UNIVERSITY OF ALBERTA

Quality Assurance | [YEAR]

Undergraduate Program Review

Self-Study Report

[Program(s) Name(s)]: Self-Study Report

[Date]

Prepared by:

[Self-study committee member name]
[Self-study committee member name]
[Self-study committee member name]
[Self-study committee member name]

Self-Study Process

Explain the process used to prepare the self-study, including the roles and contributions of students, staff, faculty, and alumni and how their perspectives have been taken into account. Student perspectives may be captured in the following ways:

- a student submission can be included in the self-study
- a town hall with students can be organized
- a student survey can be distributed to collect feedback.

Note that a session with students must be included in the site-visit schedule.

Disclosure of Generative Artificial Intelligence Use

Was generative AI used in the preparation of this report?

If yes, identify the AI tool(s) used and clearly describe how and where each tool was used. Identify the relevant sections, tables, figures, appendices, or other materials, where applicable.

Examples of AI use and disclosure may include:

- Writing and editing: ChatGPT was used to refine language, improve readability, clarify statements, correct grammar, and enhance the overall clarity and consistency of the report.
- Data visualization: Gemini was used to develop a graphic on page X that synthesizes and presents data provided in Table X.
- Data synthesis: A custom Gemini Gem was used to organize publicly available information about comparator institutions.

- Executive Summary: Gemini was used to summarize the self-study report, providing an executive summary.
- Thematic analysis: ChatGPT was used to identify themes and recurring issues in student feedback, which informed the analysis presented in *Section X*.
- Drafting and organization: [AI tool] was used to develop an initial outline or draft of *Section X* based on information, evidence, and instructions provided by the report authors.

Human oversight and accountability: All AI-generated or AI-assisted content has been subject to human review and verification. Report authors remain responsible for the accuracy, completeness, relevance, and integrity of the report, including the validation of data, interpretation of evidence, verification of sources, and confirmation of recommendations.

If no, the report should state: *"Generative AI tools were not used in the preparation or development of this report."*

Disclaimer

AI was used in the preparation of this disclaimer statement. ChatGPT was used to refine the language and provide examples of where generative AI may be used in the creation of a self-study report.

Undergraduate Program Review Self-Study

High quality teaching and research programs are a hallmark of the University of Alberta. The University is committed to a rigorous program of quality assurance to maintain program excellence in accordance with Campus Alberta Quality Council (CAQC) expectations, while encouraging ongoing planning, self-assessment, and renewal.

The aim of the Undergraduate Program Review is to ensure that undergraduate programs have the necessary expertise, systems and resources to: (1) deliver content of appropriate breadth, depth and rigour; (2) support effective program delivery, and; (3) engage, support and assess learning through a clearly defined set of student learning outcomes. In addition to ensuring maintenance of expected standards, the review will consider responses to earlier recommendations or suggestions from evaluation teams.

The undergraduate program review process includes the development of a self-study report using data as supplied by Institutional Data and Analytics (IDA) *(formerly PAIR)*, a site visit and report from the review team including member(s) from peer programs outside the University of Alberta, and a response to the visiting team's report by the program and the Dean of the Faculty under review. In the interests of accountability and transparency, a report summarizing the review outcomes will be made publicly available.

The self-study, which will guide the work of the visiting committee, should assess the strengths and challenges of the programs under review. The study should be both reflective and forward looking, and should include critical and comparative self-analysis using comparator information from three similar programs of high national and international reputation. The self-study should include input from students, graduates, faculty, and administration for the program. The self-study can be customized, adding materials required to address specific and unique features of the programs under review.

The Campus Alberta Quality Council (CAQC) has a mandate from the Post-Secondary Learning Act to review and monitor degree programs to ensure compliance with the standards and conditions established under the *Program of Study Regulation*. The report produced from this self-study, and the outcomes of the academic Undergraduate Program Review may be shared with the CAQC.

Please submit your Self-Study report and appendices in electronic format.
The suggested total length is **50 pages**, excluding appendices.

Table of Contents

Introduction 5
Response to the Last Review 5

Program Description 6
Program Structure 6

Program Measures 6
Students 6
Faculty and Staff 7
Comparative Analysis 7

Teaching and Learning Environment 8
Indigenization, Decolonization, Responding to the TRC Calls to Action 8
Access, Community and Belonging 9
For Programs with Clinical or Work Experience 9
For Programs Offered in Distance or Blended Delivery Modes 9

Faculty Profile 10

Program Environment 11
People 11
Facilities 11

Synthesis and Future Considerations 12

Appendices 13
Past Excerpted Report 13
Program Structure, Curriculum and Outcomes 13
Comparator Institutions 13
Materials from Accreditation Reviews 13
Instructor CV Collection 13
Unit Organizational Chart 13
Data from IDA 13

Additional Information 14
Institutional Plans 14
Quality Assurance Guidelines 14

Introduction

Provide a brief history of the unit, including any relevant changes in the unit and programs since the last periodic review. This may include comments specific to the department, faculty or large/impactful changes to the institution at large. Provide an introduction to the academic programs under review. Include the number of students and academic staff associated with each program. Include a URL for the unit and for each program included in the self-study.

Response to the Last Review

Summarize the most recent Undergraduate Program Review, accreditation, and/or other parallel review(s). Provide an update on all recommendations, including the status of actions identified in the response to the previous quality assurance review. **Append the past excerpted report.**

NOTE: Not all previous recommendations or action plans may be relevant due to the current state of the program. Where this is the case, please indicate N/A with a brief explanation.

Program Description

Describe each program under review.

Outline how the programs relate to each other and to the academic plans of the unit and *SHAPE: The University Strategic Plan 2023-2033*.

Program Structure

Explain the program structure and academic requirements for each program under review (link to University Calendar as appropriate).

- List the program requirements.
- List the program-level learning outcomes (PLOs) (i.e., what students will know and be able to do by the end of their programs).
- Provide a description of program content demonstrating that the program is of sufficient breadth, depth, and rigour to meet relevant national and international standards for similar programs.
- Describe how the curriculum is current and reflects the state of knowledge in the field(s). Curriculum or program-level changes (program requirements, academic standing, learning outcomes) since the last review may be included if not discussed in the response to the past review.
- Map the program's PLOs to the curriculum showing how the courses align with the program-level learning outcomes (PLO) and assessments.
    - Curriculum Mapping to PLOs to Courses is provided by the CAQC as a guide and can be included in the appendices.

Program Measures

Using the data provided by Institutional Data and Analytics (IDA)[1] and additional data relevant to your program, provide analysis, context, and projections for your undergraduate programs in the following areas:

Note: Where possible, the use of visual data representations (graphs, charts etc.) is recommended to support the narrative of your self study

Students

- Student demand (Measures included - Applicants; Applicants Admitted; Applicants Registered),
- Enrolment (Full-Time Student Headcount; Part-Time Student Headcount)
- Student demographics (Measures include - Gender & Aboriginal Status, Age Groupings, International Students, Original Hometown)
- Retention (Measures included - Student Cohort Headcount; Graduated Headcount; Returned to Same Faculty Headcount; Returned to Different Faculty Headcount; Withdraw Headcount) retention,

[1] *Please append data tables provided by IDA to the self-study.*

- Completions (Measures included - Student "Completer" Headcount; Average Time To Completion (years), Degrees Completed by Year)
- Student financial support (contact the RO Enrolment Reporting, Analytics, and Insights (ERAI) for Faculty-level data: Qichun Chen, Assistant Registrar, Enrolment Research, Analytics, and Insights (qichun@ualberta.ca)). ***Please reach out early*.**
- Student satisfaction (National Survey of Student Engagement (NSSE), Government of Alberta - Graduate Outcomes Survey is available through IDA upon request)
- Barriers to student success
- Alumni employment outcomes (Measures included - Government of Alberta - Graduate Outcomes Survey)
- Employer satisfaction

Faculty and Staff

- Trends over the past five years in faculty/instructor numbers
- Faculty ratio to students (Measures included - Headcount, Headcount Ratios)
- Faculty demographics
- Teaching load, including courses taught through the program and reliance on courses from other units. (Program Measures provided by IDA Courses taught by target faculty to students from all other faculties and all courses, from all faculties, attended by students from target faculty)
- Enrollment trends in courses, including teaching students from other units (Program Measures provided by IDA Courses taught by target faculty to students from all other faculties and all courses, from all faculties, attended by students from target faculty)
- Trends over the past five years in faculty and staff numbers (Measures included - Staff Headcount & FTE (including average age); Faculty, Headcount by Rank)

Comparative Analysis

- Provide a comparative analysis of the programs under review with 3 programs from the same discipline/specialty that are of high reputation, to identify the current state of the discipline and potentially inform changes and improvements in the programs. One international comparator may be used if appropriate.
- Consideration may include program structure, course requirements, opportunities to individualize through specializations or concentrations, admission requirements, program length, strategies to attract a diverse student population, etc.
- Explain your rationale for the selection of comparator programs. Indicate why programs were deemed to be comparable, illustrate the similarities and differences, and highlight the key strengths and unique aspects of your program and indicate future program changes you may consider as a result of your analysis.
- The analysis should include a brief overview of each comparator, including relative strengths and unique aspects identified. Following this, opportunities for improvement in the program under review identified as a result of the comparative analysis should be discussed.

- Detailed information gathered to inform the comparative analysis may be presented in table format and appended.

Teaching and Learning Environment

Describe ongoing efforts to improve and enhance teaching, learning, and delivery of the academic programs under review, especially changes since the last review. This discussion may include descriptions of:

Teaching Resources and Student Supports

- Teaching resources and supports, tools, and training that are being deployed to develop and assess teaching quality
- Supports for the needs of diverse learners
- Supports for student engagement in experiential learning and work-integrated learning, including curricular, co-curricular, and extracurricular learning as appropriate (community service learning, undergraduate research, co-ops, internships, international experiences, etc.)
- Interdisciplinary and/or cross-faculty teaching and learning initiatives, including programs, courses, and embedded certificates offered in cooperation with other units.

Student Assessment

Provide information, analysis, and context on student assessment in the programs under review. The discussion should include descriptions of:

- Methods and results of student assessment and evaluation (both formative and summative).
- Measurement and analysis of student learning, particularly in the final year of the program.

Indigenization, Decolonization, Responding to the TRC Calls to Action

The University of Alberta has committed to responding to the Truth and Reconciliation Commission's Calls to Action, as outlined in the University of Alberta's Indigenous Strategic Plan: Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan. These commitments include that we view all of our programs with a critical eye to the University of Alberta's responsibility as a post secondary education institution in relation to Canada's Truth & Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples. **Describe your department or faculty's progress and plans** toward responding to these commitments, including:

- Are students provided the opportunity to learn about Indigenous and reconciliation content related to the discipline and Indigenous ways of knowing about the discipline;
- How accessible are the programs for Indigenous students;
- Do Indigenous faculty members and staff have a presence, and are there spaces that welcome Indigenous faculty, staff, students and community members;
- Are there partnerships and involvement with Indigenous communities?

Access, Community and Belonging

The University of Alberta is committed to creating a university where we ensure access for a diversity of learners, foster connections, and remove barriers to success, as outlined in Changing the Story: An Integrated Action Plan for Transforming Our Vibrant and Interconnected University Community.

Describe your department's or faculty's progress and plans *towards ensuring the program(s) under review are equitable, accessible, and inclusive to all persons. The following prompts are aligned with the Access, Community and Belonging Considerations for Programs and Certificates Guide for Programs and Certificates prepared by the Office of Access, Community and Belonging.*

In your response, consider the following:

- Do admission requirements impose barriers to students from equity-denied or underserved populations?
- What efforts are being made to ensure recruitment and retention of students, faculty, and instructors from all backgrounds and experiences?
- How are instructors and staff being informed about strategies for inclusive teaching, advising or mentoring to foster safety and belonging in the program and program delivery?
- How flexible is the program and program delivery to facilitate access for all students (full-time, part-time, online, evening, etc).
- Is work-integrated learning and experiential learning accessible to all interested students, and are there diverse range of opportunities and experiences available with external partners?
- Are supports available for students experiencing barriers/ implementation of accommodations?
- How are diverse perspectives incorporated into or supplemented by the curriculum?

For Programs with Clinical or Work Experience

If clinical or work experience is a part of the program delivery, describe administration of the placements including the roles of the institution and students. Speak to the satisfaction with clinical and work experience from both the student and employer perspective and relate any changes since last review.

For Programs Offered in Distance or Blended Delivery Modes

If relevant to the program under review, provide information, analysis, and context on programs delivered online or through hybrid (i.e., combined face to face and online delivery) models. The discussion should include descriptions of:

- Consideration of the importance of team/collaborative/networked learning environments.
- Information provided to learners to ensure they are fully advised about the competencies, self-discipline and equipment they will require for distance learning.

Faculty Profile

Describe the cohort of the faculty and instructors who deliver your program. Include all relevant categories of instructional staff. Summarize and highlight information relevant to:

- Instructor expertise by subject area.
- Instructor reputation: Discuss areas of excellence, use discipline appropriate metrics of impact to support claims (public profile, teaching awards and honours, impact of research e.g. H-index, patents, spin-off companies, editorial roles, expertise sought by industry/public sector/press etc.) (No measures provided by IDA).
    - The University of Alberta Research Impact Services team in the library will work with programs to prepare a research/scholarly impact statement and report and benchmark their research output with comparable universities. Programs are asked to meet with Research Impact within 2-4 weeks of the initiation meeting to discuss the report for the programs and measures are provided by October/November, unless otherwise noted. *Email:* researchimpact@ualberta.ca
- Recent and planned changes in the faculty cohort and their relationship to program delivery.
- Support provided to faculty members for career and professional development.

Instructor CV Collection

- Provide CVs for all academic staff and sessional instructors associated with the program in the appendices.
- All CVs should be in a standardized format and clearly indicate teaching contributions to the program(s) under review, preferably using the CAQC's Narrative CV Template.
- CVs should describe the individual's past five years *(at minimum)*, including teaching, supervision, research and service.

Program Environment

People

Describe the personnel who lead and support the delivery of the programs under review. Describe the reliance on courses from other units. This should include roles of senior administrators, student services staff, and others as appropriate to your program. Include a brief description of each role. Include an organizational chart as an appendix.

Facilities

Provide information on the type, quantity, and quality of facilities available to the students in your program. Consider facilities including classrooms, laboratories, studios, libraries, computing facilities/IT infrastructure, academic and non-academic counselling, and other facilities appropriate to your discipline. Indicate any pertinent information on facilities related to quality of academic programming, including changes to the facilities since your last review, projects underway or in planning and their expected impact on program quality. *(No measures available from IDA)*.

Synthesis and Future Considerations

- Summarize the current position of the programs, the vision for future development and plans to achieve them.
- Summarize strengths and areas for improvement and gaps identified through the self-study.
- Analyse goals and plans for program improvement for the next five years placed in the context of the external environment.
- Indicate how success will be measured.
- As appropriate, explain alignment of goals with strategic plans of Department, Faculty and University.

Appendices

This list is not exhaustive. Include additional appendices as necessary.

Past Excerpted Report

Program Structure, Curriculum and Outcomes

- Program-level learning outcomes (PLO) and assessment documentation
- Links to relevant calendar sections including program descriptions, program structures (core requirements and electives), course descriptions, and academic regulations
- Course materials (may include exemplar student work)
- Course outlines

Comparator Institutions

- Table outlining the comparison of the programs

Materials from Accreditation Reviews

Instructor CV Collection

- Provide CVs for all academic staff and sessional instructors associated with the program.
- All CVs should be in a standardized format and clearly indicate teaching contributions to the program(s) under review, preferably using the CAQC's Narrative CV Template.
- CVs should describe the individual's past 5-7 years, including teaching, research and service, as well as career highlights and achievements.
- Tri-Council CVs are welcome, but must be supplemented with clear records of teaching.

Unit Organizational Chart

Include roles of senior administrators, student services staff and others as appropriate to your program.

Data from IDA

IDA will provide data for the measures listed in this self-study. Please include the data in an appendix unless they have been integrated throughout the self-study or in a different format.

Additional Information

Institutional Plans

The following institutional plans are provided for units preparing their self-study report as they may provide valuable information/context

- SHAPE: A Strategic Plan of Impact
- Changing the Story: An Integrated Action Plan 2025
- A Culture of Care: University of Alberta's Safety Action Plan 2023 - 2025
- Forward with Purpose: A Strategic Plan for Research and Innovation 2023 - 2028
- Igniting Purpose: Student Experience Action Plan 2023 - 2026
- Forward Together: The University of Alberta People Strategy 2024 - 2034

Quality Assurance Guidelines

Quality Assurance Suite of Activities: Guidelines for Reviews