Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	Comparative Literature
Degrees Offered:	MA and PhD in Comparative Literature
Approved Fields:	
Date of Site Visit:	February 5-6, 2013
Evaluation:	*Good Quality with report in one year*

Summary:

Recommendation:	Responsibility
Advertising campaign for recruitment and direct contact with feeder programs	Graduate Chair
Update program material on MLL website	Graduate Chair
Improve online visibility beyond MLL website	Graduate Chair
Institution of Comparative Literature Research Groups, with grant objectives to support grad students	Graduate Chair
Clarify process for TA assignments, and solicitation of student preferences abut same, and publicize to grad students	Graduate Chair
Clarify Collective Agreement status of TA "full course" instruction	Graduate Chair
Require template for coursed syllabii	Graduate Chair
Formalize 2.5 max PhD course load	Graduate Chair, with Program Committee
Clarification and publication of goals, objective and content of PhD Foundations course	Graduate Chair, with Program Committee
At least one section of CL 9503 to be offered in English	Graduate Chair
Introduction of Comp. Lit. Graduate Student Handbook	Graduate Chair
Requirement that applicants identify two potential supervisors and statement of interest, and that potential supervisors indicate willingness to supervise	Graduate Chair
Exploration of possibility of joint PhD degrees	Graduate Chair

The strengths and innovative aspects of the program.
In their report the External Consultants reviewers praise the high quality of the faculty and students in the Comparative Literature Program. They applaud a proposed plan to re-focus the program around three thematic areas of Media, Mobilities and Theories. The Consultants remark on student progress as excellent, and note "good morale and a sense of community". Library resources are also described as excellent, as are program space and computer resources, and the exam structure is noted as generally strong.

Areas for improvement.
The Consultants express a concern about lack of linguistic preparation by Canadian students. They also note scope for improvement in adequacy and sources of student support, particularly for the summer semester and in cases where the program cannot be completed within the allotted funding period. They perceive a need for better, more transparent consultation with students about the allocation of TAships. In regard to curriculum requirements, the Consultants note some inconsistency in the content and goals of a Foundations course. While the Consultants emphasize that the program has "no need to apologize" for the generally recognized Eurocentricism of the curriculum, they also note the importance of avoiding "false expectations" from incoming students.

Opportunities for enhancement.
The Consultants emphatically propose that the program needs to focus on advertising its new profile, targeted recruitment and collaborative, grant-attracting research that will help fund students.

Steps the program can or should take for improvement.
Several steps for improvement were recommended by the Consultants; they are listed below.
i) No changes in language requirements that would reduce the linguistic entrance requirements for PhD candidates
ii) Targeted recruitment, including:
a) High school recruitment campaign.
b) Improved advertisement of the program, particularly to institutions that privilege linguistic competence.
c) Improvement of the MLL website.
d) Greater Web visibility for the Comp. Lit. program.
e) Clearer articulation in promotional materials of the program's nature and objectives.
iii) Faculty be encouraged and assisted to seek external funding opportunities that will assist students in financial support and take advantage of the newly developed areas of concentration to develop research clusters and collaborative projects to attract grant success.
iv) Uncertainty about the funding provisions for international students and confusion about the constraints on such funding should be clarified by discussion between the program, the Faculty of Arts and Humanities and SGPS.
v) Improved solicitation of student TA preferences, and clear stipulation of procedures for assigning TAships.
vi) Discussion of the core content of the Foundation course by members of the program and clear articulations of course objectives in syllabi.
vii) While applauding the new proposed triadic areas of concentration structure, the reviewers recommend greater flexibility than the plan currently envisages, both in course choices within the program and in permission to take courses outside a the department, as well as a possible reduction in course load.
viii) That the Thesis Project and Professional Writing course be taught in English.
ix) That the program produces a Student Handbook with clear information about vital aspects of the program
x) Admission procedure be changed to require a) students to identify two potential supervisors, and to provide a rationale for this choice and b) that selected supervisors sign a form confirming in principle their willingness to take on supervision of the student.
xi) That the program considers the possibility of offering a joint degree in Comparative Literature and a national language, providing this can be done in such a way as to not add excessive time to students' completion time.

Improvements that require support or assistance beyond the program
i) With SGPS and HR, clarification over the conformity with Collective Agreements in regard to having TAs instructs entire courses.
ii) With SGPS and Research Services, that faculty be encouraged and assisted to seek external funding opportunities as in iii) above.
iii) With MLL, that improvements be made in web sites as per ii) c & d above.

Program response
The Graduate Chair, Comparative Literature, provides a comprehensive response to the External Consultant's report. By and large it is in agreement with their recommendations; most of the timelines for implementation of the recommendations proposed above are drawn from the graduate chair's response, in several cases slightly extending the deadlines he proposes. In a few cases where assent was indicated, but no timelines provided, the Internal Reviewer has made his own suggestions. In one or two instances, the chair provided grounds for rejecting the External Consultant's recommendations—for example, in his observation that a proposed high school recruiting campaign would be of most relevance to an undergraduate program, and in such cases the recommendation is not included on the SUPR-G list.

Internal reviewer's note and recommended evaluation
The External Consultants noted that they received conflicting information about the number of applications received over recent years. This point is not addressed in the Program response, and the Internal Reviewer therefore wishes to underline the importance of clarifying this important metric.

Overall this is a positive report on the program, but it does make a considerable number of suggestions for improvement, so the Internal Reviewer suggest an evaluation of "Good Quality with Report", the report to be submitted by May 2014.

Final Assessment Report
Submitted by SUPR-G to SCAPA

Program:	**MA Program in Linguistics**
Degrees Offered:	Master of Arts
Approved Fields:	None
Date of Site Visit:	March 13-14, 2013
Evaluation:	*Good Quality*

Summary:

The MA program in Linguistics is a 2 year, 6 term non-thesis program. The MA program was launched in 2006, as an interdisciplinary program. It is currently 'housed' in the Department of French in the Faculty of Arts and Humanities, but draws faculty expertise from a diverse group of departments, including Anthropology and Psychology in Faculty of Social Sciences and French and Spanish in the Faculty of Arts and Humanities, Communication Sciences and Disorders in the Faculty of Health Sciences and Computer Science in the Faculty of Science. The interdisciplinary nature of the program is such that no distinct fields are identified in order to deliver an integrated curriculum. The program has a very small enrolment, admitting on average 5 students per year, with a typical enrolment of 10 students at any one time. The program serves three 'constituencies' of students: those who proceed to doctoral work, those who proceed to a professional degree and a small number for whom this is a terminal degree.

The external reviewers commented that the interdisciplinary nature of the program was one of the aspects that made it attractive. The high quality and the breadth of discipline knowledge of the contributing faculty members enable a rich graduate experience for the students. The quality of the students was also seen as a strength of the program. The students are highly engaged with the program; they commented on the strong and positive interactions they have with their professors. Despite being a very small group, the students regularly host a provincial linguistics conference (WISSLR) for graduate students.

Overall, the external report is favourable, identifying a few areas for improvement that will strengthen the quality of the program and enhance its stability and sustainability. They identified a lack of articulation between the undergraduate linguistics program, which is housed in the Faculty of Social Science (in Anthropology) and the graduate program, housed in the Faculty of Arts and Science. They suggested the need to articulate a cohesive vision and identity that will raise the program's profile across the campus and beyond. Finally, they recommended action be taken to ensure the program's sustainability when change in administration at the Faculty level occurs. One specific situation related to GTA assignments was identified by all stakeholders that can be addressed quickly.

Recommendation:	Responsibility
Initiate actions to ensure that Linguistics graduate students in AH can secure GTA assignments in undergraduate Linguistics courses in SS.	AH and SS Deans, AH and SS Associate Deans--graduate
Provide information about planned course offerings in a timely fashion	Program Director
Define the identity of the Linguistics Program	Program Director, Program faculty members
Create document that defines sustainability and stability parameters and gain agreement for these parameters among contributing academic units	Dean, Associate Dean, Program Director, Chairs/Directors of contributing academic units
Develop mechanisms to enhance the articulation between the undergraduate and graduate programs in Linguistics	AH, SS Associate Deans-graduate, Directors of the undergraduate and graduate Linguistics program

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Program:	**Health and Rehabilitation Sciences (HRS)**
Degrees Offered:	MSc and PhD
Approved Fields:	Health and Aging; Health Professional Education; Health Promotion; Hearing Science; Measurement and Methods; Occupational Science; Physical Therapy; Rehabilitation Science; Speech and Language Science.
Date of Site Visit:	January 14 and 15th, 2013.
Evaluation:	*Good quality*

Summary:

The Graduate Program in Health and Rehabilitation Sciences (HRS), within the Faculty of Health Sciences, is a relatively new program that offers an MSc (since 2006) and a PhD(since 2001) - degree. Nine fields are available for students to specialize in: Health and Aging; Health Professional Education; Health Promotion; Hearing Science; Measurement and Methods; Occupational Science; Physical Therapy; Rehabilitation Science; and Speech and Language Science. In addition, combined graduate programs with the Rehabilitation Schools allow graduate students to concurrently enroll in the PhD program and either the MSC (OT), MCISc (SLP), and the MCISc (AUD) program. Approximately 180 students are currently enrolled in the HRS program.

The External Consultants describe the program as “successful…with tremendous student demand”. Strengths and innovative aspects of this program identified by the External Consultants include its impressive support staff; competent and productive faculty members; successful provision of interdisciplinary education; existence of fields that focus on identified research areas; adequate financial student support; and satisfactory completion rates.

Areas for improvement and opportunities for enhancement include standardization, clarification and revision of the fields, better tracking of students (where they are from – inside/outside Western; disciplinary background, international versus domestic, and what careers they end up in), “review of the communications mechanism between supervisors, students, and administrative staff and academic leaders”, and attention to perceived inequities in requirements across areas.

Recommendation:	Responsibility
Better tracking of student outcomes	Supervisors and Chair, HRS
Better tracking of student sources	Chair, HRS
Continue program standardization efforts, including a review of the fields and greater consistency in requirements across fields	Graduate committee, Chair, HRS, Associate Dean
Improving access to students via part-time enrolment and online delivery	Graduate Committee, Alternative delivery specialist, Chair, HRS
Review of communication mechanisms among all program members	Chair, HRS, Faculty members, Graduate Committee
Expand recruitment strategies	Graduate Chair, Admissions and Recruitment committee

Final Assessment Report
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Program:	**Communication Sciences and Disorders**
Degrees Offered:	Master of Clinical Science
Approved Fields:	Audiology and Speech Language Pathology
Date of Site Visit:	February 11-12, 2013
Evaluation	*Good Quality*

Summary:

The external reviewers praise the program for its teaching expertise and innovation and national and international leadership in the areas of research in speech-language pathology and audiology. They applaud the breadth and depth of the faculty members' skill and knowledge, knowledge that is crucial for delivering a solid academic and clinical training program, and highlight the high admission standards, the maintenance of appropriate student faculty ratios, and high completion times. They also identify the faculty expertise in the two areas of speech-language pathology and audiology as appropriately consistent with the difference in class sizes in these two areas. Students were found to be extremely satisfied with the curriculum, faculty expertise, graduate instruction, financial support, and opportunities for professional development through conferences, research symposia and in-house and community level clinical placements. Additional commendation includes accommodation for disabilities, a very supportive library infrastructure, adequate availability of physical resources including classrooms, seminar rooms, teaching labs, Speech and Hearing clinics and labs, individual lockers for students, a student lounge, furniture, study rooms, and computing and printing facilities.

The external reviewers made recommendations for further solidifying the program and enhancing and improving its overall goals. These include i) inclusion of a clinical manager for administrative purposes, someone who could offset the excessive administrative load of the CSD director ii) development of student surveys to evaluate the effectiveness of the new two year program iii) locating additional quiet study spaces iv) encouraging one shared course class between audiology and SLP students for promoting cohesiveness and professional relationships v) updating classrooms with presentation technology vi) expanding the audiology program to prepare students for clinical practice in the USA.
In summary, the external reviewers applaud the program for its high quality.

Recommendation:	Responsibility
Appoint a clinical manager for the in-house clinic to release the CSD director from excessive administrative duties	Director, CSD Dean, FHS
Develop student surveys to evaluate the transition from the 3 year to the 2 year program	Grad Program Committee
Identify additional quiet study spaces	Grad Program Committee/ Grad Program Assistant Director, CSD Dean, FHS
Introduce at least one shared course between audiology and SLP students	Grad Program Committee Graduate Program Chair
Renovate classrooms to enhance technology	Director, CSD Dean, FHS
Assess merits of expanding the audiology program in view of the adoption of the AudD degree as the entry level credential for practice in the USA	Associate Dean, FHS Graduate Program Chair Director, CSD

Final Assessment Report
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Program:	**Occupational Therapy**
Degrees Offered:	MSc (OT), MSc (OT)/PhD
Approved Fields:	
Date of Site Visit:	19-20 March 2013
Evaluation:	*Good Quality*

Summary:

The review team met with representatives of the School of Graduate and Postdoctoral Studies, the Faculty of Health Science, and Western Libraries as well as numerous members of the OT program: research and clinical faculty, support staff, and first- and second-year students. The visits were collegial and invigorating.

The reviewers found that, overall, MSc(OT) program demonstrates success in meeting its mandate to prepare students to be competent entry-level occupational therapists upon graduation. The consultants have no concerns about the quality of the program, its faculty, staff, or students. Their suggestions focused on continuous quality improvement for consideration by the School, Faculty, and University, none of which detract from the satisfactory delivery of the MSc(OT) program.

The reviewers noted several strengths, including the strength of full-time clinical and research faculty. They commended the growth in the production and calibre of research with the recent appointment of several doctoral-prepared faculty and with the expansion of the Health and Rehabilitation Sciences PhD program. The Dean is committed to supporting the research success and anticipates replacing one of the upcoming clinical teaching faculty retirements with a research-focused (40/40/20) position. The quality of incoming students is consistently high and the small class size is a draw for many students. Retention rates and completion times are very good. Library and instructional technology resources are strong, and students have access to practitioner mentors throughout their degree as well as to faculty, staff, and numerous learning support resources. The curriculum is well-laid out, with expectations of students balanced throughout the two years of full time study. The program contains several innovative features, including the opportunity to make international connections, the mentorship program, second-year intensives, and opportunities for blended and distance learning. Evaluation methods are varied and appropriate. Ongoing curriculum review is well-managed by the faculty and the Curriculum Committee. In 2010, the program received a full seven-year accreditation from the Canadian Association of Occupational Therapists. Graduates of the program do well on the CAOT certification examination and are well prepared for entry to practice.

In his response to the external reviewers' report, the Dean announced the appointment, effective August 1 2013, of a new director. The committee identified some challenges that will face the incoming Director, including the succession planning, as several senior clinical faculty are expected to retire in the next few years, and striking the right balance between full-time faculty with clinically active part-time faculty. Members also commented on the mixed blessing of the secondment of several senior full-time faculty to administrative positions. The number and size of existing classrooms, and the finite number of field placements limit the program's ability to expand. The committee expressed concerns about ongoing student progress review, and Graduate Chair's response provided clarification on the process. The reviewers noted that program data are being collected on an ongoing basis but there is little staff support for ongoing program review. They advocated a more systematic approach to managing and responding to the data as part of ongoing program evaluation. The Graduate Chair's response noted that a part-time staff person has been hired to assist with curriculum planning and review. Finally, the reviewers noted that the program has undergone an inordinate number of reviews from academic and professional bodies, and the Graduate Chair echoed their concern about the substantial resources devoted to program review and expressed a wish common to professional programs for some possibility of integration of IQAP and other required review processes.

The committee did make several recommendations, but many have already been responded to by the Graduate Chair and Dean, and all are related to the enhancement of a strong program, and are not necessary for the program to achieve or maintain good quality.

Recommendation:	Responsibility
Develop succession plan regarding anticipated retirement of senior clinical faculty members	Director, OT Dean, FHS
Develop process for ongoing program review	Director, OT Graduate Program Chair

Assessment Report
Submitted by SUPR-G to SCAPA

Program:	**Epidemiology and Biostatistics**
Degrees Offered:	MSc, PhD
Approved Fields:	Biostatistics, Epidemiology
Date of Site Visit:	February 7 & 8, 2013
Evaluation:	*Good Quality*

Summary:

- *strengths and innovative aspects of the program*
  - faculty are acknowledged leaders in their field
  - curriculum is well-designed, and supported by curriculum mapping exercises
  - admissions/recruitment will be supported by the creation of an undergraduate honors specialization in epidemiology and biostatistics
- *areas for improvement*
  - physical resources need improvement, as the current office / program location is less than optimal
  - an additional epidemiologist would help to fill existing gaps in the program
- *opportunities for enhancement*
  - the undergraduate specialization is an opportunity to introduce more students to epidemiology, and recruit students to the graduate program that may not otherwise consider this career option
- *improvements that require support or assistance beyond the program*
  - renovation of the Kresge building

Recommendation:	Responsibility
Renovation of the Kresge building (primarily the heating/cooling and the electrical systems)	Dean of the Faculty, Department Chair
Recruit a population health scientist with a PhD in Epidemiology	Department Chair, Dean of the Faculty