



**Kinesiology Program
Final Assessment Report &
Implementation Plan**

Faculty / Affiliated University College	Faculty of Health Sciences
Degrees Offered	BA and BSc
Modules Reviewed	Honours Specialization in Kinesiology – BA Honours Specialization in Kinesiology – BSc Honours Specialization in Kinesiology – BA Sport Management Honours Specialization in Kinesiology – BA Clinical Kinesiology Major in Kinesiology
External Reviewers	Dr. Kerry Mummery Professor, Faculty of Kinesiology, Sport, and Recreation University of Alberta Dr. Benoit Seguin Associate Professor, Faculty of Health Sciences University of Ottawa
Internal Reviewers	Dr. Brad Urquhart Associate Dean Schulich School of Medicine and Dentistry Margi Patel 4th year BMSc Student
Date of Site Visit	February 17-18, 2022
Evaluation	Good Quality
Approval Dates	SUPR-U: June 29, 2022 ACA: September 7, 2022 Senate (for information only): September 16, 2022
Year of Next Review	Year of next cyclical review: 2029-2030

Overview of Western’s Cyclical Review Assessment Reporting Process

In accordance with Western’s Institutional Quality Assurance Process (IQAP), the Final Assessment Report (FAR) provides a summary of the cyclical review, internal responses and assessment and evaluation of the undergraduate module delivered by the Kinesiology Program at the Faculty of Health Sciences.

This FAR considers the following documents:

- the program’s self-study brief;
- the external reviewers’ report;
- the response from the program; and
- the response from the Dean’s Office.

The FAR identifies the strengths of the program, opportunities for program enhancement and improvement, and details the recommendations of the external reviewers – noting those recommendations to be prioritized for implementation.

The Implementation Plan details the recommendations from the FAR that have been selected for implementation, identifies who is responsible for approving and acting on the recommendations, specifies any action or follow-up that is required, and defines the timeline for completion.

The FAR (including Implementation Plan) is sent for approval through the Senate Undergraduate Program Review Committee (SUPR-U) and ACA, then for information to Senate and to the Ontario Universities’ Council on Quality Assurance. Subsequently, it is publicly accessible on Western’s IQAP website. The FAR is the only document resulting from the undergraduate cyclical review process that is made public; all other documents are confidential to the Program/School/Faculty and SUPR-U.

Executive Summary

With roots in Physical Education Health and Recreation, the first Honours Course in this Program was held in 1947. The interest in the courses continued to grow enabling the Program to develop into a stand-alone Faculty, and as the field evolved, the Faculty changed its name to the Faculty of Kinesiology in 1991. With this change in name the Faculty initiated a revamping of the undergraduate program and in 1993 a Bachelor of Science in Kinesiology degree was instituted in addition to a retooled Bachelor of Arts in Kinesiology. In 1997, the Faculty of Kinesiology became the School of Kinesiology and was brought under the direction of the Faculty of Health Sciences. Much has changed from the initial class of 12 men in 1947 to approximately 380 students in 2021.

The Kinesiology Program advocates the benefits of physical activity to society by providing a multidisciplinary approach to discovery, dissemination, and application of knowledge about human movement and its effects.

While the current strategic plan for the School of Kinesiology was created in the summer of 2017 with the development of Program-Level Learning Outcomes, dedicated consultations to inform the program self-study began in spring 2019 with a faculty and counselling staff retreat to discuss the student learning journey, sequencing of courses and curriculum progression. Additionally, a feedback survey was administered to students in winter 2021 garnering 550 responses (from 42% of the student population), and an alumni feedback survey completed in spring 2021 with 134 responses.

The external reviewers shared a positive assessment of the Kinesiology Program. They offer several constructive considerations for further program enhancement and conclude their report with eight recommendations.

Strengths and Innovative Features Identified by the Program

- Strong sense of community felt by students and faculty (particularly pre-pandemic).
- First-year students receive mentoring from third- and fourth-year students as part of a Leadership in Physical Activity (Kinesiology 3335) course.
- An internship course (Kinesiology 3890) provides students the opportunity to complete an 8-, 12-, or 16-month full-time paid internship between third and fourth year.
- With the creation of two new work integrated learning (WIL) courses and expanded community partnerships, the number of students completing a practicum has grown from 70-80 in 2013-2016 to 110-120 in 2018-2020.
- The newly renovated Thames Hall includes a new exercise physiology, athletic injuries and biomechanics teaching laboratories as well as a multi-use movement and fitness labs.
- The program is in the process of being re-accredited through CCUPEKA, thereby ensuring that a standard of multi-disciplinary theoretical and laboratory practical experience are maintained.

Concerns and Areas of Improvement Identified by the Program

- Graduating students shared that they struggled with mathematical proficiency in the biomechanics stream.
- Many students and alumni felt that more courses providing either practical and hands-on, or 'professional practice' skills should be offered.
- Practica and community engaged learning opportunities is an area in need of further development.
- Further improvement in relation to professional development topics and the dissemination of information on professional and career planning is needed.

Review Process

As part of the external review, the review committee, comprising two external reviewers and two internal reviewers (faculty and student), were provided with Volume I and II of the self-study brief in advance of the scheduled review and then met virtually (due to pandemic restrictions) over two days with the:

- Acting Vice-Provost (Academic Programs)
- Vice-Provost (Academic Planning, Policy and Faculty)
- Director, School of Kinesiology
- Undergraduate Chair, School of Kinesiology
- Associate Dean (Academic), Faculty of Health Sciences
- Western Libraries Disciplinary Coordinator for Health Sciences
- Academic Counsellors
- Administrative Staff Members
- Program Faculty Members
- Program Students

Following the virtual site visit, the external reviewers submitted a comprehensive report of their findings which was sent to the Program and Dean for review and response. Formative documents, including Volumes I and II of the Self-Study, the External Report, and the Program and Decanal responses form the basis of this Final Assessment Report (FAR) of the Kinesiology Program at the Faculty of Health Sciences. The FAR is collated and submitted to SUPR-U by the Internal Reviewer with the support of the Office of Academic Quality and Enhancement.

Summative Assessment – External Reviewers’ Report

The external reviewers indicated that *“the School of Kinesiology is continuing to deliver a strong undergraduate Kinesiology program consistent with its strong national and international reputation.”*

Strengths of the Program

- Multi-disciplinary approach to the delivery of an accredited degree in Kinesiology.
- Excellent faculty members that are well-known scholars in their own disciplinary fields.
- The newly renovated Thames Hall to provide students with state-of-the-art laboratory facilities in athletic injuries, exercise physiology, physical activity and movement as well as fitness and exercise.
- A strong affiliation and commitment from all groups to the School contribute to a strong school ‘culture’.

- Embedded academic advisors offer a high level of degree-specific knowledge and contribute significantly to the positive school culture.
- Forthcoming combined degrees (e.g., Ivey School of Business and Nursing) will allow the School to maximize its resources and offer students unique and innovative programs.

Areas of Concern or Prospective Improvement

- Lack of specific program content relating to indigeneity, inclusiveness, and anti-racism.
- Biomechanics viewed as challenging due to the need for a strong mathematics background.
- Perceived loss of student study/social space in the renovated facility.
- Relatively high ratio of students to tenured faculty (at about 71:1).
 - o Lack of sufficient faculty expertise in certain areas (e.g., socio-cultural).
- Given the small complement of academic advisors, their workload is quite high.
- Lack of a full-time experiential learning coordinator in the School of Kinesiology will likely limit the growth of experiential opportunities and the further development of community partnerships.

Summary of the Reviewers’ Key Recommendations and Program / Faculty Responses

The following are the recommendations in the order listed by the external reviewers. Recommendations requiring implementation have been marked with an asterisk (*).

Reviewers’ Recommendations	Program / Faculty Response
<p>1. Complete, and submit, CCUPEKA’s Institutional Self-Study to re-accredit the Kinesiology program this fall (2022) through CCUPEKA’s Accreditation Council.</p>	<p>Program: The School of Kinesiology is currently preparing the necessary documentation to submit to CCUPEKA for renewed accreditation in 2022-2023.</p> <p>Faculty: The School is preparing for this submission.</p>
<p>2. A committee be established consisting of faculty, staff, students and key community stakeholders to address the School’s response to the Truth and Reconciliation Commission’s ‘Calls for Action’ in line with CCUPEKA’s Statement on Truth and Reconciliation in Physical Education and Kinesiology.</p>	<p>Program: The Program acknowledges the need for more work to be done around equity, diversity, inclusion, decolonization and indigenization. The Director of the School was integral in putting together the commitment statements for CCUPEKA, thus this work is vital for the school. In 2019, the School appointed Dr. Michael Heine as Special Advisor on Indigenization. This effort has been important in developing new strategies around decolonization and indigenization. It is hoped that these efforts will become ever more apparent in the next review cycle as new strategies will be implemented over time.</p> <p>Faculty: The Faculty has formed two faculty-wide committees (an Anti-Racism committee, and a Decolonization and Indigenization committee) intended to maintain accountability around Faculty efforts at incorporating EDIDA in all teaching, research and knowledge exchange. The Faculty has also recently appointed an Assistant Dean of EDIDA to coordinate efforts and hired a full-time EDIDA Coordinator to facilitate implementation of Faculty initiatives.</p>
<p>3. A broad-based committee be established consisting of faculty, staff, students and key community stakeholders to address the School’s approach to inclusivity and anti-racism in line with CCUPEKA’s Statement on Anti-Racism in Physical Education and Kinesiology.</p>	<p>Program: Currently the Faculty has two committees, one for Anti-Racism and one for Decolonization and Indigenization. The School of Kinesiology has representatives on each of these committees and is working with the Faculty Equity and Inclusion Officer. Further, the Program is working with the newly formed Kinesiology Students Association Diversity committee to address some of the key issues related to representation in Kinesiology. The School has committed to support the adaptation of a Western developed EDI student training module to meet the needs of the Kinesiology students and faculty. This new module is planned for implementation in the Fall of 2022.</p> <p>Faculty: See Faculty response to Recommendation #2.</p>

<p>4. Administrators within the School of Kinesiology, and the Faculty of Health Sciences meet with senior administration to map out a 3- to 5-year growth plan that clearly identifies the concomitant financial support required to sustain such growth.</p>	<p>Program: The School Director met with the Dean and Faculty Senior Manager of Operations to discuss the growth strategy. There were several opportunities identified for growth at the undergraduate level with program partnering with Nursing and College pathway programs. This will require significant investment in faculty, staff, and infrastructure if this is to be successful. The Program will be submitting this plan as part of the spring budget 2022 submission.</p> <p>Faculty: The Faculty has carefully integrated resource considerations in all plans for program expansion and enrolment growth.</p>
<p>5. It is recommended that the School of Kinesiology investigate the potential for the delivery of selected courses in mixed delivery modes where students chose between face-to-face sections or online-only sections of the same course, which would be delivered in parallel. *</p>	<p>Program: The School of Kinesiology agrees that online offerings are presently lacking. The course mapping exercise that was conducted as part of this review process identified this gap within the Program's curriculum. In courses where there are multiple sections, the Program will consider offering both an in-person section and an online section. Further, the Program will continue to promote course blending (i.e., requiring students to complete both online and in-person educational activities) where pedagogically appropriate.</p> <p>As an example of the development of new options for delivery models, the School has just received a University investment to implement a new virtual learning lab and delivery of Anatomy to a large number of students. This will include online offerings, both in person and online labs using VR and 3D technology. This will be an important step towards enhancing the Program's online offerings in the future.</p> <p>Faculty: The Faculty continues to promote excellence in online instruction within graduate course offerings (through the efforts of the Faculty-based DesignEd team), some of which are wholly online. Similarly, the Faculty plans to continually improve online instruction at the undergraduate level. It is important, however, to underscore that the Faculty is not currently considering creating a wholly online degree within any undergraduate programs and do plan to offer undergraduate degrees primarily in-person.</p>
<p>6. An approach be developed to ensure requisite mathematical/ physics skills are provided for students who are seeking or are required to take biomechanics in subsequent years. *</p>	<p>Program: The Program has been actively investigating the addition of a secondary school math prerequisite. When consulted regarding the addition of a secondary school math prerequisite, the instructors responsible for the biomechanics courses acknowledged that math and physics are core elements of biomechanics and that some students find this challenging. They proposed to embed a review of these concepts into the biomechanics courses. This is seen as an ideal approach as the core content is presented without regard to the specific high school math requirements that students may or may not have, and it is timely rather than counting on recall of content that may have been covered years before. Additionally, students enrolling in the BSc stream should be encouraged to complete math and physics courses at the 1000-level should they wish</p>

	<p>to pursue advanced coursework in biomechanics. As a result, the Program has decided to re-evaluate the addition of a secondary school math credit for entrance into first year Kinesiology.</p> <p>Faculty: The consideration of additional math prerequisites for Kinesiology will also be considered in the context of a Faculty-wide evaluation of our statistics and methodology course requirements. The Faculty has begun the process of creating core methods and statistics courses that will create a core of research information that is common across undergraduate coursework. This will likely require embedding quantitative thinking in the Faculty’s first-year course offerings, to facilitate student transition into these courses in later years.</p>
<p>7. The school investigate dedicating study/social space within the renovated Thames Hall.</p>	<p>Program: At the time of the virtual site visit, the School of Kinesiology was in the process of moving into the renovated Thames Hall. Study space in Thames Hall has increased significantly over the previous iteration of this building. Through informal conversation with students, it appears that they are pleased with the new study space options that are available to them. Prior to the renovation, there was only the undergraduate computer lab with a capacity of roughly 30 students. There are presently 291 general use seats available to students within Thames Hall.</p> <p>Faculty: The Faculty will continue to evaluate student space, in collaboration with student leaders within the Kinesiology Student Association, to ensure that the best interests of students are top of mind.</p>
<p>8. The school maintain its current complement of embedded academic advisors, while examining approaches where Faculty-centred resources could alleviate some of the load on existing staff. There is a demonstrated need for a dedicated experiential learning and placement coordinator.</p>	<p>Program: The Program is exploring opportunities to align advising resources across the Faculty to better share the pool of expertise, especially in programs and areas where there are commonalities – i.e.: SHS, Kin, Nursing – undergraduate programs. The Program hopes to mitigate risk because of small teams / numbers and better share resources while still ensuring the needs of specific programs are met and understood by students, faculty, etc. New tools have also been deployed that allow advisors to be more efficient where possible – such as on-line chat functions, video conferencing appointments etc.</p> <p>With respect to Experiential Learning – an additional full-time Experiential Learning role to support programs and growth in experiential learning was requested and approved as part of the last budget cycle.</p> <p>Faculty: The Faculty will continue to leverage technology, and update reporting structures, in an effort to maintain the current level of service and increase responsiveness to students in the face of expanding enrolments.</p>

Implementation Plan

The Implementation Plan provides a summary of the recommendations that require action and/or follow-up. The Program Chair, in consultation with the Dean of the Faculty will be responsible for monitoring the Implementation Plan.

The number of recommendations prioritized for implementation has been reduced as some have been, or are already being, actioned as described in the program and faculty responses above (#1 – #4, #7, and #8). As a result, these recommendations will not appear in the implementation table.

Recommendation	Proposed Action and Follow-up	Responsibility	Timeline
<p>Recommendation #5 Investigate the potential for the delivery of selected courses in mixed delivery modes where students chose between face-to-face sections or online-only sections of the same course.</p>	<p>Examine which “multiple section courses” may be suitable for in-person and online sections and establish a plan for the development of online course sections.</p>	<p>Undergraduate Chair Faculty Design Ed. Team</p>	<p>By June 2023</p>
<p>Recommendation #6 Ensure requisite mathematical/physics skills are provided for students who are seeking or are required to take biomechanics in subsequent years.</p>	<p>Update the Program website (and relevant documents) to indicate that students enrolling in the BSc stream are encouraged to complete math and physics courses at the 1000-level should they wish to pursue advanced coursework in biomechanics.</p> <p>Embed a review of relevant math/physics concepts into existing biomechanics courses as trial solution for one academic cycle and reassess the sufficiency of this addition.</p> <ul style="list-style-type: none"> - If not sufficient, consider requiring a 0.5 1000-level math credit for students pursuing biomechanics. 	<p>Undergraduate Chair</p>	<p>By December 2022</p>

Senate Agenda
September 16, 2022

CONSENT AGENDA – ITEM 12.3(j)

Other Opportunities for Program Enhancement

- Western University has four active learning classrooms (WALSFLEX) throughout campus. The School should investigate the ability for classroom or meeting space in the Renovated Thames Hall to be developed in a similar manner.