Welcome!

We will be getting started shortly.

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- While you wait:

    - Introduce yourselves in the chat

- Note: this meeting will be recorded for those who are unable to attend.

- The recording and the slides will be made available to the programs following the presentation.

David DeVidi, Associate Vice-President, Academic

Jeff Casello, Associate Vice-President, Graduate Studies and Postdoctoral Affairs

Angela Christelis, Director, Quality Assurance and Continuous Improvement

5/25/2023

Academic Program Reviews

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Ontario Universities Council on Quality Assurance (Quality Council or QC)

- Operates at arm's length from the provincial government and the public universities

- Developed the Quality Assurance Framework (QAF) which guides all QA work

- Every university follows its own Institutional Quality Assurance Process (IQAP), which aligns with the Quality Council's Quality Assurance Ice Framework

- Compliance with the IQAP is the responsibility of the AVPA and AVPGSPA with support from the Office of Quality Assurance and Continuous Improvement

- Academic programs are reviewed at Waterloo every 7 years

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Best practices

COLLABORATE

Team approach

Distribute workload

CONSULT

Students
Alumni
Faculty
Staff
Industry partners

REFLECT

Thoughtful analysis
= better advice

SUPPORT

Support claims
with evidence

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Benefits of Program Reviews

- Shape the future of your program

- Get expert advice

- Celebrate your strengths and successes, identify areas for improvement

- Identify your program differentiators

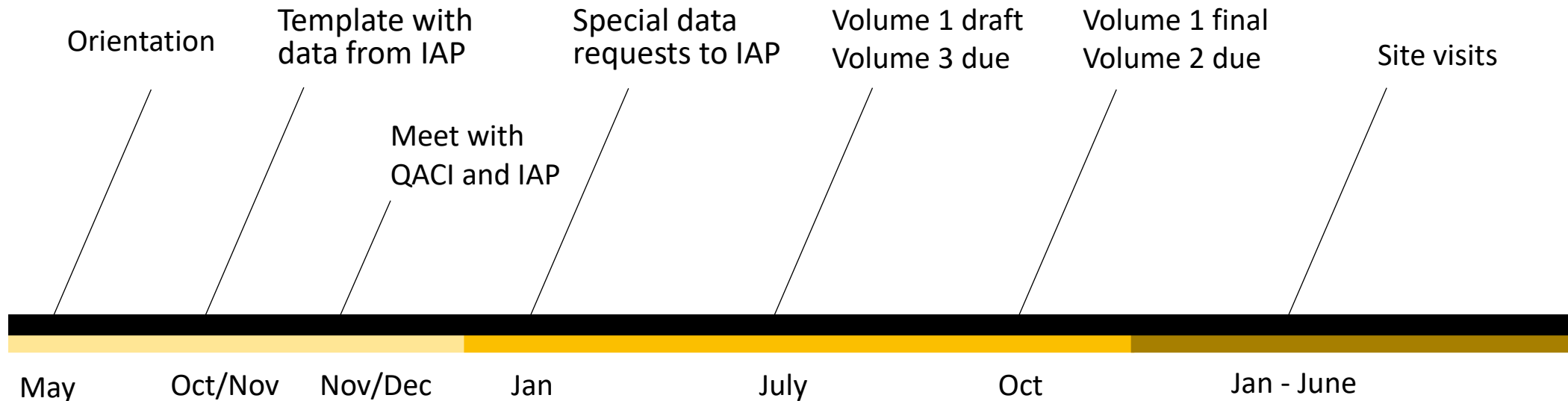- Connect with students, alumni, staff, faculty and employers/industry

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ACADEMIC PROGRAM REVIEWS: STEPS

1) Self-Study (Volumes I, II, III)

2) Site Visit and External Reviewers' Report

3) Program Response and Dean's Response

4) Final Assessment Report

5) Progress Report

https://uwaterloo.ca/academic-program-reviews/cyclical-program-reviews

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1. SELF-STUDY (VOLUMES I, II, III)

Overview of the process

Orientation

Template with data from IAP

Meet with QACI and IAP

Special data requests to IAP

Volume 1 draft
Volume 3 due

Volume 1 final
Volume 2 due

Site visits

May   Oct/Nov   Nov/Dec   Jan   July   Oct   Jan - June

Volume I – Self-study: first draft due **July 1, 2024**
final draft due **October 1, 2024**

Volume II - CVs: due **October 1, 2024**
Volume III – External reviewers: due **July 1, 2024**

Special data requests due: **January 31, 2024**

Link for templates

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Self-Study (Volumes I, II, III)

VOLUME I – Self-Study (first draft due **July 1, 2024**, final draft due **October 1, 2024)**

- Covers seven years (May 2017 – April 2024)

- Program information sheet – used to generate your data

- Tailored template with data from IAP

- Meet with QACI and IAP

- Approx. 16 months to complete final volume

VOLUME II – CVs (due **October 1, 2024)**

- Last 7 years

- No formatting requirements

- Links to CVs acceptable – ensure links are accessible to externals without sign-in

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Self-Study (Volumes I, II, III)

VOLUME III – External Reviewers (due **July 1, 2024)**

- 5 from within Ontario, 5 from outside of Ontario

- Potential reviewers:

  - Must be arm's length

  - Associate Professor and above

  - Senior leadership experience

  - Teaching, research and supervision

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Institutional Analysis and Planning (IAP) will:

- Provide you with data from the last 7 years*

- Hold a data analysis meeting with each program to review early findings

- Receive special data requests up to January 31, 2024

- Provide existing student survey data for your program (e.g., <u>NSSE</u>, <u>OUGS</u> etc.)

- Provide a survey toolkit that includes common questions programs can use gathering feedback from current students and alumni

*the 7th year data will be provided in June once convocation has passed

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Additional Reports

- Summaries will be prepared by Co-operative and Experiential Education (CEE) and the Library. These reports are to be included in the self-study.

Library Report

- Available resources (e.g., collections, subscriptions and special support etc.) for the program under review

- Assessment of resources provided to the program

- Strengths of support and opportunities for improvement

Co-op Report

- Co-op student employment rates for the program

- Geographic areas and sectors in which co-op students are employed

- Co-op student retention rates

- Employer evaluations of co-op students

- Co-op student evaluations of employers

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How program quality is assessed

- **Program curriculum:**

  - Does it meet undergraduate (UDLEs) and/or graduate Degree Level Expectations (GDLEs)?

  - Are you meeting your program objectives and delivering on your intended program learning outcomes?

  - Does your curriculum address the current state of the discipline/area of study?

- **Students:**

  - Does your program attract and retain high-quality students?

  - Is enrolment stable/at an acceptable level for your program?

  - Are your time-to-completion rates where they should be?

  - Are post-graduation outcomes healthy?

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How program quality is assessed

- **Faculty:**

  - Does your faculty complement have the research/professional/clinical expertise needed to foster an appropriate intellectual climate?

  - Are your core courses taught predominantly by permanent faculty or by part-time/temporary instructors? If you rely on sessional instructors, how do you ensure consistency, achievement of PLOs, etc.?

- **Infrastructure:**

  - Does your program have sufficient classrooms, labs, research facilities, equipment, etc., to achieve your PLOs, research and teaching needs?

  - Do your students, staff and faculty have adequate spaces to collaborate, socialize, and work in (lab spaces, office space for research graduate students, etc.)?

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Completing the Self-Study – where to start

SUMMER

- Complete Program Information Sheet and return to QACI Office

- Identify writing team, as well as roles and responsibilities

- Review previous documents (self-study, External Reviewers' Report, etc.)

- Conduct visioning exercise and begin consultations (e.g., brainstorming sessions with faculty and staff)

- Encourage faculty to update CVs

- Start putting together your list of external reviewers

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Completing the Self-Study – where to start

SUMMER:

- Work can begin on the following sections of the self-study:

  - Section 1: Background – in particular, Section 1.5 Quality Enhancement in the Review Period

  - Section 8: Equity and Academic Integrity

  - Section 9: Strengths, Challenges, Weaknesses and Opportunities for Improvement

FALL

- Create or critique program learning outcomes and curriculum map. Update as needed

- Continue consulting stakeholders (e.g., survey students and alumni, conduct focus groups if needed)

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QACI support

- Student focus groups

- Qualtrics support

- Alumni surveying

- Connect you with other ASUs – CTE, Co-op, IAP, etc.

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2. SITE VISIT & EXTERNAL REVIEWERS' REPORT

Site Visit & External Reviewer's Response

- Two arm's length external reviewers* and one internal support person* read self-study and come to campus or have a virtual site visit (~2 full days in-person, ~4-5 half days for virtual visits)

- Site visits will be planned for January – June 2025.

- Reviewers use a template to prepare a report with their recommendations

- The Provost, Dean, Associate Dean and the Chair/Director of the program receive a copy of the report

- The program is given time to review the report and inform the QA Office of any factual errors in the reviewers' report

Exceptions exist for minors or options

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3. PROGRAM RESPONSE, IMPLEMENTATION PLAN AND DEAN'S RESPONSE

Program Response & Dean's Response

- The Program will use a template to:

    - Respond to each of the recommendations in the report

    - Prioritize and clearly outline proposed timelines for the implementation of recommendations to be achieved in the next 2 years vs. those that will take longer

    - Clearly identify who is responsible for acting on each of the selected recommendations

- The Dean will use the program's response to develop their comments on the recommendations

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4. FINAL ASSESSMENT REPORT

Final Assessment Report (FAR)

- Is a synopsis prepared by the Quality Assurance Office and approved by the AVPA or AVPGSPA

- A FAR includes the Program Response to the External Reviewers' Report, Dean's Response, and an implementation plan to address identified issues

- The FAR is brought to a Senate-level committee for internal review and approval

- The FAR is then brought to Senate for information and then posted on our website

- Each July, all approved FARs are submitted to the Quality Council

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5. PROGRESS REPORT

Progress Report

- Mid-cycle – approx. 4 years after self-study

- 6 months notice

- Asks you to provide an update on your progress with your implementation plan

- Progress report will be reviewed and approved by a Senate-level committee

- Like the FAR, it will go to Senate for information

- Posted on website

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QUESTIONS
ABOUT THE SELF-STUDY, SITE VISIT, FINAL ASSESSMENT REPORT ETC.?

What we're looking for

- Thoughtful, concise, evidence-based narratives

- Integration of feedback from students, staff, faculty, alumni and employers/industry, as appropriate, into the self study

- Connection and alignment with strategic goals of the University

- Differentiators of your program

- Focus on continuous improvement and program enhancement

- Rational arguments for requests for additional resources – tied to specific, measurable improvements.

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Tips

- Use a team approach – delegate parts of the review to faculty, staff and students. Student and alumni perspectives are **essential!**

- Regularly meet with your team about progress

- Use surveys and focus groups to get feedback from students, staff, faculty, alumni and employers/industry, as appropriate

- Consider the audience of the self-study (i.e., external reviewer) as you write the self study

- Use evidence to support statements in the self study (i.e., link to sources)

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Upcoming Workshops

Dates: TBD

- **Learning Outcomes and Curriculum Mapping** hosted by Centre for Teaching Excellence

- **Surveying and Student/Alumni Engagement in Program Reviews** hosted by QA Office, Institutional Analysis and Planning, Student Success Office and Alumni Relations

- **Getting Started: The Self-Study**, hosted by the QA Office, Institutional Analysis and Planning, Co-operative and Experiential Education, Library, Office of Academic Integrity, Human Rights Equity and Inclusion

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CONTACTS

Quality Assurance Office - quality.assurance@uwaterloo.ca

- Angela Christelis– angela.christelis@uwaterloo.ca

Institutional Analysis and Planning

- Blair Clarance (UG program data) – bclarance@uwaterloo.ca

- Kerry Tolson (Grad program data) – ktolson@uwaterloo.ca

- Rohem Adagbon (Survey data) – rohem.adagbon@uwaterloo.ca

Office of Academic Integrity

- academic.integrity@uwaterloo.ca

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CONTACTS

Centre for Teaching Excellence

▪ Veronica Stephenson – veronica.stephenson@uwaterloo.ca (after July)

▪ Victoria Feth – victoria.feth@uwaterloo.ca

▪ Leslie Wexler - leslie.wexler@uwaterloo.ca

▪ Faculty Liaisons – https://uwaterloo.ca/centre-for-teaching-excellence/people-profiles

Alumni Relations

▪ Lisa McAughey– lisa.mcaughey@uwaterloo.ca

▪ Faculty Alumni Officers – https://uwaterloo.ca/alumni/about/people

Human Rights, Equity and Inclusion Office

▪ equity@uwaterloo.ca

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CONTACTS

Co-operative and Experiential Education

- Janice Bruin (Health) – jbruin@uwaterloo.ca

- Brent Thornhill (Arts) – bthornhill@uwaterloo.ca

- Kathryn Fedy (Environment and SAF) – k4king@uwaterloo.ca

- Eva Skuza (Engineering and Architecture) – eva.skuza@uwaterloo.ca

- Justin Kieffer (Mathematics) - jkieffer@uwaterloo.ca

- Kirsty Budd (Science and Pharmacy) – kirsty.budd@uwaterloo.ca

Library

- Liaison Librarians - https://uwaterloo.ca/library/services/librarians-subject

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uwaterloo.ca/academic-program-reviews/