children's Studies

### INTRODUCTION

In accordance with Laurier's Institutional Quality Assurance Procedures ([Policy 2.1](#)), this Final Assessment Report provides a summary of the review process for the Youth and Children's Studies Program prepared by the Quality Assurance Office, along with an identification of strengths of the program(s) under review authored by the Dean of the Liberal Arts. All recommendations made by the external review committee are listed in order, followed by a summary of the Program's response, and the Dean's response. Recommendations not approved for implementation have been identified, and those that have been prioritized are listed in the Implementation Plan.

The Final Assessment Report is reviewed and approved by the Associate Vice-President: Teaching and Learning and 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 Senate Academic Planning Committee will also approve the Implementation Report.

### SUMMARY OF REVIEW PROCESS

This was the first cyclical review for the Youth and Children's Studies program, which admitted its first cohort of students in 2011. The unit offers an Honours BA in Youth and Children's Studies as well as an Honours BA in Youth and Children's Studies in Combination with another Honours BA program. The Self-Study was authored by Edward Shizha, the YCS Program Coordinator, with input and feedback from participating program faculty. In addition to the Self-Study (Volume I), the Program 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 Dean of the Faculty of Liberal Arts prior to submission of the final version.

As per Laurier's IQAP, the external review committee for the review consisted of one external reviewer from outside the university, and one internal reviewer from Laurier but outside of the department. The review committee was selected by the Program Review Sub-Committee on October 16, 2018, and the site visit was scheduled by the Quality Assurance Office for January 10-11, 2019.

The review committee consisted of Dr. Kristiina Montero from the Faculty of Education at Wilfrid Laurier and Dr. Sally McNamee from the Department of Interdisciplinary Programs, Childhood and Social Institutions Program at King's University College, Western University. During the two-day site visit, the review committee met with the following individuals and groups:

- Dr. Edward Shizha, Program Coordinator: Youth and Children's Studies
- Dr. Robert Gordon, Provost and Vice-President: Academic (by conference call)
- Dr. Kathryn Carter, Associate Vice-President: Teaching and Learning
- Ms. Charlotte Innerd, Head of Collections, and Ms. Pauline Dewan, Liaison Librarian
- Ms. Sara Darling, Coordinator, Community Service-Learning
- Ms. Lisa Jarvis, Manager: Community and Workplace Partnerships
- Dr. Danielle Law, Director, CARE Lab
- Dr. Gary Warrick, Program Coordinator, Indigenous Studies
- Ms. Melissa Huszczo, Senior Administrative Officer, Faculty of Liberal Arts
- Ms. Nicole Morgan, Academic Program Assistant, Youth and Children's Studies
- Dr. Tarah Brookfield, Associate Professor, Youth and Children's Studies
- Dr. Lisa Wood, Associate Professor, Youth and Children's Studies
- Dr. Heidi Northwood, Dean of Faculty of Liberal Arts
- Dr. Kenneth Werbin, Interim Vice Dean, Faculty of Liberal Arts
- Undergraduate students from the program

The review committee submitted their completed report on February 11, 2019. The executive summary from the report is provided below.

### **External Reviewers' Report Executive Summary**

The Youth and Children's Studies Program housed on Laurier's Brantford campus welcomed its first cohort of students in September 2011. This is the first cyclical program review that the Program has undergone.

The Program initially supported a concurrent education program in partnership with Nipissing University, The partnership dissolved when Nipissing University decided to withdraw from Brantford when the Bachelor of Education programs province-wide moved from a 2-term to 4-term model. Despite this potential setback, the Youth and Children's Studies Program re-grouped, innovated, and has been able to continue to deliver innovative programming and has been able to sustain solid enrollment.

The Program successfully integrates new and innovative material focused on the social study of childhood with more traditional theories from developmental psychology. The program is well-served by dedicated faculty who are to be congratulated for the program and for their individual and collaborative approaches to teaching, service and research. The Program has been thoughtfully designed to provide students with meaningful opportunities to engage with topics related to youth and children in Canada and the world through interdisciplinary and multidisciplinary lenses. To be commended is the way the program has meaningfully integrated Indigenous Studies within the program. Another strength of the Program is their attention to Community-Service Learning (CSL), courses that are appreciated by students and seen as a valuable part of the program.

As the Program moves into a post-concurrent education phase and look to continue strengthening and already impressive program, the reviews have identified areas that might be considered for development. The recommendations could usefully be made to the program, although we acknowledge that many of these implicitly carry resourcing implications.

Finally, we would like to thank all of those who participated in this review for their helpfulness and the resources which were made available to us. We particularly want to thank the Academic Projects and Review Coordinator whose assistance was invaluable. We wish the faculty and staff in the Youth and Children's Studies program much success in the coming years.

Following receipt of the External Reviewers' Report, the Program Coordinator wrote the Unit Response, which was submitted on March 12, 2019.

## RECOMMENDATIONS AND RESPONSES

The External Reviewers' Report included 21 recommendations, which have been listed verbatim below, followed by a summary of the program's response, and the decanal response.

**Recommendation #1:** We recommend that the Program coordinator and faculty members find ways to communicate to the broader university community (internal and external) the ways in which the Program actively works to decolonize and indigenize their programming. For example, the faculty might consider having CPAM create a Spotlight story to be disseminated on Laurier's outward and inward facing web. Faculty might also consider conducting a small study to better understand the impact of their decolonizing strategies on student learning and development.

**Unit Response:** The program agrees with the reviewers' recommendation and has already made progress in finding "ways to communicate to the broader university community (internal and external) the ways in which the

Program actively works to decolonize and indigenize their programming”. In May 2018, four of our faculty attended the first meeting of Youth and Children’s Studies programs in North America at Rutgers University where members of the program gave a presentation on incorporating Indigenous knowledges in our Youth and Children Studies courses. The Program also promotes events for Indigenous Education Week – YC/ID –for example, hosting the film screening *Ohero:kon: Under the Husk*, and conducting joint Open House presentations with Indigenous Studies Program. Youth and Children’s Studies faculty members who research on Indigeneity will also be encouraged to take on research apprenticeships jointly with Indigenous Studies faculty. We will also review recruitment material, website, view-book, experience guide, etc. and see if there is space to incorporate more language consistent with decolonization. Before we widely celebrate this curriculum change, we also want to study its impact further.

**Decanal Response:** I agree and support the unit’s response to this recommendation and the initiatives planned for the future, in particular, the taking on of research apprentices jointly with Indigenous Studies faculty, and the review of recruitment materials.

**Recommendation #2:** To gather more information about whether the admissions requirements meet the needs of the program, it might be useful to analyze the grades of students who drop out of the program before year 2. Is the high attrition rate due to entry grades or other life circumstances (e.g., deciding to major in another field; move to another geographic location).

**Unit Response:** The program has since analysed the data in one of its previous PCC meetings and noted that students who leave the program attribute the reasons to life circumstances (such as moving to another university in a different geographic location, deciding to major in another program, transferring to WLU Waterloo campus, looking at college programs, and personal reasons). A few expressed that they find the program or university in general not what they expected. Overall, the reasons had nothing to do with the academic structure or content of YC. The Program intends to review students’ grades once a year and to communicate with students who might be at risk of underachieving. We will also find out if there is any relationship between grade entrance percentages and the performance of those leaving the program.

**Decanal Response:** I support the program’s review of current students’ grades. This should be done in conjunction with the Faculty of Liberal Arts’ initiatives surrounding retention.

**Recommendation #3:** We recommend that faculty members engage in a curriculum mapping exercise to align all courses with identified program goals. Engaging in such an exercise may help identify course descriptions that need to be modified to align with program goals. For example, during the review, faculty noted that the intent of YC100 was to have a global focus; however, the course description did not match this intent. A similar gap was noted in YC400 where faculty noted that the intent of the course was more closely aligned with a capstone type of course; however, the course description allows for “topics to vary from year to year.”

**Unit Response:** While a curriculum mapping exercise was conducted before the cyclical review, the program will review the calendar descriptions of all its courses at the 2019 Annual Retreat to make necessary modifications to align the courses with identified program goals.

**Decanal Response:** I agree that the calendar descriptions should match the program's curriculum mapping, and this should be a priority initiative. This will also ensure that CAS who teach courses in the program are engaging the students in the correct material to ensure overall program learning outcomes (see Recommendation #4).

**Recommendation #4:** We recommend that faculty design a clear communication strategy between full-time and part-time faculty to facilitate part-time faculty knowledge of the programs overarching programmatic goals as related to individual course learning objectives. Such information could be disseminated in an annual part-time orientation session followed-up with full-time faculty assigned to mentor part-time faculty.

**Unit Response:** We agree with this recommendation and the program will ask contract academic staff (CAS) to attend an extra orientation or meeting to be organised by the faculty in the program. Part-time faculty will be encouraged to access a webinar that will be developed by Dr. Vanessa Oliver for prospective students to learn about the program structure, objectives and content. Part-time faculty will also be encouraged to attend the annual retreat where program issues are discussed. This will give them the opportunity to interact with full-time faculty and learn more about the program. In addition, the program intends to set aside a designated amount from its budget for full-time faculty to have coffee with CAS at the beginning of the Fall and Winter semesters.

**Decanal Response:** Substantial and meaningful interaction with CAS regarding programs is challenging given the limitations on CAS's time and the fact that CAS are not compensated for extra hours to attend retreats, coffee, etc. This is why I fully support the idea of a webinar that can be viewed at CAS's convenience, and very clear and full calendar descriptions for the courses that CAS teach (see Recommendation #3).

**Recommendation #5:** The program should explore the costs and benefits related to introducing a certificate in Early Childhood Education in partnership with other institutions.

**Unit Response:** The program has already looked into this and noted that some college transfer students come into the program with an ECE diploma, but few, if any, take the ECE diploma after completing the YC program. A few YC graduates have gone on to do the Youth Worker program. The program has been in consultation with Conestoga College to encourage YC students to enroll into the Conestoga ECE diploma fast track program after graduating with their BA Honours in Youth and Children's Studies.

**Decanal Response:** I would strongly encourage the program to continue conversations with Conestoga College about possible pathways between the YC program and their ECE diploma, especially now that Conestoga will be offering this diploma in Brantford in Fall 2019.

**Recommendation #6:** The program could consider developing further online or blended courses. This could encourage part-time students to enrol.

**Unit Response:** The program offers YC230, an online course and has recently added HR/CC320 Children's Rights (now online) to its list of elective courses in Waterloo for students taking the YC Minor. In future, we will look at possible courses to develop online (if the budget allows for it) and also see if other programs have online courses that could be used as elective courses by YC students.

**Decanal Response:** I encourage this with direction taken from the incoming Dean who will likely develop an online strategy for FLA.

**Recommendation #7:** We recommend that as the Program faculty engage in a curriculum mapping exercise, that assessment methodologies also be examined to ensure that students are able to express their learning in a variety of ways, thus continuing to develop their flexibility in knowledge production and dissemination.

**Unit Response:** The program has already done this, but will, however, regularly review assessment methodologies. Faculty have made an effort to use a variety of assessment tools including reflections, essays, presentations, quizzes, projects, creative options, exams, community assessment in CSL, etc.

**Decanal Response:** I concur that the program has already completed this task, but I encourage them to regularly review their practices to ensure the desired program learning outcomes.

**Recommendation #8:** The Self-Study report highlighted a wish to gain student feedback from exiting students, in relation to program developments and student experience. This is to be encouraged.

**Unit Response:** The alumni relations office conducts a post-graduate quiz/survey for exiting students. The program faculty have agreed to consult with FLA colleagues about other options for collecting exit data. They have also agreed to conduct feedback sessions with students in YC400. The nature of the feedback sessions will be discussed at the 2019 Annual Program Retreat.

**Decanal Response:** I support the program's response to this recommendation and urge them to gather as much feedback from their students (exiting or not) as possible to facilitate program cohesion and retention.

**Recommendation #9:** Books and documents need to be available at Brantford in a more efficient and speedy manner than is the current state of affairs. In relation to the difficulty administrative staff encounter in gaining access to documents, it should be possible to explore, for example, the use of online document sharing. We recommend that ICT be consulted to explore how files can be shared across campuses through SharePoint for example, which can handle Type III data.

**Unit Response:** The program faculty agree with this recommendation.

**Decanal Response:** The dean also agrees with this recommendation, but as this is a university decision, it is beyond our direct control. Consequently, it is not found in the Implementation Plan.

**Recommendation #10:** In times where space is at a premium, we recommend seeking out creative solutions such as partnering with local agencies for space sharing. For example, to address the space problem with the CARE lab, we recommend partnering with the Brantford Library or YMCA to inquire about options to share space. This could be a possible solution considering the CARE Lab's important role in creating University-Community connections.

**Unit Response:** We agree with this recommendation and suggest that space for CARE lab could be made available in the Market Square building. The program will support Dr. Danielle Law in exploring other options.

**Decanal Response:** For the short-term, it is extremely unlikely that new space can be found in the L-B-YMCA, Public Library or One Market. It may, however, be possible to find space within existing 'online' buildings as other offices move to One Market. A space request can be made through the FLA's CAO, and the campus's Facility and Space Management Committee can assess the request. New space allocated to FLA, however, comes with costs to the Faculty. So this will be a decision that rests, ultimately, with the incoming dean.

**Recommendation #11:** A concern we heard throughout the review was the need to have continuity across the curriculum. We recommend that the first course in the program, YC 100, and the last course, YC400, be taught by full-time faculty wherever possible. This may help bookend the student learning. The introduction of a further 400-level capstone or thesis class may also enhance the student experience.

**Unit Response:** The program faculty agree with the recommendation that YC100 and YC400 should be taught by full-time faculty, but resources and recent losses of full-time faculty make it difficult, if not impossible to implement the recommendation. The program has multiple sections of these courses, including sections of YC100 that are offered at the Waterloo campus. While YC400 is the required capstone course, our students can also enroll into YC440, YC430, YC420 and YC490 as capstone courses. Therefore, there is no need to introduce another 400-level capstone course or thesis class. Further, due to the high-enrollments in YC100, we will look into ways to ensure that the instructors for that course are prioritized for TA assignments.

**Decanal Response:** I support the program's approach to this issue, and would add that the revised course descriptions and webinar for CAS will also facilitate the continuity across the curriculum.

**Recommendation #12:** While faculty members are successful securing tri-council funding, we recommend that faculty also explore more other strategically differentiated research funding opportunities (e.g., through industry partners; community foundations).

**Unit Response:** The faculty agrees with the suggestion and will explore these possible alternative sources of research funding.

**Decanal Response:** I fully support this recommendation and the program's response. The faculty in YC are very talented, and I anticipate their efforts will be rewarded with success.

**Recommendation #13:** Provide program and other information to transfer students.

**Unit Response:** The program faculty support the idea and note that services are available for transfer students through academic advising. Students will be informed of these programs and services. At a program level, faculty will encourage students in their courses to approach the program coordinator or any YC faculty for information on the program and any assistance they might need. The program faculty also note that if YC had enough faculty members and was departmentalized they would be able to appoint an undergrad advisor to support YC students.

**Decanal Response:** Making use of existing services in Advising is key here. Unfortunately, given the budgetary constraints in FLA for the foreseeable future, an additional course release for an undergraduate advisor cannot be a priority.

**Recommendation #14:** Create and deliver an annual presentation for all students to describe what is to come in terms of courses, or other opportunities, in the following academic year. Faculty could consider disseminating the information in a face-to-face format to help build community among students and in a webinar format to accommodate students who may not be able to attend the face-to-face session.

**Unit Response:** The program instructors accept this recommendation and plan to have instructors visit upcoming classes to inform students on the courses that will be offered in the following semester. Since students will be transitioning into different year courses, an annual presentation for all students might not be feasible or be the most appropriate means for disseminating information on the courses students will be taking the following academic semester or year. A webinar could be used to disseminate information to incoming students.

**Decanal Response:** I support this plan, and anticipate that this will support both recruitment and retention.

**Recommendation #15:** We recommend communicating with CSL on the Waterloo campus to help coordinate CSL placements for students who reside closer to Waterloo than to Brantford. Some students noted that it was a hardship having to drive to Brantford for a short CSL placement if that was the only item on their schedule. Currently, the only option for students to have a CSL placement outside of the Brantford area is through a self-initiated placement.

**Unit Response:** Outside of Brantford campus, Waterloo campus has a CSL office that students can access for placements. Community Service-Learning (CSL) has over 250 community partners representing sectors that support our local communities, in which our campuses reside, including education, government, community-based, not-for profit/social profit, culture, and environment.



**Decanal Response:** This recommendation is outside the scope of the program, but it is significant and requires a review of certain CSL processes to streamline CSL to the places where students live. It is included in the Implementation Report in order to catalyze a conversation within Teaching & Learning.

**Recommendation #16:** We heard from Program support staff that students who have moderate risk of dropping out of the program due to grades or other factors do not get much explicit attention. We recommend exploring how MyDegree might help advisors identify students at moderate risk of exiting the Youth and Children Studies program and identify opportunities to reach out to such students to better understand how the Program might retain them.

**Unit Response:** The program agrees with this recommendation and will review students' grades, particularly students in the 100-level course, and reach out to students at moderate risk of dropping out of the program. The Faculty of Liberal Arts, through the office of the Interim Vice-Dean has designed an email that program coordinators can adopt to reach out to 100 level students in the interest of fostering retention by offering and highlighting the wide array of support available to 1st year students in our programs. The FLA has also designed retention actions that can be taken and acted on to motivate students at risk of dropping out as well as high flyers.

**Decanal Response:** This recommendation is similar to Recommendation #2, and I will treat them together in the Implementation Plan. I support the program's response.

**Recommendation #17:** Explore the possibility of full or partial funding for students who might need it in order to complete their CSL courses, for example in terms of travel assistance or other associated costs.

**Unit Response:** The YC program does not have a budget to provide funding to students who might need it in order to complete their CSL courses. The Dean of Students office has information on emergency funds. Students experiencing financial distress can get information on available resources and appropriate referrals for students needing financial support. Students experiencing financial difficulties could also seek assistance from the Student Awards office which is responsible for the administration of financial assistance and award programs for all students.

**Decanal Response:** Current assistance through the Dean of Students Office and Student Awards is sufficient is all that is possible. No further action on the part of the program is required, and this Recommendation will not be included in the Implementation Report.

**Recommendation #18:** Some faculty expressed concern about the increasing incidences of mental health issues among students. Faculty do not feel prepared to support students in this capacity. They are asking for more guidance when working with students with mental health concerns (e.g., how to support students who disclose mental health problems; where to direct students to get support). We recommend that Administration actively work to help faculty understand students' pathways to care (e.g., Laurier's Blue Folder; how to access academic

emergency fund; reminder of faculty roles and responsibilities when faced with a student experiencing psychological distress). Dissemination of this information could be done through Divisional Council, or related faculty meetings.

**Unit Response:** The program faculty agree with this recommendation and suggest that to prepare faculty for increasing incidences of mental health issues among students we could create space for faculty to discuss these issues and their potential solutions. Faculty all suggested that we could set up a question and answer session with the Wellness Centre or Accessible Learning. These activities could be conducted during Divisional Council, FLA's Community Week, or during PCC meetings. Issues that could be discussed include types of available support, identifying students with mental health issues, flexibility when dealing with students with mental health issues, and where to draw lines between "real" mental health issues and students who are drawing on this language to avoid responsibility. This might be something WLUFA could support students in doing.

**Decanal Response:** I invite the incoming dean to consider this for a Divisional Council (or the like) in the upcoming academic year, and perhaps repeated annually.

**Recommendation #19:** Some faculty expressed the need to be provided more information and resources on how to accommodate students with accessible learning needs (e.g., visual impairment and creating AODA compliant materials). We recommend that Administration actively work to provide faculty with knowledge and resource to support teaching different abled learners.

**Unit Response:** Wilfrid Laurier University has an Accessible Learning Centre (ALC) that provides supports for students with disabilities. Accommodations for students are constructed through consultation, dialogue and partnership among appropriate faculty, staff and the student. Perhaps, ALC could develop workshops to assist faculty with ideas on how to support students with special needs (e.g., the visually impaired) in their classrooms. Workshops could focus on supporting instructors who need to modify materials and teaching styles in order to accommodate students.

**Decanal Response:** This is a recommendation for Teaching and Learning, and not FLA, except that the incoming dean might consider asking ALC to present this information at a DC.

**Recommendation #20:** Considering the alignment of the Youth and Children Studies Program with careers in the field of education, we recommend Program faculty to consult with Laurier's Faculty of Education to explore program partnership opportunities. For example, there could be synergy between the desire for a Youth and Children Studies master's program and the current Master of Education program currently offered on the Waterloo campus. The Program might consider establishing regular meetings with persons in Administrative roles in the Faculty of Education (e.g., Dean, Associate Dean, Graduate Coordinator).

Students expressed high satisfaction overall. We recommend Program faculty to consider developing a clear communication strategy to students to help them understand the kinds of career opportunities following completion of the BA in Youth and Children Studies. For example, clearer communication about the pathway to

Laurier's Bachelor of Education program. This pathway could also be used as a strategic recruitment and retention tool for the Program.

**Unit Response:** The program faculty agrees with the recommendation for the Youth and Children's Studies to consult with Laurier's Faculty of Education to explore program partnership opportunities, and to discuss possibilities and desire to establish a joint Youth and Children's Studies Master's program with the current Master of Education program offered on the Waterloo campus.

**Decanal Response:** I support increased communication between YC faculty and faculty in the Faculty of Education. But I cannot support the development of an MA in YC at present as there are currently no resources to support such graduate students or to hire the required additional faculty for the program to run, while also running an undergraduate degree.

**Recommendation #21:** Should resources become available, we recommend a full-time complement to faculty who should be based solely in the YC program.

**Unit Response:** The YC program recently lost one full-time member of the program as well as a second member who was cross-appointed to the program. Therefore, we strongly agree with the recommendation.

**Decanal Response:** This recommendation entails resource allocations that cannot be addressed outside of the wider budgetary restraints of the Faculty of Liberal Arts, and of the university as a whole. It is therefore not included in the Implementation Plan, since it may not be implemented outside of the budget allocation process.

## STRENGTHS OF THE PROGRAM(S)

Dean of Liberal Arts: The success of the YC program (and its faculty members' teaching and research success) is a strong testament to the talent, innovation and generosity of its members. The program's faculty and staff are exceptionally collaborative and work tirelessly and creatively to find solutions to challenges and to strengthen the program. I commend the faculty and staff for their initiative to go beyond the 'normal' to develop and engage in wonderfully innovative and impactful projects, labs and initiatives, e.g., CARE lab, undergraduate research, community art projects, public lectures, and of course very impressive research and teaching.

## OPPORTUNITIES FOR IMPROVEMENT AND ENHANCEMENT

Dean of Liberal Arts: As outlined in this Self-Study, Reviewers' comments, and the program's response, the main areas for enhancement center around the following:

- Enhanced Communication: regarding how program works to decolonize and indigenize their programming (#1); with CAS (#4); with transfer students (#13); with current students (#14); with the Faculty of Education (#20)

- Engage in retention initiatives in conjunction with FLA's (#2, #8, #14, #16)
- Ensure Program's Learning Outcomes are reflected in calendar descriptions (as outlined in Curriculum map) (#3), that assessment methodologies are reviewed regularly (#7); that CAS are fully informed about the learning expectations of YC100 and the 400-level courses (#11)
- Explore pathways for students between the YC program and Conestoga's ECE diploma, now in Brantford (#5)
- Explore further online offerings as part of FLA online strategy (#6)
- Diversify research funding opportunities and applications (#12)

Recommendations not in Implementation Plan: #9, #15, #17, #21

Recommendations to be taken up by incoming Dean: #18, #19

Recommendation to be taken up by AVP Teaching & Learning: #15

## SIGNATURES

Dr. Heidi Northwood

June 24, 2019



Dr. Kathryn Carter

June 27, 2019



Dr. Robert Gordon

June 28, 2019



Approved by Program Review Sub-Committee:

September 23, 2019

Approved by Senate Academic Planning  
Committee:

October 7, 2019

Submitted to Senate (for information):

March 11, 2020

Implementation Report Due Date:

March 11, 2022

## RECOMMENDATIONS PRIORITIZED FOR IMPLEMENTATION AND ACTION PLAN

Recommendation to be Implemented	Responsibility for Implementation	Anticipated Completion Date	Responsibility for Resourcing (if applicable)	Additional Notes
<p><u>Enhanced Communication:</u></p> <ul style="list-style-type: none"> <li>- regarding how program works to decolonize and indigenize their programming (#1);</li> <li>- with CAS (#4);</li> <li>- with transfer students (#13);</li> <li>- with current students (#14);</li> <li>- with the Faculty of Education (#20)</li> </ul>	<p>Program Coordinator facilitates, with support from all YC faculty members</p>	<p>June 2020: new processes, webinar, workshops established.</p> <p>Review and refinement of these initiatives should occur annually after that</p>		
<p><u>Retention Initiatives (in conjunction with FLA):</u></p> <ul style="list-style-type: none"> <li>- review students grades and reach out to those at risk (#2 &amp; #16))</li> <li>- communicate with and get feedback from exiting and existing students (#8)</li> <li>- present on program offerings each term (#14)</li> </ul>	<p>Program Coordinator facilitates, with support from all YC faculty members</p>	<p>June 2020: new processes, webinar, workshops established.</p> <p>Review and refinement of these initiatives should occur annually after that</p>		

<p><u>Program Curriculum , Outcomes &amp; Mapping</u></p> <ul style="list-style-type: none"> <li>- Ensure Program's Learning Outcomes are reflected in calendar descriptions (as outlined in Curriculum map) (#3)</li> <li>- that assessment methodologies are reviewed regularly (#7);</li> <li>- that CAS are fully informed about the learning expectations of YC100 and the 400-level courses (#11)</li> </ul>	<p>Program Coordinator facilitates, with support from all YC faculty members</p>	<ul style="list-style-type: none"> <li>- Fall 2019</li> <li>- Annually at Spring Retreat</li> <li>- Fall 2019: Processes (rewritten calendar descriptions &amp; webinar) &amp; ONGOING for communication with CAS</li> </ul>		
<p>Explore pathways for students between the YC program and Conestoga's ECE diploma, now in Brantford (#5)</p>	<p>Program Coordinator facilitates, with support from all YC faculty members</p>	<p>June 2022</p>		
<p>Explore further online offerings as part of incoming Dean's FLA online strategy (#6)</p>	<p>Program Coordinator &amp; Dean of FLA</p>	<p>June 2020</p>		
<p>Diversify research funding opportunities and applications (#12)</p>	<p>YC Faculty with support from ORS</p>	<p>June 2021 (for initial check-in on progress)</p>		
<p>Explore submitting space request for CARE lab with incoming dean (#10)</p>	<p>Program Coordinator/Dr. Law</p>	<p>June 2020</p>		

<p>Presentations to Faculty at Divisional Council:          Mental Health Issues #18, Student          Accommodations #19</p>	<p>Dean of FLA</p>	<p>May 2020, and perhaps          annually</p>		
<p>To engage in consultation within CSL so that          student circumstances are taken into account          when assigning placements</p>	<p>AVP Teaching &amp; Learning          (with EL and CD)</p>	<p>June 2020</p>		