# ONTARIO UNIVERSITIES
## COUNCIL on QUALITY ASSURANCE

# SUMMARY OF AUDITORS' REPORT ON THE SCOPE OF WESTERN UNIVERSITY'S RESPONSE TO THE QUALITY ASSURANCE AUDIT

## JUNE 2015

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# SUMMARY STATEMENT

As per the Quality Assurance Framework Section 5.2.9, Western University submitted its One-Year Follow-Up Institutional Response on the Auditor's Report on May 4, 2015.

The Auditors reviewed this Response and drafted recommendations which were submitted to the Audit Committee for consideration.  The Audit Committee, at its meeting of June 15, 2015, reviewed and approved the Auditors' recommendations on Western University's Response which were subsequently submitted to the Quality Council.

The Quality Council, at its meeting of June 19, 2015, unanimously approved the following <u>motion</u>:

> **That Western University's Institutional One-Year Follow-Up Response be Accepted.**

The Quality Assurance Secretariat publishes the auditor's summary of the scope and adequacy of the institutional one-year follow-up response in accordance with Section 5.2.10 of the Quality Assurance Framework.

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**APPENDIX 1**

**AUDITORS' REPORT ON THE INSTITUTIONAL ONE-YEAR FOLLOW-UP
RESPONSE ON THE QUALITY ASSURANCE AUDIT OF
WESTERN UNIVERSITY**

**SUMMARY**

The Ontario Universities Council on Quality Assurance undertook an Audit of Quality Assurance at Western University in 2014.  As in all such audits, the purpose was to assess the extent to which Western University is in compliance with its own Institutional Quality Assurance Processes (IQAP).

The Quality Assurance Framework requires that each institution submit a one-year follow up response to the Quality Council. Western University submitted its response and supporting documents in May 2015. This is a summary of the Auditors' review of the University's one-year response.

Western University provided a very well organized response to the Audit Report's recommendations, including extensive Appendices which demonstrated how the existing processes had been clarified and enhanced.

The Auditors have concluded that the University's response satisfactorily address the following nine (of twelve) recommendations in the Report on the Quality Assurance Audit of Western University

> **Recommendation 1** (ensure that every program is reviewed at least once every eight years)
>
> **Recommendation 2** (ensure that all sub-programs are included in the self-study documentation and reviewed by external consultants as part of cyclical program reviews)
>
> **Recommendation 3** (ensure the inclusion of a methodology section outlining the role of faculty, staff and students in preparation of the self-study for cyclical program reviews)
>
> **Recommendation 5** (enhance the methods of briefing the external consultants on the requirement to address all the evaluation criteria set out in the University's IQAP)
>
> **Recommendation 6** (ensure that Final Assessment Reports and Implementation Plans contain all of the required elements, as identified in the IQAP)

**Recommendation 7** (ensure that concerns and recommendations raised in previous reviews are taken into account as part of the subsequent self-study as specified in the IQAP)

**Recommendation 8** (ensure that all existing programs develop and assess program level learning outcomes as part of the cyclical program review)

**Recommendation 10** (develop learning outcomes, mapped to degree level expectations, for all new programs and ensure these are included in the New Program Proposal)

**Recommendation 11** (Western University must clarify the role(s) of the internal reviewer in the new program approval and the cyclical program review processes in the IQAP)

The Auditors offer some commentary on the University's response to three of the recommendations:

**Recommendation 4** (ensure that identified authorities who approve the self-study check that the content of the self-study includes all the relevant information required by the IQAP)

The University indicates that it now "has included a level of review by the Vice-Provost or designate, as well as by the relevant Dean's office, ensuring that all relevant information is included in the self-study." This added level of review directly addresses the recommendation put forward by the Audit Team, and the comments by Western indicate that the process has been revised and set out in two attached appendices (D1 and D2). However, the Auditors were unable to locate the specific stage or sign-off item on the review process timelines for Graduate and Undergraduate programs.

**Recommendation 9** (include on the Periodic Review Schedule all programs offered and indicate where there are partner institutions and multiple sites)

The Western response indicates that the "Periodic Review Schedule has been updated to include all programs, along with the date of each program's most recent review and specification of partners and/or multiple sites, where relevant." Appendix A provides a list of programs and adds in the date of each program's most recent review, and thereby clearly

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addresses recommendation 9. However, the Auditors were unable to locate any information about partner institutions or multiple sites on the schedule." For example, the Environmental Science program and BScN program--collaborations with Fanshawe College--and the Executive MBA program--offered at Western and at Silicon Valley--do not include this additional information.

**Recommendation 12** (add a section to its IQAP on the Evaluation Criteria required for Major Modifications to existing programs as per the Quality Assurance Framework)

Western University "respectfully rejected this recommendation" as the University indicated it believed it to fall outside of the purview of the Audit. The Auditors accept this response recognizing that the language of the Quality Assurance Framework is open to interpretation.  At the time of the Western Audit, the clarification in the language and definition of Recommendation had not yet been approved by the Quality Council and OCAV.  That change occurred in October 2014 and as a result, the language is more straightforward, "Recommendations are recorded in the auditors' report when they have identified failures to comply with the IQAP and/or there is misalignment between the IQAP and the Quality Assurance Framework." The Auditors anticipate that the University will want to ensure that its IQAP does conform to the Quality Assurance Framework.

The One-Year Response indicates that the University has effectively addressed most of the concerns in the Recommendations. While there are a few areas where some additional follow-up may be needed, overall the University has demonstrated an active engagement with the Recommendations in the Audit. Finally, Western University should be commended for submitting its One-Year Follow-Up Response in a timely fashion.
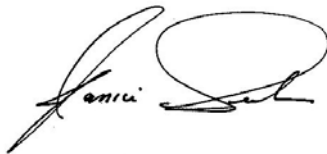
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# Western

May 4, 2015


Dr. Sam Scully
Chair
Ontario Universities Council on Quality Assurance
180 Dundas Street West, Suite 1100
Toronto, ON M5G 1Z8

Dear Sam:


Attached please find Western's one-year follow-up response to the twelve recommendations of the *Report of the Quality Assurance Audit of Western University (June 2014).* Western University is committed to academic excellence in all of its programs, and the auditors' review of the University's compliance with its IQAP has resulted in further improvements of our quality assurance process. Western expresses its appreciation to the auditors and the Quality Council for their thorough and detailed review.

Sincerely,

Janice M. Deakin
Provost & Vice-President (Academic)

**Western University Response to the Recommendations of the**

*Report on the Quality Assurance Audit of Western University (June 2014)*

**April 2015**

Western University extends its appreciation to the Council on Quality Assurance and the auditors for their thorough review of Western's quality assurance processes. Since the initial implementation of Western's Institutional Quality Assurance Process (IQAP), approved by the Quality Council in May, 2011, Western's quality assurance processes have been enhanced, and the auditors' recommendations have guided further process development. The University has developed software in support of the quality assurance process, called UWorkFlow, which not only aids the administration of reviews but also serves as an archive of all relevant materials. UWorkFlow provides the Provost with an overview of all program review activity across campus and allows her to identify matters as they arise in real time. Through UWorkFlow, all Faculties have access to up-to-date information of the status of their program reviews, supporting campus engagement in quality assurance processes.

What follows is Western University's response to the twelve recommendations in *The Report on the Quality Assurance Audit of Western University, June 2014*. As part of the process of implementing the recommendations, a number of documents and templates have been revised or developed, and appendices are provided where relevant.

*RECOMMENDATIONS*

*Western University must:*

1. *Ensure that every program is reviewed as least once every eight years.*

Western's internal processes are in place to ensure that all modules, fields, and collaborative programs are tied to the Periodic Review Schedule.  For the Periodic Review Schedule, see Appendix A.

2. *Ensure that all sub-programs are included in the self-study documentation and reviewed by external consultants as part of the cyclical program reviews.*

Self-study templates now require all undergraduate modules and graduate fields to be included in the self-study. The relevant sections of the self-study templates have been highlighted. See Appendix B1 (Undergraduate) and Appendix B2 (Graduate).

3. *Ensure the inclusion of a methodology section outlining the role of faculty, staff and students in preparation of the self-study for cyclical program reviews.*

This requirement is included in Western's IQAP, Section 4.2, and every self-study brief is being reviewed to ensure the inclusion of a method section.  For Western's IQAP, Section 4.2, see Appendix C1.  The relevant sections of the self-study templates have been highlighted. See Appendix C2 (Undergraduate) and Appendix C3 (Graduate).

4. ***Ensure that identified authorities who approve the self-study check that the content of the self-study includes all the relevant information required by the IQAP.***

Western has included a level of review by the Vice-Provost or designate, as well as by the relevant Dean's office, ensuring that all relevant information is included in the self-study. For the review processes chart see Appendix D1 (Undergraduate) and Appendix D2 (Graduate).

5. ***Enhance the methods of briefing the external consultants on the requirement to address all the evaluation criteria set out in the University's IQAP.***

For every external on-site review, the first meeting for review committees is with the Vice-Provost (School of Graduate and Postdoctoral Studies) for graduate programs and the Vice-Provost (Academic Programs) for undergraduate programs; the Vice-Provost (Academic Planning, Policy, and Faculty) attends both graduate and undergraduate meetings. At these meetings, external consultants are briefed by the Vice-Provosts regarding expectations for their external report. In addition, a report template aligned with evaluation criteria in the IQAP is provided to external consultants. For the external consultant report templates see Appendix E1 (Undergraduate) and Appendix E2 (Graduate).

6. ***Ensure that Final Assessment Reports and Implementation Plans contain all of the required elements, as identified in the IQAP.***

The Final Assessment Report form has been revised to include all of the elements identified in the IQAP as well as an implementation plan. For the final assessment reports to the Subcommittees on Program Review see Appendix F1 (SUPR-U) and Appendix F2 (SUPR-G).

7. ***Ensure that concerns and recommendations raised in previous reviews are taken into account as part of the subsequent self-study as specified in the IQAP.***

The template for the review of existing graduate programs includes a section under the heading "*Review Concerns Expressed in Previous Appraisal and Actions Taken*". Similarly, the template for review of existing undergraduate programs includes a section under the heading "*Concerns or Matters Raised in the Previous Review of the Program*". In this section for both graduate and undergraduate programs, the list of recommendations and concerns identified in the previous review, along with an overview of how the recommendations and concerns have been addressed, is provided. The relevant sections of the self-study templates have been highlighted. See Appendix G1 (Undergraduate) and Appendix G2 (Graduate).

8. ***Ensure that all existing programs develop and assess program level learning outcomes as part of the cyclical program review.***

The templates used for the cyclical review of all graduate and undergraduate programs include a section for a detailed overview and mapping of the program level learning outcomes. Resources to support programs in defining and mapping the learning outcomes are provided through Western's Teaching Support Centre. The relevant sections of the self-study templates have been highlighted. See Appendix H1 (Undergraduate) and Appendix H2 (Graduate).

9. ***Include on the Periodic Review Schedule all programs offered and indicate where there are partner institutions and multiple sites.***

The Periodic Review Schedule has been updated to include all programs, along with the date of each program's most recent review and specification of partners and/or multiple sites, where relevant.  For the Periodic Review Schedule, see Appendix A.

10. ***Develop learning outcomes, mapped to degree level expectations, for all new programs and ensure these are included in the New Program Proposal***

The templates used for new graduate and undergraduate programs include a section for a detailed overview and mapping of the program level learning outcomes. Resources to support programs in developing and mapping the learning outcomes are provided through Western's Teaching Support Centre. The relevant sections of the new program proposal forms have been highlighted.  See Appendix I1 (Undergraduate) and Appendix I2 (Graduate).

11. ***Clarify the role(s) of the internal reviewer in the new program approval and the cyclical program review processes.***

Detailed instructions have been created for the internal reviewers (both the faculty and student internal reviewers) applicable for both graduate and undergraduate new program approval processes and cyclical review processes. For the internal reviewer guidelines, see Appendix J1 (Undergraduate) and Appendix J2 (Graduate).

12. ***Add a section to its IQAP on the Evaluation Criteria required for Major Modifications to existing programs as per the Quality Assurance Framework.***

*Western University's IQAP and Major Modifications*

Western University's IQAP includes a definition section describing program changes that the University will categorize as Major Modifications (Section 3.3). It is understood that the combination of factors which may characterize a program revision—progression requirements, learning outcomes, modes of delivery, human or other resources, to name but a few—introduces complexity into the process of determining the significance of a modification. Western University's IQAP anticipates this complexity and includes the following statement:

> The [definition] list above is not intended to be inclusive and it may, at times, be difficult to determine whether a proposed change constitutes a "significant change". In such situations, SUPR-U/SUPR-G will serve as the arbiter in determining whether a proposed change constitutes a major modification or a minor change. In addition, SUPR-U/SUPR-G may, at its discretion, request that the Quality Council review a major modification proposal through the Expedited Approval Process (IQAP, Section 3.3).

Where the significance of a proposed program modification is ambiguous, Western University's IQAP is clear: guided by the IQAP definitions, the relevant Senate committee, SUPR-U or SUPR-G, will make the appropriate determination.

# APPENDIX 2

*Purview of the Audit Process*

It is Western University's position that **Recommendation 12** goes beyond the purview of the audit process as defined in the Quality Assurance Framework (QAF). Section 5 of the QAF introduces the audit process thus:

> The objective of the audit is to determine whether or not the institution, since the last review, ***has acted in compliance with the provisions of its IQAP*** for Cyclical Program Reviews as ratified by the Quality Council [emphasis added].

Further, in Section 5.2.3:

> Using the institution's records of the sampled cyclical program reviews, together with associated documents, ***this audit tests whether the institution's practice conforms to its own IQAP***, as ratified by the Quality Council [emphasis added].

In addition, consider Section 5.2.5 a)

> Following the conduct of an institutional audit, the auditors prepare a report, which:
>
> 1. Describes the audit methodology and the verification steps used;
> 2. Provides a status report on the program reviews carried out by the institution;
> 3. On the basis of the programs audited, ***describes the institution's compliance with its IQAP as ratified by the Quality Council***;
> 4. Identifies and records any notably effective policies or practices revealed in the course of the audit of the sampled programs; and
> 5. Where appropriate, makes suggestions and recommendations and identifies causes for concern [emphasis added].

The audit is to be one of *compliance*. **Recommendation 12** clearly lies outside the purview of the auditors' mandate as defined by the QAF, and to accept such a recommendation would introduce into the Ontario's quality assurance process an arbitrariness unworthy of its standing.

Western University's IQAP was duly ratified by the Quality Council on May 11, 2011, and the University is acting in compliance with its IQAP in all ways, including the process by which it determines the significance of a program modification. For this reason, Western University respectfully rejects **Recommendation 12.**

# Appendix A

| Periodic Review Schedule | | | | | |
|---|---|---|---|---|---|
| **Faculty** | **Graduate Program** | **Previous Review / Grad** | **Undergraduate Program** | **Previous Review / Ugrd** | **Undergraduate Program at Affiliated University College** |
| **2009-10** | | | | | |
| Medicine & Dentistry | | | Anatomy & Cell Biology | 2005 | |
| Medicine & Dentistry | | | Biochemistry | 2002 | |
| Medicine & Dentistry | | | Medical Biophysics | 2002 | |
| Medicine & Dentistry | | | Microbiology & Immunology | 2003 | |
| Medicine & Dentistry | | | Pathology | n/a | |
| Medicine & Dentistry | | | Physiology & Pharmacology | 2001 | |
| Medicine & Dentistry | | | Dentistry | 2004 | |
| Medicine & Dentistry / Science | | | Biology | 2003 | |
| Medicine & Dentistry | | | BMSc | n/a | |
| Huron | | | BMOS | | |
| **2010-11** | | | | | |
| Arts & Humanities | Classics M.A. ,Ph.D | | Classical Studies | 2003 | |
| Collaborative | Molecular Imaging (collaborative) | | | | |
| Education | Education M.A., Ph.D. | | | | |
| Engineering | Biomedical Engineering (Interdisciplinary) | | | | |
| Huron | Theology M.A. (Huron University College) | | | | |
| Law | | | Law JD / postponed to 2013-14 | | |
| Medicine & Dentistry | Anatomy and Cell Biology M.Sc. (Clinical), M.Sc. (Research), Ph.D. | | | | |
| Medicine & Dentistry | Biochemistry MSc., Ph.d. | | | | |
| Medicine & Dentistry | Medical Biophysics M.Sc. , M.Sc. / Ph.D. , Ph.D. | | | | |
| Medicine & Dentistry | Microbiology and Immunology M.Sc., M.Sc. (Accelerated), Ph.D. | | | | |
| Medicine & Dentistry | Pathology M.Sc., Ph.D. *New* Pathology Assistant M.Cl.Sc. | | | | |
| Medicine & Dentistry | Pharmacology & Toxicology (renamed review 2011) | | | | |
| Medicine & Dentistry | Physiology (renamed review 2011) | | | | |
| Music | | | Music | n/a | |
| Science | | | Physics & Astronomy | 2003 | |
| Science | | | Materials Science | 2003 / planned for 2007 | |
| Social Science | | | Geography | 2005 | |
| Brescia | | | | | Social Sciences |
| Huron | | | | | Global Studies |
| | | | | | |
| Kings | | | | | Social Justice & Peace Studies |
| Kings | | | | | Political Science |

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| Periodic Review Schedule | | | | | |
|---|---|---|---|---|---|
| **Faculty** | **Graduate Program** | **Previous Review / Grad** | **Undergraduate Program** | **Previous Review / Ugrd** | **Undergraduate Program at Affiliated University College** |
| **2011-12** | | | | | |
| Arts & Humanities | French M.A., Ph.D., remaned French Studies 2012 | 2004 | French | 2003 | |
| Arts & Humanities | | | Film Studies | n/a | |
| Social Science | | | History | 2005 | |
| Science | Geology M.Sc., M.Sc. (Accelerated), Ph.D. | 2004 | Earth Sciences | 2006 | |
| Science | Geophysics M.Sc., M.Sc. (Accelerated), Ph.D. | 2004 | Environmental Science | 2006 | |
| Science | | | Statistics & Actuarial Science | 2004 | |
| Brescia | | | | | Food & Nutritional Sciences |
| Brescia | | | | | English |
| Huron | | | | | History |
| Kings | | | | | Philosophy /Religious Studies |
| **2012-13** | | | | | |
| Arts & Humanities | Comparative Literature M.A.,  Ph.D. | 2004 | Modern Languages & Literature | 2006 | |
| Arts & Humanities | Hispanic Studies M.A. , Ph.D. | 2004 | | | |
| Arts & Humanities | Linguistics M.A. | 2006 | | | |
| Arts & Humanities | Ancient Philosophy M.A. | *New* | | | |
| Collaborative | Biostatistics (Collaborative) | 2005 | | | |
| Education | | | Education (Preservice) | 2005 | |
| Engineering | Nuclear Engineering M.Eng. (joint) | 2003 | Chemical | 2006 | |
| | | | Civil | 2006 | |
| | | | Computer | 2006 | |
| | | | Electrical | 2006 | |
| | | | Green Process | 2006 | |
| | | | Integrated | 2006 | |
| | | | Mechanical | 2006 | |
| | | | Software | 2006 | |
| Health Sciences | Communication Sciences & Disorders M.Cl.Sc | 2005 | | | |
| Health Sciences | Health and Rehabilitation Sciences M.P.T., Ph.D., M.Sc., M.Sc.(OT), Ph.D., MClSc / PhD, Ph.D. | 2005 | Health Studies | new prg  / no previous review | |
| Health Sciences | Kinesiology M.A., M.Sc., Ph.D. | 2004 | Kinesiology | 2005 | |
| Health Sciences | Occupational Therapy M.Sc. (OT) | 2006 | | | |
| Health Sciences | Physical Therapy M.Cl.Sc. , M.P.T. | 2006 | | | |
| Medicine & Dentistry | Epidemiology and Biostatistics Certificate in Epidemiology,M.Sc., Ph.D. | 2005 | | | |
| Medicine & Dentistry | Family Medicine M.Cl.Sc., Ph.D. | 2005 | | | |
| Medicine & Dentistry | Public Health M.P.H | *New* | | | |
| Brescia | | | | | French |
| Brescia | | | | | Philosophy & Religious Studies |
| Huron | | | | | English |
| Kings | | | | | Economics |
| Kings | | | | | Sociology / Criminology |
| Kings | | | | | Management & Organizational Studies |
| | | | | | |

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| Periodic Review Schedule | | | | | |
|---|---|---|---|---|---|
| **Faculty** | **Graduate Program** | **Previous Review / Grad** | **Undergraduate Program** | **Previous Review / Ugrd** | **Undergraduate Program at Affiliated University College** |
| **2013-14** | | | | | |
| Business | Business E.M.B.A., M.B.A., Ph.D. | 2004 | | | |
| Business | Management M.Sc. | 2009 | | | |
| Collaborative | Planetary Science (Collaborative) | 2007 | | | |
| Collaborative | Scientific Computing (Collaborative) | 2006 | | | |
| Collaborative | Theoretical Physics (Collaborative) | 2005 | | | |
| Engineering | Chemical and Biochemical Engineering M.E.Sc., M.Eng., Ph.D. | 2008 | | | |
| Engineering | Civil and Environmental Engineering M.E.Sc., M.Eng., Ph.D. | 2007 | | | |
| Engineering | Electrical and Computer Engineering M.E.Sc., M.Eng., Ph.D. | 2007 | | | |
| Engineering | Mechanical and Materials Engineering M.E.Sc.,M.Eng.,Ph.D. | 2007 | | | |
| Engineering | *Software Engineering (Joint) *Discontinued 2011- no review* | | | | |
| Engineering | | | Mechatronics Systems | 2006 | |
| Law | | | Law JD (postponed from 2010-11) | Depart Review 2010 / prior to the 2005 | |
| Medicine & Dentistry | Neuroscience M.Sc., Ph.D. | 2006 | | | |
| Medicine & Dentistry | Orthodontics M.Cl.D. | 2005 | | | |
| Science | Astronomy M.Sc., Ph.D. | 2005 | | | |
| Science | Computer Science M.Sc.,Ph.D. | 2006 | | | |
| Science | Physics M.Sc., Ph.D. | 2005 | | | |
| Huron | | | | 2006-07 | French |
| Huron | | | | 2003-04 (under the CIS) | Chinese, Japanese (Asian Studies) |

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| Periodic Review Schedule | | | | | |
|---|---|---|---|---|---|
| **Faculty** | **Graduate Program** | **Previous Review / Grad** | **Undergraduate Program** | **Previous Review / Ugrd** | **Undergraduate Program at Affiliated University College** |
| **2014-15** | | | | | |
| Arts & Humanities | Visual Arts M.A., M.F.A., Ph.D. | 2005 | | | |
| Arts & Humanities / Social Sciences | Women's Studies and Feminist Research M.A., Ph.D. | 2006 MA / 2008 Phd | | | |
| Collaborative | Environment and Sustainability (Collaborative) | 2007 | | | |
| Collaborative | Migration and Ethnic Relations (Collaborative) | 2007 | | | |
| Music | Community Music Leadership Gdip | *New* | | | |
| Music | Music D.M.A., M.A. Music Theory, M.A. Musicology, M.Mus., Ph.D. | 2005 | | | |
| Music / Information & Media Studies | Popular Music and Culture (Interdisciplinary) M.A. | 2006 | | | |
| Health Sciences | Nursing M.N., M.Sc.N., Ph.D. | 2005 | Nursing | 2005 | |
| Science | Environment and Sustainability M.E.S. | 2007 | | | |
| Social Science | Public Administration M.P.A. | 2001 | | | |
| | | | | | |
| Social Science | | | Management & Organizational Studies | 2007 | |
| Social Science | Sociology M.A., Ph.D. | 2006 | Sociology | 2006 | |
| | | | | | |
| Brescia | Foods and Nutrition M.Sc.F.N (Brescia University College) | 2007 | | | |
| Huron | | | | | Philosophy |
| Kings | | | | | Childhood & Social Institutions |
| Kings | | | | | Psychology |

11/10/2014

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| Periodic Review Schedule | | | | | |
|---|---|---|---|---|---|
| **Faculty** | **Graduate Program** | **Previous Review / Grad** | **Undergraduate Program** | **Previous Review / Ugrd** | **Undergraduate Program at Affiliated University College** |
| **2015-16** | | | | | |
| Arts & Humanities | | | Visual Arts/Art History & Criticism | 2005 | |
| Ivey / Business | | | Business (HBA) | 2008-09 | |
| | | | | | |
| Law | Law LL.M., Ph.D. | 2007 | | | |
| Law | Studies in Law M.S.L. | 2010 | | | |
| Medicine & Dentistry | | | Medicine / Undergraduate MD Prg | 2006 | |
| Science | | | Computer Science | 2006 | |
| Social Science | American Studies M.A. | 2009 | American Studies | changed from History 2009 | |
| Social Science | Anthropology M.A., Ph.D. | 2008 | | | |
| | | | | | |
| Social Science | Economics M.A., Ph.D. | 2008 | Economics | 2006 | |
| Social Science | History M.A., Ph.D. | | | | |
| Social Science | | | Jewish Studies (shared) | | |
| Social Science | Political Science M.A., Ph.D. | 2007 | Political Science | 2009 | |
| Brescia | | | | | Sociology |
| Brescia | | | | | Family Studies |
| Brescia | | | | | Psychology |
| Huron | | | | | Theology and Religious Ethics; and Biblical Studies |
| Huron | | | | | Psychology |
| Huron | | | | | Jewish Studies (shared) |
| Kings | | | | | Jewish Studies (shared) |
| Kings | Social Work M.S.W. | 2009 | | | Bachelor of Social Work |
| Kings | | | | | Modern Languages (English / French) |

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|---|---|---|---|---|---|
| **Faculty** | **Graduate Program** | **Previous Review / Grad** | **Undergraduate Program** | **Previous Review / Ugrd** | **Undergraduate Program at Affiliated University College** |
| **2016-17** | | | | | |
| Arts & Humanities / Social Sciences | | | Women's Studies | 2008-09 | |
| Information & Media Studies | Journalism M.A. | 2008 | | | |
| Information & Media Studies | Library & Information Science M.L.I.S., Ph.D. | 2008 | | | |
| Information & Media Studies | Media Studies M.A., Ph.D. | 2008 | Media, Info & Technoculture | 2006 - Department Review | |
| Science | Applied Mathematics M.Sc.,Ph.D. | 2008 | Applied Mathematices | 2007 - Department Review | |
| Science | Chemistry M.Sc.,Ph.D. | 2008 | Chemistry | 2009 - Department Review | |
| Science | Mathematics M.Sc.,Ph.D. | 2008 | Mathematics | 2009 - Department Review | |
| Science | Statistics M.Sc.,Ph.D. | 2008 | | | |
| Social Science | | | Linguistics | within departmental reviews | |
| Social Science | | | Anthropology | 2010 departmental review | |
| Brescia | | | | | History |
| Brescia | | | | | Management & Organizational Studies |
| Huron | | | | 2009-10 | Economics & Management and Organizational Studies (formerly BMOS) |
| King's | | | | | Thanatology (Department of Interdisciplinary Prgs) |

11/10/2014

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| Periodic Review Schedule | | | | | |
|---|---|---|---|---|---|
| Faculty | Graduate Program | Previous Review / Grad | Undergraduate Program | Previous Review / Ugrd | Undergraduate Program at Affiliated University College |
| **2017-18** | | | | | |
| Arts & Humanities | Film Studies M.A. | 2008 | Film Studies | 2011-12 | |
| Arts & Humanities | English M.A., Ph.D. | 2009 | English | 2006 | |
| Arts & Humanities | Philosophy M.A., Ph.D. | 2009 | Philosophy | 2006 | |
| Collaborative | Developmental Biology (Collaborative) | 2005 | | | |
| Interdisciplinary | | | First Nations Studies | postponed from 2009 | |
| Engineering | Design and Manufacturing Engineering M.Eng. | 2010 | | | |
| Medicine & Dentistry | | | Dentistry | 2009-10 | |
| Medicine & Dentistry | | | Anatomy & Cell Biology | 2009-10 | |
| Medicine & Dentistry | | | Biochemistry | 2009-10 | |
| Medicine & Dentistry | | | Medical Biophysics | 2009-10 | |
| Medicine & Dentistry | | | Microbiology & Immunology | 2009-10 | |
| Medicine & Dentistry | | | Pathology | 2009-10 | |
| Medicine & Dentistry | | | Physiology & Pharmacology | 2009-10 | |
| Medicine & Dentistry | | | BMSc | 2009-10 | |
| Science | Biology M.Sc., Ph.D. | 2009 | Biology | 2009-10 | |
| Social Science | Psychology M.Sc.,Ph.D. | 2009 | Psychology | 2010 / department review | |
| Social Science | Theory and Criticism M.A., Ph.D. | 2009 | | | |
| Brescia | | | | | Political Science and Dimensions of Leadership (DOL) |
| Huron | | | | | Global Studies |
| Huron | | | | | Political Sc |
| Kings | | | | | History |

APPENDIX 2

| Periodic Review Schedule | | | | | |
|---|---|---|---|---|---|
| **Faculty** | **Graduate Program** | **Previous Review / Grad** | **Undergraduate Program** | **Previous Review / Ugrd** | **Undergraduate Program at Affiliated University College** |
| **2018-19** | | | | | |
| Arts & Humanities | Classics M.A., Ph.D | 2003 MA 2011Phd | Classical Studies | 2010-11 | |
| Collaborative | Engineering in Medicine (collaborative) | 2008 | | | |
| Collaborative | Molecular Imaging (collaborative) | 2011 | | | |
| Collaborative | Musculoskeletal Health Research | 2012 | | | |
| Education | Education M.A., Ph.D | 2011 | | | |
| Education | Professional Education Ed.D., G.Dip.P.Ed., M.P.Ed. | 2013 | | | |
| Engineering | Biomedical Engineering M.E.Sc., Ph.D. | 2011 | | | |
| Huron | Theology M.A. (Huron University College) | 2011 | | | |
| Information & Media Studies | Health Information Science M.H.I.S., Ph.D | 2011 | | | |
| Medicine & Dentistry | Anatomy and Cell Biology M.Sc. (Clinical), M.Sc. (Research), Ph.D. | 2011 | | | |
| Medicine & Dentistry | Biochemistry MSc., Ph.d. | 2011 | | | |
| Medicine & Dentistry | Clinical Medical Biophysics MSc | 2012 | | | |
| Medicine & Dentistry | Medical Biophysics M.Sc. , M.Sc. / Ph.D. , Ph.D. | 2011 | | | |
| Medicine & Dentistry | Microbiology and Immunology M.Sc.,  M.Sc. (Accelerated), Ph.D. | 2011 | | | |
| Medicine & Dentistry | Pathology M.Sc.,  Ph.D. | 2011 | | | |
| Medicine & Dentistry | Pathology Assistant M.Cl.Sc. | 2012 | | | |
| Medicine & Dentistry | Physiology and Pharmacology M.Sc., Ph.D. | 2011 | | | |
| Medicine & Dentistry | Surgery M.Sc. | 2012 | | | |
| Medicine & Dentistry | | | | | |
| Music | | | Music | 2010-11 | |
| Science | | | Physics & Astronomy ( to include Materials Sc.) | 2010-11 | |
| Science | | | Computer Science | 2010 | |
| Social Science | Geography M.A., M.Sc., Ph.D. | 2007 | Geography | 2010-11 | |
| Social Science | Transitional Justice and Post-Conflict Reconstruction (Collaborative) | 2013 | | | |
| Kings | | | | 2010-11 | Political Science |
| Kings | | | | 2010-11 | Social Justice & Peace |
| | | | | | |

APPENDIX 2

| Periodic Review Schedule | | | | | |
|---|---|---|---|---|---|
| **Faculty** | **Graduate Program** | **Previous Review / Grad** | **Undergraduate Program** | **Previous Review / Ugrd** | **Undergraduate Program at Affiliated University College** |
| **2019-20** | | | | | |
| Arts & Humanities | French Studies, M.A., Ph.D | 2012 | French | 2011-12 | |
| Arts & Humanities | | | Film Studies | 2011-12 | |
| Arts & Humanities | | | School for Advanced Studies in the Arts and Humanities | approved 2011-12 | |
| Social Science | | | History | 2011-12 | |
| Social Science | Financial Economics, MFE | 2013 | | | |
| Science | Geology M.Sc., M.Sc. (Accelerated), Ph.D. | 2012 | Earth Sciences (to include Planetary Science) | 2011-12 | |
| Science | Geophysics M.Sc., M.Sc. (Accelerated), Ph.D. | 2012 | Environmental Science | 2011-12 | |
| Science | | | Statistics & Actuarial Science | 2011-12 | |
| Brescia | | | | | Food & Nutritional Sciences |
| Brescia | | | | | English |
| Huron | | | | | History |
| Kings | | | | | Philosophy /Religious Studies |
| | | | | | |

# APPENDIX 2

| Periodic Review Schedule | | | | | |
|---|---|---|---|---|---|
| **Faculty** | **Graduate Program** | **Previous Review / Grad** | **Undergraduate Program** | **Previous Review / Ugrd** | **Undergraduate Program at Affiliated University College** |
| **2020-21** | | | | | |
| Arts & Humanities | Comparative Literature M.A., Ph.D. | 2013 | Modern Languages & Literature | 2012-13 | |
| Arts & Humanities | Hispanic Studies M.A. , Ph.D. | 2013 | | | |
| Arts & Humanities | Linguistics M.A. | 2013 | | | |
| Arts & Humanities | Ancient Philosophy M.A. | 2013 | | | |
| Collaborative | Biostatistics (Collaborative) | | | | |
| Education | | | Education (Preservice) | 2012-13 | |
| Engineering | Nuclear Engineering M.Eng. (joint) | 2013 | Chemical (to include International BESc 2+2 approved 2011-12) | 2012-13 | |
| | | | Civil | 2012-13 | |
| | | | Computer | 2012-13 | |
| | | | Electrical | 2012-13 | |
| | | | Green Process | 2012-13 | |
| | | | Integrated | 2012-13 | |
| | | | Mechanical | 2012-13 | |
| | | | Software | 2012-13 | |
| | | | Mechatronics | 2013-14 | |
| Health Sciences | Communication Sciences & Disorders M.Cl.Sc | 2013 | | | |
| Health Sciences | Health and Rehabilitation Sciences M.P.T., Ph.D., M.Sc., M.Sc.(OT), Ph.D., MClSc / PhD, Ph.D. | 2013 | Health Studies | 2012-13 | |
| Health Sciences | Kinesiology M.A., M.Sc., Ph.D. | 2014 | Kinesiology | 2012-13 | |
| Health Sciences | Occupational Therapy M.Sc. (OT) | 2013 | | | |
| Health Sciences | Physical Therapy M.Cl.Sc. , M.P.T. | 2013 | | | |
| | | | | | |
| Medicine & Dentistry | Epidemiology and Biostatistics Certificate in Epidemiology,M.Sc., Ph.D. | 2013 | Epidemiology and Biostatistics | New prg approved 2012-13 | |
| Medicine & Dentistry | Family Medicine M.Cl.Sc., Ph.D. | 2013 | | | |
| Medicine & Dentistry | Public Health M.P.H | 2012 | | | |
| Brescia | | | | 2012-13 | French |
| Brescia | | | | 2012-13 | Philosophy & Religious Studies |
| Huron | | | | 2012-13 | English |
| Kings | | | | 2012-13 | Economics |
| Kings | | | | 2012-13 | Sociology / Criminology |
| Kings | | | | 2012-13 | Management & Organizational Studies |
| | | | | | |

11/10/2014

APPENDIX 2

| Periodic Review Schedule | | | | | |
|---|---|---|---|---|---|
| **Faculty** | **Graduate Program** | **Previous Review / Grad** | **Undergraduate Program** | **Previous Review / Ugrd** | **Undergraduate Program at Affiliated University College** |
| **2021-22** | | | | | |
| Business | Business E.M.B.A., M.B.A., Ph.D. | 2014 | | | |
| Business | Management M.Sc. | 2014 | | | |
| Collaborative | Planetary Science (Collaborative) | 2014 | | | |
| Collaborative | Scientific Computing (Collaborative) | 2014 | | | |
| Collaborative | Theoretical Physics (Collaborative) | 2014 | | | |
| Engineering | Chemical and Biochemical Engineering M.E.Sc., M.Eng., Ph.D. | 2014 | | | |
| Engineering | Civil and Environmental Engineering M.E.Sc., M.Eng., Ph.D. | 2014 | | | |
| Engineering | Electrical and Computer Engineering M.E.Sc., M.Eng., Ph.D. | 2014 | | | |
| Engineering | Mechanical and Materials Engineering M.E.Sc.,M.Eng.,Ph.D. | 2014 | | | |
| Law | | | Law JD | 2013-14 | |
| Medicine & Dentistry | Neuroscience M.Sc., Ph.D. | 2014 | | | |
| Medicine & Dentistry | Orthodontics M.Cl.D. | 2014 | | | |
| Science | Astronomy M.Sc., Ph.D. | 2014 | | | |
| Science | Computer Science M.Sc.,Ph.D. | 2014 | | | |
| Science | Physics M.Sc., Ph.D. | 2014 | | | |
| Huron | | | | 2013-14 | French |
| Huron | | | | 2013-14 | Chinese, Japanese (Asian Studies) |

# Appendix B1

**Self Study for the Periodic Appraisal**

**of the**

***Program Name***

**Submitted to the**
**Senate Subcommittee on Program Review – Undergraduate**
**Western University**

***Date***

# VOLUME 1

# INTRODUCTION

## *Overview of Program*

Provide a description of the program and its consistency with Western's mission, values, and strategic priorities, as articulated in the University's Strategic Plan.

Describe how the program is consistent with the Academic Plans of the Faculty and Department/School.

Describe the specific features of the program (e.g., participation in collaborative programs, experiential or other unique learning opportunities for students).

Provide the web address for the program website and any other relevant websites.

List the name of each module offered by the program: Honors Specialization, Specialization, Major, Minor. In an appendix, include Academic Calendar copy for each module.

## *Method for Self-Study*

This section of the brief describes how faculty, staff, and students were included in the self-study.

Each program can devise the best way in which to do its self-study. The self-study may include information gathered through focus groups, surveys, interviews, meetings, retreats, etc. In addition, the self-study can include comparison of program-specific performance data/evidence with provincial, national, and/or professional standards. Comparisons to U15 data, such as the National Student Satisfaction Survey data, may also be included in the self-study. Academic services that contribute to the quality of the program should be described in the self-study.

## *Admission Requirements*

Describe the alignment of requirements students must complete to progress into the module with program learning outcomes: prerequisite courses, portfolio, audition, etc.

# Appendix B2

**Brief for the Periodic Appraisal**

**of the**

*MA / MSc and PhD*
**in**
*Program Name*

**Submitted to the**
**Senate Subcommittee on Program Review – Graduate**
**Western University**

*Date*

Using check-marks, indicate how each learning outcome (from the table above) maps onto the degree level expectations.  Some outcomes may map onto only one degree level expectation, whereas others may map on to several (as illustrated in the examples below).  <u>Use a separate table for master's and doctoral level expectations</u>.

| Learning Outcomes | Depth & Breadth of Knowledge | Research & Scholarship | Level of Application of Knowledge | Professional Capacity / Autonomy | Level of Communication Skills | Awareness of Limits of Knowledge |
|---|---|---|---|---|---|---|
| 1.a. | ✓ | | | | | |
| 1.b. | ✓ | | ✓ | | ✓ | |
| 1.c. | | | | | | |
| … | | | | | | |
| 2.a. | | | | | | |
| 3.a. | | | | | | |
| 4.a. | | | | | | |
| 5.a. | | | | | | |
| 6.a. | | | | | | |
| 7.a. | | | | | | |

## *Method used for the Self-study*

Each program can devise the best way in which to do its self-study.  The underlying principle is that a self-study should include the input and involvement of all program participants (i.e., faculty members, students and staff). The self-study should identify areas for improvement and opportunities for enhancement, as well as strengths and accomplishments.

The self-study may include information gathered through focus groups, surveys, interviews, meetings, retreats, etc.  In addition, the self-study can include comparison of program-specific performance data/evidence with provincial, national, and/or professional standards.  Comparisons to G13 data, such as the National Student Satisfaction Survey data, may also be included in the self-study.  Academic services that contribute to the quality of the program should be described in the self-study.

## *Fields of Research in the Program*

A "field of research" is a term used for the public declaration of an area of approved strength (or an area of concentration or an area of specialization) within a program and represents a specific area that the program wishes to advertise.  Fields must be formally approved through the review process.

Fields are not required at either the Master's or PhD level.  However, if fields are identified, the program resources will be assessed against the fields of research. If the program includes different fields at the master's and PhD levels, they should be listed and described separately.  For all fields, include a brief description of the field. Indicate any changes in fields offered since the last program review, if any.

# Appendix C1

5. The Provost, through the Vice-Provosts, ensures that recommendations for improving the program and a plan for their implementation are shared with the Dean of the program's Faculty.

6. Provost's Office includes the outcome of the cyclical review in the annual report to the Quality Council.

7. Implementation of the recommended improvements is monitored by the University through the Annual Planning Process.

## 4.2.2 Self-Study

The self-study will comprise a broad, reflective, critical and forward-looking analysis of the program. It will reflect the involvement and consultation of faculty, staff and students of the program being reviewed, and it will include data on university recognized indicators. In large part, these data will be provided by, or corroborated by, the School of Graduate and Postdoctoral Studies (for graduate programs) or Institutional Planning (for undergraduate programs).

The self-study document will address:

- Objectives of the program;
- Program regulations;
- Consistency of the program's learning outcomes with the University's mission and with degree level expectations, and how the program's graduates achieve those outcomes;
- Fields of specialization (for graduate programs with fields);
- Special matters and/or innovative features of the program;
- Concerns or matters raised in the previous review of the program;
- Program-related data and measures of performance, where applicable and available;
- Financial support for students (as applicable for graduate programs);
- Areas for improvement identified through the self-study;
- Opportunities for enhancement;
- Academic services and resources that contribute to the academic quality of the program, including library resources and support;
- Enrolments, graduations, and withdrawals;
- Employment or subsequent academic pursuits of graduates;
- Publications of current students and recent graduates (for graduate programs);
- How faculty, staff, and students were included in the self-study;
- Indicators relevant to the evaluation criteria (as identified in Section 4.3);
- The integrity of the data included.

Where appropriate, input of others deemed to be relevant may be included in the self-study brief. For example, input from graduates of the program, professionals, industry representatives, and employers may be included.

The Vice-Provost (Academic Programs and Students), or his/her delegate, will review and approve the self-study report for undergraduate programs undergoing cyclical reviews. The Vice-Provost (Graduate and Postdoctoral Studies), or his/her delegate, will review and approve the self-study report for graduate programs undergoing cyclical review.

### 4.2.3   Evaluation

### 4.2.3.1   The Review Team

The evaluation will include internal and external reviewers.  For cyclical program reviews, the review team will normally include:

a)    one faculty member internal to Western, but not a member of the academic unit under review;

b)    one undergraduate or graduate  student who is not from the program being reviewed;

c)    Two faculty members external to Western.

The faculty member internal to Western and the student comprise the internal reviewers.  The Chair of SUPR-U or SUPR-G may invite additional members of the Review Team if circumstances warrant.

All members of the review team will be at "arm's length" from the program under review. Internal reviewers will not be from the program being reviewed.  Additional conflicts of interest may include family ties, partnership ties, supervisory relations or other types of relationships with individuals in the program being reviewed.  Any such relationships must be declared to determine the potential for conflict of interest.  The Chair of SUPR-U/SUPR-G, in consultation with the Provost, will evaluate the potential for conflict of interest.

 External consultants will normally be associate or full professors, preferably with some program administration experience, and must be at "arms length" from the program under review.  "Arms length" reviewers have no family ties, partnership links, supervisory relationships or other relationships with anyone in the program being reviewed.  A conflict of interest would exist in cases where the proposed consultant has collaborated or published with a member of the program within the past seven years, has an administrative or family link with a member of the program being reviewed, has been a supervisor or supervisee (graduate or postdoctoral) of a member of the program being reviewed within the past seven years, is a former member of the program being reviewed, is a friend of a member of the program being reviewed, or has been a recent (within the past five years) visiting professor in the program being reviewed.

The Chair of SUPR-U/SUPR-G will appoint the internal reviewers.  For program reviews, the faculty member internal reviewer will be selected by SUPR-U/SUPR-G. Student members of

Appendix C2

**Self Study for the Periodic Appraisal**

**of the**

*Program Name*

**Submitted to the**
**Senate Subcommittee on Program Review – Undergraduate**
**Western University**

*Date*

# VOLUME 1

# INTRODUCTION

## *Overview of Program*

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## *Admission Requirements*

Describe the alignment of requirements students must complete to progress into the module with program learning outcomes: prerequisite courses, portfolio, audition, etc.

Appendix C3

**Brief for the Periodic Appraisal**

**of the**

*MA / MSc and PhD*
**in**
*Program Name*

**Submitted to the**
**Senate Subcommittee on Program Review – Graduate**
**Western University**

*Date*

APPENDIX 2

Using check-marks, indicate how each learning outcome (from the table above) maps onto the degree level expectations.  Some outcomes may map onto only one degree level expectation, whereas others may map on to several (as illustrated in the examples below).  <u>Use a separate table for master's and doctoral level expectations</u>.

| Learning Outcomes | Depth & Breadth of Knowledge | Research & Scholarship | Level of Application of Knowledge | Professional Capacity / Autonomy | Level of Communication Skills | Awareness of Limits of Knowledge |
|---|---|---|---|---|---|---|
| 1.a. 1.b. 1.c. … | ✓ ✓ | | ✓ | | ✓ | |
| 2.a. | | | | | | |
| 3.a. | | | | | | |
| 4.a. | | | | | | |
| 5.a. | | | | | | |
| 6.a. | | | | | | |
| 7.a. | | | | | | |

## *Method used for the Self-study*

Each program can devise the best way in which to do its self-study.  The underlying principle is that a self-study should include the input and involvement of all program participants (i.e., faculty members, students and staff). The self-study should identify areas for improvement and opportunities for enhancement, as well as strengths and accomplishments.

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## *Fields of Research in the Program*

A "field of research" is a term used for the public declaration of an area of approved strength (or an area of concentration or an area of specialization) within a program and represents a specific area that the program wishes to advertise.  Fields must be formally approved through the review process.

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APPENDIX 2

| Undergraduate Program Review Process and Timelines | | | *updated March 2015 by A. Hitchcock* |
|---|---|---|---|
| **SUPR-U Chair and Vice-Provost (Academic Programs) - John Doerksen** | | | |
| **Administrative Coordinator - Alicia Hitchcock** | | | |
| **Associate University Secretary - Erika Hegedues** | | | |
| | | | |
| | | | |
| **Action** | **Month** | **Responsible** | **Status** |
| Email to the Dean / Department to notify of upcoming review | | Admin Coord. V-P(AP) | |
| Curriculum Review Workshop for upcoming Academic Terms | Oct-Dec | VP(AP) and Teaching Support Centre (TSC) | |
| **For 2015-16 Academic Term** | | | |
| 1st Meeting - SUPR-U Chair / V-P(AP), Admin Coord. V-P(AP) Department Chair, Undergraduate Chair, Administrative Contact in Department, Library contact and Curriculum Specialist to provide information and templates as well as discuss process. | April/May | Admin Coord. V-P(AP) | |
| Department continues to prepare self-appraisal / surveys, gather documentation, host retreats | July/ August | Undergrad Chair | |
| 2nd Meeting (optional) of SUPR-U Chair / V-P(AP), Admin Coord. V-P(AP), Chair, Undergrad Chair and Contact to discuss progress - Review form re:proposed External Consultants | Sept | Admin Coord. V-P(AP) | |
| Names of proposed External Consultants (arm's length relationship) provided to Admin Coord.VP(AP) along with 2-3 dates in February/March for an on-campus review  (approved by Dean's office **prior** to submission to VP(AP)) | October | Undergrad Chair & Contact | |
| Department finanalizes self- appraisal brief for External Consultant(s) - at least one month prior to site visit **electronic format** | October | Contact | |
| SUPR-U Chair reviews names of proposed External Consultants | Oct/Nov | Admin Coord. V-P(AP) | |
| Names for Internal Reviewers and Student Reviewers confirmed | Nov | SUPR-U meeting | |
| SUPR-U Chair's office contacts External Consultants, and Admin Coord.VP(AP) secures on-site visit for February/March in consultation with the department / Internal reviewer / student reviewer | Oct/Nov | SUPR-U Chair & Admin Coord VP (AP) | |
| e-letter of confirmation to External Consultants re: site visit is sent from the Office of SUPR-U Chair | Nov/Dec | Admin Coord. V-P(AP) | |
| External Consultants on-site visit preparation | | Contact | |
| Accommodation | | Contact | |
| Travel | | Contact | |
| Meals | | Contact | |
| Itinerary for Review Committee is prepared by Department in consulatation with Admin Coord.VP(AP) / NOTE: VP(AP) and VP(APP&F) will try to have first meeting of the day | Dec/Jan | Admin Coord. V-P(AP) and Contact | |

APPENDIX 2

## Undergraduate Program Review Process and Timelines
*updated March 2015 by A. Hitchcock*

| SUPR-U Chair and Vice-Provost (Academic Programs) - John Doerksen | | | |
|---|---|---|---|
| **Administrative Coordinator - Alicia Hitchcock** | | | |
| **Associate University Secretary - Erika Hegedues** | | | |
| | | | |
| | | | |
| | | | |

| Action | Month | Responsible | Status |
|---|---|---|---|
| Department finanalizes self- appraisal brief for External Consultant(s) - at least one month prior to site visit **electronic format** | Jan | Contact | |
| Department contact sends letter of welcome and itinerary to Consultants at least one month prior to visit along with the self- appraisal brief - copy of letter to Admin Coord.VP(AP) | Jan/Feb | Admin Coord. V-P(AP) and Contact | |
| | | | |
| Admin Coord.VP(AP) partially prepares Honorarium form for Contact to add External Consultants personal information - **the honorarium is not processed until report has been received.** | Feb/Mar | Admin Coord. V-P(AP) | |
| | | | |
| **Routing of Report** | | | |
| External Consultants' combined Report sent to Admin Coord.VP(AP) within 2 weeks of Review | Mar / April | External Consultant | |
| External Consultant's Report routed to Dean, Chair and Undergrad Chair for Department response within 1 to 2 weeks - **important to have input in the reponse from the Dean** | Mar / April | Admin Coord. V-P(AP) | |
| Response to Report from **Dean and Undergrad Chair** submitted to  Admin Coord.VP(AP) within 2 weeks of receiving Report | April | Undergrad Chair | |
| External Consultant Report and Department response to Internal Reviewer for preparation of the DRAFT Assessment Report within 1 week | April | Admin Coord. V-P(AP) | |
| External Consultant Report, Departmental Response and DRAFT Assessment Report sent to COPR for information | | Admin Coord. V-P(AP) | |
| External Consultant's Report, Departmental Response and DRAFT Assessment Report sent to University Secretariat for inclusion in next SUPR-U agenda | April/May | Admin Coord. V-P(AP) | |
| SUPR-U reviews and  makes recommedation to SCAPA (for Academic approval) | May | Associate Secretary | |
| SCAPA to Senate for information | June - Sept | Associate Secretary | |
| Provost's Office takes outcomes forward to Quality Council on behalf of University | June | Provost's office | |
| | | | |
| Review outcomes posted on University website / SUPR-U | June/July | Admin Coord. V-P(AP) | |
| | | | |

# Appendix D2

**Western Graduate& PostdoctoralStudies**

## Graduate Program Review Process and Timelines

### Summer 2014

**PRELIMINARY** MEETING: SUPRG Co-Chairs, VP (SGPS), Graduate Chair, Administrative Contact (Graduate Assistant)
*Coordinated by Administrative Assistant*

### February 2015

**PRELIMINARY MEETING**: SUPRG Co-Chairs, VP (SGPS), Assistant to VP (SGPS), Graduate Chair, Administrative Contact (Graduate Assistant)
*Coordinated by  Administrative Coordinator (SGPS)*

### April - May 2015

**ADVANCED SUPPORT / TRAINING (WORD) TEMPLATES:** Graduate Chair, Administrative Contact (optional-if requested)
*Coordinated by ITS, and Administrative Coordinator (SGPS)*

### April – May 2015

**PREPARATION FOR SELF APPRAISAL / DRAFT BRIEF COMPLETE**
Coordinated by Graduate Chair
*Submitted to Administrative Coordinator (SGPS)*

### June 1, 2015

**SUBMIT DRAFT BRIEF:**
Coordinated by Graduate Chair
*Submitted to Administrative Coordinator (SGPS))*

### June –July 2015

**SGPS REVIEW BRIEF / RETURN TO PROGRAM:** SUPRG Co-Chairs, VP (SGPS),
*Coordinated by Administrative Coordinator (SGPS)*

### July –September 2015

**UPDATE BRIEF / SUMBIT FINAL / PROPOSE EXTERNAL CONSULTANTS**: Graduate Chair, Administrative Contact
*Coordinated by Candace Loosley, Administrative Coordinator (SGPS)*
**DATES FOR REVIEW:** Provide 4-5 options from October - March
*Coordinated by Graduate Chair and Administrative Contact, Administrative Assistant (SGPS)*

### Fall 2015

**DISCUSS/SELECT EXTERNAL CONSULTANT(S)**
*Coordinated by SUPRG Co- Chairs, VP (SGPS),*

**CONTACT EXTERNAL CONSULTANT**
*Coordinated by Administrative Assistant (SGPS)*

**Winter 2015-2016**

**SECURE ON-SITE VISIT**: October/March
*Coordinated by Administrative Assistant (SGPS), Graduate Chair and Administrative Contac*
**ITINERARY / TO EXTERNAL CONSULTANT(S)**:Copy to SUPRG Co-Chairs
*Coordinated by Administrative Assistant (SGPS) and Administrative Contact*
**EXTERNAL CONSULTANT(S) ON-SITE VISIT**
*Coordinated by Administrative Contact*

**Winter / Spring 2016**

**EXTERNAL CONSULTANT'S REPORT DUE**: Within two weeks of review
*Coordinated by External Consultant(s)*
**EXTERNAL CONSULTANT'S REPORT DISTRIBUTED** To Dean, Associate Dean, Chair and Graduate Chair
*Coordinated by Administrative Coordinator (SGPS)*
**RESPONSE TO EXTERNAL CONSULTANT'S REPORT:** From Dean/Graduate Chair to VP (SGPS)
*Coordinated by Administrative Coordinator (SGPS)*
**REPORT AND RESPONSE SUBMITTED TO INTERNAL REVIEWER**: For executive summary within two weeks
*Coordinated by Administrative Coordinator (SGPS)*
**REPORT, RESPONSE FROM DEAN/ GRADUATE CHAIR AND EXECUTIVE SUMMARY DISTRIBUTED:** To SUPRG  and Committee on Program Review (COPR)
*Coordinated by Administrative Coordinator (SGPS)*

**May 2016**

**REVIEW OF REPORT BY SUPRG AND SUMMARY OF REPORT:** To Senate Committee on Academic Policy and Awards (SCAPA), and Senate
*Coordinated by Administrative Coordinator (SGPS) and Associate Secretary t*

**June 2016**

**REPORT FROM PROVOST:** To Quality Council on behalf of University with outcomes
*Coordinated by Administrative Coordinator (SGPS)*

**http://www.uwo.ca/pvp/vpacademic/iqap/index.html**

**External Consultants' Report Template**

**Date:**

**Program:**

**Department:**

**External Consultants:**
**1)**
**2)**

---

<span style="color:red">**Please use this form and headings to assist you in developing your report. Below are the Evaluation Criteria from Western's IQAP document section 4.3 related to Undergraduate programs.**</span>

**Objectives**

*a) consistency of the program with Western's mission, values, strategic priorities, and academic plans;*
*b) clarity and appropriateness of the program's requirements and associated learning outcomes in relation to the undergraduate degree level expectations*

**Program Structure and Curriculum**

*a) how the curriculum addresses the current state of the discipline or field of study;*
*b) identification of any unique curriculum or program innovations or creative components;*
*c) mode(s) of delivery to meet the program's identified learning outcomes are appropriate and effective;*

**Assessment of Teaching and Learning**

*a) evidence that the methods for assessing student achievement of the learning outcomes are appropriate and effective;*
*b) evidence of the appropriateness and effectiveness of the methods of teaching and assessment in demonstrating achievement of the program learning objectives and the degree level expectations.*

**Resources for All Programs**

*a) adequacy of the academic unit's human, physical, and financial resources to the support the program;*
*b) participation of a sufficient number and quality of faculty who are competent to*

# External Consultants' Report Template

*teach and/or supervise in the program;*
*c) evidence that resources adequately support the quality of scholarship and*
*research activity expected of the undergraduate students, including:*
*i. library resources and support,*
*ii. information technology,*
*iii. laboratory resources and access*

## Resources Undergraduate Programs

a) *evidence of adequate numbers of faculty and staff to achieve the goals of the program;*
b) *evidence of class sizes appropriate for learning objectives;*
c) *evidence of opportunities for, and supervision of, experiential learning (if required).*

## Quality and Other Indicators

In addition to the evaluation criteria above, the reviews should include relevant information (as available) regarding:

*Faculty*
*qualifications; research and scholarly record; honours and awards; class sizes; proportion of classes taught by full-time faculty; commitment to student mentoring (graduate programs specifically);*

*Program*

*evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience*

*Student*

*applications and registrations; success rates in provincial and national scholarship competitions and awards; academic awards; rates and timing of attrition; final-year academic achievement; time-to-completion; graduation rates; scholarly output (graduate programs); time to completion (graduate programs); student in-course reports on teaching; and*

## Quality Enhancement

*Initiatives that have been implemented to improve the quality of the program and the associated learning outcomes and teaching environment*

# Appendix E2

**External Consultants' Reports**
Western University

Program:
Degree:

Date of Review:

(REVIEWER 1)                                           (REVIEWER 2)
UNIVERSITY ADDRESS                          UNIVERSITY ADDRESS

## 1. OUTLINE OF THE REVIEW

Please indicate the following (the site visit schedule may be attached):

- Who was interviewed?
- What facilities were observed?
- Any other activities relevant to the appraisal.

## 2. EVALUATION CRITERIA

**NOTE:** Reviewers are asked to provide feedback on each of the following Evaluation Criteria.

### 2.1 LEARNING OUTCOMES

- Are the Learning Outcomes for the entire program clearly mapped out?
- Are the program's requirements clear and appropriate in addressing the institution's Graduate Degree Level Expectations?
- Are the Learning Outcomes written in such a format as to be both observable and measureable?
- Are this program's Learning Outcomes consistent with the institution's mission and academic plans?

### 2.2 COMPETENCE OF THE FACULTY

- Include members of collateral units associated with the program
- In the conduct of research
- The advancement and dissemination of knowledge
- The supervision of graduate students and graduate instruction

### 2.3 ADMISSION REQUIREMENTS

- Appropriateness of the program's admission requirements for the Learning Outcomes established for completion of the program.
- The quality of entering students
- Sufficient explanation of alternative requirements, if any, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.
- Projected enrolments (admission standards and procedures should ensure that the students have the capacity and the preparation to meet the challenge of the program effectively)

### 2.3    STRUCTURE

- Appropriateness of the program's structure and regulations to meet specified program Learning Outcomes and Graduate Degree Level Expectations.
- A clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

### 2.4    CURRICULUM REQUIREMENTS  & PROGRAM CONTENT

- Ways in which the curriculum addresses the current state of the discipline or area of study.
- Ways in which the specified courses and research requirements map into the programmatic Learning Outcomes
- Identification of any unique curriculum or program innovations or creative components.
- For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.
- Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses.

### 2.5    MODE OF DELIVERY

- Comment on the appropriateness of the mode of delivery to meet the intended program Learning Outcomes and Degree Level Expectations.

**2.6 ASSESSMENT OF TEACHING & LEARNING**

- Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations.
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the institution's statement of its Degree Level Expectations.

**2.7 RESOURCES FOR THE PROGRAM**

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources, to support the program.
- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
- Evidence that there are adequate resources to sustain the quality of scholarship and research activities, including library support, information technology support, and laboratory access.
- Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
- Where appropriate to the program, evidence of appropriate financial support for students.
- Evidence of how supervisory loads are distributed, and the qualifications and appointment status of faculty who provide instruction and supervision.

**2.8 QUALITY & OTHER INDICATORS**

- Evidence of quality of the faculty (*e.g.*, qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
- Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.
- **<u>For research programs:</u>** the quality of student research as demonstrated by an evaluation of a selection of completed theses and, where relevant, published work;
- **<u>For non-thesis programs:</u>** the appropriateness of the elements designed to teach and test the acquisition of scholarly/interpretive skills.

2.9 **NORMAL PROGRESS OF STUDENTS THROUGH THE PROGRAM**

- Comment on the average times to completion
- Number of withdrawals

## 3.0 OTHER ISSUES

## 4.0 SUMMARY AND RECOMMENDATIONS

**NOTE:** The responsibility for arriving at a recommendation on the final classification of the program rests with the University and the Quality Council.  However, recommendations to improve the program are appreciated.

**NOTE**: Reviewers are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas of the program (fields) that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

# Appendix F1

| | | |
|---|---|---|
| **Program:** | | |
| Degrees Offered: | | |
| External Consultants: | Name, title<br>Affiliation | Name, title<br>Affiliation |
| Internal  Reviewers: | Name, title<br>Affiliation | Name, title<br>Affiliation |
| Date of Site Visit: | | |
| Evaluation: | *Internal reviewers make recommendation (SUPR-U makes evaluation)* | |
| Approved by: | *SUPR-U on INSERT DATE*<br>*SCAPA on INSERT DATE* | |

**Executive Summary**

**Significant Strengths of Program:**
- 

**Opportunities for improvement & Enhancement:**
- 

| Recommendations for implementation: | Responsibility | Resources | Timeline |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

APPENDIX 2

**Does the Final Assessment Report:**

☐Provide the institutional synthesis of the external evaluation and internal responses and assessments

☐Identify any significant strengths of the program

☐Identify opportunities for program improvement and enhancement

☐Set out and prioritize the recommendations that are selected for implementation

☐May include a confidential section (where personnel issues require to be addressed)

☐Include an institutional **Executive Summary**, exclusive of any such confidential information, and suitable for publication on the web

☐Include an implementation Plan that identifies:

 ☐Who will be responsible for approving the recommendations set out in the Final Assessment Report

 ☐Who will be responsible for providing any resources made necessary by those recommendations

 ☐Who will be responsible for acting on those recommendations;

 ☐Timelines for acting on and monitoring the implementation of those recommendations

# Appendix F2

## Final Assessment Report Prepared by Internal reviewers for Submission to SUPR-G, SCAPA

The internal reviewers will prepare an executive summary of the onsite visit *(one page-see attached template)*

The summary along with the report of the external consultant(s), and the response(s) to the report; this summary will constitute a draft of the final assessment report that SUPR-G will submit to SCAPA.

SUPR-G will receive the summary, in addition to the report of the external consultant(s) and the response(s) to the report and make their recommendations to SCAPA.

The internal reviewers' summary will:
- a)     identify significant strengths of the program;
- b)     identify opportunities for program improvement and enhancement;
- c)     prioritize recommendations for implementation; and
- d)     include an executive summary suitable for publication on the University's website.

The report may also contain a confidential section.  Should the Internal Reviewers choose to include a confidential section, this section will be reviewed by SUPR-G, but will not be included in the final report submitted to Senate.

*Please attach as a separate appendix.*

Send the electronic version of the completed template to: Candace Loosley,
Assistant to the Vice-Provost, School of Graduate and Postdoctoral Studies
E-mail: cloosley@uwo.ca

APPENDIX 2

**Final Assessment Report (Draft)**
Submitted by SUPR-G to SCAPA

==This form is intended to be a DRAFT document noting recommendations and timelines that can be discussed at an upcoming SUPR-G meeting.==
==Should the Internal Reviewer choose to include a confidential section, this section will be reviewed by SUPR-G but will not be included in the final report submitted to Senate. Please attach as a separate appendix.==

| | | |
|---|---|---|
| **Program:** | | |
| Degrees Offered: | | |
| Approved Fields: | | |
| External Consultants: | Name, title<br>Affiliation | Name, title<br>Affiliation |
| Internal Reviewers: | Name, title<br>Affiliation | Name, title<br>Affiliation |
| Date of Site Visit: | | |
| Evaluation: | *Internal reviewers make suggestion (SUPR-G makes recommendation )* | |
| Approved by: | *SUPR-G on INSERT DATE*<br>*SCAPA on INSERT DATE* | |

**Executive Summary**

**Significant Strengths of Program:**

- 

**Suggestions for improvement & Enhancement:**

- 

| Recommendations required for Program sustainability: | Responsibility | Resources | Timeline |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Appendix G1

Self Study for the Periodic Appraisal

of the

*Program Name*

**Submitted to the**
**Senate Subcommittee on Program Review – Undergraduate**
**Western University**

*Date*

### *Assessment of Teaching and Learning*

1. Provide evidence that the methods for assessing student achievement of the learning outcomes are appropriate and effective.

2. Provide evidence of teaching effectiveness (instructor and course evaluations, etc.)

### *Concerns Expressed in Previous Reviews and Actions Taken*

Address concerns expressed in the previous review. Identify each concern and the action taken to address it. If no concerns were expressed, note this in this section.

### *Changes, Improvements and Enhancements*

Describe any changes to the program that are being proposed in this review process. Explain the rationale for any changes to the program and indicate how these changes improve or enhance the program.

# RESOURCES FOR THE PROGRAM

## *Faculty*

Describe the composition of the faculty, its appropriateness, and adequacy of faculty numbers for offering the program.

Comment on the professional credentials of faculty members as relevant to the program. Note the number or proportion of faculty who have professional credentials or expertise relevant to the program.

Comment on involvement of non-tenure track members of the program.

List the faculty members in the program.

## *Staff*

Describe the staff complement that supports the department/program.

## *Student Services*

Appendix G2

**Brief for the Periodic Appraisal**

**of the**

*MA / MSc and PhD*
**in**
*Program Name*

**Submitted to the**
**Senate Subcommittee on Program Review – Graduate**
**Western University**

*Date*

Are any changes to the fields of research being proposed in this brief?

### Review Concerns Expressed in Previous Appraisal and Actions Taken

Address concerns expressed in the previous review. Identify each concern and the action taken to address it. If no concerns were expressed, note this in this section.

### Special Matters and Innovative Features

Identify unique and innovative features and any special matters relating to the program. For example, note if the program is accredited by a professional body; note any unique opportunities through partnerships with other departments or units; note any special training opportunities or internships available to students; note any special funding for the program.

### Changes, Improvements and Enhancements

Describe any changes to the program that are being proposed in this review process. Explain the rationale for any changes to the program and indicate how these changes improve or enhance the program.

# FACULTY MEMBERS IN THE PROGRAM, RESEARCH FUNDING IN THE PROGRAM, AND GRADUATE SUPERVISION AND TEACHING

### Faculty Members in the Program

Table 1 lists the faculty members involved in the graduate program, identifies their home unit and SGPS membership, and indicates gender. The intent of this table is to establish the strength and the degree of involvement of the faculty complement participating in each field of the graduate program and whose CVs are provided in Volume II of the Brief. This is an important element in the assessment of program quality.

Describe the composition of the faculty, its appropriateness for offering the program, and the commitment to ensuring the ongoing participation of faculty members. For example:

- There are [X] full-time Primary professors. These members will have primary responsibility for delivering the required courses in the program.
- There are [X] members in the program who are not Primary or Supporting faculty, but contribute to the program through teaching of graduate courses and professional training; they provide valuable expertise in .... [If applicable]
- There are [X] cross-appointed professors from other academic units. [X] adjunct professors, [X] clinical professors, and [X] emeritus professors.

Appendix H1

# Self Study for the Periodic Appraisal

## of the

## *Program Name*

**Submitted to the**
**Senate Subcommittee on Program Review – Undergraduate**
**Western University**

## *Date*

## *Program Structure and Curriculum*

1. Provide a list of the learning outcomes of the program in the context of the OCAV Undergraduate Degree Level Expectations.

   a)     Depth and Breadth of Knowledge
   b)     Knowledge of Methodologies
   c)     Application of Knowledge
   d)     Communication Skills
   e)     Awareness of Limits of Knowledge
   f)     Autonomy and Professional Capacity

   Under each subheading, describe the intended learning outcomes and experiences, giving specific examples, where possible; describe how the program addresses the learning objectives; for example, describe how learning objectives are met through formal course work, independent research, practicum and internship training, teaching and research assistantships, professional development workshops, etc.

2. Mapping the Curriculum

   The brief must include a curriculum map (usually in an Appendix) that demonstrates how courses map onto learning outcomes for the program. It should also show how learning outcomes are assessed. In this section, comment on notable aspects of the curriculum, which might include:

   a)  Alignment and integration of learning outcomes across courses
   b)  Distribution of student workload
   c)  Types of assessments of student work
   d)  Gaps identified through curriculum mapping and possible future development of the curriculum

3. How does the curriculum address the current state of the discipline?
4. Identify and describe any special and unique features of the program. For example, note if the program is accredited by a professional body; note any unique opportunities through partnerships with other departments or units; note any special training opportunities or internships available to students.
5. Comment on pedagogical innovation in the program, which might include technology-enabled learning.
6. How is the mode(s) of delivery appropriate and effective in meeting the programs learning outcomes?

### *Assessment of Teaching and Learning*

1. ==Provide evidence that the methods for assessing student achievement of the learning outcomes are appropriate and effective.==

2. Provide evidence of teaching effectiveness (instructor and course evaluations, etc.)

### *Concerns Expressed in Previous Reviews and Actions Taken*

Address concerns expressed in the previous review. Identify each concern and the action taken to address it. If no concerns were expressed, note this in this section.

### *Changes, Improvements and Enhancements*

Describe any changes to the program that are being proposed in this review process. Explain the rationale for any changes to the program and indicate how these changes improve or enhance the program.

# RESOURCES FOR THE PROGRAM

## *Faculty*

Describe the composition of the faculty, its appropriateness, and adequacy of faculty numbers for offering the program.

Comment on the professional credentials of faculty members as relevant to the program. Note the number or proportion of faculty who have professional credentials or expertise relevant to the program.

Comment on involvement of non-tenure track members of the program.

List the faculty members in the program.

## *Staff*

Describe the staff complement that supports the department/program.

## *Student Services*

Appendix H2

**Brief for the Periodic Appraisal**

**of the**

*MA / MSc and PhD*
**in**
*Program Name*

**Submitted to the**
**Senate Subcommittee on Program Review – Graduate**
**Western University**

*Date*

# INTRODUCTION

## *Overview of Program*

Provide a description of the degree(s).

State how long the program has been in existence, describe the specific features of the degree(s) offered (e.g., thesis/non-thesis options, participation in collaborative programs, extension of the program to another campus). Provide the web address for the program website and any other relevant websites and social networking pages. Identify degree streams (e.g. research, course based, professional, etc).

## *Goals and Objectives of the program in relation to the Graduate Degree Level Expectations*

Master's level:

Provide a statement of the overall objectives of the master's program in an introductory paragraph.

Elaborate on the description of the master's level learning objectives of the program in terms of each of the headings below.  Refer to the Graduate Degree Level Expectations document for an overview of the expectations regarding each of these areas.

   a)    Depth and Breadth of Knowledge
   b)    Research and Scholarship
   c)    Level of Application of Knowledge
   d)    Professional Capacity / Autonomy
   e)    Level of Communication Skills
   f)    Awareness of Limits of Knowledge

Under each subheading, describe the intended learning outcomes and experiences, giving specific examples, where possible; describe how the program addresses the learning objectives; for example, describe how learning objectives are met through formal course work, independent research, practicum and internship training, teaching and research assistantships, professional development workshops, etc.

PhD level:

Provide a statement of the overall objectives of the PhD program in an introductory paragraph.

Elaborate on the description of the PhD level learning objectives of the program in terms of each of the headings below.  Refer to the Graduate Degree Level Expectations document for an overview of the expectations regarding each of these areas.
   a)    Depth and Breadth of Knowledge

b) Research and Scholarship
c) Level of Application of Knowledge
d) Professional Capacity / Autonomy
e) Level of Communication Skills
f) Awareness of Limits of Knowledge

Under each subheading, describe the intended learning outcomes and experiences, giving specific examples, where possible; describe how the program addresses the learning objectives; for example, describe how learning objectives are met through formal course work, independent research, practicum and internship training, teaching and research assistantships, professional development workshops, etc.

**Mapping Learning Outcomes and Degree Level Expectations**

Complete the following table, clearly indicating how the program will support the specific learning outcomes. Use a separate table for master's and doctoral level expectations. Learning outcomes must relate to the Degree Level Expectations as defined for master's and doctoral programs. In the "How the Program Supports and Evaluates the Outcomes" column, indicate what aspect of the program (e.g., courses, seminars, thesis…) contributes to the learning expectation, and how the program will evaluate a student's achievement of the expectation (e.g., assignments, tests, oral presentations, practicum evaluations, thesis defense…).

| Master's Degree Level Expectations | Learning Outcomes | How the Program Supports and Evaluates the Outcomes | Examples of Evaluation Methods |
|---|---|---|---|
| 1. Depth & Breadth of Knowledge | a.<br>b.<br>c.<br>… | | |
| 2. Research & Scholarship | | | |
| 3. Level of Application of Knowledge | | | |
| 4. Professional Capacity / Autonomy | | | |
| 5. Level of Communication Skills | | | |
| 6. Awareness of Limits of Knowledge | | | |

Using check-marks, indicate how each learning outcome (from the table above) maps onto the degree level expectations.  Some outcomes may map onto only one degree level expectation, whereas others may map on to several (as illustrated in the examples below).  <u>Use a separate table for master's and doctoral level expectations</u>.

| Learning Outcomes | Depth & Breadth of Knowledge | Research & Scholarship | Level of Application of Knowledge | Professional Capacity / Autonomy | Level of Communication Skills | Awareness of Limits of Knowledge |
|---|---|---|---|---|---|---|
| 1.a. 1.b. 1.c. … | ✓ ✓ | | ✓ | | ✓ | |
| 2.a. | | | | | | |
| 3.a. | | | | | | |
| 4.a. | | | | | | |
| 5.a. | | | | | | |
| 6.a. | | | | | | |
| 7.a. | | | | | | |

## *Method used for the Self-study*

Each program can devise the best way in which to do its self-study.  The underlying principle is that a self-study should include the input and involvement of all program participants (i.e., faculty members, students and staff). The self-study should identify areas for improvement and opportunities for enhancement, as well as strengths and accomplishments.

The self-study may include information gathered through focus groups, surveys, interviews, meetings, retreats, etc.  In addition, the self-study can include comparison of program-specific performance data/evidence with provincial, national, and/or professional standards.  Comparisons to G13 data, such as the National Student Satisfaction Survey data, may also be included in the self-study.  Academic services that contribute to the quality of the program should be described in the self-study.

## *Fields of Research in the Program*

A "field of research" is a term used for the public declaration of an area of approved strength (or an area of concentration or an area of specialization) within a program and represents a specific area that the program wishes to advertise.  Fields must be formally approved through the review process.

Fields are not required at either the Master's or PhD level.  However, if fields are identified, the program resources will be assessed against the fields of research. If the program includes different fields at the master's and PhD levels, they should be listed and described separately.  For all fields, include a brief description of the field. Indicate any changes in fields offered since the last program review, if any.

# Appendix I1

## New Undergraduate Programs, Modules, Diplomas and Certificates Proposal Form

### PDF Draft

**Status**

**Created**

**Modified**

## General Information

**Name of Program**

**Faculty**

**Department**

**Affiliated University College / Division or Department**

# 1.3 Program Outcomes and Assessments

## Depth and Breadth of Knowledge

**Program Learning Outcomes**

**How the program supports these outcomes**

**Assessment Methods**

## Knowledge of Research Methodologies

**Program Learning Outcomes**

**How the program supports these outcomes**

**Assessment Methods**

## Level of Application of Knowledge

**Program Learning Outcomes**

**How the program supports these outcomes**

**Assessment Methods**

## Professional Capacity and Autonomy

**Program Learning Outcomes**

**How the program supports these outcomes**

**Assessment Methods**

## Level of Communication Skills

**Program Learning Outcomes**

**How the program supports these outcomes**

**Assessment Methods**

## Awareness of Limits of Knowledge

**Program Learning Outcomes**

**How the program supports these outcomes**

**Assessment Methods**

## 1.3b <mark>Assessment Items</mark>

1. Tests

2. Exams

3. Quizzes

4. Projects (either individual or group)

5. Oral Presentation

6. Performance

7. Case study analysis

8. Poster or multimedia presentation

9. Lab notebook

10. Journal or Reflective response

11. Portfolio

12. Participation (either in-class or in an on-line forum)

13. Experiential Learning

14. Written assignments (papers, reports, theses)

## 1.4 Structure

## 1.4a Courses

This section will be filled out once you have entered one or more courses.

## <mark>1.4b DLE Mapping</mark>

This section will be filled out once you have entered one or more courses.

## 1.5 Program context

Appendix I2

**Brief for the Proposal of a New Program**


*MA / MSc and PhD*
**in**
*Program Name*


**Submitted to the**
**Senate Subcommittee on Program Review – Graduate**
**Western University Canada**


*Date*

# INTRODUCTION

## *Overview of the New Program*

Provide a description of the degree(s). Include an explanation of the appropriateness of the degree nomenclature.

Identify the department(s)/school(s) or home unit(s) of the proposed program.

Provide a description of the program and its major objectives. Explain how the new program relates to the Faculty's Academic Plan and strategic priorities. In particular, describe how the new program will advance the Faculty's priorities.

Explain how the proposed curriculum addresses the current state of the discipline or area of study.

Identify the degree streams (e.g., research, course based, professional) and describe the relevant features of the program (e.g., thesis option, non-thesis option, opportunities to participate in collaborative programs).

## *Goals and Objectives of the Program in relation to the Graduate Degree Level Expectations*

Master's level:

Provide a statement of the overall objectives of the master's program in an introductory paragraph.

Elaborate on the description of the master's level learning objectives of the program in terms of each of the headings below. Refer to the Graduate Degree Level Expectations document for an overview of the expectations regarding each of these areas.

a) Depth and Breadth of Knowledge
b) Research and Scholarship
c) Level of Application of Knowledge
d) Professional Capacity / Autonomy
e) Level of Communication Skills
f) Awareness of Limits of Knowledge

Under each subheading, describe the intended learning outcomes and experiences, giving specific examples, where possible; describe how the program addresses the learning objectives; for example, describe how learning objectives are met through formal course work, independent research, practicum and internship training, teaching and research assistantships, professional development workshops, etc.

PhD level:

APPENDIX 2

Provide a statement of the overall objectives of the PhD program in an introductory paragraph.

Elaborate on the description of the PhD level learning objectives of the program in terms of each of the headings below.  Refer to the Graduate Degree Level Expectations document for an overview of the expectations regarding each of these areas.

    a)      Depth and Breadth of Knowledge
    b)      Research and Scholarship
    c)      Level of Application of Knowledge
    d)      Professional Capacity / Autonomy
    e)      Level of Communication Skills
    f)      Awareness of Limits of Knowledge

Under each subheading, describe the intended learning outcomes and experiences, giving specific examples, where possible; describe how the program addresses the learning objectives; for example, describe how learning objectives are met through formal course work, independent research, practicum and internship training, teaching and research assistantships, professional development workshops, etc.

Complete the following table, clearly indicating how the program will support the specific learning outcomes. Use a separate table for master's and doctoral level expectations. Learning outcomes must relate to the Degree Level Expectations as defined for master's and doctoral programs.  In the "How the Program Supports and Evaluates the Outcomes" column, indicate what aspect of the program (e.g., courses, seminars, thesis…) contributes to the learning expectation, and how the program will evaluate a student's achievement of the expectation (e.g., assignments, tests, oral presentations, practicum evaluations, thesis defense…).

| Master's Degree Level Expectations | Learning Outcomes | How the Program Supports and Evaluates the Outcomes | Examples of Evaluation Methods |
|---|---|---|---|
| 1. Depth & Breadth of Knowledge | a.<br>b.<br>c.<br>… | | |
| 2. Research & Scholarship | | | |
| 3. Level of Application of Knowledge | | | |
| 4. Professional Capacity / Autonomy | | | |

| | | | |
|---|---|---|---|
| 5. Level of Communication Skills | | | |
| 6. Awareness of Limits of Knowledge | | | |

Using check-marks, indicate how each learning outcome (from the table above) maps onto the degree level expectations. Some outcomes may map onto only one degree level expectation, whereas other may map on to several (as illustrated in the examples below). Use a separate table for master's and doctoral level expectations.

| Learning Outcomes | Depth & Breadth of Knowledge | Research & Scholarship | Level of Application of Knowledge | Professional Capacity / Autonomy | Level of Communication Skills | Awareness of Limits of Knowledge |
|---|---|---|---|---|---|---|
| 1.a. | ✔ | | | | | |
| 1.b. | ✔ | | ✔ | | ✔ | |
| 1.c. | | | | | | |
| … | | | | | | |
| 2.a. | | | | | | |
| 3.a. | | | | | | |
| 4.a. | | | | | | |
| 5.a. | | | | | | |
| 6.a. | | | | | | |
| 7.a. | | | | | | |

## *Consultation process in the preparation of the proposal*

Describe the consultation that took place in the process of designing the new program. For example, describe any consultation with, and involvement and input from, students, faculty members, administrators, professionals or professional organizations, other graduate programs and/or Faculties.

## *Evidence to support the introduction of the program*

Describe the potential "market" for the program. Identify the major opportunities for recruitment of students (e.g., from what undergraduate programs would students be recruited). Where possible, provide information regarding the existence of similar programs at other universities.

Western University

# Guide for Internal Reviewers
Undergraduate Program Review

## Introduction

Internal Reviewers serve as a resource for external consultants with respect to the University's academic policies and program structures. They accompany external consultants during the site visit and provide to the Subcommittee on Program Review – Undergraduate (SUPR-U) a summary report of the external consultants' findings and recommendations. Internal Reviewers are not members of the academic program under review.

## Preparation for the Site Visit

In preparation for the onsite visit by external consultants, Internal Reviewers may find it helpful to review **Section 4** of Western's Institutional Quality Assurance Process (IQAP), which outlines the cyclical program review process. Internal Reviewers will also be provided with the self-study prepared by the academic program under review.

## Site Visit by External Consultants

Internal Reviewers participate in all aspects of the site visit by external consultants, including meetings with students, staff, faculty, and administrators. They provide external consultants with an institutional perspective on the review process, program structure and policies.

## Internal Reviewer's Draft Final Assessment Report

Internal Reviewers complete a draft Final Assessment Report of the external consultants' report, taking into account the response(s) of the Chair/Director and/or Dean. A template is provided for the Final Assessment Report. As outlined in Section 4.2.3.3 of the IQAP, the Assessment Report will:

- Identify significant strengths of the program;
- Identify opportunities for program improvement and enhancement;
- Prioritize recommendations for implementation and identify who is responsible for acting on the recommendations; identify what resources are implicated in the recommendations and who has responsibility for these resources; and
- Provide a timeline for implementing recommendations.

Note that the response(s) of the Chair/Director and/or Dean will have addressed the implementation of the external consultants' recommendations, including resources and timelines. The Internal Reviewer's draft Final Assessment Report will assist SUPR-U in differentiating recommendations that are crucial to maintaining program quality from recommendations intended to enhance program quality.

## Recommendation of SUPR-U

The Internal Reviewer's draft Final Assessment Report is received by SUPR-U, and it informs the recommendation by SUPR-U to the Senate Committee on Academic Programs and Awards (SCAPA) with respect to program quality. The SUPR-U may revise the Final Assessment Report, and it decides the Evaluation (good quality, good quality with report, conditionally approved, not approved) of the program under review.

## Relevant Documents

- Ontario Universities Council on Quality Assurance (Quality Council)
    - Quality Assurance Framework (QAF)
    - Guide to the Quality Assurance Framework
- University
    - Institutional Quality Assurance Process (IQAP)
    - Western Guide to Curriculum Review
    - Western's Modular Program Structure
- Academic Program
    - Self-study
    - External Consultants' Report
    - Response of the Chair/Director
    - Response of the Dean

**Instructions to Internal Reviewers – Graduate Programs**

Two Internal Reviewers are assigned by SUPR-G to each program review.  One Internal Reviewer will be a faculty member or voting administrative staff member. The second Internal Reviewer will be a graduate student who is not enrolled in any program or course in the unit with responsibility for the program being reviewed.  The Internal Reviewers are expected to:

1) Become familiar with the documentation and process for the review procedure.

2) Study the program brief, giving consideration to the following:
   - Are the objectives of the program appropriate and clearly stated?
   - Is the faculty complement appropriate for the level and scope of the program? Is the distribution of fields (if any are identified) appropriate and is the core faculty actively engaged in research in the disciplinary area(s) of the program?
   - Is supervisory activity well distributed among the core faculty?
   - Is the curriculum design appropriate and do the program requirements provide the appropriate depth and breadth for a graduate student experience?
   - Does the curriculum address the current state of the discipline or area of study?
   - Is there evidence that the program fosters the intellectual and professional developments of students?
   - Are the students completing the program in a timely fashion? If not, what adjustments could be made to the program or to supervisory practices to improve the time to degree?
   - Are the physical resources (space, laboratories, libraries, computers) appropriate for the type of program and the number of students?
   - Is there evidence of reasonable financial support for the students?
   - Are enrolments in the program commensurate with the resources available?
   In relation to these points, the Internal Reviewers are encouraged to raise any issues or questions they may have during their visit with the program.

3) Accompany the External Consultants in visiting the program under review meeting with faculty, students and University administrators.

4) Review the report submitted by the External Consultants and the response of the Chair/Director and/or Dean.  The report of the External Consultants should address:
   - the competence of **the faculty**, including members of other units associated with the program, in the conduct of research, the advancement and dissemination of knowledge, the supervision of graduate students and in graduate instruction
   - the **admission standards and procedures**, commenting on the quality of entering students (*for periodic appraisals*) and the appropriateness of the standards and procedures for ensuring quality (*in the case of new programs*), actual and estimated enrolments (admission standards and procedures should ensure that the students have the capacity and the preparation to meet the challenge of the program effectively)

- the adequacy and sources of **student support** (*actual support for periodic appraisal and anticipated support for new programs*)
- the quality of **student research** as demonstrated by an evaluation of a selection of completed theses and, where relevant, published works (*not applicable for non-thesis programs or in the case of new programs*)
- the **normal progress of students** through the program, including comments on the average time to complete the program and the number of withdrawals (*applicable for periodic appraisal*)
- the adequacy of on-campus and off-campus **library resources**, both holdings and services (in making this judgment, the External Consultants should take into consideration any co-operative collection development agreements between the libraries and the extent to which such agreements are being executed as intended)
- the adequacy of **physical resources**, including office space, laboratories, or other special facilities such as computers
- the **curriculum requirements**, milestones (e.g., comprehensive examinations) and student evaluation procedures including, in the case of certain professional programs, preparation for practice
- any **innovative features** with respect to either content or approach
- the **questions and issues** identified by SUPR-G and/or the Internal Reviewers not answered under the above items
- the report should also include a **summary statement** to assist SUPR-G in reaching its decision on a recommendation; however, the consultants should not make recommendations on the classification of the program.

If the report of the External Consultants does not address these points in sufficient detail, or if questions remain unaddressed, the Internal Reviewers may choose to follow-up with the External Consultants for additional information.

5) The SUPR-G faculty member Internal Reviewer is required to prepare and submit to the Chair of SUPR-G an executive summary of the report of the External Consultants. This summary should include the recommendation of the External Consultants and highlights of the response of the Chair/Director and/or Dean. The executive summary should highlight:

- the strengths and innovative aspects of the program
- areas for improvement
- opportunities for enhancement
- steps the program can or should take for improvement
- improvements that require support or assistance beyond the program

In preparing the executive summary, the Internal Reviewer must respect the Faculty's and University's autonomy in setting priorities related to resource allocation. In addition, the report of the External Reviewers is a confidential document not intended for distribution; the executive summary must not compromise the confidentiality of the report.

6) Respond to any questions from SUPR-G following receipt of the report.