**UNIVERSITY OF ALBERTA**

**GRADUATE PROGRAM REVIEW**

**Self-Study Template**

[Program(s) Name:]: SELF STUDY REPORT

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[Date]

Prepared by:

[Self-study committee members]

**Graduate Program Review Self-Study**

High quality teaching and research programs are the 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 Graduate Program Review is to ensure programs have the necessary expertise, systems and resources to: (1) support effective and contemporary program delivery; (2) deliver content of appropriate breadth and rigour; and (3) engage, support and assess learning through a clearly defined set of learning outcomes. In addition to ensuring maintenance of expected standards, the review will consider responses to recommendations of previous reviews.

The graduate program review process includes the development of a self-study report using data as supplied by Strategic Analysis and Data Warehousing (SADW), 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 interest of accountability and transparency, a report summarizing the review outcomes will be made publically 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 two to 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 program.

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 program reviews, may be shared with the CAQC.

Please submit your Self-Study report and appendices in electronic format.

The suggested length is no more than 25 pages, excluding appendices.

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# EXECUTIVE SUMMARY

(1 page maximum)

The summary should outline the defining characteristics, goals, and priorities for the program(s) and their alignment with departmental and/or Faculty’s goals, highlight changes since the last periodic review and how these address previous recommendations, and indicate the current strengths and challenges as identified through the self-study.

# SELF-STUDY PROCESS

(1 page maximum)

* Describe the process that the committee undertook to develop the self-study report. Identify the individuals involved and their roles, and provide an overview of information gathered from students, alumni or other stakeholders beyond the information provided by Strategic Analysis and Data Warehousing (SADW).
* If past reviews or parallel accreditations are relevant, indicate how the reports and reviews are integrated in the self-study.

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# TEACHING AND LEARNING ENVIRONMENT

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## Program Structure

* Describe structures for governance, academic oversight, and administration of the program (may append organizational chart) including student involvement in governance and appeals processes.
* Provide a general overview of the admission requirements and process, and where applicable, how certificates ladder into the program.
* Describe the course requirements, examinations, and other training components such as practicums or clinical experience for all streams or second level specializations.
* Relate program requirements to desired learning outcomes[[1]](#footnote-1) and development of disciplinary depth and breadth. Append a mapping of program requirements to program learning outcomes and where applicable relate to accreditation standards.
* Provide a comparative analysis of the programs under review for curriculum, structure, admission requirements and learning outcomes with 3 similar programs offered elsewhere. The comparators should include one national and one international comparator. The comparison may be done in table format and appended and the narrative should highlight areas of discrimination.
* Summarize changes made in the last five years and/or since last review.

**APPEND:**

* Program Guidelines and any additional policies (this may be a link to a website)
* Program Learning Outcomes table

## Learning Environment

* Describe courses taught through the program and reliance on courses from other units, as well as enrollment trends in courses including teaching students from other units (Program Measures included - Courses taught by target faculty to students from all other faculties and all courses, from all faculties, attended by students from target faculty; link to the course offerings in the *University Calendar)*.
* Describe discipline-specific aspects of the learning environment, highlighting relationship to internal and external partner institutes, centres, or networks that contribute to the learning environment.
* Describe opportunities to gain experience presenting and feedback on research or creative works (eg. presentations; attend symposia; interact with external visitors).
* Describe opportunities network and collaborate (eg. connect to peers; work in teams; mentor others; mobility to other institutions or outside organizations).
* Describe opportunities to participate in multi-, inter-, and transdisciplinary training and research opportunities;
* Describe opportunities to participate in outreach, service, experiential learning, and community engagement.
* If program requires clinical or work experience, describe administration of the placements including institutional and student role, and how quality and satisfaction are measured from both the student and employer perspective.
* Where blended or distance learning is involved in delivery of the program, discuss how students are informed of the competencies, self-discipline and equipment they require, how students and faculty are supported with evolving technology, how risks inherent to online delivery are mitigated, and how a team/collaborative/networked learning environment is achieved. Explain how distance students obtain mentoring from faculty and peer interactions.
* Explain how diverse learners are accommodated by the program.

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# STUDENT EXPERIENCE

## Enrollment and Outcomes

Comment on:

* Student demand (Measures included - Applicants; Applicants Admitted; Applicants Registered)
* Trends in applicant qualifications, admission GPA, recruitment strategies
* Enrolment (Measures included - Full-Time Student Headcount; Part-Time Student Headcount,)
* Diversity of student body(Measures included - Gender & Aboriginal Status, Age Groupings, International Students, Original Hometown)
* Internal funding policies for students
* Retention (Measures included - Student Cohort Headcount; Graduated Headcount; Returned to Same Faculty Headcount; Returned to Different Faculty Headcount; Withdraw Headcount)
* Completion (Measures included - Student “Completer” Headcount; Average Time To Completion (years), Degrees completed by year)
* Barriers to student success from faculty and student perspective
* Contextualize extent and impact of publications and other scholarly products by students for thesis-based programs

**APPEND**

* Standard tables provided by Strategic Analysis and Data Warehousing (SADW):
  + Applicants; Applicants Admitted; Applicants Registered
  + Full-Time Student Headcount; Part-Time Student Headcount
  + Student Cohort Headcount; Graduated Headcount; Returned to Same Faculty Headcount; Returned to Different Faculty Headcount; Withdraw Headcount)
  + Student “Completer” Headcount; Average Time To Completion (years)
  + Degrees completed by year
  + Enrolment with demographics,
  + Time to Completion,
  + Tables of Graduate Financial Support (Measures included - Internal; Federal; Provincial; Other Scholarships; GTA; GRA; Other Employment Income; Proportion of students receiving support; average total support,Tri-Council)
* Data not provided by SADW
  + Average Admission GPA by year (will be provided in future years)
  + For thesis-based programs, summary table of publications and/or scholarly products per student as appropriate for discipline (e.g. Books, Journal Publications, Conference Presentations, Policy Recommendations, Creative Works)

## Student Satisfaction

Describe student satisfaction with program (courses, supervision, general learning environment), explain how student input was gathered such as Town Hall, Survey, or Student-led self-study. Where numbers permit, data from the [Canadian Graduate and Professional Survey (CGPSS)](http://www.cags.ca/cgpss_home.php) and the [Government of Alberta - Graduate Outcomes Survey](http://advancededucation.alberta.ca/ministry/stats/) is available from SADW.

## Professional Development and Career Training

* Comment on employment outcomes post-graduation (data from the [Government of Alberta - Graduate Outcomes Survey](http://advancededucation.alberta.ca/ministry/stats/) is available through SADW upon request)
* Describe student career pathways in terms of type of employment, further education, or the impact of credential on career progression and leadership.
* Describe how traditional and nontraditional career development activities are incorporated into the program, such as mentoring for scholarship applications, teaching opportunities, training in education, and outside-networking, and support for creating individual development plan.
* Describe how students fulfill PD requirement (applicable for cohorts starting 2016).

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# FACULTY AND SUPERVISION

Comment on the profile of the faculty members affiliated with the program and practices for mentoring of graduate students. Include faculty members who supervise students who are not part of the department or outside the university.

* Review areas of excellence and impact of research of the supervisors and instructors in relation to training in the field using discipline appropriate metrics of impact to support claims (public profile, awards, H-index, patents, spin-off companies, editorial roles, expertise sought by industry/public sector/press, etc.). (*Data not provided by SADW, the Library may be of assistance)*
* Assess relationship of faculty composition to program in terms of: rank; retirement/renewal; specializations; and areas of research focus and supervisory capacity. (*Measures provided by SADW - Staff Headcount & FTE (including average age); Faculty, Headcount by Rank; Faculty by Gender*)
* Comment on distribution of teaching in graduate courses and sustainability
* Highlight significant teaching and mentoring awards.
* Describe oversight of supervision, distribution of students supervised by faculty, tools and training to support best practices in supervision including supervision of course-based master’s capping exercise.
* Indicate how issues with supervisors and students are resolved and mechanisms for communication of issues with Chair to whom the supervisor reports.

**APPENDICES**

* **Measures as supplied by SADW**
* **List of faculty who supervise graduate students**
* **Faculty CVs.** CVs are required for all faculty members with supervisory privileges for the program. CV format is determined by the Faculty. The minimal requirements from FGSR for content is to include the previous five years: graduate students supervised, teaching, service activity, funding and publications.

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# RESOURCES

* Explain resources available, how they are allocated, and how they are applied to the educational mandate. Resources include, but are not limited to: a) funding for student support (TA/RA, scholarships, grants); b) laboratory equipment, computers, collections, databases etc.; c) library resources; d) space: offices for students, teaching space, social space, rehearsal space, study space, etc.; e) facilities and equipment shared with other units, departments, faculties, and universities; f) technical and other staff support; g) large infrastructure grants.
* Identify challenges and opportunities for infrastructure and resources.

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# DISCIPLINARY-SPECIFIC COMPONENTS

In this optional section, include or expand on areas relevant to the discipline and defined by the program as essential for the quality of the educational experience. Wherever possible, use concrete examples and criteria for excellence.

**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.

1. Where learning outcomes for the program have not been articulated to date, outline the process to be undertaken to develop program learning outcomes and their assessment. [↑](#footnote-ref-1)