University of
Lethbridge

Academic Quality Assurance

[Program or Unit Name]: Self Study Report

[Date]

Prepared by:
[Self Study Committee members]

Contents

NOTE: If you are developing a modified version of this report that differs in content and structure from this template, please inform and consult with the Academic Quality Assurance Committee by contacting Lynn Kennedy, Chair of the Academic Quality Assurance Committee (lynn.kennedy@uleth.ca).

SUBMISSION CHECKLIST:

- Complete all sections.

- Ensure the body of the report (excluding appendices) is no more than 20 pages, or add an Executive Summary if it is longer than 20 pages.

- Delete the guidelines for content, shown in blue text, and this checklist and the reminders below.

- Ensure the appendices are included and that there is a list of appendices.

- Change the file name of this document, using the following standard:
  [program or unit name] _Self Study Report_[year].
  Example: B.Ed. Self Study Report_2012

- Submit the finished report to Lynn Kennedy, Chair of the Academic Quality Assurance Committee (lynn.kennedy@uleth.ca), please CC the AQAC Analyst (shandi.bleiken@uleth.ca). Format should be a Word document.

REMINDERS:

- ❖ The Self Study Report is due within four months after the beginning of the review process.

- ❖ The Self Study Report must be ready to submit to the AQAC Chair at least two months prior to the scheduled External Reviewers site visit. The AQAC chair and AQAC Analyst will review the report to ensure it contains all the required information and then send it to the External Reviewers four weeks prior to the site visit.

- ❖ Lynn Kennedy, Chair of the Academic Quality Assurance Committee, sends the Self Study Report to the External Reviewers; you do not.

1. Overview

1.1 Summary of Self Study Findings

Body text here.

1.2 SWOT Analysis

Body text here.

Table 1: SWOT Analysis of the PROGRAM NAME

Strengths	Weaknesses
1.	1.
Opportunities	**Threats**

1.	1.

1.3 Questions for External Reviewers

1. Body text here.
2. Body text here.
3. Body text here.
4. Body text here.
5. Body text here.

2. Process

Describe the process you used to complete the Self Study:
- Include an overview of the Self Study committee, interviews, meetings, and surveys you organized, and all individuals who were involved. Also include any discussion or survey questions you used to get feedback from individuals and groups.
- If you had to deviate from the recommended quality assurance process, state how and why.
- Acknowledge the data you received from Institutional Analysis, and note the date you received it.

Guiding Questions

✓ How was the Self Study report written?

✓ Who was engaged in the program area/department and how?

✓ How did faculty in the program area/ department contribute to the Self Study process (meetings, survey, review of the Self Study Report)?

✓ How long did the Self Study process take?

The headings below are suggested ways to format this section and can be changed to fit the committee's preferred formatting of the Self Study as needed.

2.1 Process Used to Complete Self Study

Body text here.

2.2 Institutional Analysis Data

Institutional Analysis provided data for the Self Study process in **MONTH/YEAR**. Institutional Analysis data included data from YEAR to YEAR that included (**keep only the options that are applicable:** course-level and headcount enrolment, credit hours taught at the undergraduate or graduate level, grade distributions, new high school student retention rates, the number of graduates, and time taken to graduate).

3. Past Reviews

Suggested word count: 300 to 500 words

If applicable give an overview of the last academic quality assurance review(s) completed for the program or unit:
- If there were no previous reviews, please note this.
- Note the dates of past quality assurance reviews of the program or unit, state who coordinated it and who the external reviewers were (but do not include their report), and summarize the findings and what was done in response.
- Include the one-year and three-year reports from previous reviews in the appendix. If you do not have copies of these reports, contact shandi.bleiken@uleth.ca for copies.

Guiding Questions
- ✓ Were there themes in the concerns and issues addressed in past reviews that came up in the present review?
- ✓ How did work from past reviews improve or change programming today?
- ✓ Was the program area/department engaged differently in past reviews?

The headings below are suggested ways to format this section and can be changed to fit the committee's preferred formatting of the Self Study as needed.

3.1 Past Quality Assurance Reviews Summary

Body text here.

4. Program Description

Provide an overview of the program or unit:
- Include objectives and characteristics for the program or unit, and aspects of the program or unit that are unique provincially, nationally, or internationally.
- If the faculty or school and the department have planning statements (mission, vision, mandate, goals, etc.), include these.
- Discuss the courses of study offered.
- List the program's learning outcomes. Comment on how achievement of learning outcomes is assessed. Provide a mapping of the courses to the learning outcomes.
- If the program or unit is externally accredited, state who completes the accreditation, the date accreditation was originally received, the frequency with which it must be renewed, and how accreditation requirements are incorporated into the program or unit.
- Discuss how the credentials awarded are recognized for further study or employment.
- Explain the degree requirements for all relevant programs.
- Describe how the program or unit liaises with the internal and external community and how this liaison contributes to the program or unit.
- If applicable, include details of any advisory boards.

Guiding Questions

- ✓ What sets the program area apart provincially and nationally?

- ✓ How does the program area engage with and meet departmental missions and objectives?

- ✓ What are program learning outcomes? How are they achieved? Are there areas where learning outcomes are not being met?

- ✓ How successful is the program area at meeting external accreditation standards?

The headings below are suggested ways to format this section and can be changed to fit the committee's preferred formatting of the Self Study as needed.

4.1 Program Characteristics and Objectives

Body text here.

4.2 Learning Outcomes

Body text here.

Table 2: Mapping of Courses to Learning Outcomes

Courses:	Outcome 1:	Outcome 2:	Outcome 3:	Outcome 4:	Outcome 5:
Course 1	×			×	
Course 2		×		×	×
Course 3	×	×	×		×
Course 4				×	×
Course 5			×		
Course 6					

4.3 Recognition of Credentials Awarded

Body text here.

4.4 Distinguishing Features of the Program

Body text here.

4.5 Degree Requirements

Body text here.

5. Strategic Alignment

Suggested word count: 500-700 words

Explain how the program or unit aligns with the U of L Mandate including the most recent:
- Strategic Plan, Equity, Diversity, and Inclusion KPIs, Indigenization efforts, relevant Unit Academic Plan, University Academic Plan, and any other planning documents.
- Describe how the program or unit aligns with any Key Performance Indicators from the Unit Academic Plan.

Guiding Questions
- ✓ How does the program area evaluate its alignment with institutional mandates such as the Strategic and Academic plans?
- ✓ How does the program area assess its alignment with Equity, Diversity, and Inclusion efforts?
- ✓ How does the program engage with ongoing Indigenization efforts?

The headings below are suggested ways to format this section and can be changed to fit the committee's preferred formatting of the Self Study as needed.

5.1 Alignment with University Mandate

Body text here.

5.2 Alignment with Faculty Mandate

Body text here.

6. Curricula and Learning Environment

Suggested word count: 500 - 700 words

Discuss how the curriculum and learning environment meet disciplinary and institutional standards of quality:
- Describe and evaluate the effectiveness of current curriculum.
- Provide a listing of the courses and labs offered, identifying the core and elective courses and the type of instruction.
- Describe and evaluate the cooperative, internship, and practicum elements of the program or unit, if applicable.
- Explain how the quality of teaching in the program or unit is determined, monitored, and evaluated.
- Describe the individuals and processes that the program or unit uses to advise its students and evaluate the effectiveness of advising (e.g., provide the results of survey questions on student satisfaction with advising).

Guiding Questions

- ✓ Is the curriculum relevant and effective? How often is the curriculum reviewed? How is the curriculum evaluated? What areas of the curriculum need improvement?

- ✓ Is the program area/department considering curriculum or course updates? What questions do you have for external reviewers regarding changes to curriculum?

- ✓ Are students able to easily access the courses they need to complete program requirements?

- ✓ How often is academic advising utilized? How do students feel about academic advising?

- ✓ How do internships and co-ops improve student experience and engage learning?

The headings below are suggested ways to format this section and can be changed to fit the committee's preferred formatting of the Self Study as needed.

6.1 Evaluation of Curriculum and Learning Environment

Body text here.

6.2 Courses Offered

Body text here.

6.3 Evaluation of Cooperative, Internship, and Practicum Elements

Body text here.

7. Faculty and Staff

Suggested word count: 1500 - 2000 words

Provide a brief description/profile of:
- Academic staff, including rank, tenure, degrees, areas of expertise, and years of experience.
- Unit support staff (APOs, program administration staff, administrative support staff, etc.).
- The roles of visiting scholars, adjunct faculty, and graduate teaching assistants.
- Professional development activities.
- Faculty and staff evaluation methods and provide evidence of faculty and staff effectiveness.
- The distribution of teaching assignments and workloads.
- Plans for future faculty and staff, including a staffing plan.

The headings and tables below are suggested ways to format this section and can be changed to fit the committee's preferred formatting of the Self Study as needed.

7.1 Academic Staff Profiles

Body text here.

Table 3: Profile of Current Academic Staff (Headcount by Designation and Rank)

Name	Designation				Rank				
	Tenured	Tenure Track	Instructor	Term	Asst.	Assoc.	Full	Instr. 2	Instr. 3
	X						X		

Table 4: Profile of Current Academic Staff (By Degree, Experience, and Area of Expertise)

Research Teaching Faculty (Tenure/Tenure Track)				
Name	Highest Degree	Years UofL	Years Prior	Areas of Research and Teaching Expertise

Example	PhD	15	0	Sport & Cultural History (Canada, Gender, Oral History, Modern Olympics)
Teaching Faculty (Instructors)				
Name	Highest Degree	Years UofL	Years Prior	Areas of Teaching Expertise
Example	MA	6	8	Leadership, Sport Administration

7.2 Program Support Staff

Body text here.

7.3 Roles of Visiting Scholars, Adjunct Faculty, and Graduate Assistants

Body text here.

7.4 Professional Development Activities

Body text here.

7.5 Faculty and Staff Evaluation and Evidence of Effectiveness

Body text here.

7.6 Distribution of Teaching Assignments and Workloads

Body text here.

7.7 Plans for future Faculty and Staff

Body text here.

8. Students

Suggested word count: 750 - 1500 words (very dependent on whether data are displayed visually or with text analysis)

Describe admission standards and procedures. Include data on applicants, offers, acceptances, and registrations, and discuss trends over time.

Summarize the data provided by institutional analysis to provide the following:
- Current student profile data.
- Data on grade distribution and student awards.
- Trends in student enrolment, retention, and graduation.
- Trends in student and graduate satisfaction with the program or unit.
- Trends in graduate employment and other post-graduation activities.

Guiding Questions

✓ Do the data provided by Institutional Analysis show any trends in student enrollments? What are the trends? How will you communicate these trends to the external reviewers?

✓ Is the program successfully retaining students? If yes, what in the program is promoting retention? If not, what in the program needs to change to increase retention?

✓ What are the demographics of students in the department or program area? What do the demographics of students communicate about the program's appeal and effectiveness?

✓ What do data about student grade distribution indicate about the success of curriculum and the program as a whole?

✓ How does the program area assess student success and satisfaction?

✓ Do program alumni express satisfaction with their program? Was learning relevant to their careers?

It is useful to approach this section as both a summary to give external reviewers a clear picture of student trends in your program area, as well as an opportunity to identify any areas you would like an outside perspective or advice on.

The strongest Self Studies combine a narrative of the data with one or more simple tables displaying the data. The tables below are provided based on previous Self Studies; however, the Self Study committee can create and utilize their own tables and charts to analyze and present student data.

The headings and tables below are suggested ways to format this section and can be changed to fit the committee's preferred formatting of the Self Study as needed.

8.1 Admission standards and procedures

Provide a very brief overview of admissions standards and pathways to admission into the program. Identify any areas of concern or suggested changes that could better support the program.

Body text here.

Table 5: Enrollment by Program

Program	2010/11	YEAR	YEAR	YEAR	YEAR	YEAR	YEAR	YEAR
Bachelor of Example	5							
Total:	5							

8.2 Student profile data

Provide an overview of demographic information of students taking the program. This can take the form of a narrative summarizing IA results, or a simple table or chart with some brief narrative, or other combinations. Identify any areas of concern or potential growth.

Body text here.

8.3 Trends in student retention and graduation

Provide an overview of applicants/retention/graduation based on the data provided by IA. This can take the form of a narrative summarizing IA results, or a simple table or chart, or a combination of these. Identify any areas of concern or potential growth. This may need to be further broken down by major/minor depending on the program.

Body text here.

Table 6: Grade Distribution Trends Over XXXX Year Period

Course	2022/22	2023/24	YEAR	YEAR	YEAR	YEAR	YEAR	YEAR	YEAR	XX Yr. Avg.
Example	2.00	2.50	3.45	3.1						2.9

Table 7: Average Program Retention by Year

Program	2010/11	YEAR	YEAR	YEAR	YEAR	YEAR	YEAR	Overall
Bachelor of Example	85%							85%

Table 8: Average Time to Graduation by Program

Program	2010/11	YEAR	YEAR	YEAR	YEAR	YEAR	YEAR	Overall
Bachelor of Example	3.5	4						3.75

8.4 Trends in student graduate satisfaction with the program

Body text here.

8.5 Trends in graduate employment and other post-graduation activities

Body text here.

9. Resources

Suggested word count: 300-500 words

Assess the deployment and availability of resources and how they contribute to program or unit quality.
- Evaluate the adequacy and effective management of facilities, equipment, and library resources.
- Evaluate the adequacy and effective management of program funds and sources of funds.

9.1 Resources and Contributions to Program Quality

Body text here.

9.2 Adequacy and Management of Facilities, Equipment, and Library Resources

Body text here.

9.3 Adequacy and Management of Program Funds and Sources of Funds

Body text here.

10. Research and Scholarship

Suggested word count: 1500-2000

Assess the research and scholarly activity of faculty and how it relates to teaching and learning.

Body text here.

11. Reflections

Suggest word count: 1000-1500 words

Reflect on and discuss possible future directions for the program or unit.

Guiding Questions
- ✓ What changes in practice will result from the findings of this report? How will the results of the Self Study impact curriculum and teaching in the future?
- ✓ How did the Self Study committee utilize the Self Study process to engage with areas of conflict and work to resolve ongoing issues?
- ✓ How will the program area engage with the Self Study findings moving forward?

Body text here.

References

Body text here.

Appendices

Appendix 1:

Body text here.

Appendix 2:

Body text here.

Appendix 3:

Body text here.