

Academic Program Review – Self-Study

Program Name:

Academic Year:

Section 1: Quality of the Curriculum

1.1 Mission and Purpose

State your program's overall mission/purpose and how it contributes to the [mission and vision](#) of Trinity Western University. How are the [TWU Core Values](#) embedded and reflected in your program? How does your program serve people or society in unique ways that TWU values?

1.2 Overview

Provide a brief history of the program, focusing on changes over time, especially in the past five years. Explain the context for current course offerings and degree requirements (see Appendix A.1). What curricular improvements and modifications have been made, especially with respect to content and student experience? If applicable, what changes to your program have been made, or are in the process of being implemented, as a result of the Removing Academic Barriers (aka 4-year plan) project (see Attachment 3 for 2022 Curriculum Report)? What new courses have been created and/or what outdated courses have been eliminated, and why? When appropriate, comment on unique study options that add quality to your program, such as multiple campuses, off-campus learning, modes of delivery, partnerships inside and outside the university, etc.

1.3 Relevance

Compare your program's curriculum and program requirements to that of 2 or 3 competing or aspirational programs (see Appendix C.3). To what degree does your program align with or exceed comparable programs at other institutions? How does your program exemplify best practices for the discipline? How does your program offer something unique that others do not; i.e., how does it help TWU differentiate itself from other institutions? What changes to the program have been made or should be considered in light of what is cutting edge and best practice?

1.4 Curriculum Alignment

Prepare to answer the key questions in this section by engaging in the following steps:

- a. Reflect on your program learning outcomes [PLOs] (see Appendix A.3).
- b. Review all course syllabi (see Attachment 1).
- c. Reflect on the process of curriculum mapping thus far (see Appendix A.4).

Course Syllabi

Are all course learning outcomes (CLOs) aligned with the PLOs? Do all course syllabi utilize the university syllabus template (i.e., include required elements)? Does syllabus content demonstrate best practice in teaching and learning and appropriate instructional activities and assessments that align with the CLOs? What areas are especially strong and worth celebrating? What areas might need attention?

Curriculum Map

Explain where your program is in the process of curriculum mapping. Specifically, what work has been done, and what remains unfinished? Based on what you have created (see Appendix A.4) and your analysis of course syllabi, evaluate your PLOs and sequencing of courses to accomplish student competency. Provide a rationale for your findings. What changes to PLOs, course offerings, and/or sequencing should be considered?

1.5 Program Content: Key Elements for Integration

Christian Faith

How does your program's curriculum demonstrate the integration of the Christian faith with the academic discipline? What opportunities are provided for students to demonstrate their own faith integration? Overall, what evidence is there that courses have been transformed from a Christian perspective (as opposed to occasional "add-ons")? What courses and/or assignments are most notable in this area? In what ways could your program improve or modify its curriculum to advance student engagement with faith integration? Please note that this section is not an assessment of student learning but rather an analysis of the design of the curriculum.

Indigeneity

What has your program done to respond to the recommendations of the Truth and Reconciliation Calls to Action? What consultation have you had with indigenous elders about your program and how you can incorporate indigenous ways of knowing into your curriculum? What have indigenous learners shared with you, and what has their experience in your program been like?

Inclusivity

What has your program done to make your courses inclusive for our diverse student population and fully accessible to students with disabilities? How has your program ensured that diverse voices and perspectives are represented in the curriculum? As you review the course syllabi, what do you notice about diverse representation overall? What plans do you have for strengthening diversity in your program?

Globalization

What has your program done to internationalize your program (e.g., using research, international consulting, and conferences to enrich a course; inviting international guest speakers; rethinking course goals to incorporate global issues and perspectives)? How have you focused especially on global Christian voices and perspectives? What are your program's future plans in this area?

1.6 Program Assessment

What are you doing to assess your program and curriculum on an ongoing basis? Specifically, how will you demonstrate that your PLOs are being met between now and the next program review?

1.7 Contribution to the Core Curriculum (if applicable)

List the courses that your department contributes to the TWU undergraduate Core Curriculum and explain how those courses contribute to the overall goals of TWU as a global Christian liberal arts university.

Section 2: Student Learning and Success

Please refer to the data provided in Appendix C and data available via the Dashboard to answer the following questions.

2.1 Characteristics of Students Enrolled in the Program

Describe the students enrolled in your program. Do these data indicate healthy growth and diverse representation? If not, what changes are desired?

2.2 Student Success Indicators

What does the evidence suggest regarding how well your program is producing successful students? When available, analyze and critique retention and graduation rates, internship placement, licensure, graduate school, and job placement rates, and/or other indicators. How does this evidence vary by

citizenship, and /or sex? Does it vary by modality or location? What changes are desired, and what steps should the program take to accomplish those changes?

2.3 Student Calling and Career Experiences

How successful has your program been at creating and encouraging opportunities for students to participate in experiences that connect their learning with possible future careers? Specifically, describe such initiatives as work integrated learning, practica, internships, field and community service learning experiences, creative performances, and/or applied research projects that are currently part of your program and/or plans you have to pursue them. To what extent has your program consulted with or worked with the Centre for Calling and Career Development in order to ensure that your graduates are “equipped for life”?

2.4 Student Feedback about Learning Experiences and Program Quality

Analyze the program’s Student Satisfaction survey results, SETL scores and any other student feedback you have about the program, such as exit interviews, focus groups, etc. What are the primary strengths and weaknesses of the program from the students’ perspectives?

2.5 Alumni Feedback about Learning and Program Quality

Summarize the results from available alumni surveys, focus groups, and/or advisory committees as it relates to program quality and student preparation. When possible, include data indicating how well the program met the alums’ goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any programmatic changes they recommend. What patterns do you perceive in alumni’s career trajectory after graduation, and what does this tell you about the programs strengths and possible areas to address?

2.6 Employer/Supervisor Feedback about Learning and Program Quality

Summarize the results from available surveys, job performance appraisals, internal or clinical supervisor evaluations, or other relevant data as it relates to student preparation or competence. Comment on the program quality as it relates to preparation; i.e., equipping them for life.

Section 3: Quality of Faculty

3.1 Analysis of Faculty Qualifications

From the evidence available (see Appendix B.1), evaluate the qualifications of your faculty as they relate to the mission of the program. To what degree is the current faculty appropriate for running the program (in terms of number, areas of expertise, diversity, etc.)?

3.2 Analysis of Scholarly Production

Referring to the information provided in Appendix B.1, analyze the research activity of faculty since the last program review (or the past five years if this is the first review). Describe the goals set by your department for scholarly production and provide evidence to the extent to which goals were met. How do the primary research areas of individual faculty members relate to each other and to the university's strategic plan? How does faculty research activity support the purpose and vision of the program? To what extent have faculty gained external recognition and awards? Describe the research funding activity within your program. To what extent have the faculty in your program leveraged the support provided by the Office of Research and Graduate Studies? What changes or modifications, if any, are necessary in light of this analysis?

3.3 Analysis of Teaching Effectiveness

Referring to aggregated SETL scores for your department (see Appendix C.4.1) as well as other data such as classroom observations, and course design in syllabi, evaluate the overall effectiveness of teaching in this program. To what extent do the faculty leverage opportunities for professional learning in order to improve their teaching practice? How is high quality teaching rewarded in your program? Identify areas of strengths as well as areas that may need improvement.

3.4 Analysis of Faculty Proficiency in Key Areas of Integration

In light of the University's commitment to the integration of faith and learning, reconciliation, inclusive excellence, and globalization, evaluate how well faculty in your department are demonstrating proficiency and commitment to these areas. What evidence of growth can you provide? What, if any, improvements are desired in these areas?

3.5 Analysis of Faculty Advising and Mentorship of Students

Describe what faculty mentorship of students looks like in your program. Does it focus on research initiatives? Career guidance? Spiritual mentorship? What does academic advising look like in your program? How does your program identify and support students who are at risk for academic failure?

3.6 Departmental Support for Faculty Growth and Development

Describe what the department does to support and/or assist faculty growth in teaching and scholarship. Is there mentoring of new faculty within the department? What is the standard for

balancing teaching, research, and service activity? What does support for and mentorship of part-time instructors look like? Provide evidence when available. What steps are necessary to better support faculty growth and development?

Section 4: Program Viability and Sustainability

4.1 Analysis of Resource Effectiveness

Analyze the information about human and other resources that you have identified in Appendix B, and explain its subsequent direct or indirect impact on program growth or quality. Whenever possible, discussions of impact should include the measurable effect of acquisitions or loss of resources on student learning, enrollment, retention, revenue or other program indicators of educational effectiveness. Justify the program's use of resources through this analysis. When appropriate, discuss resource acquisitions or loss that negatively impacted the program.

4.2 Resource Acquisition/Allocation Relative to Capacity

Using available data, analyze your program's resource acquisitions / allocations across prior years. Has the resource acquisition / allocation increased or decreased in proportionate response to program growth? In other words, if a program has reduced enrollment or income, what steps have been taken to correct resource allocations or expenses; if a program has increased in size or income, what resources or capacities are needed to meet new demand? What is the impact of budget changes on educational effectiveness?

Section 5: Analysis of Program Strengths, Areas for Growth, and Action Plan

5.1 Program Strengths

Based on the evidence analyzed as part of this review, identify the strengths of the program that should be celebrated. Note: for programs subject to ministerial consent, your answer here will be included in the executive summary that will be submitted to the Degree Quality Assessment Board (DQAB).

5.2 Program Areas for Growth

Based on the evidence analyzed as part of this review, in what areas should the program focus its efforts on growth and/or continued improvement?

5.3 Action Plan for Maintaining or Growing Program Quality

Based on the identified program strengths and areas of growth, articulate SMART (specific, measurable, attainable, realistic, and time-delineated) goals and the action steps that the program will take toward sustaining or advancing program quality. Identify how these action steps are linked to the University Strategic Plan.

As program director/coordinator and evidenced by my signature below, I verify that this program review self-study was prepared in consultation with all full-time faculty members in the department and/or program, and is ready to be reviewed for feedback by the external review panel and the Curriculum Subcommittee. At the conclusion of the review process, I understand that I will meet with program faculty and submit an official response related to findings:

_____ Date _____
Program Director/Coordinator

As dean of the school/faculty and evidenced by my signature below, I verify that this program review self-study is ready to be reviewed for feedback by the external review panel and the Curriculum Subcommittee.

_____ Date _____
Dean