Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	**Department of Modern Languages and Literatures**
New or Cyclical Program Review (please indicate)	**Cyclical Program Review**
Degree(s) Offered:	**BA modules: Honors Specializations, Specializations, Majors, Minors**
Date of Site Visit:	**25 March 2013**
Evaluation:	Good quality

Summary:

The report by external consultants Dr. Petra Fachinger (Queens University) and Dr. Sonia Thon (Acadia University) assesses the Department of Modern Languages and Literatures as “a very strong department with excellent teaching scores and with an excellent research record.” It goes on to note that “students are engaged and praise the commitment of their professors and administrative staff and the programs that the Department offers.” The appraisers met with a large number of full-time and part-time faculty members as well as numerous undergraduate students, in addition to administrators and staff. The appraisers recognized the contributions of the work of the Department of Modern Languages and Literatures to the university’s priorities of internationalization and interdisciplinarity.

The recommendations made by the appraisers focus on ways in which what they consider an already strong department might become even stronger. The appraisers go so far as to suggest that Western consider a language requirement for all undergraduate students, or at least all undergraduate Arts and Humanities students. This recommendation could be seen as beyond the authority of the Department or Faculty. Chair, Dr. Joyce Bruhn de Garavito has responded clearly and frankly to each of the twelve recommendations. In several instances, additional staffing is recommended and in other cases the Department is already aware of and seeking to address issues raised by the consultants.

Recommendation	Responsibility
Increase collaboration with Huron University College	Department
More effective links between Comparative Literature and Culture and the Digital Humanities	Department
Reinstate Spanish for Heritage learners	Department

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Undergraduate Program:	**Chemical and Biochemical Engineering**
New or Cyclical Program Review (please indicate)	**Cyclical program review**
Degree(s) Offered:	**Bachelor of Engineering**
Date of Site Visit:	**November 21, 2012**
Evaluation	Good quality

Summary:

The review was conducted by Dr. Ajay Dalai (Professor and Canada Research Chair, and Associate Dean (Research) (on leave), Chemical and Biological Engineering, University of Saskatchewan), Dr. Shiping Zhu (Professor and Chair, Chemical Engineering, McMaster University), Dr. John Hatch (Associate Dean, Arts and Humanities, Western University), and Ms Nicole Cheese (UG Student, Arts and Humanities, Western University).

The day involved discussions with Drs Alan Weedon (VP-Academic Planning, Policy and Faculty), John Doerksen (VP-Academic Programs and Students), Ajay Ray (Department Chair), Kibret Mequanint (Associate Chair-Undergraduate), Andy Hrymak (Dean, Faculty of Engineering), Dr. Jesse Zhu (Associate Chair-Graduate), Hugo de Lasa (Professor), Mita Ray (Professor), Lars Rehmann (Professor), Amarjeet Bassi (Associate Dean, Undergraduate Services), and a group of six students. The meetings were very well organized and the participants knowledgeable and enthusiastic about the program under review.

The external reviewers were quite impressed with the program and noted that it had good potential for growth. Most of the issues raised were minor and were already being addressed by the Department.

Recommendation	Responsibility
Continued focus on recruitment of female students	Department and Faculty
Improved Teaching Assistant training	Department and Faculty
Greater visibility of the program in the first year and in the high schools.	Department and Faculty

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Undergraduate Program:	**Civil and Environmental Engineering**
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	BESc Civil and Structural Engineering BESc Environmental Engineering BESc Civil Engineering and HBA BESc Civil Engineering and JD BESc Civil Engineering and MD BESc Civil and International Development
Date of Site Visit:	**2012.11.23**
Evaluation	Good quality

Summary:

The Civil and Environmental Engineering program was reviewed by Dr. Mohamed Lachemi (Ryerson University) and Dr Paul Van Geel (Carleton University), assisted by Dr. Pam McKenzie (Western, Information and Media Studies). No student reviewer participated. During their visit, the reviewers visited lab facilities and met with the Acting Chair and Undergraduate Chair, faculty members from representing the Civil Environmental specializations, administrative and technical staff, undergraduate students from Years 2-4, the Dean and Associate Dean, the Vice Provost (Academic Programs and Students) [Registrar], and representatives of Western Libraries. The meetings were pleasant and productive, and participants exchanged ideas and information freely and with considerable enthusiasm.

Overall, the external consultants found the program to be of good quality. They observed that the program is clearly and carefully designed and consistent with Western's mission, values, strategic

priorities and academic plans, that the learning goals and objectives are generally clear and appropriate, and that the Department is committed to promoting interdisciplinary, experiential, and international learning opportunities for students. They particularly commended the Capstone Design Project, done in conjunction with the City of London. The program covers three key areas of civil engineering (structural, geotechnical and environmental) in a thorough fashion and most courses are taught at an appropriate level. The faculty complement is sufficient and modes of program delivery are appropriate and innovative, with high levels of interaction between faculty and students. High student satisfaction was evident both in course evaluations and in discussions with current students. Continued commitment to increasing the number of female faculty and students will only help to strengthen the program and its recruitment efforts.

The consultants observed that the CEE Self-Study report lacked a clear explanation of the differences among the multiple program options, especially between options C, D and E, and failed to present the details of the common first-year curriculum. They observed the imbalance in enrolments in the much more popular structural engineering-related options/courses compared to the environmental engineering related options/courses and advised that an effort be made to increase the enrolment in the environmental engineering options. The consultants further felt that the program and the student experience would benefit from the addition of a laboratory technician. Finally, they recommended that Ontario universities work together to align the IQAP and CEAB accreditation processes to avoid duplication of labour and unclear reporting.

Recommendation	Responsibility
Add one technician to the departmental complement to support undergraduate lab instruction.	Dean

Final Assessment Report
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Undergraduate Program:	**Green Process Engineering**
New or Cyclical Program Review (please indicate)	**Cyclical**
Degree(s) Offered:	**BESc**
Date of Site Visit:	**11/21/12**
Evaluation	Good quality

Summary:

The Green Process Engineering Program, part of the Department of Chemical and Biochemical Engineering in the Faculty of Engineering, is accredited by the Canadian Engineering Accreditation Board. The first of its kind in Canada, Green Process is based on an innovative, high quality curriculum which enables students to learn how to minimize the environmental footprint of design processes and to utilize non-fossil resources in both products and services. Advancing the sustainability mission of the Faculty, the Green Process program is delivered by a cadre of outstanding professors, recognized for their teaching and research excellence. These professors bring cutting-edge research to the classroom in hands-on experiences facilitated through the well-equipped Design Studio, Engineering Laboratories, and computer labs. These facilities are organized and operated by a very committed group of technicians and staff who provide sophisticated resources and electronic manuals. The new program has attracted above-average students who are passionate about sustainability. They have opportunities to combine degrees with Law and Business, learning how to translate green energy technologies into entrepreneurial activities. The program has created a new mindset among students, outside of the traditional paradigm of Chemical and Biochemical Engineering. Class sizes are small, with a high ratio of professors to students, creating an environment of collaboration and dynamic learning which has led to projects presented at London City Hall and mentorship opportunities provided by local industries.

This is a limited enrollment program, with some room for expansion. Expanding beyond 20 students will create challenges with respect to lab access, technical support, and access to the expert professors specializing in this research. Since the expertise is so specialized and dedicated, sabbatical replacements are an issue.
Other Engineering programs in Canada address sustainability within their Chemical Engineering Departments. There is some debate about whether the program needs to be separate. There is agreement, however, that creating this mindset of sustainability and social responsibility will be effective for at least the next decade, before all Chemical Engineering Departments have fully adopted such processes in their curricula.

Recommendation	Responsibility
Monitor student numbers in relation to Faculty members, staff members, lab capacities	Department Chair, Dean
Outcome assessment – is the Green program dissimilar to common approaches utilized by Departments of Chemical Engineering – is all Chemical Engineering Green Engineering?	Department Chair, Dean

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	**Mechanical and Materials Engineering**
New or Cyclical Program Review (please indicate)	**Cyclical**
Degree(s) Offered:	**Bachelor of Engineering Science, Mechanical Engineering**
Date of Site Visit:	**November 21 2012**
Evaluation	Good quality

Summary:

Dr. Saeid Habibi of McMaster University and Dr. Jean Zu of University of Toronto were generally impressed with the Mechanical and Material Engineering program. The MME program has recently introduced a number of significant changes (e.g., introduced a research methods course, modernized curriculum, increased focus on industry-sponsored projects, introduction of more experiential opportunities). It is fully compliant with the requirements of the Canadian Engineering Accreditation Board and is similar to other programs offered across the country.

The program's unique features include: a summer program at Fanshawe College where students can get a machinist certificate, concurrent degrees with Ivey, Law and Medicine, and excellent exchange opportunities. Exit surveys, teacher ratings and attrition rates all indicate that the program is of high quality. The student-faculty ratio is lower than that of comparable programs though the department is advised to monitor whether the newly created program, Mechatronics Systems Engineering, will impact on this ratio in the future. The reviewers found the library resources to be exceptionally good and the IT infrastructure and training to be good. (They did, however, note the importance of renewing aging computing resources.) The faculty members in general were found to be committed to both teaching and to research, the support staff excellent and the technical staff very committed and dedicated despite being overloaded. Technical staff, with their view from the "ground" expressed a desire to be more involved in decision-making regarding labs. Planning for courses and lab work was complicated by the fact that TA assignments were only made a week before classes ended. The reviewers recommended that the process of TA assignments be made earlier and that the technical staff be included in conversations about the labs.

Three minor shortcomings were identified. First, not all students received the same experience in their fourth-year capstone course. The department is currently examining ways to improve this. On a practical level, the ability to staff this course is compromised by the elimination of a technical staff position in 2009

and it may be time to revisit the staffing complement. Second, a few years ago, the equipment in the MME machine shop was removed and put in a general machine shop. Consequently access for MME students is no longer guaranteed. As the capstone course becomes more important, the reviewers felt the department should have its own machine shop and that the technician who retired in 2009 be replaced. Because the labs have been modernized and have complex equipment, it is essential that there be appropriate technical support. The current technical support staff has no expertise in material science which puts strain on faculty in this area, and as outlined in the previous point, compromises the ability to offer an outstanding experience for all students in the capstone course. Finally, the reviewers were concerned that students had access to machines without supervision. In response to this concern, the Chair solicited the advice of the Faculty Safety Officer and was told that the current practice is "consistent with safety requirements". Given the importance of student safety, this difference of opinion between the reviewers and the Safety officer should be discussed more fully. Clearly resolving these issues with respect to staffing, safety and an MME machine shop will require discussions with the Dean and Chair before any action plan can be implemented.

Recommendation	Responsibility
Ensure that all students in the fourth-year capstone course get the same level of high-quality experiential learning	Department
Insure supervision of students in machine shop at all times	Faculty/department
Provide support for machine shop activities required by the department	Faculty/department
Review technical staff compliment for suitability for current undergraduate program needs	Facuty/department
Allocate TAs for courses earlier.	Faculty
Replace aging computers	Faculty
Increase hours of availability of help desk	Faculty
Solicit advice from technical staff about the aspects of students' labs.	Department

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Undergraduate Program:	**Integrated Engineering**
New or Cyclical Program Review (please indicate)	**Cyclical program review**
Degree(s) Offered:	**Bachelor of Engineering Science (BESc)**
Date of Site Visit:	**November 22, 2012**
Evaluation	**Good Quality with report in One Year**

Summary:

The Integrated Engineering review was conducted by Robert Brennan (Assoc. Dean, Academic & Planning, Schulich School of Engineering, University of Calgary), Andrew Fisher (Assoc. Dean, Undergraduate Studies, Faculty of Engineering, Memorial University of Newfoundland), and Jeffrey Hutter (Assoc. Dean, Academic Affairs, Western University). There was no student reviewer on the panel.

The reviewers met with John Doerksen (Vice-Provost, Academic Programs and Students), Alan Weedon (Vice-Provost, Academic Planning, Policy & Faculty), Lesley Mounteer (Assoc. Director, External Services, Engineering), Ralph Buchal (Professor and former Integrated Engineering Program Director),

Amarjeet Bassi (Assoc. Dean, Academic, Engineering and interim Integrated Engineering Program Director), Profs. Jose Herrera, James Lacefield, Jeff Wood, and Maged Youssef (undergraduate chairs of the four Engineering departments), Andrew Hrymak (Dean of Engineering), Nina Lowes and Karen Murray (academic counsellors), and a group of five students from years 2 and 4 of the Integrated Engineering program. In addition, the committee toured the Taylor Library, as well as laboratory and student project space in Engineering.

Because the facilities and most of the courses involved in this program were already being reviewed as part of the cyclical review for each of the Engineering Departments, this review focused mainly on program-level aspects of Integrated Engineering.

The reviewers noted that since this program has a broad-based curriculum drawn from all four Engineering departments, students do not specialize in any one engineering discipline. This multidisciplinary curriculum is seen as strength by students already in the program, but it has yet to attract a large number of students. Challenges to growth of the program include a perceived lack of student identity (unlike students in the core Engineering departments, Integrated Engineering students have no "home") and lack of understanding of the nature of the program amongst employers. Growth of the program will require buy-in by faculty members, and promotion in their first-year classes. It was also noted that with the majority of the courses in the program serving one or another of the Engineering departments, Integrated Engineering has limited control over its curriculum, making continuous improvement difficult.

The reviewers were excited by the planned redesign of the Integrated Engineering program to focus on business and innovation, which was viewed as a good match to its multidisciplinary nature, and felt that such a shift had the potential to greatly increase the relevance and significance of the program. They cautioned, however, that the current issues with identity would not simply disappear because of the proposed changes. A clear communications plan to promote the revised program to both internal and external stakeholders is required. It was also noted that as the proposed approach would require more resources, growing the class size would be particularly important. They also expressed a concern that the proposed Leadership and Innovation diploma available to other Engineering students might draw students away from Integrated Engineering. To be successful, this program will need a dedicated program director, significant counselling resources, and a dynamic and articulate champion.

Additional minor suggestions were to review the success of a similar program at UBC and to redefine the design course(s) that would remain as part of the program.

Specific major recommendations are as follows:

Recommendation	Responsibility
Implement the redesign to a business and innovation focus.	Program, Faculty
Assign a dedicated Program Director.	Program, Faculty
Identify a dynamic and articulate champion (e.g., through the proposed Chair in Leadership and Innovation).	Faculty
Develop a clear communications plan to promote the program both internally and externally.	Program
Redefine the remaining design course(s) in the program	Program
Provide a tangible "home" for students (e.g., case-based teaching lab or senior design space).	Program, Faculty
Identify tools and techniques to assess whether the program's outcomes are being achieved.	Program, Faculty

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Undergraduate Program:	**Software Engineering**
New or Cyclical Program Review (please indicate)	**Cyclical**
Degree(s) Offered:	
Date of Site Visit:	**November 23, 2012**
Evaluation	**Good Quality with report in Two years**

External Consultants:
Robert Biddle, Ph.D., Carleton University, Ottawa
Philippe Kruchten, Ph.D., P.Eng, University of British Columbia, Vancouver

The external consultants found the self-evaluation document less helpful than they had expected it to be because it had been derived from an accreditation document which had been written for a different purpose. Although they found it difficult, therefore, to respond to some of the criteria identified for the IQAP review, they were, overall, satisfied with the program.

Objectives: This was one of the areas the consultants noted was lacking in the self-evaluation report. They understood from the Vice-Provost, however, that experiential learning and internationalization are key objectives at Western, and they commented on these features of the SE program.

Program Structure and Curriculum: The consultants observed that "the SE curriculum is clear, well aligned to the current state of the discipline, and consistent with the expectations for an undergraduate engineering program." They identified a number of positive features, including "the inspirational nature of the instructor of the programming course" in the first year; "important SE courses" offered at second year as well as "supporting courses . . . that appear of high potential worth"; a good project course in third year (SE 3350) involving "real industry customers"; and "a laudable amount of elective material in appropriate areas in fourth year." They noted, however, that students felt "a 'disconnect' between the various courses," and thought tools and techniques used in SE2203 and SE2350 were out of date. The consultants suggested that the curriculum committee "may benefit from direct input from industry representatives."

Assessment of Teaching and Learning: The consultants noted that "methods of delivery and assessment seem adequate, although rather traditional and conservative;" they also commented that "courses are well built, and assessment is thorough." The noted that they saw no evidence of problem-based or team-based learning, or of innovative delivery technologies such as video-recording, web-based delivery, in-lecture "clickers", etc.

Resources Undergraduate Programs: The consultants commented that "resources available to the program are very stretched." They noted "a very high level of non-research faculty (LD, LT)" and "few graduate students [who are] available and competent or interested in software engineering." The consultants heard student concerns about the student cohort being too large to be accommodated in a single lab.

Quality and Other Indicators:
Faculty: there is a higher than usual reliance on LD/LT instructors; class size seems to have gone beyond what the department should actually accept to keep a reasonable level of quality.
Program: program meets CEAB standards for accreditation.
Students: many are attracted by a single LD instructor; retention is good; enrolment of women is low.

Quality Enhancement: "There was no material available to the reviewers to address this point."

Conclusion and Recommendations: In this section, the consultants commented that "resources are constrained." They also made three brief recommendations:

1. the curriculum should be examined closely to improve connections among courses;
2. more coordination with Computer Science may be beneficial;
3. the Department should find ways to better incorporate student feedback and input from the local software industry in evolution of the program.

Department's Response: The Department responded to a total of 24 questions, comments, and issues raised in the external consultant's report. The external consultants mentioned only four particular recommendations in the conclusion to their report:

Recommendation	**Responsibility**
Improve connection among courses to CEAB accreditation model during regular curriculum review	Departmental Curriculum Committee
Explore coordination with Computer Science	Faculty
Evaluate need for enrollment cap until HR & other resources are addressed	Faculty
Better incorporate student feedback re the program, as well as input from local software industry.	Department Chair & Program Directors

Final Assessment Report
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Undergraduate Program:	**Electrical Engineering**
New or Cyclical Program Review (please indicate)	**Cyclical**
Degree(s) Offered:	**BESc**
Date of Site Visit:	**11/21/12**
Evaluation	**Good Quality with report in Two years**

Summary:
The Electrical Engineering program, in the Department of Electrical and Computer Engineering, within the Faculty of Engineering is accredited by the Canadian Engineering Accreditation Board. Students within this program follow a high-quality curriculum based in areas including: Wireless Communication, Power Systems, Biomedical Signals and Systems, and Mechatronics. Students have many formalized options which they may pursue through the coordinated efforts with other departments in a primarily traditional-styled offering of courses. Students experience their programs in up-to-date, well-equipped labs that receive the careful attention of a committed and skilled technical staff. The Department has made important efforts, through such initiatives as E-books, to decrease costs for students. In class sizes ranking as average in numbers, comparatively, students receive instruction from highly qualified, award-winning professors, who sometimes use alternative delivery techniques to augment traditional styles of teaching, while meeting the stated learning objectives. The program continues to remain in demand and its students are successful, in part due to well-conceived initiatives of support for mentoring students.

Recommendation	Responsibility
Improve communications between students and academic representatives of the program	Department Chair
Improve TA instruction, particularly communications skills	Dean's Office and Department
Assess/re-evaluate joint undergraduate/graduate courses to ensure consistency in teaching	Department
Relieve workload demand on staff members	Dean's Office

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Undergraduate Program:	**Computer Engineering**
New or Cyclical Program Review (please indicate)	**Cyclical**
Degree(s) Offered:	**Bachelor of Engineering Science, Computer Engineering**
Date of Site Visit:	**November 22, 2012**
Evaluation	**Conditionally Approved with Reports in One and Two Years**

Summary:

The review was conducted by Dr. Medhat Moussa, School of Engineering, University of Guelph and Dr. Voicu Groza, School of Electrical Engineering and Computer Science, Faculty of Engineering, University of Ottawa, Dr. Douglas L. Jones, Associate Dean, Basic Medical Sciences Academic Affairs, Schulich School of Medicine & Dentistry and Ms. Meghan Yang, Undergraduate student in the Faculty of Health Sciences. Each of the External reviewers provided a separate report. The Departmental responce was prepared by Dr. Ken McIsaac, Chair, Department of Electrical and Computer Engineering on April 5, 2013.

The Computer Engineering program's structured is as follows. The 1st year is a common year shared by all Western's engineering students. The 2nd year is common for all students in both Electrical and Computer Engineering. Computer Engineering courses are mostly delivered in 3rd and 4th years.

In general, both reviewers shared a positive view of the program, and were complimentary of the faculty's and support staff's enthusiasm, competency and professionalism. However, both Drs. Moussa and Grouza were concerned that the program's enrollment is too low to be sustainable. They agreed that the program is too closely linked to the Electrical Engineering program. In order to make Computer Engineering viable, it needs to develop a distinct identity. If that is unsuccessful, their recommendation was that the program be withdrawn, or become an "option" within Electrical Engineering.

Several very specific recommendations were made regarding altering the structure of the program as well as courses to be replaced and/or introduced including adding collaborative Computer Science courses. This may require a cultural shift on the part of some of the faculty.

In their response, the programs stated they will incorporate into their curriculum: (1) core material on computer design moved earlier in the curriculum; (2) more focus on system level software, and (3) modify the program to have a clear identity that focuses on computer design applications.

Despite both external reviewers suggesting replacing MME2234 with a course(s) in Computer Science or Software Engineering, the departmental responded ". . . *that MME2234 is a necessary introduction to fundamental principles of physics that Computer Engineering students require to work on practical applications*."
* It is important that the Faculty reconcile these opposing opinions.

Despite the excellent student/teaching assistant ratio that allows for better interaction during laboratory hours, there was a strong recommendation regarding improving the quality of the teaching assistants' performance, particularly as it has an impact on the student's performance and satisfaction. The Departmental response was that they are working with a special Faculty task force to review the recruitment policies, training and retention of high-quality TA's.

Recommendation	Responsibility
Consider the relationship and distribution between Electrical, Computer and Software Engineering programs Undergo a Major Pg review to address the following 5 recommendations;	Department/ Faculty

Introduce Computer Engineering courses earlier than 3rd year to clearly identify the Computer Engineering program	Department
*Replace courses such as MME2234.	Department
Introduce a course on reconfigurable computing where students can perform hardware/software co-design.	Department
Integrate the curriculum with computer courses such as CS3305a/b (Operating systems) and CS3340a/b (Analysis of Algorithms I)	Department
Move courses from 4th to 3rd year to provide more flexibility for courses in the 4th year.	Department
Improve the quality of the teaching assistants' performance, , particularly communications skills	Dean's Office and Department
If the enrolment is not significantly increased in the next few years, withdraw the separate program or offer it as an option for the electrical engineering students.	Department

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Undergraduate Program:	**Kinesiology**
New or Cyclical Program Review (please indicate)	**Cyclical**
Degree(s) Offered:	**3- and 4-year BA, honors specializations in Kinesiology (BSc, BA), Sports Management (BA), Fitness and Exercise Promotion (BA) and Physical Education for Teaching (BA).**
Date of Site Visit:	**12 March 2013**
Evaluation	**Good Quality**

Summary:

The external reviewers, Carol Rodgers and Wayne Albert, and the internal reviewer, Pam McKenzie (FIMS), conducted a site visit on 12 March 2013. The reviewers met with faculty, staff, and students from the School of Kinesiology, the Dean of the Faculty of Health Sciences, and representatives of the Registrar's Office and Western Libraries. Our discussions were collegial and fruitful.

Overall, the reviewers spoke very positively about the programs. They identified the achievement of accreditation by the Canadian Council of University Physical Education and Kinesiology Administrators [CCUPEKA] as evidence of their strength in both theoretical and hands-on lab-based learning. The School is currently undergoing extensive curriculum review through which it is mapping learning outcomes across the entire curriculum. The self-study involved in this process required broad-ranging curriculum discussions across the individual specialization units, something that faculty identified as a positive new opportunity. This self-study process, along with surveys of current and graduating students, provide robust data that can be used to further enhance the program and to effect any needed changes. The reviewers encouraged the continuation of this review process to identify areas of overlap or limitation in the curriculum.

In their report, the external reviewers identified several strengths of the Kin programs. The quality of students continues to be very high. School faculty represents an unusually broad range of disciplinary perspectives and this breadth is reflected in the curriculum. There is opportunity to build on these multidisciplinary research strengths to develop unique-in-Canada curricular foci, e.g., in Sport

Management or Clinical Kinesiology. All Kinesiology students, regardless of specialization, are required to take courses from multiple disciplines, including writing-intensive courses. The structure of the specializations and the range of elective choices allows students to achieve both depth and breadth of knowledge. A variety of theoretical and hands-on courses enables students to acquire knowledge and to apply it through practical experience. The structural and administrative link between the undergraduate programs and Western's athletic programs provide opportunities for students to engage in a variety of experiential opportunities (e.g., coaching, sports science, athletic training) that would not be available otherwise. Lab sections are small and some lab facilities are newly renovated, allowing for an excellent level of student involvement in hands-on laboratory experiences.

The reviewers also noted some challenges. The upcoming Clinical Kinesiology certification process established by the Transitional Council of the College of Kinesiologists of Ontario will include an entry-to-practice exam with a scope of practice that is projected to be broad and to rely heavily on applied and clinical kinesiology. This new certification process is a challenge for all Ontario Kinesiology programs as they reconsider the configuration of their Clinical Kinesiology offerings in response to this change. Students reported that they were unaware of the range of experiential and international learning opportunities available to them. The role, range, and number of activity courses in the curriculum is a matter of some debate and philosophical difference among faculty members. The reviewers note that the number of required activity courses is high compared to other Canadian programs. Although students uniformly valued the combination of theory and practice offered by activity courses, they expressed concern that these courses are not considered by post-graduate and professional schools, and that the heavy activity requirement prevents them from taking electives more aligned with their career aspirations. Several science-focused Kinesiology courses are not recognized as B.Sc.-eligible, meaning that students in the B.Sc. program are required to take a number of courses outside of the School to complete their degrees. Many laboratory facilities are in dire need of refurbishment. Faculty are dispersed across a number of locations, making it difficult for the program to establish a strong sense of "home."

The Director's report has acknowledged and addressed many of these issues, and indicates actions being taken to mitigate them. Any recommendations the reviewers suggest are to strengthen or improve the program.

Recommendation	Responsibility
Renewal of lab facilities	Director/Dean
Continued re-evaluation of number and scope of activity courses	Director/faculty

Final Assessment Report
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Undergraduate Program:	**School of Health Studies**
New or Cyclical Program Review (please indicate)	**Cyclical**
Degree(s) Offered:	**Bachelor of Health Sciences**
Date of Site Visit:	**February 26, 2013**
Evaluation	**Good Quality**

Summary:

The review was conducted by Dr. Lori Livingston (Dean, Faculty of Health & Behavioural Sciences, Lakehead University), Dr. Michael Hayes (Director of Health Education and Research, University of Victoria), Dr. John G. Hatch (Associate Dean, Arts and Humanities, Western University), and Ms. Grace Locke (UG Student, Arts and Humanities, Western University).

The day involved discussions with Drs. John Doerksen (VP-Academic Programs and Students, Western), Dan Beliveau (Acting Director and Undergraduate Chair, School of Health Studies), Marita Kloseck (Director, School of Health Studies), Jim Weese (Dean, Faculty of Health Studies), Kevin Wamsley (Associate Dean, Faculty of Health Studies), Mr. Neil Fulford (Academic Affairs, Faculty of Health Studies), and various faculty, staff and students. The meetings were well organized and the participants engaged openly and enthusiastically in discussing the School, its programmes, and administration.

The external reviewers were impressed with the program especially in light of it being a relatively new program having been granted "School" status in 2009. A number of issues and concerns were raised but most are related to the newness of the School and is growing popularity, such as pressures on space, staffing, and curriculum. All shortcomings the School was already aware of and are in the process of addressing with support from the Dean's Office.

Recommendation	Responsibility
Fine tuning of curricular structure and courses: eliminating overlap and redundancies, and addressing obvious gaps, while attempting to generate a better balance of socioculturally-oriented vs. bioscience-oriented offerings.	School
Expand experiential and community service learning opportunities.	School and Faculty
Encourage the continued development and implementation of online and hybrid courses.	School and Faculty
Prioritize SHS physical space needs as the Faculty acquires new space.	Faculty

Final Assessment Report
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Undergraduate Program:	**Philosophy and Religious Studies (Brescia)**
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	B.A.
Date of Site Visit:	March 6-7, 2013
Evaluation	**Good Quality**

Summary:

The external reviewers, Dr J. Mitscherling, Philosophy, University of Guelph, and Dr. M. Tataryn, Religious Studies, St. Jerome's University, met with Dr. John Doerksen, Vice-Provost Academic & Students, the internal reviewer Dr. Sauro Camiletti, Dean of King's University College, and with students, faculty members, the Department Chair, librarian, Registrar, and Dean in accordance with Western's IQAP policy. The external reviewers also visited two classes, Feminist Spirituality (Rel St 2222G) and Philosophy and the Arts (Phil 2230G).

The departmental self-assessment and the report of the external reviewers confirm the quality of the program. In the reviewers' words, "When taking into consideration a number of factors (enrolments, faculty size, student satisfaction, etc.) Brescia University College should be singularly commended for what is being achieved by the undergraduate program in the Department of Religious Studies and

Philosophy". There were no important problems or issues identified by the reviewers, and recommendations are all ones meant to strengthen the program and enhance its profile.

Note: The summary table of recommendations omits one of the reviewers' seven recommendations because the decision has been made to not pursue it. The reviewers included the recommendation "Introduce online course offerings". Among the strengths and defining characteristics of Brescia University College are small classes, the individual attention and support provided to students, and the mentoring of students by faculty. It is our view that offering online courses is a poor fit with Brescia and our approach to undergraduate education. Although we have had discussions about alternative course delivery, such as a blended model, we have no plans to develop online courses and are unlikely to pursue this in the foreseeable future.

Recommendation	Responsibility
A new hire in Philosophy	Dean, Principal,
Establish programs integrated among the affiliated colleges	Chair, faculty
Improve the promotion of the programs	Chair, Dean, Registrar
Designate more scholarships to encourage involvement	Dean, Registrar, Foundation
Develop a clear rotation of courses with more regular offerings at the 3000 and 4000 level.	Chair, faculty
Maintain records of alumni achievements	faculty, Registrar's Office, Alumnae Relations

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	**French (Brescia)**
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	B.A.
Date of Site Visit:	Feb 11-12, 2013
Evaluation	**Good Quality**

Summary:

The external reviewers, Dr. Clive Thomson and Dr. Thea van Til Rusthoven visited Brescia University College to conduct an external review of the French Undergraduate Program at Brescia. They met with Dr. John Doerksen, Vice-Provost Academic & Students, the internal reviewer Dr. Sauro Camiletti, Dean of King's University College, and with students, faculty members, the Department Chair, librarian, Registrar, Dean, and Principal in accordance with Western's IQAP policy. The external reviewers also visited two classes, French 3602G (Culture and Literature in Society: 20th-Century France) and French 3900 (Language: Advanced Level III).

The departmental self-assessment and the report of the external reviewers confirm the quality of the program. In the reviewers' words, ""The program is offered by three professors of great dedication who work well together. Their personal strengths, areas of competence, and research activities complement each other. Both teachers at the advanced levels were praised by third-year students for their organization, their knowledge, and their interest in students" (p. 6).

The reviewers offered a number of suggestions to provide ideas for faculty member consideration intended to enhance pedagogy, and a series of recommendations. The recommendations are all meant to, in the words of the reviewers, help "the faculty members in the French Department pursue changes that will build on and consolidate the positive aspects of their already strong programs of study" (p. 1).

Recommendation	Responsibility
French Department faculty members work, as a team, on refining learning outcomes and on identifying ways to measure outcomes.	Dept., Chair,
Encourage students to sit the examinations for the DELF and DALF diplomas.	Dept., Student Services
Encourage students to participate in an authentic immersion experience (in Québec or in France)	Dept., Student Services
Faculty members consult regularly on pedagogical approaches, choice of course materials.	Dept., Chair
Course enrolment caps be kept low	Chair, Dean, Registrar
Review Chair's duties and succession planning	Chair, Dean

Final Assessment Report
Submitted by SUPR-U to SCAPA

Undergraduate Program:	**English Modules at Huron**
New or Cyclical Program Review (please indicate)	Cyclical
Degree(s) Offered:	B.A.
Date of Site Visit:	21-23 January 2013
Evaluation	**Good Quality with report in Two Years**

Summary:

The external review team of Dr Lorraine Janzen Kooistra (Ryerson) and Dr Jason Camlot (Concordia) noted that the Huron English department's "dedicated faculty have consistently delivered high quality undergraduate programs to engaged and appreciative students," and that the "department has worked hard to incorporate innovative aspects in its curriculum, including experiential and community-based learning initiatives." They had particular praise for the delivery of first-year courses: "Academic rigour/challenge, skills development, and faculty accessibility is a winning combination for first-year English at HUC." Overall, their assessment was that "in its commitment to delivering courses that help develop communication and writing skills, provide breadth and depth of knowledge of the literary tradition and knowledge of critical methodologies, training in the applications of such knowledge to the analysis of literary and cultural texts, as well as the limits of knowledge, autonomy and professional capacities, the English department in its present size has been able to achieve the goals of the program with great success."

With three retirements impending (one in June 2013 and two in June 2014), the review came at a time when the programming in English will inevitably be in a period of transition and renewal. The reviewers reported that the "programmatic objectives form an excellent guide to curricular renewal, as they allow the department to reassess how individual courses and modules might deliver these outcomes most effectively for all HUC English graduates."

Specific recommendations were made under four categories: sustaining resources and priorities; development and implementation; facilitation of planning; and facilitation of communication and pedagogy. The recommendations with direct academic program implications appear in tabular form below.

Recommendation	**Responsibility**
Maintain level of academic staffing	Dean & Principal
Maintain enrollment caps to maintain small calss size	Dean
Review breadth coverage requirements	Dept, EPC etc
Reconsider role and delivery of theory course(s)	Dept, EPC
Enhance experiential learning opportunities	Dept, EPC
Encourage faculty research as it supports undergraduate teaching and learning	Dean