Academic Program
Review
Unit Handbook

2019-2020
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An electronic version of this handbook and related documents available at: https://www.ufv.ca/vice-provost/program-reviews-office/
INTRODUCTION

The university is committed to offering academic programs of the highest quality and standards. To this end, in January 2009, the Senate and the Board of Governors adopted a new policy on Academic Program and Unit Reviews (Policy Number 189). A policy revision, including a change to the title to Academic Program Reviews, was completed in June 2016. This handbook reflects the changes made as part of the 2016 policy revision. The policy can be found on the UFV Secretariat Policies page at the following link: http://www.ufv.ca/media/assets/secretariat/policies/Academic-Program-Reviews-(189).pdf

UFV’s Academic Program Reviews policy requires the regular and systematic review of the objectives and delivery of all academic programs and programming, and of the academic units that are responsible for, or contribute to, their delivery. All programs will normally be reviewed every seven to eight years in accordance with an institutional multi-year schedule. Under exceptional circumstances, a Dean or the Provost may also request a review of a particular program or programming. The Program Review is the central moment in an ongoing process of program monitoring and improvement aimed at strengthening a culture of continuous improvement throughout the institution.

This handbook was developed to assist the schools, departments and units as they become engaged in the program review process. It explains the purpose of the review, including the elements of program performance that will be assessed, and the process that all reviews must follow in accordance with the policy regulations and provincial expectations. Section A: “Purpose of the Reviews” is structured to reflect UFV policy and the Guiding Principles for Quality Curriculum approved by Senate in June 2016 (hereafter Quality Curriculum Principles). Consulting the Guiding Principles for Quality Curriculum developed by Teaching and Learning, and Developing Learning Outcomes: A Guide for the University of the Fraser Valley will ensure that the curriculum is well designed.

It is important to note that the cyclical review of academic programs, like the approval of new programs, is provincially regulated and expected for all credentials (this includes certificates and diplomas). Starting in 2016, a Quality Assurance Process Audit (QAPA) was introduced to ensure that post-secondary institutions: a) continue to meet program review policy requirements; b) have and continue to meet appropriate program review processes and policies for all credential programs; and c) apply their quality assurance process and respond to review findings appropriately. UFV’s Academic Program Reviews policy and process conforms to these requirements.

Please consult https://www.ufv.ca/vice-provost/program-reviews-office/ for additional information and resources about the UFV program review process and the provincial framework (policy 189, review schedules, summaries of completed reviews, QAPA, templates).

Advice on all aspects of the review process can be obtained from the Office of the Vice-Provost and Associate Vice-President, Academic and the Dean of your Faculty or College.
The Program Review Facilitator and Assistant are available to guide you through the review process. The university’s Institutional Research and Planning office and the Finance and Administration office will also provide assistance and data in support of the review.

Program Accreditation and UFV Academic Program Review

In accordance with UFV policy and the Ministry requirements, review for (or renewal of) accreditation of professional school[s] or program[s] may serve as a component of an academic program review, but they do not replace the latter. The Provost and Vice-President, Academic will decide, in consultation with the Dean of the area, whether the accreditation review covers all or part of UFV’s academic program review requirements.

Communication of Review Results

The results of an academic program review (and professional accreditation review, as relevant) are communicated to the university at large, through the Senate and its committees, as relevant to these committees’ respective responsibilities, with due consideration given to confidential information. A summary of the review is made publicly available.

A. Purpose of the Reviews

An academic program review is the administrative process that provides a systematic quantitative and qualitative review of the objectives and delivery of programs and programming. Its purpose is to:

- foster ongoing improvement of their quality;
- enhance their contribution to the university’s strategic goals, vision, mission, plans and values;
- assess and improve programs’ alignment with UFV’s Institutional Learning Outcomes;
- achieve and maintain high professional standards, as recognized by the disciplinary and/or accrediting bodies;
- achieve and maintain high standards of educational practices; and
- ensure an adequate and effective utilization of resources.

1. Foster Ongoing Improvement of Program Quality

In addition to their day-to-day processes of program planning and delivery, academic units must periodically have the opportunity to examine their present and planned academic activities in a more sustained and focused manner. The objective of cyclical program review is to ensure that our programs are regularly and systematically assessed so that they continue to meet the needs of our students and our community, and are of the highest quality possible.

Informed judgments and critical, analytical reflection based on empirical evidence of academic quality, and scrutinized by peers, should form the basis of academic decisions. The program review process reflects this sound basis for academic decision making. The self-study, conducted by the academic unit responsible for delivering the program, and guided by the dean responsible for the unit, is submitted to independent external scrutiny by peers with relevant professional expertise and administrative experience. A summary of the results of the review are publicly distributed as an accountability measure. The unit is expected to act on the review findings and recommendations, and to report on its progress, typically one year after the conclusion of the review.
Ultimately, and most importantly, the faculty members’ genuine and deep engagement with the ongoing improvement of the quality of their program is what makes this process meaningful.

2. **Enhance the Programs’ Contribution to the University’s Strategic Goals, Vision, Mission, Plans and Values**

An important objective of program review is to ensure that academic programs and activities are congruent with the mandate, mission and values of the university.

Units should examine how their academic programs contribute to UFV’s strategic plans and initiatives, explaining both alignment and gaps with the five goals of the Education Plan for 2016-2020. (See [http://www.ufv.ca/irp/ufv-planning/](http://www.ufv.ca/irp/ufv-planning/))

UFV has made a commitment to Indigenization and the inclusion of Indigenous content, curriculum, and ways of knowing. Reviews should consider the department’s programming, activities, students, and staff in this regard.

3. **Alignment with Institutional Learning Outcomes**

This criterion corresponds to UFV’s *Quality Curriculum Principles* number 1: “outcome-driven, aligned, and intentionally designed to achieve its purpose.” The purpose of this criterion is to assess how well the program (e.g., certificate, major) delivers on this promise, and to improve on its effectiveness.

As noted in UFV’s *Developing Learning Outcomes: A Guide for the University of the Fraser Valley* workbook, learning outcomes are a commonly accepted measure of student achievement at the post-secondary level in North America. The ILOs communicate our vision for education, provide a guide for new programs and for program review, and emphasize the commitment to accountability and quality assurance.

The ILO statement begins with an acknowledgement of our commitment to Indigenization: “The University of the Fraser Valley (UFV), located on traditional Stó:lō territory, recognizes and respects Indigenous ways of knowing. UFV is committed to providing our communities with a variety of high quality, student-centered programs that honour diversity and foster a passion for learning.”

Each UFV graduate possesses the following abilities and, therefore, can demonstrate the following interconnected institutional learning outcomes:

1. Demonstrate information competency
2. Analyze critically and imaginatively
3. Use knowledge and skills proficiently
4. Initiate inquiries and develop solutions to problems
5. Communicate effectively
6. Pursue self-motivated and self-reflective learning
7. Engage in collaborative leadership
8. Engage in respectful and professional practices
9. Contribute regionally and globally.
4. Achieve and Maintain High Professional Standards, as Recognized by the Disciplinary and/or Accredit ing Bodies

This criteria aligns with UFV’s Quality Curriculum Principles number 2: “Rigorous, meeting credential-level standards recognized by the Ministry, by professions, industry, and by academic communities, and striving for excellence.” It recognizes the obligations of units to ensure that the programs for which they are responsible maintain those standards.

The standards that apply will vary according to the credential level (e.g., certificate, diploma, undergraduate degree and graduate program) and to the area (e.g., whether educational programs in an area are monitored or regulated by professional bodies). Programs must also adhere to UFV internal standards (e.g, Honours Framework and Credentials policy).

Degree level standards set by the Ministry of Advanced Education are presented in Appendix 1 of this handbook and can be consulted at: http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/degree-authorization/degree-program-criteria.pdf

According to the Ministry's Degree Program Review: Criteria and Guidelines (pp. 13-18):

The focus of the degree level standards is on the expectations of graduates at each degree [e.g., bachelor or master’s level]. The provincial standards stipulate the demonstrable transferable learning skills and level of mastery of a body of specialized knowledge in six dimensions:

1. Depth and breadth of knowledge;
2. Knowledge of methodologies;
3. Application of knowledge;
4. Communication skills;
5. Awareness of limits of knowledge;
6. Professional capacity/autonomy.

The credential awarded for a bachelor’s degree must be designed to acquaint the student with the basic conceptual approaches and methodologies of the principal discipline or disciplines that constitute the program of study, to provide some specialized knowledge, and to nurture the capacity for independent work in the discipline/disciplines and field of practice.

All bachelor’s programs are designed to provide graduates with knowledge and skills that enable them to develop the capacity for independent intellectual work.

A master’s degree program builds on knowledge and competencies acquired during related undergraduate study, and requires more specialized knowledge and intellectual autonomy than a bachelor’s degree program. Much of the study undertaken at the master's level will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown some originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show independent capacity in addressing issues and problems.
Area-specific standards, accreditation criteria, and/or competencies should be identified as relevant to each program.

Specific questions to consider include:
- How do your programs (including the mix of courses) compare with other programs in the province and nationally?
- In what ways are they distinct or unique?

5. **Achieve and Maintain High Standards of Educational Practices**
This broadly-phrased criterion is to be interpreted through UFV’s *Principles for Quality Curriculum*, sections 3 to 6. Specifically, curriculum should be:
- Current, relevant, and forward-looking
- Connected to civic and personal obligations and recognizes growth as central to learning
- Flexible – It provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.
- Inclusive – It respects and honours people’s differing backgrounds, cultures, experiences, and identities as a foundation and support for each student’s success. It is in compliance with human rights legislation, and reflects UFV’s commitment to internationalization, Indigenization, and access.

6. **Ensure an Adequate and Effective Utilization of Resources**
While the focus of the review is on curricular matters, the adequacy and effective use of resources (physical, technological, financial and human) are also directly relevant to the quality of academic programs. Thus the review will consider issues such as number and expertise of the faculty and staff, whether workload allocation supports student success, and administrative policies and practices of the unit, but keeping in mind that the primary focus is on curricular improvement within existing resources.

Recommendations for improving program delivery should not rely on requests for additional resources. Within the current economic climate, we are challenged to identify efficiencies within the context of existing resources. Opportunity exists for innovative thinking regarding how resources might be shared to further both department and institutional priorities.
**B. Main Steps in the Review Process**

The main elements of the program review are:

1. definition of the scope of the review and initiation
2. a self-study by the unit delivering the program
3. a site visit and assessment report submitted by an external review committee
4. a report and action plan prepared by the unit and the Dean in response to the review within three months of receipt of the review report
5. a summary of the review for public distribution
6. a progress report on the action plan submitted by the Dean to the Provost within 12-18 months of the review.

**1. Scope and Initiation**

*Orientation & Planning meeting:* The initiation stage of the process begins with an orientation & planning meeting with the academic unit. During the orientation, the relevant policy, this guide and other tools are presented and an opportunity is provided to all participants to ask questions about the process.

The orientation session includes the following:

1. a presentation of the review process
2. a presentation of the requirements of the self-study
3. an overview of the data that will be made available by the Institutional Research & Planning office,
4. requirements of the student surveys
5. timelines for the review: A “Timeline for Program Review” will be provided and each department will receive a customized timeline in their Review Plan.
6. review plan.
The orientation also includes information on the following:

**Appointment of External Review Committee:** The External Review committee normally consists of one member from UFV (outside of the academic unit being reviewed) and two members from outside of UFV.

The academic unit is expected to develop a list of at least six potential external and two potential internal reviewers. The Dean appoints the review committee. After confirmation from the Dean, the Program Review Facilitator will make contact with potential external panel members to form the external review committee. The Dean will appoint the Chair of the external review committee from one of the members outside of UFV. Members of the external review committee should not be in conflict of interest with members of the unit. See UFV policy 142, Conflict of Interest and also DQAB's Conflict of Interest and Confidentiality Policy ([http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/degree-quality-assessment-board/conflict-of-interest-and-confidentiality-policy](http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/degree-quality-assessment-board/conflict-of-interest-and-confidentiality-policy)).

When considering external reviewers, units should keep the following criteria in mind:

a. prior experience in program reviews
b. previous experience in an administrative role (e.g. department chair, director, or dean)
c. experience in similar sized universities that are teaching intensive
d. experience in larger research intensive universities

**Appointment of Self-Study Committee:** The academic unit establishes a committee to prepare its self-study report. This committee may also, where appropriate, include or seek the advice of others such as representatives of industry, professions and practical training programs. The committee must consult with the rest of the unit to ensure that all members of the unit are engaged in the review process.

**Planning Session:** The planning session immediately follows the orientation session. During this portion of the meeting, the Dean will present the scope letter to all members of the academic unit, outlining any specific expectations of the review. The scope letter will include any graduate programs offered by the academic unit, and the Dean will consult with the Associate Vice President, School of Graduate Studies, on expectations related to graduate programs. Members of the academic unit have a chance to discuss the parameters and scope of the review to be undertaken and identify any program-specific or unit-specific questions that the review should address. A draft “review scope” letter outlining the scope of the review will be forwarded to the academic unit by the Dean in advance of this meeting.

At the planning portion of the meeting, representatives from Teaching & Learning and Program Development & Quality Assurance will also attend to offer units assistance with respect to questions they might have, and resources the institution can offer in updating curriculum design.

**Review Plan:** The review plan includes a description of the scope of the review, a list of any special questions that should be addressed by the review, the proposed timelines of the review, the membership of the self-study committee, the membership of the External Review committee, and a
description of any additional data requirements that have been discussed and agreed to by the Institutional Research & Planning office. The Program Review Facilitator will develop the review plan after the Orientation & Planning meeting and submit the review plan to the Dean for approval.

2. Self-Study

The self-study stage of the process is the most demanding and crucial stage of the whole review process.

**Collection and Presentation of Data by the Institutional Research & Planning Office:** Appendix 3 in this handbook outlines data from The Institutional Research & Planning office that will be made available to academic units to support the self-study process. The Program Review Facilitator will work with academic units to identify any additional data requests and will liaise with Institutional Research & Planning to ensure that the academic units need for additional data will be provided in a timely manner.

**Completion of the Self-Study Report:** Content and Requirements for the self-study report is provided in Appendix 2. Deviation from the template will be based on the nature of the program(s) being reviewed, the scope of the review and the nature and amount of program data available. The self-study will take into account the results of the previous review.

**Submission of the Report to the Dean:** The self-study report is submitted to the Dean who either accepts or returns the report to the academic unit for revisions or clarifications.

3. External Review

**Report Submitted to the External Review Committee:** The Program Review Facilitator communicates the self-study report to the External Review committee. The self-study report is reviewed and assessed by the External Review committee in advance of a telephone conference with the Dean. The committee may ask the academic unit for further information which, if available, should be provided expeditiously to the committee.

**Site Visit:** A site visit will be organized for the External Review committee that will include an opportunity to meet with the Dean, members of the academic unit, students, and others. The purpose of the site visit is to provide an opportunity for the External Review committee to examine the physical facilities and to conduct interviews with faculty, students, staff, and others who are best placed to provide informed comments about the unit and the programs. Appendix 4 provides an example of a typical itinerary for the day.

**Report of External Review Committee:** The External Review committee submits its confidential report to the Program Review Facilitator normally within two weeks after the site visit.

The Program Review Facilitator transmits the report to the Dean together with suggested timelines for preparing and submitting the academic unit’s response. The Dean submits the report and timelines to the academic unit. The report and action plan is prepared by the unit and the Dean in response to the review within three months of receipt of the review report.

*Academic Unit Response and Dean’s Summary Report:* Within the time allocated, the academic unit prepares its response to the report of the External Review committee, including a proposed plan of action for addressing the recommendations of the report. The Dean reviews the unit response and proposed action plan, and produces a summary report that includes his/her comments and approval of the action plan, with due consideration given to confidential information.

5. Senate Review and Public Distribution

*Submission to APPC and Senate:* After consultation with the Provost and Vice-President, Academic and the academic unit, the Dean submits to the Academic Planning and Priorities committee: a) the scope letter; b) the self-study report; c) the external reviewers’ report; d) the academic unit’s response, and, e) the Dean’s summary report.

The Dean’s summary report is submitted to Senate, upon recommendation by the APPC, and is published.

6. Implementation and Progress Report

The unit implements the action plan. A progress report on the action plan is submitted by the Dean to the Provost within 12-18 months of the review being accepted by Senate. The progress report will then be provided to APPC and Senate.

**CONCLUSION**

Additional information and tools can be found on the following website: [http://www.ufv.ca/provost/program-reviews/](http://www.ufv.ca/provost/program-reviews/)

Please do not hesitate to ask for more information and to consult with your Dean if you have any questions about the process.
APPENDIX 1 – DEGREE LEVEL STANDARDS

Bachelor’s Degree

1. Depth and Breadth of Knowledge
   (a) Knowledge and critical understanding in a field of study that builds upon their secondary education and includes the key assumptions, methodologies and applications of the discipline and/or field of practice;
   (b) Basic understanding of the range of fields within the discipline/field of practice and of how the discipline may intersect with fields in related disciplines;
   (c) The ability to gather, review, evaluate and interpret information, including new information relevant to the discipline; and to compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline;
   (d) The capacity to engage in independent research or practice in a supervised context;
   (e) Critical thinking and analytical skills inside and outside the discipline;
   (f) The ability to apply learning from one or more areas outside the discipline.

2. Knowledge of Methodologies and Research
   An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:
   (i) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;
   (ii) devise and sustain arguments or solve problems using these methods; and
   (iii) describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and how these are relevant to the evolution of the discipline.

3. Application of Knowledge
   (a) The ability to review, present and critically evaluate qualitative and quantitative information to:
      (i) develop lines of argument;
      (ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
      (iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and,
      (iv) where appropriate, use this knowledge in the creative process.
   (b) The ability to use a range of established techniques to:
      (i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
(ii) propose solutions;  
(iii) frame appropriate questions for the purpose of solving a problem; and  
(iv) solve a problem or create a new work.  

(c) The ability to make critical use of scholarly reviews and primary sources.

4. Communication Skills  
The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to a range of audiences, to specialist and non-specialist audiences, using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.

5. Awareness of Limits of Knowledge  
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.

6. Professional Capacity/Autonomy  
Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:  
(i) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;  
(ii) working effectively with others; and  
(iii) behaviour consistent with academic integrity.

Master’s Degree

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

2. Knowledge of Methodologies and Research  
A conceptual understanding and methodological competence that enables the graduate to:  
(a) have a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;  
(b) have a capacity to evaluate critically current research and advanced research and scholarship in the discipline or area of professional competence; and  
(c) have a capacity to address complex issues and judgments based on established principles and techniques.  

On the basis of that competence, has shown at least one of the following:  
(a) the development and support of a sustained argument in written form; or  
(b) originality in the application of knowledge.
3. **Application of Knowledge**

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

4. **Communication Skills**

   The ability to communicate ideas, issues and conclusions clearly and effectively to specialist and non-specialist audiences.

5. **Awareness of Limits of Knowledge**

   A cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.

6. **Professional Capacity/Autonomy**

   (a) The qualities and transferable skills necessary for employment requiring:
      (i) the exercise of initiative and of personal responsibility and accountability; and
      (ii) decision-making in complex situations, such as employment;

   (b) The intellectual independence required for continuing professional development;

   (c) The ability to appreciate the broader implications of applying knowledge to particular contexts.

*Source: Degree Quality Assessment Board* [http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization](http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization)
APPENDIX 2 – CONTENT AND REQUIREMENTS OF THE SELF STUDY REPORT

1. Ongoing Improvement

a. Scope of the Review
   • Programs included in the review
     • General description of the program(s) under review
     • History of program(s)
     • Other courses/services offered by the unit and included in the review
   • Academic unit delivering the program. General description, including:
     • Number of positions (permanent faculty, staff, current vacancies, sessional instructors and LTAs)
     • Faculty in which the unit is situated and relationship with other units in the Faculty
     • Collaborative or interdisciplinary arrangements between the unit and other academic units at UFV
     • Other elements of note about the unit (e.g. research centres, specialized labs, off-campus programs)
     • Academic partnerships and/or collaborative arrangements between the unit and external institutions or organizations

b. History of Continuing Improvement
   • Date of last review and main recommendations/status of action items, per program, as relevant (summarize here and include an appendix as needed)
   • Major program revisions and/or program assessment (including curriculum mapping) since last review (per program, as relevant)

c. Methodology
   • Process and data used for self-study
   • Any overarching question/issue raised by the Dean for this review for the programs or unit as a whole

2. Programs’ Contribution to the University’s Strategic Goals, Vision, Mission, Plans and Values

a. Goals in relation to Strategic Plan, Education Plan, and other Foundation Plans
   • Goals of each program
   • Relationship of program goals to the unit’s overall strategic plans (if relevant) and College/Faculty’s goals or mission statement
   • Relationship of program goals to the University’s Strategic Plan, Education Plan (five goals for 2016-2020) and other foundation plans

b. The role of indigenization in the program and overall unit’s activities

c. The role of internationalization in the program and overall unit’s activities
d. Enrolment, Graduation and Completion
   • Finance Enrolment Plans for each program
   • Numbers of applicants and admissions to each program (over the last several years)
   • Number of students enrolled in the program(s) and in each program(s) option(s) (e.g. majors, minors, certificates, diplomas, degrees), including the number of FTEs
   • Number of graduates from the program(s) and from each program(s) option(s) (over the last several years)
   • Domestic/international students in program and courses
   • Completion time
   • Retention/attrition (including between levels (e.g. are students in first-year courses proceeding to and/or succeeding in second-year courses)
   • Recruitment: The unit’s amount and type of involvement in student recruitment
   • Overall student satisfaction with the program (findings of the student surveys)

e. Engagement of students in the program and how it is measured

f. Recommendations for changes or improvements in relation to issues addressed in this section

3. Alignment with Institutional Learning Outcomes
   a. Using the workbook developed by UFV’s Teaching and Learning* (Developing Learning Outcomes: A Guide for the University of the Fraser Valley [hereafter Learning Outcomes], https://www.ufv.ca/media/assets/teaching--learning-centre/forms/Developing-Learning-Outcomes-booklet.pdf section 3, table 5), show alignment of outcomes for each program to UFV’s ILOs

   b. Assess whether the outcomes for each program are written in accordance with the general guidelines described in the T&L Workbook: 1) directly related to the academic discipline of the program; 2) observable and measurable; 3) focused on learning outcomes rather than curricular inputs; 4) communicate a single outcome

   c. Recommendations for changes or improvements in relation to issues addressed in this section

4. Ministry, Professional/Industry and Academic Standards
   a. Accreditation standards, if applicable for the program
      • Identify accrediting body and provide link to its standards
      • Describe external accreditation history
      • Assessment of program delivery of accreditation standards [refer to separate accreditation review document, as applicable]
b. Program’s adherence to UFV internal standards and policies, as applicable (Honours Framework, Credentials policy, definitions of major and minor, regulation for the combination of specializations within the degree, etc.)

c. Admission requirements:
   - describe for each program
   - discuss suitability in terms of student success in program and goals of program

d. Description of the program curriculum and structure (including program options). Detailed assessment is provided below (see curriculum map)

e. Comparison with other programs in the province and nationally (including the mix of courses); distinctiveness of the program

f. Assessment of program graduates’ mastery of transferable learning skills and specialized knowledge in the six dimensions identified in the Ministry’s Degree Program Review [as relevant to the credential]:
   - Depth and breadth of knowledge;
   - Knowledge of methodologies;
   - Application of knowledge;
   - Communication skills;
   - Awareness of limits of knowledge;
   - Professional capacity/autonomy


g. Assessment of program graduates’ preparation to meet emerging trends in the field, community needs and/or workplace needs, as identified by External Program Advisory committees and/or stakeholders

h. Curriculum Mapping: Alignment with program learning outcomes of course outcomes, learning activities, and learning assessments (for all programs included in the review). [Please refer to section 4 of the T&L Workbook.] Attach map in an appendix, and comment on results of assessment. In particular: appropriateness of course prerequisites; appropriateness of admission requirements; appropriateness of graduation requirements

i. Effectiveness of learning outcomes: how learning outcomes are measured and results of learning outcomes measurement

j. Verify that course outcomes are written in accordance with T&L Workbook instructions [an action verb, the specific learning, and the context]

k. Recommendations for changes or improvements in relation to issues addressed in this section
5. Standards of Educational Practices

a. Working with sections 3 to 6 of UFV’s *Principles for Quality Curriculum*
   [https://www.ufv.ca/media/assets/teaching--learning-centre/images/Handbook-to-Accompany-Guiding-Principles-for-Quality-C](https://www.ufv.ca/media/assets/teaching--learning-centre/images/Handbook-to-Accompany-Guiding-Principles-for-Quality-C) and tables 4 and 12 of the T&L Workbook [https://ufv.ca/media/assets/teaching--learning-centre/forms/Developing-Learning-Outcomes-booklet.pdf](https://ufv.ca/media/assets/teaching--learning-centre/forms/Developing-Learning-Outcomes-booklet.pdf) review and explain how the programs and courses are:
   - Current, relevant, and forward-looking
   - Connected to civic and personal obligations and recognizes growth as central to learning
   - Flexible – It provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.
   - Inclusive – It respects and honours people’s differing backgrounds, cultures, experiences, and identities as a foundation and support for each student’s success. It is in compliance with human rights legislation, and reflects UFV’s commitment to internationalization, Indigenization, and access.

b. Recommendations for changes or improvements in relation to issues addressed in this section

6. Utilization of Resources

a. Timetabling:
   - describe principles and method for planning and determining course offerings, including faculty preferences, program needs, and/or other factors
   - whether planning/determination is done on a semester basis, yearly, for two or multiple years ahead
   - relationship between course offerings and student demand (e.g. total number of waitlists per semester and per course)

b. Faculty:
   - A list of faculty members in the unit (full-time, sessional, and LTA), including for each their highest earned degree and other professional credentials; teaching and research experience; courses taught; current research and/or scholarly activities; and involvement with student research
   - Comparison of faculty members’ qualifications to qualifications of faculty members in comparable programs at other Canadian post-secondary institutions
   - Data on faculty workload (e.g. faculty-student ratios; number of sections taught by permanent and non-permanent faculty)
   - Assessment of the quality of the unit’s overall teaching, including summary of teaching evaluations for full-time faculty members and sessional instructors (collectively)
   - Assessment of the quality of the unit’s overall research and scholarly activities
   - Faculty involvement with external organizations (e.g. professional, academic or community organizations)
• Plans for professional development opportunities for faculty
• Targets and plans for faculty recruitment and retention, including non-permanent faculty
• Service activities of faculty in the unit, and whether and how service responsibilities are equitably distributed
• Is the faculty complement well aligned with program needs (this may include recommendation for new hires, but please note that recommendations for improving program delivery should not rely on requests for additional resources. Within the current economic climate, we are challenged to identify efficiencies within the context of existing resources. Opportunity exists for innovative thinking regarding how resources might be shared to further both department and institutional priorities.)

c. Staff:
• A list of staff members in the unit, including for each their job title and responsibilities
• Assessment of the quality of the unit’s staffing
• Data on staff workload (e.g. staff-student ratios; services supported by staff and the number of staff assigned to each)
• Plans for professional development opportunities for staff
• Is the staff complement well aligned with program needs (as noted above, recommendations for improving program delivery should not rely on requests for additional resources)

d. Physical space available to support each program (e.g. labs, classrooms, storage space, student areas, staff/faculty offices)

e. Equipment available to support each program (e.g. lab equipment, dedicated computer hardware and/or software, technological support)

f. Library resources available to support each program

g. Recommendations for changes or improvements in relation to issues addressed in this section

7. Conclusion: Overview and Recommendations

a. Summary of strengths and weaknesses identified in the sections above

b. Summary of recommendations and identification of actions to address the recommendations
APPENDIX 3 – DATA AVAILABLE FROM INSTITUTIONAL RESEARCH

Profile of [DEPT] Stable Course Enrolments
- Total Enrolment by Course Level
- Total Enrolment by Semester
- Total Enrolment by Campus
- Sections Offered by Level
- Section Size Analysis
- Average Class Size by Level and Term
- Fill Rates by Subject and Level
- Fill rates by Campus and Level

Profile of Full Time [FTE] Enrolments
- Total FTE Enrolments by Fiscal Year
- Total [DEPT] Course FTEs by Level
- Total [DEPT] Course FTEs by Semester
- Total [DEPT] Course FTEs by Campus
- Total [DEPT] Course FTEs by Fee Type

Profile of [DEPT] Applications

Profile of [DEPT] Students
- Majors/Minors
- Graduates
- Non-[DEPT] students Enrolled in [DEPT] Courses
- Who takes [DEPT] Courses by Program
- Full-time/Part-time by Student Program
- Average Number of [DEPT] courses taken per student
- Academic Level Credits Completed

Profile of [DEPT] Waitlists

Demographics of [DEPT] Course Registrants
- Gender
- Age Distribution
- City of Residence
- Student Type Distribution

Profile of [DEPT] Grade Distribution
- Grade Distribution by Fiscal Year and Level
- Grade Distribution by Level
- Grade Distribution by Fee Type
- Average GPA by Student Program

Student Retention by Program
Student Outcomes by Student Program (CIP)
   Diploma, Associate Degree, and Certificate Outcomes Survey (DACSO)
   Baccalaureate Graduates Survey (BGS)

Survey Data
   Program Student Survey
   Graduate Survey
   Non program students taking academic unit courses survey

Other Data and Statistical Information as Required
## APPENDIX 4 – Example of Typical Itinerary for Site Visit

### Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:40 am</td>
<td>Check in with Program Review Facilitator</td>
</tr>
<tr>
<td>8:40-9:10 am</td>
<td>Meet with Dean</td>
</tr>
<tr>
<td>9:10-9:20 am</td>
<td>Break</td>
</tr>
<tr>
<td>9:20-10:20 am</td>
<td>Meet with Department Head</td>
</tr>
<tr>
<td>10:20-10:30 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:30-11:00 am</td>
<td>Meet with Department Assistant</td>
</tr>
<tr>
<td>11:00-11:10 am</td>
<td>Break</td>
</tr>
<tr>
<td>11:10-11:40 am</td>
<td>Meet with Provost &amp; Vice-President, Academic</td>
</tr>
<tr>
<td>11:40-11:50 am</td>
<td>Break</td>
</tr>
<tr>
<td>11:50-12:50 pm</td>
<td>Lunch with Dean(s) &amp; the Panel</td>
</tr>
<tr>
<td>12:50-1:00 pm</td>
<td>Break</td>
</tr>
<tr>
<td>1:00-2:30 pm</td>
<td>Meet with Faculty Type B</td>
</tr>
<tr>
<td>2:30-2:40 pm</td>
<td>Break</td>
</tr>
<tr>
<td>2:40-3:10 pm</td>
<td>Meet with Advising</td>
</tr>
<tr>
<td>3:10-3:40 pm</td>
<td>Meet with Teaching &amp; Learning</td>
</tr>
<tr>
<td>3:40-4:30 pm</td>
<td>Review Team Debrief</td>
</tr>
</tbody>
</table>
## Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00 am</td>
<td>Meet with Institutional Research &amp; Planning</td>
</tr>
<tr>
<td>9:00-9:30 am</td>
<td>Meet with Research, Engagement, &amp; Graduate Studies</td>
</tr>
<tr>
<td>9:30-9:40 am</td>
<td>Break</td>
</tr>
<tr>
<td>9:40-10:40 am</td>
<td>Meet with Sessional Instructors</td>
</tr>
<tr>
<td>10:40-10:50 am</td>
<td>Break</td>
</tr>
<tr>
<td>10:50-11:50 am</td>
<td>Meet with Student Group</td>
</tr>
<tr>
<td>11:50-12:00 pm</td>
<td>Break</td>
</tr>
<tr>
<td>12:00-1:00 pm</td>
<td>Lunch with Department Working Group &amp; the Panel</td>
</tr>
<tr>
<td>1:00-1:10 pm</td>
<td>Break</td>
</tr>
<tr>
<td>1:10-1:40 pm</td>
<td>Campus Tour with Department Head</td>
</tr>
<tr>
<td>1:40-2:00 pm</td>
<td>Library Tour</td>
</tr>
<tr>
<td>2:00-2:10 pm</td>
<td>Break</td>
</tr>
<tr>
<td>2:10-2:40 pm</td>
<td>Meet with Co-operative Education</td>
</tr>
<tr>
<td>2:40-3:10 pm</td>
<td>Meet with Indigenous Affairs Office</td>
</tr>
<tr>
<td>3:10-3:20 pm</td>
<td>Break</td>
</tr>
<tr>
<td>3:20-3:30 pm</td>
<td>Closing with Program Review Facilitator</td>
</tr>
<tr>
<td>3:30-4:15 pm</td>
<td>Closing with Dean</td>
</tr>
<tr>
<td>4:15-5:00 pm</td>
<td>Review Team Debrief</td>
</tr>
</tbody>
</table>