

1. PROGRAM ADMINISTRATION

INFORMATION SUPPLIED BY ACADEMIC UNIT

Official USask Program URL: Provide the URL for the academic program(s) or department/unit website describing program offerings.

Administrative Staff: Provide the position titles and a brief job description for administrative staff that directly support academic programs and students.

Program Narrative and Value Proposition: Provide a brief history of the program(s). Describe the value proposition of your program offerings (i.e. what differentiates your programs from other programs that prospective students may choose).

Program SWOT Analysis: Provide an inventory of the internal strengths and weaknesses of your academic programs. Describe the most significant opportunities and external threats facing your programs.

Highlights of College/Unit Plan: List the most significant strategic objectives (from College and/or Departmental plan) impacting academic programs.

Alignment with USask Strategic Priorities: Provide commentary on how your program or department/unit's strategic plan is aligned with the strategic priorities in the current [University Plan 2025](#).

Previous Review Synopsis: Provide an update on progress made toward recommendations arising from the most recent review of the program(s). Programs may have been reviewed as part of a previous systematic review process, a special review of a College/School, or an accreditation.

Date of Program Faculty Consultation: Provide information as to when and how the unit's faculty were consulted regarding the final self-study document.

Commentary on Student Feedback Regarding Program Administration: Review student responses from Current Student and Alumni surveys.

2. PROGRAM STRUCTURE

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Program Offerings and Curriculum Outcomes

Degree Name: List of each of the undergraduate and graduate degrees delivered by the academic unit. Begin with bachelor's degree(s) and move on to the doctoral level degree, if applicable.

Date Established: The year in which the degree was first offered. If the date is unknown, offer your best estimate.

Program Description: Current University Catalogue description of program.

Admissions Requirements: List the admission requirements for each degree. For graduate programs, note any admission requirements that exceed the minimum requirements set by CGPS.

Degree Requirements: Requirements for completion of degree including course work, research, project/thesis requirements, internships or practica.

Areas of Specialization: Identify any area of distinctive strength or formal options for specialization (minors, certificates, etc.). For graduate degrees these may be associated with a concentration of faculty working in a particular field.

Courses Offered: Provide a list of all undergraduate and graduate courses offered by your academic unit. Include available course syllabi, possibly as appendix, if desired.

Curriculum Outcomes and Structure: Describe your program(s) curriculum outcomes and structure. Example artifacts include: program learning outcomes, course learning outcomes, and [Learning Charter](#) pursuits addressed in the program.

Required Student Achievements: In addition to course credits, describe any other components or levels of achievement students are required to demonstrate in order to successfully complete their program. Examples include work safety training, co-curricular strategy and experiences, certifications, immunizations, required levels of achievement in particular program/course learning outcomes, interprofessional education, or experiential learning placements.

Enhancement of Curriculum Outcomes and Structure: Describe the processes used to support the enhancement of curriculum outcomes and structure including any recent enhancements that have been made. Note that the Gwenna Moss Centre for Teaching and Learning can provide support and tools (including the renewed [Curriculum Alignment Tool](#)) to support curriculum mapping. Example artifacts include:

- Academic governance or other committees and/or working groups focused on curriculum outcomes and structure including their composition, terms of reference, and meeting minutes
- Analysis of your curriculum outcomes and structure in comparison to programs similar to yours or to curriculum outcomes from professional (accrediting) bodies
- Curriculum mapping of program learning outcomes, course learning outcomes, and/or learning charter pursuits. Curriculum mapping can include:
 - A list of curriculum outcomes/pursuits with the names of courses where each is addressed
 - A list of courses with the curriculum outcomes/pursuits addressed in each course (a reverse map)
 - A list of curriculum outcomes/pursuits with the progression/flow based on year and depth with which it is addressed noted (e.g. introduced, developed, reinforced; of talked about, practiced, feedback received)
 - The frequency with which the curriculum outcomes/pursuits are addressed
 - A relationship web indicating how courses and curriculum outcomes/pursuits are interrelated
- Analysis of student feedback from student surveys or focus groups about courses and curriculum outcomes/pursuits
- Analysis of student achievement data related to curriculum outcomes/pursuits
- Analysis of feedback from external stakeholders
- Summaries of curriculum innovation processes such as indigenization efforts or expansion of experiential learning opportunities

Assessment: Describe how information about student achievement is gathered/organized and who it is communicated to in order to help students achieve the curriculum outcomes within your program. Example artifacts include:

- Descriptions of achievement scales if different from existing university scales
- Descriptions of how course grades are determined (by tasks like assignments and exams, by curricular outcomes/pursuits) and how that achievement is communicated to students (by course, by curricular outcomes/pursuits) if different from existing university processes
- A description of the breadth of assessment practices (types and contexts) utilized within each year of the program. Types of assessments include products (essay, project, exam, etc.), observations (performance assessment, field experiences, internships, OSCE, etc.) and conversations (exit interview, defense, debates) and can be formative (for feedback to the student or instructor) or summative (to determine achievement level). The context of the assessment can vary and could include traditional contexts like the classroom or the lab, and authentic contexts like the workplace or other places within the community.
- Assessment mapping highlighting in which courses each curriculum outcome/pursuit is assessed (possibly including if the assessment was formative or summative, the assessment type and the assessment context)
- Analysis of Individual and/or aggregate student achievement data (qualitative and/or quantitative)
 - Related to courses; or
 - Related to curriculum outcomes/pursuits
- Narrative summaries of student achievement (individual and/or aggregate) related to curriculum outcomes/pursuits
- Description of and utilization data for remediation supports for students who are not achieving curriculum to an appropriate level.
- Feedback from external stakeholders (e.g. employers, alumni) about student skills, abilities, and knowledges related to curriculum outcomes/pursuits

Enhancement of Teaching and Learning: Describe the processes used to support the **enhancement of teaching and learning** including any **recent enhancements** that have been made. Example artifacts include:

- Academic governance or other committees and/or working groups focused on enhancing teaching practices/strategies/approaches and learning experiences including their composition, terms of reference, and meeting minutes
- A description of the breadth of teaching practices/strategies/approaches and learning experiences being used within each year of the program
- Professional development opportunities (e.g. workshops, conferences, scholarship of teaching and learning pursuits) related to teaching practices/strategies/approaches
- Common course syllabi with sections dedicated to communicating curriculum outcomes/pursuits and how/when those curriculum outcomes/pursuits will be assessed
- Individual or program developed rubrics (and/or criteria) related to curriculum outcomes/pursuits
- Teaching practices/strategies/approaches and learning experiences mapping highlighting the instruction types and contexts used for facilitating learning of particular curriculum outcomes/pursuits
- Analysis of aggregate student learning experience feedback related to teaching and learning (SEEQ, SLEQ, or other surveys)
- Analysis of department/college-specific National Survey of Student Engagement (NSSE) data
- Descriptions, analysis and/or renewal of tenure and promotion processes related to teaching and learning

Equity, Diversity and Inclusion (EDI): Provide examples of how the curriculum addresses equity, diversity and inclusion dimensions of the discipline (see [Equity, Diversity, and Inclusion](#)).

Experiential Learning Opportunities: Describe experiential learning opportunities available to students (see [Experiential Learning](#)). These may include which may include research, field-based instruction, community-engaged learning, study abroad, clinical placement, practicum, internship and coop placements. If formal programs are in place, provide utilization rates and other relevant supporting documentation.

Indigenization: Describe how the academic programming contributes to the broader institutional priority/goal of Indigenization (see [Indigenization](#)).

Internationalization: Describe how the academic programming contributes to the broader institutional priority/goal of Internationalization.

Interdisciplinarity: Describe how the academic programming contributes to the broader institutional priority/goal of Interdisciplinarity.

Commentary on student feedback regarding program structure and curriculum: Review student responses from Current Student and Alumni surveys and provide commentary.

3. PROGRAM ENROLMENT AND STUDENT FUNDING

INFORMATION SUPPLIED BY OFFICE OF THE PROVOST AND VP ACADEMIC

3.1 Student Enrolment - Overall: The annual count of unique students enrolled in the Spring, Summer, Fall, or Winter terms between May 1 and April 30 each year. Students will be represented in their most recent program within that academic year.

- Data Point: Student Headcount
- Data Source: University Data Warehouse (UDW)
- Data Time Frame: Academic Reporting Year, May 1st to April 30th.

3.2 Student Enrolment - International: International students are students who are not Canadian citizens, permanent residents or refugees such as students on a visa, inbound international exchange, and visiting international research students.

3.3 Student Enrolment – Self-Reported Indigenous: The information on Indigenous students was developed using voluntary student self-declaration data. Self-declaration data is based on an individual's own determination of Indigenous membership to their Indigenous community which has not been verified as part of the self-declaration process.

3.4, 3.5, 3.6 Awards/Scholarships: The number of students receiving scholarships, bursaries, prizes, and stipends. "Tri-Agency" encompasses all forms of funding provided by the three federal research agencies, including scholarships, awards, and stipends distributed through faculty-held research grants. "Other External" refers to all additional funding from outside sources, including other federal, provincial, and non-governmental or industry organizations. "Internal" includes funds provided by USask, such as entrance scholarships, bursaries, the Dean's Scholarship, and similar awards. Note that students receiving funding from multiple sources will be counted in multiple columns, with the "Total" column representing the unique count of students receiving funds in each year.

- Data Source: HR Payroll Data, Banner Student Aid, Student Account and Treasury
- Data Time Frame: All years under review, reporting period May 1 – April 30

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Commentary on Student Recruitment Strategy: Provide commentary on student recruitment strategy and alignment with USask enrolment strategy.

Commentary on Optimal Enrolment: Provide commentary on optimal enrolment for effective and appropriate pedagogy. Comment on the theoretical maximum enrolment with current resources.

Enrolment Forecast: Estimate future demand for programs and provide desired enrolment targets for each degree.

Commentary on Student Awards/Scholarships: Review student responses from Current Student and Alumni surveys. Provide your commentary about student funding and student satisfaction with funding.

4. LEARNING ENVIRONMENT

SUPPLIED BY OFFICE OF THE PROVOST AND VP ACADEMIC

4.1 Student to Faculty Ratio: Calculates the ratio of students to faculty (excluding external faculty and sessional lecturers). Student and faculty counts are based on head counts (faculty – as per pay home department/unit at November 1 of stated year).

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Communication with Students: Describe the various techniques and tools used to inform students about policies, events, services, and important deadlines. This might include meetings, handbooks, websites, or student/supervisor agreements.

Access and Equity: Describe how you currently work to better understand and enhance the accommodations and supports for the diverse backgrounds and needs of learners within your program(s). Example artifacts include:

- Analysis of Know Your Class and/or Know Your Students data, particularly in relation to achievement across groups, particularly equity seeking groups.
- RibbonTool analysis to track student attrition, retention and migration
- Analysis of aggregate student learning experience feedback related to teaching and learning (SEEQ, SLEQ, or other surveys)
- Analysis of anonymous requests for and utilization of accommodations
- Analysis of the utilization and student feedback related to advising services

Health and Wellness: Describe how you currently support the continued development and enhancement of healthy, positive, inclusive, and safe learning environments within your program(s). Example artifacts include:

- Descriptions of department/unit supported social events
- Utilization of professional development related to healthy, positive, inclusive and safe learning environments
- Descriptions of facilitated mentoring for students
- Ways in which student health and well-being are intentionally supported in curricular and co-curricular planning and activities

Engagement with Central Supports for Student Learning: If applicable, describe engagement with central support services (Career Services, Student Wellness Centre, etc.)

4.2 Graduate Student Supervision: Within the 5-year review period, how many Masters and Ph.D. students in the program under review did the faculty member supervise? Faculty involved in more than one graduate program can report additional supervision activity in the “Other Programs” column.

Library Resources: The library summary report from the University Library will be provided. Please describe any other resources or special collections not listed on the library summary report.

Research Facilities and Equipment: Describe equipment, laboratory facilities, and common research facilities currently available for student use. Describe any immediate or mid-range plans (next 5 years) for additional facility development.

Student Space: Describe student office space, shared study space, and any other space contributing to the learning environment.

Commentary on Student Supervision: Review student responses from Current Student and Alumni surveys and provide commentary on how graduate supervision supports the learning environment and program learning outcomes.

5. FACULTY PROFILE

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5.1 All Department/Unit Faculty List: The table provides a listing of all faculty in the home department/unit of the program, under the following attributes:

- For most recent year under review
- Names of all tenured, tenure-track or without term faculty, irrespective of pay home
- Ranks include: professor, associate professor, assistant professor, lecturer, special lecturer, administrative appointment (Dean, Vice-Provost, etc.)

Metric Data Points: Various HR Data

HR Data

- Data Source: About-US, The Human Resources system
- Data Time Frame: November 1 date stamp as of Fiscal Year (May 1st to April 30th).

5.2 Percentage of Full Professors: This table provides a count of:

- All tenured, tenure-track or without term faculty, who were employed in the period under review, whether or not still in the unit
- All full professors, who were employed in each year under review, whether or not still in the unit
- Faculty members listed are based upon having pay home in department/unit

HR Data

- Data Source: About-US, The Human Resources system
- Data Time Frame: November 1 date stamp as of Fiscal Year (May 1st to April 30th).

5.6 Department/Unit - Awarded Research Funding from Internal and External Sources: Reports new research funding awarded to department/unit faculty (and other eligible researchers within unit) as principal or co-investigators (in instances where funding transferred to co-investigator), on an annual basis, and typically for the most recent 5 years under review. New funding received through amendments is also included. Counts of new awards are included in the "Count" columns, however amendment counts are not included.

- Data Source: University Data Warehouse (UDW)
- Data Time Frame: Fiscal Year, May 1st to April 30th.

INFORMATION SUPPLIED BY ACADEMIC UNIT

5.1 All Department/Unit Faculty List: You may wish to include faculty CVs (or summaries) as an appendix within self-study.

Commentary on All Department/Unit Faculty List: If necessary, provide commentary regarding the faculty list.

Faculty Renewal Plans: Provide commentary on faculty renewal plans for the department/unit.

Professional Development Support and Expectations: Describe supports provided for faculty pursuing professional development related to teaching and research effectiveness. Describe expectations (e.g. minimum number of hours or events) for professional development.

Commentary on Percentage of Full Professors: If necessary, provide commentary regarding the percentage of Full Professors.

5.3 Adjuncts and External Faculty: List any faculty or adjuncts from another academic unit or research agency. Report on relevant contributions made, including the number of courses taught and the number of graduate students supervised over the review period.

5.4 Graduate Teaching Assignments: For each faculty member listed in the All Department/Unit Faculty List, please identify the classes taught in each of the years during the period under review. Report course # for each faculty listed in the appropriate year column. Where a faculty member is on leave for a complete year, note O/L. In the final row, please report the **total number of classes** taught by the combined adjunct/external faculty.

5.5 Undergraduate Teaching Assignments: For each faculty member listed in the All Department/Unit Faculty List, please identify the classes taught in each of the years during the period under review. Report course # for each faculty listed in the appropriate year column. Where a faculty member is on leave for a complete year, note O/L. In the final row, please report the **total number of classes** taught by sessional lecturers.

Commentary on Teaching Assignments: Provide commentary on teaching assignments, including strategy around use of adjunct faculty and sessional lecturers.

Commentary on Internal and External Funding: Provide an interpretation of the statistical information shown in the above table and make any other pertinent observations.

5.7 Program Faculty Receiving Awards: Report any honour with or without a significant monetary value awarded during the review period. Must be awarded on the basis of a national or international competition through a review or juried process based on academic achievement.

5.8 Faculty Knowledge Translation: Categories based on [USask Guidelines for Standardized CVs](#) Of relevance are the number of items as listed under activity/description, and not a count of the number of faculty contributors.

Overall Commentary on Faculty Profile: Provide commentary on the overall quality and the level of productivity in scholarly work, and to the breadth and level of engagement in scholarly and artistic activities.

6. STUDENT PROGRESSION AND SUCCESS

INFORMATION SUPPLIED BY OFFICE OF THE PROVOST AND VP ACADEMIC

6.1 Number of Credentials Awarded: The total number of unique degrees, diplomas, and certificates conferred during spring and fall convocations (not total students); students receiving multiple qualifications in the same convocation or within the same calendar year are counted for each credential.

- Data Point: Convocation
- Data Source: University Data Warehouse (UDW)
- Data Time Frame: Spring and Fall Convocation ceremonies.

6.2 Second Year Retention Rate: The percentage of students who returned for their second year of study. This measure is limited to new, full time, undergraduate students.

- Data Source: University Data Warehouse (UDW)
- Data Time Frame: Point-in-time (as listed on the student record)

6.3 Average Months to Completion: This metric represents the average number of months from the student's initial term of enrolment to the term in which they graduate (convocation). Periods of approved leaves of absence are excluded from this calculation. This measure is limited to graduate (Masters and Doctorate) programs.

- Data Source: University Data Warehouse (UDW)
- Data Time Frame: Term Based

6.6 Post-Graduate Employment: Alumni surveys report current employment status and on how well the program prepared them for a career in the chosen discipline. If the department/unit tracks these outcomes independently, please provide a summary to the Office of the Provost and VP Academic.

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Commentary on Program Completion: Review student responses from Current Student and Alumni surveys. Provide observations, comments and discuss any trends or challenges with respect to student completions, retention rates and time-to-completion. Comment on the student feedback on factors affecting any of these.

6.4 Student Knowledge Translation: Knowledge translation activities and artifacts produced by students. Graduate student activity should be reported; if undergraduate activity is not tracked by the department/unit please provide some commentary on expectations for knowledge translation (if any). Categories based on [USask Guidelines for Standardized CVs](#)

Commentary on Knowledge Translation: Review student responses from Current Student and Alumni surveys. Provide your commentary about student knowledge translation, and about student feedback on factors affecting preparation for research and inquiry. If applicable, comment on undergraduate participation in knowledge translation.

6.5 Students Receiving Other External Awards: Awards given to student while enrolled in the program during the 5-year review period. Do not include scholarships or other financial awards reported in sections 3.4-3.6.

Commentary on post-graduate employment and satisfaction with program: Review responses to Alumni Survey and provide commentary.