I. INTRODUCTION

These supplementary documents will offer a framework for conducting a program self-assessment in preparation for external evaluation. Listed below are areas that will typically be evaluated. These guidelines are structured around the assumption that programs conduct self-assessments every five years; however, it is strongly recommended that collection of data be an ongoing process.

Area I	Academic Quality/Excellence
Component A	General Program Characteristics
Component B	Program Curricula
Component C	Faculty
Component D	Staff
Area II	Outstanding Student Experience
Component E	Research Capacity (clinical and professional programs should adapt this section as necessary to account for their program)
Component F	Graduate Students
Component G	Program Resources and Facilities
Area III	Effective & Sustainable Operations
Component H	Community Engagement
Component I	Current Issues and Challenges
Component J	Future Directions
Component K	Other Measures of Quality

Name of Program: _____

Credential: _____

AREA I: ACADEMIC QUALITY/EXCELLENCE

COMPONENT A: *General Program Characteristics*

Category	Areas for Consideration
Vision, Mission, Goals	- Clearly state the objectives, specialties and features of the program. - What knowledge and skills are students expected to master?
External Environment	What contributions are graduates expected to make in academic, industrial, government, non-profit, or other sectors?
Internal Environment	Describe the extent to which this program is central to the institutional mission and planning priorities of the department, faculty and University.
Cultural Diversity	How does the program ensure participation and success by under-represented groups, such as women, the differently abled, adult learners, new Canadians, minorities and aboriginal students?
Planning	What are the main elements of the program's plan for the future? How does the program assure achievement of its mission and objectives, and monitor its progress in its future plans?

COMPONENT B: *Program Curricula*

Category	Areas for Consideration
Curriculum Design and Delivery	- Outline the curriculum design and structure. Explain how the curriculum is aligned to the intentions of the program. - List the courses that have been offered in each academic year and term over the period of review. Provide copies of course outlines in an Appendix.
Administration of the Program's Courses	- How are the offered courses relevant to the program's vision, mission and goals? - How is the program assuring that required courses are offered in sufficient number and frequency?
Student Experience	- Do students evaluate their course work as satisfactory? - Where applicable, how are internships or other field experiences integrated into the curriculum?

COMPONENT C: *Faculty*

Category	Areas for Consideration
Recruitment and Retention	What processes are used to ensure highly qualified faculty members are recruited and retained in the departments supporting the program?
Quality of Faculty	Outline the experience of members of the participating departments in graduate teaching, supervision and examination during the period under review.
Scholarly Activities	- Provide a table of refereed publications of faculty members affiliated with the program during the period under review by number and type (monographs, journal articles, book chapters, presentations, etc.) - Provide a table of research grants awarded to faculty members affiliated with the program during the period under review.
Workload	What is the number of graduate advisees faculty members have maintained over the period of the review?

COMPONENT D: *Support Staff*

Category	Areas for Consideration
Staff Development	- Provide a list of the number and type of support staff available for the program, include a description of their duties. - How are staff development needs identified and resourced? - How do you know staff development is effective?
HR and Strategy/Planning	Do you have a systematic approach to staff development; recruitment; promotion; performance and workload management? Please describe.

AREA II: Outstanding Student Experience

COMPONENT E: *Supervision and Advising of Research*

Category:	Areas for Consideration
Research Environment	- What policies/procedures support a research environment? (e.g. research awards) - How is research/practicum supervision managed? Include student feedback on supervision, if possible. - How is timely research/practicum completion supported? (e.g. Annual Progress reports)
Teaching and Research	How is research informed by teaching within the program and vice versa? (e.g. involvement of graduate students in teaching/research)
How is the Program Fostering a Community of Scholars?	- How do research/practicum students effectively interact with faculty/advisors/supervisors? (e.g., seminars, visiting scholars) - What collaborative research activities involving students are undertaken in the program? (e.g., Research Colloquia) - List student publications and presentations over the period of the review. Indicate with an asterisk (*) scholarship co-authored with a faculty supervisor.

COMPONENT F: *Graduate Students*

Category:	Areas for Consideration
Quality of Student Applicant Pool	Characterize the students most likely to apply to the program and most likely to enrol. (male, female; international [specify country], Canadian [specify university from which they received their previous credential]; and so on).
Student Progress and Outcome Measures	- What is the average time to completion of the degree? (include attrition, graduation and thesis defense reports over the period of the review) - What awards or other recognitions have students received? - Where are graduates employed? - Provide a table listing the number of terms each student took to complete the degree during the period under review.
Student Experience	How are students supported to make program and course selection decisions?
Cultural Diversity	What processes are in place to support integration of international and domestic students?

COMPONENT G: *Program Resources and Facilities*

Category	Areas for Consideration
Program Resources	▪ What resources are available for graduate students? How do you measure if these are appropriate? (e.g., research assistantships, travel support, departmental awards)
Facilities	▪ What are the on and off-campus facilities used to support the graduate program (class and lab space, student office space) and faculty for their research and scholarly activity? Are they adequate?
Library	▪ What library resources are used by the program? Are these resources adequate?

AREA III: Effective and Sustainable Operations

COMPONENT H: *Community Engagement*

Category	Areas for Consideration
Community Engagement Priorities	▪ What are the program's priorities for community engagement?
Community Relationships	▪ What is the nature of the relationship between the program and internal and external communities (e.g. industry, other post-secondary institutions, alumni, potential students, general public)
Student Activities in the Community	▪ How are students involved in community service/activities?

COMPONENT I: *Current Issues and Challenges*
   ▪ This section is available for each program to present current unique challenges and issues for evaluation.

COMPONENT J: *Future Directions*

Considering institutional contexts and your own program, please discuss the following questions:
   ▪ What are the program's future goals?
   ▪ What mechanisms are in place to implement these plans?
   ▪ How are plans and progress monitored?

COMPONENT K: *Other Measures of Quality*
The list of examples below is not exhaustive. Individual programs may assess and report on areas most appropriate to them.
   a. external programmatic support
   b. visiting and adjunct professors/scholars
   c. external recognition given to faculty and students by disciplinary and/or professional associations
   d. special seminars or symposia offered by the program
   e. faculty CVs
   f. faculty teaching assignments
   g. program handbook

FACULTY EVALUATION

The final step of the self-assessment is the submission of an evaluation ***by the faculty*** of the program's strengths and areas for improvement. Based on the data collected from the categories above, program faculty should address three questions in this concluding analysis:

a. What characteristics of the program should be maintained?
b. What characteristics of the program should be ended?
b. What characteristics of the program should be changed?