York University

Self-Study Review Template

Undergraduate Programs

# Overview

Academic programs exist in a dynamic environment and benefit from periodic review of their content, learning outcomes, learning experiences, resources, and operations with a view towards the evaluation of program changes made since the previous review as well as internal or external factors that may have or can be anticipated to have an impact on the program’s overall quality.

The protocol for Cyclical Program Reviews provides support for conducting an effective review by defining the scope and criteria of evaluation and identifying timelines, resources, and processes to guide reviews. The protocol ensures multiple perspectives, both internal to and external to York, that contribute to robust outcomes and identification of opportunities for ongoing program enhancement and improvement.

The Cyclical Program Review is a forward-looking process that relies on many participants – faculty, students, and staff – for its success and application.

**In this Self-Study review, you will be asked to identify, describe, and provide an analysis of elements that address the evaluation criteria specified in York’s Institutional Quality Assurance Procedures (YUQAP).**

This template will guide you through your program’s reflections and will culminate in a section identifying opportunities for quality enhancement and renewal in your program. This template includes all the sections for review as well as space for appendices.

Upon submission, please include an additional PDF with up-to-date CVs for all faculty members appointed to the program.[[1]](#footnote-1) Ensure the CVs in this PDF are organized alphabetically and include a table of contents. Where appropriate, the file may have separate sections for full-time (including CLAs), adjunct, and retired faculty members. Normally, the most recent CVs submitted to the Dean’s Office will be acceptable. Related undergraduate and graduate programs in a coordinated review will include lists of faculty appointed to the respective program in their Self Study Review; however, only one CV is required from faculty members who are appointed to both the undergraduate and graduate programs. (See the Graduate Self-Study template for details on graduate appointments.)

Related undergraduate and graduate programs should each prepare program-specific Self-Study Reviews. However, the relevant Chair(s)/Director(s), Undergraduate Program Director(s) and Graduate Program Director(s) should collaborate on the preparation of a single Omnibus Program statement, including an overview statement outlining the relationship between the undergraduate and graduate programs with respect to how priorities are established and how resources are allocated.

The Self-Study should also be accompanied by the Dean’s/Principal’s Statement for Reviewers, which is prepared in consultation with the program after review of the Self-Study draft.

**The Self-Study – including appendices, PDF with faculty CVs, single Omnibus Program Statement (if applicable), and Dean’s/Principal’s Statement for Reviewers – should be submitted to the Office of the Vice Provost Academic by August 15th prior to the expected site visit.**

[Name of program]

Review Period: [E.G., 2012-2021]

**Submitted**: [Date]

Table of Contents

[Overview 1](#_Toc116395990)

[1. Introduction 6](#_Toc116395991)

[Context 6](#_Toc116395992)

[Self-Study Participation 6](#_Toc116395993)

[Previous Review 6](#_Toc116395994)

[Relevant appendixes 7](#_Toc116395995)

[2. Program Overview 8](#_Toc116395996)

[Program 8](#_Toc116395997)

[Program within the Faculty and University 8](#_Toc116395998)

[OPPORTUNITIES 9](#_Toc116395999)

[3. Program Curriculum, Program Structure, and Learning Outcomes 10](#_Toc116396000)

[Curricular Overview 10](#_Toc116396001)

[Program Learning Outcomes 11](#_Toc116396002)

[Teaching and Learning 11](#_Toc116396003)

[OPPORTUNITIES 12](#_Toc116396004)

[Relevant appendixes 12](#_Toc116396005)

[4. Admissions 14](#_Toc116396006)

[Admission Requirements 14](#_Toc116396007)

[Admission Trends 14](#_Toc116396008)

[OPPORTUNITIES 15](#_Toc116396009)

[Relevant appendixes 15](#_Toc116396010)

[5. Students: Enrolment, Retention, Graduation 16](#_Toc116396011)

[Overview 16](#_Toc116396012)

[Enrolment 16](#_Toc116396013)

[Retention 16](#_Toc116396014)

[Graduation 17](#_Toc116396015)

[Student Satisfaction and Engagement 17](#_Toc116396016)

[Post-Graduation Outcomes 18](#_Toc116396017)

[OPPORTUNITIES 18](#_Toc116396018)

[Relevant appendixes 18](#_Toc116396019)

[6. Resources 19](#_Toc116396020)

[Faculty 19](#_Toc116396021)

[Equipment 19](#_Toc116396022)

[Space 19](#_Toc116396023)

[OPPORTUNITIES 20](#_Toc116396024)

[Relevant appendixes 20](#_Toc116396025)

[7. Services, Supports, Collaborators 21](#_Toc116396026)

[Services and Supports 21](#_Toc116396027)

[Library 21](#_Toc116396028)

[OPPORTUNITIES 22](#_Toc116396029)

[Relevant appendixes 22](#_Toc116396030)

[8. Quality Enhancement and Program Renewal 23](#_Toc116396031)

[APPENDICES 24](#_Toc116396032)

[Appendix A: Academic Program Report (1.5) 25](#_Toc116396033)

[Appendix B: Academic Calendar Copy (3.1) 26](#_Toc116396034)

[Appendix C: Courses in Program (3.3) 27](#_Toc116396035)

[Appendix D: Map of PLOs to Ontario’s Degree Level Expectations (3.6) 28](#_Toc116396036)

[Appendix E: Map of PLOs and Program Curriculum (3.7) 29](#_Toc116396037)

[Appendix F: Map of PLOs, Program Curriculum, and Assessments (3.8) 30](#_Toc116396038)

[Appendix G: Course Enrolment Data (3.16) 31](#_Toc116396039)

[Appendix H: Application Trends For 101 Applicants (4.5) 32](#_Toc116396040)

[Appendix I: Application Trends For 105 Applicants (4.6) 33](#_Toc116396041)

[Appendix J: Student Profile Data (5.1) 34](#_Toc116396042)

[Appendix K: Student Self-Assessment Data (5.1) 35](#_Toc116396043)

[Appendix L: Student Survey Results (5.9) 36](#_Toc116396044)

[Appendix M: National Survey on Student Engagement (NSSE) Results (5.9) 37](#_Toc116396045)

[Appendix N: List of Faculty (6.1) 38](#_Toc116396046)

[Appendix O: Tabulation of Instructor Rank and Teaching Levels (6.2) 39](#_Toc116396047)

[Appendix P: Dean of Libraries’ Letter (Library) 40](#_Toc116396048)

Also include **Faculty CVs** in a separate, alphabetically organized PDF with a table of contents; **Omnibus Program Statement** (if applicable), and **Dean(s)’/Principal’s agenda of concerns**.

# 1. Introduction

In this section, you will introduce the program(s) under review, describe the process for developing this Self-Study review, and identify how your program has developed since the previous review.

*You will need the program’s previous program review to complete this section.*

## Context

* 1. Briefly introduce the program(s) and relevant certificate(s) that will be described in the Self Study. Indicate the division, department, or academic unit where this program sits.
	2. How long have the program(s)/certificate(s) been in existence?
	3. Provide the URL of the program’s website:

## Self-Study Participation

* 1. Describe the method used to prepare the program’s Self-Study. Include a description of how faculty, staff, and student input in the process was achieved, as well as any further consultations, if applicable.
	2. Include the Academic Program Report provided by OIPA as [Appendix A](#_Appendix_A:_Academic_1).

## Previous Review

*Unless this is the inaugural review of the program, you will need the previous program review, including the Final Assessment report (FAR) and the 18-month Follow-Up Report (FUR), to complete this section.*

* 1. If applicable, provide the year the previous review was launched and the date the FAR was approved.
	2. The Implementation Plan from the previous review provided recommendations that were approved for implementation. Identify each of these recommendations and comment on actions and initiatives undertaken in response. Describe the impact these recommendations had, or are expected to have, on the program.

### Relevant appendixes

* [Appendix A](#_Appendix_A:_Academic_1): Academic Program Report (1.5)

# 2. Program Overview

In this section, you will describe the program and link its objectives to Faculty and university-wide plans and priorities.

*You will need the* [*2020-2025 University Academic Plan*](https://www.yorku.ca/uap2020-25/)*,* [*the 2018-2023 Strategic Research Plan*](https://www.yorku.ca/research/strategic-research-plan-2018-2023/)*, and other institutional documents to complete this section. Links to these documents can be found below.*

## Program

* 1. Describe the program(s) and its objectives.
	2. Are there current plans to make changes to the program? What are those plans?
	3. Do you have pathways or partnerships with other post-secondary institutions for either incoming or outgoing students? If so, what are they?
	4. Describe the governance structure of the unit and/or programs. Include how both faculty (full and part-time) and students are able to participate in the ongoing work of program delivery and development.

## Program within the Faculty and University

*You will need the* [*2020-2025 University Academic Plan*](https://www.yorku.ca/uap2020-25/)*, the* [*2018-2023 Strategic Research Plan*](https://www.yorku.ca/research/strategic-research-plan-2018-2023/)*, and other framework documents to complete this section.*

* 1. Describe the specific features and initiatives in your program that are related to the six priorities set out in the [2020-2025 University Academic Plan](https://www.yorku.ca/uap2020-25/).

These six priorities describe the enduring commitment to critical inquiry and the pursuit of knowledge that comes from many perspectives and ways of knowing, and can be [found here](https://vpap.info.yorku.ca/files/2020/06/Building-a-Better-Future-YorkU-UAP-2020-2025.pdf), as well as below:

1. 21st Century Learning: Diversifying whom, what, and how we teach
2. Knowledge for the Future: From creation to application
3. From Access to Success: Next generation student supports
4. Advancing Global Engagement
5. Working in Partnership
6. Living Well Together
	1. Describe how the general objectives of the program align with mission of the Faculty and other academic plans, including but not limited to: [A Framework and Action Plan on Black Inclusion](https://www.yorku.ca/abr/) and the [Indigenous Framework for York University](https://indigenous.yorku.ca/framework/). (Note that if you did not address the [UN Sustainable Development Goals (SDGs)](https://www.yorku.ca/uap2020-25/answering-the-call/) above, they can be addressed here.)
	2. Describe the specific features and initiatives in your program that are related to the opportunities set out in the [2018-2023 Strategic Research Plan](https://www.yorku.ca/research/strategic-research-plan-2018-2023/).

## OPPORTUNITIES

Reflecting on this section, what are opportunities for development, enhancement, and improvement that could be integrated into your program?

[Section 8 on Quality Enhancement and Program Renewal](#_8._Quality_Enhancement) will invite you to consolidate these ideas.

# 3. Program Curriculum, Program Structure, and Learning Outcomes

In this section, you will provide an overview of your program’s curriculum, describe and map your Program Learning Outcomes (PLOs), and identify teaching and learning strategies used in your program.

*You will need current* [*Academic Calendar*](https://calendars.students.yorku.ca/) *copy, a list of your courses, clear PLOs, [[2]](#footnote-2) and access to Ontario’s* [*Degree Level Expectations*](https://oucqa.ca/framework/appendix-1/) *to complete this section.*

## Curricular Overview

*You will need the* [*Academic Calendar*](https://calendars.students.yorku.ca/) *copy and a list of your courses to complete this section.*

* 1. Briefly describe your program’s curricular structure.

Provide the [Academic Calendar](https://calendars.students.yorku.ca/) copy for your program as [Appendix B](#_Appendix_B:_Academic).[[3]](#footnote-3)

* 1. Describe how your program reflects the current state of the discipline or area of study.
	2. Provide a descriptive overview of the courses in your program.

*Provide a table listing program courses with short course descriptions as* [*Appendix C*](#_Appendix_B:_Courses)*. Indicate in this table whether courses are required/core or optional/elective. A template has been provided.*

* 1. Does your program involve any significant innovative or creative approaches to content and/or delivery, especially relative to other such programs in Ontario or Canada? If so, what are they?

## Program Learning Outcomes

*You will need clear Program Learning Outcomes (PLOs)1 and access to Ontario’s* [*Degree Level Expectations*](https://oucqa.ca/framework/appendix-1/) *to complete this section.*

* 1. List your Program Learning Outcomes.
	2. Describe and/or map how your Program Learning Outcomes map onto Ontario’s [Degree Level Expectations](https://oucqa.ca/framework/appendix-1/).

*Provide this information as a chart in* [*Appendix D*](#_Appendix_D:_Map)*. A template has been provided.*

* 1. Describe and map how your Program Learning Outcomes are achieved through the curriculum and structure of your program.

*Provide this information as a chart in* [*Appendix E*](#_Appendix_E:_Map)*. A template has been provided.*

* 1. Describe and map how student achievement is assessed and documented in relation to the Program Learning Outcomes. Describe how the methods and criteria for assessing student achievement are appropriate and effective relative to the Program Learning Outcomes.

*Provide this information as a chart in* [*Appendix F*](#_Appendix_X:_Map_1)*. A template has been provided.*

* 1. Describe how the program documents that, upon graduation, students will have achieved all Degree Level Expectations as specified by the Program Learning Outcomes.
	2. Describe how Program Learning Outcomes are communicated to students.

## Teaching and Learning

* 1. Describe the pedagogical approaches and assessment practices in your program and what is done to continuously improve them.
	2. Describe the modes of delivery for program courses.
	3. Identify and describe how the modes of delivery in your courses support students’ achievement of the Program Learning Outcomes.
	4. Describe the [experiential education](https://www.yorku.ca/avptl/strategic-priorities-teaching-innovation/experiential-education-ee/) components of your program.
	5. If applicable, describe how students participating in program-level [experiential education](https://www.yorku.ca/avptl/strategic-priorities-teaching-innovation/experiential-education-ee/) activities outside the classroom are supervised and assessed.
	6. Describe and analyze trends related to course enrolment.

*Use course enrolment data found in your Data Kit to answer this question. Provide this information as a chart in* [*Appendix G*](#_Appendix_F:_Program)*.*

* 1. Describe plans for addressing courses that have significant drop and/or failure rates.
	2. Describe how the pedagogical approaches and assessment practices in your program enhance students’ capacity for academic integrity.

## OPPORTUNITIES

Reflecting on this section, what are opportunities for development, enhancement, and improvement that could be integrated into your program?

[Section 8 on Quality Enhancement and Program Renewal](#_8._Quality_Enhancement) will invite you to consolidate these ideas.

### Relevant appendixes

* [Appendix B](#_Appendix_B:_Academic): Academic [Calendar Copy](https://calendars.students.yorku.ca/) (3.1)
* [Appendix C](#_Appendix_B:_Courses): Courses in Program (3.3)
* [Appendix D](#_Appendix_D:_Map): Map of PLOs to Ontario’s Degree Level Expectations (3.6)
* [Appendix E](#_Appendix_E:_Map): Map of PLOs and Program Curriculum (3.7)
* [Appendix F](#_Appendix_X:_Map_1): Map of PLOs and Assessments (3.8)
* [Appendix G](#_Appendix_F:_Program): Course Enrolement Data (3.16)

# 4. Admissions

In this section, you will identify admission requirements and describe and reflect on current admission trends and opportunities for your program.

*You will need to use data found in the Data Kit provided by the Office of Institutional Planning and Analysis (OIPA) to complete this section.*

## Admission Requirements

* 1. Describe your admission requirements.
	2. Identify why and how these admission requirements are appropriate for students’ entry into this program and to the students’ achievement of Program Learning Outcomes.
	3. Describe any alternative admission processes your program uses to admit students into the program. For example, does your program recognize prior work/learning experiences? How does the program accommodate transfer students?

## Admission Trends

*You will need the Academic Program Report, which is part of the Data Kit provided by OIPA, to complete this section. Relevant sections of data should be included as Appendices.*

* 1. Describe admission trends for your program

*Use Section A (Admissions) in the Academic Program Report to answer this question; specifically reference data related to applications, registrations, and applicant GPA.*

* 1. Describe admission trends related to the [101 applicants](https://www.ouac.on.ca/101-vs-105/) (Ontario high school students).

*Use Section A (Admissions) in the Academic Program Report to answer this question.*

*Include this data as an Appendix (*[*Appendix H*](#_Appendix_H:_Application_1)*).*

* 1. Describe admission trends related to the [105 applicants](https://www.ouac.on.ca/101-vs-105/).

*Use Section A (Admissions) in the Academic Program Report to answer this question.*

*Include this data as an Appendix (*[*Appendix I)*](#_Appendix_I:_Application)*.*

* 1. Describe admission trends related to any other important populations relevant to your program.
	2. Describe the implications of all these admissions trends on your program.
	3. Identify and describe any challenges related to the admissions cycle or admission initiatives for your program.

## OPPORTUNITIES

Reflecting on this section, what are opportunities for development, enhancement, and improvement that could be integrated into your program?

[Section 8 on Quality Enhancement and Program Renewal](#_8._Quality_Enhancement) will invite you to consolidate these ideas.

### Relevant appendixes

* [Appendix H](#_Appendix_H:_Application_1): Application Trends For 101 Applicants (4.5)
* [Appendix I](#_Appendix_H:_Application): Application Trends For 105 Applicants (4.6)

# 5. Students: Enrolment, Retention, Graduation

In this section, you will provide information about your students’ enrolment, retention, and graduation trends, student satisfaction, and participation in your program. Comment on trends and opportunities for enhancing these experiences and use students’ data as well as students’ reflections of the program to provide this analysis.

*You will need to use data found in the Data Kit provided by OIPA and Student Survey results emailed to you by ISR to complete this section.*

## Overview

*You will need to use data found in the Data Kit to complete this section; specifically, the Student Profile and Student Self-Assessment. Relevant sections of data should be included as Appendices.*

* 1. Describe the profile of students in your program.

*Use the Student Profile and Student Self-Assessment data to answer this question.*

*Include the Student Profile (*[*Appendix J*](#_Appendix_I:_Student)*) and the Student Self-Assessment (*[*Appendix K*](#_Appendix_J:_Student)*) as Appendices.*

* 1. Comment on how your program takes into consideration the characteristics of these students.
	2. Are there any specific challenges or opportunities in your program related to enrolment, retention, and/or graduation?

## Enrolment

*You will need the Academic Program Report provided in the Data Kit to complete this section.*

* 1. Describe and analyze trends related to program enrolment.

*Use Section B (Enrolment) and Section C (Enrolment FFTEs) in the Academic Program Report to answer this question.*

## Retention

*You will need the Academic Program Report and the Data Kit to complete this section.*

* 1. Describe and analyze trends related to retention and time-to-completion.

*Use Section E (Retention) in the Academic Program Report to answer this question.*

* 1. Are there specific efforts your program has made to support student retention?
	2. Describe and comment on trends related to final-year academic achievement and student academic awards.

## Graduation

*You will need the Academic Program Report and the Ontario University Graduate Survey (OUGS) report (if provided) to complete this section.*

* 1. Describe and analyze trends related to graduation.

*Use Section F (Degrees Awarded) and Section G (Graduation Rates) in the Academic Program Report, as well as the OUGS report (if provided) to answer this question.*

## Student Satisfaction and Engagement

*You will need the Student Survey results provided by ISR and the National Survey on Student Engagement (NSSE) results found in the Data Kit to complete this section.*

* 1. Describe and analyze the level of student satisfaction and engagement with your program.

*Use the Student Survey and NSSE data to answer this question. Include these data as Appendices: Student Survey (*[*Appendix L*](#_Appendix_K:_Student)*) and NSSE (*[*Appendix M*](#_Appendix_L:_National)*).*

*If applicable, please include information from other data sources to answer this question.*

* 1. If applicable, describe the process for collecting and analyzing data related to student engagement if your program used something other than the Student Survey and NSSE results to obtain information.

## Post-Graduation Outcomes

* 1. Describe and analyze employment trends of graduates in your program.

*Use the Ontario University Graduate Survey (OUGS) results found in the Data Kit to complete this section.*

## OPPORTUNITIES

Reflecting on this section, what are opportunities for development, enhancement, and improvement that could be integrated into your program?

[Section 8 on Quality Enhancement and Program Renewal](#_8._Quality_Enhancement) will invite you to consolidate these ideas.

### Relevant appendixes

* [Appendix J](#_Appendix_I:_Student): Student Profile Data (5.1)
* [Appendix K](#_Appendix_J:_Student): Student Self-Assessment Data (5.1)
* [Appendix L](#_Appendix_K:_Student): Student Survey Results (5.9)
* [Appendix M](#_Appendix_L:_National): National Survey on Student Engagement (NSSE) Results (5.9)

# 6. Resources

In this section, you will list and provide analysis related to resources in the program, including people (faculty/instructors), equipment, and space.

*You will need the Faculty list found in the OIPA Data Kit to complete this section.*

## Faculty

*You will need the Faculty list found in the Data Kit to complete this section.*

* 1. Describe the areas of strength and expertise of the faculty.

Focus on both current status and future plans. Attention should also be given to any notable changes in the strengths and weaknesses of the group as a whole, including real and/or anticipated significant changes in the previous five years and/or next five years due to recent/expected hires, retirements, or other departures of full-time faculty.

*Use the Faculty list provided by OIPA to answer this question.*

*Add the Faculty list as an Appendix (*[*Appendix N*](#_Appendix_M:_List)*) and add information on faculty members’ specialization in an additional column. Template provided.*

* 1. Describe and comment on trends and any challenges related to instructors and year-level teaching across the program.

*Use the Faculty list as a basis to answer this question. As an Appendix (*[*Appendix O*](#_Appendix_N:_Tabulation)*), list and provide details about faculty rank and* *year level teaching over the last four years.*

## Equipment

* 1. Describe major equipment available for use by faculty and students.
	2. Describe any recent major equipment acquisitions for the program and/or whether there are commitments/plans for any new acquisitions over the next five years.

## Space

* 1. Describe the office, laboratory, and general research space available for faculty and students.
	2. Describe the availability of common rooms for faculty and students.
	3. Describe the administrative space used by your program.
	4. Identify any recently developed space(s) for the program and/or whether there are commitments/plans for new spaces over the next five years.

## OPPORTUNITIES

Reflecting on this section, what are opportunities for development, enhancement, and improvement that could be integrated into your program?

[Section 8 on Quality Enhancement and Program Renewal](#_8._Quality_Enhancement) will invite you to consolidate these ideas.

### Relevant appendixes

* [Appendix N](#_Appendix_M:_List): List of Faculty (6.1)
* [Appendix O](#_Appendix_N:_Tabulation): Tabulation of Instructor Rank and Teaching Levels (6.2)

# 7. Services, Supports, Collaborators

In this section, identify and describe the relationship your program has with different services and supports across the campus. Particular attention should be paid to the Library, including how they participated in this review. The inclusion of a letter from the Dean of Libraries should be included as [Appendix P](#_Appendix_O:_Dean).

## Services and Supports

* 1. Identify and describe the relationship your program has with the academic services and supports used by your program. These may include academic advising, teaching and learning supports (i.e. Teaching Commons), technology/IT supports, disabilities/accessibility services, writing centres, and others.
	2. How do these academic services and supports contribute to the academic quality of the program?
	3. How does your program ensure that students are referred to relevant resources in a timely manner?

## Library

* 1. Focusing specifically on your program’s relationship with the Library, describe how your program works with the Library to support and improve student experience and success in the program. You may reference Library activities, services, and collections specific to your undergraduate and/or graduate programs.
	2. How has the Library been included into the preparation of this program review?

The Library will conduct a discipline/program assessment on their own, which includes an overview of relevant library services, information/digital literacies programs, and assessment of relevant collections.

The Dean of Libraries will provide a letter that includes this assessment, highlighting strengths and areas identified for enhancement. Include this letter as [Appendix P](#_Appendix_O:_Dean).

## OPPORTUNITIES

Reflecting on this section, what are opportunities for development, enhancement, and improvement that could be integrated into your program?

[Section 8 on Quality Enhancement and Program Renewal](#_8._Quality_Enhancement) will invite you to consolidate these ideas.

### Relevant appendixes

* [Appendix P](#_Appendix_O:_Dean): Dean of Libraries’ Letter

# 8. Quality Enhancement and Program Renewal

The CPR is a forward-looking process that relies on many participants – faculty, students, and staff – for its success and application.

In this review, you’ve identified, described, and provided an analysis of specific elements related to your program during this review cycle, as well as the opportunities for enhancement in the next.

After a discussion with participants involved in this review, **identify areas that you would collaboratively like to focus on for development, enhancement, and improvement in your program**. Also identify **key, actionable items you plan to engage in** to enhance the quality of the program and the associated learning and teaching environment.

Note that while you may repeat the opportunities you’ve identified in each section, in this section, those opportunities are to be consolidated and discussed in order of importance.

# APPENDICES

The following Appendices should be included in this Report:

If additional Appendices are included or alternative charts used, please update accordingly.

* [Appendix A](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_A:_Academic_1): Academic Program Report (1.5)
* [Appendix B](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_B:_Academic): Academic [Calendar Copy](https://calendars.students.yorku.ca/) (3.1)
* [Appendix C](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_B:_Courses): Courses in Program (3.3)
* [Appendix D](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_D:_Map): Map of PLOs to Ontario’s Degree Level Expectations (3.6)
* [Appendix E](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_E:_Map): Map of PLOs and Program Curriculum (3.7)
* [Appendix F](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_X:_Map_1): Map of PLOs and Assessments (3.8)
* [Appendix G](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_F:_Program): Course Enrolement Data (3.16)
* [Appendix H](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_H:_Application_1): Application Trends For 101 Applicants (4.5)
* [Appendix I](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_H:_Application): Application Trends For 105 Applicants (4.6)
* [Appendix J](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_I:_Student): Student Profile Data (5.1)
* [Appendix K](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_J:_Student): Student Self-Assessment Data (5.1)
* [Appendix L](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_K:_Student): Student Survey Results (5.9)
* [Appendix M](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_L:_National): National Survey on Student Engagement (NSSE) Results (5.9)
* [Appendix N](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_M:_List): List of Faculty (6.1)
* [Appendix O](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_N:_Tabulation): Tabulation of Instructor Rank and Teaching Levels (6.2)
* [Appendix P](file:///C%3A%5CUsers%5Csaman%5CDropbox%5CA%20-%20York%5C0%20-%20CPR%20docs%5CFinal%20versions%5CCPR%20Template%20-%20Undergraduate%20programs%20-%20Updated%20October%202022.docx#_Appendix_O:_Dean): Dean of Libraries’ Letter

## Appendix A: Academic Program Report (1.5)

*Copy and paste from the OIPA Data Kit.*

## Appendix B: Academic Calendar Copy (3.1)

*Copy and paste from the most recently published* [*Academic Calendar*](https://calendars.students.yorku.ca/)*.*

## Appendix C: Courses in Program (3.3)

*Copy and paste specified data from the OIPA Data Kit and further identify instructor type and whether the course is required or optional.*

*Table template is also provided in separate Excel file.*

|  |
| --- |
| **Courses in Program** |
| **Course Code**(Faculty/Unit/ Number/Credit) | **Course Title** | **Course Description** | **Instructor Type** (FT/PT/Retired) | **Required/ Core** | **Optional/ Elective** |
|   |   |   |   |   |   |
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## Appendix D: Map of PLOs to Ontario’s [Degree Level Expectations](https://oucqa.ca/framework/appendix-1/) (3.6)

*Table template is also provided in separate Excel file.*

|  |
| --- |
| **Map of PLOs to Ontario’s UG Degree Level Expectations** |
|   |  | **Depth and breadth of knowledge** | **Knowledge of methodologies** | **Application of knowledge** | **Communication skills** | **Awareness of limits of knowledge** | **Autonomy and professional capacity** |
| **LO1** |  |   |   |   |   |   |   |
| **LO2** |  |   |   |   |   |   |   |
| **LO3** |  |  |   |   |   |   |   |
| **LO4** |  |   |   |   |   |   |   |
| **LO5** |  |   |   |   |   |   |   |
| **LO6** |  |  |   |   |   |   |   |
| **LO7** |  |  |   |   |   |   |   |
| **LO8** |  |   |   |   |   |   |   |
| **LO9** |  |   |   |   |   |   |   |
| **LO10** |  |   |   |   |   |   |   |
| **LO11** |  |  |  |  |  |  |  |
| **LO12** |  |  |  |  |  |  |  |

## Appendix E: Map of PLOs and Program Curriculum (3.7)

*Table template is also provided in separate Excel file.*

|  |
| --- |
| **Map of PLOs and Program Curriculum** |
|  |  | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** | **LO7** | **LO8** | **LO9** | **LO10** | **LO11** | **LO12** |
| **Core/Required Courses** |  |   |   |   |   |   |   |   |   |   |   |  |  |
| **Course Code** | *Met?* |   |   |   |   |   |   |   |   |   |   |  |  |
| **Course Code** | *Met?* |   |   |   |   |   |   |   |   |   |   |  |  |
| **Course Code** | *Met?* |   |   |   |   |   |   |   |   |   |   |  |  |
| **Course Code** | *Met?* |   |   |   |   |   |   |   |   |   |   |  |  |
| **Course Code** | *Met?* |   |   |   |   |   |   |   |   |   |   |  |  |
| **Course Code** | *Met?* |   |  |   |  |   |  |   |  |   |  |  |  |
| **Course Code** | *Met?* |   |  |   |  |   |  |   |  |   |  |  |  |
| **Course Code** | *Met?* |   |  |   |  |   |  |   |  |   |  |  |  |
| **Course Code** | *Met?* |   |  |   |  |   |  |   |  |   |  |  |  |
| **Course Code** | *Met?* |   |  |   |  |   |  |   |  |   |  |  |  |
| **Electives/ Optional Courses** |  |   |   |   |   |   |   |   |   |   |   |  |  |
| **Course Code** | *Met?* |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Code** | *Met?* |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Code** | *Met?* |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Code** | *Met?* |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Code** | *Met?* |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Code** | *Met?* |  |  |  |  |  |  |  |  |  |  |  |  |
| **Course Code** | *Met?* |  |  |  |  |  |  |  |  |  |  |  |  |

## Appendix F: Map of PLOs, Program Curriculum, and Assessments (3.8)

*Table template is also provided in separate Excel file.*

|  |
| --- |
| **Map of PLOs, Program Curriculum, and Assessments** |
|  |  | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** | **LO7** | **LO8** | **LO9** | **LO10** | **LO11** | **LO12** |
| **Core/Required Courses** |  |   |   |   |   |   |   |   |   |   |   |   |   |
| **Course Code** | *1 for Introductory2 for Intermediate3 for Advanced* |   |   |   |   |   |   |   |   |   |   |   |   |
| **Assessment** |   |   |   |   |   |   |   |   |   |   |   |   |
| **Course Code** | *1 for Introductory2 for Intermediate3 for Advanced* |   |   |   |   |   |   |   |   |   |   |   |   |
| **Assessment** |   |   |   |   |   |   |   |   |   |   |   |   |
| **Course Code** | *1 for Introductory2 for Intermediate3 for Advanced* |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Electives/ Optional Courses** |  |   |   |   |   |   |   |   |   |   |   |   |   |
| **Course Code** | *1 for Introductory2 for Intermediate3 for Advanced* |   |   |   |   |   |   |   |   |   |   |   |   |
| **Assessment** |   |   |   |   |   |   |   |   |   |   |   |   |

## Appendix G: Course Enrolment Data (3.16)

*Copy and paste from the OIPA Data Kit.*

## Appendix H: Application Trends For [101 Applicants](https://www.ouac.on.ca/101-vs-105/) (4.5)

*Copy and paste specified data from the OIPA Data Kit.*

## Appendix I: Application Trends For [105 Applicants](https://www.ouac.on.ca/101-vs-105/) (4.6)

*Copy and paste specified data from the OIPA Data Kit.*

## Appendix J: Student Profile Data (5.1)

*Copy and paste from the OIPA Data Kit.*

## Appendix K: Student Self-Assessment Data (5.1)

*Copy and paste from the OIPA Data Kit.*

## Appendix L: Student Survey Results (5.9)

*Copy and paste from the results provided by ISR.*

## Appendix M: National Survey on Student Engagement (NSSE) Results (5.9)

*Copy and paste NSSE results, if provided.*

## Appendix N: List of Faculty (6.1)

*Copy and paste specified data from the OIPA Data Kit and further identify the areas of specialization.*

*Table template is also provided in separate Excel file.*

|  |
| --- |
| **List of Faculty**  |
| **Name** | **Rank** | **Home Unit** | **Areas of Specialization** |
| **Tenured/Tenure-Stream** |
|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
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| **Contractually Limited Appointment** |
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| **Contract Instructors** |
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## Appendix O: Tabulation of Instructor Rank and Teaching Levels (6.2)

*Copy and paste from the OIPA Data Kit.*

## Appendix P: Dean of Libraries’ Letter (Library)

*Attach letter provided by Dean of Libraries.*

1. For more information on faculty see section 5 in the [Guide to the Cyclical Program Review York University Quality Assurance Procedures](https://yuqap.info.yorku.ca/files/2022/09/Guide-to-the-Cyclical-Program-Review-Sept20_2022.pdf?x47864) (YUQAP) [↑](#footnote-ref-1)
2. Ideally, a program would have 8-12 [Program Learning Outcomes](https://www.yorku.ca/unit/vpacad/program-development-and-curriculum-innovation/learning-outcomes/) (PLOs) that clearly reflect how the program meets [Ontario’s Degree Level Expectations](https://oucqa.ca/framework/appendix-1/). Earlier approaches to PLOs resulted in much larger lists; therefore, the CPR provides a good opportunity to refine and develop a much more concise set of PLOs that reflects the uniqueness of your program. Support for visioning, defining, and mapping your PLOs can be found in the [Office of the Vice Provost Academic](https://www.yorku.ca/unit/vpacad/program-development-and-curriculum-innovation/). We invite you take advantage of this resource as you work through this section. [↑](#footnote-ref-2)
3. Please cut and paste this copy from the most recently published [Academic Calendar](https://calendars.students.yorku.ca/). There is a formal process for changing this copy if you see changes that need to be made. [↑](#footnote-ref-3)