

Academic Program Review utilizes the following six quality assessment standards as guidance for the review. The standards are derived from the detailed degree level standards for undergraduate and graduate programs, [articulated by the Council of Ministers of Education, Canada](#). External reviewers will be provided with a set of questions intended to guide their assessment. Academic units will have an opportunity to contribute additional guiding questions.

## 1. PROGRAM ADMINISTRATION

A quality program incorporates effective systems and procedures in the areas of recruitment and admissions, program management, and in the allocation of awards and scholarships to students.

Program leadership anticipates the ongoing evolution of their discipline, which is reflected in evolving program delivery and program planning activities. There is an anticipation and analysis of how future trends in may impact the recruitment and selection of students, the content and quality of program delivery, the understanding of how students learn in the discipline and the student experience. Administrative structures (committees, etc.) facilitate ongoing quality enhancement of teaching and learning and frequent review of program and course learning outcomes.

The strategic vision of the program is aligned with the broader integrated planning environment at the university.

		RESOURCES
1.1	Are the operating procedures and administrative support structures of the unit managing the program consistent with norms in the discipline?	<ul style="list-style-type: none"> <li>• Self-study document</li> </ul>
1.2	Does the program have a strong value proposition that effectively differentiates it from competing programs?	
1.3	Is there evidence that the unit managing the program is dealing with program and students issues effectively and efficiently?	<ul style="list-style-type: none"> <li>• Self-study document</li> <li>• Student and alumni surveys</li> </ul>
1.4	Does the program’s leadership engage effectively in strategic planning to ensure alignment with the University’s strategic priorities?	<ul style="list-style-type: none"> <li>• University Plan</li> <li>• Department/College/School Plan</li> </ul>
1.5	Have the recommendations from previous program reviews been implemented effectively?	<ul style="list-style-type: none"> <li>• Self-study document</li> <li>• Previous review reports</li> </ul>

## 2. PROGRAM STRUCTURE

A quality program has clearly stated program and course learning outcomes that are appropriate to the level of degree offered, the academic context of the discipline, and/or the expectations of the profession. Program and course learning outcomes, and their connection to the USask Learning Charter and College of Graduate and Postdoctoral Studies policies, should be clearly articulated. Course learning outcomes should also be clearly articulated and connected to program learning outcomes. The sequence and timing of courses and their respective course learning outcomes should provide repeated opportunity for students to build capacity in achieving program learning outcomes.

The program curriculum achieves course and program learning outcomes at the level of degree offered. It is current and addresses all aspects of the discipline including opportunities for specialization to cultivate further conceptual depth or breadth. Student learning success is assessed through written, oral, and observational evidence of knowledge and skills in all aspects of the discipline. Indigenous knowledges and experiences, grounded in Indigenous worldviews, are incorporated into the program. Interdisciplinary collaborations provide opportunities for the acquisition, synthesis, application and integration of knowledge, cultivating the intellectual development of students. Quality assessment practices, both formative and summative, support student learning success with regards to the process of enhancing teaching and learning and determining the success of students in achieving course and program learning outcomes.

		RESOURCES
2.1	Do the program/course learning outcomes and the program curriculum meet the expectations of the discipline in terms of breadth, depth, and currency of content and theory? Does the program offer opportunities for meaningful specialization within the discipline?	<ul style="list-style-type: none"> <li>• Online program description</li> <li>• Course syllabi</li> <li>• Self-study document</li> </ul>
2.2	To what extent does the curriculum demonstrate innovation and creativity in program design?	
2.3	Are program and course learning outcomes clearly articulated?	
2.4	Are program and course learning outcomes evaluated using a diversity of assessors and artifacts (e.g. written, oral, and observational artifacts used in self, peer, and instructor assessment)?	
2.5	Does the program engage in a breadth and depth of interdisciplinary collaboration that stimulates the intellectual development of students and program faculty?	
2.6	Do students have access to relevant experiential learning opportunities, which may include research, field-based instruction, community-engaged learning, study abroad, clinical placement, practicum, internship and coop placements?	<ul style="list-style-type: none"> <li>• Course syllabi</li> <li>• Self-study document</li> <li>• Student survey and consultations</li> </ul>
2.7	Is the curriculum delivered efficiently and effectively? Are courses sequenced and offered such that students are able to complete their programs in a timely manner?	
2.8	Are the degree requirements appropriate in the academic context of the discipline and/or the expectations of the profession?	<ul style="list-style-type: none"> <li>• Self-study document</li> <li>• Alumni survey</li> </ul>
2.9	Are degree offerings and curriculum design aligned with USask strategic priorities and the University Plan?	<ul style="list-style-type: none"> <li>• Self-study document</li> <li>• University Plan</li> </ul>
2.10	Do administrative structures (committees, etc.) facilitate ongoing quality enhancement of teaching and learning and frequent review of program and course learning outcomes?	<ul style="list-style-type: none"> <li>• Self-study document</li> </ul>

### 3. PROGRAM ENROLMENT AND STUDENT FUNDING

A quality program has the profile and reputation to attract and retain a viable number of high caliber students, who will have local, national and/or international backgrounds. The students entering the program have the capacity and preparation necessary to meet the challenges of the program and to successfully complete their degree. Students are supported in applying for scholarships, awards and research grants.

		RESOURCES
<b>3.1</b>	Does the program attract a sufficient number of high quality applicants that exceed minimum admission requirements?	<ul style="list-style-type: none"> <li>• Self-study document</li> <li>• Student and alumni surveys</li> <li>• Student consultations</li> </ul>
<b>3.2</b>	Does this program have a national or international reputation as a high quality program that attracts students from outside Saskatchewan or from outside of Canada?	
<b>3.3</b>	Is the level of student funding available through internal scholarships, awards and teaching fellowships and other sources within the norm of what is available to comparable programs at other institutions?	
<b>3.4</b>	Are students successful in obtaining external funding (scholarships, awards, etc.) at a level that meets or exceeds the norms for the discipline?	
<b>3.5</b>	Does the program have the minimum enrolment needed to achieve effective and appropriate pedagogy? What is the theoretical maximum enrolment capacity?	<ul style="list-style-type: none"> <li>• Self-study document</li> </ul>
<b>3.6</b>	Is there evidence of strong future demand for degree offerings?	
<b>3.7</b>	Is the program equipped to manage the short and long-term enrolment demands in this discipline?	
<b>3.8</b>	Does the program's enrolment strategy support the University's goals for strategic enrolment growth?	

## 4. LEARNING ENVIRONMENT

Students have access to appropriate learning and information resources (such as library, databases, computers, classroom equipment, and laboratory facilities) and to an appropriate range of support services. Course instruction uses state of the art modalities and processes that enhance the student learning experience. Students have access to relevant experiential learning opportunities, which may include research, field-based instruction, community-engaged learning, study abroad, clinical placement, practicum, internship and coop placement. The learning environment supports the program’s stated learning outcomes.

A quality student experience at the graduate level is built on strong interactions with faculty. Students are regularly advised, informed and guided by meetings with their graduate supervisor. The learning environment provides a range of opportunities for students to participate in intellectually and professionally challenging activities.

		RESOURCES
4.1	Does the learning environment adequately support the course and program learning outcomes identified in the curriculum?	<ul style="list-style-type: none"> <li>• Course syllabi</li> <li>• Self-study document</li> <li>• Student and alumni surveys</li> <li>• Student consultations</li> </ul>
4.2	To what extent does course instruction demonstrate innovation and use of state of the art modalities?	
4.3	Do graduate students receive high quality mentorship and guidance for scholarly and creative activities from their supervisors and advisory committees?	
4.4	Is there an appropriate ratio of students to faculty?	<ul style="list-style-type: none"> <li>• Self-study document</li> </ul>
4.5	Does the learning environment effectively support accessibility, health, and wellness?	<ul style="list-style-type: none"> <li>• Self-study document</li> <li>• Student survey</li> </ul>
4.6	Does the program effectively engage with centralized student support services (e.g. Career Services, Student Wellness, etc.) where necessary?	<ul style="list-style-type: none"> <li>• Self-study document</li> </ul>
4.7	Do students and faculty have access to appropriate learning and information resources such as library resources, computers, classroom equipment and laboratory facilities?	<ul style="list-style-type: none"> <li>• Self-study document</li> <li>• Student survey</li> <li>• Library report</li> </ul>
4.8	Does the program effectively use information resources (support staff, website, handbook, etc.) to communicate with students about events, scholarship deadlines and other important topics?	<ul style="list-style-type: none"> <li>• Student survey</li> <li>• Student handbook</li> <li>• Department or program website</li> </ul>

## 5. FACULTY PROFILE

A quality program has a distinguished faculty with a national and international reputation for scholarly work. Faculty members are credited with a suitable number and quality of discipline-specific publications, awards, research grants and conference invitations, all indicative of the breadth and level of their engagement in scholarly work. Faculty members have the knowledge and skills required to teach in their discipline. All instructors exemplify learning, teach effectively, assess fairly, and solicit feedback.

Professional programs have appropriately qualified faculty involved heavily in teaching and learning activities. Graduate programs are supported by highly engaged faculty with a commitment to supervision and mentorship.

		RESOURCES
5.1	Is the quantity and quality of faculty scholarship and creative productivity within the norms for a program of this size and scope?	<ul style="list-style-type: none"> <li>• Self-study document</li> <li>• Faculty CVs</li> </ul>
5.2	Does program faculty have the knowledge, skills, and professional qualifications necessary to support students in achieving the course and program learning outcomes identified in the curriculum?	
5.3	Is the majority of teaching and supervising of graduate students being done by faculty with active and productive research programs?	
5.4	Are faculty members sufficiently involved in undergraduate teaching?	
5.5	Is there integration between scholarship and teaching? Do faculty members bring their scholarship to their teaching and mentorship?	
5.6	Is the proportion of faculty members holding research funding comparable to faculty complements in comparable programs?	
5.7	Is the faculty sufficiently engaged in research, scholarship or artistic work such that the environment created enables high quality theses and dissertations?	<ul style="list-style-type: none"> <li>• Electronic theses and dissertations</li> </ul>
5.8	Are faculty encouraged and supported in pursuing professional development related to teaching and learning effectiveness?	<ul style="list-style-type: none"> <li>• Self-study document</li> </ul>

## 6. STUDENT PROGRESSION AND SUCCESS

Undergraduate students acquire a basic knowledge and critical understanding of the range of fields within a discipline. They demonstrate the ability to gather, review, evaluate, interpret and critically analyze information relevant to the discipline and to compare the merits of alternative hypotheses. Undergraduate students have the capacity to engage in independent or supervised research, and are able to apply learning from one or more areas outside the discipline.

Graduate students acquire a systematic knowledge of the discipline and are being suitably prepared for professional practice and for research and inquiry. Masters students engage in independent research or practice in a supervised context and demonstrate critical thinking and analytical skills. Doctoral students show a high degree of intellectual autonomy, an ability to conceptualize, design and complete projects, and generate knowledge through original research or creative activity. Graduate students participate in seminars and conferences; they present their research findings through posters and published papers; and have opportunities to develop professional skills through experiences as teaching assistants and research assistants. Graduate students are credited with a suitable number and quality of achievement awards and conference invitations.

A quality program demonstrates that its students, at each phase of the program, are progressing towards achieving program and course learning outcomes. Graduates successfully achieve the defined program learning outcomes, complete their degree requirements in a timely manner, and can access a variety of career paths post-graduation. Students perceive their program to be supporting their learning and achievement of program learning outcomes.

		RESOURCES
6.1	Are completion rates and times reasonable in light of national or international standards?	<ul style="list-style-type: none"> <li>• Self-study document</li> </ul>
6.2	Is the number of students withdrawing from the program reasonable in light of national or international standards?	
6.3	Does the quantity and quality of student knowledge translation activity (peer-reviewed publications, conference presentations, etc.) meet or exceed expectations for the discipline?	<ul style="list-style-type: none"> <li>• Self-study document</li> <li>• Electronic theses and dissertations</li> </ul>
6.4	Are graduates from the program successful in gaining entry into advanced study (graduate or postdoctoral), academia, or professional practice?	<ul style="list-style-type: none"> <li>• Student and alumni surveys</li> </ul>
6.5	Are the employment prospects for graduates of the program similar or better than for graduates of comparable programs?	<ul style="list-style-type: none"> <li>• Alumni survey</li> </ul>
6.6	Are students and alumni satisfied with their student experience and with their progress toward (or achievement of) program learning outcomes?	<ul style="list-style-type: none"> <li>• Student and alumni surveys</li> <li>• Student consultations</li> </ul>