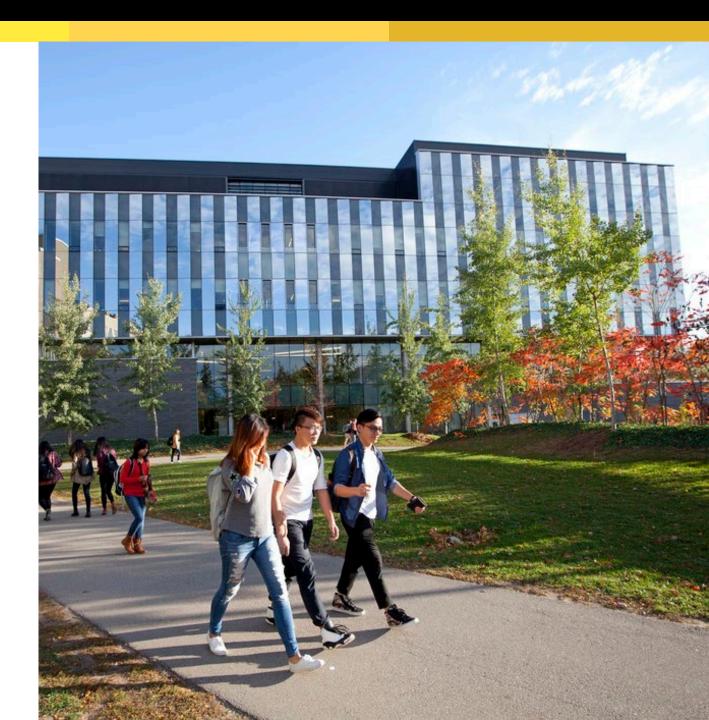# GETTING STARTED: THE SELF-STUDY

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

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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

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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

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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.

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TIMELINE

July 1: Draft deadline Self-study (Volume I) + Volume III

October 1: Final deadline (Volume I + Volume II)

October - December	January - July	July - August
• Populated self-study templates provided to program • Meet with QA Office and IAP to review data	• Delivery of special data requests • Library Report provided • Co-op Report provided, if applicable	• Final year of data distributed

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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

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SAMPLE TABLE – APPLICATION DATA

Table 15b Number of Applicants, Offers and First-year Registrants in Honours Regular Program							
Fiscal Year	Applicants	1st Choice Applicants (%)	2nd Choice Applicants (%)	3rd Choice or lower Applicants (%)	Offers	Registrants	Registrants as % of Offers
2014/15	100	15.0%	15.0%	70.0%	50	15	30.0%
2015/16	110	20.0%	15.0%	65.0%	56	18	32.1%
2016/17	115	17.5%	25.0%	57.5%	54	22	40.7%
2017/18	115	20.0%	15.0%	65.0%	58	18	31.0%
2018/19	125	15.0%	20.0%	65.0%	65	15	23.1%
2019/20	130	17.5%	20.0%	62.5%	68	21	30.9%
2020/21							

- number of applicants to the program
- changes in number of applicants

- interest in program based on rank on application

- offers and registrants
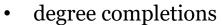- alignment with admissions target

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SAMPLE TABLE – RETENTION DATA

Table 22c Student Retention in the Honours Co-op Program								
Fiscal Year	Cohort Size	Still Seeking in Honours Co-op	Still Seeking in any Other Program	Degree in Honours Co-op	Degree in Other Program Level	Degree in Different Program	Withdrawn from UW	Honours Co-op Retention %	UW Retention %
2014/15	15	1	2	8	2	1	1	60.0%	93.3%
2015/16	15	3	1	7	2	0	2	66.7%	86.7%
2016/17	20	13	2	3	1	0	1	80.0%	95.0%
2017/18	25	16	4	1	2	2	0	68.0%	100.0%
2018/19	25	20	4	0	0	0	1	80.0%	96.0%
2019/20	35	32	2	0	0	0	1	91.4%	97.1%
2020/21									

- # 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

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SAMPLE TABLE – STUDENT MOBILITY

Table 23 Student Mobility - by First and Last Term Faculty over Last 7 Years								
		Last Faculty						
First Faculty	First Faculty Total	AHS	ARTS	ENG	ENV	SCI	MATH	*Zoology*
AHS	0	0	0	0	0	0	0	0
ARTS	3	0	1	0	0	0	0	2
ENG	5	0	0	1	0	0	0	4
ENV	5	0	0	0	2	2	0	1
MATH	2	0	0	0	0	0	0	2
SCI	85	0	0	0	0	20	0	65
Zoology	350	1	2	2	10	50	2	283
Total	450	1	3	3	12	72	2	357

- Transfers **into** program
- Common programs to transfer from

- Retained in program from first to last

- Transfers **out of** program
- Reasons for transfers out of the program

- Common programs to transfer to, if known

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GRADUATE PROGRAM DATA

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

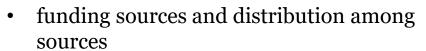Questions? Contact Kerry Tolson ktolson@uwaterloo.ca

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SAMPLE TABLE – FINANCIAL SUPPORT

This category has been split into research assistantships and research studentships

Table 8
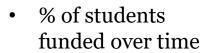**Financial Support for Master's Students**

Year	Full-time Equivalent (FTEs) (#) and Amount of Support ($)												Students Funded		
	External Scholarship		University Scholarship		Teaching Assistantship		Research Assistantship		Other		Total		#		Average Support ($)
	(#)	($)	(#)	($)	(#)	($)	(#)	($)	(#)	($)	(#)	($)	(#)	(%)	
2014/15	5.3	$173,000	11	$35,748	6	$65,764	1	$5,001	10.1	$36,047	46.2	$315,560	21.4	46%	$14,746
2015/16	1.3	$44,000	8.7	$28,850	7.7	$76,763	0	$0	11.5	$79,633	50.3	$229,246	19.5	39%	$11,756
2016/17	0	$0	3.7	$18,100	7.5	$80,506	0.3	$5,000	13.4	$141,634	37.8	$245,240	16.1	43%	$15,232
2017/18	0.7	$15,000	4	$7,600	5.3	$62,122	0	$0	10	$83,195	32	$167,917	13	41%	$12,917
2018/19	0.7	$30,000	4.7	$13,500	7.8	$84,782	0	$0	14.8	$97,472	52	$225,754	17.1	33%	$13,202
2019/20	1.3	$42,000	8.7	$19,100	11.7	$129,593	0	$0	29.1	$168,584	82.3	$359,277	35.5	43%	$10,120
2020/21															

- 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

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SAMPLE TABLE – GRADUATE COURSE ENROLMENT

		Table 13 Total Graduate Course Enrolment by Subject						
Course Code	Course Title	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
ZOO 400/650	Advanced Topics in Zoology	10	12	0	15	25	18	
ZOO 650	Advanced Topics in Zoology	0	0	20	0	0	0	
ZOO 700	Research Seminar in Zoology	0	5	0	0	4	0	

- 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

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SAMPLE TABLE – TIME TO COMPLETION

Table 34
PhD: Time to Completion by Year of Admission

Fiscal Year	Intake	Completions (#)	(%)	Time to Completion				Average (Years)
				≤ 12 Terms	13-15 Terms	16-18 Terms	> 18 Terms	
2011/12	4	4	100.0%	1	1	1	1	5.5
2012/13	4	3	75.0%	0	1	1	1	5.8
2013/14	4	3	75.0%	0	2	1	0	4.9
2014/15	5	5	100.0%	1	2	2	0	5.0
2015/16	6	3	50.0%	1	1	1	0	4.6
2016/17	6	1	16.7%	1	0	0	0	4.0
2017/18	7	0	0.0%	0	0	0	0	0.0
2018/19	9	0	0.0%	0	0	0	0	0.0
2019/20	7	0	0.0%	0	0	0	0	0.0
2020/21								

- 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

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STANDARD REPORTS

LIBRARY REPORT

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

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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

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CO-OP REPORT

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

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CO-OP REPORT

- Written by the relevant Faculty Relations Manager

    - 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

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RESOURCES

8.1 Equity, Diversity and Inclusion

Comment on how the program contributes to the equity and anti-racism goals articulated in the University of Waterloo's Strategic Plan

Discuss the program's efforts towards equity and anti-racism 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.

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OFFICE OF EQUITY, DIVERSITY INCLUSION AND ANTI-RACISM
OFFICE OF INDIGENOUS RELATIONS

- Provide guidance and advice on addressing systemic barriers to equity, anti-racism and decolonization

- Provide training opportunities related to Indigeneity, equity and anti-racism

- Provide support for the development of initiatives related to Indigeneity, equity and anti-racism

Resource:
Indigenization of Curriculum

Contact:
Indigenous Knowledges and Anti-Racism (CTE)

Resource:
Equity in the Self-Study

Contacts:
equity@uwaterloo.ca

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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.

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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 July 1 deadline. The QA Office will provide feedback on the draft.

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QUESTIONS?

quality.assurance@uwaterloo.ca

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