GETTING STARTED: THE SELF-STUDY

Presented by: Quality Assurance Office with contributions from Institutional Analysis and Planning, Library, Co-operative and Experiential Education, Office of Academic Integrity and Office of Equity, Diversity, Inclusion and Anti-racism
PURPOSE OF THIS WORKSHOP

To provide you with a high-level overview of the self-study process and available resources.

At the end of this session, you will be able to:

- Be aware of the types of data that IAP will provide and how to discuss these in the self-study
- Know what standard reports will be provided for the self-study
- Understand the timeline for the delivery of the self-study template and standard components
- Identify resources that are available and know where to get help
EFFECTIVE SELF-STUDIES ARE:

- Reflective, analytical, self-critical and evaluative
- Aimed at quality and continuous improvement
- Grounded in work from previous review cycle (self-study, external reviewers’ recommendations and implementation plan)
- Based on input from a variety of sources (students, faculty, adjuncts, alumni and employers, professional associations)

Adapted from: Quality Assurance Framework: Creating an Effective Self-Study for Program Reviews
BEST PRACTICES

▪ The self-study focuses on the programs included in the review, provides sufficient differentiation and granularity for each, and addresses the elements in the template.

▪ The curriculum is critically examined, with an eye to degree level expectations, program goals, program learning outcomes, improvement and change.

▪ Data are closely analyzed and the narrative connects to the data in the tables.

▪ The self-study provides evidence to support claims and hyperlinks to additional information, where applicable.

▪ Feedback from stakeholders has been incorporated throughout the self-study.
**TIMELINE**

**October - December**
- Populated self-study templates provided to program
- Meet with QA Office and IAP to review data

**January - April**
- Delivery of special data requests
  - Library Report provided
  - Co-op Report provided, if applicable

**mid-June**
- Final year of data distributed

**April 1:** Draft deadline (Volume I)
**July 1:** Final deadline (Volume I, II, III)
DATA
UNDERGRADUATE PROGRAM DATA

Types of data provided:

- Course enrolments
- Service teaching
- Applicant data
- Student registration
- High school grades
- Scholarships and bursaries
- Citizenship status of students
- Gender of students
- Retention
- Student mobility
- Degree information

Questions? Contact Blair Clarance bclarance@uwaterloo.ca
## Table 15b
Number of Applicants, Offers and First-year Registrants in Honours Regular Program

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Applicants</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Choice Applicants (%)</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Choice Applicants (%)</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Choice or lower Applicants (%)</th>
<th>Offers</th>
<th>Registrants</th>
<th>Registrants as % of Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>100</td>
<td>15.0%</td>
<td>15.0%</td>
<td>70.0%</td>
<td>50</td>
<td>15</td>
<td>30.0%</td>
</tr>
<tr>
<td>2015/16</td>
<td>110</td>
<td>20.0%</td>
<td>15.0%</td>
<td>65.0%</td>
<td>56</td>
<td>18</td>
<td>32.1%</td>
</tr>
<tr>
<td>2016/17</td>
<td>115</td>
<td>17.5%</td>
<td>25.0%</td>
<td>57.5%</td>
<td>54</td>
<td>22</td>
<td>40.7%</td>
</tr>
<tr>
<td>2017/18</td>
<td>115</td>
<td>20.0%</td>
<td>15.0%</td>
<td>65.0%</td>
<td>58</td>
<td>18</td>
<td>31.0%</td>
</tr>
<tr>
<td>2018/19</td>
<td>125</td>
<td>15.0%</td>
<td>20.0%</td>
<td>65.0%</td>
<td>65</td>
<td>15</td>
<td>23.1%</td>
</tr>
<tr>
<td>2019/20</td>
<td>130</td>
<td>17.5%</td>
<td>20.0%</td>
<td>62.5%</td>
<td>68</td>
<td>21</td>
<td>30.9%</td>
</tr>
<tr>
<td>2020/21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- number of applicants to the program
- changes in number of applicants
- interest in program based on rank on application
- offers and registrants
- alignment with admissions target
## Table 22c
Student Retention in the Honours Co-op Program

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Cohort Size</th>
<th>Still Seeking in Honours Co-op</th>
<th>Still Seeking in any Other Program</th>
<th>Degree in Honours Co-op</th>
<th>Degree in Other Program Level</th>
<th>Degree in Different Program</th>
<th>Withdrawn from UW</th>
<th>Honours Co-op Retention %</th>
<th>UW Retention %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>15</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>60.0%</td>
<td>93.3%</td>
</tr>
<tr>
<td>2015/16</td>
<td>15</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>66.7%</td>
<td>86.7%</td>
</tr>
<tr>
<td>2016/17</td>
<td>20</td>
<td>13</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>80.0%</td>
<td>95.0%</td>
</tr>
<tr>
<td>2017/18</td>
<td>25</td>
<td>16</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>68.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>2018/19</td>
<td>25</td>
<td>20</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>80.0%</td>
<td>96.0%</td>
</tr>
<tr>
<td>2019/20</td>
<td>35</td>
<td>32</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>91.4%</td>
<td>97.1%</td>
</tr>
<tr>
<td>2020/21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- # students still seeking
- typical length of program
- reasons for delaying completion, if known
- degree completions
- popularity and reasons for switching to other program levels
- # of withdrawals
- reasons for withdrawals, if known
# Table 23
## Student Mobility - by First and Last Term Faculty over Last 7 Years

<table>
<thead>
<tr>
<th>First Faculty</th>
<th>AHS</th>
<th>ARTS</th>
<th>ENG</th>
<th>ENV</th>
<th>SCI</th>
<th>MATH</th>
<th><em>Zoology</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>450</td>
<td>1</td>
<td>3</td>
<td>12</td>
<td>72</td>
<td>2</td>
<td>357</td>
</tr>
<tr>
<td><strong>AHS</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>ARTS</strong></td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>ENG</strong></td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>ENV</strong></td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>MATH</strong></td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>SCI</strong></td>
<td>85</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>65</td>
</tr>
<tr>
<td><strong>Zoology</strong></td>
<td>350</td>
<td>1</td>
<td>2</td>
<td>10</td>
<td>50</td>
<td>2</td>
<td>283</td>
</tr>
</tbody>
</table>

- Transfers **out of** program
- Common programs to transfer to, if known
- Transfers **into** program
- Common programs to transfer from
- Retained in program from first to last
- Reasons for transfers out of the program

**Sample Table**

- Retained in program from first to last
Types of data provided:

- Graduate Student Financial support
- Graduate course enrolments
- Student registration
- Retention
- Time to completion
- Citizenship status of students
- Gender of students
- Applicant data (GSPA)
- Research funding

Questions? Contact Kerry Tolson ktolson@uwaterloo.ca
**Table 8**

Financial Support for Master’s Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time Equivalent (FTEs) (#)</th>
<th>Amount of Support ($)</th>
<th>Students Funded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>External Scholarship (#) ($)</td>
<td>University Scholarship (#) ($)</td>
<td>Teaching Assistantship (#) ($)</td>
</tr>
<tr>
<td>2014/15</td>
<td>5.3 $173,000</td>
<td>11 $35,748</td>
<td>6 $65,764</td>
</tr>
<tr>
<td>2015/16</td>
<td>1.3 $44,000</td>
<td>8.7 $28,850</td>
<td>7.7 $76,763</td>
</tr>
<tr>
<td>2016/17</td>
<td>0 $0</td>
<td>3.7 $18,100</td>
<td>7.5 $80,506</td>
</tr>
<tr>
<td>2017/18</td>
<td>0.7 $15,000</td>
<td>4 $7,600</td>
<td>5.3 $62,122</td>
</tr>
<tr>
<td>2018/19</td>
<td>0.7 $30,000</td>
<td>4.7 $13,500</td>
<td>7.8 $84,782</td>
</tr>
<tr>
<td>2019/20</td>
<td>1.3 $42,000</td>
<td>8.7 $19,100</td>
<td>11.7 $129,593</td>
</tr>
<tr>
<td>2020/21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- funding sources and distribution among sources
- guaranteed funding (e.g., minimum, guaranteed TAships, etc.)
- total funding, correlate to program growth
- % of students funded over time
- average support over time
### Table 13
Total Graduate Course Enrolment by Subject

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ZOO 400/650</td>
<td>Advanced Topics in Zoology</td>
<td>10</td>
<td>12</td>
<td>0</td>
<td>15</td>
<td>25</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>ZOO 650</td>
<td>Advanced Topics in Zoology</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>ZOO 700</td>
<td>Research Seminar in Zoology</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

- Course enrolment over the review period (fiscal year)
- Frequency of course offerings
- Which courses are restricted to graduate students, if any
- Courses held with undergraduate courses
  - Regulations regarding the number of 500-level, held-with or graduate-only courses that can be taken by graduate students, if applicable
### Table 34
PhD: Time to Completion by Year of Admission

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Intake</th>
<th>Completions (♯)</th>
<th>Completions (%)</th>
<th>≤ 12 Terms</th>
<th>13-15 Terms</th>
<th>16-18 Terms</th>
<th>&gt; 18 Terms</th>
<th>Average (Years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011/12</td>
<td>4</td>
<td>4</td>
<td>100.0%</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5.5</td>
</tr>
<tr>
<td>2012/13</td>
<td>4</td>
<td>3</td>
<td>75.0%</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5.8</td>
</tr>
<tr>
<td>2013/14</td>
<td>4</td>
<td>3</td>
<td>75.0%</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>4.9</td>
</tr>
<tr>
<td>2014/15</td>
<td>5</td>
<td>5</td>
<td>100.0%</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>5.0</td>
</tr>
<tr>
<td>2015/16</td>
<td>6</td>
<td>3</td>
<td>50.0%</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4.6</td>
</tr>
<tr>
<td>2016/17</td>
<td>6</td>
<td>1</td>
<td>16.7%</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.0</td>
</tr>
<tr>
<td>2017/18</td>
<td>7</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2018/19</td>
<td>9</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2019/20</td>
<td>7</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>2020/21</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- program time limits and graduations within and beyond these limits
- time to completion expectation and average time to complete
- reasons for delaying completion, if known
STANDARD REPORTS
The Library Report describes how the Library supports the programs and helps your students achieve curriculum goals and learning expectations. It could include strengths and opportunities to improve in the following areas:

- Instruction & Learning Support
- Information Service & Research Support
- Collection Support
- Specialized Services & Support
- Learning Spaces
LIBRARY REPORT

- Written by the Subject Librarian, reviewed by the Department Head, and approved by Associate University Librarian, Learning, Research and User Services
  - https://uwaterloo.ca/library/services/librarians-subject
- Incorporated into Section 4.1.1 and not to be modified
- Section 4.1.2 allows you to reflect on the Library Report and add any additional information about the program’s interactions with the Library
The Co-op Report includes:

- Overview of co-op employment process
- Requirements for co-op designation
- Study/Work Term sequence(s) for the program
- Co-op student employment rates for the program
- Geographic areas and sectors in which co-op students are employed
- Average salary range for the faculty
- Examples of co-op jobs for students in the program
- Employer evaluations of co-op students
- Co-op student evaluations of employers (now including data from the ‘Rate My Work Term’ tool in WaterlooWorks)
- CEE observations and commentary
CO-OP REPORT

- Written by the relevant Faculty Relations Manager
  - [https://uwaterloo.ca/co-operative-education/about/people/group/49](https://uwaterloo.ca/co-operative-education/about/people/group/49)

- Incorporated into Section 5.6.1 and not to be modified

- Section 5.6.2 allows you to reflect on the Co-op Report in relation to the program learning outcomes
RESOURCES
8.1 Equity, Diversity and Inclusion

Comment on how the program contributes to the equity, diversity and inclusion goals articulated in the University of Waterloo’s Strategic Plan

Discuss the program’s efforts towards equity, diversity and inclusion, particularly in the following areas:

• In teaching and learning activities (e.g., courses, workshops, seminars, etc.);
• In admission of students;
• In hiring and retaining faculty and staff.

Contact the Office of Equity, Diversity, Inclusion and Anti-racism for further information and support.

8.2 Indigenization

Document the program’s efforts in contributing toward the University’s Indigenization Strategy. Contact the Office of Indigenous Relations for further information and support.
OFFICE OF EQUITY, DIVERSITY INCLUSION AND ANTI-RACISM
OFFICE OF INDIGENOUS RELATIONS

- Provide guidance and advice on addressing systemic barriers to equity, inclusion and decolonization
- Make evidence-based recommendations for making programs more inclusive
- Provide training opportunities related to Indigeneity, equity, diversity and inclusion
- Create new opportunities or build relationships to develop equity initiatives

Resource:
Equity in the Self-Study
Contacts:
equity@uwaterloo.ca

Resource:
Indigenization of Curriculum
Contact:
leslie.wexler@uwaterloo.ca
8.3 Academic Integrity

Comment on the program’s efforts to promote Academic Integrity:

- In students’ learning activities (e.g., courses, workshops, seminars, etc.) – this should include activities above and beyond the course syllabus disclaimer and Graduate Academic Integrity Module (Grad AIM);
- In faculty-specific teaching and learning activities (e.g., CTE workshops, seminars, etc.);
- In faculty and staff development activities (e.g., initiatives focused on integrity, OHD sessions, etc.).

Discuss any systemic challenges that the program faces surrounding academic integrity (e.g., large courses with multiple choice exams).

Discuss future initiatives planned to promote academic integrity or integrity.

Contact the Office of Academic Integrity for further information and support.
OFFICE OF ACADEMIC INTEGRITY

- Presentations to students
- Connecting students to resources (e.g., Liaison librarian)
- Instructor development (e.g., the CTE workshop: Teaching and Academic Integrity: Discouraging Cheating and Enhancing Learning)
- Reporting suspected misconduct to Associate Dean
- **Integrity Matters workshop** for staff
- Academic Integrity website
- Discuss challenges and next steps

**Resource:** [Academic Integrity in the Self-Study](mailto:academic.integrity@uwaterloo.ca)

**Contact:** academic.integrity@uwaterloo.ca
HELPFUL TIPS

- Start now!
- Create a team and delegate specific tasks (e.g., writing, surveys, focus groups, etc.)
- Review your data before meeting with IAP/QA Office
- Submit any special data requests to IAP by January 31st
- Share draft internally and get feedback from faculty, staff, students, alumni etc.
- The draft should be relatively complete for April 1 deadline. The QA Office will provide feedback on the draft.
QUESTIONS?

quality.assurance@uwaterloo.ca