Self-Study for the Periodic Appraisal

of the

*Program Name*

Submitted to the  
Senate Subcommittee on Program Review – Undergraduate

Western University

*Date*

***Program Name***

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**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 embeds principles of Indigenization and decolonization, equity, diversity, inclusion, accessibility, and antiracism into its design, learning outcomes, and goals.

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.

## Program Structure and Curriculum

1. Provide a list of the learning outcomes of the program in the context of the Western Degree Outcomes.
2. Knowledge
3. Literacies and Interdisciplinarity
4. Communication
5. Resilience and Life-Long Learning
6. Global and Community Engagement
7. Critical Inquiry and Creative Thinking
8. Professionalism and Ethical Conduct

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.

1. 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:

1. Alignment and integration of learning outcomes across courses
2. Distribution of student workload
3. Types of assessments of student work
4. Gaps identified through curriculum mapping and possible future development of the curriculum
5. How does the curriculum address the current state of the discipline?
6. 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.
7. Comment on pedagogical innovation in the program, which might include technology-enabled learning.
8. 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

Comment on Faculty- and program-based support for students, including academic advising, career or internship counseling, workshops or other professional development opportunities, etc.

## Library Resources and Support

Western Libraries provides a report to be included in the brief.

## Information Technology

Provide an overview of the technical supports and computing services and facilities available to students in the program, if applicable. Note any specific computing or technical needs of students in the program and describe how they are met.

## Laboratory Resources

Provide a description of the laboratory resources and equipment available to students in the program, if applicable. Provide a list of the laboratory facilities used by undergraduate students in the program and the services offered, if applicable.

# *QUALITY INDICATORS*

IQAP, Section 4.3.8

## Enrolment Demographics

Data provided by IPB and the Office of the Registrar cannot be altered but the program is free to provide commentary using this data [example of data provided below].

**Exhibit**

**1A Faculty Complement**

**1B Staff Complement**

**1C Program Enrolment**

**1D Teaching Activity**

**1E Cross-Unit Undergraduate Teaching**

**1F Undergraduate Class Size Distribution**

**1G Undergraduate Grade Distribution**

**2A Summary of Undergraduate Course and Instructor Evaluations**

**2B-1 Summary of Undergraduate Course and Instructor Evaluations (subject =)**

**2C-11 Summary of Undergraduate Course and Instructor Evaluations (subject = and level = 1000)**

**2C-12 Summary of Undergraduate Course and Instructor Evaluations (subject = level = 2000)**

**2C-13 Summary of Undergraduate Course and Instructor Evaluations (subject = level = 3000)**

**2C-14 Summary of Undergraduate Course and Instructor Evaluations (subject = level = 4000)**

**3A General University Information**

**4A Survey of Graduating Students: Ratings of Teaching and Learning Experiences**

**4B Survey of Graduating Students: Overall Satisfaction**

**4C Survey of Graduating Students: Areas of Academic and Personal Improvement**

**4D Survey of Graduating Students: Would You Recommend Western to A Friend**

## Employment / Graduate or Professional Programs and Survey Results

The intent of this section is to provide information about the career paths of students who have graduated from the program. It is important to provide evidence of career outcomes to assist in evaluating whether the program is meeting its objectives.

Provide an overview of the employment achieved by recent graduates of the program. Where possible provide a list of the employment outcomes of graduates for the past eight years, listing the employment achieved by the year of graduation. For privacy, do not include the names of the recent graduates.

Provide the survey results.

# VOLUME 2

Volume 2 should be submitted as a separate document/file.

## Curricula Vitae of the Program Members

Include the CV of each member of the program (i.e., a CV must be included for each member listed in Table 1 of Volume 1).

All CVs must be in the same format; programs may use whatever format they wish provided all CVs are in the same format.

CVs must be ordered alphabetically.

# VOLUME 3

Volume 3 should be submitted as a separate document/file.

## List of Proposed Consultants

NAME OF PROPOSED CONSULTANT:

RANK:

INSTITUTION: (include mailing address, telephone, fax numbers and e-mail)

Link for personal webpage (if available):

DEGREES: (include university, discipline and date conferred)

Area(s) of Specialization

* *relate this to those offered by the program being appraised*

Experience/Expertise relevant to service as a consultant (e.g. membership on editorial boards, administrative experience, academic recognition).

* *A short statement regarding the appropriateness of the nominee as a consultant for this program would help the committee.*

Recent scholarly activity

* *if possible cite 3 to 5 recent publications or scholarly works*

Previous affiliation with the University if any (e.g. visiting professor – give dates, internal consultant, former employee, any former professor/student relationships with faculty members).

* *Consultants should be at “arm’s length” from the program, which means not a close friend, not a regular and current collaborator, not having been supervised recently by, not having been a visitor/teacher for some time at, and not a former colleague. Full disclosure of all past affiliation is required to assist the committee in the selection and to ensure an arm’s-length relationship.*