Academic Reviews

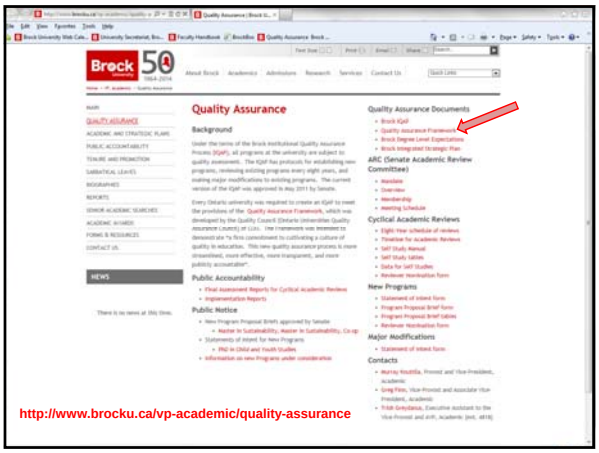
Orientation
October 2013

Overview

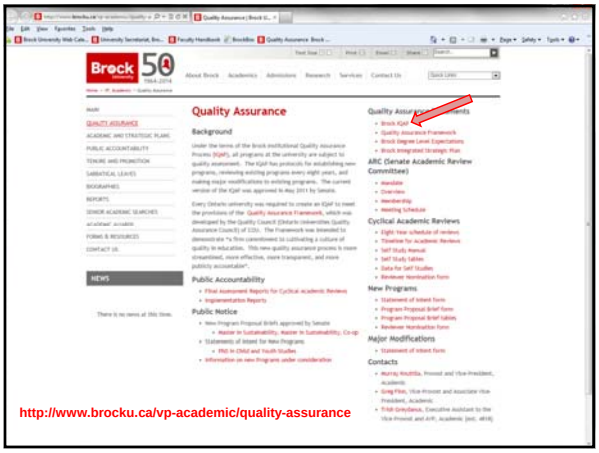
- Reviews since 1970s
- Pre- 2010 COU: UPRAC/OCGS Alternative
- 2007 Van Loon Report: Consistent Approach
- Quality Assurance Framework & "Quality Council"
- Institutional Quality Assurance Processes (IQAP) from 2010

Overview

- **Brock**:
  - FHB III: 20 (since 1996)
  - Focus on Learning Outcomes and G/UDLEs
  - IQAP first approved by Senate (May, 2010) and revised version May, 2011
  - Academic Review Committee (ARC)
  - Graduate = Undergraduate
  - Quality Council – approve IQAPs and new programs and audit processes
  - Quality Council Audit
  - Revision to IQAP, based on QC Audit


Quality Assurance
Background
Quality Assurance Documents
ARC (Senate Academic Review Committee)
Cyclical Academic Reviews
New Programs
Major Modifications
Contacts
Public Accountability
Public Notice
http://www.brocku.ca/vp-academic/quality-assurance

Brock's IQAP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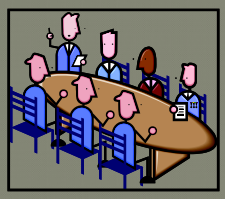
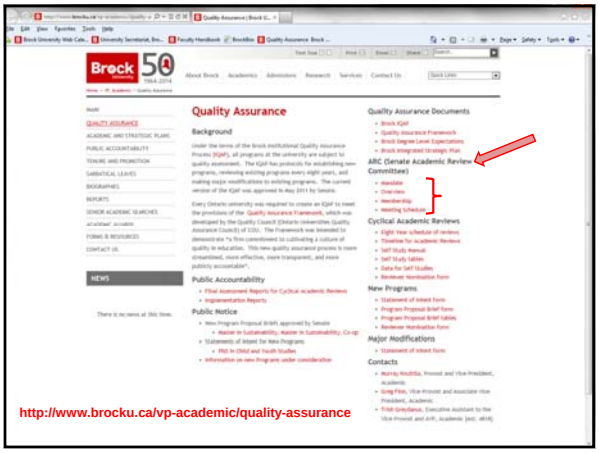
Cyclical Reviews

- IQAP Pages 8-18
- Highlights:
  - Self Study Manual (p. 10)
  - Evaluation Criteria (pp. 10-12)
  - Review Committee (pp. 13-14)
  - Comments/Responses (pp. 16-17)
  - Final Assessment Report (FAR) (p. 17)

Academic Review Committee (ARC)





Overview

- Special Committee of Senate
- Reports to Senate
- Responsible for the coordination, monitoring and implementation of all aspects of the IQAP
- Adherence to IQAP audited by the Quality Council periodically (March 2013 for Brock)
- Provides reports to the Quality Council and Board of Trustees

Committee Membership

Ex officio:

Provost and Vice-President, Academic (Chair)
Vice-Provost and Associate Vice-President, Academic (Vice-Chair)
Faculty Deans, as needed (for reviews pertinent to Programs in their Faculties)
Dean of Graduate Studies (for all graduate programs)

Appointed members:

Applied Health Sciences – James Mandigo
Goodman School of Business – Carman Cullen
Education – Coral Mitchell
Graduate Studies – Zopito Marini
Humanities – Ron Thomson
Mathematics and Science – Francine McCarthy
Social Sciences – Russell Johnston
Graduate student – Patrick Wood
Undergraduate student – Drew Ursacki
BUFA Observer (non-voting) – Mandy Deans Kassies

Areas of Responsibility

- New Programs
  - Approval of new undergraduate and graduate programs (having substantially different program requirements and learning outcomes from existing programs)
- Major Modifications
  - Approval of significant changes to undergraduate and graduate program requirements or learning outcomes, often with resource implications
- **Cyclical Reviews**
  - Oversight and approval of cyclical academic review of programs within a Unit every eight years
  - Review of Implementation Report four years after review

Cyclical Reviews

- ARC reviews the Self Study and suggests changes. When satisfactory, ARC approves the document for distribution to the Review Team
- The Office of the AVPA organizes the site visit
- ARC receives the Reviewer's Report and requests internal responses to it from the Dean(s), the Unit/Program and the appropriate Senate Committee (UPC or SGSC)

The Final Assessment Report (FAR)

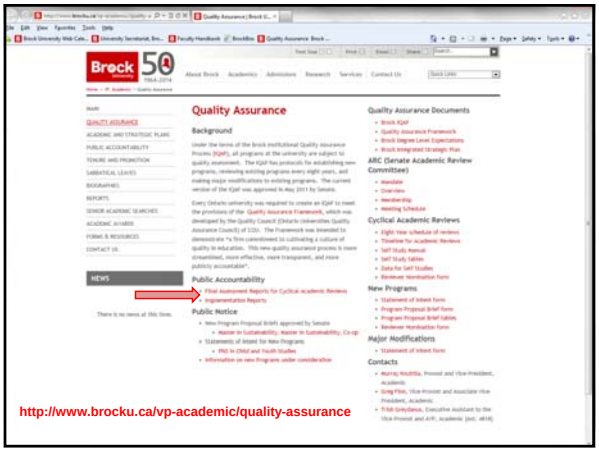
- ARC develops the Final Assessment Report which summarizes the review and contains:
  A. Summary of the details of the review
  B. A description of the strengths of the program
  C. Opportunities for improvement and enhancement (recommendations)
  D. Recommendations to be implemented
  E. Recommendations that will not be implemented

The Recommendations

- Section C of the FAR contains:
  - Each recommendation made by the reviewers
  - A summary of the internal responses to each recommendation
  - ARC's disposition of each recommendation
  - An Implementation Plan

Reporting and Follow-Up

- ARC forwards each FAR to Senate for approval
- ARC forwards each FAR to the Quality Council and Board of Trustees
- ARC publishes each FAR on the VP, Academic website
- Annually, Deans report to ARC regarding progress on implementation for units in their respective Faculties
- Four-Year Implementation Report
  - 4 years after FAR approval, each unit reports to ARC on the progress of implementing recommendations
  - ARC forwards Four-Year Implementation Report to Senate for information
  - Four-Year Implementation Report published on VP, Academic website



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The Process
(Step-by-Step)

Process

- Eight-Year Cycle
- Review of Programs not Departments
- Steps:
  1. Self Study
  2. Reviewers' Site Visit
  3. Reviewers' Report
  4. Responses
  5. Final Assessment Report
  6. Four-Years Report

2014-15 Reviews

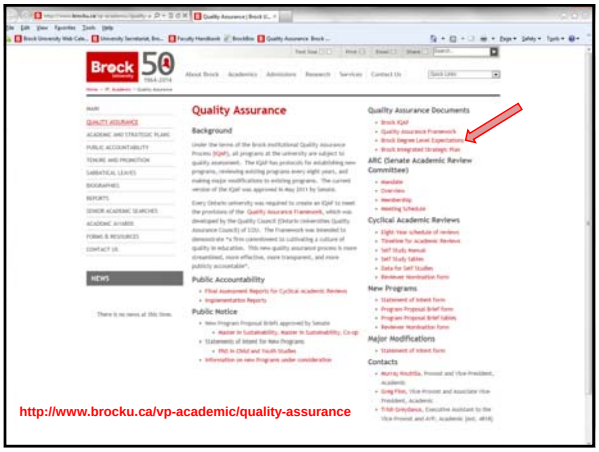
- **Undergraduate (only)**
  - Adult Education and Community Outreach
    - BEd in Adult Education, Certificate in Adult Education
  - Tecumseh Centre
    - BEd in Aboriginal Adult Education, BEd Primary/Junior (Aboriginal), Certificate in Aboriginal Adult Education, Gidayaamin Aboriginal Women's Certificate
- **Graduate (only)**
  - Computer Science - MSc
- **Integrated**
  - Psychology - BA, MA, PhD

Step 1: Self Study

- Self Study Committee
  - Faculty, staff and student participation/involvement
- Background, results of last review
- Degree Level Expectations (DLEs) and Learning Outcomes
- Data (with analysis)
- Assessment of Resources
- Potential for Growth and Improvement
- Unit's Plan
- Goes to Dean(s) and then to ARC (for approval)
- Confidential (to Dean(s), Reviewers & ARC)
- Privacy

DLEs vs Learning Outcomes

- DLEs
  - Academic standards that identify the knowledge and skills which graduates are expected to demonstrate
    - Depth and breadth of knowledge, knowledge of methodologies, application of knowledge, communication skills, awareness of limits of knowledge, autonomy and professional capacity
- Learning Outcomes



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DLEs vs Learning Outcomes

- DLEs
- Learning Outcomes
  - Focus on student learning and whether certain stated knowledge and skills have been assessed
  - For academic reviews, we refer to program learning outcomes and course learning outcomes to indicate the assessable knowledge, skills and values the graduate will have achieved by the end of the program or course

Step 2: Reviewers' Site Visit

- 2 external, one from outside Ontario
- 1 internal, from outside the Faculty
- "Arm's-Length" relationship
- Receive approved Self Study (plus?)
- Site Visit (arranged by AVPA Office)
  - Faculty, students, staff, library
  - Administrators, VPA, Dean(s)
  - Co-op Office (?)
  - Others ?

Step 3: Reviewers' Report

- Executive Summary
- Outcome Category
- Outline of Visit
- Program Strengths
- Feedback on Evaluation Criteria
- Other Issues
- Recommendations/Suggestions?
- Confidential Section (if necessary)
- Report submitted to AVPA Office

Step 3: Reviewers' Report

- Feedback on Evaluation Criteria
  - Objectives
  - Admission requirements
  - Curriculum
  - Teaching and Assessment
  - Resources
  - Quality Indicators
  - Quality Enhancement
  - Additional Graduate Program Criteria

Step 4: Responses

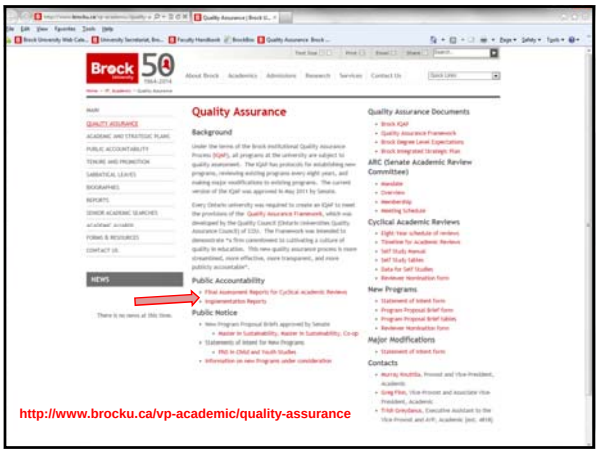
- AVPA Office sends Reviewers' Report to:
- Department/Centre
- UPC and/or SGSC
- Dean(s) "in consultation"
  - Recommendations and Unit Responses
  - Changes in organization, policy or governance
  - Resource Implications
  - Timeline for Implementation
- To ARC

Step 5: Final Assessment Report

- Strengths of program
- Opportunities for Improvement
- Disposition of Recommendations
- Implementation Plan:
  - Who is responsible?
  - Timelines for action
- Written by ARC [includes Dean(s)]
  - Unit attends ARC Meetings when FAR is discussed
- Draft to Unit, Dean(s), plus?
- Sent to Senate/Quality Council
- Published on the website

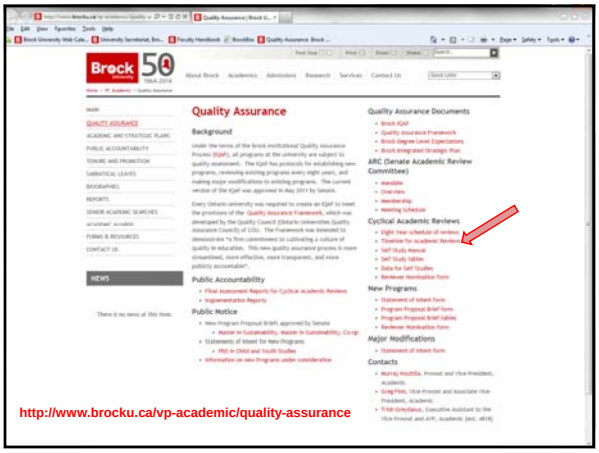
Step Six: Four-Years Report

- Deans Report annually on status of all Recommendations for their Faculty
- Unit reports four years after Senate approval of the FAR
- Unit submits to ARC
- Report on Recommendations (as per FAR)
- ARC then reports to Senate
- Unit's report posted on website



Abbreviated Schedule

- **October 2013 to October 2014 (12 months)**
  - Orientation/Data/Analysis/Writing
- **September 1, 2014**
  - List of proposed reviewers to AVPA Office
- **September 1, 2014**
  - Self Study to designated ARC Reader
- **October 15, 2014**
  - Completed Self Study submitted to AVPA Office
- **January 2015 – April 2015**
  - Site Visit, depending on availability of reviewers
- **February 2015 – May 2015**
  - Reviewers' Report and Responses
- **May 2015/June 2015**
  - Final Assessment Report

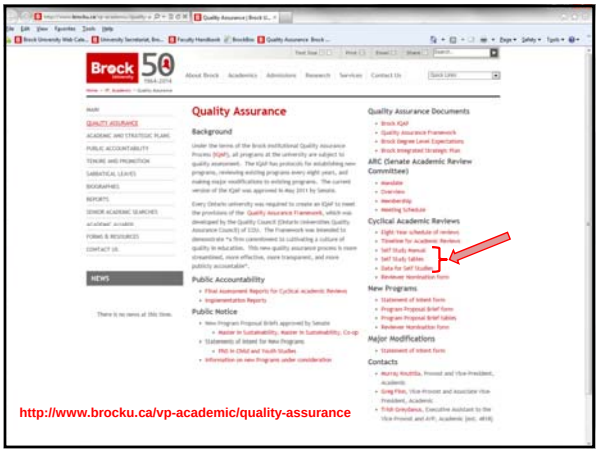


The Self Study

How to Write a Bad Self Study

Experience has shown that nothing is more important to the successful review of any program than the self-appraisal by its members. However nothing is more variable in its quality and effectiveness than that self-appraisal. Ineffective self appraisals are

- descriptive rather than reflective, analytical, self-critical and evaluative;
- loaded with data that is presented rather than analyzed;
- defensive or self-justifying rather than aimed at quality improvement;
- prepared in a formulaic or mechanical way, as if completing a checklist rather than demonstrating that the members of the program are sensitive to and thinking about the context, mission and objectives of the program; and
- written by the Chair without evidence of buy-in (or sometimes even knowledge) of faculty and students rather than resulting from a participatory self-critical process.



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Self Study Manual

1) Unit Background
2) Previous Reviews
3) Degree Level Expectations and Learning Outcomes
   - Program Learning Outcomes
   - Course Learning Outcomes
   - Assessment of Learning and Improvement of the Program
     - NSSE, CGPSS, other relevant data
     - **Tables 3.1 - Mapping Program Outcomes to Degree Level Expectations**
     - **Table 3.2 – Course Learning Outcomes**

Self Study Manual cont'd

4) Program Structure, Curriculum and Delivery Modes
   - Program Goals
   - Program Options
     - Undergraduate
     - Graduate
   - Program Structure
   - Program Curriculum
     - **Calendar Outline**
     - Current State of the Discipline
     - Collaborative Arrangements
   - Course Outlines
     - Courses Offered by Unit
       - Undergraduate
       - Graduate
     - Additional Required Courses offered by Other Units
   - Modes of Delivery
     - Level of Interactivity
     - Class Size
     - Appropriateness and Effectiveness

Self Study Manual cont'd

5) Faculty and Staffing Resources
   - Full and Part-time Faculty
     - **Table 5.1a - Instructor Qualifications and Teaching Assignments within the Unit (5 years)**
     - **Table 5.1b – Contributions by Instructors to other Units (5 years)**
     - **Table 5.1c – Intellectual Contributions (past 8 years)**
   - Faculty Directly involved with the Program from other Units
     - **Table 5.2 - Contributions by Instructors from Other Units (5 years)**
   - Permanent Staff with Teaching responsibilities associated with the Program
     - **Table 5.3 - Permanent Staff with Teaching Responsibilities (5 years)**
   - All Other Administrative Support Staff directly associated with the Unit
     - **Table 5.4 - All Other Administrative Support Staff directly associated with Unit (5 years)**
   - Research Grants and Contracts
     - **Table 5.5a – Research Grants and Contracts – External**
     - **Table 5.5b – Research Grants and Contracts – Internal**
   - Financial Support for Graduate Students
     - **Table 5.6 – Financial Support to Graduate Students**

Self Study Manual cont'd

6) Budget, Space and Other Resources
- Operating Budget (previous 5 years)
- Space and Equipment
- Other Academic Resources

7) Technological Resources and Support
- ITS Report
- Educational Technology Report (CPI)

8) Library Resources

9) Comparators
- Undergraduate
- Graduate

Self Study Manual cont'd

10) Admissions
- UG and Grad admission Requirements and Qualifications of Incoming Students
- Admission Targets and Numbers of Students Registered
- Admission Patterns
- **Target vs Registrations, Distribution of Admission Averages, 101s vs 105s**

11) Enrollments
- UG number of Majors for past eight years
- UG: Full-time Equivalent Enrollment for past eight years
- Grad enrollments and Projections
- **Majors (Headcount as of November 1st), FTE (Course enrollments/5 for all sessions**

Self Study Manual cont'd

12) Retention, Graduation and Times to Completion
- UG Retention and Graduation Rates (10 year Cohort)
- Grad Flow-Through and Times to Completion
- **CSRDE Data**
- **Table 12.2a – Masters Students: Flow-Through and Times to Completion**
- **Table 12.2b – Doctoral Students: Flow-Through and Times to Completion**

13) Student Success
- Scholarly Success
- Pathways after Graduation
  - UG
  - Grad

Self Study Manual cont'd

14) Surveys
- Current Students
- Recent Alumni
- Others Surveys

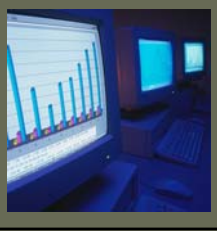
15) Potential for Growth and Improvement

16) Academic Program Plan

Reflections on the Self Study

- Buy-in
- History of the program
- Length
- Data analysis
- DLEs, Learning Outcomes and Assessment
- Organization
  - Simple parsimonious language, tightly organized, appropriate to section heading,
- Sections of Growth and Improvement and Program Plan (15 and 16)
  - What is working and why?
  - Where are improvements needed?

Data



Contacts

- **Greg Finn** - Vice-Provost and AVP, Academic
- **Anna Lathrop** – Vice-Provost, Teaching and Learning
- **Juan Xu**– Director, Institutional Analysis and Planning
- **Trish Greydanus** - Executive Assistant to the AVP, Academic and Secretary to ARC

Survivor's Tales

General Discussion