[Program or Unit Name]: Self Study Report

**[Date]**

**Prepared by:**

**[Self Study Committee members]**

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SUBMISSION CHECKLIST:

* Complete all sections.
* Ensure the body of the report (excluding appendices) is no more 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 by email to Alan Siaroff, Chair of the University Review Committee (alan.siaroff@uleth.ca), with a CC to Paul Sparrow-Clarke (paul.sparrowclarke@uleth.ca). Format should be a Word document or PDF.

REMINDERS:

* Self Study Report is due within six months after the beginning of the review process.
* Self Study Report must be ready to submit to the External Reviewers at least five weeks before their site visit.
* Robert Boudreau, Chair of the University Review Committee, sends the Self Study Report to the External Reviewers.

# 1. Overview

* Summarize the results of the Self Study and your reflections on these findings.
You could organize this section using SWOT—Strengths, Weaknesses, Opportunities, and Threats.
* Provide a planning summary—a synopsis of possible future initiatives to improve the program or unit.
* Include a list of the issues upon which the Self Study Committee needs external advice.

# 2. Process

* Describe the process you used to complete the Self Study. Include 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.

# 3. Past Reviews

* If applicable, note the dates of past quality assurance reviews of the program or unit, state who coordinated it and who the external reviewer were, and summarize the findings and what was done in response.
* If there were no previous reviews, please note this.

# 4. Program Description

* Include a statement of objectives and characteristics for the program or unit. If the faculty or school and the department has planning statements (mission, vision, mandate, goals, etc.), include these.
* If the program or unit is externally accredited, state who completes the accreditation, the date of accreditation, and how accreditation requirements are incorporated into the program or unit.
* Discuss how the credentials awarded are recognized for further study or employment.
* Describe distinguishing features and aspects of the program or unit that are unique provincially, nationally, or internationally.
* Discuss the courses of study offered.
* 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.

# 5. Strategic Alignment

* Explain how the program or unit aligns with the U of L Mandate, the Strategic Plan, the relevant Unit Academic Plan, the Consolidated Academic Plan, Setting Enrolment Directions, and other planning documents.
* Describe how the program or unit aligns with Key Performance Indicators from the Unit Academic Plan.

# 6. Curricula and Learning Environment

* Discuss how the curriculum and learning environment meet disciplinary and institutional standards of quality.
* Describe and evaluate the curriculum.
* Provide a listing of the courses and labs offered, identifying those that are core and elective 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).

# 7. Faculty and Staff

* Provide a profile of academic staff, including rank, tenure, degrees, areas of expertise, and years of experience.
* Provide a profile of the program or unit support staff (APOs, program administration staff, administrative support staff, etc.).
* Describe the roles of visiting scholars, adjunct faculty, and graduate teaching assistants.
* Specify the professional development activities.
* Detail faculty and staff evaluation methods and provide evidence of faculty and staff effectiveness.
* Include the distribution of teaching assignments and workloads.
* State the plans for future faculty and staff, including a staffing plan.

# 8. Students

* Describe admission standards and procedures. Include data on applicants, offers, acceptances, and registrations, and discuss trends over time.
* Present student profile data.
* Include data on grade distribution and student awards.
* Provide and discuss trends in student enrolment, retention, and graduation.
* Provide and discuss trends in student and graduate satisfaction with the program or unit.
* Provide and discuss trends in graduate employment and other post graduation activities.

# 9. Resources

* 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.

# 10. Research and Scholarship

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

# 11. Reflections

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

# Appendices

* List the appendix titles here.

## Appendix One: