

Cyclical Program Review (CPR) Self-Study

This template is to be used in the creation of a self-study for cyclical program reviews (CPRs). This template is designed to align with [Laurentian University's Institutional Quality Assurance Process \(IQAP\)](#) and the Ontario Universities Council on Quality Assurance's (OUCQA) [Quality Assurance Framework](#).

The self-study is aimed at continuous quality improvement of undergraduate and graduate programs. It provides an analysis of the academic programs (the strengths and weaknesses) and is both an objective document, leveraging institutional data and program-generated data (surveys, focus groups), and a document that is reflective, analytical, self-critical, and evaluative. This self-study must be completed by the academic unit(s) responsible for the program(s) being reviewed and should not exceed 35 pages. Where possible, please avoid making reference to individuals; rather discuss how the faculty as a whole delivers the program(s). Please amend the footer of this document to include the name(s) of the program(s) under review (or department name if multiple programs are being reviewed).

Once reviewed by the appropriate deans, the self-study documents should be submitted, with signatures, to the Office of the Provost and Vice-President Academic electronically in three separate PDFs (Self-Study, Faculty CVs and Supporting Documentation). Once the Dean approves the self-study documents and informs the Provost, the Faculty Office will send them to the members of the review team.

Program(s) under review:	Name: Designation:
Date of current cyclical review:	
Date of last cyclical review:	
Primary Contact:	Name: Signature: Date:
School Director:	Name: Signature: Date:
<i>By signature the Dean acknowledges that they have reviewed the Self-Study and appendices and documentation is complete. They have provided feedback, facilitated improvement and the documentation is ready for review by the External Review Team.</i>	
Dean:	Name: Signature: Date:

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i. Part A – Program Summary, Overview and Requirements

1. Brief Description of the Program(s) under Review and History

- i. Provide relevant historical context of the program(s) under review. Address the evolution of the program(s) and the way in which program goals have developed and changed over time. Additionally, if applicable, explain how the goals of each program relate to and have informed one another (i.e., coordination of undergraduate and graduate offerings).
(*suggested maximum 300-500 words*)
- ii. Provide a brief description of the program(s) under review, with emphasis on development/innovation in the program since the Unit's last review. Indicate if the program fall under professional program accreditation standards. (*suggested maximum 300-500 words*)
- iii. Provide an overview of the structure and course requirements for each of the programs
(*include only required courses for graduation*).

Table 1.1 - Course map

Course Code	Course Title	Prerequisites	Course Description	Semester
EX. IQAP 201	EX. Conducting an IQAP	Ex. IQAP 101	Official Senate approved Course description	Ex. Year 1, Semester 1

- iv. Discuss the ways in which the curriculum and/or delivery of the program(s) align(s) with plans of the Unit/School and with the University's Strategic Plan. (*suggested maximum 200-400 words*)
- v. Outline the administrative and reporting structures of the program(s), and, where applicable, an overview of relationships to other academic units. (*suggested maximum 200-400 words*)

2. Continuous Improvement Resulting from Previous Review

- i. Briefly summarize the actions and outcomes resulting from the recommendations in the program(s)'s last review. If this is the initial program review, respond to recommendations from the external reviewers, items flagged in follow-up reports, and/or items identified for follow-up by the Quality Council.

Table 2.1 – Resulting Actions and Outcomes from Previous Review

Recommendation	Resulting Action	Outcome

3. Development of Self-Study

The development of an effective self-study is faculty-driven, and should include consultation with a wide range of individuals involved with the program(s) under review. Information may be gathered through surveys, interviews, focus groups, and other similar activities. Please indicate how faculty, students, alumni, and staff were involved in the development of the self-study, and what kinds of information gathering tools were used. If appropriate, indicate any consultation with other stakeholders (e.g., industry partners, professional designation bodies, employers, etc.) and what kinds of information gathering tools were used.

ii. Part B – Evaluation Criteria

To assist in the completion of this self-study, the academic unit should compile relevant background and supporting materials and embed them within Part C of this document. As appropriate, relevant tables may be inserted directly into the document. Additional data summaries provided by Graduate Studies, etc., may be embedded/appended in Part C.

4. Curricular Alignment of Teaching and Learning

The chart below is designed to illustrate the match between the learning outcomes (LO) students are expected to achieve in core courses, and the LOs that are expected upon program completion. It is not necessary that each course will address each program LO, nor that each program LO will match each undergraduate degree level expectation (UDLE). Rather, the purpose is to demonstrate how each UDLE is addressed by one-or-more program LO, and each program LO is addressed by one-or-more course LO. By mapping the curriculum, the program can identify and address gaps in curriculum and/or program LOs.

Programs under review are encouraged to consult with the Centre for Teaching and Continuing Learning (CTCL) to complete this section. We encourage the flexibility and customization of the following charts to ensure the most effective representative display of the nature and design of the program's curriculum. If you have produced similar information in a different format (e.g. for accreditation purposes), in many cases you will be able to use your existing format; approval for this should be sought from the Office of the Provost and Vice-President Academic and also the Vice President Research, when graduate programs are involved.

You are required to only include core courses within this section. There is no obligation to map optional or elective courses. If a group of optional courses have similar learning in different contexts, you may elect to provide general learning outcomes for the grouping of optional courses.

Undergraduate Curricular Alignment of Teaching and Learning

Undergraduate Degree Level Expectations (UDLE)

1. *Match each UDLE below with one or more program learning outcome*
2. *Match each program learning outcome with one or more course code*
3. *Match each course code with one or more course learning outcome*
4. *Match each course learning outcome with one or more course assessment method*

Table 4.1 - Mapping undergraduate curriculum to degree level expectations (DLEs) (add rows as needed)

DLE	Program Learning Outcome(s)	Course Code(s)	Course Learning Outcome	Course Assessment Method
<i>Depth and breadth of knowledge</i>	<i>Upon completion of this program, students will be able to [action verb] + [content statement] + [context/criteria].</i>	<i>CPR231</i>	<i>Upon completion of this course, students will be able to [action verb] + [content statement] + [context/criteria].</i>	<i>Development of a piece of structured research on a given topic.</i>
<i>Knowledge of methodologies</i>	<i>Upon completion of this program, students will be able to [action verb] + [content statement] + [context/criteria].</i>	<i>CPR256</i>	<i>Upon completion of this course, students will be able to [action verb] + [content statement] + [context/criteria].</i>	<i>Critical analysis of literature review in a peer reviewed journal article.</i>
<i>Application of knowledge</i>	<i>Upon completion of this program, students will be</i>	<i>CPR231</i>	<i>Upon completion of this course, students will be</i>	<i>Preparation and critical reflection on a root cause case study analysis.</i>

	able to [action verb] + [content statement] + [context/criteria].		able to [action verb] + [content statement] + [context/criteria].	
Communication skills	Upon completion of this program, students will be able to [action verb] + [content statement] + [context/criteria].	CPR100	Upon completion of this course, students will be able to [action verb] + [content statement] + [context/criteria].	A student-led discussion on an aspect of the topic under review.
Awareness of limits of knowledge	Upon completion of this program, students will be able to [action verb] + [content statement] + [context/criteria].	CPR130	Upon completion of this course, students will be able to [action verb] + [content statement] + [context/criteria].	Create a learning journal outlining the role of stem cells in human health, with a reflection on the ethics of therapeutic stem-cell interventions.

Autonomy and professional capacity	Upon completion of this program, students will be able to [action verb] + [content statement] + [context/criteria].	CPR230	Upon completion of this course, students will be able to [action verb] + [content statement] + [context/criteria].	Review and interpret the multitude of drivers influencing behaviours in a given setting or scenario.
... (add program-specific DLE)				

i. Describe how the means of assessment (particularly in the student's final year of the undergraduate program(s)) appropriately and effectively demonstrate achievement of the program(s)' learning objectives. (*suggested maximum 250 words*)

ii. Describe how the undergraduate curriculum outline addresses the four strategic directions of Laurentian University's [2025-2030 Academic Plan](#). (*suggested maximum 200 words*)

iii. If applicable, summarize and provide reference to any other program-related measures of student performance including applicable provincial, national, and professional standards or relevant employer, industry, or alumni data. *For example, Question 18 from the most recent NSSE survey: (How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?)*

iv. If applicable, summarize and provide reference to feedback from students and alumni regarding their perceived level of achievement of the program learning outcomes.

- v. For each program under review, discuss how the curriculum reflects the current state of the discipline, area of study, or field. Outline any significant shifts in the discipline during the previous review period. If applicable, describe how the curriculum responds to industry demand for specialized knowledge and training. Comments on how the curriculum is kept current should also be included. (*suggested maximum 250 words*)
- vi. For each undergraduate program under review, describe the nature of curricular experiential learning opportunities available to students (Co-op, WIL, internships, externships, etc.), and comment on the proportion of students who participate in experiential learning throughout their studies. If applicable, comment on the partnerships (internal to the University and external) that support experiential learning and the appropriateness of the academic work associated with these opportunities including the Co-op Work Term Report(s). (*suggested maximum 250 words*)

In Table 2.1 below, summarize how the graduate program's structure and requirements address each graduate degree level expectation (GDLE) listed, as well as any additional program-specific DLEs. Refer to Graduate Degree Learning Expectations in the IQAP document for more information. Programs under review are encouraged to consult with the Centre for Teaching and Continuing Learning to complete this section.

Graduate Curricular Alignment of Teaching and Learning				
Table 4.2 - Mapping graduate curriculum to graduate degree level expectations (<i>add rows as needed</i>)				
DLE	Program Learning Outcomes(s)	Course Code(s)	Course Learning Outcome	Course Assessment Method
<i>Depth and breadth of knowledge</i>	<i>Upon completion of this program, students will be able to [action verb] + [content statement] + [context/criteria].</i>	<i>CPR231</i>	<i>Upon completion of this course, students will be able to [action verb] + [content statement] + [context/criteria].</i>	
<i>Research and scholarship</i>	<i>Upon completion of this program, students will be able to [action</i>	<i>CPR256</i>	<i>Upon completion of this course, students will be able to [action verb] +</i>	

	<i>verb] + [content statement] + [context/criteria].</i>		<i>[content statement] + [context/criteria].</i>	
<i>Level of application of knowledge</i>	<i>Upon completion of this program, students will be able to [action verb] + [content statement] + [context/criteria].</i>		<i>Upon completion of this course, students will be able to [action verb] + [content statement] + [context/criteria].</i>	
<i>Professional capacity/autonomy</i>	<i>Upon completion of this program, students will be able to [action verb] + [content statement] + [context/criteria].</i>		<i>Upon completion of this course, students will be able to [action verb] + [content statement] + [context/criteria].</i>	
<i>Level of communications skills</i>	<i>Upon completion of this program, students will be able to [action verb] + [content statement] + [context/criteria].</i>		<i>Upon completion of this course, students will be able to [action verb] + [content statement] + [context/criteria].</i>	

Awareness of limits of knowledge	Upon completion of this program, students will be able to [action verb] + [content statement] + [context/criteria].		Upon completion of this course, students will be able to [action verb] + [content statement] + [context/criteria].	

i. Describe how the means of assessment appropriately and effectively demonstrate achievement of the program(s)' learning objectives. *(suggested maximum 250 words)*

ii. Describe how the graduate curriculum outline addresses the four strategic directions of Laurentian University's [2025-2030 Academic Plan](#). *(suggested maximum 200 words)*

iii. For each graduate program under review, comment on the appropriateness of its fields, if applicable. A graduate field is an area of specialization or concentration that is related to the demonstrable and collective strengths of the program's faculty. *(suggested maximum 250 words)*

iv. For doctoral programs, describe the program's Qualifying Examination(s) and discuss their effectiveness as a mechanism through which to determine candidacy. How does the program support students to complete their Qualifying Exam(s) by the end of the fifth semester? *(suggested maximum 200 words)*

v. If the program(s) allow(s) for part-time completion, describe how student completion is supported and whether or not there are any differences in sequencing of program requirements. *(suggested maximum 250 words)*

vi. If the graduate program(s) participate(s) in any collaborative specializations, note them here. Discuss how collaborative specializations are incorporated into students' programs of study and describe how participating enhances students' learning experiences. *(suggested maximum 250 words)*

5. Admission Requirements

When completing this section, refer as appropriate to relevant documents embedded in (or appended to) Part C.

- i. For each program under review, list the program's admissions requirements including explanation of any alternative requirements. *(suggested maximum 200 words)*
- ii. Provide a brief description of how admission requirements (e.g., GPA) ensure that students accepted into the program possess the attributes required for successful program completion. *(suggested maximum 250 words)*
- iii. Analyze the admission, enrolment, and retention rate trends for each program under review over the past seven years. If applicable, include information on student enrolment and success based on any relevant pathways into the program. *(suggested maximum 200 words)*

6. Instruction

When completing this section, you must refer to relevant data tables, documents, etc., embedded in (or appended to) Part C.

- i. Explain how the program(s)' mode(s) of delivery are appropriate and effective toward supporting student achievement of learning outcomes. Where program elements are delivered in multiple modes, describe how consistency in program requirements and standards are assured. *(suggested maximum 500 words)*
- ii. Describe any significant innovation or creativity in the content and/or delivery of the Program(s) relative to other such programs. *(suggested maximum 200 words)*.
- iii. Describe how the program is supported by staff members. Comment on any issues. *(suggested maximum 200 words)*

7. Indigenization, Equity, Diversity, and Inclusion (IEDI)

- i. Describe how the program(s) curriculum addresses the University's inclusion, diversity, equity & accessibility goals. In what ways are your program(s) proactive, accessible, and inclusive in teaching and designing courses and curricula? How does the program remove barriers to learning and reduce the need for specialized accommodations? For example, how are the curriculum materials and assessments accessible to all learners and how does it engage students from various backgrounds? *(suggested maximum 250 words)*
- ii. Describe approaches to achieve equitable representation of the historically underrepresented groups within the program(s) or unit(s), including students, faculty

members and staff. Comment on approaches to achieve equitable representation for equity-seeking groups within the Program, including within the student body as well as staff and faculty complements. (*suggested maximum 250 words*)

- iii. Describe how the program(s) address(es) Laurentian University's [bilingual and tricultural mandate](#). (*suggested maximum 250 words*)
- iv. Describe how the program(s) address(es) equity, diversity, inclusion, and reconciliation considerations as they relate to recruitment, admissions, and program access. Provide any relevant data to support. (*suggested maximum 250 words*)
- v. Comment on any efforts to internationalize the program(s), including recruitment strategies, study-abroad opportunities, virtual exchanges, and/or opportunities for intercultural competency development. (*suggested maximum 200 words*)

8. Academic Integrity

The Senate policy on [Student Academic Integrity](#) and the [Laurentian Academic Accountability website](#) may be helpful when completing this section.

- i. Provide information on how the program(s) has educated students and researchers on the principles of academic integrity. If applicable, list specific courses/modules that directly address issues of academic integrity or describe any innovative methods. Delineate between information on Faculty/School regulations and educational materials specific to the Program(s). (*suggested maximum 200 words*)
- ii. Describe any training, development and educational opportunities for instructional staff and faculty on academic integrity policies and procedures in teaching and research. (*suggested maximum 200 words*)

9. Faculty Complement and Activities

When completing this section, insert additional data tables and/or refer to relevant documents in Part C as needed (e.g. relevant articles from Collective Agreement, faculty workload document, teaching assignments for the past 3 years, etc.).

Use the table below to provide the qualifications and affiliations of the **current core faculty** of the program(s) under review. Include those on leave (add rows as needed). Attach the CVs of all core faculty. CVs for session instructors are not required. CVs for faculty who are cross-appointed should be included if they have sole (full) supervisory privileges. Inclusion of CVs for co-supervisors who are either cross-appointed, and/or employed outside of Laurentian, is at the discretion of the Academic Unit.

Table 9.1 - Qualifications and Affiliations of Current Core Faculty

Faculty Member	Rank and Status*	Home Unit	Qualifications (Designation and Issuing Institution)	Research Areas/Fields	Contribution Level and Supervisory Privileges **
Amanda Brown	Full; tenured	Management	MBA (Western), PhD (U of T)	Sustainable Development	3M National Teaching Fellowship (2016)

*Specify tenured, tenure-track (new or renewed), Master Lecturer, Limited Term Appointment, emeriti, I or adjunct.
 **Indicate level of program contribution and indicate supervisory privileges (undergraduate only; graduate only; both).

Use the table below to record the qualifications and affiliations of **Sessional Lecturers, Professor Emeritus, Retired Faculty, Professional Staff**, etc. who have contributed to delivery of the program(s) under review over the past eight years. Attach the CVs of any of these faculty, who have taught in the program in the last four years.

Table 9.2 - Qualifications and Affiliations of Other Instructors

Faculty Member	Rank and Status	Home Unit	Qualifications (Designation and Issuing Institution)	Research Areas/Fields

In the following table, please list the **teaching fellows** teaching courses in the program in the current year (i.e. the academic year in which you are writing the self-study). Teaching Fellows are defined as graduate students who are responsible for a course or part of a course in their home department.

Table 9.3 – List of Teaching Fellows

Name	Candidate for which degree (e.g. MSc, PhD)	Training received in teaching and learning

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10. Current Teaching Assignments

In the table below, indicate the number of undergraduate and graduate courses (including graduate directed reading courses) currently being taught by each instructor. Include courses taught by core faculty members, term adjuncts and teaching fellows. The current year refers to the academic year in which you are writing the self-study document.

Table 10.1 – Teaching Assignments for the Current Year

Instructor	FTE	Rank	Course Number and Name	U/G/B*	Class Size	% taught
*U Undergraduate, G Graduate, or B Both						

i. With reference to the Teaching Assignments table and given the program's class sizes and cohorts, as well as its program level-learning outcomes, comment on the status of faculty complement to teach and/or supervise in and achieve the goals of the program. If applicable, discuss the proportion of classes taught by adjunct and part-time faculty/limited term appointments used in the delivery of the program. Identify any associated plans to ensure the sustainability of the program and quality of the student experience.

11. Faculty Awards and Honours

- i. List major teaching awards and honours received by faculty members during the past 8 years.
- ii. List major research awards and honours received by faculty members during the past 8 years. N.B. This section is for awards (as in prizes), not financial awards (as in grants). Do not include research grants here; they may be listed in the table for

graduate research grant awards, or on faculty CVs if the program is undergraduate only.

- iii. Use space below, if needed, to provide commentary on awards, honours (listed above) or other distinctions (e.g. service awards, awards received by staff, etc.).

12. Additional Graduate Program Criteria

When completing this section, insert additional data tables and/or refer to relevant documents and data summaries appended to Part C as needed.

- i. Comment on the overall quality and availability of graduate supervision and mentorship in the program(s). Include comments on faculty members' commitment to, and availability for, student mentoring (e.g. office hours, electronic availability, etc.). *(suggested maximum 250 words)*
- ii. Comment on the appropriateness of the fields in the master's and doctoral programs (as applicable) and indicate whether there have been changes in the fields since the last review. A field is understood to be an area of characteristic and distinctive strength for which the program wishes to be known and which it wishes to advertise. *(suggested maximum 250 words)*
- iii. Describe how students' time-to-completion is both monitored and managed in relation to the program's identified length and program requirements. Provide a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed timeline. *(suggested maximum 250 words)*
- iv. If the program(s) allow(s) for part-time completion, describe any additional requirements needed to monitor and manage in relation to full-time students' time-to-completion. *(suggested maximum 200 words)*
- v. Graduate students must take at least two-thirds of their courses at the graduate level. Are there enough graduate-level courses to ensure that students can meet this requirement? *(suggested maximum 250 words)*

Summarize the advisory experience of faculty by completing the table below. Please submit CV's for faculty listed in this table who are not previously listed.

Table 12.1 - Completed and Current Numbers of Graduate (and Postdoctoral) Supervisions

		Completed			In Progress		
Faculty Member	Supervisory Privileges*	Masters**	PhD	PDF	Masters**	PhD	PDF
M. Curie	Full	T-12/P-0	15	0	T-2/P-0	1	1

*indicate the level of graduate supervisory privileges held by each faculty member (e.g. full, master's only, co-supervision only, etc.,) according to the Unit's regulations or practices. **indicate whether Thesis Masters (T) or Project /coursework Masters (P)							

Summarize research funds for the program(s) in the tables below.

Table 12.2 – Total Research Funding (Operating) by source

Do not include equipment grants, research chairs, conference grants or minor grants allocated by the University. Include the last eight years. Add rows as needed.

Year	Estimate of research funding by field (as applicable)	Federal Granting Council	Other Peer Reviewed	Contracts	Other
2024-25	Fieldname 1				
	Fieldname 2				
2023-24					
2022-23					
2021-22					
2020-21					
2019-20					
2018-19					
2017-18					
Use this space for comments*					

Table 12.3 – Total Research Funding (Other) by source

Include training grants, major equipment grants, research chairs, conference grants, etc., as appropriate here. Include the last eight years. Add rows as needed. If assigning research funding to a specific graduate Field, ensure that funding is not counted more than once.

Year	Estimate of research funding by field (as applicable)	Federal Granting Council	Other Peer Reviewed	Contracts	Other
2024-25	Fieldname 1				
	Fieldname 2				
2024-23					

2022-23					
2021-22					
2020-21					
2019-20					
2018-19					
2017-18					
Use this space for comments*					

- i. Provide information and comments on scholarly output (e.g. publications, research presentations) by graduate students. (*suggested maximum 300 words*)
- ii. Provide information and comments on commitment to professional and transferable skills (e.g. participation in grant writing seminars, Centre for Teaching and Continuing Learning programs/workshops, etc.). (*suggested maximum 200 words*)
- iii. Provide information and comments on international graduate student program participation and funding (if applicable). (*suggested maximum 250 words*)
- iv. Comment on the aspects of the program structure and faculty research that contribute to the intellectual quality of the student experience (e.g. program symposia, conferences, seminars, etc.). (*suggested maximum 250 words*)

Summarize graduate student financial support and scholarship success for each program under review in the table below, for the last 8 years.

Table 12.4 - Financial Support for Master's Students

	\$ Amount of Support From (# students)¹						Students Funded	
Year	External Scholarships (#)	University Scholarships (#)	TAs (#)	RAs (#)	Other ¹ (#)	Total \$	# (%) ²	Average \$ ³
2024-25								
2023-24								
2022-23								
2021-22								
2020-21								
2019-20								
2018-19								
2017-18								
¹ Give the number of students supported in each category in the given year.								

² Indicate the nature of the total population against which the % is calculated – e.g. all students, all full-time students, all full-time students in the first 'X' year(s) of the Program, etc.

³ Average funding per funded student.

Use this space for comments* (e.g. comment on guaranteed minimums, competitiveness, etc.; indicate whether students may hold any of these forms of support concurrently)

Table 12.5 – Financial Support for Doctoral Students

Year	\$ Amount of Support From (# students) ¹						Students Funded	
	External Scholarships (#)	University Scholarships (#)	TAs (#)	RAs (#)	Other ¹ (#)	Total \$	# (%) ²	Average \$ ³
2024-25								
2023-24								
2022-23								
2021-22								
2020-21								
2019-20								
2018-19								
2017-18								
¹ Give the number of students supported in each category in the given year.								
² Indicate the nature of the total population against which the % is calculated – e.g. all students, all full-time students, all full-time students in the first 'X' year(s) of the Program, etc.								
³ Average funding per funded student.								
Use this space for comments* (e.g. comment on guaranteed minimums, competitiveness, etc.; indicate whether students may hold any of these forms of support concurrently)								

- i. Comment on typical (and if it exists, guaranteed minimum) funding packages for students within each program under review (including across program options) both in terms of value and composition consistent with the above tables.

13. Postdoctoral Fellows

Comment on the value added to program(s) by postdoctoral fellows. Delete this section if not applicable.

14. Student Attributes and the Student Experience

For undergraduate and/or graduate students, comment on time-to-completion, success rates in provincial and national scholarships, competitions and awards, final year academic achievement (undergraduate), graduation rates, academic awards, and course evaluations.

As appropriate, embed/append supporting documents and data summaries in Part C. The self-study must refer as needed to supporting information appended to Part C (e.g. Exit Poll results; NSSE scores; CUSC results; undergraduate retention and graduation; graduate student completion times/rate; graduate cohort and flow-through data for masters and doctoral students, etc.).

15. Program Graduates

When completing this section, insert or refer to the relevant data tables/documents listed in Part C as appropriate.

- i. For undergraduate students, comment on employment six months and two years after graduation; post-graduate study; “skills match” and alumni reports on program quality, etc. (as available).
- ii. For graduate students, comment on initial employment (or status) of students graduating over the past eight years (as available). Include additional information on current employment status if available.

16. Resources

When completing this section, insert (or refer to) relevant summary tables and documents in Part C as appropriate.

- i. Describe and comment on how the Academic Unit(s) has used existing library services and resources, which may include: the liaison librarian; library instruction; collection material; discipline-specific learning resources; reference support; borrowers’ service; library space. (*suggested maximum 300 words*)
- ii. Comment on the appropriateness and effectiveness of other academic services (e.g. information technology, Peer Wellness, Centre for Teaching and Continuing Learning, etc.) to support the program(s) being reviewed. (*suggested maximum 250 words*)
- iii. Describe how the academic unit(s) has appropriately, and effectively used existing human (faculty and staff), physical, (laboratories, teaching space, studios, common rooms, etc.) and financial resources in support of the program(s) being reviewed. Describe advancement activities here (if applicable). (*suggested maximum 400 words*)

17. Quality Enhancements

Provide summaries of the following, referring to data from Part C (e.g. Exit Poll, NSSE, CUSC, retention/graduation or CGPSS data, etc.) to indicate the potential for quality improvement.

- i. Comment on changes that have occurred in response to recommendations from the program's last review. Include descriptions of developments in curriculum (both undergraduate and graduate, as applicable) since the previous review. (*suggested maximum 500 words*)
- ii. Comment on initiatives that have been implemented to improve the quality of the program(s) and the associated learning outcomes and teaching environment. (*suggested maximum 250 words*)
- iii. Comment on areas identified through the conduct of the self-study as requiring improvement. (*suggested maximum 250 words*)
- iv. As a result of the conversations, reflection, and analysis completed during self-study identify internal recommendations that will support the continuous improvement of the programs offered in this review. (*suggested maximum 300 words*)
- v. Describe any work underway to contribute to meeting the university-wide objectives of Laurentian University's Strategic Plan (e.g. experiential learning, strengthening international connections). (*suggested maximum 250 words*)

iii. Summary

Provide a summary of the program(s) in light of items 1-17 of the self-study, identifying areas of strength and weakness, opportunities and threats (SWOT), etc. that may shape the program(s)'s future. Program goals and aspirations for the next 5-10 years may be described here. Relevant data from Part C should be referenced as appropriate. (*2 page maximum per program suggested*)

iv. Part C – Supporting Documentation

Embed/append any additional information that is pertinent to the program(s) and that supports the narratives in Part B (Sections 1-17). For example, as relevant and available, append copies of the following:

**This is not necessarily a complete list, and is not intended to be prescriptive but rather provide guidance; additional documents and data summaries can be added as needed and not all listed below may be applicable or available:*

- Unit Strategic and/or Staffing Plan
- Academic Regulations
- Course Offerings for the past 3 years (Undergraduate and Graduate)
- Calendar Course Descriptions (Undergraduate and Graduate)
- Faculty Workload Documents
- Faculty Teaching Assignments
- Undergraduate Student Manual
- Graduate Student Manual
- Laboratory or Research Computing Equipment
- Major Laboratory Equipment and/or Facilities
- Accreditation Reports
- Examples of national and/or international programs which provide useful reference points for comparison (together with the rationale for the choice)

Bellow is additional information/documentation that may be pertinent to the program(s) and support the data tables and narratives in Part B (Sections 1-17):

From the program/unit:

- Student Exit Poll Survey
- Current Faculty Profile
- Graduate Student Financial Support

To be provided as part of the starting package:

- NSSE, CGPSS Student Engagement and experience Response Data
- Library Report
- Student Diversity and under-represented Groups
- Undergraduate Retention and Graduation
- Graduate Student Time-to-Completion and Completion Rate
- Graduate Flow-through data
- Instruction and Course Delivery
- Multiyear Enrolment Profile
- Program Demand
- Graduation Rates
- Graduate Employment Rates
- Experiential learning participation