

FINAL ASSESSMENT REPORT
Evaluation of Undergraduate Programs
Faculty of Engineering – Department of Mechanical Engineering
Cycle: 2018-2019
June 2, 2020

I. Evaluated Programs

- B.A.Sc. in Mechanical Engineering
- B.A.Sc. in Mechanical Engineering, Engineering Management and Entrepreneurship Option
- B.A.Sc. in Mechanical Engineering and B.Sc. in Computing Technology
- B.A.Sc. in Biomedical mechanical engineering
- B.A.Sc. in Biomedical mechanical engineering and B.Sc. in Computing Technology

II. Evaluation Process (Outline of the visit)

- The Final Assessment Report for the evaluation of the aforementioned program(s) was based on the following documents: (a) the self-study brief produced by the academic unit, (b) the report produced by the external evaluators following their site visit, and (c) the comments from the Dean of the Faculty of Engineering, Jacques Beauvais, and the Director of the Department of Mechanical Engineering, Natalie Baddour.
- During the site visit, the external evaluators met with the Vice-Provost, Academic Affairs, Aline Germain-Rutherford, the Director of the Office of Quality Assurance, Mawy Bouchard, the Dean of the Faculty of Engineering, Jacques Beauvais, the Vice-Dean, Programs, Michel Labrosse, the Associate Chair for undergraduate programs in Mechanical Engineering, Davide Spinello, the Associate Chair for undergraduate programs in Biomedical Mechanical Engineering, Marianne Fenech, members of the support staff, regular professors and undergraduate students.

III. Summary of Reports on the Quality of Programs¹

This section aims to inform the unit on the strengths and weaknesses observed during the evaluation process in order to improve its programs.

EMPHASIZING THE STRENGTHS AND IDENTIFYING CHALLENGES

STRENGTHS

- The programs conform to the norms of their respective disciplines. Having received a 6-year CEAB accreditation in 2018 is evidence of good quality program content and outcomes.
- A range of dynamic program components (design courses, laboratory work, blended learning courses, capstone experience, and team competitions) offers students the opportunity to attain course credits from team experience.

¹ Based on every document prepared during the assessment process.

- The programs attract talented students; entering admissions averages have been consistently high (80.4% to 88.7%).
- Students are very appreciative of the support and mentoring they receive from professors.
- The physical resources in the STEM building are outstanding and offer exceptional opportunities for students to work on projects.
- Evidence indicates that a high number of graduates from the programs are finding employment (91.7%).

CHALLENGES

- Barring a few exceptions, teaching approaches tend to rely heavily on lecture methods, and forms of assessment are emphasizing the transmission of technical facts and principles, but not adequately developing communication, teamwork, and leadership skills, which are increasingly emphasized in engineering programs.
- While the design courses are largely excellent, their content sometimes overlaps. Also, there are too few design courses that are offered in Biomedical Mechanical Engineering.
- Few courses make use of educational technology tools to facilitate alternative, innovative, or hybrid approaches to undergraduate teaching.
- Students occasionally have difficulty enrolling in a course in their language of choice.
- While laboratories are excellent, they are often overcrowded.
- Student attrition appears to be quite high.
- Limited sense of community among students.
- Inadequate support for international students.
- Part-time instructors often lack advanced access to relevant course information.
- Teaching assistants (TAs) would benefit from greater training..

IV. Program Improvement²

The programs under evaluation are in conformity with the standards of the discipline. The following recommendations aim at maintaining or increasing the level of quality already achieved by the programs.

PROGRAM OBJECTIVES, LEARNING OUTCOMES, MANDATE AND UNIVERSITY PLAN

- **Recommendation 1:** The SCEUP recommends that the Department update its Mission Statement in view of current developments in the discipline and new societal needs.

CURRICULUM AND STRUCTURE

- **Recommendation 2:** The SCEUP recommends that the program chairs proceed to a curriculum analysis in order to identify content gaps or overlaps, determine how design projects can be developed further, and tighten program coherence.
- **Recommendation 3:** The SCEUP recommends that the Department explore ways of better integrating the development of human skills such as communication, leadership, and teamwork into its curriculum.

² Partially based on the External Evaluators Report.

TEACHING AND EVALUATION

- **Recommendation 4:** The SCEUP recommends that, in consultation with the Teaching and Learning Support Service, the Department consider adopting a wider variety of assessment methods as well as integrate educational technology for blended learning.
- **Recommendation 5:** The SCEUP recommends that efforts be made to ensure that students can enrol in courses in their language of choice (either French or English).
- **Recommendation 6:** The SCEUP recommends that the Department examine ways of enhancing use of its excellent infrastructure in order to further facilitate large-scale design projects.
- **Recommendation 7:** The SCEUP recommends that the unit develop strategies to allow more students to participate in experiential and work integrated (coop) learning.
- **Recommendation 8:** The SCEUP recommends that part-time professors be involved earlier in the planning and preparation of courses they will be teaching, and that a training program be established for TAs.

STUDENT EXPERIENCE AND GOVERNANCE

- **Recommendation 9:** The SCEUP recommends that the new early warning system that has been created to identify factors having a negative impact on student retention be closely monitored.
- **Recommendation 10:** The SCEUP recommends that the Department review its lab schedule in order to avoid overcrowding.
- **Recommendation 11:** The SCEUP recommends that the Department work with the Faculty of Engineering to identify initiatives to further support international students and ensure their sense of belonging to the programs in which they are enrolled.

RESOURCES

- Available resources allow for the successful delivery of the Program Learning Outcomes.

V. List of courses not offered for more than three years and the reasons

All courses were offered at least once in the last three years.

VI. Conclusion

As stated by the external evaluators, “[t]he Mechanical Engineering and Biomedical Engineering programs are both accredited by CEAB which indicates that they have met all of the basic requirements for these types of programs. The 6-year accreditation decision shows that the CEAB has confidence that these are stable programs that are sufficiently resourced and sustainable. In addition, the design facilities the Department has developed represent a significant opportunity and point of differentiation.”

Both part-time and full-time professors are highly competent and dedicated to student success, as demonstrated by many quality indicators. High-end physical resources available at the STEM complex (Science, Technology, Engineering and Mathematics) and the high rate of employability for the program’s graduates are distinctive elements that ensure viability.

The responses from all stakeholders involved in the programs show a high level of engagement in the ongoing development of both programs. The programs have developed a solid plan of action to address the recommendations of the external evaluators and, to improve the coherence of the curriculum and strengthen the student learning experience. Close monitoring of students’ trajectories and their level of success will provide new clarity on their needs and expectations, and in turn offer some direction for new initiatives in teaching and evaluation methods.

The Senate Committee on the Evaluation of Undergraduate Programs (SCEUP) commends the unit for its dedication to continuous program improvement and for the production of a solid report that demonstrates the many qualities of the programs it offers. The SCEUP also wishes to thank the external evaluators for their important contribution to the process of quality assurance.

Schedule and Timelines

A meeting will be organized with the program chairs, the Faculty Dean and Vice-Dean following the reception of the Final Assessment Report, so that an Action Plan can be put in place, along with deadlines particular to each recommendation. A progress report that outlines the completed actions and subsequent results will be submitted to the Senate Committee on the Evaluation of Undergraduate Programs (SCEUP) on a date agreed upon at the time of the meeting regarding the Action Plan.

The next cyclical review will take place at the latest in six years, in keeping with the timelines of the CEAB accreditation (in 2024-2025). The self-study brief must be submitted no later than June 15, 2024.

ACTION PLAN

Faculty: Engineering

Department: Mechanical Engineering

Program(s) evaluated: B.A.Sc. in Mechanical Engineering, B.A.Sc. in Mechanical Engineering, Engineering Management and Entrepreneurship Option, B.A.Sc. in Mechanical Engineering and B.Sc. in Computing Technology, B.A.Sc. in Biomedical mechanical engineering, B.A.Sc. in Biomedical mechanical engineering and B.Sc. in Computing Technology

Cyclical review period: 2018-2019

Date: May 28, 2020

FOCUS AREA #1: OBJECTIVES

Recommendation 1: The SCEUP recommends that the Department update its Mission Statement in view of current developments in the discipline and new societal needs.

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<p>The department recognizes the crucial role played by engineering in addressing societal needs, some of which are relatively persistent while new ones continuously emerge and evolve. We believe that an education in mechanical and biomedical mechanical engineering strongly position our students to be adaptable to a fast changing societal landscape, thanks to the unique blend of fundamental applied science skills and modern, cutting edge applied skills that interface with high demand trends in automation and machine learning. This also aligns with several points identified as core in the University Mission. Our Mission Statement will be updated to better convey this message, and explicitly link to modern important applications.</p>	2	Curriculum Committee	2021	Positive impact on recruitment and perspective students	Discussed at the Curriculum Committee and brought to the Department	<p><i>To be completed by the Evaluation Committee when reviewing the progress report</i></p>

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FOCUS AREA #2: CURRICULUM AND STRUCTURE

Recommendation 2: The SCEUP recommends that the program chairs proceed to a curriculum analysis in order to identify content gaps or overlaps, determine how design projects can be developed further, and tighten program coherence.

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<p>The Department has in place a data driven curriculum improvement process dictated by CEAB (the organization managing and supervising the external accreditation), which consists of data collection to measure aggregate student performance and ultimately evaluate the program against relevant outcomes, to inform relatively granular interventions that include the ones indicated in Recommendation 2. The process is currently almost completely implemented, with results used to produce an annual report circulated to internal and external stakeholders whose feedback is processed by the Curriculum Committee and discussed by the Department at large. Additionally, the Curriculum Committee is planning to present a</p>	1	Curriculum Committee	Continual	Continual data driven improvement	Annual reporting from Vena system shared with Departmental (internal) and external (alumni, industry) stakeholders	<p><i>To be completed by the Evaluation Committee when reviewing the progress report</i></p>

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<p>proposal to the Department Council to form an ad hoc committee to identify points of excellence in our programs as well as weaknesses. The ad hoc committee will produce a set of recommendations to be further discussed by the Department in order to take actions with short and long term effects, for example in terms of proposals for new hiring in strategic areas and creation of new technical elective courses that shape the specializations of fourth year students. It will be important to leverage the numerous collaborations with the industry already existing within the Department, to be sure that the eventual changes will be relevant in the short and in the long term.</p>						

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Recommendation 3: The SCEUP recommends that the Department explore ways of better integrating the development of human skills such as communication, leadership, and teamwork into its curriculum.

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<p>This important point is part of the data driven continual program improvement currently in place and being improved through data collection, data analysis, and reporting. Communication, leadership, and teamwork are mandatory complementary skills to be acquired in parallel with the technical ones, and recent curriculum changes are moving in this direction. The Department considers the recent creation of CEED (Center for Entrepreneurship and Engineering Design) under the direction of Dr. Hanan Anis to be essential in shaping our programs into a well balanced mix of fundamental applied science and engineering knowledge, engineering design offered through our traditional design courses distributed</p>	1	Curriculum Committee	In place	Improvement of soft skills to be measured in aggregate	Positive trends measured through relevant CEAB indicators and learning outcomes, tracked through the Vena data collection system.	<p><i>To be completed by the Evaluation Committee when reviewing the progress report</i></p>

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<p>through the programs, and novel, cutting edge entrepreneurial and general design content uniquely embedded into our programs by exposing our students to multi-disciplinary group based, project driven courses in which they work with other students from different departments, developing teamwork, leadership, and communication skills. This content is delivered through courses created within CEED (GNG1103/1503, GNG2101/2501, GNG4120/4520 and GNG4100/4500), and through the voluntary participation in student teams, many of which participate in international competitions. The first two courses (GNG1103 and GNG2101), respectively titled</p>						

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<p>“Engineering Design” and “Introduction to Product Development”, have been adopted as mandatory in all our programs, with the intent of exposing all students to entrepreneurial and design content within a project-based approach, with several practical activities taking place in the dedicated teaching spaces in STEM. The course GNG4100 - Design Studio, has recently been double coded as a general engineering course, having started as a MCG course to channel into structured course work the activities of several mechanical and biomedical mechanical engineering student groups participating in competitions, in which our students have traditionally</p>						

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played a leadership role (both numerically and in terms of contributions) due to their core background in applied science (solid mechanics and materials, thermo-fluid dynamics, dynamics and control systems).						

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FOCUS AREA #3: TEACHING AND EVALUATION

Recommendation 4: The SCEUP recommends that, in consultation with the Teaching and Learning Support Service, the Department consider adopting a wider variety of assessment methods as well as integrate educational technology for blended learning.

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<p>The Curriculum Committee, in concert with the Department, is eager to identify a list of courses for which innovative teaching techniques can be successfully applied to maximize student learning. As a first step, we will seek help from the Teaching and Learning Support Service (TLSS) regarding pedagogical best practices and innovative teaching methods that encourage active learning, enhance problem-solving skills, and facilitate life-long learning, all of which the Department recognizes are fundamental to a successful engineering education. We will invite one or more representatives from TLSS to meet with the Departmental Curriculum Committee to discuss this matter. After this, information will be circulated within the Department</p>	2	Curriculum Committee; Individual instructors	Ongoing	Improvement of teaching and learning experience	Several new course components integrated in traditional courses, new delivery modes for pre-existing and new courses (e.g. online). Creation of a Faculty of Engineering Community of Practice Hub for novel teaching methods.	<p><i>To be completed by the Evaluation Committee when reviewing the progress report</i></p>

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<p>and its members will be encouraged to identify courses in which these techniques could be implemented and in what format they might take. Professors will then be invited to share their proposals at a subsequent Departmental Council meeting. Through this the Department looks forward to a closer collaboration with TLSS to introduce effective innovation in teaching, based on a demonstrated positive impact for its students.</p> <p>Due to constraints imposed by the COVID-19 pandemic, many innovative teaching tools and techniques have been developed by necessity and are currently being implemented by several instructors. It is noted further that professors now have access to the Engineering Teaching</p>						

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<p>Innovation Hub, a Microsoft Team instituted by the Office of the Vice-Dean, Quality Assurance and Teaching Innovation. This hub includes a broad range of teaching resources related to the practical application of teaching technologies in engineering education and regularly offers webinars and other virtual meet-ups to alert faculty to the most recent developments in this area. Many of the faculty within the Department have already availed themselves of this resource and will continue to do so in the coming academic year.</p>						

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Recommendation 5: The SCEUP recommends that efforts be made to ensure that students can enrol in courses in their language of choice (either French or English).

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<p>Currently, the Department can offer courses in both languages up to Fall 3rd year. The goal is to offer all courses in both languages, but this will require further efforts in hiring new full-time tenure track professors that are also strategically located within the University missions. The Department has successfully secured two new positions starting in 2020, and we are actively competing for additional full-time positions with full bilingualism as one of the objectives. In addition, the Department will continue supporting the hiring of full-time members with teaching only duties, bringing proposals to the APUO despite unsuccessful past attempts.</p>	2	Department Council	2030	Additional courses offered in French, beyond the Fall 3 rd year term.	New tenure track full time professors hired	<p><i>To be completed by the Evaluation Committee when reviewing the progress report</i></p>

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FOCUS AREA #3: TEACHING AND EVALUATION

Recommendation 6: The SCEUP recommends that the Department examine ways of enhancing use of its excellent infrastructure in order to further facilitate large-scale design projects.

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<p>The Department considers the recent creation of CEED (Center for Entrepreneurship and Engineering Design) under the direction of Dr. Hanan Anis to be fundamental in shaping our programs into well balanced mix of fundamental applied science and engineering knowledge, engineering design offered through our traditional design courses distributed through the programs, and novel, cutting edge entrepreneurial and general design content uniquely embedded into our programs by exposing our students to large scale, multi-disciplinary, group based, project driven courses in which they work with other students from different departments. This content is delivered through courses created within CEED (GNG1103,</p>	1	Curriculum Committee and Department Council	2020 (already implemented)	<p>Additional design content that complements the core mechanical and biomedical mechanical design content delivered through MCG1100, MCG2101, MCG3131, and MCG4322. The design content delivered in the set of courses described in the action plan is oriented towards multi-disciplinarity, communication, group work, entrepreneurship, and complementary soft skills.</p> <p>Support for existing and new engineering competition teams</p>	<p>New courses already mandatory in MCG and MGB curricula</p> <p>Participation of uOttawa Engineering competition teams in international engineering competitions.</p>	<p><i>To be completed by the Evaluation Committee when reviewing the progress report</i></p>

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<p>GNG2101, GNG4120 and GNG4100), and through the voluntary participation to student teams, many of which participate in international competitions. The first two courses (GNG1103 and GNG2101), respectively titled “Engineering Design” and “Introduction to Product Development”, have been adopted as mandatory in both our programs, with the intent of exposing all students to entrepreneurial and design content within a project based approach, with several practical activities taking place in the dedicated teaching spaces in STEM. The course GNG4100 - Design Studio, has recently been double coded as a general engineering course, having started as a MCG course to</p>						

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<p>channel into structured course work the activities of several mechanical and biomedical mechanical engineering student groups participating in competitions, in which our students have traditionally played a leadership role (both numerically and in terms of contributions) due to their core background in applied science (solid mechanics and materials, thermo-fluid dynamics, dynamics and control systems). All these courses are hosted in STEM spaces, and we are confident that our students will continue to play important leadership roles in the many related multidisciplinary activities. Since the inauguration of STEM, we have highly advertised CEED's activities, and we strongly encourage every</p>						

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<p>student starting from first year to get involved and participate. We will definitely continue along this direction, and we plan to further expand as we work closely with Dr. Anis' team, in which a Department member (Dr. P. Dumond) plays a crucial role in coordinating and developing new initiatives, and in teaching several of the courses discussed above.</p>						

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Recommendation 7: The SCEUP recommends that the unit develop strategies to allow more students to participate in experiential and work integrated (coop) learning.

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<p>This is a very important point that we are currently actively improving in cooperation with the Faculty Undergraduate Office, the Faculty Marketing Office, and recently with the University International Office. Considerable marketing efforts are made towards the advertising of our COOP program which, although not mandatory, is the second largest in Ontario and offers students a very broad spectrum of local, Canadian, and international opportunities that span the private and the public sector. Additionally, as discussed in detail in the response to Point 6, Mechanical and Biomedical Mechanical Engineering students are highly involved in student groups and multi-disciplinary student competitions operating under the umbrella of CEED and hosted in the STEM building with its state of the</p>	1	Curriculum Committee; Associate Chairs for Undergraduate Studies; COOP coordinator	2022	Increased participation in COOP and experiential learning; increased participation in international exchanges, both academic and experiential.	New COOP sequence; List of equivalences for courses that students can take abroad.	<p><i>To be completed by the Evaluation Committee when reviewing the progress report</i></p>

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<p>art fabrication facilities available to our students.</p> <p>To add important international opportunities that are often difficult to offer due to strong constraints imposed by CEAB accreditation rules, the Chair and Vice Chairs Undergraduate Studies have recently met with colleagues from the International Office and from the Undergraduate Office, to create an equivalency map between our core courses and courses offered by international institutions that already have agreements in place with the University of Ottawa, with the intent of advertising to our students pre-vetted opportunities for semesters above that they can pursue with minimal bureaucratic efforts. Pilot offers have shown enthusiastic reception from our</p>						

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students, and therefore we are fully committed and in the process of compiling a comprehensive list.						

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FOCUS AREA #3: TEACHING AND EVALUATION

Recommendation 8: The SCEUP recommends that part-time professors be involved earlier in the planning and preparation of courses they will be teaching, and that a training program be established for TAs.

Define the actions to undertake	Priority Level*	Assigned Person or Persons	Deadline to attain the objective	Expected results	Implementation Indicators	Progress on the actions taken: accomplished, to be sustained, to be continued, to be developed
<p>Part-time instructors are increasingly going to be in the loop regarding continual program improvement by providing feedback to the curriculum committee on an annual report emerging from CEAB data collection and Faculty and Central Administration surveying. Additionally, we are in the process of coordinating with the Faculty Undergraduate Office to implement the following measures:</p> <ul style="list-style-type: none"> a. Distribution to each part-time professor of the Professor’s handbook, and individual meeting with each newly assigned part-time instructor to discuss the handbook and to review Department’s vision/strategy regarding teaching and learning. b. Assignment of a faculty member to mentor newly assigned part-time 	1	Curriculum Committee; Full time professors	2022	Improved support of part time instructors; improved teaching outcomes; improved students’ experience.	Mentorship of part time instructors by full time departmental members. Participation of part time instructors to workshops supported by TLSS, the Faculty, and the Department.	<p><i>To be completed by the Evaluation Committee when reviewing the progress report</i></p>

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<p>instructors. This process is already in place informally, since full-time professors that are experts and/or regularly teaching a course meet with newly assigned part-time professors to discuss course content, syllabus, learning outcomes, and expectations. With the support of the Faculty, this procedure could be formalized.</p> <p>c. Part-time instructors will be expected to participate in professional development workshops supported by TLSS. The Department, in consultation with the Vice-Dean Quality Assurance (David Taylor), the Vice-Dean, Undergraduate Studies (Michel Labrosse), the Faculty's Human Resources personnel and TLSS itself, will</p>						

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<p>establish guidelines appropriate to this that are also in line with existing collective agreements.</p>						

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FOCUS AREA #4: STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 9: The SCEUP recommends that the new early warning system that has been created to identify factors having a negative impact on student retention be closely monitored.

Define the actions to undertake	Priority Level*	Assigned Person or Persons	Deadline to attain the objective	Expected results	Implementation Indicators	Progress on the actions taken: accomplished, to be sustained, to be continued, to be developed
<p>The Department is grateful for the monitoring and early intervention system put in place by the Faculty through the Undergraduate Office. Given the recent implementation of the initiative, we have to date not been directly involved, as the monitoring system has been implemented by gathering course grades data from Virtual Campus (Brightspace system) directly by the personnel at the Undergraduate Office. We immediately plan to actively collaborate with the Undergraduate Office by</p> <ul style="list-style-type: none"> a. Helping to identify critical courses to monitor. b. Introducing the requirement of uploading course component grades in Virtual Campus for all instructors teaching the identified critical courses. This is can be easily implemented since 	1	Curriculum Committee	2021	Improved retention	Broader use of Brightspace grade book with instructors giving access to grades, allowing the Faculty to fully implement the system.	<p><i>To be completed by the Evaluation Committee when reviewing the progress report</i></p>

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<p>the instructor will not need to use Virtual Campus other than for uploading grades, requiring minimal effort that can be delegated to Teaching Assistants. For the ones already using the system, no significant changes will be required.</p>						

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FOCUS AREA #4: STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 10: The SCEUP recommends that the Department review its lab schedule in order to avoid overcrowding.

Define the actions to undertake	Priority Level*	Assigned Person or Persons	Deadline to attain the objective	Expected results	Implementation Indicators	Progress on the actions taken: accomplished, to be sustained, to be continued, to be developed
<p>In recent years, the Department has received a substantial steady financial support from the Faculty to improve undergraduate laboratory equipment. In addition to additional space dedicated to undergraduate laboratories, this is has resulted in a tangible improvement of teaching lab facilities, as recognized in the recent (2017) external accreditation visit, where external evaluators praised the drastic improvement with respect to the previous visit.</p> <p>There is still room for improvement, and our continual efforts are directed in that sense, mainly with focus on students' experience which can be improved in terms of scheduling with the support of the dedicated personnel, and with further replacement and addition of equipment and space, as well as the development of some online labs to complement in-person lab delivery.</p>	1	Department Council	Continual	Improved student's experience	Improved scheduling; new equipment; additional dedicated space; development of online labs to complement in-person labs.	<p><i>To be completed by the Evaluation Committee when reviewing the progress report</i></p>

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FOCUS AREA #4: STUDENT EXPERIENCE AND GOVERNANCE

Recommendation 11: The SCEUP recommends that the Department work with the Faculty of Engineering to identify initiatives to further support international students and ensure their sense of belonging to the programs in which they are enrolled.

Define the actions to undertake	Priority Level*	Assigned Person or Persons	Deadline to attain the objective	Expected results	Implementation Indicators	Progress on the actions taken: accomplished, to be sustained, to be continued, to be developed
<p>International students are a very important and numerically substantial part of our students' body, being about 15% and 20% of our newly admitted students respectively in biomedical mechanical and in mechanical engineering steadily for the past few years. International students face additional challenges, which also results in lower retention rate.</p> <p>The Department plans to improve the support of our international students by</p> <p>1) Fully implementing a multi-dimensional grade monitoring system with early warnings (supported by the Faculty), by expanding the use and access to Brightspace grade</p>	1	Curriculum Committee	2022	Improved retention rate of international students	Closer collaboration with the International Office	<p><i>To be completed by the Evaluation Committee when reviewing the progress report</i></p>

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<p>books, as explained in the plan of action associated to Recommendation 9. Early warning to international students could involve specific resources offered by the International Office of the University.</p> <p>2) Closer collaboration with the International Office, for example by taking full advantage of the Mentoring Centre, part of which could be tailored to Engineering students that face specific challenges from their studies, and therefore could benefit from networking with other international and non international</p>						

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<p>engineering students that faced the same challenges in a recent past.</p> <p>3) Expanding the excellent Mentoring Center of the Faculty of Engineering, which focuses more on the academics and therefore can work in complementarity with the International Office.</p>						

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FOCUS AREA #5: RESOURCES

Available resources allow for the successful delivery of the Program Learning Outcomes.

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		<div style="border: 1px solid black; padding: 5px; display: inline-block;">Not applicable</div>				<i>To be completed by the Evaluation Committee when reviewing the progress report</i>

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