**Western University**

**graduate program cyclical review**

Degree(s)

in

Program Name

Volume 1 – Self Study Template

Date (month/year)

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

*Western University*

*this document is confidential to the review process…*

**VOLUME 1**

***Program Name***

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**The Program Self-Study**

The purpose of the self-study is to undertake a broad, reflective, critical, and forward-looking analysis of the program based on pertinent qualitative and quantitative data. The process aims to foster increased dialogue and collaboration within and among academic and service units regarding student learning and program improvement. The self-study is equally an opportunity to develop or improve a process and a mechanism for continuous enhancement between review cycles.

To be done efficiently and effectively, the program self-study process requires a participatory and transparent approach, involving program faculty, staff, and students. The self-study documents how diverse voices and perspectives were obtained, and how they were addressed in the development of the self-study. . It is expected that academic units will plan in advance to gather participant /collaborator / partner data from multiple sources such as:

* Survey data
* Focus group data
* Interview data
* Involvement of elected student representatives
* Departmental and institutional data, or data from other externally validated instruments
* Review of the self-study by a broad representation of the program community, including students, staff, faculty and alumni

# INTRODUCTION

# Brief Overview of Program

* Program History and evolution
* Current program identity (e.g. how would you describe your program to potential students, what are the program’s objectives?)
* Vision statement going forward
* Degree(s) Awarded
	+ note any thesis, non-thesis options
	+ note any participation in Collaborative Specializations
	+ note delivery options and any off-campus programming
	+ note any experiential learning opportunities
* Include links to your program’s websites and social networking pages
* Briefly describe how the program is aligned with Western’s mission, values, and strategic priorities, as articulated in the University’s Strategic Plan, the Indigenous strategic plan, the Equity Diversity and Inclusion strategic plan, and relevant Faculty/Academic Plans
* Include link to the above strategic plans <http://president.uwo.ca/strategic_planning/index.html>

# Fields of Research in the Program

(Please note that 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.)

* List and describe your current fields of research for each of your degrees. Include a brief summary of each field.

(provided by SGPS)

Fields can be displayed on the transcript, parchment, or both. Currently, your fields are (are not)…… Indicate whether you are proposing a change to this, and if so, what that change is.

SGPS to provide what is currently approved (table)

# Program Learning Outcomes and Design Components

**Program Design Components aligned with Program-Level Learning Outcomes and GDLES**

* Review the Program Design table including all required courses, required electives, elective courses, and milestones.
* Identify any gaps in learning opportunities where specific Program-Level Learning Outcomes (PLOs) or Graduate Degree Level Expectations (GDLEs/WDLEs) are not fully addressed.
* Describe how the PLOs are achieved and assessed through the listed courses and milestones, ensuring alignment with GDLEs/WDLEs.

# Graduate Program Learning Outcomes

* Articulate the program learning outcomes aligned with [Western’s Doctoral Learning Outcomes (WDLO)](https://www.uwo.ca/pvp/vpacademic/iqap/academic_programs/templates_and_guides/Westerns%20PhD%20Learning%20Outcomes.pdf) and the [Graduate Degree Level Expectations (GDLE](https://oucqa.ca/wp-content/uploads/2013/06/APPENDIX-1.pdf)) at the **Master’s and Doctoral level** (and for each field if relevant).
1. Depth and Breadth of Knowledge
2. Research and Scholarship
3. Level of Application of Knowledge
4. Professional Capacity / Autonomy
5. Level of Communication Skills
6. Awareness of Limits of Knowledge

**WDLO / GDLES, Program Level Learning Outcomes, and Methods for Supporting and Evaluating WDLOs / GDLEs**

* Work with Centre for Teaching and Learning to update and develop appropriate program level learning outcomes
* List the Program Level Learning Outcomes and Describe the Methods for Supporting and Evaluating Each learning outcome. The tables below provide examples of learning outcomes to guide you as you review your learning outcomes.
* Use separate tables for master’s and doctoral programs, and for different fields or curriculum options, as applicable.

Master’s Level

| ***Ontario Graduate Degree Level Expectations*** | ***Program-level Learning Outcomes*** | ***How does the program support achievement of each GDLE?***  | ***How does the program evaluate the achievement of each GDLE?***  |
| --- | --- | --- | --- |
| 1. Depth & Breadth of Knowledge
 | a) Evaluate and demonstrate the effectiveness of user-centered information systems, services and resources for individual users and diverse communities in a networked global society within which information organizations and information professionals operate. (LIS Western)b) produce and defend an original significant contribution to knowledge c) construct original historical arguments based on primary source material research d) evaluate and integrate information and points of view from contrasting sources (modified from music Western) |  |  |
| 1. Research & Scholarship
 | a) Critically apply theories, methodologies and knowledge to address fundamental questions in their primary area of studyb) engage with a range of research in their field, contributing to larger scholarly conversations (Music Western) |  |  |
| 1. Level of Application of Knowledge
 | a) accurately describe works of art, balancing consideration of artist’s intention with viewer’s response, and contextualizing the work in question b) conduct research that applies existing knowledge to the critical analysis of new research questions or issues, or to familiar research questions in a new setting |  |  |
| 1. Professional Capacity / Autonomy
 | 1. convey a broad understanding of historical material suitable for teaching
2. Conduct research that meets the ethical standards in biology and their sub-discipline, including proper attribution, data integrity, and respectful treatment of colleagues and ethical treatment of animals and the environment. (Western biology learning outcomes)
 |  |  |
| 1. Level of Communication Skills
 | a) Interact productively with people from diverse backgrounds as both leaders/mentors and team members with integrity and professionalism.b) Write in a distinctive, clear, forceful, and jargon-free prose style that reflects fluency in fundamental principles and practices of critical writing  |  |  |
| 1. Awareness of Limits of Knowledge
 | a) Explain, analyse and interpret professional and scholarly literature, research data and information resources to articulate their implications for LIS and related fields of knowledge and practice.b) Explain and discuss their specific biological research with a member of a related sub-discipline, and respond productively to constructive criticism.c) Appreciate multiple intellectual viewpoints and ways of knowing, and understand how these produce an awareness of the limits of knowledge offered by any specific discourse. (modified from Music Western) |  |  |

**Doctoral**

| Ontario Graduate Degree Level Expectations  | ***Doctoral Learning Outcomes*** | ***How does the program support achievement of each WDLO?***  | ***How does the program evaluate the achievement of each WDLO?***  |
| --- | --- | --- | --- |
| 1. Depth & Breadth of Knowledge
 | What is the body of information - specific LOs to discipline?Evaluate and demonstrate the effectiveness of user-centered information systems, services and resources for individual users and diverse communities in a networked global society within which information organizations and information professionals operate. (LIS Western)What is the broad knowledge - Specific LOs to discipline)?Evaluate and integrate information and points of view from contrasting sources (modified from music Western) What are the appropriate and seminal methods/ologies? |  |  |
| 1. Research & Scholarship
 |  |  |  |
| 1. Level of Application of Knowledge
 |  |  |  |
| 1. Professional Capacity / Autonomy
 |  |  |  |
| 1. Level of Communication Skills
 |  |  |  |
| 1. Awareness of Limits of Knowledge
 |  |  |  |

# Program Design Courses (Required, Required Electives and Electives) and Milestones (Thesis, MRP, Comprehensive Exams etc)

(SGPS Provides the program design table)

Degree | Program | Field | Curriculum Option

Expected Duration: XXXX

Courses (X.X Total Credits)

|  |  |
| --- | --- |
| **REQUIRED COURSES (**X.X **Credits)**  | Each course must be completed by all students   |
| **Subject**  | **Course #**  | **Length (in terms)**  | **Course Title**  | **Course Weight**  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **REQUIRED ELECTIVE COURSES (**X.X **Credits)**  | Students must select X number of courses from a defined list  |
| **Subject**  | **Course #**  | **Length (in terms)**  | **Course Title**  | **Course Weight**  |
|  |  |  |  |  |

|  |  |
| --- | --- |
| **ELECTIVE COURSES (**X.X **Credits)**  | Students can select any courses offered and/or approved by the program  |
| **Subject**  | **Course #**  | **Length (in terms)**  | **Course Title**  | **Course Weight**  |
|  |  |  |  |  |

* Milestones (X)

|  |  |
| --- | --- |
| **MILESTONES**  | Each milestone must be completed by all students  |
|  |

# TIMELINE AND PROG1RESSION

# Degree Timeline

* Describe a typical timeline by term (e.g. master’s complete course work in terms one and two and complete a major research paper in term 3)
* Describe how the timeline is altered for part-time students

# Progression requirements

* Explain your program progression requirements
* Describe your process for evaluating student progress in each degree
* Include how student progress is monitored and evaluated (e.g., annual progress evaluations and reports; quarterly meeting of the student with his/her advisory committee)

# Professional and Career Development Strategy

* Describe your program's view on the importance of professional and career development for your students. Specifically, explain the careers your program aims to prepare students for.
* Describe your program’s commitment to supporting the professional and career development of your students, including:
	+ The professional development opportunities embedded in your program curriculum (e.g.s milestones)
	+ How you communicate career outcomes and prepare them for graduate

**Doctoral Programs only**

Recent data indicate that doctoral students are increasingly pursuing non-academic careers.

* **Opportunities within the Program / Department**:/ Faculty
Describe the professional development opportunities available within your program / department / Faculty (e.g., speaker series, conference funding).
* **Broader Engagement**:
Explain how your program encourages student participation in broader professional development opportunities offered at Western and beyond (e.g., Own Your Future, CTL, MyGradSkills.ca).

# Commitment to Equity, Diversity, Inclusion (EDI), Antiracism, Decolonization and Indigenization, and Accessibility

* **Current Integration:**Describe how the program currently embeds the following principles into its design, learning outcomes, procedures and operations.
	+ Equity, Diversity, Inclusion and Antiracism;
	+ Decolonization and Indigenization; and
	+ Accessibility
* **Future Actions:**
Outline the ways in which the program plans to further advance Western’s commitment to Equity, Diversity, Inclusion (EDI), Antiracism, Decolonization and Indigenization, and Accessibility over the next several years.

# Program Innovation and Continuous Improvement

# Unique and Innovative Features

* Note if the program is accredited by a professional body;
* Highlight any innovative learning approaches/methodologies used by the program
* Highlight any unique opportunities through partnerships with other departments or units;
* Mention any partnerships or agreements with other Universities; for example, dual degrees, additional credentialing opportunities
* Include details on any unique experiential learning opportunities or internships available to students

# Review Concerns Expressed in Previous Appraisal and Actions Taken

* Address concerns expressed in the previous review’s Final Assessment Report and the Ongoing Improvement Progress Report. Identify each concern and the action taken to address it. If no concerns were expressed, note this in this section.

# Describe Program Innovation(s) and Modification(s) since the last Review

* Provide a summary of major modifications approved since the last review. (include in appendix)

SGPS will provide you with all the major modifications that have been approved.

# Ongoing Program Evaluation and Continuous Improvement Process

Graduate Program Structure

* Describe the administrative structure that supports the graduate program; include a description of the composition and responsibilities of the graduate program (or equivalent) committee.

Processes for Continuous Program Improvement

* Explain the monitoring processes your program uses to assess and review program design and continuous improvements. For example, outline/describe any annual retreats, surveys, meetings, focus groups that the program undertakes to review and assess the program.

Summary of Current Self-Study (Methods and Results)

Describe the method and results of your current self-study. Describe how faculty, staff, and students were included in the self-study.

# Describe Program’s Future Plans for Innovation(s) and Enhancements

* Reflecting on the strengths, challenges and opportunities identified as part of the self-study, describe:
	+ The program’s short-, mid-, and long-term plans to enhance the program (e.g., changes in the curriculum, introduction of experiential opportunities, enhanced student support);
	+ Areas identified through the self-study as requiring improvement; and
	+ Areas that offer opportunities for innovation.
	+ Optional - think of the reviewers as prospective sounding boards in support of program enhancement, identify any specific questions, issues or proposed changes that you would like the external reviewers to comment on.

Please note that any major or minor modifications to the program arising from this review will be addressed separately through the relevant approval processes. Please refer to Western's IQAP website for information about major modifications.

#  RECRUITMENT AND ADMISSION

# Recruitment Strategy

* Describe your recruitment strategy and communication plan as relevant (see SGPS recruitment portal and instructions for creating communication plans)
* Identify and comment on recruitment challenges

#  Program Admission Requirements

* Provide an overview of how admission decisions are made and what efforts are being made to achieve greater equity and diversity in admissions.
* Minimum SGPS requirements can be found here (add link).
* Provide your program specific admission requirements for each degree, and by field as relevant
* Include your criteria for English language proficiency
* Provide an explanation of alternative requirements, if applicable, and how the program recognizes prior work or learning experience.

# 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.

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 the distribution of responsibilities across the ranks of professors as primary or supporting members of the program.

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

Using the format of Table 1, list the faculty members in the program according to the descriptions below (e.g., Primary, Supporting, Emeritus, Other).

If the program currently has fields, or is proposing fields, faculty members must be listed by field.

Primary members:

* tenured or tenure-track faculty members whose graduate involvement will be primarily in the graduate program
* non-tenure-track faculty members, clinical faculty, and institute scientists whose graduate involvement will be primarily in the graduate program

Supporting members:

* tenured or tenure-track faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a member of the graduate program
* non-tenure track faculty members, clinical faculty, and institute scientists who are involved in teaching and/or supervision in other graduate program(s) in addition to being a member of the graduate program

Emeritus

* emeritus professors with SGPS Membership who will be contributing to the program

Other

* includes persons from outside of the university, such as those from government laboratories, industry, or professional practice appointed as adjunct professors; also includes non-core faculty who will participate in the teaching of graduate courses.

**TABLE 1** - SGPS will supply the table template and membership listing; the Program will indicate field membership.

|  |
| --- |
| **Faculty Members by Field** |
| **Category1** | **Faculty Name** | **Rank** | **Gender** | **Home Unit2** | **SGPS membership level3** | **Fields of Research** |
| **1** | **2** | **3** | **4** |
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| 1 Categories are defined as: |  |  |  |  |  |  |  |  |
| **Primary** - core faculty members whose graduate involvement is primarily in the graduate program under review, **Supporting** - core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review, **Emeritus** - emeritus professors with supervisory privileges, **Other** - includes persons appointed from governmental laboratories or industry as adjunct professors; also includes non-core faculty who participate in the teaching of graduate courses. |
| 2 The budget unit paying the salary: department, school, research centre, institute or other. |  |  |  |  |  |
| 3 The level of SGPS Membership held by the faculty member for the graduate program under review. |  |  |  |  |  |

# Research Funding

This section is intended to show the amount of funding available to support faculty research and potentially available to support students’ work, either through the provision of stipends or materials for the conduct of the research.

Comment on whether there has been an [increase/decrease] in research funding e.g., total, source, field (give percentages if useful)]. This can be attributed to [ ...] [e.g., granting council budget changes, increase/decrease in number of professors, recent appointments, changes in affiliation and contacts with industry, alternative sources of research funding (e.g., foundations, etc.) Refer to Table 2 data where appropriate.

If appropriate, provide information and comments on infrastructure funding or any special funding that has an impact on the program. Provide data to support comments.

Table 2 presents research funding received by the faculty members in the program by source and year for the past five years. Figures represent the sum total of research revenue for all faculty members in the program as submitted through Western’s ROLA system.

The heading “Granting Councils” includes Tri-Council grant revenue from SSHRC, CIHR and NSERC.

The heading “Other Peer Adjudicated” includes grant revenue from foundation grants and externally peer adjudicated grants.

The heading “Contracts” includes research revenue from corporations and external contracts.

The heading “Other” includes equipment grants, conference grants, and similar grants.

The heading “Internal Grants” includes institutional grants and research funding.

When present, a separate column is included for CFI grants.

Grants for travel and publication awarded to faculty should not be included in this table (they may be included in the appropriate place in individual CVs or in a separate table).

**Table 2** - Completed by SGPS

|  |
| --- |
| **Research Funding of Members in the Program for the Past Five Years** |
| **Year1** | **Granting Councils2** | **Other Peer Adjudicated3** | **Contracts4** | **Other5** | **Internal Grants6** | **CFI Grants7** | **Total (by Year)** |
| **2005-06** |   |   |   |   |   |   |  $ -  |
| **2006-07** |   |   |   |   |   |   |  $ -  |
| **2007-08** |   |   |   |   |   |   |  $ -  |
| **2008-09** |   |   |   |   |   |   |  $ -  |
| **2009-10** |   |   |   |   |   |   |  $ -  |
|  |  |  |  |  |  |  |  |
| 1 The Tri-Council fiscal year (April 1 to March 31) |  |  |  |  |  |
| 2 Tri-Council grants from SSHRC, CIHR and NSERC |  |  |  |  |  |
| 3 Foundation grants and externally peer adjudicated grants (e.g. Heart & Stroke Foundation) |  |  |  |
| 4 Contracts include funding received from corporations |  |  |  |  |  |
| 5 Other includes equipment grants, conference grants and similar grants. |  |  |  |  |
| 6 Internal grants are defined as grant funding allocated by the University of Western Ontario |  |  |  |
| 7 CFI Grants, if applicable |  |  |  |  |  |  |

#  Graduate Supervision

For professional and non-thesis based programs this section and relevant tables can be revised to include headings for the supervision of major research papers at the master’s level. SGPS can provide an additional template to include the supervision of major research papers as requested. Do not combine the numbers for thesis supervision and major paper supervision.

Comment on the supervisory capacity of the members in the program. Comment on the distribution of graduate supervision across the members of the program. Comment on any extreme values (i.e., any supervisors who carry an exceptionally large supervisory load).

Table 3 lists the number of current and completed master's thesis supervisions, doctoral thesis supervisions, and post-doctoral trainees, by faculty member in the program.

Faculty members should be listed under the categories specified in Table 1.

Table 3 is intended to provide an indication of the supervisory workload and experience, past and present, of each member of the program. It is expected that Primary members of the program would supervise more students in this program than would Supporting members

**TABLE 3** – Completed by the Program

|  |
| --- |
| **Completed and Current Numbers of Thesis Supervisions by Faculty Member1** |
| **Category2** | **Faculty Name** | **Completed During Career at Western** | **Current Students in Progress at Western** |
| **Master's** | **PhD** | **Post Doctoral Scholars** | **Master's** | **PhD** | **Post Doctoral Scholars** |
| In Program3 | Other Programs4 | In Program3 | Other Programs4 | In Program3 | Other Programs4 | In Program3 | Other Programs4 | In Program3 | Other Programs4 | In Program3 | Other Programs4 |
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| 1 For reporting purposes, supervision of one student is assigned a value of 1. Co or joint supervision of one student is assigned a value of 0.5. Students who have withdrawn are not included. |
| 2 Categories are defined as: |  |  |  |  |  |  |  |  |  |  |  |  |
| **Primary** - core faculty members whose graduate involvement is primarily in the graduate program under review, **Supporting** - core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review, **Emeritus** - emeritus professors with supervisory privileges, **Other** - includes persons appointed from governmental laboratories or industry as adjunct professors; also includes non-core faculty who participate in the teaching of graduate courses. |
| 3 In Program is defined as the total number of students/scholars supervised in the graduate program under review |  |  |  |  |  |  |
| 4 All Programs is defined as total number of students/scholars supervised in all other programs the Supervisor holds membership at Western  |  |  |  |  |

# Current and Recent Teaching Assignments

Provide an overview of the current and recent teaching workloads and experience of faculty members in the program. It is expected that Primary members would be involved in graduate teaching and would have most of their graduate teaching responsibilities in this program. It is expected that Supporting members would have most of their graduate teaching responsibilities in another graduate program.

Table 4 lists the graduate courses taught by each member of the graduate program over the past three years. All graduate courses taught by the members are reported, including those taught in other graduate programs.

Comment on any patterns of graduate teaching responsibility that are not consistent with expectations. Note in the table (under the heading of “Comments”), any circumstances having an impact on a member’s teaching (e.g., sabbatical leaves).

A footnote to the table is provided to explaining the course labeling so courses outside of the program currently being reviewed can be easily identified.

**TABLE 4** - Completed by SGPS

|  |
| --- |
| **Graduate Course Teaching Assignments in the Past Three Years1** |
| **Category2** | **Faculty Member** | **20XX-20XX** | **20XX-20XX** | **20XX-20XX** | **Comments** |
|   |   |   |   |   |   |
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|  |  |  |  |  |  |
| 1 Year is defined as academic year, September 1 to August 31 |  |  |  |
| 2 Categories are defined as: |  |  |  |  |
| **Primary** - core faculty members whose graduate involvement is primarily in the graduate program under review, **Supporting** - core faculty members who are involved in teaching and/or supervision in other graduate program(s) in addition to being a core member of the graduate program under review, **Emeritus** - emeritus professors with supervisory privileges, **Other** - includes persons appointed from governmental laboratories or industry as adjunct professors; also includes non-core faculty who participate in the teaching of graduate courses. |

# Commitment of Faculty Members from Other Programs and/or Other Institutions

Explain the commitment to the program under review of faculty members from other graduate programs. Indicate the number of faculty members from other programs who contribute to the program under review and describe their roles (e.g., thesis supervisory, advisory committee member, course instructor).

If the program relies significantly on the contributions of faculty members from other programs (e.g., if required courses are taught by faculty members from other programs), an indication of ongoing commitment of such contributions is required. Evidence of significant commitment could include letters of support from the Department Chairs and/or Deans of the faculty members from other programs.

# PHYSICAL, PROFESSIONAL DEVELOPMENT AND FINANCIAL RESOURCES

# Library Resources

The information in this section consists of a summary statement by Western Libraries about Library resources and supports pertinent to the field and what access, if any, faculty and students have to these resources. The brief Library report will also include an overview of current, planned and possible areas of engagement with the program, as applicable. The program is free to add any comments or reflections following this report.

*SGPS works with the libraries and will provide this report.*

# Research and Scholarly Development Facilities

Include a description of the facilities available to support the research of students. Include an overview of major equipment and other resources available to students for research and describe any commitments or plans (if any) for major research facilities and/or equipment during the next eight years.

# Space

Describe the space that is dedicated to the graduate program and students. Indicate the primary location of the program (i.e., the building where the program office is located) and the location of space that is dedicated to the program.

Describe the general workspace and any office space available to the students in the program. Include any particular space resources not already included in the sections above. Describe the “common” space for students, staff and faculty that supports community development within the program.

# Financial Support of Graduate Students

Provide an overview of student funding, including all sources of funding. Provide a separate overview for master’s and PhD students. Describe any changes over time and any trends apparent in the funding data.

Include a description of any guaranteed funding levels offered by the program. Describe program-specific eligibility requirements regarding funding.

Describe the financial support offered by the program to students beyond their funding eligibility period. Indicate the amount of program resources devoted to supporting these students. Comment on the proportion of funding received by ineligible students in the program.

Where possible, provide a comparison of the current student funding levels in the program with major competitors.

Note any concerns regarding funding levels and any relationship between funding levels and other aspects of the program. Describe any planned changes to the funding levels.

Table 5 includes all funding received by students who are within their funding eligibility period (e.g., within 6 terms for a thesis-based master’s program, 12 terms for a PhD program, and 15 terms for direct-entry PhD or master’s-to-PhD transfer). Beside the amount of each funding source (by year), the percent of fundable students from the program funded via this source is noted. For example, beside the amount of external scholarship funding for 2008/09, is the percent of fundable students in the program who received external scholarship funding.

External Scholarships refer to externally funded, adjudicated Tri-Council (NSERC, SSHRC and CIHR), Ontario Graduate Scholarship and Queen Elizabeth II Graduate Scholarships in Science and Technology awards as paid through SGPS.

Internal Scholarships refer to awards funded by the program/department, Faculty, and/or University. Internal scholarships may include Dean’s Entrance Scholarships and any other awards provided on a competitive basis and funded through University funds.

 “Other” funds include any other funding received by students. For example, funding arising from part-time employment on campus is included under this heading.

Total Funding refers to the total funding from all sources noted (e.g., External Scholarship Funding + Internal Scholarships + Teaching Assistantships + Research Assistantships + Other).

Total number of students funded refers to the total number of students receiving funding from any source listed in the table, in Student Term Equivalents (STEs). The percent of all students eligible for funding (i.e., within their funding eligibility period) who actually received funding is noted in the % column.

Average funding per eligible student in the program (in STEs) is listed in the column on the far right.

Accompanying the funding table for each academic level is a pie chart that illustrates a three year average of the proportion of financial support from each funding source. The pie chart provides a visual representation of how each funding source contributes to the overall financial support offered to master’s/doctoral students.

**TABLE 5A** - Completed by SGPS

|  |
| --- |
| **Financial Support for Master's Students**1 |
| **Academic Year2** |  **Amount of Support by Funding Type**  | **Funding Metrics** |
| **External Scholarships3** | **%** | **Internals Scholarships4** | **%** | **Teaching Assistantship5** | **%** | **Research Assistantship6** | **%** | **Other Funding7** | **%** | **Total Funding8** | **Nbr of Students Funded9** | **%10** | **Average Fundng per Student11** |
| 2002-03 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2003-04 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2004-05 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2005-06 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2006-07 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2007-08 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2008-09 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2009-10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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|

|  |
| --- |
| 1 Full-time, fundable students only |
| 2 Academic Year is defined as Sept 1 to Aug 31 |
| 3 External Scholarships are defined as externally funded, adjudicated awards (NSERC, SSHRC, CIHR, OGS, QEIIGSST), as % of total funding |
| 4 Internal Scholarships are defined as awards funded by the graduate program, department, faculty and/or the University, as % of total funding |
| 5 Teaching Assistantships are defined as Teaching Assistants as paid through the University's HR department, as % of total funding |
| 6 Research Assistantships are defined as Graduate Research Assistants as paid through the University's HR department, as % of total funding |
| 7 Other funding includes all other sources of institutional income, as % of total funding |
| 8 Total Funding is the sum of all sources for the academic year |
| 9 The number of students funded in STEs (Student Term Equivalents). Student Term Equivalents are defined at 0.333 per full-time, fundable student per term. |
| 10 The percentage of full-time, fundable students who received funding within the academic year, in STEs |
| 11 Total funding for the academic year divided by the number of students funded, in STEs |

 |  |  |  |  |  |  |  |  |  |  |  |  |

**TABLE 5B** - Completed by SGPS

|  |
| --- |
| **Financial Support for Doctoral Students**1 |
| **Academic Year2** |  **Amount of Support by Funding Type**  | **Funding Metrics** |
| **External Scholarships3** | **%** | **Internals Scholarships4** | **%** | **Teaching Assistantship5** | **%** | **Research Assistantship6** | **%** | **Other Funding7** | **%** | **Total Funding8** | **Nbr of Students Funded9** | **%10** | **Average Funding per Student11** |
| 2002-03 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2003-04 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2004-05 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2005-06 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2006-07 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2007-08 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2008-09 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2009-10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 Full-time, fundable students only |  |  |  |  |  |  |  |  |  |  |  |  |
| 2 Academic Year is defined as Sept 1 to Aug 31 |  |  |  |  |  |  |  |  |  |  |  |
| 3 External Scholarships are defined as externally funded, adjudicated awards (NSERC, SSHRC, CIHR, OGS, QEIIGSST), as % of total funding |  |  |  |  |  |
| 4 Internal Scholarships are defined as awards funded by the graduate program, department, faculty and/or the University, as % of total funding |  |  |  |  |  |
| 5 Teaching Assistantships are defined as Teaching Assistants as paid through the University's HR department, as % of total funding |  |  |  |  |  |
| 6 Research Assistantships are defined as Graduate Research Assistants as paid through the University's HR department, as % of total funding |  |  |  |  |  |
| 7 Other funding includes all other sources of institutional income, as % of total funding |  |  |  |  |  |  |  |  |  |
| 8 Total Funding is the sum of all sources for the academic year |  |  |  |  |  |  |  |  |  |  |
| 9 The number of students funded in STEs (Student Term Equivalents). Student Term Equivalents are defined at 0.333 per full-time, fundable student per term. |  |  |  |
| 10 The percentage of full-time, fundable students who received funding within the academic year, in STEs |  |  |  |  |  |  |  |
| 11 Total funding for the academic year divided by the number of students funded, in STEs |  |  |  |  |  |  |  |  |

**Chart 5C:** Completed by SGPS



**Chart 5D:** Completed by SGPS



# All Graduate Courses Offered in the Program

It is expected that the program provides a regular offering of courses, enabling students to meet their requirements within the expected timeframe of their program of study.  Comment on how the course offerings listed in table 6 meet this expectation.

Table 6A lists all courses offered by the program over the past three years.  For each course listed, the instructor and course enrollment is noted.  Course enrolment is reported to easily identify graduate students in the program, graduate students outside the program and also any undergraduate students enrolled in the course.

Courses offered by the program that are cross-listed as graduate/undergraduate courses are noted.  If offered in the program, describe the additional learning objectives required for graduate students enrolled.

**TABLE 6A** - Completed by SGPS

|  |
| --- |
| **Courses Offered by the Program in the Past Three Years** |
| **Course Code** | **Course Instructor (Faculty Member)** | **2007-081** | **2008-091** | **2009-101** |
| **Course Enrollment by Student Type** | **Course Enrollment by Student Type** | **Course Enrollment by Student Type** |
| **Grads in Program2** | **Grads other Programs3** | **Undergrads4** | **Grads in Program2** | **Grads other Programs3** | **Undergrads4** | **Grads in Program2** | **Grads other Programs3** | **Undergrads4** |
|   |   |   |   |   |   |   |   |   |   |   |
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| 1 Year is defined as academic year, September 1 to August 31 |
| 2 Grads in Program is defined as the number of students enrolled in the course who are registered in the program under review |
| 3 Grads other Programs is defined as the number of students enrolled in the course who are registered in any other graduate program |  |  |
| 4 Undergrads is defined as the number of undergraduate students enrolled in the course |  |  |  |  |  |

# Additional Courses Taken Outside of the Program

Provide a description of any courses offered outside of the program that graduate students completed to meet their program requirements and that don’t exist on preceding table.

Address the frequency of enrolment in these courses as it pertains to program design and student self-directed research.

Table 6B list all courses offered by other programs and taken by students in the program currently under review over the past three years.

The enrolment in the course, academic level of the course and how many students from the program currently under review were enrolled in the course, as well as the proportion of other students enrolled by academic level, is noted.

If students were enrolled in any undergraduate courses as part of their graduate program, these undergraduate courses are included in this table.

**TABLE 6B** - Completed by SGPS

|  |
| --- |
| **Courses Taken by Graduate Students Outside of the Program in the Past Three Years** |
| **Course Code** | **Program Offering Course** | **Course Academic Level2** | **2007-081** | **2008-091** | **2009-101** |
| **Course Enrolment by Student Type** | **Course Enrolment by Student Type** | **Course Enrolment by Student Type** |
| **Grad in Program3** | **Grad other Programs4** | **Undergrad5** | **Grad in Program3** | **Grad other Programs4** | **Undergrad5** | **Grad in Program3** | **Grad other Programs4** | **Undergrad5** |
|   |   |   |   |   |   |   |   |   |   |   |   |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 Year is defined as academic year, September 1 to August 31 |  |  |  |  |  |  |  |  |  |
| 2 Course Academic Level indicates the level of instruction; graduate, undergraduate or professional |  |  |  |  |  |  |
| 3 Grads in Program is defined as the number of students enrolled in the course who are registered in the program under review |  |  |  |  |
| 4 Grads other Programs is defined as the number of students enrolled in the course who are registered in any other graduate program |  |  |  |  |
| 5 Undergrads is defined as the number of undergraduate students enrolled in the course |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

# OUTCOMES – ENROLMENT AND COMPLETION SUMMARIES

This section of the brief is to provide an indication of the progress of students through the program, identifying any concerns related to withdrawal rates and prolonged times to completion.

The following tables should be studied carefully and reported on in detail. In particular, any patterns regarding withdrawals and/or times to completion should be described. For such patterns, an effort should be made to analyze the characteristics of the program that may contribute to the patterns; and attempts should be made to identify potential solutions to problematic patterns.

# Progress of Admission Cohorts (Cohort Summaries)

Cohort summaries are based on the data for students who were admitted at the same point in time, under the same set of admission and program requirements. Cohort summaries provide a description of the progress of specific sets of students who were admitted to the program at the same time.

When interpreting cohort data describe any particular cohorts that may have been affected by changes to aspects of the program. If the data for a particular cohort appears anomalous, describe any contributing factors that may have affected that particular group of students.

Describe the pattern of students’ progress in the program relative to the normal duration of the program. For example, if the program is normally a two-year (i.e., 6-term) program, the majority of students within an admission cohort would be expected to have completed the program within 6 terms.

Note any apparent delays that are related to accommodations for students with disabilities, or related to medical leaves, parental leaves, etc.

Table 7 identifies the new admissions to the program by year and term. The table reports the admission cohorts progress through the program with snap shots of enrollment outcomes at 1, 2 and 3 years for the Master's program and 4, 6 and 7 years for the Doctoral program.

**TABLE 7A** - Completed by SGPS

|  |
| --- |
| **New Enrolments, Transfers, Withdrawals and Completion in the Master's Program by Year of Admission** |
|
| **Year1** | **New Admits2**  | **within 3 terms (1 year)7** | **within 6 terms (2 years)7** | **within 9 terms (3 years)7** |
| **Trans3** | **Withd4** | **Compl5** | **IP6** | **Trans3** | **Withd4** | **Compl5** | **IP6** | **Trans3** | **Withd4** | **Compl5** | **IP6** |
| 2005-06 | Fall |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Winter |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Summer |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2006-07 | Fall |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Winter |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Summer |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2007-08 | Fall |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Winter |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Summer |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2008-09 | Fall |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Winter |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Summer |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2009-10 | Fall |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Winter |   |   |   |   |   |  |  |  |  |  |  |  |  |
| Summer |   |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 Academic year begins Sept 1 with three terms/entry points: (Sept - Fall, Jan - Winter and May - Summer). |  |  |  |  |
| 2 Intake for each term/entry point of a given academic year. |  |  |  |  |  |  |  |  |
| 3 All students from that cohort who had transferred to the PhD |  |  |  |  |  |  |  |  |
| 4 All students from that cohort who had withdrawn |  |  |  |  |  |  |  |  |  |
| 5 All students from that cohort who had completed the program |  |  |  |  |  |  |  |  |
| 6 All students from that cohort who were still in the program or on leave |  |  |  |  |  |  |  |
| 7 If 3, 6 or 9 terms have not elapsed for that cohort, results to date are shown in bold and italics. |  |  |  |  |  |

**TABLE 7B** - Completed by SGPS

|  |
| --- |
| **New Enrolments, Withdrawals and Completion in the Doctoral Program by Year of Admission** |
|
| **Year1** | **New Admits2**  | **within 12 terms (4 yrs)6** | **within 18 terms (6 yrs)6** | **within 21 terms (7 yrs)6** |
| **Withd3** | **Compl4** | **IP5** | **Withd3** | **Compl4** | **IP5** | **Withd3** | **Compl4** | **IP4** |
| 2000-01 | Fall |   |   |   |   |   |   |   |   |   |   |
| Winter |   |   |   |   |   |   |   |   |   |   |
| Summer |   |   |   |   |   |   |   |   |   |   |
| 2001-02 | Fall |   |   |   |   |   |   |   |   |   |   |
| Winter |   |   |   |   |   |   |   |   |   |   |
| Summer |   |   |   |   |   |   |   |   |   |   |
| 2002-03 | Fall |   |   |   |   |   |   |   |   |   |   |
| Winter |   |   |   |   |   |   |   |   |   |   |
| Summer |   |   |   |   |   |   |   |   |   |   |
| 2003-04 | Fall |   |   |   |   |   |   |   |   |   |   |
| Winter |   |   |   |   |   |   |   |   |   |   |
| Summer |   |   |   |   |   |   |   |   |   |   |
| 2004-05 | Fall |   |   |   |   |   |   |   |  |  |  |
| Winter |   |   |   |   |   |   |   |  |  |  |
| Summer |   |   |   |   |   |   |   |  |  |  |
| 2005-06 | Fall |   |   |   |   |  |  |  |  |  |  |
| Winter |   |   |   |   |  |  |  |  |  |  |
| Summer |   |   |   |   |  |  |  |  |  |  |
| 2006-07 | Fall |   |   |   |   |  |  |  |  |  |  |
| Winter |   |   |   |   |  |  |  |  |  |  |
| Summer |   |   |   |   |  |  |  |  |  |  |
| 2007-08 | Fall |   |  |  |  |  |  |  |  |  |  |
| Winter |   |  |  |  |  |  |  |  |  |  |
| Summer |   |  |  |  |  |  |  |  |  |  |
| 2008-09 | Fall |   |  |  |  |  |  |  |  |  |  |
| Winter |   |  |  |  |  |  |  |  |  |  |
| Summer |   |  |  |  |  |  |  |  |  |  |
| 2009-10 | Fall |   |  |  |  |  |  |  |  |  |  |
| Winter |   |  |  |  |  |  |  |  |  |  |
| Summer |   |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 1 Academic year begins Sept 1 with three terms/entry points: (Sept - Fall, Jan - Winter and May - Summer). |  |
| 2 Intake for each term/entry point of a given academic year. |  |  |  |  |  |  |
| 3All students from that cohort who had withdrawn |  |  |  |  |  |  |
| 4 All students from that cohort who had completed the program |  |  |  |  |  |
| 5 All students from that cohort who were still in the program or on leave |  |  |  |  |
| 6 If 12, 18 or 21 terms have not elapsed for that cohort, results to date are shown in bold and italics. |  |  |

# Enrolment Demographics and Progress (Yearly Summaries)

Yearly summaries are based on the set of students enrolled in each particular year. The summaries provide a year-by-year “point in time” picture of the progress of students in the program.

When interpreting yearly summaries describe any years that may have been affected by changes to aspects of the program. If the data for a particular year appears anomalous, describe any contributing factors that may have affected that particular group of students.

Table 8 identifies the total program enrollment by year. Any given yearly summary may include students admitted at various points in time (i.e., the master’s program yearly summary for 2009 – 10 likely includes students admitted in 2009 and students 2008; it may also include some students admitted in 2007).

Demographics are included to highlight the proportion of female and international students in the program.

Student outcomes are reported by year with the percentage of overall enrollment by outcome identified. The number and percentage of students who transfer from the master’s to the doctoral program, the number and percentage to withdraw, and the number and percentage to complete each year are reported. The final two columns of the table indicate the number and percentage of students continuing in the program (including any student on leave) each year.

**TABLE 8A** - Completed by SGPS

|  |
| --- |
| **Master's Total Enrolments, Transfers, Withdrawals and Completions by Year** |
|
| **Year1** | **Total Cont2** | **New Admits3** | **Total Enrol4** | **# Female5** | **% Female5** | **# Int'l6** | **% Int'l6** | **Total Trans7** | **% Trans7** | **Total Withd8** | **% Withd8** | **Total Comp9** | **% Comp9** | **Total Cont10** | **% Cont10** |
|
|
| 2005-06 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2006-07 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2007-08 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2008-09 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2009-10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 Academic year begins Sept 1 with three terms/entry points: (Sept - Fall, Jan - Winter and May - Summer). |  |  |  |  |  |  |  |
| 2 Students who were in the program or on approved leave in the preceding year. |  |  |  |  |  |  |  |  |  |
| 3 Students admitted to the program at all entry points: (Sept, Jan and May). |  |  |  |  |  |  |  |  |  |
| 4 All students registered in the program in that academic year continuing and new. |  |  |  |  |  |  |  |  |  |
| 5 Number of female students and (%). |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 Number of international students and (%). |  |  |  |  |  |  |  |  |  |  |  |  |
| 7 All students who transferred to the PhD within that year with (%). |  |  |  |  |  |  |  |  |  |  |
| 8 All students who withdrew within that year with (%). |  |  |  |  |  |  |  |  |  |  |  |
| 9 All students who completed the program within that year with (%). |  |  |  |  |  |  |  |  |  |  |
| 10 All students who were still in the program or on approved leave in that year with (%). |  |  |  |  |  |  |  |  |

**TABLE 8B** - Completed by SGPS

|  |
| --- |
| **Doctoral Total Enrolments, Transfers, Withdrawals and Completions by Year** |
|
| **Year1** | **Total Cont2** | **New Admits3** | **Total Enrol4** | **# Female5** | **% Female5** | **# Int'l6** | **% Int'l6** | **Total Withd7** | **% Withd7** | **Total Comp8** | **% Comp8** | **Total Cont9** | **% Cont9** |
|
|
| 2000-01 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2001-02 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2002-03 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2003-04 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2004-05 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2005-06 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2006-07 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2007-08 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2008-09 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2009-10 |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 Academic year begins Sept 1 with three terms/entry points: (Sept - Fall, Jan - Winter and May - Summer). |  |  |  |  |  |
| 2 Students who were in the program or on approved leave in the preceding year. |  |  |  |  |  |  |  |
| 3 Students admitted to the program at all entry points: (Sept, Jan and May). |  |  |  |  |  |  |  |
| 4 All students registered in the program in that academic year continuing and new. |  |  |  |  |  |  |  |
| 5 Number of female students and (%). |  |  |  |  |  |  |  |  |  |  |
| 6 Number of international students and (%). |  |  |  |  |  |  |  |  |  |  |
| 7 All students who withdrew within that year with (%). |  |  |  |  |  |  |  |  |  |
| 8 All students who completed the program within that year with (%). |  |  |  |  |  |  |  |  |
| 9 All students who were still in the program or on approved leave in that year with (%). |  |  |  |  |  |  |

# Outcomes and Time to Completion (Cohort Summaries)

Cohort outcome summaries are based on data for students who were admitted at the same point in time, under the same set of admission and program requirements. The summaries provide statistical data on the timing and pattern of each cohort’s academic outcomes.

When describing these data, note any unusual or outlying values. For example, if one admission cohort had a particularly large number of withdrawals identify this and describe any factors that can be identified as having contributed.

Describe any changes to the program that may have contributed to changes in the mean time to completion across admission cohorts. For example, if the program requirements were changed to improve time to completion, note the admission cohorts affected by the change and comment on the apparent effectiveness of the change.

Comment on times to completion as they compare to other Western graduate programs and standards for the discipline.

Comment on withdrawals from the program and students still in progress.

Comment on the policies and procedures for transfer from the master’s to doctoral degree.

Elaborate on the practice of students requesting part-time status in the program.

Table 9 identifies the outcomes for each admission cohort at the time of reporting. The table includes the number of students admitted each year and the current status of the students within each admission cohort (i.e., the number who have completed, withdrawn, transferred and in progress). In addition, the table includes mean, median and minimum/maximum times for completion, withdrawal and transfer for each admission cohort.

**TABLE 9A** - Completed by SGPS

|  |
| --- |
| **Outcomes and Time to Completion for the Master's Program by Year of Admission at May 2011 (in years)** |
|
| **Year1** | **New Admits2** | **Completed3** | **Time to Completion4** | **Withdrawn5** | **Time to Withdrawal6** | **Transferred7** | **Time to Transfer8** | **In Progress9** |
| **#** | **%** | **Median** | **Average** | **Min/****Max** | **#** | **%** | **Median** | **Average** | **Min/****Max** | **#** | **%** | **Median** | **Average** | **Min/****Max** | **#** | **%** |
| 2005-06 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2006-07 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2007-08 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2008-09 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2009-10 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1 Academic year begins Sept 1 with three terms/entry points: (Sept - Fall, Jan - Winter and May - Summer). |  |  |  |  |  |  |  |  |  |  |
| 2 Students admitted to the program at all entry points (cohort): (Sept, Jan and May). |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 Number of students who completed the program within that admission year cohort with (%). |  |  |  |  |  |  |  |  |  |  |  |
| 4 Median, Average, Min and Max time to completion for that admission year cohort in years. |  |  |  |  |  |  |  |  |  |  |  |
| 5 Number of students who withdrew within that admission year cohort with (%). |  |  |  |  |  |  |  |  |  |  |  |  |
| 6 Median, Average, Min and Max time to withdrawal for that admission year cohort in years. |  |  |  |  |  |  |  |  |  |  |  |
| 7 Number of students who transferred to the PhD within that admission year cohort with (%). |  |  |  |  |  |  |  |  |  |  |  |
| 8 Median, Average, Min and Max time to transfer for that admission year cohort in years. |  |  |  |  |  |  |  |  |  |  |  |
| 9 Number of students who are still in the program or on approved leave as of May 2011 within that admission year cohort with (%). |  |  |  |  |  |  |  |  |

**TABLE 9B** - Completed by SGPS

|  |
| --- |
| **Outcomes and Time to Completion for the Doctoral Program by Year of Admission at May 2011** |
|
| **Year1** | **New Admits2** | **Completed3** | **Time to Completion4** | **Withdrawn5** | **Time to Withdrawal6** | **In Progress7** |
| **#** | **%** | **Median** | **Average** | **Min/Max** | **#** | **%** | **Median** | **Average** | **Min/Max** | **#** | **%** |
| 2000-01 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2001-02 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2002-03 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2003-04 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2004-05 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2005-06 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2006-07 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2007-08 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2008-09 |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2009-10 |   |   |   |   |   |   |   |   |   |   |   |   |   |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 Academic year begins Sept 1 with three terms/entry points: (Sept - Fall, Jan - Winter and May - Summer). |  |  |  |  |  |
| 2 Students admitted to the program at all entry points (cohort): (Sept, Jan and May). |  |  |  |  |  |  |  |
| 3 Number of students who completed the program within that admission year cohort with (%). |  |  |  |  |  |  |
| 4 Median, Average, Min and Max time to completion for that admission year cohort in years. |  |  |  |  |  |  |
| 5 Number of students who withdrew within that admission year cohort with (%). |  |  |  |  |  |  |  |
| 6 Median, Average, Min and Max time to withdrawal for that admission year cohort in years. |  |  |  |  |  |  |
| 7 Number of students who are still in the program or on approved leave as of May 2011 within that admission year cohort with (%). |  |  |  |

# Post-Graduate Career Outcomes

* Describe your methods of tracking post-graduate career outcomes
* Present a summary of employment achieved by recent graduates of the degree since the last IQAP review. For privacy, do not include student names

For example:

2008-2009 3 doctoral graduates 1 Assistant Professor at University of X

 1 Postdoctoral Fellow at University Y

1 Program Evaluator with the Ministry of Z

2 master’s graduates 2 enrolled in doctoral studies in our program

# Dissertations and Theses Completed

(Appendix One to be provided by SGPS)

* Include a list of recently completed theses and dissertations with links to Scholarship at Western

# Publications

* List or summarize the scholarly achievements of the students in the program, using metrics that are significant to your discipline – journal publications, conference presentations, books, patents, public performances etc as appropriate.
* Analysis should be provided here, detailing the number of journal publications per student (and/or other measures as appropriate to your discipline). Describe the nature and quality of the journals in which students are publishing. Detailed list of publications may be provided in an appendix.
* Publications listed should include those published post-graduation if they are based on scholarship performed within the program.
* Discuss any anomalies or trends in these data (i.e. PhD graduates with no publications, changing patterns of dissemination of research etc.)

# Projected Graduate Intake and Enrolments

* Describe patterns or changes in past enrolment, such as expansion of the program,
* Describe any intentions to change the size of the program over the next four years.
* If there have been enrolment changes in the past, explain what contributed to the changes.
* Comment on what type of enrolment profile the program is working toward (e.g., gender, international/ domestic, ethnicity, indigeneity, first-generation university student)? What does diversity look like in your program? Comment on any trends in admissions, transfers, enrolment, and retention in the program?

**Table 10 –** Completed by Program

|  |
| --- |
| **Projected Intake and Enrolments - Masters and Doctoral Programs** |
| **Year** | **Level** | **Full-time Domestic**  | **Full-time International**  | **Part-time** | **Total Enrolment** |
| **Intake** | **Enrolment** | **Intake** | **Enrolment** | **Intake** | **Enrolment** |
| 2024-25 | Master's |   |   |   |   |   |   |   |
| Doctoral |   |   |   |   |   |   |   |
| 2025-26 | Master's |   |   |   |   |   |   |   |
| Doctoral |   |   |   |   |   |   |   |
| 2026-27 | Master's |   |   |   |   |   |   |   |
| Doctoral |   |   |   |   |   |   |   |
| 2027-28 | Master's |   |   |   |   |   |   |   |
| Doctoral |   |   |   |   |   |   |   |