

# Periodic Program Review Manual Undergraduate

2018

Based on Ryerson University Senate Policy 126 approved by Senate March 2018

Version 1: March, 2018

(for PPRs due from 2019 - 2020 and onwards)

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## SECTION I

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### INTRODUCTION TO PERIODIC PROGRAM REVIEW

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#### GENERAL INFORMATION

The objective of a periodic program review (PPR) is to assess the quality of undergraduate and graduate programs, ensuring that programs achieve and maintain the highest possible standards of academic excellence and continue to satisfy societal need. The PPR process allows academic departments and programs to reflect, analyze, and evaluate the current state of their program curriculum and supports effective planning for the future enhancement of the program. The self study provides relevant data and information in support of future major curriculum modifications.

Periodic program reviews apply to all undergraduate and graduate degree programs and graduate diploma programs, including those offered jointly with other post-secondary institutions. The periodic program review process is applied to all Ryerson University programs on an eight year cycle.

The Ontario Universities Council on Quality Assurance (Quality Council) reviews PPR Final Assessment Reports on an annual basis and audits the quality assurance process on an eight year cycle to determine whether the University has acted in compliance with the provisions of Ryerson University's Institutional Quality Assurance Process (IQAP), comprising Senate Policy 126 *Periodic Program Review of Graduate and Undergraduate Programs*, Senate Policy 110 *Institutional Quality Assurance Process*, Senate Policy 112 *Development of New Graduate and Undergraduate Programs*, and Senate Policy 127 *Curriculum Modifications: Graduate and Undergraduate Programs*.

Programs should refer to Ryerson Senate Policy 126 for details of procedures, authority and responsibility for periodic program reviews, and Ryerson Senate Policy 110 for definitions.

The periodic program review process:

- **improves the quality of the learning experience** for students by identifying strengths and weaknesses of the program, and
- creates opportunities for **program enhancement**.

**A successful and effective program review depends on the active involvement and support from:**

- the Program/Department Chair or Director
- the PPR team (further information below)
- the Curriculum Committee to assist the PPR team
- faculty and instructors (for program learning outcomes; curriculum mapping; SWOT; etc.)
- students
- Dean

**The Self Study document should:**

- Be **broad-based, reflective, forward looking**

- Include **critical analysis** and **interpretation** of program-related data and measures of performance
- Include **program learning outcomes** and **curriculum mapping**
- Include **Recommendation and Implementation Plan for program enhancement**
- Include **participation and feedback** of program faculty, staff, and students

### **FORMING THE PERIODIC PROGRAM REVIEW (PPR) TEAM**

Appropriate team composition is vitally important for the quality of a periodic program review. Ideally, a team will include at least the Chair/Director (or Associate Chair/Director), the Chair of the Curriculum Committee (or another faculty member with a strong commitment to curricular excellence), a student, and a capable administrative staff member. Organizational skills, good writing skills, and commitment are essential for team members.

### **PROFESSIONALLY ACCREDITED PROGRAMS**

PPRs may be coordinated with any professional accreditation review, if feasible, and accreditation review information can be used to supplement the PPR; however, a self study and appendices, separate from an accreditation review, are required.

In the case of accredited programs, at their discretion, the Vice Provost Academic may require a separate Peer Review Team when the accrediting body's assessment does not fully cover all the areas required by the University's PPR process. **The Peer Review Team Report must be a separate document from the Accreditation PRT Report.**

Professionally accredited undergraduate programs should consult the Vice Provost Academic for further guidance and assistance.

### **CONCURRENT UNDERGRADUATE AND GRADUATE PPRs**

Where there are concurrent undergraduate and graduate periodic program reviews taking place, **separate self studies and appendices are required.**

The Faculty Dean or Dean of Record, and the Vice Provost Academic and the Vice-Provost and Dean, YSGS must decide if combined or separate Peer Review Teams are required. **Separate PRT Reports from the Peer Review Team(s) are required.**

### **JOINT, INTERDISCIPLINARY and MULTIDISCIPLINARY PROGRAM PPRs**

Refer to Senate Policy 126 for details.

### **PROGRAM ADVISORY COUNCIL (undergraduate only)**

Following endorsement by the Department/School/Program/Faculty Council(s), as appropriate, the self-study and appendices, along with any qualifications or limitations, will be sent to the Faculty Dean or Dean of Record for presentation to the Program Advisory Council (PAC) for its review and comments. A record will be kept of the date(s), minutes, and members attending the meeting(s). A response to the comments of the PAC may be included in the Peer Review Team (PRT) Report (see Section 7.6 of Policy 126) and/or the responses to the PRT Report (see Section 8 of Policy 126).

## TIPS FOR PREPARING THE SELF STUDY

- The content and organization of the self study must follow the requirements set out in Section II of this manual.
- The self study document should be created using Arial, font size 11, 1 inch margins, and numbered pages.
- The Table of Contents should include the contents of the Appendices.
- Use footnotes rather than endnotes.
- All of the text and data in the self study and appendices must be editable (i.e. do not use PDF pictures, screen shot images or convert charts, tables, etc. to picture mode).
- Include on the cover page the date the self study was submitted to the School/Departmental/ Program/Faculty Council(s), and the date(s) of any revisions.
- File names must clearly indicate the name of the program, the contents of the file, and the date. For example, *Journalism Self Study\_02/23/2018*.
- The narrative should be written in third person, not first person, as illustrated below.

### Example 1

We expect that the overall quality of student work will increase across courses ...

*Instead, write:*

It is expected that the overall quality of student work will increase across courses ...

### Example II

In the first approach, our current program offers two options . . .

*Instead write:*

In the first approach, the current program offers two options . . .

*or*

In the first approach, the School's current program offers two options . . .

### Example III

In 2015-2016 we implemented a common 2-hour lecture . . .

*Instead write:*

In 2015-2016 a common 2-hour lecture was implemented . . .

### Example IV

Our strategy to promote our electives within the program. . .

*Instead write:*

The Department's strategy to promote the electives within the program. . .

*or*

The Department's strategy to promote electives within the program. . .

## DOCUMENT MANAGEMENT

All reviews, endorsements and approvals must be documented and retained for assessment, archival and audit purposes. There are two stages to the document management.

Stage One - In the early stages of the preparation of the self study, set up a Team Drive using Google Drive to collect and edit the required documents while the PPR is being completed.

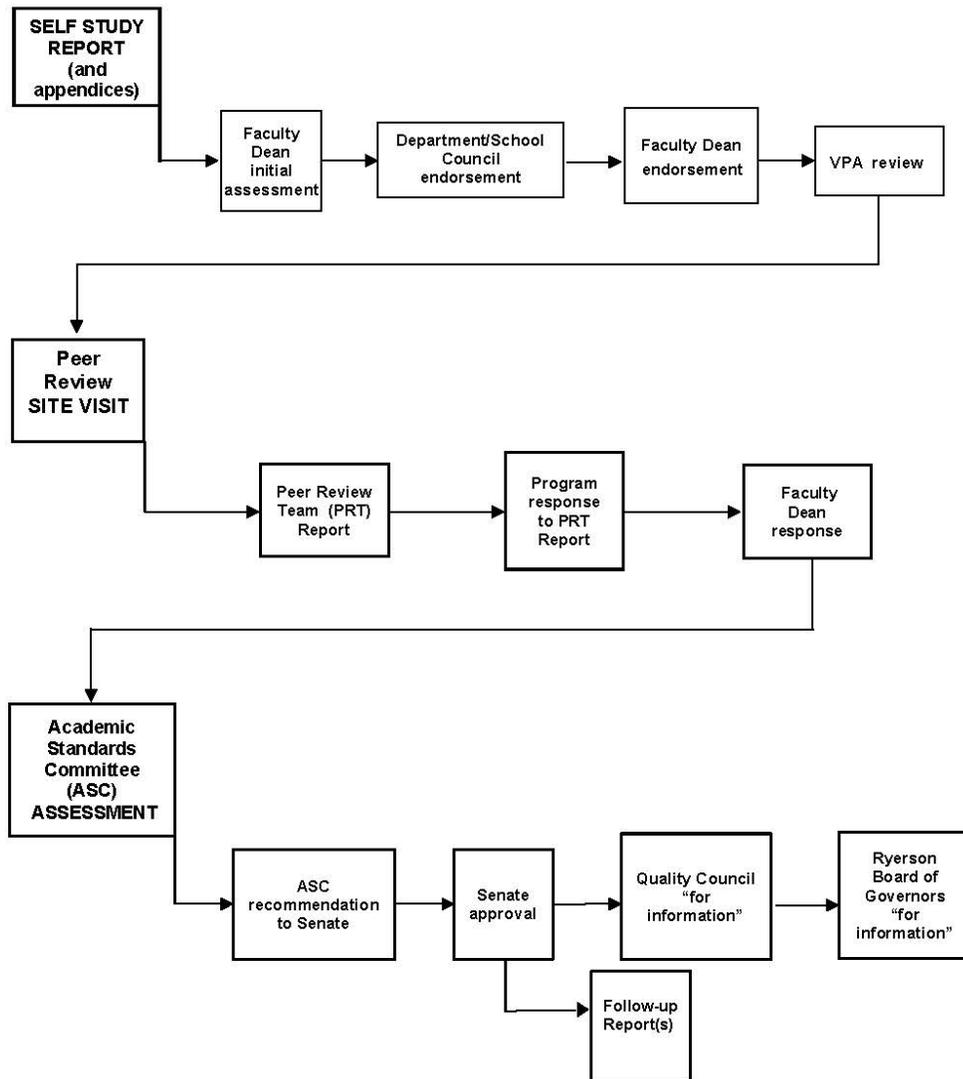
Stage Two – Once documents have been approved by Senate, prepare a final folder in Google Drive that is shared with the Office of the Vice Provost Academic that contains all final versions of the required documentation. Refer to Section 10.5 Appendix V in the manual for further details.

## **D2L – LEARNING MANAGEMENT SYSTEM**

All programs undertaking a periodic program review should utilize the PPR organization in D2L. Programs can provide a participant list to the Office of the Vice Provost Academic.

The PPR organization contains a wealth of supplementary information to this manual that will assist with the periodic program review, including templates, samples, workshop handouts, calendar of events, FAQ, and other supporting resources.

# Periodic Program Review Flowchart . . . undergraduate



## PPR RESPONSIBILITY AND REQUIRED ACTIONS – undergraduate

<b>RESPONSIBILITY and REQUIRED ACTIONS</b>	
<p>Program Chair/Director, faculty/staff, PPR team</p>	<ul style="list-style-type: none"> <li>• Engages in the periodic program review process.</li> <li>• Prepares the self study and appendices;</li> <li>• Forwards the self study and appendices to the Faculty Dean for review prior to Department/School/ Program/Faculty Council.</li> <li>• Provides the Faculty Dean with names and brief biographies of four or more faculty external to Ryerson and two or more faculty internal to Ryerson (if applicable) who are recommended as peer reviewers.</li> <li>• Provides the Peer Review Team (PRT) with a site visit agenda along with the self study and all appendices.</li> <li>• Coordinates the PRT visit.</li> <li>• Chair/Director prepares a written response to the PRT Report and submits to the Faculty Dean (within 4 weeks). If the self study is revised, changes are also sent to the Faculty Dean.</li> <li>• Chair/Director prepares a Follow-up Report for Senate (usually one year after PPR is approved by Senate).</li> </ul>
<p>Faculty Dean or Dean of Record</p>	<ul style="list-style-type: none"> <li>• Reviews the self study and appendices for completeness and to determine if there are any issues prior to submission to the Department/School/Program/Faculty Council.</li> <li>• Endorses (in writing) the self study and appendices following Department/School/Program/Faculty Council endorsement and prior to submission to the Vice Provost Academic.</li> <li>• Presents the self-study and appendices to the Program Advisory Council (PAC) for its review and comments.</li> <li>• Decides, along with the Vice Provost Academic and the Vice-Provost and Dean, YSGS, if combined or separate Peer Review Teams are required if graduate and undergraduate program reviews are done concurrently.</li> <li>• Determines and appoints the membership of the Peer Review Team (PRT) based on written information provided by the program.</li> <li>• Ensures that initial communications to the peer reviewers, such as interest, availability, and invitation to serve on a PRT, will come <u>only</u> from the Faculty Dean.</li> <li>• Provides the PRT with a Letter of Invitation, the PRT's mandate, and information on the University and its mission and mandate.</li> <li>• Invites one of the external reviewers to act as Chair of the PRT.</li> <li>• Participates in the opening and closing sessions of the PRT site visit.</li> <li>• Receives, along with the Vice Provost Academic, the Peer Review Team (PRT) Report from the PRT and forwards this report to the Chair/Director of the program.</li> <li>• Prepares a response to the Peer Review Team (PRT) Report and the Program's Response to the PRT Report (within 4 weeks).</li> <li>• Re-endorses (in writing) the revised self study and appendices if the self study has been substantially changed due to the Peer Review Team (PRT) Report, following re-endorsement by the Department/School/Faculty/Program Council(s).</li> </ul>

	<ul style="list-style-type: none"> <li>• Requests, with input from the Chair/Director, any additional resources identified in the PPR through the annual academic planning process, and is responsible for providing the identified resources, if feasible.</li> <li>• Reviews mandated Follow-up Reports to ensure progress with the recommendations from the Academic Standards Committee and ensures that the Recommendation and Implementation Plan is effectively accomplished in a timely manner. If it is believed that there has not been sufficient progress, an additional update and course of action by a specified date may be required.</li> </ul>
Department/ School/Program/ Faculty Councils	<ul style="list-style-type: none"> <li>• Endorses the self study and appendices prior to submission to the Faculty Dean or Dean of Record.</li> </ul>
Program Advisory Council	<ul style="list-style-type: none"> <li>• Reviews the self study and appendices and provides comments prior to submission to the PRT.</li> </ul>
Vice Provost Academic	<ul style="list-style-type: none"> <li>• Assumes authority for PPRs of all undergraduate degree programs; is responsible for the PPR schedule and the PPR Orientation; is responsible for advising and monitoring throughout the PPR process.</li> <li>• Decides, along with the Vice-Provost and Dean YSGS, if combined or separate Peer Review Teams are required if graduate and undergraduate program reviews are done concurrently.</li> <li>• Reviews PPR self studies and appendices for completeness and determines if there are any issues prior to submission to a Peer Review Team (PRT).</li> <li>• Reviews the PRT mandate, format and timeline for the PRT Report at the opening session of the site visit.</li> <li>• Participates in the closing session of the PRT site visit.</li> <li>• Receives, along with the Faculty Dean, the Peer Review Team (PRT) Report from the PRT.</li> <li>• Forwards complete PPRs to the ASC for their assessment and recommendation for approval to Senate.</li> <li>• Submits an undergraduate program Final Assessment Report (FAR)<sup>1</sup>, including recommendations from ASC, for assessment and approval by Senate.</li> <li>• Forwards mandated Follow-up Reports to the ASC for their information, assessment, and report to Senate, then forwards to Senate for information.</li> </ul>
Peer Review Team	<ul style="list-style-type: none"> <li>• Reviews the self study and appendices and any other documentation provided.</li> <li>• Conducts a site visit and meets with administrators, faculty, staff and students</li> <li>• Prepares a Peer Review Team Report.</li> </ul>
Academic Standards Committee	<ul style="list-style-type: none"> <li>• Assesses and provides recommendations to Senate for approval of undergraduate PPRs and assesses PPR Follow-up Reports as an information item for Senate. An additional update and course of action by a specified date may be requested of the program if ASC believes that there has not been sufficient progress.</li> </ul>
Senate	<ul style="list-style-type: none"> <li>• Approves the PPR Report to Senate, which includes the FAR and the requirements of a mandated Follow-up Report(s).</li> </ul>

<sup>1</sup> Refer to Senate Policy 110 for definition

	<ul style="list-style-type: none"> <li>• Reviews required follow up report as an information item.</li> </ul>
Deputy Provost and Vice Provost University Planning	<ul style="list-style-type: none"> <li>• Provides institutional data for PPRs.</li> </ul>
Provost and Vice-President Academic	<ul style="list-style-type: none"> <li>• Reports the outcomes of Senate approved PPRs to the Board of Governors annually.</li> <li>• Annually submits FARs, including Recommendation and Implementation Plans and Executive Summaries, for all undergraduate and graduate PPRs to the Quality Council.</li> </ul>

### PPR SELF STUDY CHECKLIST – undergraduate

PROGRAM REVIEW SELF STUDY CHECKLIST – undergraduate		Responsibility	NOTES	Completed
<b>A.</b>	<b>Introduction</b>			
A.1–A.4	Program / Degree Information			
<b>1.</b>	<b>Objectives</b>			
1.1	Program requirements and learning outcomes are consistent with the University’s mission and academic plan			
1.2	Program requirements and learning outcomes are clear, appropriate and align with the institution’s statement of the undergraduate and/or graduate Degree Level Expectations			
1.3	Program addresses societal need			
<b>2.</b>	<b>Admission Requirements</b>			
2.1	Admission requirements are appropriately aligned with the learning outcomes established for completion of the program			
<b>3.</b>	<b>Curriculum</b>			
3.1	The curriculum reflects the current state of the discipline or area of study			
3.2	Evidence of any significant innovation or creativity in the content and/or delivery of the program, including experiential learning opportunities			
3.3	Mode of delivery to meet the program’s identified learning outcomes are effective and appropriate			
<b>4.</b>	<b>Teaching and Assessment</b>			
4.1	Appropriateness and effectiveness of the methods for assessing student achievement of the defined program learning outcomes and degree level expectations			
4.2	Appropriateness and effectiveness of the means of assessment, especially in the students’ final year of the program, in clearly demonstrating			

<b>PROGRAM REVIEW SELF STUDY CHECKLIST – undergraduate</b>		Responsibility	NOTES	Completed
	achievement of the program learning outcomes and the institution's statement of Degree Level Expectations			
4.3	Grading, academic continuance, and graduation requirements, if variant from Ryerson's graduate or undergraduate policies			
<b>5.</b>	<b>Resources</b>			
5.1	Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s)			
5.2	The appropriateness and effectiveness of academic services (e.g. library, co-op, technology, etc.) to support the program(s) being reviewed			
<b>6.</b>	<b>Quality Indicators</b>			
6.1	<b>Faculty:</b> qualifications, scholarly, research and creative record; class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part- time or temporary faculty			
6.2	<b>Students:</b> applications and registrations; attrition rates; time-to-completion; final-year academic achievement; academic awards; student in-course reports on teaching			
6.3	<b>Graduates:</b> rates of graduation, employment six months and two years after graduation, post-graduate study, "skills match" and alumni reports on program quality when available and when permitted by the Freedom of Information and Protection of Privacy Act (FIPPA)			
<b>7.</b>	<b>Quality Enhancement</b>			
7.1	Initiatives taken to enhance the quality of the program and the associated learning and teaching environment			
<b>8.</b>	<b>Recommendation and Implementation Plan</b>			
8.1	Identify and prioritize program recommendations, including priorities for implementation, who will be responsible for acting on those recommendations, and timelines for acting on and monitoring the implementation of those recommendations			
<b>9.</b>	<b>Executive Summary</b>			
9.1	An executive summary suitable for posting on the university website			
<b>10.</b>	<b>Appendices</b>			
10.1	Appendix I: Data and Reports Supporting the Self Study			

<b>PROGRAM REVIEW SELF STUDY CHECKLIST – undergraduate</b>		Responsibility	NOTES	Completed
App I-A	Faculty Course Surveys Aggregate Results			
App I-B	Mapping Core Courses to Program Learning Outcomes			
App I-C	Mapping Core Course Teaching Methods and Assessments			
App I-D	Mapping UDLES to Program Learning Outcomes			
App I-E	Strengths, Weaknesses, Opportunities, Threats (SWOT)			
App I-F	Comparator Programs			
App I-G	Library Report			
App I-H	Student Survey Data			
App I-I	Alumni Survey Data			
App 1-J	Employer Survey Data (optional)			
App 1-K	Program Advisory Council Comments			
10.2	Appendix II: Concerns and recommendations raised in previous program reviews			
10.3	Appendix III: Faculty CVs			
10.4	Appendix IV: Course Outlines			
10.5	Appendix V: Documentation of Approvals and Related Communications			
<b>11.</b>	<b>Data Tables and Templates</b>			
11.1 – 11.6	Data Tables and Templates			

## PPR TIMELINE – undergraduate

PREPARATION OF SELF STUDY AND APPENDICES			
TIMELINE	ACTIVITY	TIMING NOTES	
12 months	Jan – April	Attend PPR Orientation	
		Attend PPR Program Learning Outcomes and Aligning the Curriculum Workshop	
		Identify/revise program learning outcomes (LOs)	Submit program LOs to VPA by May 31)
	May – Dec	Map program learning outcomes to curriculum	
		Map course methods and assessment	
		Map program learning outcomes to UDLES (Undergraduate Degree Level Expectations)	
		Attend Interactive Tables Workshop and Data Analysis Workshop	
		Compile and analyze data tables and Appendix I items	
		Develop a SWOT chart (strengths/weaknesses/opportunities/threats)	
		Compile information on comparator programs	
		Conduct and analyze surveys - student, alumni, (employer)	Allow 4 – 8 weeks to collect data
		Review developments since previous PPR for Appendix II	
	Request Library Brief	Allow 4 – 6 weeks for library brief	

COMPLETION OF SELF STUDY / INITIAL ENDORSEMENTS / EXTERNAL PEER REVIEW		
TIMELINE	ACTIVITY	TIMING NOTES
Jan – April	Collect current course outlines and CVs	
	Continue work on PPR Self Study - analysis and narrative	
	Complete all PPR documentation including Self Study Report, Appendices and Executive Summary	
May – Oct	Review of self study and appendices by Faculty Dean	Allow 2 weeks for Dean to review
12 months	Endorsement of self study and appendices by Department/School/Program/Faculty Council	
	Endorsement of self study and appendices by Faculty Dean	
	Review of self study and appendices by Program Advisory Council	
	Review of self study and appendices by Vice Provost Academic (VPA)	Allow 2 weeks for VPA to review
	Submit a list of potential peer reviewers to Faculty Dean	

		Selection of the Peer Review Team (PRT) members; invitation by Faculty Dean	
		Send PPR documentation to Peer Review Team (PRT)	
	Nov – Dec	Conduct Peer Review Team site visit	PRT has 1 month to submit report

<b>PPR COMPLETION / REVIEW BY ASC / FINAL SENATE APPROVAL</b>			
<b>TIMELINE</b>	<b>ACTIVITY</b>	<b>TIMING</b>	<b>NOTES</b>
<b>5 months</b>	Jan – Feb	Receive Peer Review Team (PRT) Report (within 1 month of visit)	
		Submit Program Response to PRT Report to Faculty Dean	Program has 4 weeks to prepare response
		Receive response by Faculty Dean to PRT Report and to Program Response	Allow 4 weeks for Dean to respond
	Mar – Apr	Submit complete PPR (with revised Recommendation and Implementation Plan if necessary) to Vice Provost Academic for evaluation by Academic Standards Committee (ASC)	
		Review of PPR by Academic Standards Committee (ASC and feedback sent to program	Allow 2 to 4 weeks for review by ASC
		Visit by program to ASC to respond to feedback from ASC	Allow 1 week
		Recommendation to Senate from ASC	Allow 1 week
		Note deadline for Senate agenda	2 weeks prior to Senate meeting
	May	Senate vote for approval of PPR	

## **SECTION II**

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### **THE SELF STUDY REPORT**

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The self study provides an opportunity for programs to assess academic quality and societal need. Undergraduate Degree Level Expectations (UDLES), program learning outcomes and the review of the program by external disciplinary scholars, provide the benchmarks for assessing a program's standards and quality. The self study provides a snapshot of the current program and provides a foundation for program enhancement going forward.

The self-study is reflective, self-critical and analytical, and it actively involves both faculty and students in the process. The Office of the Vice Provost Academic will advise programs throughout the review process on matters of content and format and to ensure that policy requirements are met.

The D2L Learning Management System PPR organization contains supplementary information to this manual and should be referred to as programs are completing their periodic program review.

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### **CONTENTS OF THE SELF STUDY REPORT**

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**The content and organization of the self study must follow the format outlined below.**

#### **A. INTRODUCTION**

- A.1.** For the program(s) being reviewed, provide the degree designation(s) and list any other designations such as concentrations and optional specializations that appear on the diploma and/or transcript. State whether a program is full time, part time, or both.
- A.2.** Provide a brief (approximately 1/2 page) history of the program's development. For accredited programs provide the date when the program was first accredited as well as the dates of subsequent assessments by the accrediting body.

#### **1. OBJECTIVES**

##### **1.1. Program requirements and learning outcomes are consistent with the University's mission and academic plan.**

- 1.1.1. Provide the intended program learning outcomes.
- 1.1.2. Describe the program requirements as follows:
  - 1.1.2.1. Present the program curriculum in a clear table format by semester or year. Provide a separate table of core electives.
  - 1.1.2.2. Indicate the total number of courses in the program, and the breakdown of core required, core elective, open elective, and liberal studies courses.
  - 1.1.2.3. Describe the program balance (i.e., percentage of core, open elective and liberal studies courses).
- 1.1.3. Describe the consistency of the program learning outcomes with the University's mission and academic plan.

**1.2. Program requirements and learning outcomes are clear, appropriate and align with the institution's statement of the undergraduate and/or graduate Degree Level Expectations.**

- 1.2.1. Describe, by year, how the curriculum is designed to achieve the program learning outcomes, referring to Appendix I-B *Mapping Core Courses to Program Learning Outcomes*. Analyze the progression of program learning outcomes (introduce, reinforce, proficiency) and identify areas for improvement.
- 1.2.2. Describe and analyze how the program learning outcomes address the Undergraduate Degree Level Expectations (UDLEs), referring to Appendix I-D *Mapping Undergraduate Degree Level Expectations to Program Learning Outcomes*.

**1.3. Program addresses societal need.**

- 1.3.1. Relate your program to Ryerson's distinctive core mission *to serve societal need by providing career-related and professional education, and scholarly, creative and research activities, and by responding to the demand for highly skilled, creative and critical thinkers who can frame increasingly interconnected, complex problems and determine effective solutions*. Provide a description of the current and anticipated societal need for the program and its graduates including a summary of industry and/or disciplinary trends and other relevant information. A source for labour market information and statistics can be found at <https://www.ontario.ca/page/labour-market>.
- 1.3.2. Provide representative examples of the career/educational path of program graduates. Discuss if graduates of the program are employed in a field that is closely related to the program's educational focus. Discuss whether the program provides its students with a comprehensive education which allows them to move to diverse fields including graduate studies. Refer to relevant information from Appendix I-I Alumni Survey Data, and any other relevant data.
- 1.3.3. Describe if/how the program provides a uniquely focused, specialized and/or innovative societal need.
- 1.3.4. Comment on the enrolment numbers and the anticipated demand for the program.  
Insert Table 1: *Fall Headcount Enrolment by Year Level*
- 1.3.5. Discuss relevant information in Appendix I-J *Employer Survey Data (optional)* in order to provide additional reflections of societal need.

**2. ADMISSION REQUIREMENTS**

**2.1. Admission requirements are appropriately aligned with the learning outcomes established for completion of the program.**

- 2.1.1. State all admissions requirements, and explain how the admissions criteria are appropriate for the program learning outcomes. For example, discuss why certain high school courses are required (or not), or why a portfolio or essay may be

required.

### **3. CURRICULUM**

#### **3.1. The curriculum reflects the current state of the discipline or area of study.**

- 3.1.1. Describe how the curriculum has kept current with respect to the discipline. For example, what trends that were identified in Section 1.3.1 or what emerging areas in your discipline have been incorporated into your program's curriculum? Discuss their effectiveness and impact.
- 3.1.2. Referring to Appendix I-F *Comparator Programs*, compare your curriculum to that of similar programs where they exist. This may assist in determining currency in the discipline as well as in educational and delivery trends.

#### **3.2. Evidence of any significant innovation or creativity in the content and/or delivery of the program, including experiential learning opportunities.**

- 3.2.1. Describe any evidence of significant innovation or creativity in program content.
- 3.2.2. Describe delivery methods used such as active learning, project-based learning, technology-enhanced learning, etc. that enhance learning and teaching.
- 3.2.3. Describe required and elective experiential learning (EL) opportunities such as practica, coops, internships, service learning, simulations, studios, laboratories, research projects, field trips, exchange programs, etc.
  - 3.2.3.1. Demonstrate how the EL opportunities offered by the program relate to attributes of experiential learning such as knowledge acquisition, critical judgement, engagement, critical reflection, career development, informed citizenship, growth as an individual, and connectivity with the larger community.
  - 3.2.3.2. Explain how the experiential learning opportunities offered in the program are particularly valuable ways to meet program learning outcomes.
  - 3.2.3.3. Does the program ensure that every student has completed at least one experiential learning opportunity by the time they graduate? If so, describe the course/activity.
  - 3.2.3.4. Describe elective courses in the program that offer EL opportunities.
- 3.2.4. Discuss ways in which the curriculum addresses diversity and inclusion. This may involve curricular content, teaching methods, and assignments and assessments.

Curricular Content could address:

- intellectual, social, cultural, and political diversity
- skills/knowledge related to these issues

Teaching Methods could include:

- diverse and inclusive choices of guest speakers, case studies, examples, projects
- methods fostering equitable participation of all students

Assignments and Assessments could comprise:

- diverse approaches to demonstrating proficiency in meeting program learning outcomes
- designing projects to address diverse audiences
- assignments addressing curricular content elements above

### **3.3. Mode(s) of delivery to meet the program’s identified learning outcomes are appropriate and effective.**

- 3.3.1. Provide an analysis of the appropriateness and effectiveness of the mode of curriculum delivery and teaching methods in support of the program learning outcomes and the Undergraduate Degree Level Expectations. Refer to the completed course Mapping Methods & Assessments (App I – C) when completing this analysis.
- 3.3.2. Provide a summary of students’ perspectives of the curriculum from relevant sections of the Student Survey, the Alumni Survey and other student feedback methods such as focus groups.

## **4. TEACHING AND ASSESSMENT**

### **4.1. Appropriateness and effectiveness of the methods for assessing student achievement of the defined program learning outcomes and degree level expectations.**

- 4.1.1. Describe the various forms of program assignments and assessments and explain how they align with program learning outcomes and Undergraduate Degree Level Expectations. Analyze the appropriateness and effectiveness of these methods. Refer to the completed Mapping Core Course Methods & Assessments (App I – C) when completing this analysis.
- 4.1.2. Include a summary of students’ perspectives of teaching and assessment based on the Student Survey and the Alumni Survey. Results of supplemental means of obtaining student feedback (such as facilitated focus groups and/or in-class student feedback) can also be included in the summary.
- 4.1.3. Provide a concise summary and analysis of the NSSE (National Survey of Student Engagement) data (see Table 20 for specific indicators) as it pertains to your program, along with future considerations and planning.  
Insert Table 20: *NSSE*
- 4.1.4. Course Outlines should be inserted in Appendix IV for all core courses (required and elective) offered by the program and other teaching departments. All course outlines must be from the most recent academic year, and be dated.

### **4.2. Appropriateness and effectiveness of the means of assessment, especially in the students’ final year of the program, in clearly demonstrating achieved proficiency of the program learning outcomes and the institution’s statement of Degree Level**

## **Expectations.**

- 4.2.1. Present an analysis and evaluation of students' achieved proficiency of the program learning outcomes and the Undergraduate Degree Level 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 learning outcomes. Academic standing distributions, GPAs, and the completed Mapping Core Course Methods and Assessments (App I – C) will be helpful in this analysis.

### **4.3. Grading, academic continuance, and graduation requirements, if variant from Ryerson's graduate or undergraduate policies.**

- 4.3.1. State any variations from Ryerson's GPA policy, as posted in the Ryerson Calendar, and provide an analysis and evaluation of the appropriateness of the need for these variations.

## **5. RESOURCES**

### **5.1. Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s).**

- 5.1.1. Provide an overview of the faculty complement and an analysis of the effectiveness in delivering the program. The analysis should also include staff and academic assistants (if applicable) complements.
- 5.1.2. Provide information on how the program's physical space, computing facilities, equipment, etc. affect the program, curriculum and curriculum delivery.
- 5.1.3. Convey information in general terms about available financial resources, noting that the Chair/Director and Faculty Dean or Dean of Record are responsible for requesting any additional resources identified in the PPR through the annual academic planning process. The relevant Faculty Dean or Dean of Record is responsible for providing the identified resources, if feasible, and the Provost and Vice-President Academic is responsible for final approval of requests for extraordinary funding.

### **5.2. The appropriateness and effectiveness of academic services (e.g. library, co-op, technology, etc.) to support the program(s) being reviewed.**

- 5.2.1. Provide a summary of library facilities and services available to program students and faculty. The full library report should be included as Appendix AI-G.
- 5.2.2. Provide information on services that directly contribute to the academic quality of the program such as co-operative education, writing support services, math support services, tutoring services, first-year success offices, student experience centres, etc.

## **6. QUALITY INDICATORS**

### **6.1. Faculty: qualifications, scholarly, research and creative (SRC) record; class sizes; percentage of classes taught by permanent or non-permanent (contractual)**

**faculty; numbers, assignments and qualifications of part- time or temporary faculty.**

- 6.1.1. Comment on Table 16 and Table 17, noting any highlights, deficiencies, etc.  
Insert Table 16: *SRC funding*  
Insert Table 17: *Percentage of faculty with funded SRC activity*
- 6.1.2. Provide an overview of faculty members' SRC activities. Indicate how faculty SRC activity is incorporated into the program curricula and/or other ways in which students are affected by SRC.
- 6.1.3. Provide an analysis of how class sizes affect student success and the learning environment in your program.  
Insert Table 10: *Class Size*
- 6.1.4. Comment on how student to faculty ratios affect student success and the learning environment in your program.  
Insert Table 11: *Student to faculty ratio*
- 6.1.5. Provide the numbers of RFA and CUPE used in the delivery of the core required and core elective courses and the percentage of courses taught by each. Comment on the balance of RFA/CUPE within the program and the level of courses they teach (1<sup>st</sup> – 4<sup>th</sup> year).
- 6.1.6. Curriculum Vitae should be inserted in Appendix III for all faculty members in the School or Department and of all other instructors who have recently taught core required and core elective courses. Curriculum Vitae should be in the Ontario Council on Graduate Studies (OCGS) format or a standard format appropriate for the discipline. They must be current and dated.

**6.2. Students: applications and registrations; attrition rates; time-to-completion; final-year academic achievement; academic awards; student in-course reports on teaching.**

- 6.2.1. Comment on the pattern of application ratios. Compare to the Faculty and University ratios.  
Insert Table 3: *Applications (all choices) to registrants*
- 6.2.2. Comment on the entering average as it relates to your program. Compare to the Faculty and University entering averages.  
Insert Table 4: *Entering average*
- 6.2.3. Comment on the pattern and effect of entering averages for your program. Compare to the Faculty and University entering averages.  
Insert Table 5: *% with 80 or above entering average*
- 6.2.4. Comment on the performance of students after first year, and indicate any barriers to success, if applicable.  
Insert Table 6: *% of students with a CLEAR standing after one year*
- 6.2.5. Comment on the retention rates for your program. Discuss any retention rates that

are significantly below the Faculty and University averages, and indicate measures taken to rectify the situation.

Insert Table 7: *Retention after one year of same program*

Insert Table 8: *Retention after two years of same program*

Insert Table 9: *Retention after three years of same program*

- 6.2.6. Comment on the number of students carrying a full-time course load vs. a part-time course load. If possible, provide some reasons for students carrying a part-time course load.

Insert Table 2: *Fall Headcount Enrolment by Registration Status (F/T load; PT/load)*

- 6.2.7. Comment on the academic success of graduating students referring to the data in Table 18 and Table 19.

Insert Table 18: *CGPA Distribution in graduating year*

Insert Table 19: *CGPA Graduating students' time-to-completion*

- 6.2.8. Academic awards: provide information on University entrance scholarships, annual number of Dean's List recipients, and program-specific academic awards that are available to students in your program, if applicable.

- 6.2.9. Faculty Course Surveys Aggregate Results: Comment on the aggregate results of the Faculty Course Surveys for your program. Provide the *Faculty Course Surveys Aggregate Results* for the most recent academic year in Appendix I – A.

**6.3. Graduates: rates of graduation, employment six months and two years after graduation, post-graduate study, "skills match" and alumni reports on program quality when available and when permitted by the Freedom of Information and Protection of Privacy Act (FIPPA).**

- 6.3.1. Discuss any graduation rates significantly below the University and Faculty averages, and indicate measures taken to rectify the situation.

Insert Table 12: *Graduation rates*

- 6.3.2. Comment on how the data in Table 13 and Table 14 reflect the quality and success of your program.

Insert Table 13: *% of degree graduates employed in a field related to studies (after 6 months)*

Insert Table 14: *% of degree graduates employed in a field related to studies (after 2 years)*

- 6.3.3. Comment on how Table 15 is an indicator of the quality of your program.

Insert Table 15: *Graduate Satisfaction - degree of satisfaction with overall quality of education by year*

- 6.3.4. Reflect on how elements of the *Alumni Survey Data* (Appendix I – I) is an indicator of the quality of your program. If available, provide information on graduates that have undertaken post-graduate studies.

**7. QUALITY ENHANCEMENT**

**7.1. Initiatives taken to enhance the quality of the program and the associated**

## **learning and teaching environment.**

- 7.1.1. Reflect on how the program has made improvements and enhancements to such areas as curriculum, delivery, assessment, student engagement, and experiential learning since the last program review. Refer to Appendix II: *Concerns and recommendations raised in previous reviews* for guidance.

## **8. RECOMMENDATION AND IMPLEMENTATION PLAN**

### **8.1. Identify and prioritize program recommendations, including priorities for implementation, who will be responsible for acting on those recommendations, and timelines for acting on and monitoring the implementation of those recommendations.**

- 8.1.1. Insert the completed Recommendation and Implementation Plan Chart (found in Section 11.2).
- The Recommendation and Implementation Plan should place the program's mission and learning outcomes into an operational context, setting out priorities, planned and potential initiatives, and future directions.
  - Use the information in App 1-E *Strengths, Weaknesses, Opportunities, Threats (SWOT) (or SOAR Strengths, Opportunities, Aspirations, Results)* to assist in developing the Recommendation and Implementation Plan Chart. Note from the SWOT areas that hold promise for enhancement and priorities for improvement.
  - Refer to the completed self study to identify areas that require improvement.
  - Use the student, alumni and employer surveys to identify program strengths, weaknesses, and opportunities to consider in the Recommendation and Implementation Plan.
  - Refer to the Program Advisory Council comments to identify program strengths, weaknesses, and opportunities to consider in the Recommendation and Implementation Plan.

## **9. EXECUTIVE SUMMARY**

### **9.1. An executive summary suitable for inclusion on the Ryerson University website.**

Provide a 2-3 page summary of the self study including strengths, weaknesses and opportunities as well as the Recommendation and Implementation Plan. The executive summary will be included in the Senate agenda when your program's PPR is being assessed and will posted for public view at [www.ryerson.ca/curriculumquality](http://www.ryerson.ca/curriculumquality).

## **10. APPENDICES**

Appendix I: Data and Reports Supporting the Self Study  
Appendix II: Concerns and Recommendations from Previous Program Reviews  
Appendix III: Faculty Curriculum Vitae  
Appendix IV: Courses Outlines  
Appendix V: Documentation of Approvals and Related Communications

### **10.1. Appendix I: Data and reports supporting the self study**

	<b>Appendix I Documents</b>	<b>Reference in self study</b>
App I-A	Faculty Course Surveys Aggregate Results	Section 6.2

App I-B	Mapping Core Required and Core Elective Courses to Program Learning Outcomes	Section 1.2
App I-C	Mapping Core Required and Core Elective Teaching Methods and Assessments	Section 4.2
App I-D	Mapping Undergraduate Degree Level Expectations to Program Learning Outcomes	Section 1.2
App I-E	Strengths, Weaknesses, Opportunities, Threats (SWOT)	Section 8.0
App I-F	Comparator Programs	Section 3.2
App I-G	Library Report	Section 5.2
App I-H	Student Survey and Student Feedback Data	Section 3.3 Section 4 Section 8.1
App I-I	Alumni Survey Data	Section 1.3 Section 3.3 Section 4 Section 6.3 Section 8.1
App I-J	Employer Survey Data (optional)	Section 1.3 Section 8.1
App I-K	Program Advisory Council Comments	Section 8.1

## REQUIREMENTS FOR APPENDIX I

### App I-A Faculty Course Surveys Aggregate Results

Insert aggregate results of the Faculty Course Survey for the Department/School, as well as for the Faculty, and the University as a whole. This information is available from the Office of the Vice Provost, Faculty Affairs.

App I-B Mapping Core Required and Core Elective Courses to Program Learning Outcomes  
Consult with a Curriculum Development Consultant to develop the mapping. A sample template is in Section II. 11.5 of this manual.

App I-C Mapping Core Required and Core Elective Teaching Methods and Assessments  
Consult with a Curriculum Development Consultant to develop the mapping. A sample template is Section II. 11.6 of this manual.

App I-D Mapping Undergraduate Degree Level Expectations to Program Learning Outcomes  
Consult with a Curriculum Development Consultant to develop the mapping. Refer to Undergraduate Degree Level Expectations (UDLES) in Section IV of this manual.

### App I-E Strengths, Weaknesses, Opportunities, Threats (SWOT)

A SWOT chart 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. The SWOT working table will help in the preparation of the Recommendation and Implementation Plan in Section II 8.1.1. It is valuable to conduct a SWOT analysis in the early phase of the self study preparation with all program faculty. Consult with a Curriculum Development

Consultant for assistance with conducting the SWOT. Note that a SOAR analysis (Strengths, Opportunities, Aspirations, Results) is also a valuable tool which may be used instead of a SWOT analysis.

App I-F Comparator Programs

Provide a comparison of your program to the curriculum and objectives of similar programs.

App I-G Library Report

Contact the subject librarian to request the preparation of the Library Report. The Library Report should indicate the reference services, database computer search capabilities and funding allocated for library acquisitions relevant to your program. Allow four weeks for the report to be completed.

App I-H Student Survey and Student Feedback Data

Insert an aggregate summary of the Google Student Survey data. Also include any other student feedback results.

The Google Student Survey is a standard student questionnaire to be used in the program review process; however, programs undergoing review have the option of asking additional questions. Academic departments undertaking a program review student survey must ensure that the manner in which they conduct the survey is consistent with accepted ethical practices.

Those conducting a program review student survey must ensure that:

- students are made aware that their participation is voluntary and that responding to the survey or declining to answer any question will in no way affect the standing of any student
- students are directed to read the preamble to the questionnaire that identifies the purpose of the survey and potential uses of the data
- completed questionnaires are collected, processed, and maintained in a manner that ensures anonymity and confidentiality
- data produced from completed questionnaires are reported only in such a manner that individuals cannot be identified
- data are used only for administrative purposes such as planning; or (subject to the additional requirement noted below) used for scholarly and professional purposes

From time to time, survey data generated through program reviews may be of interest to those conducting secondary research for scholarly and professional purposes. In such cases the proposed secondary research must be approved through a Ryerson University ethics review.

App I-I Alumni Survey Data

Insert an aggregate summary of the Google Alumni Survey data.

The Google Alumni Survey is a sample questionnaire which can be used in the program review process and programs have the option of adding/deleting questions. Academic departments undertaking a periodic program review alumni survey must ensure that the manner in which they conduct the survey is consistent with accepted ethical practices.

App I-J Employer Survey Data (optional)

The input of others deemed to be relevant and useful, such as employers, may be included in the self study; however, the survey is optional.

If your program has completed an Employer Survey, insert an aggregate summary of the Google Employer Survey data.

The Google Employer Survey is a sample questionnaire which can be used in the program review process and programs have the option of adding/deleting questions. Academic departments undertaking a program review employer survey must ensure that the manner in which they conduct the survey is consistent with accepted ethical practices.

Programs often conduct the Google Employer Survey with members of their Program Advisory Council.

App I-K Program Advisory Council Comments

Following endorsement by the Department/School/Program/Faculty Council(s), as appropriate, the self study and appendices will be sent to the Faculty Dean or Dean of Record for presentation to the Program Advisory Council (PAC) for its review and comments. A record will be kept of the response from the PAC and will be inserted in Appendix I-K.

**10.2. Appendix II: Concerns and recommendations from previous program reviews**

Insert the sections entitled “Developmental Plan” (or Implementation Plan) and “ASC Evaluation” from the Senate agenda when your program’s previous PPR was reviewed by Senate. Past agendas: [www.ryerson.ca/senate/MinutesAgendas](http://www.ryerson.ca/senate/MinutesAgendas)

**10.3. Appendix III: Faculty Curriculum Vitae**

Provide Curriculum Vitae for all RFA faculty members in the school or department and of all other RFA faculty who have recently taught core courses (required and/or elective). Curriculum Vitae should be in the Ontario Council on Graduate Studies (OCGS) Format or a standard format appropriate for the discipline. They must be current and dated. Provide a Table of Contents for the CVs. For the final PPR submission to the Vice Provost Academic, CVs are to be provided electronically (only) in Google Drive.

**10.4. Appendix IV: Courses Outlines**

Provide course outlines for all core courses (required and elective), including those taught by another Department/School, for the most recent academic year. All course outlines must be dated. Provide a Table of Contents for the course outlines. For the final PPR submission to the Vice Provost Academic, course outlines are to be provided electronically (only) in Google Drive.

**10.5. Appendix V: Documentation of Approvals and Related Communications**

Reviews, endorsements, approvals and related communications must be documented and retained at every stage of the PPR process. The document archiving information outlined below indicates all components of the PPR that will

be assessed by the Academic Standards Committee and are required for a possible Quality Council Audit.

### **GOOGLE DRIVE - PPR DOCUMENT ARCHIVING**

The purpose of the PPR document archiving is to:

1. Provide the information required for the assessment of the PPR by the Academic Standards Committee.
2. Store, with ready access, the final versions of PPR documents for departments/programs.
3. Maintain a set of required documents for Quality Council audit purposes (every eight years a number of PPRs from programs/departments are selected by the Quality Council for audit).

### **WHEN SHOULD THE DOCUMENTS BE UPLOADED TO GOOGLE DRIVE?**

Since the information is part of the assessment of the PPR by the Academic Standards Committee, the files should be uploaded at the same time as the complete PPR is submitted to the Vice Provost Academic. The ASC will not assess the PPR until all the following documents are uploaded to Google Drive.

### **SETTING UP GOOGLE DRIVE**

1. Create a folder in Google Drive for archiving your program's PPR.
2. Call the folder "**PERIODIC PROGRAM REVIEW ARCHIVES [name of program/department]**".
3. Upload (only) the final version of the required document.
4. It is recommended that the word "FINAL" be added the file name.

### **WHAT FILES SHOULD BE UPLOADED TO GOOGLE DRIVE BY THE PROGRAM?**

**A.** Upload the versions of the PPR that were submitted to the Vice Provost Academic's Office (after the Peer Review Team's site visit) for review by the Academic Standards Committee:

1. **Self Study Report (final)**
2. **Appendix I: Data and Reports Supporting the Self Study (App I A – App I K)**
3. **Appendix II: Concerns and recommendations from previous program reviews**
4. **Appendix III: Faculty Curriculum Vitae**
5. **Appendix IV: Courses Outlines**
6. **Peer Review Report (signed and dated)** - Upload a PDF of the Peer Review Report, making sure it includes signatures of the reviewers and date of the submission of the Peer Review Report.
7. **Program Response to Peer Review Report (dated)** - Upload a PDF of the program's response to the Peer Review Report, making sure it is dated.
8. **Dean's Response to PRT Report/Program's Response (dated)** - Upload a PDF of the Dean's Response, making sure it is dated.
9. **Follow-up Report (due by June of year following Senate approval of PPR)** - Upload a PDF of the Follow-up Report, making sure it is dated.

**B.** Upload supporting documents:

**10. Department/School/Program/Faculty Council endorsement of Self Study (meeting minutes)** - Upload a PDF of the minutes of the Department/School/Faculty Council meeting when the self study and appendices were endorsed.

**11. Dean's initial endorsement of Self Study prior to site visit (dated correspondence from Dean's office)** - Create a PDF from the email or other correspondence from the Dean's office endorsing the Self Study before the site visit.

**12. PRT site visit invitation for each reviewer sent by Dean's Office** - Upload a PDF of the invitation that was sent by the Dean's Office to the peer reviewers.

**13. Evidence of documents sent to PRT for pre-review before site visit** - Create a PDF of the email that was sent to peer reviewers. Make sure that the PDF also shows the attachments that were sent.

**14. PRT Site Visit agenda including all participants in site visit** - Upload the site visit agenda. If the agenda does not include the names (and titles, if appropriate) of all the participants, create PDF that contains the agenda and the list of participants.

### REVISED VERSIONS

In many cases, some or all of the documents are revised based on the review by the Academic Standards Committee. If this is the case, replace the current version in Google Drive with the revised version(s) following Senate approval.

## 11. DATA TABLES AND TEMPLATES

### 11.1. Periodic Program Review Data Tables (inserted throughout self study)

Many of the data elements and indicators required for periodic program review are available directly from the [University Planning Office](http://www.ryerson.ca/upo/statistics) website at [www.ryerson.ca/upo/statistics](http://www.ryerson.ca/upo/statistics). This webpage provides summary data tables that enable users to display and re-organize data in ways that suit their individual needs. The data can also be viewed in *Progress Indicators and Related Statistics* at [www.ryerson.ca/upo/performance/progress](http://www.ryerson.ca/upo/performance/progress).

**Use the UPO website to create the tables below for inclusion within the narrative of the self study.** Each table must include statistics for Ryerson, Faculty, and Program, where applicable. Where possible, include the past six years of data. See Section 11.3 for a template for completing the tables.

<b>For Tables 1 – 2 go to DATA TABLES STUDENT ENROLMENT AND DEMOGRAPHICS (<a href="http://www.ryerson.ca/UPO/statistics">www.ryerson.ca/UPO/statistics</a>)</b>			<b>Where to place in self study</b>
Table 1	*	Fall Headcount Enrolment by Year Level	Section 1.3
Table 2	*	Fall Headcount Enrolment by Registration Status (F/T load; PT/load)	Section 6.2
<b>For Tables 3 – 17 go to PROGRESS INDICATORS AND RELATED STATISTICS (<a href="http://www.ryerson.ca/UPO/statistics">www.ryerson.ca/UPO/statistics</a>)</b>			
Table 3	*	Progress Indicator 1: Applications (all choices) to registrants	Section 6.2
Table 4	*	Progress Indicator 1: Entering average	Section 6.2
Table 5	*	Progress Indicator 1: % with 80 or above entering average	Section 6.2

Table 6	*	Progress Indicator 5a: % of students with a CLEAR standing after one year	Section 6.2
Table 7	*	Progress Indicator 5d: Retention after one year of same program Part-time programs use Indicator 5j	Section 6.2
Table 8	*	Progress Indicator 5e: Retention after two years of same program Part-time programs use Indicator 5j	Section 6.2
Table 9	*	Progress Indicator 5f: Retention after three years of same program Part-time programs use Indicator 5j	Section 6.2
Table 10	*^	Progress Indicator 6: Class size (University data only; request program data from UPO)	Section 6.1
Table 11	*	Progress Indicator 11: Student to faculty ratio	Section 6.1
Table 12	*	Progress Indicator 5b: Graduation rates	Section 6.3
Table 13	*	Progress Indicator 3: % of degree graduates employed in a field related to studies (after 6 months)	Section 6.3
Table 14	*	Progress Indicator 3: % of degree graduates employed in a field related to studies (after 2 years)	Section 6.3
Table 15	*	Progress Indicator 14 b: Graduate Satisfaction - degree of satisfaction with overall quality of education by year	Section 6.3
Table 16	*	Progress Indicator 10: SRC funding	Section 6.1
Table 17	*	Progress Indicator 10b: Percentage of faculty with funded SRC activity (currently only in Progress Indicators and Related Statistics report)	Section 6.1
<b>For Table 18 – Table 19 contact University Planning Office</b>			
Table 18	^	CGPA distribution in graduating year	Section 6.2
Table 19	^	Graduating students' time-to-completion	Section 6.2
<b>For NSSE results, by program, contact University Planning Office or Dean of Faculty. Provide aggregate scores by (a)Program, (b)Faculty, (c)Ryerson, (d)Ontario.</b>			
Table 20	^	Higher Order Learning	Section 4.3
Refer to Section 11.4. for template	^	Reflective & Integrative Learning	
	^	Learning Strategies	
	^	Quantitative Reasoning	
	^	Student-Faculty Interaction	
	^	Effective Teaching Practices	

\* Available directly from the **University Planning Office website** at [www.ryerson.ca/upo/statistics](http://www.ryerson.ca/upo/statistics)

^ Contact the University Planning Office at (416) 979-5033 for a copy of these supplementary data tables

**Part-time programs** – the following tables are not available: Tables 3, 4, 5, 11, 15, 16, 17

## 11.2. Recommendation and Implementation Plan Chart

Identify and prioritize program recommendations based on findings in the self study. Complete a Recommendation and Implementation Plan (below) for each recommendation. If the Peer Review Team identifies other recommendations that are supported by the program and Faculty Dean, these should be included in the revised version of the PPR.

<b>RECOMMENDATION AND IMPLEMENTATION PLAN</b>
<b>Recommendation #</b>
<b>Recommendation: (1 – 2 sentence description of the recommendation) e.g. Offer concentrations within the undergraduate program.</b>
<b>Rationale: (short description of information in the self study that supports the recommendation) e.g. Identified in SWOT and the student survey; supported by peer reviewers; supports societal need by providing students with the opportunity to develop in-depth knowledge within the core discipline.</b>
<b>Objective: (statement that further describes the recommendation) e.g. Develop concentrations based on clusters of related electives in areas of transportation, private development, environment &amp; ecology, and urban design.</b>
<b>Actions: e.g.</b> <ul style="list-style-type: none"> <li>• Develop concentrations with Curriculum Committee</li> <li>• Review with faculty</li> <li>• Implement assessment/approvals process for integration of concentrations into curriculum</li> <li>• Clearly communicate concentrations to students and the process for acquiring them when they are implemented.</li> <li>• Develop any core elective courses required for the concentration, if needed</li> <li>• Ensure that electives are offered in at least a two-year rotation so that students can complete a concentration; monitor course availability</li> <li>• Monitor student enrolments in concentrations</li> </ul>
<b>Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) e.g. 2018-19 academic year with submission of proposal to VPA by June 30, 2019; commences Fall 2020</b>
<b>Responsibility for leading initiative: e.g. Program Chair/Director</b>
<b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: e.g. Faculty Dean</b>

### 11.3. Template (example) for Tables 1 – 19

Table 1							
<b>Applications (all choices) to registrants</b>							
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Ryerson							
Faculty (name)							
Program (name)							

**11.4 Template (example) for Table 20**

Table 20 NSSE Indicator (%)	1 <sup>st</sup> Year				4 <sup>th</sup> Year			
	Program	Faculty	Ryerson	Ontario	Program	Faculty	Ryerson	Ontario
Higher Order Learning								
Reflective and Integrative Learning								
Learning Strategies								
Quantitative Reasoning								
Student-Faculty Interaction								
Effective Teaching Practices								

**11.5 Template (example) Mapping Core Courses to Program Learning Outcomes (LOs)**

I= Introduce R= Reinforce P=Proficient

Mapping Core Courses to Program Learning Outcomes (LOs)																								
	LO 1			LO 2			LO 3			LO 4			LO 5			LO 6			LO 7			LO 8		
Core Courses Required	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P
Core Courses Elective																								
Summary																								

## 11.6 Template (example) Mapping Core Course Teaching Methods and Assessments

I= Introduce R= Reinforce P= Proficient A= Assessed

Mapping Core Course Teaching Methods and Assessments							
Course Code		LO 1			LO 2		
		I	R	P	I	R	P
<b>ENG 101</b>							
Teaching Methods	lecture	x					
	discussion	x					
	group work	x					
	critique	x					
Assignments & Assessments	content test	x					
	critique	x					
	essay	x					
	final exam	x					
<b>ENG 231</b>							
Teaching Methods	case study		x			x	
	discussion		x			x	
	lecture						
Assignments & Assessments	test		x				
	critique		x				
	essay		x				
	analysis		x			x	
	presentation	x					
	final exam		x				
<b>Summary</b>		<b>9</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>

## **SECTION III**

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### **PEER REVIEW**

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Peer review is an integral and crucial part of the periodic program review process. The Peer Review Team (PRT) includes external disciplinary scholars from other universities, and may include experts from Ryerson, and who evaluate the program under review and the program's self study report. The peer review includes a site visit and report which addresses the elements outlined in this manual and in Ryerson Senate Policy #126.

#### **PRELIMINARY STEPS BEFORE THE PEER REVIEW TEAM (PRT) SITE VISIT**

Following endorsement of the self study and appendices by the Department/School/Program Council and Faculty Council, as appropriate, and a review by the PAC (for undergraduate programs), the Faculty Dean or Dean of Record will endorse the self study and appendices for preliminary submission to the Vice Provost Academic. As soon as possible after the self study and appendices have been reviewed for completeness by the Vice Provost Academic it will undergo review by a Peer Review Team (PRT) as described below.

#### **SELECTION OF PRT MEMBERS**

All members of the PRT will be at arm's length (see *Supporting Documents for the Peer Review* for description of arm's length) from the program under review. The external and internal reviewers will be active and respected in their field, and normally associate or full professors with program management experience.

If graduate and undergraduate program reviews are done concurrently, the Faculty Dean or Dean of Record, and the Vice Provost Academic and the Vice-Provost and Dean, YSGS must decide if combined or separate Peer Review Teams are required. Separate PRT Reports from the Peer Review Team(s) are required.

The PRT for undergraduate program reviews will consist of:

One external reviewer qualified by discipline and experience to review the program(s); and

One further external reviewer, or an internal reviewer from a related discipline (or interdisciplinary group) within the university. Internal reviewers are not members of the program under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.

The PRT composition is the same for programs taught in collaboration with colleges or institutions outside of Ontario. In a joint program with other Ontario universities, unless one internal reviewer is agreed upon by all participating institutions, if applicable, one internal reviewer will be appointed from each participating institution.

#### **Concurrent Reviews**

The PRT for the concurrent review of an undergraduate and graduate program will consist of at least:

Two external reviewers qualified by discipline and experience to review the programs; and

One further external reviewer, or an internal reviewer from a related discipline (or interdisciplinary group) within the university. Internal reviewers are not members of the program under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.

### **APPOINTMENT OF PRT MEMBERS**

The membership of the undergraduate PRT will be determined and appointed by the Faculty Dean or Dean of Record based on written information provided by the program.

The program will provide the Faculty Dean or Dean of Record with names and brief biographies of four or more faculty external to Ryerson and two or more faculty internal to Ryerson (if applicable).

Initial communications to the reviewers, such as interest, availability, and invitation to serve on a PRT, will come **only** from the Faculty Dean or Dean of Record.

The Faculty Dean or Dean of Record will invite one of the external reviewers to act as Chair of the PRT.

### **MANDATE OF THE PRT**

The general mandate of the PRT is to evaluate the academic quality of the program and the capacity of the School or Department to deliver it in an appropriate manner. The PRT will observe and report on the following:

1. the clarity of the program's learning outcomes and their consistency with the institution's mission and academic plans, and alignment of the program's learning outcomes with the institution's degree level expectations;
2. the alignment of the program's learning outcomes with admission requirements;
3. the effectiveness of the curriculum in reflecting the current state of the discipline, evidence of innovation and/or creativity in content and delivery, and appropriateness of delivery to meet the program's learning outcomes;
4. the appropriateness and effectiveness of methods used to assess achievement of the program's learning outcomes and learning objectives;
5. the appropriateness and effectiveness of the academic unit's use of human, physical and financial resources and support services;
6. quality indicators relating to students, graduates and faculty;
7. additional graduate program criteria including time-to-completion, graduate student supervision, and faculty, student and program quality; and
8. initiatives taken to enhance the quality of the program and the associated learning and teaching environment.

**The PRT should, at the end of its report, specifically comment on:**

- a) the program's strengths, weaknesses and opportunities;
- b) the program's Recommendation and Implementation Plan; and

- c) the PRT's further recommendations for actions to improve the quality of the program, if any, distinguishing between those that the program can itself take and those that would require external action, where possible.

**Important: The final PRT Report must follow the format provided in *Reviewers Report for Existing Programs* found in this manual under *Supporting Documents for the Peer Review*.**

## **INFORMATION PROVIDED TO THE PRT PRIOR TO THE SITE VISIT**

The PRT will be provided with a Letter of Invitation from the Faculty Dean or Dean of Record, the PRT's mandate, and information on the University and its mission and mandate.

A site visit normally takes place over a 1-2 day period. Once the site visit date is established the School/Department will make arrangements for lodging, on-campus meals, conference rooms, meetings, honorariums, etc.

The School/Department will provide to the PRT a site visit agenda along with the self study and all appendices. This communication will remind the PRT of the confidentiality of the documents presented. A suggested *Peer Review Team Site Visit Schedule* can be found in this manual under *Supporting Documents for the Peer Review*.

The PRT Chair, in consultation with the team members, may request additional information from the School/Department if such information is considered essential for the proper assessment of the program.

The Provost and Vice-President Academic, the Vice Provost Academic, and the Chief Librarian will be part of the site visit and you are asked to contact their offices as soon as the dates of the site visit are known to schedule an appropriate time. Allow as much lead time as possible regarding the date of the visit.

When the Peer Review Team site visit agenda is being planned, take into consideration that the Vice Provost Academic meets with the PRT at the opening and closing of their visit. The Provost and Vice-President Academic meets with the PRT at the closing of their visit. A week in advance, in order to prepare for that meeting, the Provost should receive a copy of the PRT reviewers' bios, the executive summary of the self-study document and any key messages about the program. The Provost may also request a short meeting with the Chair/Director prior to the PRT site visit.

## **THE PRT SITE VISIT**

The site visit is a key element of the peer review process. An objective of the site visit is for the reviewers to:

- observe the program in its home environment;
- interview the administrators, faculty, and staff who are responsible for delivering the program;
- assess program facilities; and
- communicate with students.

The PRT will have access to program administrators, staff, and faculty (including representatives from joint or collaborative Ontario institutions), administrators of related departments and

librarians, and students (including representatives from joint or collaborative Ontario institutions), as appropriate.

There will be a coordination of site visits to Ontario institutions offering joint programs (excluding college collaborative programs), where appropriate; and any additional information that may be needed to support a thorough review.

At the opening of the site visit the Vice Provost Academic will review the PRT mandate, the format for the PRT Report, and the timeline for completion of the PRT report. At the close of the site visit the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice Provost Academic, the Faculty Dean or Dean of Record, and any others who may be invited by the Faculty Dean or PRT.

For concurrent periodic program reviews, at the opening of the site visit the Vice Provost Academic and the Vice-Provost and Dean, YSGS will review the PRT mandate, the format for the PRT Reports, and the timeline for completion of the PRT Reports. At the close of the site visit the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice Provost Academic, the Vice-Provost and Dean, YSGS, the Faculty Dean and any others who may be invited by the Faculty Dean or the PRT.

## **THE PRT REPORT**

Within four weeks of the completion of the site visit, the PRT for an undergraduate program will submit its written report to the Faculty Dean or Dean of Record and the Vice Provost Academic. The Faculty Dean or Dean of Record will forward this report to the Chair/Director of the program.

Recommendations included in the report should state (if applicable) any additional resources the PRT believes should be considered, respecting Ryerson's autonomy in determining budget allocations.

## **PROGRAM RESPONSE TO THE PRT REPORT**

Within four weeks of receipt of the PRT Report, the program will submit a written response to the PRT Report to the Faculty Dean or Dean of Record. The written response may include any of the following:

- Comments, corrections and/or clarifications of items raised in the PRT Report;
- Revised Recommendation and Implementation Plan with an explanation of how the revisions reflect the further PRT recommendations and/or respond to the weaknesses or deficiencies identified in the PRT Report; and
- An explanation of why recommendations of the PRT will not be acted upon.

## **FACULTY DEAN'S RESPONSE TO THE PRT REPORT**

A written response must be provided by the Faculty Dean or Dean of Record within four weeks that addresses:

- The recommendations proposed in the self-study report;
- Further recommendations of the PRT;
- The Program Response to the PRT Report;
- Any changes in organization, policy or governance required to meet the recommendations;

- The resources that would be provided to support the implementation of selected recommendations; and
- A proposed timeline for the implementation of any of those recommendations.

If the self study report or the implementation plan is revised following, or as a result of, the PRT review, the original and the revised documents must be resubmitted through the Faculty Dean or Dean of Record to the Vice-Provost Academic. If the Faculty Dean or Dean of Record and the Vice-Provost Academic believe that this document differs substantially from the original, it must be resubmitted to the Department/School/Program Council(s) and Faculty Councils, if appropriate, for further endorsement followed by decanal endorsement.

### **SUBMISSION OF COMPLETE PPR TO VICE PROVOST ACADEMIC**

To prepare for the assessment of the complete PPR by the Academic Standards Committee, the program should contact the Vice Provost Academic via email to indicate that all the documentation required for the PPR is available (shared) in Google Drive under your program's folder name. Refer to Appendix V Section 10.5 for a detailed explanation of the requirements for the submission.

In addition, one hard copy of all documentation is to be submitted to the Office of the Vice Provost Academic at JOR 1227/9, with the exception of Appendix III CVs and Appendix IV Course Outlines, which should be made available on Google Drive.

### **ASSESSMENT OF PPR BY ACADEMIC STANDARDS COMMITTEE**

The ASC will assess the complete PPR and will make one of the following recommendations:

- Senate approve the PPR, with a mandated Follow-up Report(s).
- Senate approve the PPR with conditions, as specified, and with a mandated Follow-up Report(s).
- The PPR be referred to the Faculty Dean or Dean of Record for further action in response to specified weaknesses and/or deficiencies.
- The PPR, as submitted, be rejected.

### **SENATE APPROVAL OF PPR**

The Vice Provost Academic will submit a PPR Report to Senate which includes the FAR<sup>2</sup>, which includes the PPR Recommendation and Implementation Plan and an executive summary, and the requirements of a mandated Follow-up Report(s). If there is a concurrent review of an undergraduate and a graduate program, separate FARs will be prepared for Senate.

Senate has the final academic authority to approve the PPR Report to Senate.

### **FOLLOW-UP REPORT BY PROGRAM**

The PPR Report to Senate will include a date, within one year of Senate approval of the PPR, for a mandated Follow-up Report to be submitted to the Faculty Dean or Dean of Record and the Vice Provost Academic on the progress of the Recommendation and Implementation Plan and

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<sup>2</sup> See Ryerson Senate Policy 110 for a definition.

any further recommendations. The PPR Report to Senate may also include a date(s) for subsequent Follow-up Reports.

The Chair/Director and Faculty Dean or Dean of Record are responsible for requesting any additional resources identified in the PPR through the annual academic planning process. The relevant Faculty Dean or Dean of Record is responsible for providing the identified resources, if feasible, and the Provost and Vice-President Academic is responsible for final approval of requests for extraordinary funding. Requests should normally be addressed, with a decision to either fund or not fund, within two budget years of the Senate approval of the PPR.

The Follow-up Report will include an indication of any resources that have been provided at the time of the report.

The Follow-Up Report(s) will be reviewed by the Faculty Dean or Dean of Record and ASC. If it is believed that there has not been sufficient progress on the Recommendation and Implementation Plan, an additional update and course of action by a specified date may be required.

The Follow-up Report will be forwarded to Senate as an information item following review by the ASC.

## **DISTRIBUTION REQUIREMENTS**

The Office of the Vice Provost Academic will publish the Executive Summary, the FAR, and the action of Senate for each approved PPR on Ryerson University's Curriculum Quality Assurance website ([www.ryerson.ca/curriculumquality](http://www.ryerson.ca/curriculumquality)) with links to the Senate website and the Provost and Vice-President Academic's website. Complete PPR documentation, respecting the provisions of FIPPA, will be made available through the Office of the Vice Provost Academic.

The Provost and Vice-President Academic will submit annually the FARs of all approved PPRs to the Ontario Universities Council on Quality Assurance (Quality Council). The Provost and Vice-President Academic is responsible for the presentation of the PPR Executive Summary and its associated Recommendation and Implementation Plan to the Board of Governors for its information.

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## ***SUPPORTING DOCUMENTS FOR THE PEER REVIEW***

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## **CHOOSING ARM'S LENGTH REVIEWERS**

Best practice in quality assurance ensures that reviewers are at arm's length from the program under review. This means that reviewers/consultants are not close friends, current or recent collaborators, former supervisor, advisor or colleague.

Arm's length does not mean that the reviewer must never have met or even heard of a single member of the program. It does mean that reviewers should not be chosen who are likely, or perceived to be likely, to be predisposed, positively or negatively, about the program.

**Examples of what may not violate the arm's length requirement:**

- Appeared on a panel at a conference with a member of the program
- Served on a granting council selection panel with a member of the program
- Author of an article in a journal edited by a member of the program, or of a chapter in a book edited by a member of the program
- External examiner of a dissertation by a doctoral student in the program
- Presented a paper at a conference held at the university where the program is located
- Invited a member of the program to present a paper at a conference organized by the reviewer, or to write a chapter in a book edited by the reviewer
- Received a bachelor's degree from the university (especially if in another program)
- Co-author or research collaborator with a member of the program more than seven years ago
- Presented a guest lecture at the university
- Reviewed for publication a manuscript written by a member of the program

**Examples of what may violate the arm's length requirement:**

- A previous member of the program or department under review (including being a visiting professor)
- Received a graduate degree from the program under review
- A regular co-author and research collaborator with a member of the program, within the past seven years, and especially if that collaboration is ongoing
- Close family/friend relationship with a member of the program
- A regular or repeated external examiner of dissertations by doctoral students in the program
- The doctoral supervisor of one or more members of the program

**ADDITIONAL ADVICE FOR CHOOSING EXTERNAL REVIEWERS/CONSULTANTS**

External reviewers/consultants should have a strong track record as academic scholars and ideally should also have had academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions. This combination of experience allows a reviewer to provide the most valuable feedback on program proposals and reviews.

**Source: Ontario Universities Council on Quality Assurance (Quality Council)**

## PEER REVIEW TEAM SITE VISIT SCHEDULE – undergraduate

Note: This schedule has been designed to assist with the planning of the PRT site visit. Programs/departments may vary it according to their needs.

<b>Date:</b>			
<b>DAY 1</b>			
<b>TIME</b>	<b>ACTIVITY FOR REVIEWERS</b>	<b>PERSONNEL</b>	<b>LOCATION</b>
8:45 am	Meet in lobby of Hotel XXX (if reviewers are from out-of-town) and proceed to campus or meet in predetermined location on campus	Program Chair/Director, PPR Team representative(s)	Hotel XXX lobby or predetermined location on campus
9:00–9:45 am	Introductions and overview of the university, program and the PPR process	Chair/Director, Vice Provost Academic, Dean, PPR Team representative(s)	JOR 1200 or JOR 1214 (call 5011 to book) OR other meeting room
9:45–10:00 am	Curriculum overview	Program Chair/Director PPR Team representative(s)	same as above
10:00–11:00 am	Tour of campus and program facilities	Program Chair/Director, PPR Team representative(s)	
11:00–11:15 am	<b>BREAK</b>		
11:15–11:30 pm	Meet with Chief Librarian and Library representative for program/department	Program Chair/Director, Chief Librarian, Library Representative	Room:
11:30–12:15 pm	Meet with faculty members representing program		Room:
12:15–1:00 pm	Lunch with faculty members	Program Chair/Director, PPR Team representative(s), faculty members from program	Room:
1:00–1:15 pm	<b>BREAK</b>		
1:15–2:00 pm	Meet with staff members		Room:
2:00–3:00 pm	Curriculum discussion	Program Chair/Director, PPR Team representative(s) Others: e.g. members of Curriculum Committee	Room:
3:00–4:00 pm	Meet with students	Suggest representatives from 1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> , and 4 <sup>th</sup> year	Room:

4:00–4:30 pm	Wrap-up of day	Reviewers only (option - Program Chair/Director PPR Team representative(s) may be included)	Room:
4:30–6:00 pm	<b>BREAK</b>		
6:00–8:00 pm	DINNER (optional)	Program Chair/Director, PPR Team representative(s) Others:	Location:
<b>Date: DAY 2</b>			
8:45 am	Meet in lobby of Hotel XXX (if reviewers are from out-of-town) and proceed to campus or meet in predetermined location on campus	Program Chair/Director, PPR Team representative(s)	Hotel XXX lobby or predetermined location on campus
9:00–10:00 am	Meet with recent graduates (alumni)		Room:
10:00–11:00 am	Meet with members of Advisory Council		Room:
11:00–11:15 am	<b>BREAK</b>		
11:15–12:00 pm	Meet with program Chair/Director	Program Chair/Director	Room:
12:00–2:00 pm	Working lunch and debriefing/report preparation for reviewers	Reviewers only	Room:
2:00–2:45 pm	Reviewers' debriefing session with Provost and Vice-President Academic; and Vice Provost Academic	Dean, Program Chair/Director, PPR Team representative(s)	Room:
2:45 pm	<b>SITE VISIT ENDS</b>		

## **GUIDELINES FOR THE PEER REVIEW TEAM REPORT**

These *Guidelines for the Peer Review Team Report* describe the mandate for the PRT as outlined in Ryerson Senate Policy 126. **The final PRT Report must follow this format.**

### **A. GENERAL OUTLINE OF THE VISIT**

- Who was interviewed
- What facilities were seen
- Any other activities relevant to the appraisal

### **1. PROVIDE FEEDBACK ON THE EACH OF THE FOLLOWING EVALUATION CRITERIA**

#### **1.1. Objectives**

- 1.1.1. Program requirements and learning outcomes are consistent with the University's mission and academic plan;
- 1.1.2. Program requirements and learning outcomes are clear, appropriate and align with the institution's statement of the undergraduate and/or graduate Degree Level Expectations; and
- 1.1.3. Program addresses societal need.

#### **1.2. Admission requirements**

- 1.2.1. Admission requirements are appropriately aligned with the learning outcomes established for completion of the program.

#### **1.3. Curriculum**

- 1.3.1. The curriculum reflects the current state of the discipline or area of study;
- 1.3.2. Evidence of any significant innovation or creativity in the content and/or delivery of the program, including experiential learning opportunities; and
- 1.3.3. Mode(s) of delivery to meet the program's identified learning outcomes are appropriate and effective.

#### **1.4. Teaching and assessment**

- 1.4.1. Appropriateness and effectiveness of the methods for assessing student achievement of the defined program learning outcomes and degree level expectations;
- 1.4.2. Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the program learning outcomes and the institution's statement of Degree Level Expectations; and
- 1.4.3. Grading, academic continuance, and graduation requirements, if variant from Ryerson's graduate or undergraduate policies.

#### **1.5. Resources**

- 1.5.1. Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s); and
- 1.5.2. The appropriateness and effectiveness of academic services (e.g. library, co-op, technology, etc.) to support the program(s) being reviewed.

#### **1.6. Quality Indicators**

- 1.6.1. **Faculty:** qualifications, scholarly, research and creative (SRC) record; class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty.

**NOTE:** Reviewers are urged to avoid using references to individuals. Rather, they are asked to assess the ability of the faculty as a whole to deliver the program and to comment on the appropriateness of each of the areas of the program(s) that the university has chosen to emphasize, in view of the expertise and scholarly productivity of the faculty.

1.6.2. **Students:** applications and registrations; attrition rates; time-to-completion; final-year academic achievement; academic awards; student in-course reports on teaching.

1.6.3. **Graduates:** rates of graduation, employment six months and two years after graduation, post-graduate study, "skills match" and alumni reports on program quality when available and when permitted by the Freedom of Information and Protection of Privacy Act (FIPPA).

### **1.7. Quality enhancement**

1.7.1. Initiatives taken to enhance the quality of the program and the associated learning and teaching environment.

### **1.8. OTHER ISSUES**

### **1.9. SUMMARY AND RECOMMENDATIONS**

The PRT should, at the end of its report, specifically comment on:

- a) the program's strengths, weaknesses and opportunities;
- b) the program's Recommendation and Implementation Plan; and
- c) the PRT's further recommendations for actions to improve the quality of the program, if any, distinguishing between those that the program can itself take and those that would require external action, where possible.

**SIGNATURES OF REVIEWERS:**

**DATE:**

## SECTION IV

### ADDITIONAL PERIODIC PROGRAM REVIEW INFORMATION

#### DEGREE LEVEL EXPECTATIONS FOR UNDERGRADUATE PROGRAMS (UDLES)

<b>Baccalaureate/Bachelor's Degree: honours</b> <i>This degree is awarded to students who have demonstrated the following:</i>	
<b>EXPECTATIONS</b>	
<b>1. Depth and Breadth of Knowledge</b>	<p>a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline.</p> <p>b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines.</p> <p>c. A developed ability to:</p> <ol style="list-style-type: none"><li>gather, review, evaluate and interpret information; and</li><li>compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline.</li></ol> <p>d. A developed, detailed knowledge of and experience in research in an area of the discipline.</p> <p>e. Developed critical thinking and analytical skills inside and outside the discipline.</p> <p>f. The ability to apply learning from one or more areas outside the discipline.</p>
<b>2. Knowledge of Methodologies</b>	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ol style="list-style-type: none"><li>evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</li><li>devise and sustain arguments or solve problems using these methods; and</li><li>describe and comment upon particular aspects of current research or equivalent advanced scholarship.</li></ol>
<b>3. Application of Knowledge</b>	<p>a. The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ul style="list-style-type: none"><li>Develop lines of argument</li><li>Make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study</li><li>Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline</li></ul>

	<ul style="list-style-type: none"> <li>• Where appropriate use this knowledge in the creative process</li> </ul> <p>b. The ability to use a range of established techniques to:</p> <ul style="list-style-type: none"> <li>• Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information</li> <li>• Propose solutions</li> <li>• Frame appropriate questions for the purpose of solving a problem</li> <li>• Solve a problem or create a new work</li> </ul> <p>c. The ability to make critical use of scholarly reviews and primary sources</p>
<b>4. Communication Skills</b>	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
<b>5. Awareness of Limits of Knowledge</b>	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.
<b>6. Autonomy and Professional Capacity</b>	<p>a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ul style="list-style-type: none"> <li>• the exercise of initiative, personal responsibility and accountability in both personal and group contexts;</li> <li>• working effectively with others; and</li> <li>• decision-making in complex contexts.</li> </ul> <p>b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study.</p> <p>c. Behaviour consistent with academic integrity and social responsibility.</p>

## CURRICULUM ANALYSIS OVERVIEW

Ryerson's curriculum development team can provide the following curriculum-related facilitation and assistance. To contact a curriculum consultant, send an email to [ovpa.curriculum@ryerson.ca](mailto:ovpa.curriculum@ryerson.ca) or call ext. 2356.

	Task	Services Available	Who is involved?	Time estimate
1.	Define or refine graduate attributes	<ul style="list-style-type: none"> <li>Identify the knowledge, skills, attitudes/values expected from graduating learners</li> </ul>	All program faculty	1.5 hrs
2.	Define or refine program learning outcome (LO) statements	<ul style="list-style-type: none"> <li>Distill attributes into learning outcomes</li> </ul>	3-5 program faculty - with feedback and confirmation from all program faculty	1-2 hrs
3.	Align program learning outcomes to UDLEs	<ul style="list-style-type: none"> <li>Cross reference program learning outcomes to Undergraduate Degree Level Expectations (UDLEs)</li> <li>Adjust intended LOs as required</li> </ul>	1 or 2 program faculty	30 mins
4.	Set up the mapping application	<ul style="list-style-type: none"> <li>Provide list of courses, LOs, and faculty in Excel templates (request)</li> </ul>	Chair of program review committee & admin assistant	30 - 60 mins
5.	Map intended learning outcomes	<ul style="list-style-type: none"> <li>Identify LOs and intended achievement levels (e.g., intro, reinforcement, proficient)</li> <li>Identify assignments &amp; assessments</li> </ul>	All course faculty	~20 mins. per course
6.	Generate reports	<ul style="list-style-type: none"> <li>Export and format reports in Excel</li> </ul>	Review committee member or Administrative Assistant	Roughly 10 mins
7.	Curriculum map analysis	<ul style="list-style-type: none"> <li>Review reports for patterns, insights, observations, changes</li> <li>Add above to SWOT/SOAR table</li> </ul>	All course faculty	1-1.5 hrs
8.	Institutional data analysis	<ul style="list-style-type: none"> <li>Analyze data collected</li> </ul>	1 or 2 PPR committee members, Administrative Assistant	1.5 hrs
9.	Online surveys	<ul style="list-style-type: none"> <li>Online surveys of students, alumni, employers available for modification</li> </ul>	Chair of PPR	

10.	Program feedback	<ul style="list-style-type: none"> <li>Solicit feedback from all program students, a full class or focus group; produces a report</li> </ul>	Curriculum Consultant and One upper level class, or focus group	1 hr
11.	SWOT/ SOAR analysis	<ul style="list-style-type: none"> <li>Identify program strengths, weaknesses, opportunities, aspirations</li> </ul>	All course faculty	1-1.5 hrs
12.	Recommendation and Implementation Plan	<ul style="list-style-type: none"> <li>Review SWOT/SOAR</li> <li>Prioritize</li> <li>Develop plan and timeline</li> </ul>	Review committee, with confirmation from all course faculty	Varies

## CURRICULUM ANALYSIS AND REFINEMENT QUESTIONS

An analysis of the program curriculum addresses the following questions through tasks outlined in the Curriculum Analysis Overview. A Ryerson curriculum consultant is available to facilitate this process.

Question	Services available
What knowledge, skills, and attitudes should our graduates be able to demonstrate?	1-Graduate Attributes
Can we formulate a series of meaningful integrative statements communicating the essentials of what our graduates are able to do?	2 -Intended Learning Outcome statements [LOs]
Does the program address the mandated Undergraduate Degree-Level expectations?	3-7 Degree Level Expectations
Does the program develop our stated intended learning outcomes?	7-Curriculum Mapping
What does a data visualization of our current program tell us about gaps and overlap in our curriculum?	7-Mapping Analysis
What insights do institutional data provide about recent program trends?	8- Institutional Data Analysis
What insights can current students, graduates, and employers provide?	9-Student, Alumni, Employer Surveys 11- Program Feedback
What insights can faculty members and instructional staff provide?	10-Swot/Soar analysis
Given analysis and reflection, what are our priorities? What are our plans? How do we move forward?	12-Recommendation and Implementation Plan
What insights do disciplinary peers provide?	Peer Review Visit

## CURRICULUM SOFTWARE SET UP TASKS

The curriculum assistant is a software tool available at Ryerson to conduct curriculum mapping. Set up a time for an overview of the tool and how it may be helpful in the review process. Call extension #2356 be connected with a Curriculum Consultant.

	Task	Details	When & Time Estimate
i.	Information meeting	Call to set up an overview software Contact <a href="mailto:ovpa.curriculum@ryerson.ca">ovpa.curriculum@ryerson.ca</a>	~ 30 mins
ii.	Prepare list of courses, LOs, and faculty	Request the Excel templates	30-60 mins
iii.	Refine list of teaching methods & assessments	Collect from department/school/program faculty members	10 mins. During a department/school meeting or ~1 week by email

## CREATING AN EFFECTIVE SELF STUDY FOR PROGRAM REVIEWS

<b>Feature</b>	<b>Best Practices</b>	<b>Poor Practices</b>
Goal / Purpose	The self-study is aimed at quality improvement. Self-appraisal asks for analysis of strengths and weaknesses, and asks how improvements can be made.	The self-study is aimed at defending or justifying the status quo.
Focus	The self-study focuses on the undergraduate /graduate programs (as required by the IQAP and Quality Assurance Framework).	The self-study focuses on the academic unit (department), rather than on the undergraduate / graduate program.
Character / Nature of Report	The self-study is reflective, analytical, self-critical and evaluative.	The self-study is descriptive rather than reflective, analytical, self-critical and evaluative.
Treatment of Curriculum	The curriculum is critically examined, with an eye to degree level expectations, learning objectives, learning outcomes, and change and improvement.	The curriculum is described.
Degree Level Expectations / Learning Objectives / Outcomes	The self-study expresses degree level expectations and learning objectives that operationally drive admission requirements, curriculum content, modes of delivery, bases of evaluation of student performance and commitment of resources.	The self-study does not address or only superficially addresses degree level expectations, learning objectives or learning outcomes.
Treatment of Data	Data are analyzed – for example, to use as the basis for performance evaluation. Data analysis contributes to the assessment of strengths and weaknesses of the program.	Raw data are attached as appendices, or used only in a descriptive manner.
Authorship	The self-study results from a participatory self-critical process and documents involvement in its preparation of all faculty in the program, and of students.	The self-study is written by the Chair, without evidence of buy-in (or sometimes even knowledge) of faculty and students.
Student Involvement	The self-study shows active involvement of students in the agenda-setting, self-analysis and preparation of the Report.	There is no evidence of active involvement of students in the preparation of the self-study.
Student Role	Students contribute to the preparation of the self-study, as well as meet with the external reviewer(s).	Students meet with the external reviewer(s), but have no input to the self-appraisal.
Student Survey	A student survey provides another valuable source of input to the self-study.	A student survey is either missing or conducted after the self-study is prepared, and so makes no input to that document.
Relationship to External Reviewer Mandate	The self-study does address, and inform, all of the issues external reviewers are asked to review.	The self-study does not address, or inform, all of the issues external reviewers are asked to review.
IQAP / Quality Assurance Framework	The self-study does explicitly address each of the “elements” specified in the IQAP and Quality Assurance Framework.	The self-study does not explicitly address each of the “elements” specified in the IQAP and Quality Assurance Framework.
Institutional Criteria	The institution does specify the criteria of program quality used in its program review process.	The institution does not specify the criteria of program quality used in its program review process.

## RYERSON UNIVERSITY KEY CONTACTS FOR PPRs – undergraduate

Contact	Role or type of assistance
<b>Vice Provost Academic</b>	
Ext 2356	Assumes overall responsibility for PPRs including: <ul style="list-style-type: none"> <li>• leading PPR orientation</li> <li>• setting overall expectations</li> <li>• reviewing self study for completeness</li> <li>• dealing with program exceptionalities</li> <li>• providing guidance and focus</li> </ul>
<b>Curriculum Quality Assurance Office</b>	
Ext 2356	Oversees the PPR process including: <ul style="list-style-type: none"> <li>• responding to questions about the PPR process</li> <li>• providing PPR advice to programs</li> <li>• ensuring timely completion of PPR</li> <li>• providing workshops on PPR related topics</li> <li>• providing information, templates, and surveys through D2L</li> </ul>
<b>Curriculum Development Consultants</b>	
Ext 2356 Email: <a href="mailto:ovpa.curriculum@ryerson.ca">ovpa.curriculum@ryerson.ca</a>	Facilitates program activities in such areas as: <ul style="list-style-type: none"> <li>• developing/revising program learning outcomes (LOs)</li> <li>• mapping program LOs to curriculum and UDLES</li> <li>• mapping teaching and assessment modes</li> <li>• analyzing curriculum</li> <li>• analyzing program SWOT/SOAR</li> <li>• facilitating focus groups and in-class feedback</li> </ul>
<b>University Planning Office</b>	
Ext 7126 or Ext. 6369	Provides support to programs including: <ul style="list-style-type: none"> <li>• preparing standard data including program metrics and key indicators for the University Planning Office website</li> <li>• providing clarity and information for programs undertaking periodic program review</li> </ul>
<b>Office of the Secretary of Senate</b>	
Ext. 3094	Provides support to programs including: <ul style="list-style-type: none"> <li>• providing Senate meeting and policy information</li> <li>• providing access to past Senate agendas</li> </ul>
<b>Office of the Registrar</b>	

Ext 6064 or Ext 7967	Provides support to programs by: <ul style="list-style-type: none"> <li>• providing program and admissions information</li> </ul>
<b>Office of Equity, Diversity and Inclusion (EDI)</b>	
Email: <a href="mailto:equity@ryerson.ca">equity@ryerson.ca</a>	Provides support to programs by: <ul style="list-style-type: none"> <li>• providing information and advice on EDI from a curricular perspective</li> </ul>
<b>Library</b>	
Contact the <a href="#">subject librarian</a> for assistance in the preparation of the library brief.	Provides support to programs by: <ul style="list-style-type: none"> <li>• preparing a library report for periodic program reviews</li> </ul>
<b>Office of Co-operative Education</b>	
Ext tba	Provides support to programs by: <ul style="list-style-type: none"> <li>• providing data of students and employers for each co-op program</li> </ul>
<b>Office of Experiential Learning</b>	
<a href="http://www.ryerson.ca/experiential">www.ryerson.ca/experiential</a>	Provides support to programs by: <ul style="list-style-type: none"> <li>• providing information on experiential learning</li> </ul>
<b>Teaching and Learning Office</b>	
<a href="mailto:lto@ryerson.ca">lto@ryerson.ca</a>	Provides support to programs by: <ul style="list-style-type: none"> <li>• providing resources and information on teaching and learning</li> </ul>
<b>Office of E-Learning</b>	
Ext. 3299	Provides support to programs by: <ul style="list-style-type: none"> <li>• coordinating technology-enhanced, blended and fully online learning initiatives, and encouraging the use of new and diverse learning and teaching methods</li> </ul>