Periodic Program Review
Graduate Programs
MANUAL
PART I: The Self-Study Report

Yeates School of Graduate Studies
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GRADUATE KEY CONTACTS AND SOURCES OF INFORMATION

The names of individuals and other contact information listed in this section were accurate at the time this manual was generated. Please contact the YSGS for updates.

An electronic version of this document can be found on the YSGS website.

<table>
<thead>
<tr>
<th>Contact</th>
<th>Role or Type of Assistance</th>
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</thead>
<tbody>
<tr>
<td><strong>YSGS</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Dr. Anthony Bonato  
Associate Dean, Students and Programs  
abonato@ryerson.ca  
Office: YDI-1120  
X3012 | Begins PPR process  
Sets general expectations  
Deals with program exceptionalities  
Provides focus  
Addresses program exceptionalities |
| **Curriculum Development Consultant** | Assists departments with program review process  
Workshops dealing with specific aspects of PPR  
mapping the curriculum  
curriculum analysis  
program SWOT analysis  
developmental plan |
| Paola Borin  
Curriculum Development Consultant  
Learning and Teaching Office  
Ext 2629  
Email: borin@ryerson.ca | |
| **Computing and Communications Services (CCS)** | Provides a brief for departments regarding University IT services including computer labs for accreditation or other purposes. |
| Brian Lesser  
Director, CCS  
Ext 6835  
Email: blesser@ryerson.ca  
Jim Buchanan  
Assistant Director, Client Services  
Ext 4136  
Email: jbuchanan@ryerson.ca | |
| **Human Resources and Skills Development** | Information on labour markets, employment prospects and economic trends. |
| Refer to Human Resource and Skills Development Canada website  
http://www.workingincanada.gc.ca/ | |
### Library

<table>
<thead>
<tr>
<th>Madeleine Lefebvre</th>
<th>Accompanies peer review team on library tour during site visit.</th>
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<tbody>
<tr>
<td>Chief Librarian</td>
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<tr>
<td>X5142</td>
<td></td>
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<tr>
<td>LIB-174</td>
<td></td>
</tr>
<tr>
<td><a href="mailto:mjlefebv@ryerson.ca">mjlefebv@ryerson.ca</a></td>
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</tbody>
</table>

Contact subject librarian for assistance in the preparation of the library brief.  
[https://library.cf.ryerson.ca/staffDirectory/?type=subject](https://library.cf.ryerson.ca/staffDirectory/?type=subject)

| Preparers library brief. |

### Curriculum Quality Assurance

<table>
<thead>
<tr>
<th>Katherine Penny</th>
<th>Responds to questions about the University wide PPR process provides PPR advice to programs ensures timely completion of PPR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, Curriculum Quality Assurance</td>
<td></td>
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<tr>
<td>Location: TRS-3-044</td>
<td></td>
</tr>
<tr>
<td>Ext 7260</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:kpenny@ryerson.ca">kpenny@ryerson.ca</a></td>
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<tr>
<th>Dr. Chris Evans, Vice Provost Academic</th>
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<tbody>
<tr>
<td>Ext 2356</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:cevans@ryerson.ca">cevans@ryerson.ca</a></td>
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### Senate

See the Senate website for relevant policies

<table>
<thead>
<tr>
<th>Meeting Dates:</th>
<th>Provides official policy documents online and Senate dates for PPR submissions.</th>
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<tr>
<td><a href="http://www.ryerson.ca/senate/meetings/index.html">http://www.ryerson.ca/senate/meetings/index.html</a></td>
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### University Planning Office

<table>
<thead>
<tr>
<th>Stephen Onyskay</th>
<th>Helps prepares standard data including program metrics and key indicators for University Planning Office website.</th>
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</thead>
<tbody>
<tr>
<td>University Planning Office Research Analyst</td>
<td></td>
</tr>
<tr>
<td>Ext 7126</td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:sonyskay@ryerson.ca">sonyskay@ryerson.ca</a></td>
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INTRODUCTION

This graduate program manual is a “user’s guide” to Policy 126 Periodic Program Review of Graduate and Undergraduate Programs. Intended as a resource for schools and departments carrying out program reviews, it integrates Academic Council’s formal policy statement with a series of explanations, interpretive comments, and supplementary information. Programs embarking on the review process should note that this manual is only one of several resources upon which they can draw. Advice on all aspects of the review, information gathering, and interpretation can be obtained from the Office of the Provost and Vice President Academic, Faculty Dean’s, the Yeates School of Graduate Studies, and the University Planning Office.

Policy 126 presents the rationale and guiding principles governing the periodic program review process at Ryerson and recommends how academic units should conduct the self-study. The self-study culminates in the preparation of the self-study report which consists of two parts: a narrative that addresses key areas, and appendices that include the data and information that form the basis for the narrative. The report forms the basis of the submission to a Peer Review Team (PRT). Part II of this manual addresses the site visit and report of the PRT.

Policy 126 also recommends only a basic structure for the self-study report. However, in the collective experience of Academic Standards Committee with earlier program reviews a well-prepared and comprehensive self-study report goes well beyond the basic structure recommended in Policy 126. Therefore, this manual is based on an expanded form of the self-study report described in Policy 126. All academic units engaged in the preparation of self-study report are strongly encouraged to closely follow the outline laid out in this manual.

Professionally accredited programs may need to prepare similar material in a format required by their accreditation bodies. Where possible, Periodic Program Review and accreditation reports should be coordinated, particularly when some of the same documentation is required. A program may submit accreditation documentation in partial satisfaction of its periodic review requirements provided that all informational and evaluative requirements set out in this document are met. Professionally accredited programs should consult Academic Standards Committee for further guidance and assistance.

It is also recognized that some departments or schools may offer both graduate and undergraduate programs. Where feasible, these reviews may be conducted simultaneously, and some of the documentation may be the same. If both graduate and undergraduate programs will be reviewed simultaneously, a supplementary table outlining common elements of both undergraduate and graduate reviews must be provided.

HOW TO USE THIS MANUAL?

This manual is based on an expanded format of the self-study report described in Policy 126. Each section of this expanded report structure includes a brief explanatory text supplemented with references for further information, examples and select suggested templates. Some appendices will have templates and others will not. Appendices should be attached included in the table of contents of the report. The manual numbering does not exactly follow the policy sections, but has been organized to optimize the flow of information.
THE SELF-STUDY: Guiding Principles

The self-study has descriptive, explanatory, evaluative and formative functions. It provides an opportunity for schools or departments, i.e., the academic units, in conjunction with service departments and support units, to assess all dimensions of the program’s academic quality and societal need. It is essential that the self-study is reflective, self-critical and analytical, and that it actively involve both faculty and students in the process.

Academic units who are engaged in the self-appraisal process are encouraged to follow the “good” practices outlined in the following table.

Table 1: Guiding Principles for the Preparation of the Self-Study.

<table>
<thead>
<tr>
<th>FEATURE</th>
<th>BAD WAY</th>
<th>GOOD WAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal / Purpose</td>
<td>The self-appraisal is aimed at defending or justifying the status quo. It presumes the exercise is like accreditation, which requires demonstration that the defined standard is met.</td>
<td>The self-appraisal is aimed at quality improvement. Self-appraisal asks for analysis of strengths and weaknesses, and asks how improvements can be made.</td>
</tr>
<tr>
<td>Focus</td>
<td>The Report focuses on the academic unit, rather than on the graduate program.</td>
<td>The Report focuses on the graduate program.</td>
</tr>
<tr>
<td>Character / Nature of</td>
<td>The Report is descriptive rather than reflective, analytical, self-critical, and evaluative.</td>
<td>The Report is reflective, analytical, self-critical, and evaluative, and assesses appropriateness, rather than descriptive.</td>
</tr>
<tr>
<td>Report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment of Curriculum</td>
<td>The curriculum is described in terms of what the program provides.</td>
<td>The curriculum is critically examined, with an eye to learning objectives, and to change and improvement.</td>
</tr>
<tr>
<td>Treatment of Data</td>
<td>Raw data are attached as appendices, or used only in a descriptive manner.</td>
<td>Data are analyzed – e.g. used as the basis for performance indicators. Data analysis contributes to the assessment of strengths and weaknesses of the program.</td>
</tr>
<tr>
<td>Approach</td>
<td>The Report is prepared in a formulaic or mechanical way, as if completing a checklist.</td>
<td>The Report shows sensitivity to context, mission and objectives of the program, and where appropriate, the institution. The Report shows that the members of the program intentionally analyzing and refining the program as a whole.</td>
</tr>
<tr>
<td>Authorship</td>
<td>The Report is written by the Chair, without evidence of buy-in (or sometimes even knowledge) of faculty and students.</td>
<td>The Report results from a participatory self-critical process, and documents involvement in its preparation of all faculty in the program, and of students.</td>
</tr>
</tbody>
</table>

1 Adapted from “Self-Appraisal in the Undergraduate Program Review”, UPRAC, May 2001.
<table>
<thead>
<tr>
<th>FEATURE</th>
<th>BAD WAY</th>
<th>GOOD WAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Involvement</td>
<td>There is no evidence of active involvement of students in the preparation of the Report.</td>
<td>The Report shows active involvement of students in the agenda-setting, the self-analysis, and the preparation of the Report.</td>
</tr>
<tr>
<td>Student Role</td>
<td>Students meet with the external reviewer(s), but have no input to the self-appraisal.</td>
<td>Students contribute to the preparation of the Report, as well as meet with the external reviewer(s).</td>
</tr>
<tr>
<td>Student Survey</td>
<td>There is a student survey, but it is conducted after the self-appraisal Report is prepared, and so makes no input to that Report. Alternatively, there is no student survey.</td>
<td>A student survey provides another valuable source of input to the self-appraisal.</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>The Report does not address or articulate program goals or learning objectives. Alternatively, the goals or learning objectives are too general or are phrased in terms of what the program or faculty members will provide.</td>
<td>The Report expresses program goals that operationally drive admission requirements, curriculum content, modes of delivery, bases of evaluation of student performance, and the commitment of resources. Goals or objectives are stated in terms of intended student learning outcomes.</td>
</tr>
</tbody>
</table>
# DEGREE LEVEL EXPECTATIONS

## A. Masters Degree Level Expectations

### 1. Depth and Breadth of Knowledge

A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.

### 2. Research and Scholarship

A conceptual understanding and methodological competence that:

- Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;
- Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and
- Enables a treatment of complex issues and judgments based on established principles and techniques; and,

On the basis of that competence, has shown at least one of the following:

- The development and support of a sustained argument in written form; or
- Originality in the application of knowledge.

### 3. Level of Application of Knowledge

Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.

### 4. Professional Capacity/Autonomy

- The qualities and transferable skills necessary for employment requiring:
  - The exercise of initiative and of personal responsibility and accountability; and
  - Decision-making in complex situations; and
- The intellectual independence required for continuing professional development;
- The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and
- The ability to appreciate the broader implications of applying knowledge to particular contexts.

### 5. Level of Communications Skills

The ability to communicate ideas, issues and conclusions clearly.

### 6. Awareness of Limits of Knowledge

Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.
B. Doctoral Degree Level Expectations

<table>
<thead>
<tr>
<th>DOCTORAL DEGREE LEVEL EXPECTATIONS</th>
<th>This degree extends the skills associated with the Master’s degree and is awarded to students who have demonstrated:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Depth and Breadth of Knowledge</td>
<td>A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.</td>
</tr>
</tbody>
</table>
| 2. Research and Scholarship        | a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems;  
|                                    | b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and  
|                                    | c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.  |
| 3. Level of Application of Knowledge | a. The capacity to undertake pure and/or applied research at an advanced level; and  
|                                    | b. Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.  |
| 4. Professional Capacity/Autonomy  | a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations;  
|                                    | b. The intellectual independence to be academically and professionally engaged and current;  
|                                    | c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and  
|                                    | d. The ability to evaluate the broader implications of applying knowledge to particular contexts.  |
| 5. Level of Communication Skills    | The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.  |
| 6. Awareness of Limits of Knowledge | An appreciation of the limitations of one’s own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.  |
PART I: THE SELF-STUDY REPORT
The self-study has descriptive, explanatory, evaluative and formative functions. It provides an opportunity for programs to assess academic quality and societal need. It is essential that the self-study is reflective, self-critical and analytical, and that it actively involve both faculty and students in the process. The self-study consists of two parts: a narrative that addresses key areas, and appendices that include the data and information that form the basis for the narrative. (Note: The YSGS Council will advise programs throughout the review process on matters of content and format and to ensure that policy requirements are met.)

A. NARRATIVE
The narrative must provide a reflective, self-critical and analytical review of the program based on data and surveys, and must be the result of active involvement of faculty and students. The narrative must include, but is not limited to:

1. Basic Information

   1.a. Program / Degree Information & Description
   Provide the program/degree name exactly as it appears on diplomas and in transcripts. Also provide a brief description of the program including a history of the program’s development, it’s mode of delivery, and it’s administrative structure. This section should also list any program options/specializations/fields, whether a program is full, part time, or both, and whether it has advanced standing admission opportunities etc.

   1.a.i. Fields in the Programs (indicate recent changes if any)
   A field is a technical term used for the public declaration of an area of strength (or an area of concentration or an area of specialization) within a program and represents an area that a university wishes to advertise within a given discipline or program – i.e. a characteristic and distinctive strength for which the program wishes to be known, and which it wishes to advertise

   1.a.ii. Mode of Delivery
   How is the program is delivered (e.g., full time, part-time, intensive)? Provide an analysis and assessment of the appropriateness and effectiveness of the mode of curriculum delivery to meet the program’s learning objectives including, where applicable alternative modes. Alternative modes of delivery may include distance or on-line delivery. Append any tables or reference to any tables in appendices as needed.

   1.a.iii. Program History
   Provide a brief history of the program’s development (~ one page). This section may include information such as when the program started, dates of major structural changes (e.g. introducing a new specialization, starting a doctoral program, significant enrollment changes, etc.) For accredited programs this section should also provide the date when the program was first accredited as well as the dates and outcomes of subsequent assessments by the accrediting body.
I.a.iv. Administrative Structure
Provide the name of the academic unit which has administrative responsibility for the program. Describe the organization and administration of the program. Append information as needed.

2. Developments since Previous Program Review
Report on how the program has met the goals and objectives of the developmental plan submitted in the previous Program Review and how it has addressed the Senate recommendations on that Program Review. Append any documents as needed.

This section should also include, at a minimum, the following information.

Previous Developmental Plan
Append the developmental plan from the last periodic program review and report on how the program has met the goals or objectives of the last developmental plan.

Annual Academic Plan
Append any annual academic plan, objectives or requests for funding that were based on the previous periodic program review. Describe progress on those objectives and the outcome of any funding requests. Also indicate the relationship to the department/school and faculty academic plan.

Response to Recommendations made by Senate (if any)
In addition to including any recommendations made by Senate during the previous program review, report on how the program has responded to the recommendations made by Senate when it approved the previous program review.

Response to Issues Arising from Accreditation Assessment (if any)
If the program undergoes assessment by an external accreditation body, state the issues arising from the last assessment and indicate how the program has responded to these issues.

3. Societal Need

3.a. Current and Anticipated Societal Need
Provide a general description of current and anticipated societal need for the program and its graduates. The information reported in this section may include a summary of industry trends and other relevant information that will allow the reviewers to appreciate the current and anticipated societal need while providing a historical perspective.

This section may address questions such as “What does the graduate employment data say about the program’s success in meeting a societal need?”, “Are graduates

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2 Peer Review Team, YSGS Council, Programs & Planning Committee, and Ryerson Senate
of the program employed in a field that is closely related to the program’s educational focus?”, or “Does the employment data support the notion that the program provides its students with a comprehensive education which allows them to move to diverse fields?”

The report may also include input from employers of the program's graduates, designed to:

(i) inform the program as to the preparedness of its graduates, and
(ii) project future demand.

Such input may be derived through surveys, focus groups, or interviews. Append data or questionnaires as needed. The primary purpose of employer input is to inform the academic unit. A serious attempt should be made to generate a substantial sample size, but thoughtful, information-rich feedback is useful even if sample sizes fall somewhat below the ideal.

The applicant data also provides valuable information and therefore should be used to support observations made regarding current and anticipated societal need for the program and its graduates.

Note: This section as part of the narrative component in the self-study report. Any extensive data such as that is gathered through surveys and focus groups should be presented only as a summary with analysis of the information collected from these sources. Add Appendices as needed.

3.b. Assessment of existing and anticipated student demand
Provide a summary, analysis and commentary of appended student application/admission data. This section should also include commentary about the implications of the application/admission/student demographics data on the anticipated demand for the program and potential recruitment strategies. Append appropriately.

4. Program Outcomes

4.a. Program Outcomes
Provide a clear articulation of the intended student learning outcomes. The self-study report should clearly indicate how the program addresses and is designed to achieve these outcomes. Be sure to contact Paola Borin, Curriculum Development Consultant for assistance with this section as early as possible (see contacts page and timelines and milestones page).

The Curriculum Consultant assists programs with most of self-study sections in which the program’s curriculum goals are defined in terms of outcomes. These sections also describe how curriculum is structured to progressively enable students to develop and achieve the intended program outcomes.
Program outcomes are an essential reference point in program evaluation, capturing the essence of the program and serving as a baseline for assessing program success. Outcomes are sometimes known as goals, objectives, or program expectations. They are essentially the same with a of change perspective. Append as needed including Graduate Degree Level Expectations.

Program outcomes specify what students are intended to learn in the program. They are an answer to the question, by the end of the program, what should students know, be able to do, and what attitudes or values have been promoted? Goals or Objectives look ahead describing what a program seeks to achieve. Outcomes, look backward to specify what has been achieved by the end of the program.

Intended learning outcomes combines both perspectives by specifying what a program is intended to achieve by the end.

Several of these terms are used in Policy 126, and in this document they can be considered essentially interchangeable.

The self-study, and in particular the program description, developmental plan, and strengths and weaknesses sections, should make explicit reference to the outcomes.

YSGS Programs & Planning Committee, YSGS Council, Ryerson Senate, and (normally) Peer Review Teams will assess a program’s curriculum, developmental plan, societal need data, and other review elements in light of what the academic unit indicates that it is trying to accomplish. Program outcomes come in a variety of formats, and the academic unit should be guided by its own norms and values in determining what pattern to follow. The Curriculum Development Consultant provides support for this work.

**4.b. Program Consistency with other Academic Plans**

Describe the consistency of the program goals with the University’s mission and academic plan, the Faculty academic plan, the school/department academic plan and the Graduate Degree-Level Expectations.
5. Academic Quality

This section begins with a high level description and subsequently provides more detail and analysis. This section describes the program curriculum and structure then provides a critical analysis of the curriculum and structure. Several tables are suggested which provide rich information about the curriculum. Provide a concise analysis of the tables in the written description and append appropriately.

A Strengths, Weaknesses, Opportunities, and Threats (SWOT) table is a helpful working tool to start using at an early stage. It is used to gather observations and insights noted while collecting and analyzing data for all sections of the periodic program review. Since various parts of the self-study require critical analysis, observations from this table may form a helpful consolidated point of reference.

- The SWOT table is intended as a working document while proceeding through the self-study.
- In section 8 the collected observations are reviewed, analyzed, and prioritized. This SWOT working table will help in preparation of the Developmental Plan in section 9 and is not required to appear in the final report.
- It is also valuable to run a SWOT analysis exercise during the curriculum mapping exercise conducted with all program instructors. This will contribute to the SWOT working table. The Curriculum Development Consultant can help conduct this exercise.

5.a. Description of the Program Curriculum and Structure

At a minimum, this section should include the following information:

- A brief description of the program curriculum and structure, including the relationship of the individual courses and curriculum components to the program goals and learning objectives

- Listing of the program curriculum preferably in a calendar-like format, including contact hours for each course (lecture-lab/studio-tutorial), electives and a list of electives; Append relevant data/information.

- Total graduate courses listed and level, pre-requisites and rationale for the prerequisite. List courses actually taken by graduate students in fulfillment of their graduate program in the past three years, with enrolments (distinguish between undergraduate and graduate enrolments, where appropriate); comment on the availability of courses in terms of program requirements and the ability of students to complete course requirements in a timely fashion. If the university or program has an explicit policy limiting the number of undergraduate courses, or graduate courses combined with undergraduate courses, that a student may take toward graduate degree requirements, describe that policy. (If the number of courses is high, a division by field might be useful. If certain courses are offered only in alternate years or in response to sufficient student demand, please indicate (this should also be indicated in any listing of courses in calendars and student handbooks). In keeping with the principles of ‘truth in
advertising’, academic units should assess their course offerings to ensure that courses that are advertised are in fact given with some regularity.)

- Course descriptions. Append course descriptions.

5.a.i. Part-time Studies
If the program is offered on a part-time basis, or to part-time students, describe how its delivery differs from that of the full-time program. State at what level (master’s only, master’s and doctorate) the program is offered; indicate how the program is delivered to meet the special needs of the part-time student population it is destined to serve (e.g., are courses offered during the evening, week-end, summer) while allowing for appropriate program sequence; describe any special regulations that might apply to the part-time program (e.g., admission, time limits); describe what provisions, if any, are made to permit part-time students to change to full-time status and full-time students to change to part-time status. If evening, week-end or summer courses are offered, state whether these are given by regular faculty as part of their normal work load and whether these courses are available to full-time students.

If appropriate map the time path of part-time students, indicating how the requirements will be met in view of the courses normally available to graduate students in any one year.

If the program is not normally offered on a part-time basis, indicate.

5.b. Diversity and Inclusion
Describe, where appropriate, how the curriculum addresses issues of diversity and inclusion; For example: Have a variety of cultural perspectives been considered? Are case studies or examples designed to include a variety of different backgrounds?

5.c. Curriculum and Structure
An analysis of the relationship of the program, curriculum, and individual courses to the Graduate Degree Level Expectations (append appropriately), learning outcomes, and learning objectives. Be sure to append the GDLEs as well.

5.d. Curriculum Development
Describe the process by which curriculum development takes place and changes are initiated and implemented at the school/department level. Specify the composition of any curriculum committees.

For graduate programs, provide a description and evidence of program structure and faculty research that ensures the intellectual quality of the student experience.

5.e. Enrolment
Provide an analysis of enrolment data for all required and elective courses for the previous 3 years. Append appropriately.

5.f. Relationship to Current Discipline and Profession
Describe how the curriculum reflects the current state of the discipline or area of study. For example, what trends or emerging areas of research or technology have
been incorporated? As a means to investigating current trends, you should provide some comparison to the curriculum and objectives of similar programs.

**Professional Practice**
Describe how the program ensures that students are made aware of the role of the practicing professional in society and his/her ethical responsibilities. Indicate the courses and curriculum elements that expose students to the topics of ethics.

**Accreditation (if applicable)**
Provide information on any external accreditation applicable to the program being reviewed. State the current accreditation status and/or the anticipated date of (re-) accreditation.

**5.g. Student Engagement**
Each of the following areas contributes to the overall student experience and engagement in their program. Present summary information and critically analyze each area, indicating the strengths and weaknesses. Consider strategies for improvement to be incorporated into your developmental plan.

**Teaching Methods Innovative or Creative Content and/or Delivery**
- an analysis and evaluation of the appropriateness and effectiveness of the teaching methods (including, where applicable, distance or on-line delivery) to meet the program's learning outcomes;
- evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs;
- Provide a comparison to other programs to illustrate innovation and creativity.
- Explain how these programs were chosen, and how the Ryerson program differs in its approach in significant ways. Show how these relate to the program goals and degree level expectations. This section may also include information on any significant innovation in teaching strategies such as co-op, internships, problem-based learning, industry exposure, international exposure, laboratories, studios and capstone courses that go beyond the usual in comparator programs.

**Experiential Learning Opportunities**
Provide a summary and evaluation of any experiential learning opportunities and an analysis of how these opportunities help to meet the program goals and degree level expectations. Describe the activity, how students become involved, faculty involvement, and the outcomes. Provide information on how the activity is assessed and renewed.

**Partnerships or Collaborative Agreements**
Present a summary and evaluation of any partnership or collaborative agreements with other institutions, exchange programs, industry groups, and companies. Provide a summary and evaluation of any experiential learning opportunities. Discuss the contributions of such collaborations on the learning experience of program students and where appropriate, on the success of transfer students.
5.h. Student Assessment
Discuss the appropriateness and effectiveness of the methods of assessing student achievement of the defined learning outcomes and degree learning expectations, particularly in students’ final year of study.
Provide an analysis and evaluation of the level of achievement of students, consistent with the defined learning outcomes and degree learning expectations;

5.i. Student Success and Achievement
Analysis and evaluation of the level of achievement of students, consistent with the defined learning outcomes and degree learning expectations;
This may include an analysis of student performance with capstone courses, required experiential learning opportunities, projects, e-portfolios or other activities that assess overall achievement of the program goals. Can you identify barriers to student success within your program?

This section should also include an analysis of the success and retention data (append appropriately) Are students successful in the program compared to other programs? Do many students transfer to other programs and are they successful in their new programs? Why might students who are ultimately successful in another program have initially chosen your program? How will any weaknesses in this area be addressed? Add any observations to the SWOT working table.

For graduate programs, provide evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses.

5.j. Variation from GPA Policy
Provide a statement of any variations from Ryerson’s GPA policy and an analysis and evaluation of the appropriateness of these variations.

5.k. Library Resources
Provide summary information on library facilities and services available to program students and faculty. As appropriate, include comments as well as other pertinent information. The full library brief should be included as an appendix in section I. The report should include information on what unique resources are available on site and what access, if any, faculty and students have to other resources. It should also indicate the reference services, database computer search capabilities and funding allocated for library acquisitions relevant to the program.

The information in this section should normally consist of a summary statement by the Chief Librarian on the university holdings pertinent to the fields, the collection policy, and library expenditures for last seven years. A qualitative analysis of the collections against existing standards for the discipline, where these standards exist, is most useful.
DO NOT SUBMIT DETAILED DOCUMENTATION ON LIBRARY HOLDINGS. It may be appropriate for the Peer Review Team, if appointed, to meet with the Chief Librarian and assess library holdings and access.
Explain any special collection not listed in the library report.

Note: Library reports require a significant amount of time to generate. It is advisable to contact the appropriate subject librarian as early as possible in the program
review process. See contacts page for subject librarian and chief librarian contact information.

5.1. Student Surveys, Focus Groups, and Graduate Surveys
Present a summary and analysis of the results of student surveys/focus groups and graduate surveys, including the quality of support to students and general student satisfaction with the program. Append relevant data/information. University Planning Office website can also provide information.

6. Academic Quality Indicator Analysis
Provide a summary and analysis of the following areas. Please note that data to be included in relevant appendices.

6.a. Faculty

6.a.i Faculty Qualifications
- Provide CVs for all faculty regularly involved in the program in appropriate format. Append with a table of contents.
- In research programs, "Core Faculty" are those members of faculty who are expected to be involved in thesis and/or dissertation supervision. Other faculty may be involved in a graduate program through teaching courses and/or serving on thesis committees; if this involvement is substantive, it should be put into perspective for the Peer Review Team. Append CVs to the report (with a Table of Contents for CVs).
- Establish the strength and the degree of involvement of the faculty complement participating in each field of the graduate program and whose CVs are provided. This is an important element in the assessment of program quality.
- Offer comments on the composition of the faculty, faculty load, its appropriateness for offering the programs, and the assurance of its availability;
- Provide an analysis of the effectiveness of the faculty complement and faculty in meeting the program objectives.
- Discuss and provide numbers, assignment and qualifications of part-time faculty.

6.a.ii. Scholarly, Research, and Creative Activities
Provide an overview of the SRC activities in the academic unit. Indicate how faculty SRC activity is incorporated into the program curricula and/or other ways in which students are affected by SRC. As such information is not expected to be explained in detail in the CVs of individual faculty members, provide a general comment for the department as a whole. Indicate how the academic unit supports the SRC initiatives and activities of faculty (e.g. funding, release time, resources, etc.).

6.a.iii. Teaching, Supervision, and Commitment to Student Mentoring
Discuss faculty teaching and supervision. Refer to class size, percentage of classes taught by full and part-time faculty, and the quality and availability of
graduate supervision. Append appropriately. Also in this section, discuss faculty commitment to student mentoring.

6.a.iv Faculty Funding
Discuss faculty funding, honours and awards. Show the amount of funding available to support faculty research and potentially available to support students’ work, either through the provision of stipends or materials for the conduct of the research. For this reason, grants for travel and publication awarded to faculty should not be included (they may be included in the appropriate place in individual CVs or in a separate table). Major equipment grants, which provide important resources for the work of faculty and students, should also be listed separately. (Append appropriately).

6.b. Students and Graduates
The purpose of this section is to delineate the characteristics of students at the time of admission as they progress through the program and on graduation. Present student data in raw format as an appendix. In this section, the emphasis is on critical analysis of this data. The discussion should allow reviewers to appreciate the characteristics of the student body in light of program structure, goals and objectives. The narrative should discuss, at a minimum, the following topics, and should refer to the appropriate appendices.

6.b.i. Admission Requirements
Provide a statement of admission requirements and an analysis showing they are appropriately aligned with the learning outcomes of the program and program goals. The curriculum consultant can provide support for this.

This section should also include: admission standards, grade level for admission, and explanation of admission policies for each program; course requirements, examinations, evaluation procedures; thesis evaluation procedures, language requirements (if any), and other requirements; residence regulations. For coop placements, internships or practica, provide information on the relevance of the placement to the program’s content and curriculum, and on the procedure and standards for evaluation.

The appropriate calendar extract may appended, together with any additional information that is particular to your discipline or program (e.g., special requirements). If you have a Student Handbook, it would be useful to also include it as an appendix.

Comment on any policies approved or changed during the period to improve the program e.g., program delivery, time to completion etc.

A summary, either in the form of a table or figure, of expected progress through the program for both master’s and PhD would be useful (e.g., PhD – Year 1: X three-credit courses/seminars. Year 2: X three-credit courses or seminars; comprehensive examination; submission of thesis proposal. Year 3: Doctoral research. Year 4: Doctoral research. etc.)
6.b.ii. Students
Analysis, reflection, reference to data in appropriate appendices.

- Number of applications and registrations
- Attrition rates
- Time-to-completion (for graduate programs), including evidence that that students’ time-to-completion is both monitored and managed in relation to the program’s defined length and program requirements
- GPAs on graduation
- Graduation rates
- Faculty Course Survey results (if applicable)
- Analysis of finding from Canadian Graduate and Professional Student Survey (CGPSS) prepared by the University Planning Office.
- Scholarly output and commitment to professional and transferable skills
  - Proportion of graduates (doctoral; and masters in masters' programs with thesis) who have at least one publication (not an abstract) emanating directly from their graduate work (or work accepted for publication). Information on where the research is published is extremely useful. Please include details of student publications, where available.
  - Comment on any special achievements or prizes won for publications.
- Level of funding (including internal and external academic awards and other Ryerson funding). Provide any appropriate comments regarding level of support, changes over the period and future outlook] [Include comment on any policy on funding at the level of the academic unit and at the level of the university (e.g., guideline on minimum funding; rules on time limits imposed by the university; eligibility of part-time student for funding.)

6.b.iii. Graduates
Analysis, reflection, reference to data in appropriate appendices.

- Employment six months and two years after graduation, over the past seven years or since last review.
- Any information on student employment five years post-degree would be very useful.
- Post-graduation study;
- Alumni reports (if applicable)
- Results of employer surveys/focus groups (for graduate programs, where appropriate)

Academic units are free to include additional information to further articulate the characteristics of the student body.
7. Resources

Provide an analysis and evaluation of the appropriateness and effectiveness of the use of existing human, physical and financial resources, (e.g. laboratory, studio and computer facilities and space, respecting Ryerson’s autonomy to determine priorities for funding, space, and faculty allocation) to support the program. Append appropriate overview data as needed.

7.a. Human resources

Provide an analysis and evaluation of the appropriateness and effectiveness of the use of existing human resources available to support the program. The analysis should include faculty, staff and academic assistants (if applicable).

7.a.i. Faculty

Provide an analysis of the effectiveness of the faculty complement in meeting the program objectives.

7.a.ii. Support Staff

Indicate the principal responsibilities of all technical and administrative support staff and comment on the appropriateness and effectiveness of the use of existing staff available to support the program. This includes staff such as administrative assistants, program managers, computer, laboratory, or studio support staff.

7.a.iii. Teaching Assistants and Graduate Assistants

If applicable, provide information about how the academic unit employs academic assistants. Information should provide a measure of the contribution of individuals who serve as laboratory/studio/tutorial assistants and/or markers but who do not have principal responsibility for the teaching of program courses. Report the number of academic assistants typically employed each academic term. Describe the duties of academic assistants with respect to lectures, laboratories, studios, tutorials and marking of examinations, homework etc. Describe the availability of academic assistants to students and how they are trained, supervised and evaluated.

7.a.iv. Curriculum Counselling and Advising

Describe how the academic unit provides advising to students regarding course selection and counseling on career choice and development.

7.b. Physical and Financial Resources

Provide information on other resources available to the program. This should include a summary description of space, computing facilities, equipment and other categories as appropriate.

7.b.i. Space Allocation

Provide an analysis and evaluation of space specifically allocated to the program. Identify how this space is used. Current faculty, laboratory, graduate student and general research office space, commitments/plans (if any).
7.b.ii. Laboratory / studio facilities
Provide an assessment of the equipment available to the graduate students in this program. List major equipment acquisitions since last review and describe provisions for maintaining and updating laboratory/studio equipment. Provide a list of laboratories/studios used by students including name, location and floor area.

7.b.iii. Computing facilities
Provide information regarding availability of computers to students in the program. Specifically, discuss hardware, software and services dedicated to this program.

7.c. Other
Include any other resources not listed in the categories above.

8. Strengths, Weaknesses and Opportunities
Provide a self-critical analysis of the strengths, weaknesses and opportunities of the program, addressing:

- Academic quality based on the elements in sections above;
- Opportunities for program improvement and enhancement; and
- Ability of the program to meet its goals and Degree Level Expectations (see Policy 126: Periodic Program Review of Graduate and Undergraduate Programs).

The program review process provides academic units with an opportunity to identify strengths and weaknesses, to reflect on their implications, and to identify ways in which they might be addressed. Reviewers will look for a thorough, reflective, participatory, and open analysis of goals and objectives that are, and are not, being met. It provides the information needed to identify opportunities for growth and change to better meet student needs.

Professionally accredited programs applying accreditation procedures towards the program review may have to prepare additional documentation on this section, as not all professional assessments accommodate this aspect of self-study.

9. Developmental Plan
Include a 3-5 year developmental plan including:

- Priorities for implementation of the recommendations;
- Relationship of the priorities to the university, faculty and department/school/program academic plan; and
- Timeline for implementation.

Also provide estimates of student enrolment as well as number of faculty (tenure track and limited term) and support staff positions over the next three years.

The developmental plan will be revisited after the Peer Review Team report has been received and a response written by the program. If it is warranted, changes to the developmental plan may occur at that time.
10. Executive Summary

Provide a 1-5 page executive summary of the background, strengths, weaknesses and opportunities, and developmental plan. This will be posted on the Senate website and will become a public document. Please ensure it reflects your program review and is ready for public viewing.
B. APPENDICES

Below are some sample appendices you may need for your review. Please note that you will include additional appendices as per your unique review. Be sure to organize your information and reference your report to the appendices clearly. Where you can find this information is in brackets.

**Appendix I**: Should include all data and survey information on which the narrative is based. Below are some sample tables to get you started.
- Program specific Degree Level Expectations (Curriculum Development Consultant/Program);
- Admissions requirements, admissions data, and information on student demand (UPO website);
- Student satisfaction survey (and/or focus group comments where appropriate) (UPO website and program);
- Faculty Course Survey results as compared to the faculty and university (Program);
- Faculty data (faculty members listed by field, courses taught, full/part-time, class size, and, for graduate programs, funding, supervisory privileges etc.) (Program);
- Data on enrolment in all program courses (required and elective) (UPO website);
- Retention and graduation data (cohort data for graduate programs) (UPO website);
- Student funding for graduate programs (YSGS);
- Recent graduate survey;
- Employer survey (and/or focus group comments where appropriate) (Program);
- Employment and publication data for graduate programs (where appropriate) (Program);
- Library resources report (Library);
- Additional relevant data.

**Appendix II**: Faculty Curriculum Vitae (Program)
- All faculty members in the program school or department; and
- All adjunct faculty.

**Appendix III**: Courses (Program)
a. List of courses offered (including mode of delivery, faculty member responsible, etc.)
b. Course outlines for all courses offered by the program.

**Appendix IV**: Documentation regarding Department/School/Program Council Approvals, and approval by the Dean(s).