



Self Study Manual

for

Cyclical Academic Reviews

Revised June 2017

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Introduction

Nipissing's Institutional Quality Assurance Process: Policy and Procedures (IQAP, 2013) were developed to meet the Ontario Universities Quality Assurance Council's requirements for academic review as laid out in *Ensuring the Value of University Degrees in Ontario* (Council of Ontario Universities). In all cases, the IQAP will remain the primary source for instructions on cyclical academic review and the preparation of the self study. It is imperative that all individuals preparing the self study document follow the elements outlined in the IQAP document.

The quality assurance process described in the IQAP is intended to foster an environment of continuous quality improvement in all aspects of Nipissing's programs based on self-assessment and peer evaluation. Within this process, the self study provides an opportunity for an academic unit to assess all the dimensions of academic quality in its programs. Units that have embraced this process have seen noticeable academic benefits from the exercise of defining the goals and learning outcomes of their program and documenting the methods of assessment of those objectives. Aligning the degree learning expectations of the program to those of the faculty and the university strengthens the individual program and the entire core mission of Nipissing University. As indicated in our strategic plan, our mission is to provide "a personalized student experience within a collegial learning community dedicated to creativity, innovation and excellence in teaching, research and scholarly activities."

A well-written self study communicates the program clearly and concisely to the reviewers, and should be written to maximize the academic benefits of the exercise both for students and faculty. Supplemental material that does not contribute directly to the evaluation of the program should not be included. The reviewers should not be expected to assess raw data or information that has not already been critically analyzed by the unit. The self study is meant to be broad-based, reflective and forward-looking. Participation of program faculty, staff, and students must be documented, as well as how their views were obtained and taken into account. The academic unit may seek the advice of others, such as representatives of industry, professions, and practical training programs where appropriate. It is expected that the academic unit will consult with the relevant dean(s) during the development of the self study. Prior to submission to the Office of the Provost and Vice-President, Academic and Research (PVPAR), a copy of the self study will be provided to the relevant dean(s). A sample self study document will be made available to all units undergoing review.

Academic Review Process

The academic unit shall submit the self study to the PVPAR. It must be delivered in electronic format comprising the main self study document and the appendices. The document must be consecutively paginated from the cover page to the last page of the appendices so that it can be easily referenced. The PVPAR will complete a preliminary review of the self study to ensure that it meets all IQAP requirements. The unit may be required to make revisions to the self study and will then send a copy of the revised document to the appropriate dean(s). After

consultation with the unit, the dean(s) will submit the self-study to the PVPAR for consideration.

The PVPAR will review and identify any required or recommended changes or additions to the self study. The unit will revise and re-submit the self study to the Office of the PVPAR. The self study will be treated as confidential by the relevant dean(s), and the reviewers.

Once approved by the PVPAR, or the university's Planning and Priorities Committee (PPC) in case of a disagreement between the unit and the PVPAR, the self study will serve as the basis for an external review and site visit. After the site visit, the reviewers will submit a report that will make recommendations for improvement and enhancement and give the program(s) an outcome category.

PPC will develop a final assessment report (FAR) based on the reviewers' report, and responses from the academic unit, appropriate dean(s), and other academic or administrative units within the university. Upon approval of the FAR by senate, the self study will be published on Nipissing's website and forwarded to the quality council.

Self Study Evaluation Criteria

Please refer to Section 1 of the IQAP policy for a complete description of the protocol for cyclical reviews at Nipissing University. The categories below capture the IQAP requirements for the evaluation of academic programs. Required tables required for the self study can be found on the PVPAR's quality assurance tab at <http://www.nipissingu.ca/academics/VP-Academic-Research/quality-assurance/Pages/default.aspx>. Unless otherwise noted, the tables should be included with unit comment within the self study document itself.

Components of the Self Study

1. Unit Background

The purpose of this section is to provide an introduction to the unit and the program(s) being reviewed, including a listing of all programs being reviewed, e.g., BA Honours, MA, MEd, MSc, PhD, etc. The unit should also use this section to describe any unique features or highlights of the program(s) that will serve to frame the contents of the self study for the reviewers. In addition this section will include an overview of the unit's programs in terms of their vision, development, and overall objectives.

The unit will provide its vision statement (a few words that summarize the unit's dreams and aspirations for itself), as well as its mission statement (a few sentences about what the unit actually does to realize its vision). The unit will also demonstrate how its programs are consistent with the institution's mission and academic plans. It is

intended that the unit will make reference to the university's strategic plan as well as faculty or unit strategic plans, if available.

The unit will also supply information that is relevant to understanding the philosophy and approach that underlies its programs. It will provide a description of the evolution of the programs in order to better understand the nature of the unit in its present form. This section should not include a chronological list of faculty who have joined and left the unit, but a narrative of the significant milestones and developments that have shaped the programs. It should also provide a description of how the objectives of the program were established and evolved to their present form.

This section should give the reviewers a thorough understanding of the unit's sense of identity, purpose, and intentions.

Finally, this section should describe the process by which the self study was developed, who was responsible and the role of faculty, staff, and students in the development.

2. Previous Reviews

This section will provide a summary of the previous review of the unit's program(s), including all recommendations and the impact of their implementation on the program(s). A copy of the previous reviewers' report and the unit's response will be included in Appendix H.

3. Degree Level Expectations and Learning Outcomes

This section will consist of information on the degree level expectations (DLEs) and learning outcomes of the unit programs. Nipissing's degree level expectations (DLEs), for undergraduate, master's, and doctoral programs are aligned with those of the Ontario Council of Academic Vice-Presidents and serve as academic standards that identify the knowledge and skill outcome competencies that graduates are expected to demonstrate. They are core to the mission of the university, and each faculty, program, and course should be able to demonstrate consistency with these expectations.

Nipissing DLEs and faculty DLEs (where available) are provided in Table A.1. Both the overall program and individual courses are assessed against these expectations in terms of learning outcomes. The curricular content, admission requirements, mode of delivery, bases of evaluation of student performance, commitment of resources, and overall quality of any academic program and its courses are all related to its learning outcomes.

The term "learning outcomes" focuses on student learning and whether certain stated knowledge and skills have been assessed. For the purposes of curriculum development and academic review, we refer to program learning outcomes and course learning

outcomes to indicate the assessable knowledge, skills, and values graduates will have achieved by the end of the program or course. Learning outcomes

- use action verbs that convey the meaning of what a student is able to do;
- are concise and specific so students understand what they mean;
- reflect the discipline of the program and are not overly generic; and
- can be observed or measured (directly or indirectly) so assessment is possible.

An example of a program level learning outcome would be “the student will explain the theory of plate tectonics” or, at the course level, “the student will identify and igneous rocks.”

The link between DLEs, program level learning outcomes, and course level learning outcomes is established through the development of a curriculum map. The Institutional Planning Office (IPO) is available to facilitate the process, which consists of the following steps:

Step 1. Instructors, through completion of Table A.1, provide the following information for each course offered as part of the program. The completed tables are included in Appendix A.

- a. Course specific learning outcomes;
- b. Course specific learning activities/experience;
- c. Methods of assessment used to assess/test/document achievement of the learning outcomes.

Step 2. Develop a curriculum map for the program through the synthesis of:

- d. Course level learning outcomes to define the program level learning outcomes (recorded in Table A.1);
- e. Learning activities/experiences across the program for each program level learning outcome (recorded in Table 3.2);
- f. Assessment methods across the program for each program level learning outcome (recorded in Table 3.2).

A curriculum map will be included as Table 3.3 in the self study.

As long as there is agreement within the program on the learning outcomes, and the courses have been mapped to ensure they are being met, faculty members are free to use whatever instructional methods they choose to effectively attain them in their own courses.

Under the following headings, the unit will provide a description of the program’s learning outcomes and their consistency with the university’s and the faculty’s mission and degree level expectations. This will include an explanation of the ways in which the unit assesses the extent to which its graduates have achieved those outcomes. In

addition, the unit will provide analysis and comments under each sub-heading, which reflect National Survey of Student Engagement (NSSE) or Canadian Graduate and Professional Student Survey (CGPSS) results data, as appropriate, and any other relevant data supplied by the unit.

3.1 Program Learning Outcomes

The unit will demonstrate the consistency of program learning outcomes with university and faculty DLEs by completing Table A.1. To assist with this process, a curriculum mapping tool is available to demonstrate how course content and skills align to program learning outcomes.

3.2 Course Learning Outcomes

The unit will document course level learning outcomes by completing a copy of Table A.1 for each course, with the completed tables included in Appendix A. The unit will demonstrate how the course learning outcomes support the program's learning outcomes. These will be summarized to the program level and the program learning outcomes will be reported in Table 3.2.

3.3 Assessment of Learning and Improvement of the Program

With reference to Tables A.1 and 3.2, the unit will indicate how the program's learning outcomes are assessed and how the assessment methods address achievement of the program learning outcomes and DLEs. The unit will provide an analysis and description of plans to address duplication, gaps, and areas for course and program improvement.

A program-level curriculum map will be included as Table 3.3.

3.4 Additional Learning Outcomes Support

Where applicable, in this section, the unit will discuss the NSSE senior year results and/or CGPSS results, as they relate to addressing achievement and assessment of the program learning outcomes.

3.4.1 National Survey of Student Engagement (NSSE) Results (Latest available)

The IPO will provide the data if available. The unit will provide analysis and comment. NSSE results for the unit should be included in Appendix G (if available).

3.4.2 Canadian Graduate and Professional Student Survey (CGPSS) Results (Latest available)

The IPO will provide the data if available. The unit will provide analysis and comment. CGPSS results for the unit should be included in Appendix G (if available).

3.5 Other Relevant Data

The unit will insert any other data that is relevant, with analysis and comment.

The unit will provide, as Appendix B to the self study, detailed course outlines for all courses offered as part of each program in the unit over the review period, along with a copy of each course assessment and evaluation instruments used in the program.

4. Program Structure, Curriculum and Delivery Modes

This section will include an outline of the program under the following headings:

4.1 Program Goals

The unit will provide an overarching statement of the unit's intent for the program(s) it delivers.

4.2 Program Options

The unit will provide data that presents the various program options available for degree completion along with analysis and comment under the following headings:

a) Undergraduate

The unit will provide information on majors, streams, minors, etc. as applicable.

b) Graduate

The unit will provide information on approved fields.

4.3 Program Structure

Include information outlined in the current academic calendar. From this information, the unit will include that structure of the program(s) being reviewed, providing analysis and comment on the program structure.

The information provided should, be in the following format:

Honours Program

Year 1 – ERSC 1F01, BIOL 1F90, CHEM 1F92, MATH 1P97 and 1P98, one Humanities or Social Sciences context credit

Year 2 – ...

Year 3 - ...

Year 4 - ...

4.4 Program Curriculum

a) Calendar Outline

From the current calendar information provided by the IPO, the unit will complete Table 4.1, summarizing the contents of the calendar information. The complete calendar entry, including course descriptions will be included in Appendix C using Table C.1. The unit will provide analysis and comment.

b) Current State of the Discipline

The unit will explain how the program curriculum reflects the current state of the discipline or area of study. The unit will also describe any significant innovation or creativity in the content and/or delivery of the program.

c) Collaborative Arrangements

The unit will identify collaborative arrangements within and external to Nipissing University, such as co-ops, practica, internships, international exchanges, study abroad, community outreach and involvement, and partnerships.

4.5 Course Offerings

The IPO will provide data. The unit will comment on the frequency with which courses have been offered over the past eight years, under the following headings:

a) Courses Offered by Unit

1. Undergraduate

2. Graduate

The unit will provide evidence that there are sufficient graduate courses for a student to meet degree requirements.

b) Additional Required Courses Offered by Other Units

4.6 Modes of Delivery

The unit will identify modes of delivery and offer analysis and comment.

a) Degree of Interactivity

The unit will describe how course activities support interactive learning and promote student engagement. Interactive learning may include approaches such as seminar and lab activities, experiential learning, service-learning, inquiry-based learning, paired and small-group learning, team-based activities, group work, peer assessment and instant feedback.

b) Class Size

The unit will describe any modifications or accommodations made to support learning outcomes relative to class size.

c) Appropriateness and Effectiveness

The unit will describe the appropriateness and effectiveness of the modes of delivery and how they support the achievement of learning outcomes in the program.

5. Faculty and Staffing Resources

This section will provide an account of faculty and staffing resources in place since the last review. The unit will provide analysis and comment with regards to the impact of the quantity and quality of faculty and staffing resources on the delivery of the program. Only those tables which are applicable to the unit should be completed. The unit will supply information under the following headings:

5.1 Full and Part-Time Faculty

In completing Tables 5.1, 5.2, and 5.4, faculty are listed as being either core or participating. Core faculty are defined as those faculty members who are expected to be involved in thesis supervision. Participating faculty are defined as those faculty who may be involved in a graduate program through teaching courses and/or serving on thesis committees.

The unit will complete Tables 5.1, 5.2, and 5.3 as follows:

- a) Instructor Qualifications and Teaching Assignments within the Unit (Table 5.1)
- b) Contributions by Instructors to Other Units (Table 5.2)
- c) Intellectual Contributions (see Nipissing/NUFA CA 21.06 b.) (Table 5.3)

5.2 Faculty Directly Involved with the Program from Other Units

The unit will complete Table 5.4 listing the contributions by instructors from other units.

5.3 Permanent Staff with Teaching Responsibilities Associated with the Program

The unit will complete Table 5.5.

5.4 All Other Administrative Support Staff Directly Associated with the Unit

The unit will complete Table 5.6.

5.5 Research Grants and Contracts

The unit will complete Tables 5.7 and 5.8 as follows:

- a) Research Grants and Contracts – External

The unit will complete Table 5.7.

- b) Research Grants and Contracts – Internal
The unit will complete Table 5.8.

5.6 Faculty Awards and Distinctions

The unit will also provide evidence of faculty quality and prominence in the form of honours, awards and recognition.

5.7 Financial Support for Graduate Students

The IPO will provide data and the unit will provide analysis and comment.
Include as Table 5.9, the Graduate Studies supplied Graduate Funding Summary.

Include an Appendix D to the self study with the curriculum vitae of each faculty member/instructor listed in the tables in this section. The CV format should be consistent with recognized academic and disciplinary models.

6. Budget, Space and Other Resources

This section will include an analysis of the unit's operating budget, along with an evaluation of other resources available to the program under the following headings:

6.1 Operating Budget

The IPO will provide a copy of the operating budget, including part-time costs, for the current, plus past four years. Include this document as Table 6.1. The unit will provide analysis and comment on how the operating budget affects the academic program.

6.2 Space and Equipment

The unit will provide an account of the space and equipment used by the program, along with analysis and comment. This will include a description of present resources as well as anticipated upgrades, renovations or additions in the future.

6.3 Other Academic Resources

The unit will provide a description and evaluation of other related resources that directly contribute to the academic quality of the program under review, along with analysis and comment. Examples of these resources might include: academic advising, student services, technical services, experiential learning, and service learning.

7. Technological Resources and Support

This section will include an analysis of the unit's technological resources and support.

7.1 University Technology Services Report

University Technology Services will provide a report if there are particular IT resources which are utilized by the unit. Examples of these resources might include: Blackboard, Turnitin, Elluminate, and social media. The unit will provide analysis and comment if such a report is available.

8. Library Resources

This section will include an analysis of the unit's library resources.

The library will provide a report on the library resources available to the unit. The unit will provide analysis and comment.

9. Admissions

This section will include an assessment of admissions requirements under the three headings outlined below:

9.1 Undergraduate and Graduate Admission Requirements and Qualifications of Incoming Students

The unit will provide data along with analysis and comment.

9.2 Admission Targets and Numbers of Students Registered

The IPO will provide data and the unit will offer analysis and comment under the following three sub-headings:

a) Undergraduate Admission Targets and Registrations (Previous Eight Years)

Include as Table 9.1, the IPO supplied *UG Admission Targets and Registrations*.

b) Graduate Admission Targets, Application Numbers, Acceptances, and Registrations (Previous Eight Years)

Include as Table 9.2, the IPO supplied *Graduate Admission Statistics*.

c) Undergraduate and Graduate Distribution of Admission Averages

Include as Tables 9.3 and 9.4, the IPO supplied *Undergraduate Admission Averages and Graduate Admission Averages*, respectively (if applicable).

9.3 Admission Patterns

This section will include information on admission patterns under the following sub-headings:

a) Undergraduate Applications: 101s vs. 105s (Previous Eight Years)

The IPO will provide data and the unit will offer analysis and comment.

Include as Table 9.5, the IPO supplied *UG Admission Applications*.

b) Graduate Admissions

The unit will provide commentary on admission patterns evident in data found in section 9.2.

c) Other Relevant Information

The unit will provide additional information on transfer students, and/or other categories relevant to the program, with analysis and comment.

10. Enrollments

This section will include an assessment of the past, present, and projected future enrollment in the program. The IPO will provide data, and the unit will provide analysis and comment under the following headings:

10.1 Undergraduate: Number of Majors (by Program) for the Past Eight Years

Include as Table 10.1, the IPO supplied *Headcount Enrollment by Major*.

10.2 Undergraduate: Full-Time Equivalent Enrolment (by session) for the Past Eight Years

Include as Table 10.2, the IPO supplied *FTE Students Taught*.

10.3 Graduate Program Enrolments and Projections

The unit will provide data on the past eight years plus a four-year projection of enrolments. Include as Table 10.3, the IPO supplied *Graduate Fall Headcount*.

11. Retention, Graduation and Times to Completion

This section will include an assessment of retention, graduation rates and times to completion.

a. Undergraduate Retention and Graduation Rates (10-year cohort analysis)

The IPO will provide data, and the unit will provide analysis and comment. Include as Table 11.1, the IPO supplied *Undergraduate Retention and Graduation Report*.

b. Graduate Flow-Through and Times to Completion for the Past Eight Years

The IPO will provide data on flow through and times to completion for the program. The unit will provide analysis and comment. Include as Table 11.2 and 11.2, as appropriate, the IPO supplied *Graduate Flow Through and Times To Completion*

i) Masters' Students

The unit will include Table 11.2.

ii) Doctoral Students

The unit will include Table 11.3.

12. Student Success

This section will include indicators of student quality under the following headings:

a. Scholarly Success

The unit will provide data on scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills

b. Pathways to Success After Graduation

The IPO and the unit will provide data under the following headings:

i) Undergraduate

The unit will provide analysis and comment on graduate employment six months and also two years after graduation, postgraduate study, "skills match" and alumni reports on program quality when available.

ii) Graduate

The unit will provide analysis and comment on postgraduate study as well as employment.

13. Surveys

This section will include an assessment of the results of representative surveys conducted by the IPO. These surveys poll perceptions of current majors and recent graduates on the program's effectiveness. Where appropriate, the unit will provide analysis and comment on the results of surveys/consultations with representatives of industry, professions, or practical training programs.

13.1 Results of Surveys of Current Students

The IPO will provide a copy of the results, which will be appended in Appendix F. The unit will provide a summary of the survey and offer analysis and comment of the results.

13.2 Results of Surveys of Recent Alumni

The IPO will provide a copy of the results, which will be appended in Appendix G. The unit will provide a summary and offer analysis and comment of the results.

13.3 Results of Other Surveys

The unit will provide a copy of the results of any other surveys relevant to the review, which were undertaken by the unit, along with analysis and comment.

14. Potential for Growth and Improvement

In this section, the unit will provide critical analysis of the strengths and weaknesses of the program, drawing upon the body of evidence presented in the self study. The self study is not intended to be merely a catalogue of facts. The application of thoughtful analysis is key to the success of the document and the academic review process itself. The unit is encouraged to assess which aspects of the program are effective in promoting its vision, objectives and learning outcomes and which aspects inhibit those goals. This section should explain what the unit has learned and what conclusions have been reached.

15. Academic Program Plan

In this section, the unit will provide a projection based on the analysis in Section 15 of where the program expects to be in three to five years. The unit should set priorities and outline specific details and strategies for implementing this plan. If a unit strategic plan exists, the unit should incorporate elements into the academic program plan.

APPENDICES (to be Included in the Self study)

The following appendices must be included in the self study. Additional appendices as needed may be added by the unit.

APPENDIX A – Course Level Learning Outcomes

APPENDIX B - Course Outlines

APPENDIX C – Program Calendar Entry

APPENDIX D – CVs

APPENDIX E – Program Governance and Unit Rules and Regulations

APPENDIX F – Surveys of Current Students

APPENDIX G – Surveys of Recent Alumni

APPENDIX H – External Surveys relevant to the program (if available)

APPENDIX I – Previous Review Results

LIST OF TABLES TO BE INCLUDED IN THE SELF STUDY

Unless otherwise specified, the individual tables are to be inserted directly into body of the self study. Where multiple versions of the same table exist, e.g. Table A.1, the table appropriate to the level of the program being reviewed is to be included.

Tables 3.1 through 5.8 are to be completed by the appropriate faculty.

Tables 5.9 through 12.3 are provided by the Institutional Planning Office.

Table A.1 – Course Learning Outcomes (Completed copies for each course in the program are to be included in Appendix A).

Table A.1 - Bachelor's - Program Mapping to DLEs

Table A.1 - Master's - Program Mapping to DLEs

Table A.1 - Doctoral - Program Mapping to DLEs

Table 3.2 - Bachelor's - Program Mapping to Modes of Delivery and Methods of Assessment

Table 3.2 - Master's - Program Mapping to Modes of Delivery and Methods of Assessment

Table 3.2 - Doctoral - Program Mapping to Modes of Delivery and Methods of Assessment

Table 3.3 - Bachelor's – Program Curriculum Map

Table 3.3 – Master's – Program Curriculum Map

Table 3.3 - Doctoral – Program Curriculum Map

Table 4.1 – Summary of Course Information for Program

Table 5.1 – Instructor Qualifications and Teaching Assignments within the Program

Table 5.2 – Contributions by Instructors to Other Units

Table 5.3 - Intellectual Contributions

Table 5.4 – Contributions by Instructors from Other Units

Table 5.5 – Permanent Staff with Teaching Responsibilities

Table 5.6 – All other Administrative Support Staff Directly associated with the Program

Table 5.7 - Research Grants and Contracts - External

Table 5.8 - Research Grants and Contracts – Internal

Table 5.9 - Graduate Funding Summary*

Table 6.1 – Operating Budget for the Program*

Table 10.1 – UG Admission Targets and Registrations*

Table 10.2 – Graduate Admissions Statistics*

Table 10.3 – Undergraduate Admission Averages*

Table 10.4 – Graduate Admission Averages*

Table 10.5 – UG Admission Applications*

Table 11.1 – Headcount Enrollment by Major*

Table 11.2 – FTE Students Taught*

Table 11.3 – Graduate Fall Headcount*

Table 12.1 – Undergraduate Retention and Graduation Report*

Table 12.2 – Master's Graduate Flow Through and Times to Completion*

Table 12.3 – Doctoral Graduate Flow Through and Times to Completion*

* provided by the Institutional Planning Office