Cyclical Program Review Self-Study Template

# Submission Guidelines

The length of a Cyclical Program Review Self-Study should not exceed approximately 25 pages. Additional information and evidence to support the Program Review Self-Study may be supplied in concise and relevant Appendices. Please cross-reference appendices in the Self-Study for ease of reference.

Self-Studies must follow the template provided and address all questions in a critically reflective and concise narrative. Institutions may use or create their own templates provided internal templates meet Council’s requirements.

Self-Studies that exceed the page limit or do not include relevant information may be returned to the Institution for revision.

# Cyclical Program Review - Overview

Refer to the ***CAQC Degrees Handbook*** Section 6.3 for complete information on the process and requirements for Cyclical Program Reviews including the selection of Independent Academic Experts.

Institutions are expected to provide the following information to CAQC following the completion of the Cyclical Program Review (or when requested during Quality Assurance Process Audits):

1. An overview of the review process, components and timelines;
2. Information regarding the last cyclical review, including an assessment of the implementation of that review’s action plan;
3. The membership of the steering committee, including their role in relation to the program;
4. The institution’s cyclical review policy and procedures as an Appendix;
5. The program self-study, including who was involved in its preparation and their role in relation to the program, which should contain:
	1. Program learning outcomes and their assessment as well as a curriculum map showing how the program learning outcomes are achieved in each course;
	2. Student flow and completion rate data;
	3. Student and graduate satisfaction data;
	4. Alumni employment and further education outcomes;
	5. Stakeholder input;
	6. Academic staff CVs, preferably in a common institutional format or using the CAQC Narrative CV Template;
	7. Assessment of teaching and learning effectiveness, including professional development opportunities completed by the teaching staff;
	8. Review of the status of the field and teaching of the discipline;
	9. Scholarly activity data accompanied by a reflective narrative analysis;
	10. The rationale for the selection of the external reviewers, as well as their CVs;
	11. The site visit schedule;
	12. The external reviewers’ report;
	13. The institutional response to the reviewers’ report including an action plan; and
	14. How the results have moved through the governance processes.

Council will review the results of the program evaluation and provide feedback to the institution regarding both the process and the outcome.

# Cyclical Program Review Template

The following template is provided by CAQC as an example. Institutions may create their own Self-Study Template that aligns with the criteria of CAQC and their own Quality Assurance Processes or expectations of accreditation/regulatory bodies. The following is provided as a template to illustrate areas that would normally be considered in a Cyclical Program Review of a degree.

### Executive Summary

* Overview of Findings of the Self-Study

### Program Review Process

* Overview of the Review Process and Institution’s Cyclical Review Policy/Procedures
* Details of the Process including Governance Process
* Steering Committee Membership and Roles
* Summary of Activities
* Analysis of Efficacy of Review Process

### Past Reviews and/or CAQC Requirements

* Results / Implementation of Past Reviews (if applicable)
* Assessment of Action Plan from Past Reviews (if applicable)
* Results / Implementation of Feedback/Response to CAQC Requirements

### Program Description & Viability

* Strategic alignment of the Program within the Institutional Context
* Overview of the Program including Admission Standards and Procedures
* Overview of Majors/Concentrations (if applicable)
	+ Program Structure – see Sample Table 1, below)
* Analysis of Program Characteristics (program comparison)
* Program Enrolment (FLE) and Program Completion (Student Flow)
* Program Demand – Students
* Program Demand – Employers
* Labour Outcomes and Learner Pathways
* Stakeholder Engagement
* Strengths, Weaknesses, Challenges, Viability of Program with Commentary on Learning Demand and Labour Demand

### Curriculum and Learning Environment

* Analysis of the Program’s Alignment with Disciplinary, Institutional, and National Standards
* Program Learning Outcomes and Assessment
	+ Curriculum Maps (see below for sample Curriculum Maps)
* Overview and Analysis of Effectiveness of Assessment within Curriculum
* Overview and Analysis of Effectiveness of Learning Environment/Teaching Effectiveness and Alignment with Disciplinary Standards
* Faculty Supports (Professional Development related to Teaching and Learning)
* Student Supports
* Student Satisfaction
* Stakeholder Input
* Strengths, Weaknesses, Challenges, Viability related to Curriculum and Learning Environment in Support of Student Success and Attainment of PLOs

### Faculty and Staff

* Profile of Academic Staff and Institutional Context
* Ratio of Full-Time Faculty to Full-Load Equivalent Students
* Overview of Program Support Staff
* Faculty Evaluation Methods
* Professional Development Resources and Supports
* Faculty and Staff Hiring Plans
* Faculty CVs (CAQC Narrative CV Template)
* Conclusion: Adequacy of Faculty/Staff Complement for Student Success and Sustainability of Program

### Research, Scholarly Activity, Creative Activity

* Summary of Research Activities for Faculty
* Relation to Teaching and Learning (where applicable)
* Overview of Scholarly Output (3-5 Years)
* Overview of Undergraduate Opportunities in the Program
* Faculty Resources and Supports
* Student Resources and Supports
* Conclusion: Level of Faculty and Study Research and Scholarly/Creative Activities within the Context of the Institution (Priorities, Collective Agreement, Work Patterns, Student Goals)

### Students and Graduates

* Application Trends
* Student Profiles
* Student Retention, Graduation, Time to Completion
* Student Experience (Surveys, Focus Groups)
* Student and Graduate Satisfaction
* Employer Satisfaction
* Trends in Graduate Employment or Further Learning
* Conclusions: Student Success and Satisfaction including Strengths, Weaknesses, Challenges, Successes

### Resources and Supports Sufficient to Program Needs

* Assessment of Physical Resources
* Assessment of Library Resources
* Assessment of Student Support Services
* Conclusions: Resources and Supports including Strengths, Weaknesses, Challenges, Successes

### Independent Academic Experts

* Rationale for Selection of two IAEs
	+ with CVs appended
* Reports of 2 (two) Independent Academic Experts

### Institutional Response to IAE Reports

* Response to the IAE Reports and plans to address feedback

### Conclusion

* Critical Reflection on the Program’s Strengths, Weaknesses, Opportunities

### Appendix 1: Action Plan

* Action Plan responding to key findings of the Self-Study and IAE Reports

### Appendix 2: Site Visit Schedule

* Append the Site Visit Schedule used for the Program Review (see CAQC website for sample Site Visit Schedule Template that may be adapted to Program Review)

# Sample Tables

The following Tables are provided as examples for use in Program Cyclical Review Self-Studies. These Tables are also found in Part B for Institutions proposing new Degrees.

## Table 1: Program Structure including Depth and Breadth

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component 1** | **Junior courses (maximum)** | **Credits** | **Senior courses (minimum)** | **Credits** |
| Major requirements (40%) | Required courses | xx | xx | xx | xx |
| Electives | xx | xx | xx | xx |
| Required courses outside major  | xx | xx | xx | xx |
| Additional requirements (please specify) | xx | xx | xx | xx |
| Breadth (Specify) – Minimum 20% of courses outside area of focus | xx | xx | xx | xx |
| Electives (if different from Breadth)  |  |  |  |  |
| Total | xx | xx | xx | 90 (3 Year Degree)120 (4 Year Degree) |

## Table 2: Curriculum Mapping of PLOs to Courses

Using the table, below, map the proposed program’s Program Learning Outcomes to the courses constituting the specialization in the proposed program. Add additional tables for additional specializations (majors).

**Table Legend**

* **I**: Indicates that knowledge and skills to help learners achieve this PLO are **introduced** in this course.
* **D:** Indicates that knowledge and skills to help learners achieve this PLO are further **developed** in this course.
* **M:** Indicates that knowledge and skills to help learners achieve this PLO are **mastered** (appropriate to the degree level) in this course.
* **A:** Indicates that the PLO is **assessed** in that course (e.g. D/A indicates a Course Develops and Assesses achievement of a PLO).

|  |  |
| --- | --- |
| **Course number and abbreviated name** | **Program learning outcomes** |
| **PLO 1** | **PLO 2** | **PLO 3** | **PLO 4** | **PLO 5** | **PLO 6** | **PLO 7** | **….** |
| **Required core courses in the specialization** |
| Course code xxx & Name | I |  | I, D |  |  | I |  |  |
| Course code xxx & Name |  | I, D |  | M | M |  | D/A |  |
| … | D |  |  | D |  |  | I |  |
| … |  | D | D |  | I, D/A |  | D |  |
| … | M/A  | D, M |  | D. M/A |  |  | D, M |  |
| **Elective courses in the specialization [[1]](#footnote-1)** |
| Course code xxx & Name  | I | I, D |  | I |  | D/A |  |  |
| Course code xxx & Name  |  |  | M | M | D/A |  |  |  |
| … | D |  |  | D |  |  | I |  |
| … |  | D | D |  | I, D |  | D/A |  |
| … |  | M/A | M/A |  D, M/A |  | D, M |  |  |

## Table 3: Mapping Teaching Activities and Assessments

Using the Table, below, provide a map of teaching activities and assessments aligned with courses and Program Learning Outcomes.

|  |  |  |  |
| --- | --- | --- | --- |
| **Program Learning Outcome (PLO)** | **Course** | **Level** | **Evidence of Alignment (Teaching Activities and Assessments)** |
| PLO 1: Apply critical thinking and problem-solving skills to real-world scenarios. | Introduction to Critical Thinking (CRTH 101) | Introductory | Students analyze simple case studies to identify problems and propose basic solutions. |
| Applied Problem-Solving (APPS 201) | Developing | Students engage in group projects to address problems in their field, incorporating research-based strategies. |
| Capstone Project (CAPS 401) | Mastery | Students design and implement a comprehensive solution to a real-world issue, demonstrating critical thinking and analytical rigour. |
| PLO 2 | Course X |  |  |

## Table 4: Alignment with CDQF and Academic Culture

Degree graduates from both undergraduate and graduate programs are expected to demonstrate the degree-level expectations in each of the six knowledge and skill areas set out in the ACF and CDQF (see the CAQC Handbook Appendices for both documents).

Describe how the program meets the expectations in each of the areas listed below, and how the academic culture helps learners achieve these expectations.

|  |  |  |
| --- | --- | --- |
| **Standard** | **Program Alignment (PLOs, CLOs, Illustrative Examples)** | **Academic Culture** |
| Depth and breadth of knowledge |  |  |
| Conceptual awareness and/or knowledge of research: (i.e., knowledge of approaches to inquiry and/or creative work) |  |  |
| Communication skills |  |  |
| Application of knowledge |  |  |
| Professional capacity and autonomy |  |  |
| Awareness of limits of knowledge |  |  |

1. Elective courses in the specialization are courses presented in a list from which students must choose a specific number. [↑](#footnote-ref-1)