**UNIVERSITY OF ALBERTA**

**UNDERGRADUATE PROGRAM REVIEW**

**Self-Study Template**

SELF STUDY REPORT

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[Date]

Prepared by:

[Self study authors and contributors]

**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 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) support effective program delivery, (2) deliver content of appropriate breadth, depth and rigour, 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 covering undergraduate programs, a site visit, a report from a review team, and a response to the visiting team’s report by the unit. 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. The self-study should also be customized, adding materials required to address the programs under review.

The Campus Alberta Quality Council (CAQC) has a mandate from the *Post-Secondary Learning Ac*t 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.

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

**Table of Contents**

[**Executive Summary**](#_yhijdvkbez88) **4**

[**Introduction**](#_3znysh7) **5**

[**Program Description**](#_2et92p0) **6**

[Program Structure](#_9hsdad8imxbu) 6

[**Program Measures**](#_imo7bk52tmhw) **7**

[Students](#_tcrbibebouon) 7

[Faculty and Staff](#_dyysh52ehjsi) 7

[Comparative Analysis of Programs](#_cu2n257ra4b) 8

[**Teaching and Learning**](#_2s8eyo1) **9**

[For Programs with clinical or work experience:](#_mke6y07m1frr) 9

[For Programs offered in distance or blended delivery modes:](#_2tguryd72ix2) 9

[**Faculty Profile**](#_sci49pg0b1ir) **10**

[**Program Environment**](#_26in1rg) **11**

[People](#_qb6nl54db37j) 11

[Facilities](#_27avwlh6f4in) 11

[**Synthesis and Future Considerations**](#_1ksv4uv) **12**

[**Suggested Appendices**](#_1v08lcg7m73s) **13**

[Program structure, curriculum and outcomes:](#_f33wa9dbbabk) 13

[Materials from Accreditation Reviews](#_nfdnqw7a9nzp) 13

[Instructor CV Collection:](#_6x0oxgf5ha8) 13

[Unit Organizational Chart:](#_jn948g4p71mh) 13

[Data Tables from SADW](#_ymby2819sakl) 13

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# Executive Summary

(Max. 1 page)

The summary should outline the defining characteristics, goals, and priorities for the program(s) and their alignment with institutional goals, the evolution of the program(s) since the last periodic review, and how previous recommendations have been addressed, the current strengths and challenges as identified through the self-study.

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# Introduction

Provide a brief history of the evolution of the unit since the last periodic review and introduction to the academic programs covered. 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.

Summarize the most recent Undergraduate Program Review, accreditation, and/or other parallel review(s). Include the main findings, conclusions, recommendations, and actions taken to address them. Indicate how the reports and reviews are integrated in the self-study.

Summarize any relevant changes in the unit and programs under review since the last periodic review.

Explain the process used to prepare the self-study, including the roles and contributions of students, staff, faculty, and alumni and how their views have been taken into account. Please note that the student perspective can be captured in multiple 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.

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# Program Description

Describe each program under review.

Outline how the programs relate to each other and to the academic plans of the unit and *For the Public Good*.

## Program Structure

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

* List the program requirements.
* Describe the program learning outcomes. Explain how the learning outcomes are conveyed to students and assessed. Append a flowchart or map of course and program learning outcomes and assessments.
* Indicate the admission requirements and how they align with the learning outcomes established for completion of the program.
* 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).
* Provide information, analysis, and context on the development of graduate attributes through the programs under review. University of Alberta graduate attributes are defined in the [report of the Committee on the Learning Environment (CLE) Subcommittee on Attributes and Competencies](https://cloudfront.ualberta.ca/-/media/centre-for-teaching-and-learning/ctl-reports/a-report-of-the-committee-on-the-learning-environment-cle-subcommittee-on-attributes-and-competencies.pdf).[[1]](#footnote-1)

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# Program Measures

Using the data provided by Strategic Analysis and Data Warehousing (SADW)[[2]](#footnote-2) and additional data relevant to your program, provide analysis, context, and projections for your undergraduate programs in the following areas:

## Students

* Student demand (Measures included - Applicants; Applicants Admitted; Applicants Registered),
* Enrolment (Full-Time Student Headcount; Part-Time Student Headcount)
* Retention (Measures included - Student Cohort Headcount; Graduated Headcount; Returned to Same Faculty Headcount; Returned to Different Faculty Headcount; Withdraw Headcount) retention,
* Completion (Measures included - Student “Completer” Headcount; Average Time To Completion (years), Degrees Completed by Year)
* Student demographics (Measures included - Gender & Aboriginal Status, Age Groupings, International Students, Original Hometown)
* Student financial support (contact the RO for Faculty-level data)
* Student satisfaction (Measures included - National Survey of Student Engagement (NSSE), [Government of Alberta - Graduate Outcomes Survey](http://advancededucation.alberta.ca/ministry/stats/))
* Alumni employment outcomes (Measures included - [Government of Alberta - Graduate Outcomes Survey](http://advancededucation.alberta.ca/ministry/stats/))
* 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 included - 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 included - 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; Faculty by Gender)

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## Comparative Analysis of Programs

Provide a comparative analysis of the programs under review (curriculum, structure, admission requirements, learning outcomes, etc.) with 3 similar programs offered elsewhere (choose at least one national and one international comparator if possible). (Possible measures available include U15 enrolment and degrees granted in some cases).

Explain your rationale for selection of national and international comparator programs. Indicate why programs were deemed to be comparable, illustrate the similarities and differences, and indicate how future program changes might be influenced by the comparison.

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# Teaching and Learning

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:

* Supports, tools, and training that are being deployed to develop and assess teaching quality
* Curriculum or program level changes (program requirements, academic standing, learning outcomes) since the last review
* Supports for the needs of diverse learners
* Supports for student engagement in experiential 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.

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.

## 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.

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# 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 SADW).
* Recent and planned changes in the faculty cohort and their relationship to program delivery.
* Support provided to faculty members for career and professional development.

Provide a CV for each faculty member and instructor in a standardized format appropriate to the area of scholarship. Each CV should clearly identify teaching, research, scholarship and service, and any other information over the previous five-year period that you determine to be pertinent.

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# 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 SADW).

# 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.

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# Suggested Appendices

## Program structure, curriculum and outcomes:

* Program-level learning outcomes 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 course outlines, exemplar student work, etc.)

## Materials from Accreditation Reviews

## Instructor CV Collection:

* Provide one CV for each faculty member and sessional instructor associated with the program.
* All CVs should be in a standardized format and clearly indicate teaching contributions to the program(s) under review.
* CVs should describe the individual’s past five 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.
* CVs should cover a minimum of five years.

## Unit Organizational Chart:

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

## Data Tables from SADW

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

1. If University of Alberta Graduate Attributes have not been included in your program design to date, discuss how you plan to approach the development and evaluation of graduate attributes in your students. [↑](#footnote-ref-1)
2. Please append data tables provided by SADW to the self-study. [↑](#footnote-ref-2)