

# **University of Saskatchewan**

## **College of Graduate Studies and Research**

Ph.D. Committee  
Graduate Program Review Sub-Committee

### **Graduate Program Review Self-Study Document Guide**

**1998**

Revision Date: September 17, 1998  
[minor editorial revisions January 12, 2001]

## Graduate Program Review Self-Study Document Guide

### Introduction

The Graduate Program Self-Study document describes the program and Department under review. It allows the Department to scrutinize itself, to publicize its accomplishments and examine its flaws; it is also a chance to explain itself and demonstrate how it is viewed by its peers. The following general questions should be addressed:

- What does the Department do?
- Why do they do it?
- How well do they do it, and who thinks so?
- What difference does it make whether they do it or not?
- How well does what they do relate to why they say they do it?

**It is absolutely essential that the objectives, procedures and future goals of the Department be accurately described in the Self-Study document.** The External Reviewers will use the Self-Study document as the main measure of the quality of the Graduate Program and as such it must contain specific information. **Unless otherwise noted, data must be provided for the last 5 years.**

### *College of Graduate Studies and Research Graduate Program Report*

The College of Graduate Studies and Research will prepare a summary report on each program's management procedures and student demographics. The summary will be based on an analysis of the student files and procedural problems identified by College of Graduate Studies and Research staff. The report will be made available to the Department as part of the Self-Study process. Possible areas to be addressed are outlined in the College of Graduate Studies and Research Report Guide.

### *College of Graduate Studies and Research Exit Survey*

The College of Graduate Studies and Research will prepare a summary of data from the Student Exit Survey that it conducts related to the Graduate Program. This will be provided to the Department as part of the Self-Study process.

### *Statement from Dean or other Departments*

The Dean of the College responsible for the program will be given the Self-Study document and the external reviewer's report. The Dean will be asked to comment on the College's perception of the program and how the program is currently supported relative to other programs in the College. The Dean may also be asked to address long-term changes in College support to address identified issues. This could involve faculty positions, facilities, equipment, support staff, etc. If a program is supported by a number of academic units then each unit head may be asked to comment on that unit's future involvement.

### *Library Report*

The library will prepare an analysis of the current holdings and any bench marks for graduate programs. The Dean of the College of Graduate Studies may request the library to respond with respect to all graduate programs. Where appropriate, the Department under review may require a more specific statement. This would include:

- serials,
- monographs,
- interlibrary loan demand,
- information retrieval potential,
- World Wide Web.

*Internal Student Surveys*

The Department under review should prepare a summary of comments and data from any Student Survey that it conducts related to the Graduate Program. This will be provided by the Department as part of the Self-Study process.

**Self-Study Document Content Guidelines**

The Department Self-Study document should conform to the following guidelines. It should be noted that the Graduate program Review is not an iterative process. The information requested by the Graduate Program Review Committee and the level of detail required is described in full in the following sections. Self-Study documents submitted by the Department under review will be evaluated as submitted. They will not be returned to the Department for revision.

The following questions may help the Department under review to address the areas of evaluation. **Note that there is considerable overlap between sections and it is not the intention of the Graduate Program Review Committee to have the Department under review answer each question separately for each section.** Relevant questions are repeated because the criteria described previously can be interpreted from different viewpoints. This repetition assists the Department to ensure that the required information appears in appropriate sections of the report. The format of the Self-Study document should contain summary information (tables, figures, etc.) where possible to assist the reviewers in interpreting the document. Appendices should be used for most of the requested data. **Unless otherwise noted, data must be provided for the last 5 years.**

Statistical data for portions of the Self-Study document can be obtained from the College of Graduate Studies and Research 'Graduate Program Report' and information available from the University Studies Group and the Office of Research Services.

**Where possible, information should be summarized using tables, figures, charts and/or graphs in order to enhance the readability of the Self-Study document.**

**Indication of past and current trends and future projections must be made.**

**The Self-Study document prepared for this Graduate Program Review will be also used in subsequent reviews.**

*A. Introduction/Mission/Objectives*

## Program Summary

- Identification of Graduate Program, degrees offered, areas of emphasis.
- Program mission, purposes and objectives including relationship to missions of the College containing the Department under review, the College of Graduate Studies and Research and the University of Saskatchewan
- Major Instructional, Research and Service components.
- Program history (brief).

G-Q1 What are the objectives of your Department's graduate program?

G-Q2 Do the Graduate Program's objectives meet the needs of the discipline?

### B. Curriculum

The criteria listed under Curriculum in the *Framework for the Evaluation of Academic Programs* are:

- Curriculum is designed to meet the objectives for the program (e.g. array and sequence of courses, modes of instruction and evaluation, development of skills, acquisition of knowledge, synthesis of information).
- Program provides students with the elements of a liberal education by encouraging the development of broadly informed, reflective and literate minds capable of independent and critical thinking.
- Program includes opportunities for synthesis, application and integration of knowledge within and between disciplines.
- Program is current, both in content and modes of instructional delivery, and reflects responsiveness to changes in the discipline.
- Curriculum reflects the goals of education equity.
- Curriculum provides sufficient flexibility to individual students to choose courses according to their own interests within and outside their major discipline (e.g. electives).
- Program meets or exceeds accreditation and/or national standards (if they exist).

In order to assess the Curriculum required for a high quality graduate program, the Graduate Program Review Committee has identified criteria summarized in the following questions. Where requested please provide the information required to address these questions. For each question you are asked to comment on the adequacy of the Curriculum and the appropriateness of evidence available from appendices and other sources such as the College of Graduate Studies and Research report, internal evaluation survey(s) *and* Student Exit Surveys. **In making these comments please keep in mind the Curriculum will be evaluated in the context of the goals and objectives of the program. At a minimum, this section should provide an assessment of the extent to which the Curriculum is designed to meet the program objectives, is “up-to-date”, and is responsive to the need for change.**

**Full details of the program curriculum should be given in the Curriculum appendix. Summary information should be given in this section, or specific reference to the appendices, to assist the reviewers in evaluating the program’s curriculum.**

- C-Q1 Does your stated Graduate Program curriculum match your delivered curriculum? If not, why not?
- C-Q2 What seminars have been given over the review period? Do they cover the breadth of areas that you want the students to be exposed to?
- C-Q3 What opportunities are provided for students to do interdisciplinary work?
- C-Q4 How have your graduate program, course offerings and general curriculum changed over time in order to reflect changes in your discipline? Are faculty kept up to date on recent developments?
- C-Q5 How have the course reading lists *and* modes of instructional delivery changed?
- C-Q6 How frequently do visiting scholars come to the Department to talk about recent developments in the discipline and interact with members of the Graduate Program?
- C-Q7 Does the program provide for change and has the program responded to developments in recent years?
- C-Q8 How has the Graduate Program addressed the issue of education equity in its curriculum, research and course content?
- C-Q9 What opportunities does your program provide for students to take courses and pursue interests outside their area of specialization?

- C-Q10 Is your program accredited by a national organization and/or does it meet any national standards that exist for the discipline?
- C-Q11 How does your graduate curriculum compare to that of similar Graduate Programs in Canada?
- C-Q12 Does your graduate curriculum meet the objectives of your graduate program? If so, how?
- C-Q13 What opportunities have there been for student evaluation of courses and the curriculum? What was the outcome of the evaluations?

### C. Faculty

The criteria listed under Faculty in the *Framework for the Evaluation of Academic Programs* are:

- Faculty responsible for/involved in the program are well qualified; i.e., have the appropriate academic and/or professional qualifications to support and develop the program. In the case of graduate programs, this includes active involvement in scholarly work.
- Faculty maintain and update the skills and knowledge appropriate to their discipline through involvement with academic, professional and/or scientific organizations.
- Faculty are nationally/internationally recognized for their scholarly and/or professional work; e.g., have obtained awards and/or local/national/international invitations to present their work to colleagues in their discipline.
- Scholarly work of faculty has made a significant contribution to the discipline.
- Faculty are committed to developing their teaching skills.
- Faculty are successful in obtaining external research support.

In order to assess the Faculty required for a high quality graduate program, the Graduate Program Review Committee has identified criteria summarized in the following questions. This section should provide an assessment of whether the number and type of faculty available to deliver and support the program are adequate. Detailed information required to address these questions should be given in the Faculty appendix. Reference to, or summary of, information from the Faculty appendix and other appropriate sources such as the College of Graduate Studies and Research report, internal evaluation survey(s) *and* Student Exit Surveys should be given to assist the reviewers in evaluating this section. **In making these comments please keep in mind the Faculty will be evaluated in the context of the goals and objectives of the program.**

- F-Q1 Do the faculty delivering the graduate program have the appropriate academic and/or professional qualifications to support and deliver the program?
- F-Q2 Are the qualifications of the faculty teaching the courses appropriate? Does their research/scholarship get transferred to the learning environment?
- F-Q3 Are faculty adequately involved with academic, professional and scientific organizations?
- F-Q4 To what extent have faculty been recognized for their scholarly and/or professional work?
- F-Q5 Are faculty adequately involved in scholarly activities?
- F-Q6 In what way has the scholarly work of faculty made a significant contribution to the discipline?
- F-Q7 What is the quantity and quality of the research done by faculty? How does this compare with faculty from similar programs in Canada or other countries?
- F-Q8 Are the faculty competent in the conduct of research *and* the advancement and dissemination of knowledge?
- F-Q9 Are the teaching skills of faculty current and adequate?
- F-Q10 To what extent have faculty been successful in obtaining external research support? How does this compare to other faculty from similar programs in Canada?

- F-Q11 Who are the adjuncts, associates and what are their affiliations?
- F-Q12 Do the adjuncts and associates add to the Department's graduate program?
- F-Q13 Do the faculty provide intellectual leadership, atmosphere and challenge?
- F-Q14 How does the research completed by faculty meet the mission and objectives of the program?

#### *D. Learning Environment*

The criteria listed under Learning Environment in the *Framework for the Evaluation of Academic Programs* are:

- Students are involved in evaluating instruction and perceive instruction as effective.
- Program incorporates a variety of modes of instruction, accommodates different learning styles and, where possible, allows flexibility in scheduling.
- Teaching within the program demonstrates responsiveness to new developments in the field, including incorporating practical (professional) experience, where appropriate.
- Program integrates teaching and scholarship.
- Approaches to instruction and students reflect a commitment to the goals of educational equity.
- Instructional methods are consistent with program objectives.
- Students know what the objectives are.
- Scholarly work of faculty enhances the learning environment.
- How many full-time equivalent faculty members are in your Department?
- How many of them are involved with graduate studies?
- What opportunities do graduate students have to take part in contract research?

In order to assess the Learning Environment required for a high quality graduate program, the Graduate Program Review Committee has identified criteria summarized in the following questions. Where requested please provide the information required to address these questions. For each question you are asked to comment on the adequacy of the Learning Environment and the appropriateness of evidence available from appendices and other sources such as the College of Graduate Studies and Research report, internal evaluation survey(s) *and* Student Exit Surveys. **In making these comments please keep in mind the Learning Environment will be evaluated in the context of the goals and objectives of the program.**

- LE-Q1 What opportunity do the graduate students have in evaluating the learning environment associated with their program?

Please describe the internal evaluation process(es) and/or survey(s) used to assess the effectiveness of the graduate program.

- LE-Q2 What opportunities do the graduate students have for participation in the learning environment (i.e., projects, seminars, reports, discussions, etc.)? Are mechanisms available for students to participate in external forums (i.e., conferences, workshops *and* invited speakers)?

Please describe the participation of the students in the graduate program in the areas indicated. Where possible indicate specific courses and/or expectations in the program.

If the program requires practical application of critical skill in an outside forum (i.e., classroom teaching and/or sessional lecturing), please indicate how performance is evaluated.

Please describe the involvement of graduate students in Departmental committees. Indicate the level of participation and consultation.

If the program is multidisciplinary, please describe the relationship of all units participating in the program.

LE-Q3 How do faculty include their research/scholarship into the learning environment? Is there evidence of substantial scholarship?

Please describe the mechanisms for incorporating faculty areas of interest into the students' programs and how changes in these mechanisms are being addressed.

Please comment on the quality of the current research, future research areas and long term plans with respect to Departmental areas of expertise.

LE-Q4 Is there a strong connection to faculty expertise?

Please describe the method for assigning graduate teaching in the Department. Indicate the areas of expertise in the faculty teaching these courses in the program.

LE-Q5 What efforts have been made towards promoting education equity in terms of attracting students, registered students and scholarship distribution?

Please describe the Departmental policy for encouraging educational equity in the program and into the student demographics in the existing program, and the effectiveness of these measures.

Please include the Department's College of Graduate Studies and Research Equity Scholarship Plan and College's/Department's Equity Plan.

Has the Department given its students an opportunity to interact with appropriate 'role models'?

What are the demographics of entering students, graduating students, sessional instructors and faculty members? How does this compare to the demographics for similar departments across Canada?

Does the Department have any information from its students with regard to questions about education equity?

Are the Department's current modes of instruction, evaluation *and* program delivery adaptable to dealing with a student who has special needs?

#### *E. Infrastructure*

The criteria listed under Infrastructure in the *Framework for the Evaluation of Academic Programs* are:

- Adequate numbers of appropriately trained staff are available to support the program.
- Necessary facilities and equipment are provided.
- Appropriate library resources are available.
- The organization and administration of the program and the academic unit(s) delivering the program are effective and supportive of the program.
- Are graduate students involved in contract research projects? Are contract research funds used to pay personal stipends to graduate students (as opposed to paying research costs)?

In order to assess the Infrastructure required for a high quality graduate program, the Graduate Program Review Committee has identified criteria summarized in the following questions. Where requested please provide the information required to address these questions. For each question you are asked to comment on the adequacy of the Infrastructure and the appropriateness of evidence available from the appendices and other sources such as the College of Graduate Studies and Research report, internal evaluation survey(s) *and* Student Exit Surveys. **In making these comments please keep in mind the Infrastructure will be evaluated in the context of the goals and objectives of the program.**

IS-Q1 Are adequate numbers of appropriately trained staff available?

Please list the support staff available and utilized by the graduate program.

For each one describe their specific responsibilities and time available for support of the graduate program.

Support staff include technicians, secretaries and any other support staff the students access in completing their program.

Please comment on the support staff adequacies as well as plans to deal with perceived deficiencies.

IS-Q2 Are the necessary facilities and equipment provided?

Comment on ratings made by graduates of the program in the Student Exit Surveys.

Summarize the facilities and equipment available to the graduate program.

- Space for scholarly work: laboratories, studios, rehearsal rooms, field plots, etc.
- Office space for graduate students.
- Scientific or other related equipment required for the program.

Please comment on the suitability of the facilities and equipment; include student comments as well as plans to remedy identified problems.

IS-Q3 Are the computing and other information technology resources adequate?

Please describe the information technology requirements of students in your program and how these needs are being addressed.

Please comment on the adequacy of these resources, future needs and long term plans to address these needs.

IS-Q4 Are appropriate library resources available?

Please comment on the review of the library resources completed by the Library.

Please describe any other resources such as Departmental reading rooms, individual faculty collections or other libraries the students are using.

Please comment on the adequacy of the library resources.

IS-Q5 Is there adequate funding for graduate students?

Please describe the funding sources used to support graduate students.

- College of Graduate Studies and Research scholarships and teaching fellowships
- Base budget teaching and research assistantships
- Non-base budget support
- Outside scholarships
- Research grant support
- Other sources such as applied consulting and other part time work
- Other support such as small equipment grants, travel funds, photocopying, printing, etc.

Please comment on the adequacy of the funding of the graduate students and possible solutions to any problems.

IS-Q6 Is the organization and administration of the graduate program effective?

Please comment on the statement by the College of Graduate Studies and Research on management of the program under review and related responses from the Student Exit Surveys.

- Demographics of the students in the program.
- Frequency of course offering and enrollment.
- Frequency of advisory committee meetings.
- Frequency of Graduate Scholarships.

Please describe the process used to manage the graduate program.

- IS-Q7 What is the procedure for a student to set up her/his graduate program?
- In what year is the student's program usually defined?
- What are the qualifying examination procedures? Are these ever waived and under what circumstances?
- Please comment on the College of Graduate Studies and Research analysis, and the comments from the Student Exit Survey and any changes you plan to make in the future.
- IS-Q8 Is the academic unit delivering the program supportive?
- Please attach a statement (or statements) from the Dean of the College or other participating units regarding support for the program.
- How is graduate course teaching assigned?
- Please describe the support for the program from the College and other related units.
- If the program is multidisciplinary please describe the support from all units participating in the program.
- What is the procedure for advising students about course selection?
- What are the teaching and class loads and how do they compare with other similar units?
- IS-Q9 What was the graduate program offered by your Department over the review period? Note that this includes the program and course requirements, courses offered, course descriptions and outlines, modes of instruction and methods of evaluation.
- IS-Q10 How often are courses offered/taken? How many of the courses are doubled-numbered (i.e., taught as undergraduate/graduate courses)? If such classes are given what are the differing requirements for the different students? How often are special topic courses given?
- IS-Q11 What is the nature of the qualifying examination? comprehensive examination?
- IS-Q12 What courses have been recently given in the Department to the students in the graduate program? Where possible indicate specific courses and/or requirements in the program.
- IS-Q13 Is the make-up of supervisory/advisory committees appropriate?
- IS-Q14 How are Advisory Committees set up and what is the role of the Advisory Committee in the student's learning environment?
- Please describe the process used to manage the graduate program.
- Please comment on the College of Graduate Studies and Research 'Graduate Program Report', the comments from the College of Graduate Studies and Research Student Exit Survey and any changes that you plan to make in the future in the administration of graduate programs.

#### *F. Outcome*

The criteria listed under Outcome in the *Framework for the Evaluation of Academic Programs* are:

- Program achieves its educational objectives.
- Students are satisfied that the program has helped them achieve their personal and/or professional goals.
- Students completing graduate programs are 'successful' in that they find employment or pursue endeavours which utilize the advanced training in their field of study.
- The academic load does not impose undue barriers to completion such that students can complete the program in the regular allotted time.
- Qualifications/education of students graduating from specific 'professional' programs are acceptable to licensing bodies and/or employers.
- Students are successful in national/international examinations or competitions.
- Employers or subsequent graduate supervisors are satisfied with the performance and academic preparation of students.

In order to assess the Outcome required for a high quality graduate program, the Graduate Program Review Committee has identified criteria summarized in the following questions. Where requested please provide the information required to address these questions. For each question you are asked to comment on the adequacy of the Outcome and the appropriateness of evidence available from other sources such as the College of Graduate Studies and Research report, internal evaluation survey(s) and Student Exit Surveys. **In making these comments please keep in mind the Outcome will be evaluated in the context of the goals and objectives of the program.**

- O-Q1 Are students satisfied with the program in meeting their personal, intellectual, academic goals?
- O-Q2 How successful are Masters graduate students in entering Ph.D. programs (here/elsewhere)?
- O-Q3 What is the long term perspective of graduates on the program?  
Please refer to any internal surveys used by the Department to acquire these data.
- O-Q4 Does the program properly allow the students to develop the necessary critical skills? Are the students that graduate from the program appropriately trained for their subsequent role? Are the resulting students comparable to those from other programs?
- O-Q5 Describe the employment of graduates. Where are they working now or at the time of your last contact with them?
- O-Q6 What is average completion time (part-time, full-time students)?
- O-Q7 How many students successfully complete programs (percentage)?
- O-Q8 Is academic load appropriate compared to other similar programs?
- O-Q9 Are students graduating from program deemed proficient by licensing bodies?
- O-Q10 What is the success rate of students with SSHRCC, NSERC, Commonwealth and other scholarships and postdoctoral fellowships?
- O-Q11 Do the students in the program exhibit scholarship (i.e., publications, conferences, etc.) that is comparable to other programs?
- O-Q12 Are employers and subsequent graduate supervisors satisfied with the preparation and performance of students?
- O-Q13 What do your students say about the graduate courses, course requirements and general graduate curricula of your program?

*G. Student Demand, Market Demand, and/or Societal Need*

The criteria listed under Demand in the *Framework for the Evaluation of Academic Programs* are:

- Interest by students of the Province is sufficient to establish or to maintain a program and to allocate resources to it.
- Market demand (provincial, national) for graduates justifies the size of the program which is offered by the University.
- The program attracts outstanding students from within and outside the Province, while still providing general access to other applicants.
- High demand for junior 'service' courses is sufficient to maintain some programs within an academic area.

In order to assess the Demand required for a high quality graduate program, the Graduate Program Review Committee has identified criteria summarized in the following questions. Where requested please provide the information required to address these questions. For each question you are asked to comment on the adequacy of the Demand and the appropriateness of evidence available from other sources such as the College of Graduate Studies and Research report, internal evaluation survey(s) *and* Student Exit Surveys. **In making these comments please keep in mind the Demand will be evaluated in the context of the goals and objectives of the program.**

D-Q1 Is there sufficient interest by students to maintain this program and allocate resources to it?

Please provide information on the following:

- What is the total enrolment in the Department? PostGraduate Diploma? Masters (non-thesis)? Masters (thesis)? Doctoral? Other?
- How many of these students are Saskatchewan students? Canadian? International?
- What is the demand from students for your program? Applications? Accepted? Graduated?
- What is your Department's perspective on this mix of students from Saskatchewan, other provinces *and* other countries?

D-Q2 What is the market demand for graduates from your program?

What percent of your graduates are employed?

What percentage of the graduates are employed in Saskatchewan, in the Prairies, in Canada, in North America?

Do graduates of program get jobs? Appropriate jobs?

What categories describe where your graduates are employed?

What percent of your graduates go on to further graduate programs?

What graduate schools have accepted your graduates?

Please provide a list of your graduates and their current employment or graduate school.

What is your Department's perspective on employment opportunities for your graduates?

What is your Department's perspective on the success of your graduates in being accepted for further studies?

D-Q3 How successful is your Department in attracting outstanding students from within the province? From outside the province? From outside Canada?

How many outstanding students have you attracted (e.g. externally funded, undergraduate averages, etc.)?

What external funding have your students received?

How do student demographics relate to your objectives over time?

What is your Department's perspective on the quality of the graduate students in your program?

D-Q4 How successful is your Department in providing general access to other applicants?

D-Q5 Is the program capable of attracting well-qualified students?

Please describe the approach the Department uses in attracting students into the program. In particular describe the recruitment process for undergraduate students at the university, provincial, national *and* international students.

*H. Efficiency/Resource Usage*

The criteria listed under “Uses resources efficiently” in the *Framework for the Evaluation of Academic Programs* are:

- Program is delivered in a cost-effective manner, relative to other similar programs.
- Where student demand for a program is low, high demand for ‘service’ courses justifies maintenance of the area of study.
- Major areas of research, scholarly, or artistic work are associated with opportunities for graduate education.

In order to assess the Resource Usage required for a high quality graduate program, the Graduate Program Review Committee has identified criteria summarized in the following questions. Where requested please provide the information required to address these questions. For each question you are asked to comment on the adequacy of the Resource Usage and the appropriateness of evidence available from appendices and other sources such as the College of Graduate Studies and Research Report, internal evaluation survey(s) *and* Student Exit Surveys. **In making these comments please keep in mind the Resource Usage will be evaluated in the context of the goals and objectives of the program.**

RU-Q1 How efficiently does your Department use its resources?

Please provide information on the following:

- What is the ratio of graduate students to faculty members? The ratio to faculty members actually involved in graduate studies?
- How many graduate students not from your Department, enroll in classes in your Department?
- In what ways are graduate students involved in the faculty research?
- What is your Department's perspective on its efficiency in using Departmental resources?

RU-Q2 Does your Department deliver its program in a cost-effective manner?

Please provide information on the following:

- What other programs in the University are accessed by students in your program? Western Deans' Agreement? Others?
- How are resources allocated in your Department?
- What effort in your Department is allocated to research: percent of time, faculty effort, Department resources?
- What are the administrative costs for your graduate program?
- What space and facilities are required to deliver your graduate program?
- How effective are these programs?
- What are class sizes in your program?

What collaborative resources help complement your program: non-university affiliates, cognate Departments?

What is the nature of graduate service courses provided by your Department?

What service is provided by students in your Department: in your Department? College? University? Other?

RU-Q3 What are the major areas of research, scholarly or artistic work that provide learning opportunities for your graduate students?

What access do graduate students have to faculty and resources outside your Department? Adjunct and associate professors?

### *I. Uniqueness*

The criteria listed under “Unique” in the *Framework for the Evaluation of Academic Programs* are:

- Program is unique in content (e.g. specialization) and/or approach – nationally, regionally (Western Canada), provincially [in descending order of importance].

In order to assess the Uniqueness required for a high quality graduate program, the Graduate Program Review Committee has identified criteria summarized in the following questions. Where requested please provide the information required to address these questions. For each question you are asked to comment on the adequacy of the Uniqueness and the appropriateness of evidence available from appendices and other sources such as the College of Graduate Studies and Research report, internal evaluation survey(s) and Student Exit Surveys. **In making these comments please keep in mind the Uniqueness will be evaluated in the context of the goals and objectives of the program.**

U-Q1 In what ways is your graduate program unique in content (e.g. specialization) provincially? regionally? nationally?

In which other Canadian universities are there programs similar to those offered by your unit? How is your program similar to, or different than, these other programs?

#### **Note:**

While some graduate programs will exhibit uniqueness, this is considered an added positive feature of these programs. ‘Mainstream’ or ‘core’ graduate programs would not be assessed as deficient because of their inability to rate highly in this area.

### *J. Relevance to the Province*

The criteria listed under “Relevant to the province” in the *Framework for the Evaluation of Academic Programs* are:

- Program builds on and contributes to the cultural and economic strengths of Saskatchewan.
- Faculty and other personnel associated with the program provide services and expertise not otherwise available.

In order to assess the Relevance required for a high quality graduate program, the Graduate Program Review Committee has identified criteria summarized in the following questions. Where requested please provide the information required to address these questions. For each question you are asked to comment on the adequacy of the Relevance and the appropriateness of evidence available from appendices and other sources such as the College of Graduate Studies and Research report, internal evaluation survey(s) and Student Exit Surveys. **In making these comments please keep in mind the Relevance will be evaluated in the context of the goals and objectives of the program.**

R-Q1 In what ways does your graduate program contribute to the cultural, economic and/or professional strengths of Saskatchewan?

Is this graduate program relevant to the needs of the aboriginal communities of Saskatchewan? If so, has the program attracted aboriginal students in the past? Describe any previous efforts or future plans to involve aboriginal students.

To what extent do students meet the requirements for their programs outside the University (e.g., in industry, public service)?

Are there opportunities for students in your program to be involved in internship programs?

R-Q2 To what extent do faculty and other personnel associated with your graduate program provide service and expertise to the province?

Describe those opportunities.

Are persons from outside the University of Saskatchewan (e.g., from industry, government) involved on graduate student advisory committees? How are these persons recruited?

Some graduate programs may contribute in particular ways to the cultural or economic strength of Saskatchewan. If applicable, describe ways in which this is true for your program.

**Note:**

While some graduate programs will exhibit relevance to the Province, this is considered an added positive feature of these programs. 'Mainstream' or 'core' graduate programs would not be assessed as deficient because of their inability to rate highly in this area.

*K. Summary/Evidence of Quality*

- Program's major achievements and strengths.
- Program's problems and weaknesses.
- Program's priorities.
- Program's objectives.
- Graduating student follow-up on career success.
- External (formal) evaluations of quality.
- Historical data on the experiences of the graduate students.
- Graduate student success in external competitions.
- Critical mass of students in research areas.
- Departmental funding.
- Department's plans for the future.

**Appendices: supporting data and other documents**

The Department's Self-Study document should conform to the following guidelines. It should be noted that the Graduate Program Review is not an iterative process. The information requested by the Graduate Program Review Committee and the level of detail required has been described in full in this and previous sections. Self-Study documents submitted by the Department under review will be evaluated as submitted. They will not be returned to the Department for revision.

Statistical data for portions of the Self-Study document can be obtained from the College of Graduate Studies and Research 'Graduate Program Report' and information available from the University Studies Group.

*A. Curriculum and examinations (past five years)*

- Courses offered, including most recent approved GSR form 400 course proposals.
- Courses taken by students.
- Double numbered courses.
- Special topic courses.
- Frequency of offering.
- Course changes and updates.
- Structure of graduate student examinations.
- Qualifying examination.
- Comprehensive examination.

- M.Sc. oral examination.
- Ph.D. oral examination.
- Guidelines for student preparation for the examinations.
- Historical data on the success of students in the examinations.
- Procedures for assignment of supervisors and formulation of advisory committee.

*B. Faculty and other personnel*

- Regular faculty (Include CV's under G. Supporting Documents)
- Visiting, sessional, adjunct, clinical and associate faculty.
- Consultants and Post-Doctoral Fellows.
- Professional teaching, research and administrative support personnel.
- Research and teaching associates.
- Graduate students.
- Support staff.

Faculty Profile in Graduate Program (past five years)

- Statistical data on graduate student supervision.
- Scholarly efforts.
- Research projects.
- Graduate teaching assignments.
- Course loading.

*C. Graduate Students (past five years)*

- Admission procedures.
- Entrance grade point averages.
- Student demographics.
- Time to completion.
- Degrees awarded.
- Attrition rate.
- Current graduate student policies and procedures.
- Graduate student funding.

*D. Resources (Facilities, Materials and Equipment)*

- Graduate teaching facilities.
- Graduate research facilities.
- Operating budget.
- Research and graduate student funding.
- Computer and other technical support.
- Library resources.
- Instructional media.

*E. Procedures for Evaluation and Assessment*

- Of instruction.
- Of program.

*F. Administrative structure and organization of Department/College*

*G. Supporting Documents*

- Report from the Library.
- Faculty CV's.
- Graduate Program Report from the College of Graduate Studies and Research.
- Accreditation Summary (where applicable).
- Other relevant material (e.g., surveys, reports, brochures, pamphlets, etc.).

