University Canada West

Cyclical Program Review Self-Study

[Program Name]

[Submission Date]

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UCW
UNIVERSITY
CANADA WEST

Territorial Acknowledgement

We acknowledge that the territories on which UCW and its campuses are situated are the traditional, ancestral and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish) and Səl̓íl̓witulh (Tsleil-Waututh) Nations. We thank them for having cared for this land since time immemorial, honour their graciousness to the students who seek knowledge here, and iterate our dedication to valuing the ongoing contributions of Indigenous peoples and communities.

UCW

Introduction

This self-study template has been prepared by the Office of the VPA for academic programs to complete as part of their cyclical review process, and is to be used for all undergraduate and graduate cyclical program reviews.

This template aligns with UCW Policy 5001: Program Review and the accompanying Procedure 5001p: Program Review Procedure, which can be found at: https://www.ucanwest.ca/about/policies. The sections of this template are aligned with the Degree Qualifications Assessment Board (DQAB) Degree Program Review Assessment and Guidelines. Additional self-study sections that reflect UCW's mission, priorities, and commitment to teaching and learning excellence have been added to complement the criteria provided by the DQAB.

Please complete all sections of the document unless not applicable to a particular degree level or program. Throughout the document and where appropriate, please include links to all relevant policies, the calendar and/or program websites. All volumes of both the draft and the final version of the self-study should be submitted electronically to the Office of the VP Academic.

Information included in the self-study should provide a review of the program over the past five years and include data up to the end of the 202X-202X academic year (e.g. September 30, 2022), where available.

Please refer to the UCW Cyclical Program Review Handbook for questions regarding the types and sources of data and/or evidence required for each section of the self-study. In addition to the university-provided data, noted in the template below, the program is welcome to include program-generated data where relevant.

Please do not adjust the heading or sub-headings within the document; these have been provided for both the benefit of the program, but also other readers of the document, including the External Program Review Panel. It is important that readers understand the prompts and questions that the program is responding to in each section.

Any questions about the completion or formatting of the Self-Study can be directed to the Office of the VP Academic.

1. Program Description and Purpose

1A. Description of Program

Please provide a brief overview of the program that includes its history (e.g. when it began) and purpose within the institution, the location where the program is delivered, the anticipated completion time for the program, and the program's goals and/or objectives. Discuss the program's strengths and the sectors in which program graduates are typically employed. Note any relationships with other programs at UCW, or within the province.

1B. Alignment with UCW Principles

Explain how the activities and priorities of the program are consistent with the Mission and Goals of UCW.

1C. Self-Study Consultation Process

Explain how the self-study was prepared and written. Include any preparatory work that took place, how faculty members were consulted and involved, any contributions made by administrative staff, and in what ways students were invited to participate in the process.

1D. Focus for the Cyclical Program Review

Please identify the program's main areas of interest for the cyclical review process. This can be in the form of questions posed to the External Review Panel, or any information that the program thinks would be useful points of focus to identify for the cyclical program review.

2. Degree Level Standard

2A. Program Learning Outcomes

Identify the program level learning outcomes for the program. Explain how the learning outcomes were developed and when they were last reviewed and updated. Provide a learning outcomes matrix for the program in an appendix that demonstrates that the curriculum addresses both subject matter and program learning outcomes appropriate for the degree level standard.

2B. Alignment with Degree Level Standards

Describe how the program and its learning outcomes are consistent with the knowledge and skill level requirements of the corresponding DQAB Degree Level Standards (see handbook for full description of standards). Provide a curriculum map that demonstrates the curriculum is purposefully structured and logically sequenced (vertically and horizontally) to ensure that what students are actually taught matches the academic expectations in a particular subject area and degree level standard.

3. Credential Recognition and Nomenclature

3A. Program Design

Explain how the design of the program facilitates credential recognition by other post-secondary institutions. Provide any evidence available to demonstrate that other post-secondary institutions consider the program as a basis for admission to advanced study for credentials not intended to be terminal degrees. For programs that are not doctoral programs and are intended to be terminal degrees, explain how the institution informs students prior to enrolment of the terminal nature of the degree.

3B. Credential Recognition and Transfer

For programs leading to a profession that is subject to government regulation, describe any consultations undertaken by the program to ensure the credential and learning outcomes will be recognized by and meet the standards of industry/employers and regulatory, licensing or credentialing bodies. Where relevant, provide the regulatory, licensing or credentialing body's current requirements or standards as an appendix, and copies of letters from licensing or regulatory bodies indicating that the credential and learning outcomes will be recognized.

3C. Certification Requirements

In some instances, regulatory, licensing or professional credentialing bodies do not recognize or accredit programs but require individuals to meet the certification requirements (e.g., certification exams). Where relevant to programs that prepare students for certification requirements, describe the role of the regulatory, licensing or credentialing body and the steps that the program has taken to ensure graduates will be eligible to meet the requirements of the regulatory, licensing or credentialing body. If relevant, provide evidence of the regulatory, licensing or credentialing body's current requirements or standards as an appendix.

3D. Notification Policy

Where relevant to the program, provide a copy of the policies and procedures pertaining to notifying students of credential recognition and/or transfer as an appendix.

4. Program Curriculum and Content

4A. Program Structure and Length

Describe the program structure, learning outcomes, length of the program (number of credit hours), and course-level methods of student evaluation.

4B. Prescribed Set of Core and Prerequisite Courses

Identify the prescribed set of core and prerequisite courses in the program, and explain any elective course groupings. Please provide the course descriptions for each course found in the academic calendar. Full course outlines can be provided as an appendix.

4C. Recent or Projected New Courses

Identify all courses that the program has created since its last cyclical review, as well as any new courses that the program is interested in creating, along with a rationale for these additions (e.g. increasing student elective choice, addressing a knowledge or skills gap).

4D. Curricular Alignment

Explain how courses are structured and sequenced in such a way that students build on prior learning in order to meet program goals, learning outcomes and degree level standards.

4E. Experiential Learning Opportunities

Describe any required or optional experiential learning (e.g. co-operative education, placements, internships, field courses) opportunities available to students in the program. Where work experience or field placements are a component of the program, describe how placement opportunities are developed, how the program and/or institution ensures all eligible students have equity of access to placement opportunities, and how the institution supports students seeking placements. Explain how students' performance during placements is evaluated.

4F. Experiential Learning Outcomes

Where relevant to the program, describe the anticipated outcomes of the experiential learning opportunities associated with the program, how the experience provides the opportunity to put the stated learning outcomes into practice, and how students are evaluated during their placements.

4G. Indigenous Knowledges and Perspectives

Identify any efforts that the program has made to incorporate Indigenous knowledges and perspectives into the program curriculum and/or any future plans to do so. Explain how Indigenous communities internal or external to UCW, have been consulted or engaged in developing these initiatives.

4H. Equity, Diversity, and Inclusivity

Explain how the program has been working to incorporate principles of anti-racism, equity, diversity and inclusivity through its program curriculum.

5. Learning Methodologies and Program Delivery

5A. Learning Methodologies

Explain the learning methodologies (e.g. lecture, lab, tutorial, online, experiential learning, other) that are used to deliver the program and why the modes of delivery are appropriate for the program content and accessible to all student audiences, as well as for ensuring student learning and achievement of program learning outcomes and degree level standards.

5B. Related Policies

Identify any institutional policies pertaining to technology-based, computer-based or web-based learning and modes of delivery including any policies that demonstrate broad access to technological resources and learning methodologies.

5C. Academic Integrity

Explain how the program promotes and encourages academic integrity in its teaching, learning, and assessment practices.

6. Admission and Transfer / Residency

6A. Program Admission Requirements

Describe the admission requirements for the program, including conditional admissions, and explain how these compare to similar programs in the province or discipline. Include a link to any relevant institutional policies and procedures on admissions. If the program makes exceptions for admission requirements, provide a rationale as to why and the process that is followed.

6B. Equity, Diversity, and Inclusivity of Admissions Practices

Describe any policies and practices in place in the program or institution to promote the admission, retention and success of students from a diverse range of backgrounds, including those from traditionally underrepresented groups.

6C. Transfer Credit Practice

Describe any existing practices or policies for the granting of transfer credit for equivalent courses and/or programs completed at other institutions that will satisfy the requirements for this program. Include a link to any relevant institutional policies related to transfer credit and the framework for developing block transfer/articulation agreements.

6D. Prior Learning Assessment

Describe any relevant policies or practices for granting credit toward meeting requirements for this program based on prior learning assessment. Include a link to any relevant institutional policies on prior learning assessment.

6E. Residency Requirement

Describe the residency requirements for the program, including the minimum number of courses or credits that must be completed at UCW to be granted the degree.

6F. Articulation Agreements

Describe any current or planned articulation agreements with other institutions so that transfer credit is courses completed in this program toward meeting requirements for credentials offered at other institutions.

7. Faculty

7A. Number of Faculty and Staff

Provide a summary (e.g. a profile for each faculty member) of the faculty qualifications and areas of research and/or teaching expertise for all full-time faculty appointed to the program. Explain any regulations regarding faculty qualifications within the program (e.g. possession of a terminal degree). Explain how this faculty model supports the achievement of the program's mission, overall high quality, and continuous improvement.

Explain the role that sessional faculty play in the teaching and administration of the program. Explain any supports that are provided to sessional faculty, such as how they are mentored, and how they are integrated into the activities of the program.

Identify all staff resources appointed to the program and explain how they are sufficient to support the coverage required within the program.

7B. Related Policies

Provide information on any institutional policies related to faculty appointments (e.g. distribution of teaching and supervisory responsibilities, faculty performance) academic freedom, professional development, as well as any policies and practices on the type of academic appointment of faculty specific to the program (e.g., continuing or regular and temporary appointments). Explain how these policies and procedures are appropriate for sustaining the program.

7C. Scholarly and Creative Activity

Comment on the quality and quantity of scholarly and creative activity by faculty within the program. Include a description of any opportunities for students to be involved in faculty research activities. Comment on the success of program faculty in obtaining external research funding. Provide any institutional policies on faculty research/scholarly activity requirements.

7D. Teaching Quality

Comment on any evidence available related to the quality of teaching of faculty appointed to the program; for example, teaching awards, engagement in the scholarship of teaching and learning (SOTL), or a commitment to professional development.

8. Program Resources and Infrastructure

8A. Program Resources

Provide an assessment of the adequacy and effectiveness of the program's access to and use of existing physical (e.g. teaching, research, administrative, informal learning spaces), technological, financial and human resources. Identify where resource gaps impact the quality of the program curriculum and student learning experience.

8B. Academic Resources and Support Services

Provide a summary of the academic resources and support services (e.g. Accessible Learning, Library and research support, advising) available to the program, and explain how these resources are sufficient in scope, quality, currency, and type to support students and faculty in the program. Include a discussion of academic support services specific to international students. Explain how the institution ensures the adequacy and appropriateness of its learning and information resources and their renewal and upgrade.

9. Student Quality Indicators

9A. Targets, Applications, and Enrolments

Using the data provided, contextualize the trends in enrolment targets, applications, and enrolments during the review period.

9B. Cohort Retention

Outline the program's progression regulations. Using the data provided, explain any positive or worrisome trends in student progression and attrition, and any strategies that have been put in place to support student retention.

9C. Graduation Rates

Using the data provided, explain any trends in students' graduation rates during the review period. Explain whether time-to-completion is a concern of the program, and if so, how this is being addressed.

10. Program Consultations

10A. Student Satisfaction

Discuss the feedback collected from current students as part of the review process, and summarize (or append) the themes identified. Explain any actions that the program is planning to take in response to student feedback. Student evaluation of teaching data can also be included and discussed in this section, as available.

10B. Graduate Employment and Further Education

Provide and discuss any available data on the employment rates of program graduates, as well as the employment sectors where graduates may be typically employed. Discuss any information available on further education pathways commonly sought by students upon program completion.

10C. Alumni Satisfaction

Summarize any feedback collected from alumni about their experiences in the program, and identify any actions that the program plans to take in response to the themes identified in alumni feedback.

10D. Employer Satisfaction

Where relevant to the program, provide any feedback available from employers of students or program graduates. As applicable, this section may also include any relevant data and information on satisfaction from professional associations or advisory boards.

10E. Program Recruitment

Provide a summary of any feedback that the program has collected from its recruitment team, along with a description of any changes to the program that have been made, or will be made, in response to this information.

11. Program Review and Assessment

11A. Program Assessments

Explain the types of program-level assessments used to support student learning and assess their achievement, as well as the program's evaluation of the adequacy of these methods. Include information about how assessments may change or develop as the student progresses through the curriculum.

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11B. Achievement of Learning Outcomes and Degree Level Standards

Explain how the program assesses graduating student achievement of program level learning outcomes and degree level standards, and how that data and information is used toward continuous program improvement. Where appropriate to programs that also receive professional accreditation, please also discuss how student performance against the standards of any related regulatory, accrediting or professional association is measured and documented.

11C. Ongoing Curricular Assessment and Cyclical Program Review

Explain what mechanisms the program uses to engage in regular assessment of its program curriculum in order to evaluate its currency and effectiveness in supporting student development and achievement of program level learning outcomes and degree level standards. Explain the institution's policies and processes for the comprehensive cyclical review of its academic programs.

11D. Previous Reviews

If the program has completed a previous cyclical program review, please summarize the recommendations that were made, along with any actions taken to implement the recommendations. Programs that are also reviewed against the standards of any related regulatory, accrediting or professional association can also discuss the results of any of these reviews that have taken place since during the review period.

11E. Program Benchmarking

Explain how the program compares to, or is benchmarked (e.g., enrolment numbers, graduation rates, curricular opportunities for students) against other related programs in the institution, and against similar programs within the province. Where there are multiple provincial comparators to the program, explain the rationale for duplication and factors that distinguish the program from its comparators.

12. Conclusion

12A. Program Goals and Aspirations

Identify the goals and aspirations of the program over the next five-year period, as well as any barriers identified to reaching these goals.

12B. Concerns of the Program

Outline any concerns related to program quality that have been identified, along with a discussion of how these concerns should be addressed to improve the quality and viability of the program curriculum and/or its administration.

12C. Conclusion

Provide a brief conclusion to the self-study, summarizing the current strengths of the program, and any opportunities that have been identified to enhance its quality and the experience of students.

Appendices

The program may wish to include relevant appendices to the self-study, such as:

- *Program curriculum map (template included as Appendix A)*
- *UCW or program-level policies relevant to the self-study discussion*
- *Sample course assignments and/or rubrics used in the program*
- *Student and/or alumni survey results*
- *Library report, or reports from other academic support services*
- *Promotional material related to the program*
- *Letters of support from employers*

Note that faculty CVs and course syllabi will be provided to the External Review Team in separate documents to the self-study. They do not need to be included here.

Appendix A: Program Curriculum Map

Program Learning Outcomes	Courses and Curricular Components																				
	[Enter Course Code]																				
[Enter Program Learning Outcome]	[I, R, M or ✔]																				

Legend:
I = Introduce
R = Reinforce
M = Meet or Master