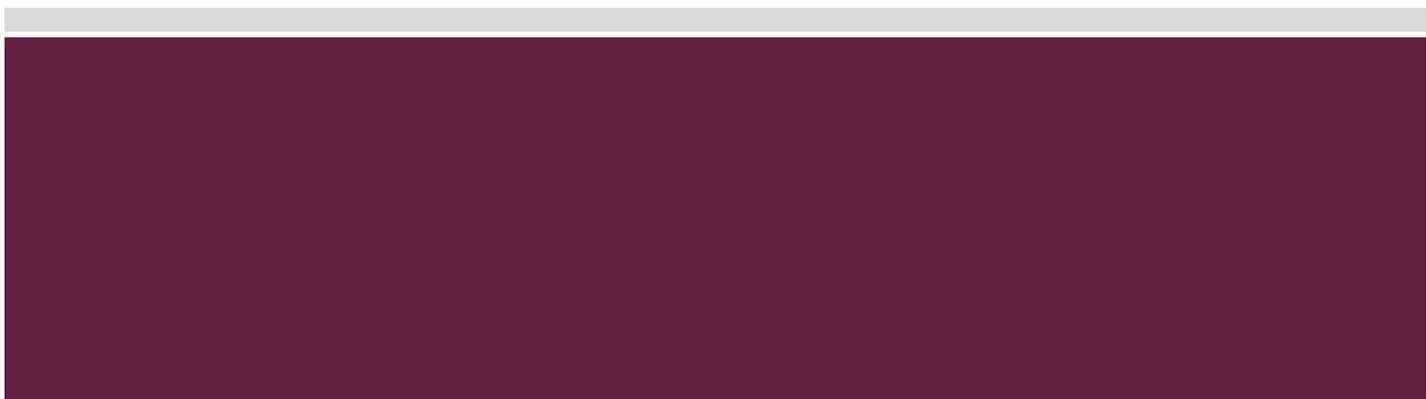




# Senate Policy Handbook

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ACADEMIC PROGRAM REVIEWS



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## Senate Policy on the Review of Academic Programs

Program Review is a process of internal, formative self-evaluation combined with and guided by peer review. It is aimed at monitoring and improving student learning and the many facets that support that learning. The Program Review Process is outlined in this document.

### Statement of Objectives

- Encourages continuous program improvement through a process of self-evaluation.
- Enables programs to maintain currency and academic credibility through the peer review process.
- Promotes high-quality inclusive and accessible programs that are responsive to student needs, societal priorities, and the public good.
- Enables programs to ensure that program goals are consistent with the University's mission and Academic Plan.
- Assists programs with future development.
- Informs institutional decision making and resource allocation.

### The Program Review Process

Academic Program Reviews are initiated annually by the Vice-President, Academic and Research, on the advice of the Academic Planning Committee.

#### **Undergraduate Programs:**

Individual undergraduate programs are facilitated by an Undergraduate Program Self Study Committee which is led by its Undergraduate Program Coordinator/Department Chair.

#### **Graduate Programs:**

Individual graduate programs are facilitated by its Graduate Program Self Study Committee which is led by its Graduate Program Coordinator (roughly analogous to a Department Council and Departmental Chair, respectively, for undergraduate programs).

Graduate programs at Saint Mary's fall under either research-based or professional categories, following the Maritime Provinces Higher Education Commission (MPHEC) Degree Level Qualifications Framework. Examples of research-based programs include the MA in History, the MSc in Applied Psychology, and the PhD in Business Administration - Management. Examples of professional graduate programs include the Master of Business Administration, the Master of Finance, and the Master of Management of Cooperatives and Credit Unions.

#### ***Core elements of the review process include:***

##### ***Notification:***

- ***March***
  - A notification letter from the Chair of the Academic Planning Committee will be sent to

- programs confirming their upcoming program review.
- Offices providing data (Library, Institutional Analysis) will receive notification from the Academic Planning Committee of upcoming Self-Studies.

### ***Self-Study:***

- ***March - May***

- A Self-Study Committee will be established by the program and a Chair will be appointed.
- An orientation workshop for Self-Study Committees undergoing a program review will be facilitated by the Manager, Academic Program Development and Review at the beginning of the review process each year. The main purpose of the workshop is to outline and discuss the policy and processes (e.g. timelines, resource availability, etc.) prior to the start of the review process each year. Continuing support from the Academic Program Development and Review Office will be offered throughout the program review process.

- ***June – January***

- Committee consults with Dean(s) and/or the Program Review Officer during the development of the Self-Study Report.

- ***January – February***

- Self-Study Report submitted electronically to Dean(s); Program Review Officer according to the timeline outlined in the Program Review Policy Handbook. The Self-Study Report must include elements required by MPHEC, which are outlined in the Self-Study Report Framework section below.
- The relevant Dean(s) must provide a response to the Self-Study Report according to the timeline outlined in the Program Review Policy Handbook.
- Both Self-Study Report and the Dean(s) response to the Self-Study Report are uploaded to a Program Review folder on Brightspace where faculty can access.

### ***Preparation for Site Visit***

- ***March – May***

- A Program Review Committee (PRC) will be selected, consisting of:
  - two faculty members external to Saint Mary's who are established scholars in the field with experience in program development; and
  - one faculty member internal to Saint Mary's who is not involved with the program and who will serve as Internal Chair of the PRC (if an internal faculty member cannot be secured, the Manager, Academic Program Development and Review will serve).
- Program submits a list of external nominees (with Self-Study Report).
- Academic Planning Committee discusses and approves list of external reviewers (in order to be invited) and an internal chair for the site visit.
- Dates for site visit approved in consultation with the VPAR, Dean(s), and Program.
- APC Chair invites nominees to serve as members of the Program Review Committee (PRC).
- Brightspace folder is set up for each program with membership given to all Program Faculty (FT) and the Program Review Committee.

## ***Program Review Committee***

### ***September – December***

- Site Visit Itinerary is drafted by Program Review Officer and finalized in consultation with Dean(s) and Program Chair (2-day visit).
- Site visits will be conducted either on-campus or virtually by the Program Review Committee (PRC). Mode of venue will be determined on a case-by-case basis and determined by the needs of the institution, program, and reviewers.
- PRC report is submitted to the Vice-President, Academic & Research through the Manager, Academic Program Development and Review 6-8 weeks following the visit
- The PRC Report will be reviewed and validated by the Internal Chair.
- The PRC Report is forwarded to Self-Study Committee Chair for formal response (1-month) through the Academic Program Development and Review Office – report should be circulated to program faculty for input. The Program response should be completed on the Summary Report.
- Both PRC Report and the Program’s Response to the Report are forwarded to the relevant Dean(s) for formal response (1-month) through the Academic Program Development and Review Office. The Deans(s) response should be completed on the Summary Report.
- All program review documents will be housed on Brightspace, in addition, an executive summary will be posted on the SMU website.

## ***Academic Planning Committee Review***

### ***January – March***

- The PRC Report, responses from the program and relevant Dean(s), will be submitted to the Academic Planning Committee.
- APC will draft their recommendations with any related timelines directly into the Senate Summary Report template for submission to Senate.
- The Senate Summary Report template with APC recommendations will also be copied to the Deans and the Programs in preparation for Senate.

## ***Senate***

### ***April***

- Senate discusses APC recommendations and reviews all documents.
- Senate’s consideration of the APC recommendations will result in final Senate recommendations and actions to be taken by the programs, with accompanying timelines. These recommendations will be drafted directly into the Senate Summary Report template.

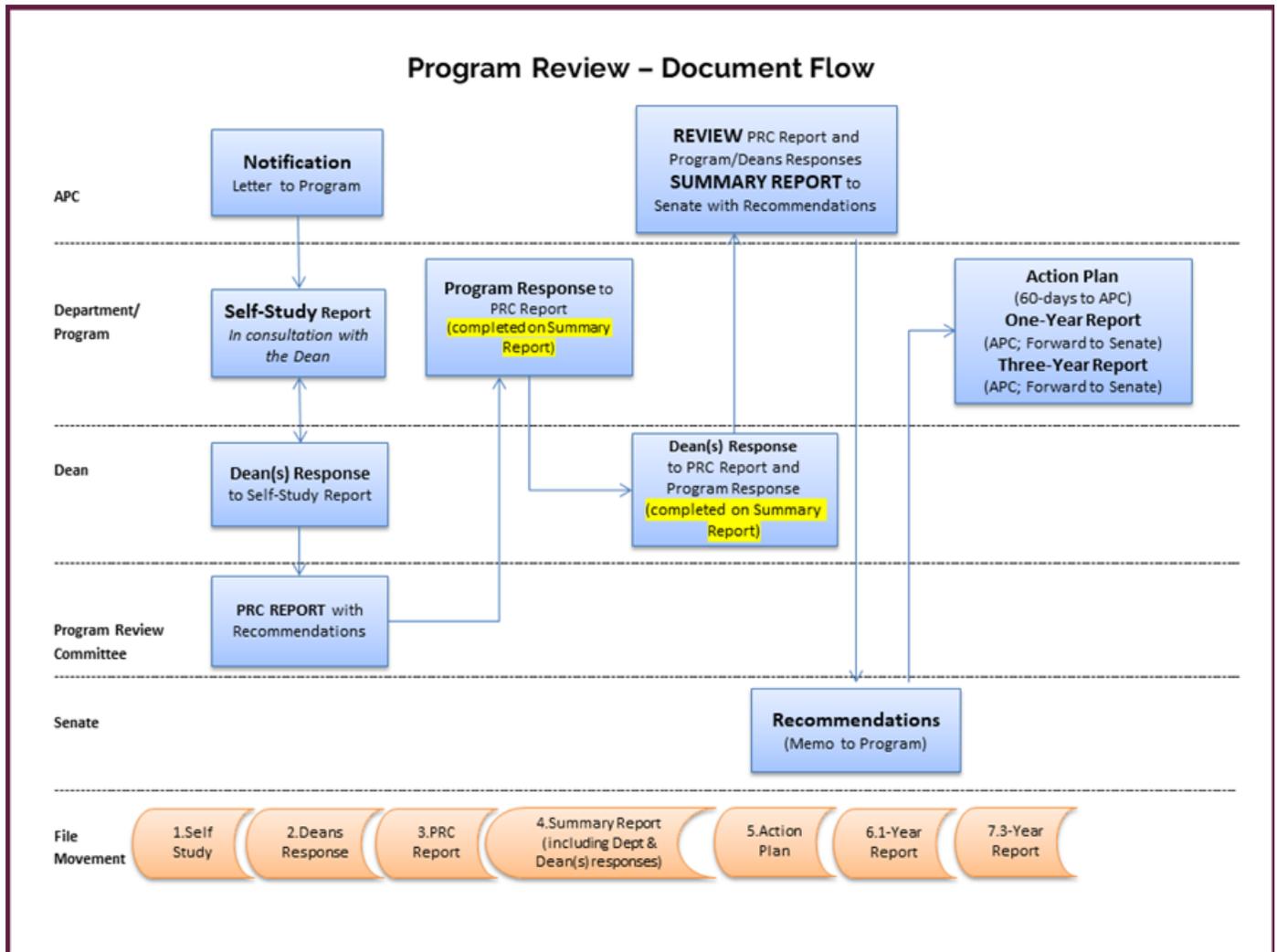
## ***Follow-Up***

- **Action Plan:** The program will develop an Action Plan based on the Senate Summary Report, which is to be submitted to the Academic Planning Committee **within 60 days** of receiving the Senate Summary Report.
- **One-Year Report:** A One-Year Report is to be submitted to Academic Planning by the program on the progress made during the year on the Action Plan. This report will be submitted **one-year** following APC approval of the Action Plan and will include commentary by the Dean on the

progress. The report will be reviewed by APC with an update submitted to Senate.

- **Three-Year Report:** A Three-Year Report is to be submitted to Academic Planning by the program on the progress made on the Action Plan since the One-Year Report. This report will be submitted **three years** following APC approval of the Action Plan. Commentary will be provided by the Dean(s) on the program(s) progress at both APC and Senate.

### Program Review – Document Flow



## Program Review Support

Working in consultation with the Academic Planning Committee and the Senate, the Manager, Academic Program Development and Review provides support and guidance to programs throughout the review process. Specifically, the Academic Program Development and Review Office will:

- a) assist and serve as the primary point of contact for the Self-Study Committee in the program review process and provide support as needed in consultation with the committee chair (i.e. student survey, document mgmt., data requests)
- b) draft an itinerary for Site Visit and review with Dean and Program Chair
- c) establish a Brightspace site for electronic collection and eventual dissemination of all program review and university documents to Program Review Committee and faculty. Brightspace sites are set up for collection of all program review documents/information:
  - *Files*
    - Self-Study Report
    - Appendices (e.g. Library, Institutional Data, Faculty CV's, Course Outlines, Other)
    - Dean(s) Response to Self-Study
    - Program Review Committee (PRC) Report
    - Summary Report (includes the Program Response and the Dean(s) Response(s) to PRC Report)
    - Action Plan
    - 1-Year Report
    - 3-Year Report
  - *Links*
    - Program Website (Feature Link)
    - Senate Policy on Program Review
    - Academic Strategic Plan
    - Academic Calendar
    - Full-Time Faculty Collective Agreement
    - Part-Time Faculty Collective Agreement
- d) accept final report on behalf of the Program Review Committee and forward copies to the Program Chair/Director and the Dean(s) of the Faculty

## The Self-Study

As a starting point for systematic program review, the academic unit responsible for the delivery of the program is responsible for preparing a self-study. The self-study has descriptive, explanatory, evaluative and formative functions. To enable a Program Review Committee to determine whether the program is meeting its objectives and the criteria as described in the Senate Policy for Review of Academic Programs, it is essential that the self-study be reflective and analytical, and that it actively involve both faculty and students in the process.

The aim of the self-study is to provide the academic unit with an opportunity to assess whether its program meets the educational and career needs of students, the community and the University and to document this information for the Program Review Committee.

The self-study allows the program to:

- evaluate itself in the context of the University's Mission, Academic Plan, Accessibility Plan and the Senate Policy on the Review of Academic Programs;
- evaluate itself according to the conventions of the discipline;
- reflect on the current program in light of the original program proposal purposes and/or past program reviews;
- identify areas of strength, weakness, opportunities, and improvement;
- articulate plans for future development and provide the evidence on which recommendations for the program will be based; and
- gain feedback from the peer review process.

The self-study will cover the period since the last review, or, in the case of a first program review, the last five years.

To assist with the self-study, data and support will be provided to the Self-Study Committee by a number of university offices:

- Program Review Office
- Office of Enrolment Management/Institutional Research
- Patrick Power Library
- Faculty of Graduate Studies and Research
- Other (as identified by the Self-Study Committee)

## Self-Study Committee

The Program will establish a Self-Study Committee to produce a Report within the timeframe identified.

- a) The Self-Study Committee consists of all full-time faculty or a representative number of members of the program (long-serving and newer faculty, disciplinary specialities, etc.)
- b) The Self-Study Committee (including the Department Chair/Program Director/Coordinator if not already a member of the Committee) may consult with the Dean during the writing of the draft Report.
- c) The Self-Study Report should be approved by a majority of tenured/tenure track faculty. Program faculty will have access to the final Self-Study Report.

- d) The Self-Study Committee submits a final Report to the Dean with a copy to the Program Review Officer. The Dean(s) write a response to the Self-Study and submits to the Program Review Officer
- e) Along with the Self-Study Report, a proposed list of external reviewers (maximum of six) should be submitted including contact information (see External Nomination Form).
 

**NOTE: This information should not be obtained from the nominee.**

  - Name, rank, position, institutional address, telephone number and email address
  - Degrees held, including granting institutions
  - Area(s) of specialization
  - Administrative or professional experience or expertise relevant to the program
  - Evidence of recent, relevant scholarly activity (reference publications)
  - Details of previous affiliation with the University and/or faculty member(s) of the program within the past ten years which could be seen as a conflict of interest (e.g. collaborator, past present or future; provided letter of support, research supervisor or graduate student, organizational affiliation; friend)
  - Rationale for nomination as an external reviewer.
- f) After the Academic Planning Committee has approved members of the Program Review Committee based on recommendations from the program, Dean(s) and/or VPAR, the APC Chair will send invitations to approved external reviewers.

### Preparation of the Self-Study

It is the responsibility of the Chair or Program Coordinator to ensure that a broad range of consultation occurs in the preparation of the Self-Study.

- a) All full-time faculty, including those on sabbatical and special leave, shall be made aware of the review and have an opportunity to participate in the program review process.
- b) The self-study shall ensure student participation through focus groups, surveys, alumni feedback or by any other means of gathering student information on the program. Students will also be invited to participate in the site visit.
- c) The self-study shall involve consultation with long serving part-time faculty, internal or external advisory committees, and/or community groups with links to the program.

### Data for the Development of Self-Study

#### Outline of Format for Library Report

The Patrick Power Library will provide information in the following areas to a Program Review Self-Study Committee:

- Overview of library support for the Program
- Research Infrastructure
  - Research assistance
  - Specialized resources (i.e. Data services, off campus access)
  - Document Delivery and Interlibrary Loan
- Novanet and Novanet Express
- Interlibrary loan
- Instructional Services

- Monograph Acquisitions and Budget in Support of the Program
- Serial and Electronic Resources and Budget in Support of the Program
- Additional information may be provided, if requested by the Committee.

*Note: The Library will be notified regarding your upcoming review. A Librarian will forward a copy of the Library Report to you at the beginning of the Fall Term.*

### ***Items provided by Institutional Analysis***

Institutional Analysis and Planning will provide the following information/data to a Program Review Self-Study Committee:

- Student Enrolment: number of majors, minors, honours, certificates and diplomas by Program/Department for the previous five academic years.
- Number of degrees, diplomas and certificates awarded in the Program/Department for the last five calendar years.
- Course offerings for the last five academic years and summer sessions.
  - This information will include the actual number of courses and sections offered in the Program/Department, by term, including the actual number of registrations in each course along with a similar report for summer sessions.
  - The number of course offerings by level (100, 200, etc.) for the Program/Department.
- Grade distributions for courses offered over the last five academic years.

*Note: An initial data package will be prepared by the Office of Institutional Analysis and sent to the programs after the orientation session has been completed. The data package will be generated and presented via a PowerBi report. Further updated data will be provided to programs upon their request.*

## Self-Study Report Framework

### Section A: Critical Analysis

#### *Overview*

Give a brief overview of your program's history if this is your first program review (since 2009). For subsequent reviews, give a summary of how the program has responded to the Senate Recommendations from the last program review.

#### *1.1 Program Goals and Needs*

Provide a description of the program goals and an overview of how the program structure, courses and delivery are linked to the program goals and objectives. Consider this in the context of program need (local, regional, national), student enrollment characteristics, internal factors (University Mission; Academic Plan, Accessibility Plan), and external factors influencing the program. External factors include accreditation as well as political, economic, social, technological, environmental, and legal forces impacting the program. If a program has external accreditation factors to consider, identify the status of these external requirements.

#### Guidelines

**Program Goals:** What is it the program intends to accomplish? What attributes do you expect of your graduates; or, who do you want your graduates to BE (e.g. critical thinkers, entrepreneurs, scientifically literate)?

**Content, Structure and Delivery:** Identify and outline how the content, structure and delivery of your program support the achievements of the program's goals? Is there alignment between the stated program goals and the delivered curriculum?

**Program Need:** What are the broader needs (local, regional and national) being met by graduates of the program? How have these needs been identified, and by whom? To what extent is the program successfully developing professional skills and opportunities for students and being responsive to employers needs in the development of students?

**Internal Factors:** Are program goals aligned with institutional mission and/or university goals? Are program goals clearly articulated and publicly stated (Academic Calendar, Student Handbooks, etc.)?

**External Factors:** Describe any external factors or external accreditation requirements which influence or are applicable to the program's goals and learning outcomes? If this is an externally accredited program, identify the current accreditation status and/or the anticipated date of (re)accreditation.

#### **Student Characteristics:**

- i. **Enrolment Patterns:** What are the enrolment patterns over the past five years

- (program, relevant faculty, university in general)?
- ii. **Student Demographics:** What is the profile of students currently enrolled in the program (e.g. entering grades, gender, admission status, geography, citizenship)?
  - iii. **Student Demand:** Is student demand sufficient to support a viable program? What is the anticipated future demand for the program? Is there a particular population of student which the program currently serves, or could be serving?

### **Supporting Documentation**

- ✓ University Academic Plan & Research Plan (link on Brightspace)
- ✓ Guidelines from Professional Bodies
- ✓ Enrolment Data & Student Demographics (institutional analysis)

### ***1.2 Program Description***

Characterize typical student progression through the program by providing a year-by-year description and analyzing factors such as pedagogical practices, including Universal Design for Learning (UDL implementation principles), and modes of accessible course delivery and teaching/learning resources (physical infrastructure, equipment, accessibility practices etc.). For graduate programs, identify research expertise, research funding, and collaboration with other programs or institutions.

### **Guidelines**

Identify and critically analyze how the following affects and contributes to the teaching and learning environment for students in the program:

- a) Faculty breadth of expertise (in the discipline)
- b) Range of pedagogical practices
- c) Modes of course delivery (e.g. lecture, online, experiential learning, labs, internships)
- d) Teaching/learning resources (e.g. Library)
- e) Physical infrastructure and equipment necessary to deliver program
- f) Required courses and availability by year
- g) Requirements for continuance in the program
- h) Admission requirements for the program

For graduate programs, identify and critically analyze how the following affects and contributes to the research and professional development environment for the students in the program:

- a) Faculty expertise, experience and research activity (capacity to supervise student research)
- b) Research in the program, including areas of distinctive or special strength, recent accomplishments, and the external impact of research
- c) External and internal research funding, including aggregate amounts, sources and number of faculty applying for and number successful in grant competitions
- d) Research collaborations of faculty members with others outside the university including whether the program has formal or informal agreements with other programs or institutions

- e) Professional development activities of faculty including community involvement directly related to a Faculty member's specialty
- f) Membership of Faculty and Students on boards or professional associations relevant to the program

### **Supporting Documentation**

- ✓ Academic Calendar (link on Brightspace)
- ✓ Course Syllabi
- ✓ Curriculum Map (if available)
- ✓ Courses taught by FT vs PT faculty
- ✓ Faculty CV's
- ✓ Library Report (Librarian)
- ✓ Class sizes by level (institutional analysis)
- ✓ List of courses offered by year (institutional analysis)

### ***1.3 Learning Outcomes***

Provide a description of the knowledge, skills, and attitudes students develop as a result of taking the program (learning outcomes). Provide an explanation of how these outcomes are achieved and/or measured by identifying general principles and methods of assessment used in the program.

### **Guidelines**

- a) **Learning Outcomes:** How well is the program achieving what it set out to accomplish? What are the knowledge, skills and attitudes students develop as a result of taking the program? How are learning outcomes being met? Describe courses and/or projects that support the achievement of these learning outcomes. Are learning outcomes aligned with the overall goals of the program? Are they clearly articulated and publicly stated?
- b) **Assessment Principles and Methods:** Is the program doing what it set out to do (as stated above)?
  - i. **Program Level:** Has the program identified general principles of assessment? Are they clearly articulated and broadly understood by faculty?
  - ii. **Course Level:** What methods of assessment are used to measure student learning? How successful are the assessment methods in helping students learn and in identifying student learning difficulties?
- c) **Graduate Characteristics:**
  - i. **Graduation Rates:** What is the number of graduates who have entered the program over the past five years? Consider number of majors, honours, etc.
  - ii. **Graduate Experience:** What is known about the student experience following graduation (e.g. further study, employment patterns, fellowships, distinctions and awards)? How this information was gathered (e.g. alumni survey)?

### **Supporting Documentation**

- ✓ Graduate Survey(s)
- ✓ Grade Distributions
- ✓ Number of Graduates (by program)
- ✓ Graduation Rates
- ✓ GPA (upon admission & graduation)
- ✓ Time to completion (graduate programs only)

*\*Except for graduate survey data, all data is provided by institutional analysis. Email addresses for graduates can be requested and provided by Advancement Services.*

### **1.4 Resources**

Identify and critically analyze how human, physical, and financial resources affect and contribute to the teaching and learning environment for students in the program. Consider deployment of faculty (FT/PT), physical infrastructure, professional development of faculty and staff, accessibility supports, and advising/mentoring of students.

### **Guidelines**

How are human, physical, and financial resources deployed and are they adequate to meet the current and future needs of the program? Consider the following areas:

- a) Faculty (how are full-time and part-time being deployed by level?)
- b) Physical infrastructure (space) and equipment including technology
- c) Student financial support
- d) Advising/mentoring of students
- e) Professional and career development
- f) Professional Development (Faculty & Staff)
- g) Class sizes by course level
- h) Appropriateness of governance or management structure (e.g. roles of program coordinators, directors, managers and committees within the program)
- i) Relationship of the program to the host department (s), faculty(s), or bodies in other universities (consider joint degrees)

### **Supporting Documentation**

- ✓ Guidelines from Professional Bodies (if applicable)
- ✓ University Academic Plan (supporting data in subsection 1.1)
- ✓ University Research Plan (supporting data in subsection 1.1)
- ✓ Enrolment Data (supporting data in subsection 1.1)

### **1.5 Continuous Improvement Process**

Program Review is a process of internal, formative self-evaluation, combined with and guided by peer review, to encourage continuous program improvement. Provide a description of your program development process, planned or contemplated curriculum change and/or changes to relevant research activities, as well as the program strengths and challenges considering your discipline or field

regionally, nationally, and internationally. Feedback from students must be included. Feedback from graduates of the program and other relevant stakeholders should be included.

### **Guidelines**

**Status of the Discipline:** What is the status of the discipline or field (regionally, nationally, internationally)?

**Challenges:** What are the challenges, current and future, to maintaining and/or enhancing opportunities for student success in the program?

**Relationship to Other Programs:** What is the relationship of this program to other programs within Saint Mary's? What are the objectives relative to comparator programs?

**Relationship to Other Institutions:** Have there been consultations or are there connections with other universities, departments, graduate programs offering similar, equivalent or comparable programs? Has this influenced the current/future program offering?

**Program Development Process:** Describe the program development process and the contributions of faculty (full and part-time), students (current and recent graduates), and other communities (internal and external) to the process.

### **Supporting Documentation**

Any other documentation to show your on-going improvement process; for example,

- ✓ MOU or Affiliation Agreements with other institutions
- ✓ committee reports, minutes or terms of reference
- ✓ research activities

## **Section B: Development Plan**

Provide a proposed development plan, or a summary, for the next 1 – 3 years in response to strengths or challenges identified through the Self-Study considering any anticipated changes to curriculum and/or research activities (below). Also, identify any specific areas you would like the Review Committee to consider.

**Curriculum Change:** What changes to the curriculum are planned or contemplated to better support the program goals and learning outcomes?

**Changes to Research Activities:** (for research-based programs): What, if any, changes to research activities and/or thesis supervision are planned or contemplated to better support the program goals and learning outcomes?

## Section C: Appendices

List of all the appendices that have been referenced in your Self-Study Report, in the order in which they appear.

### Program Review Committee – Terms of Reference

The Academic Planning Committee shall appoint a Program Review Committee for each program to be reviewed. The Review Committee shall consist of three members, two external to Saint Mary's University and one Saint Mary's faculty member who will act as Committee Chair. The three Committee members will produce a draft report at the end of the site visit and the external reviewers will write the final report within six to eight weeks of site visit.

#### Internal Member (Chair)

One faculty member internal to Saint Mary's who is not involved with the program and who will serve as Internal Chair of the PRC (if an internal faculty member cannot be secured, the Manager, Academic Program Development and Review will serve).

As much as is possible, in any given year, internal chairs will be identified from the programs scheduled for review in the following two academic years. This will provide an opportunity for an Internal Chair to bring this experience to their program review process. The Academic Planning Committee will approve an Internal Chair for the Program Review Committee.

The responsibility of the Internal Chair is to:

- Review the Self-Study Report including all relevant University and department documents to prepare for the site visit.
- Participate in the site visit and act as guide and facilitator of the site visit itinerary.
- Provide overview of Saint Mary's University to the Program Review Committee.
- Participate in preparing the draft report (at the end of the two-day site visit).
- Act as a resource for external members of the Program Review Committee during the writing of the final report.

#### External Reviewers

The Academic Planning Committee will appoint two external reviewers from recommendations made by the Program/Department in addition to any submitted by the Dean and/or the Vice-President, Academic and Research.

External reviewers should be active professionals in the field under review from peer institutions. It would be helpful to the process if they had also held academic administrative appointments (Dean(s), Department Chair, Program Director/ Coordinator).

The list of nominees will be submitted with the Self-Study Report, but may be submitted to the

Program Review Officer in advance of the Self-Study deadline to provide APC with sufficient time to identify reviewers and confirm availability.

The Self-Study Committee will include the following Information (or as much as possible) on each external reviewer recommended (See External Reviewer Nomination Form below):

The responsibilities of the External Reviewers are to:

- Review the Self-Study Report including all relevant University and department documents in preparation for site-visit.
- Book their travel (if applicable) ensuring adequate arrival and departure times (hotels will be booked by Saint Mary's staff).
- Participate in a 2-day site-visit (Mode of venue will be determined on a case-by-case basis and determined by the needs of the institution, program, and reviewers).
- Submit a full draft report to the Internal Chair for review before final submission.
- Submit a final report to the Program Review Officer who will forward a copy to both the Self-Study Committee Chair and Dean(s).
- Submit a [Reimbursement Form](#) (if applicable), along with original receipts to the Program Review Officer for payment.

## Templates

### Self-Study Report Template

#### ACADEMIC PROGRAM REVIEW *Self-Study Report*

Name of Program(s)	
Department(s)/School/Faculty(s):	
Date(s) of Site Visit	
Self-Study Committee	

*The program review will cover the period since the last review; or, in the case of a first program review, the last seven years. The Senate Policy statement is listed below. Please consult the Senate Policy Handbook for guidelines in responding to the policy statement.*

**NOTE: this a "fillable" template and each textbox will expand as needed.**

### Section A: Critical Analysis

#### Overview

*Give a brief overview of your program's history if this is your first program review (since 2009). For subsequent reviews, give a summary of how the program has responded to the Senate Recommendations from the last program review.*

--

#### 1.1 Program Goals and Program Need

*Provide a description of the program goals and an overview of how the program structure, courses and delivery are linked to the program goals and objectives. Consider this in the context of program need (local, regional, national), internal factors (university mission; Academic Plan), external factors influencing the program (accreditation) and student enrolment characteristics.*

--

## 1.2 Program Description

*Characterize typical student progression through the program by providing a year-by-year description and analyzing factors such as pedagogical practices and modes of course delivery and teaching/learning resources (physical infrastructure, equipment, etc.). For graduate programs, identify research expertise, research funding, and collaboration with other programs or institutions.*

## 1.3 Learning Outcomes

*Provide a description of the knowledge, skills, and attitudes students develop as a result of taking the program (learning outcomes). Provide an explanation of how these outcomes are achieved and/or measured by identifying general principles and methods of assessment used in the program.*

## 1.4 Resources

*Identify and critically analyze how human, physical, and financial resources affect and contribute to the teaching and learning environment for students in the program. Consider deployment of faculty (FT/PT), physical infrastructure, professional development of faculty and staff, and advising/mentoring of students.*

## 1.5 Continuous Improvement Process

*Program Review is a process of internal, formative self-evaluation, combined with and guided by peer review, to encourage continuous program improvement. Provide a description of your program development process, planned or contemplated curriculum change and/or changes to relevant research activities, as well as the program strengths and challenges considering your discipline or field regionally, nationally, and internationally.*

## Section B: Development Plan

### Development Plan

*Provide a proposed development plan, or a summary, for the next 1 – 3 years in response to strengths or challenges identified through the Self-Study considering any anticipated changes to curriculum and/or research activities (below). Also, identify any specific areas you would like the Review Committee to consider.*

## Section C: Appendices

### List of Appendices

*List of all the appendices that have been referenced in your Self-Study Report, in the order in which they appear.*

## External Reviewer Nomination Form

Name of Program for review:

An external review is a key component of the Program Review Process. This form is intended to give programs an opportunity to suggest a peer review team as per the Senate Policy on Program Review - [https://www.smu.ca/webfiles/8-1015\\_Review\\_Programs.pdf](https://www.smu.ca/webfiles/8-1015_Review_Programs.pdf). Please ensure this form is filled in completely to avoid delays in scheduling your site visit.

NOTE: the textboxes in this template will expand as needed

### Criteria Guidelines:

1. Preference should be given to full professors with a range of experience in program administration (Assoc. Deans, Chairs etc.).
2. Ensure diversity and equal gender distribution amongst candidates whenever possible.
3. No evident conflicts of interest (e.g. active partnerships with program and/or faculty).
4. Sample of regional and out of region candidates (but all should be within Canada).
5. Haven't previously reviewed this or any other programs for us in the past.
6. At least one candidate should be from a similar sized university with a comparable program.

Please consult the Manager, Academic Program Development & Review for further clarification if needed.

### Proposed External Reviewer No. 1:

Name & Title

Institution

Mailing Address

Current Position

Tel.

E-mail

URL (if available)

Areas of Expertise (keywords, key phrases)

### Brief explanation of the Reviewer's suitability to conduct the review of this program and rationale for nomination.

For example, please provide a list of academic accomplishments, relevant experience, recent or significant scholarly contributions (if possible, provide citations).

### Disclosure of Saint Mary's University Affiliations and potential conflicts of interest

Indicate previous affiliation with SMU, if any (e.g., visiting professor, former employee, family/professional ties). Full disclosure of all past affiliations is required to assist in the selection and to confirm an arm's-length relationship.

## Site Visit Itinerary Template

Internal Chair: SMU Faculty Name, Department

External Reviewers: External Name, University  
External Name, University

*Site Visit usually begins with dinner (Program Review Committee) the evening before Day 1 if on-campus.*

DAY 1	LOCATION
8:45am	Program Review Committee
9:00am	Vice-President, Academic & Research
9:30 – 10:30	Dean (including Dean, FGSR, for a graduate program)
<i>Break</i>	
	Department Chair/Program Director/Coordinator
	Program or Curriculum Committee
<i>Lunch</i>	
	Faculty (FT)
	Faculty (PT)
<i>Break</i>	
	Campus Administration
Finish approx. 4:30	Visit to Department (offices, classrooms, labs, etc)

DAY 2	LOCATION
9:00 AM	Students
	Student Advisor – Academic Advisors
<i>Break</i>	
	Campus Administration – Registrar, Librarian, Distance Education (if applicable)
<i>Lunch</i>	
	Faculty Committee consultation
Finish 3-4 PM	Closing Meeting/Debrief with VPAR, Dean(s)

**Individuals/groups** include: full time faculty; long serving part-time faculty; students in the program; alumni; departmental staff (secretary, lab assistants/TAs/tutors, Academic Advisor(s), etc.); university administrators (Registrar, Librarian, etc.); community representatives (where applicable); others as identified by Department/Dean.

## Program Review Committee Report Template

Name of Program(s):	
Department(s)/School/Faculty(s)	
Date(s) of Site Visit:	
External Reviewers:	
Internal Chair:	

**Executive Summary (provide a brief description of your visit: people/groups interviewed; any other activities relevant to your assessment).**

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**1.1 Program Goals and Program Need: Provide a response on how the program structure, courses, and delivery are linked to the program goals and objective.**

*Provide a description of the program goals and an overview of how the program structure, courses and delivery are linked to the program goals and objectives. Consider this in the context of program need (local, regional, national), internal factors (university mission; Academic Plan), external factors influencing the program (accreditation) and student enrolment characteristics.*

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**1.2 Program Description: Provide a response on some key areas of the program's description based on your assessment.**

*Characterize typical student progression through the program by providing a year-by-year description and analyzing factors such as pedagogical practices and modes of course delivery and teaching/learning resources (physical infrastructure, equipment, etc.). For graduate programs, identify research expertise, research funding, and collaboration with other programs or institutions.*

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**1.3 Learning Outcomes: Provide a response on the effectiveness and currency of the program learning outcomes (identify any gaps and/or redundancies).**

*Provide a description of the knowledge, skills, and attitudes students develop as a result of taking the program (learning outcomes). Provide an explanation of how these outcomes are achieved and/or measured by identifying general principles and methods of assessment used in the program.*

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**1.4 Resources: Please comment on any concerns raised arising related to human, physical, technological, budgetary, and/or academic support resources.**

*Identify and critically analyze how human, physical, and financial resources affect and contribute to the teaching and learning environment for students in the program. Consider deployment of faculty (FT/PT), physical infrastructure, professional development of faculty and staff, and advising/mentoring of students.*

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**1.5 Continuous Improvement Process: Please comment on the program's perceptions of their own strengths and/or challenges (taking note of the program's development plans over the next 1-3 years).**

*Program Review is a process of internal, formative self-evaluation, combined with and guided by peer review, to encourage continuous program improvement. Provide a description of your program development process, planned or contemplated curriculum change and/or changes to relevant research activities, as well as the program strengths and challenges considering your discipline or field regionally, nationally, and internationally.*

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**Summary Statement (please provide a higher level synopsis on your findings)**

*The Program Review Committee should provide a summary statement on the evidence attesting to the quality of the program, the overall strengths and limitations of the program and the academic unit responsible for it, and future directions.*

**List of Recommendations**

*Please include a concise list of recommendations that the program will be tasked to review and to consider)*

## Summary Report Template

Name of Program(s):	
Department(s)/Faculty(s)	
Date(s) of Site Visit:	
External Reviewers:	
Internal Chair:	

Academic Planning Committee's Recommendations to Senate	
1.	
2.	
3.	
4.	
5.	

### Program Review Committee Recommendations & Responses

Recommendation 1
<i>Program Response</i>
<i>Dean(s) Response</i>
<i>Academic Planning Recommendation to Senate</i>
<i>Senate Recommendation</i>

Recommendation 2
<i>Program Response</i>
<i>Dean(s) Response</i>
<i>Academic Planning Recommendation to Senate</i>
<i>Senate Recommendation</i>

## Action Plan Template

### Developed from Senate Recommendations

NOTE: Academic Planning Committee will consider the external report and the department/program and dean(s) responses when making recommendations to Senate. Senate will consider the Academic Planning Committee's recommendations in relation to all the aforementioned documentation.

<b>Action Plan – Senate Recommendation(s)</b>			
<i>Program:</i>			
<i>Due:</i>			
#	Recommendations	Action to Be Taken	Timeline
<b>1.</b>	<u><b>External Recommendation:</b></u>		
	<u><b>Program Response:</b></u>		
	<u><b>Dean(s) Response:</b></u>		
	<u><b>Senate Recommendation:</b></u>		
<b>2.</b>	<u><b>External Recommendation:</b></u>		
	<u><b>Program Response:</b></u>		
	<u><b>Dean(s) Response:</b></u>		
	<u><b>Senate Recommendation:</b></u>		
<b>3.</b>	<u><b>External Recommendation:</b></u>		
	<u><b>Program Response:</b></u>		
	<u><b>Dean(s) Response:</b></u>		
	<u><b>Senate Recommendation:</b></u>		
<b>4.</b>	<u><b>External Recommendation:</b></u>		
	<u><b>Program Response:</b></u>		
	<u><b>Dean(s) Response:</b></u>		
	<u><b>Senate Recommendation:</b></u>		

## One-Year Report Template

1-Year Report to be submitted to Academic Planning Committee 1-year following APC approval of the Action Plan.

<b>One-Year Report</b>				
Program:				
Due:				
#	Senate Recommendations	Action to Be Taken	Timeline	Status Update
<b>1.</b>	<u>External Recommendation:</u>			
	<u>Senate Recommendation:</u>			
<b>2.</b>	<u>External Recommendation:</u>			
	<u>Senate Recommendation:</u>			
<b>3.</b>	<u>External Recommendation:</u>			
	<u>Senate Recommendation:</u>			
<b>4.</b>	<u>External Recommendation:</u>			
	<u>Senate Recommendation:</u>			
<b>5.</b>	<u>External Recommendation:</u>			
	<u>Senate Recommendation:</u>			

### Three-Year Report Template

3-Year Report to be submitted to Academic Planning Committee 3-years following APC approval of the Action Plan; to be forwarded to Senate for review.

<b>Three-Year Report</b>				
Program:				
Due:				
#	Senate Recommendations	Action to Be Taken	Timeline	Status Update
<b>1.</b>	<u>External Recommendation:</u>			<u>One-Year Report:</u>
	<u>Senate Recommendation:</u>			<u>Three-Year Report:</u>
<b>2.</b>	<u>External Recommendation:</u>			<u>One-Year Report:</u>
	<u>Senate Recommendation:</u>			<u>Three-Year Report:</u>
<b>3.</b>	<u>External Recommendation:</u>			<u>One-Year Report:</u>
	<u>Senate Recommendation:</u>			<u>Three-Year Report:</u>
<b>4.</b>	<u>External Recommendation:</u>			<u>One-Year Report:</u>
	<u>Senate Recommendation:</u>			<u>Three-Year Report:</u>
<b>5.</b>	<u>External Recommendation:</u>			<u>One-Year Report:</u>
	<u>Senate Recommendation:</u>			<u>Three-Year Report:</u>