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**Degree Program(s) Self-Study (Confidential)**

**Date**

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Name of Academic Unit

List of Degree Programs Included in the Self-Study

 Faculty

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# **PART 1 – DEGREE PROGRAM SELF-STUDY**

Faculty members and academic administrators undertake the self-study of the degree programs based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. The self-study is broad-based, reflective and forward looking, and includes critical analysis. It is an assessment of the strengths and challenges facing the degree program(s), the range of its activities and the nature of its future plans.

Clearly mark the Self-Study as “Confidential” since it is not to be made publicly available.

Academic Administrative Units are encouraged to use clear and concise language and limit their *Degree Program Self Study* to no more than 30 pages excluding appendices. Larger Academic Administrative Units with multiple degree programs may need to exceed this page limit.

Note: The process of preparing a self-study should involve faculty, students and staff. The input of others deemed to be relevant and useful, such as graduates of the program and representatives of industry, the professions, practical training programs, community members and employers may also be included*.*

## **I. INTRODUCTION AND CONTEXT**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* Briefly introduce the Academic Administrative Unit and the Degree Program(s) described in the self-study. Ensure that **each** degree program in the Academic Administrative Unit is mentioned here. Provide a URL for the Academic Administrative Unit and all Degree Programs under review.
* Highlight any significant developmental milestones.
* What particular strengths, characteristics and risks define the Academic Administrative Unit and Degree Program(s)?
* Refer to any indicators/data that relate to the general Academic Administrative Unit “environment.”
* Describe the participation of program faculty, staff, students, as well as any others deemed to be relevant and useful, in the self-study process and how their views have been obtained and taken into account.

## **II. DEGREE PROGRAMS**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Provide a separate section for **each** Degree Program that is listed in the Terms of Reference for the review.

### **Degree Program Description**

Describe the Degree Program being reviewed.

### **Statement of Educational Goals**

Outline the education goals of the Degree Program and explain how these goals are consistent UNBC’s vision, mission, values and strategic priorities and the Academic Administrative Unit’s academic plans.

**Admission Requirements**

Indicate the admission requirements for the Degree Program and how they align with the learning outcomes established for completion of the Degree Program.

**Curriculum and Program Delivery**

* List the degree requirements and learning outcomes. Indicate how they are conveyed, their appropriateness for the discipline, the alignment with the appropriate degree-level expectations and, where appropriate, their alignment with the standards of any related regulatory, accrediting or professional association.
* Include the degree-level expectations as an appendix.
* Evidence of a program structure and faculty research that ensures the intellectual quality of the student experience.
* Describe how the curriculum reflects the current state of the discipline or area of study and if is appropriate for the level of the Degree Program.
* Identify any significant innovation or creativity in the content and/or delivery of the program relative to other such Degree Programs.
* As appropriate, describe how the mode(s) of delivery are appropriate to and effective in meeting the Degree Program’s learning outcomes.
* Outline opportunities for learning beyond the classroom that are made available to students.
* As an appendix, provide a list of courses offered in support of the Degree Program including the course number, the credit value and the course description. (This can be organized to reflect the manner in which the courses count toward the degree program requirements).

**Assessment of Learning**

* Describe the appropriateness and effectiveness of the means of assessment, especially in the students’ final year of the program, in clearly demonstrating achievement of the Degree Program’s learning objectives and degree-level expectations.

**Student Awards and Professional Development**

* Success rates in provincial and national scholarships, competitions and awards.
* Comment on any initiatives in place to foster the professional development of students in the program including professional and transferable skills.

**Student Funding**

* Describe the Scholarships, bursaries and other funding opportunities available to students in the Degree Program.

**Quality Indicators**

Outcome measures of student performance and achievement are of particular interest, but there are also important input and process measures which are known to have a strong association with quality outcomes. The self-study, where possible, should include the following:

* **Students:**
* application and registration (Institutional Research can provide the data)
* attrition rates (Institutional Research can provide the data)
* average admission GPA (Institutional Research can provide the data)
* how time to the completion of a degree is monitored and managed in relation to the program’s defined length and program requirements (Institutional Research can provide data on how long it takes students to complete the degree.)
* faculty commitment to student mentoring
* quality and availability of graduate student supervision
* quality and availability of undergraduate student research supervision
* final-year academic achievement (Institutional Research can provide information on the average GPA)
* academic awards (Office of the Registrar - Awards & Financial Aid Unit and the Office of Graduate Programs)
* student scholarly output
* student course evaluations on teaching
* graduation rates (Institutional Research can provide the data)
* **Post-graduation:**

(For undergraduate students, please refer to the BC Student Outcomes website for data from their annual surveys conducted with former students <http://outcomes.bcstats.gov.bc.ca/Annual_Surveys.aspx>).

* program satisfaction post-graduation
* employment rates post-graduation
* employer satisfaction level
* postgraduate study
* publication rates
* alumni reports on program quality when available and when permitted by the *Freedom of Information and Protection of Privacy Act (FIPPA)*. External Reviewers are instructed that these items may not be available and applicable to all programs.
* Assessment of the Degree Program relative to the similar ones offered in Canada, North America and internationally, including areas of strength and opportunities.
* Other Degree Program-related data and measures of performance, including applicable provincial, national and professional standards (where available).

**Quality Enhancement**

* Describe initiatives taken to enhance the quality of the Degree Program and the associated learning and teaching environment
* Describe initiatives that have been undertaken to enhance the Degree Program’s accessibility (i.e., for students requiring physical or mental health accommodations) and diversity

## **III. FACULTY**

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Include as an appendix standard UNBC CVs for all tenure and tenure-track faculty. Academic Administrative Units may wish to include CVs of other faculty, depending on the nature of their contributions to the Degree Programs’ core functions.

Describe faculty complement. List faculty members by:

* tenured and tenure-track faculty (assistant, associate and full professor)
* senior lab instructor
* instructor
* “other faculty” as relevant
* sessional
* adjunct
* Identify areas of strength and expertise, focusing on current status as well as plans for future development. Attention should be given to any notable changes in the strengths and weaknesses of the complement as a whole, including real or anticipated changes experienced or anticipated as a result of recent/expected hires and retirements. Plans for future development may include a faculty renewal plan.
* Describe the appropriateness and effectiveness of the Academic Administrative Unit’s use of existing human resources in delivering its degree program(s).
* Identify and describe support for faculty development.

## **IV. RESEARCH**

In all cases, an assessment of the quality of research output, supported by evidence appropriate to the discipline, is essential. There are variations across Academic Administrative Units as to the appropriate indicators.

* Describe the scope, quality and relevance of the Academic Administrative Unit’s research activities.
* What are the major research themes and priorities within the Academic Administrative Unit?
* Describe the research undertaken in the last five years by each faculty member, grouped under the relevant themes.
* Provide data on research funding over the past five years.
* What benchmarks of research success are measured within the Academic Administrative Unit?
* Comment upon the level of activity and success in research and scholarship among your members.
* Discuss how this level of activity and success compares nationally and internationally.
* Explain how the research activity of faculty supports the research and learning of undergraduate and graduate students in the Academic Administrative Unit.

## **V. INTERNAL AND EXTERNAL RELATIONSHIPS**

* Describe the scope and nature of the Academic Administrative Unit’s relationship with similar units at UNBC and external government, academic and professional organizations.
* What has been the social impact of the Academic Administrative unit in terms of outreach to local and national communities?
* Has the Academic Administrative Unit developed or sustained fruitful partnerships with other universities and organizations in order to foster research, creative professional activities and to deliver Degree Programs?

## **VI. ORGANIZATIONAL AND FINANCIAL STRUCTURE**

* Assess how the appropriateness of the administrative and governance structures promote for the effective functioning of the Academic Administrative Unit.
* Describe the appropriateness and effectiveness of the Academic Administrative Unit’s organizational and financial resources in delivering its Degree Program(s).
* What are the challenges and opportunities over the next five years?

## **VII. RESOURCES AND INFRASTRUCTURE**

* Laboratory facilities: as appropriate, identify major equipment requirements to support Degree Program delivery and research.
* Space: as appropriate, describe any unique space pressures and requirements and how these are accommodated.
* Describe the appropriateness and effectiveness of the unit’s use of existing physical resources in delivering its program(s).
* Describe the academic support services that directly contribute to the academic quality of each program under review.

## **VIII. PREVIOUS REVIEW RECOMENDATIONS**

* Summarize the key findings of the previous Degree Program(s) review.
* Describe how the academic administrative unit/degree program(s) have addressed recommendations from the previous external review.

## **IX. FUTURE DIRECTIONS**

* Areas identified through the conduct of the self-study as requiring improvement.
* Areas that hold promise for enhancement.
* Initiatives or changes planned to provide further support to or enhance research, scholarship or programs.

# **PART 2 – LIST OF APPENDICES**

The self-study can be “de-cluttered” by placing information in the appendices rather than in the body of the narrative. Clearly mark appendices as “Confidential” since they are not to be made publicly available or posted online.

The required appendices are as follows:

* CVs for all senior lab instructors and tenure and tenure-track faculty member;
* Action Plan from the previous review;
* Progress reports in the implementation of previous Action Plan;
* Current Degree Program Scholarly Expectations Documents;
* Calendar entry for degree programs being reviewed;
* Calendar course listings for courses included in the Degree Program(s) being reviewed; and
* Set of the most recent course outlines for each course in listing above.

The optional/suggested appendices are as follows:

* History of the Academic Administrative Unit/Degree Program(s)
* Previous external review report of the Academic Administrative Unit/Degree Program(s)
* The Academic Administrative Unit Academic Plan
* Publication and citation rankings
* List of major research awards and honours
* Level of research funding of the division/unit
* Participation rates for Tri-Council funding
* Recent committee/professional service of faculty
* Workload policy of division/unit
* Degree-level expectations
* Graduate reading list
* Any curriculum renewal material
* Divisional marking scheme
* NSSE student satisfaction results for undergraduate programs
* PhD graduate statistics of division/unit
* Funding, honours and awards of students