Toronto Metropolitan University

Guide to Periodic Program Review Stage One: Undergraduate Programs

Based on Senate Policy 126: PERIODIC PROGRAM REVIEW OF GRADUATE AND UNDERGRADUATE PROGRAMS

Online Manual available at: https://www.torontomu.ca/curriculumquality/

Prepared by the Office of the Vice-Provost Academic
Updated August 2025

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KEY CONTACTS

Advice on all aspects of the PPR process may be obtained by emailing: ovpa.curriculum@torontomu.ca   or by connecting with one of the Key Contacts provided in the table below.

Office of the Vice-Provost Academic		
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Stéphanie Walsh Matthews Director, Curriculum Quality Ext 544873	Oversees the PPR process including: ● advising on the PPR process ● ensuring timely completion of PPR ● updating guidelines, per Senate policy	stephanie.walsh@torontomu.ca General Inquiries: ovpa.curriculum@torontomu.ca
Michelle Brownstein Horowitz *Curriculum Specialist* Ext 553166	Supports the PPR process by providing personalized support for all undergraduate programs and facilitating a range of PPR activities, including:	mbhorowitz@torontomu.ca
Julia Gingerich *Curriculum Specialist* Ext 544573	● developing/revising program objectives and program-level learning outcomes (LOs) ● mapping program LOs to curriculum and UDLES ● mapping teaching/assessment methods ● analyzing curriculum ● facilitating ASCOR self analysis session ● facilitating student feedback session(s) ● providing PPR survey templates ● coordinating PPR-related workshops	julia.gingerich@torontomu.ca
Nick Duarte *Administrative Assistant*	Provides support to programs, including: ● coordinating PPR orientation and workshops ● supporting stage 2 of the PPR process ● assisting with the compilation of PPR documents for ASC review	nicholas.duarte@torontomu.ca
University Planning Office (UPO)		
Kimberley McCausland Interim Deputy Provost and V-P, University Planning	Provides support to programs including: ● preparing standard data including program metrics and key indicators	General Inquiries: upo@torontomu.ca

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Ext 555033	● providing clarity and information for programs undertaking PPR	
Other Resources		
Donna Bell Secretary of Senate Ext 553094	Provides Senate meeting and policy information, and access to past Senate agendas	dbell@torontomu.ca
Mark Robertson Dean of Libraries Ext 555142	Prepares program-specific library report for PPR	General Inquiries: mark.robertson@torontomu.ca
Shari Hodges Interim University Registrar Ext 557253	Provides program and admissions information	shodges@torontomu.ca General Inquiries: Ciro LeCompte: ciro.lecompte@torontomu.ca Michael O'Leary: michael.oleary@torontomu.ca
Brian Lesser Director, CCS Ext 556835	Provides information about computing and communications resources, computer labs, and technology support for programs	blesser@torontomu.ca
Toronto Metropolitan International Ext 555026	Provides guidance for programs with external international partnerships	General Inquiries: global.partnerships@torontomu.ca
Office of Equity and Community Inclusion Ext 543511	Provides information and advice on ECI from a curricular perspective	General Inquiries: equity@torontomu.ca
Experiential Learning Ext 553791	Provides information and resources for experiential-based courses and activities.	General Inquiries: experiential@torontomu.ca
Career and Co-op Centre Ext 556618	Provides student and employer data for co-op programs	General Inquiries: coop@torontomu.ca
Teaching Development Ext 544573	Provides support for and information about teaching and learning strategies, initiatives, and training.	General inquiries: teachingcentre@torontomu.ca
Digital Learning Ext	Provides information and support for technology-enabled learning, including blended learning initiatives across the university, engaging and consulting with the university community, and advancing approaches for effective and pedagogically sound integration of educational technologies.	General Inquiries: teachingcentre@torontomu.ca
Academic Integrity Office	Provides resources and support in regards to Policy 60, and generates program-specific AIO data for PPR	General Inquiries: aio@torontomu.ca

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INTRODUCTION TO PERIODIC PROGRAM REVIEW (PPR)

OVERVIEW

Periodic program review (PPR) is part of Toronto Metropolitan University's Institutional Quality Assurance Process (IQAP), which adheres to the Quality Assurance Framework (QAF) established by the Ontario Universities Council on Quality Assurance (Quality Council). The Quality Council reviews PPR Final Assessment Reports on an annual basis and audits the quality assurance process on an eight year cycle to determine whether the University has acted in compliance with the provisions of its IQAP, which is comprised of [Senate Policy 126 *Periodic Program Review of Graduate and Undergraduate Programs*](#), [Senate Policy 110 *Institutional Quality Assurance Process*](#), [Senate Policy 112 *Development of New Graduate and Undergraduate Programs*](#), and [Senate Policy 127 *Curriculum Modifications: Graduate and Undergraduate Programs*](#).

The objective of PPR is to assess the quality of degree programs to ensure that they achieve and maintain the highest possible standards of academic excellence and continue to satisfy societal needs. [Undergraduate Degree Level Expectations](#) (UDLES), program objectives/goals, program-level learning outcomes and the review of the program by external disciplinary scholars provide the benchmarks for assessing a program's standards and quality. These reviews apply to all undergraduate and graduate degree programs both full and part- time, offered solely by Toronto Metropolitan University or in partnership with any other post-secondary institutions, including multi-disciplinary and interdisciplinary programs, offered across all modes of delivery. All Toronto Metropolitan University programs are required to engage in a program review process on an eight year cycle.

The PPR process:
- allows academic departments and programs to reflect, analyze, and evaluate the current state of their program curriculum;
- identifies strengths and weaknesses of the program;
- creates opportunities for program enhancement, thereby improving the quality of the learning experience for students; and
- provides relevant evidence to inform and support future major curriculum modifications.

The self-study provides a reflective, self-critical, and analytical snapshot of the current program. In order to help plan and support continuous improvement, the self-study is also forward-looking, and should actively involve faculty, students, and staff in the process. The Office of the Vice-Provost Academic will offer an orientation session at the beginning of the PPR cycle to review the process with the PPR leads, and will advise programs throughout the review process on matters of content and format in order to ensure that policy requirements are met. In addition, Curriculum Specialists are available to assist PPR teams at various stages in the development of the self-study report. To contact a curriculum consultant, email: ovpa.curriculum@torontomu.ca

The information and appendices in this manual provide guidelines, templates, and other supporting resources to assist in completing the PPR.

ACRONYMS

AIO	Academic Integrity Office
ARTS	Faculty of Arts
ASC	Academic Standards Committee
CELT	Centre for Excellence of Learning and Teaching
CGPA	Cumulative Grade Point Average
COU	Council of Ontario Universities
CS	Curriculum Specialist
CQA	Curriculum Quality Assurance
CV	Curriculum vitae
EDI	Equity Diversity and Inclusion
EL	Experiential Learning
FAR	Final Assessment Report
FCS	Faculty of Community Services
FEAS	Faculty of Engineering and Architectural Science
FOL	Faculty of Law
FOS	Faculty of Science
IQAP	Institutional Quality Assurance Process
LO	Learning Outcome(s)
NSSE	National Survey of Student Engagement
OUCQA	Ontario Universities Council on Quality Assurance (Quality Council)
OVPECI	Office of the Vice-President, Equity and Community Inclusion
PAC	Program Advisory Council
PLO	Program-level Learning Outcome(s)
PO	Program Objective(s)
PPR	Periodic Program Review
PRT	Peer Review Team
QA	Quality Assurance
QC	Quality Council
SRC	Scholarly, Research and Creative
TCS	The Creative School
TFA	Toronto Metropolitan Faculty Association
TRSM	Ted Rogers School of Management
UDLEs	Undergraduate Degree Level Expectations
UPO	University Planning Office
VPA	Vice Provost Academic

TIMELINE FOR UNDERGRADUATE PPR COMPLETION

Deadlines for PPR are determined by the Quality Council (QC) and are set on an **8 year cycle**.
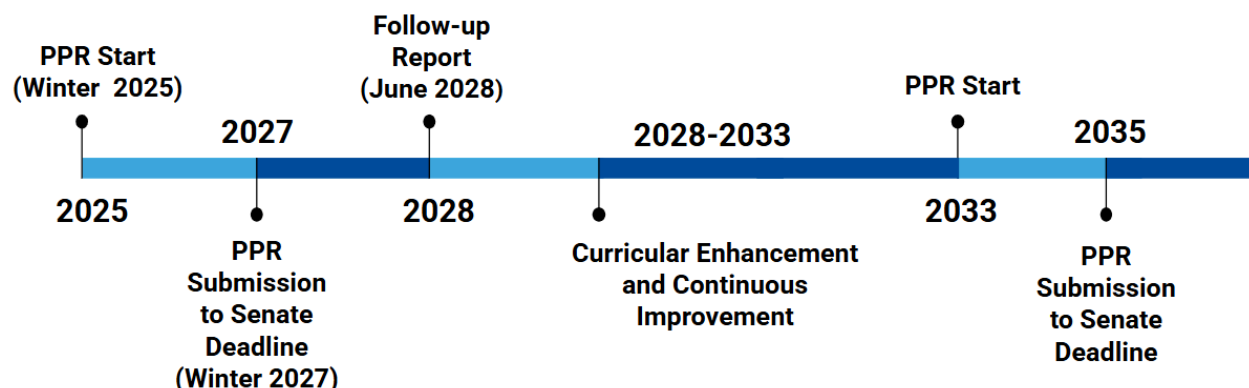
A PPR is considered complete after it has been through *both* stage one and stage two of the process, with the program's Final Assessment Report (FAR) approved by Senate. To ensure the QC deadlines are met, stage one of the PPR process is started **2 years** before the fixed QC deadline. **Programs beginning their PPR in Fall 2025 will have a deadline of Winter 2027 for final Senate Approval.**

A PPR has two stages:

Stage one involves learning outcome revision and data collection in the Fall term, and then analysis and writing in the Winter term. The goal is to have all components of the self-study and appendices completed within the academic year (September-April).

Stage two involves the planning and completion of the Peer Review Team (PRT) site visit, followed by program and decanal responses, the finalization of the implementation plan, and then final reviews by the Academic Standards Committee (ASC) and Senate. In order to complete the PPR in the allotted time frame, the self study must be reviewed and approved by the faculty before the Fall term of stage two.

Programs are expected to include their Curriculum Specialist (CS) in **at least 4** facilitated full faculty meetings during the course of the academic year in which the self study is written (September, November, January, February). PPR Leads are expected to meet with their CS weekly or biweekly during the course of the self study year and should expect to spend an additional hour on average per week throughout stage one. PPR Teams should expect to meet monthly or bimonthly and spend an average of one hour, weekly, on the data collection and writing of the self study during stage one. Stage two of the self study is heavily weighted to time spent planning for and meeting with the PRT.

The facilitated sessions and regular meetings with the PPR Lead and team are designed to support meaningful engagement with the PPR process, and ensure adherence to the mandated program review timelines.

Term	Activity
	STAGE 1 - Self Study
Fall 25	Attend PPR Orientation with CQA
	• Review & Revise Program-Level Learning Outcomes and Program Objectives *(graduate attributes and program objectives session facilitated by Curriculum Specialist in Faculty meeting)* **Submit finalized Program-Level Learning Outcomes and Program Objectives to VPA for review no later than October 31st.**
	Compile: • Current CVs for faculty and instructors teaching core required and core elective courses (App. III) • Course outlines for all core required and core elective courses (App. IV)
	Complete Curriculum Mapping: • Map Program Objectives to TMU's Academic Plan • Map Program-Level Learning Outcomes to UDLES (insert as App. I-A) • Map core required and core elective courses to the Program-Level Learning Outcomes using Curriculum Insights (insert as App. I-B & App. I-C) *(curriculum mapping session facilitated by Curriculum Specialist in Faculty meeting)*
	Distribute student, alumni, employer, PAC and faculty surveys and schedule in-class Student Feedback on Experience (SFX) session(s) (App. I-D, I-E, I-F, I-J) *(SFX session facilitated by Curriculum Specialist with upper-year cohort(s))*
	Compile information on comparator programs (App. I-G)
Winter 26	Analyze program curriculum map with program faculty *(curriculum map analysis session facilitated by Curriculum Specialist in Faculty meeting)*
	Analyze Reports and Data from TMU Units: • Review and Summarize Library Report (App. I-H) • Analyze EDI Tool data provided by OVPECI (tables integrated into self-study document) (insert as App I-K). See APPENDIX C for more information • Analyze UPO data tables (tables integrated into self-study document) • Analyze AIO Tables (if applicable) • Review current program admission requirements (per TMU calendar) • Review developments since the previous PPR (Appendix II) • Analyze teaching & assessment method data (App. I-C, App. IV) • Analyze stakeholder feedback data (App. I-D, I-E, I-F, I-J) • Analyze comparator program data (App. I-G)
	Analyze ASCOR Self Analysis Report (App. I-I)

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	(ASCOR session facilitated by Curriculum Specialist in Faculty meeting)
Spring/ Summer 26	- Complete all analysis and finalize self study draft - Draft Executive Summary based on self-study analysis and recommendations - Generate a list of potential reviewers for the Peer Review Team
	Approvals: - Review of self-study and appendices by Faculty Dean (Appendix V) - Endorsement by Department/School/Program/Faculty Council (Appendix V) - Review of self-study and appendices by Program Advisory Council (App. I-J, Appendix V) - Endorsement by Faculty Dean (Appendix V) - Review of self-study and appendices by Vice-Provost Academic (Appendix V)
Fall 26	**STAGE 2 - PEER REVIEW AND SITE VISIT**
	After approval from the Vice-Provost Academic is received: - Submit a list of potential peer reviewers to the Faculty Dean - Selection and invitation of the Peer Review Team (PRT) by the Faculty Dean
	Plan and schedule the Peer Review Team site visit. See the PRT Guidelines document for more information.
	Share the final self-study with reviewers at least one month before the site visit
	Host the 2-day on-campus PRT site visit
	Receive PRT report (within 1 month of visit) (Appendix V)
	Submit program response for PRT report to Faculty Dean (Appendix V)
	Receive the Faculty Dean's response to both the PRT Report and to program response (Appendix V)
Winter 27	Finalize Final Assessment Report and Implementation Plan (Appendix V)
	Submit complete PPR to the Vice-Provost Academic for evaluation by the Academic Standards Committee (ASC) no later than March 1
	Review of PPR by ASC, with feedback to the program
	Visit by program to ASC to respond to feedback
	Recommendation to Senate from ASC
	Senate vote for approval of PPR
	Submission of the PPR Final Assessment Report to the Quality Council and to the Board of Governors

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FORMING THE PERIODIC PROGRAM REVIEW (PPR) TEAM

Appropriate team composition is vitally important for the quality of a periodic program review. Ideally, a team will include at least the Chair/Director, the Chair of the Curriculum Committee (or another faculty member who is committed to curricular excellence), a student, and a capable administrative staff member. Programs will be notified of their upcoming PPR in the Winter term before the official PPR start to provide programs with sufficient time to assemble PPR team members and plan accordingly for the academic year ahead.

A successful and effective PPR team requires strong organization and writing capabilities, commitment and active involvement from all of its members, as well as support from the full Department/School and the Faculty Dean. It is recommended that one team member (usually the Chair/Director) be assigned the role of PPR Lead or "point person." As the PPR Lead, they will be responsible for leading and supporting the completion of the PPR within the prescribed timeline. They will be the main point of contact with the assigned Curriculum Specialist

PROFESSIONALLY ACCREDITED PROGRAMS

With approval of the Vice-Provost Academic, PPRs may be coordinated with any professional accreditation review, if feasible, and accreditation review information can be used to supplement the PPR. However, a self-study and appendices, separate from an accreditation review report, are required.

In the case of accredited programs, at their discretion, the Vice-Provost Academic may require a separate Peer Review Team (PRT) when the accrediting body's assessment does not fully cover all areas required by the University's PPR process. **The PPR PRT Report must be a separate document from the Accreditation PRT Report.** Professionally accredited undergraduate programs should consult the Vice-Provost Academic for further guidance and assistance.

CONCURRENT UNDERGRADUATE AND GRADUATE PPRs

Where there are concurrent undergraduate and graduate PPRs taking place, **separate self-studies and appendices with evaluation criteria and quality indicators for each discrete program being reviewed are required**. The Faculty Dean or Dean of Record, the Vice-Provost Academic and the Vice-Provost and Dean, YSGS must decide whether a combined or separate PRT site visit is appropriate, and the distinct versions of each program that are to be reviewed. In either case, **separate PRT reports for the undergraduate and graduate programs are required from the PRT(s).**

JOINT, INTERDISCIPLINARY and MULTIDISCIPLINARY UNDERGRADUATE PPRs

For joint undergraduate programs, the self-study will clearly identify which program(s) is/are the subject of review, and explain how input was received from faculty, staff, and students in each department, school, or partner institution. The self-study is initiated by the Vice-Provost Academic, in consultation with the partner institution. For interdisciplinary and multidisciplinary programs, the Faculty Dean of Record will oversee the PPR, and the self-study will clearly explain how input was received from faculty, staff, and students of the program. There will be a single self-study and site visit. Refer to Sections 3 and 4 of Senate Policy 126 for more details.

DOCUMENT MANAGEMENT

All reviews, endorsements and approvals must be documented and retained for assessment, archival and audit purposes. There are two stages to the document management:

Stage 1 - the completion of the self study, collection of appendices, and required CQA, VPA and Decanal reviews and approvals will all be done using the CQA Portal. All curriculum mapping will be completed using Curriculum Insights, TMU's online mapping tool, which will store all program mappings along with the VPA-approved program-level learning outcomes.

Stage 2 - CQA will support the program in the PRT site visit planning stage, and will provide the program with shareable folders for the PRT. The PRT report and responses will be uploaded to these folders, and final versions of all documents will be shared back with the Office of the Vice Provost Academic, and included for final review by ASC. Once complete, the PRT report and responses will be added to the Stage 2 section of the CQA Portal.

USE OF AI IN THE DEVELOPMENT OF THE SELF STUDY

When preparing the self study, Artificial Intelligence (AI) must NOT be used to analyze or interpret ANY data collected for the PPR, including stakeholder surveys (student, alumni, employer, faculty, staff), or institutional data tables (UPO, NSSE). The use of AI in drafting substantive sections of the self study report is also prohibited. The self study is intended to reflect the program's authentic voice and should be the result of deep reflection and critical analysis, drawing on the program's knowledge, experience, and careful interpretation of the collected data.

SURVEY DISTRIBUTION & INCENTIVES

When circulating surveys for the PPR, programs are encouraged to maximize participation through clear communication about the purpose and importance of the survey. While compensating individual respondents for their participation is discouraged, programs may choose to offer an incentive in the form of food (for in-person feedback sessions) or a draw for a prize. Programs should ensure that any incentive used is modest and does not unduly influence responses, in order to maintain the integrity of the collected data.

CREATING AN EFFECTIVE SELF-STUDY FOR PROGRAM REVIEWS

Feature	Best Practices	Practices to Avoid
Goal/Purpose	The Self-study is a vehicle for continuous improvement and reflects an honest self-analysis of the program's strengths and weaknesses, and considers where and how improvements can be made.	The Self-study is aimed at defending or justifying the status quo or meeting minimum criteria.
Focus of the Self-study	The Self-study is broad-based, reflective, forward-looking and includes critical analysis of the program(s)*. When a single omnibus document is used for the review of different program levels (for example, graduate and undergraduate), program modes, and/or programs offered at different locations, each discrete program is still readily identifiable, analyzed and evaluated*. The Self-study focuses on the undergraduate and/or graduate program(s) under review (as required by the IQAP and the Quality Assurance Framework).	The Self-study is descriptive rather than reflective and analytical. The Self-study focuses exclusively on past-practice and does not include a sense of how analysis of past-practice will inform continuous improvement going forward. Discrete program elements are not identifiable when more than one program (or program level) is being addressed within a single Self-study. The Self-study focuses on the academic

Feature	Best Practices	Practices to Avoid
		unit (department) rather then on the undergraduate and/or graduate program(s).
Process	A methodology/guidance for preparing the Self-study is developed, which includes clear guidelines and suggested methods for the collection of data from a variety of sources, as well as describing the importance of critical analysis and careful record-keeping. The methodology/guidance contains a clear description of how the views of students (past and present), faculty, and staff are to be obtained*. The Self-study includes a description of how it was prepared, including details on how the views of faculty, staff and students were obtained and considered*.	The methodology/guidance for the Self-study is delineated only after the key elements of the Self-study have been completed, or is not developed at all. The views of other faculty, staff and students are not obtained. The process for the drafting and finalizing of the Self-study is ad-hoc.
Record Keeping	The program has developed a plan for record-keeping relating to the Self-study, including ensuring accurate records of feedback, responses to feedback, and sign-offs. The records and associated documentation are accessible for future reference.	Records relating to the Self-study are difficult to access and may not be readily available for future reference.
Authorship	The Self-study results from a participatory, self-critical process and documents involvement in its preparation of all faculty and staff in the program, as well as current and recently graduated students.	The Self-study is written by a single person, without evidence of consultation with (or sometimes even knowledge of) the program's faculty, staff and students.
Student Involvement	The mechanisms for securing active student involvement in the preparation of the self study are established in the methodology/guidance. Students have an active role throughout the process, including planning, self-analysis, and the preparation of the Self-study. Data from a student survey, focus groups, or other mechanisms is used in the self-analysis. The Self-study includes data from a number of graduated cohorts as well as current students. An orientation session or guidebook is available to orient students to the purpose of the Self-study, the role of the Cyclical Program Review in continuous improvement, and the university's QA processes in general.	There is no effective plan in place for student consultation or participation. Students may be consulted, but data collected from student consultations/surveys is not incorporated into the self-analysis. Students may be consulted, but they are not provided with a sufficient orientation to understand the process or their role. Student data relates to current students only; data from recent graduates has not been collected and analysed.
Use of Previous Reviews	Concerns and recommendations raised in previous reviews, especially those detailed in the Final Assessment Report and Implementation Plan and subsequent monitoring reports from the previous Cyclical Review of the program, are treated as a tool for continuous improvement. Descriptions of how these	The program's responses to concerns and recommendations raised in previous reviews may be included, but there is no indication that these have substantively informed the program's approach to continuous improvement.

Feature	Best Practices	Practices to Avoid
	have been addressed indicate that concerns / recommendations have been synthesized and considered in the larger context of how the program approaches continuous improvement and program review*.	No reference to the concerns and recommendations raised in the previous review.
Treatment of Items Flagged for Follow-up in the Monitoring Report and/or Items Flagged for Follow-up by the QC, in the Case of the First Cyclical Review of a New Program	Issues flagged for follow-up by the Quality Council at the time of the program's approval and/or through the new program's monitoring process are treated as a tool for continuous improvement and addressed in the Self-study accordingly. Descriptions of how these have been addressed indicate that these issues have been synthesized and considered in the larger context of how the program approaches continuous improvement and program review*.	The program's responses to issues raised for follow-up reports may be included, but there is no indication that these have substantively informed the program's approach to continuous improvement. No reference to items flagged for the first Cyclical Review of the program.
Treatment of data	Program-related data and measures of performance, including applicable national and professional standards are analysed and used as the basis for performance evaluation. Data analysis contributes to the assessment of strengths and weaknesses of the program*.	Raw data are attached as appendices or used only in a descriptive manner.
Evaluation Criteria	The Self-study addresses each of the evaluation criteria and quality indicators specified in the IQAP and in the Quality Assurance Framework Section 5.1.3.1, for each discrete program being reviewed.	The Self-study does not address each of the evaluation criteria and quality indicators specified in the IQAP and in the Quality Assurance Framework Section 5.1.3.1, for each discrete program being reviewed.
Areas of Strength / Unique Curriculum / Program Innovations / Creative Components / High Impact Practices	The Self-study addresses the program's areas of strength, unique curricular elements, program innovations, creative components, and other high impact practices and indicates how best practices will be shared within the program and across the institution*. The Self-study indicates that best practices in one area will be used as a driver for continuous improvement in other areas.	The Self-study does not include references to the program's unique curricular elements, program innovations, creative components, and other high impact practices. Or, if these are included, they are listed and not integrated into the program's approach to continuous improvement.
Areas for Improvement / Enhancement / Curricular Change	The Self-study notes any areas for improvement, areas holding promise for enhancement and/or opportunities for curricular change identified by staff, faculty and students. The Self-study includes analysis of these areas and/or plans for incorporating these suggestions into concrete actions*. The Self-study takes a forward-looking approach to any	The Self-study responds to the identification of areas for improvement, areas holding promise for enhancement and/or opportunities for curricular change in a defensive manner.

Feature	Best Practices	Practices to Avoid
	identified areas for improvement, enhancement and/or curricular change.	
Assessment of Relevant Academic Services	The Self-study includes a clear assessment of the adequacy of all relevant academic services that directly contribute to the academic quality of each program under review*. Each relevant academic service (for example, the library, IT services, and/or the Centre for Teaching and Learning) has had input into the assessment of the adequacy of the respective services.	The Self-study does not include a clear assessment of the adequacy of all relevant academic services that directly contribute to the academic quality of each program under review. Relevant academic services have not been consulted regarding their contributions to the program under review.
NOTE: The university may identify any other pertinent information that it deems appropriate for inclusion. The input of others deemed to be relevant and useful, such as graduates of the program, representatives of industry, the professions, practical training programs, and employers may also be included.		

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Additional Best Practices to Consider:

- Strategize Engagement with the Program Advisory Council (PAC): Consultation with the PAC is an integral part of the review process, and the timing and nature of the PAC consultations can vary depending on the program and its specific requirements. In some instances, it may be advantageous to seek input from the PAC earlier in the process and incorporate the feedback into the self-study report. In other cases, the Faculty Dean or Dean of Record may present the endorsed self-study report and its appendices, along with any qualifications or limitations, to the Program Advisory Council (PAC) for its review and comments. In all instances, a record will be kept of the date(s), minutes, and members attending the meeting(s). A response to the comments of the PAC may be included in the Peer Review Team (PRT) Report (see Section 7.6) and/or the responses to the PRT Report (see Section 8). to incorporate feedback in the self-study (industry/employer perspective).

- Triangulate Data: Draw on the full range of data points collected for PPR to inform a comprehensive assessment of the program, and supplement data as needed. This approach will facilitate an effective and useful analysis to inform future planning. Consider the range of data collected by the various units within the university. The AIO and Career, Co-op & Student Success Centre conduct valuable internal research that will provide you with insights into student trends, performance and success rates. CQA Curriculum Specialists can help point you in the right direction when it comes to sourcing this data for your program or faculty.

- Focus on Responding to the Specific Prompts in Each Section: Each section of the PPR is meant to assess a specific component of the program, and the prompts are framed so the analysis meets the specific requirements of Toronto Metropolitan University's IQAP. Try to keep the discussion and analysis aligned with the requirements of the prompt to avoid any gaps or repetition throughout the self-study. **Consult the Best Practices included in the Portal for additional recommendations and guidance for each section.**

STAGE 1 – PREPARING THE SELF-STUDY REPORT

GENERAL GUIDELINES

The content and organization of the self-study must follow the requirements set out in this manual. Additional information on formatting the self study are provided in the [PPR Self Study Style Guide](#).

SELF-STUDY REPORT TEMPLATE

To ensure all necessary components are included in the document, all programs are required to follow the format outlined below, using headings and a numbering system similar to those provided in the Sample Table of Contents shown below. A template of the self study, which includes all of the required sections and formatting outlined below, will be provided to all programs via the CQA Portal at the start of the PPR orientation cycle. All programs are required to complete the self study in the Portal.

COVER PAGE

Periodic Program Review
Bachelor of Arts in xxx
Self-Study Report

Endorsed by xxx Department / School / Program Council on [insert date]
Endorsed by Faculty Council (if applicable) on [insert date]
Endorsed by Faculty Dean on [insert date]
Revised (if applicable) on [insert date]

Peer Review Site Visit on [insert date]
PRT Report received on [insert date]
Program Response submitted on [insert date]
Dean's Response submitted on [insert date]
Senate Approval on [insert date]

TABLE OF CONTENTS

Your table of contents should adhere as closely as possible to the sample template below:

Self-Study Contents:
1. INTRODUCTION
      1.1 Program Information and Self Study Development
2. PROGRAM OBJECTIVES
      2.1 Program Objectives and Consistency with TMU's Mission and Academic Plan
      2.2 Program Alignment with Learning Outcomes & Undergraduate Degree-Level Expectations
      2.3 Societal Need
3. ADMISSION REQUIREMENTS
      3.1 Admissions Alignment and Impact
4. CURRICULUM

1. INTRODUCTION

1.1 Program Information and Self Study Development

1.1.1 Basic Information

- For the program(s) being reviewed, provide the degree designation(s) and list any other designations such as concentrations and optional specializations that appear on the diploma and/or transcript. State whether the program is formally offered as full time, part time, or both.

1.1.2 Program History
- Provide a brief (approximately 1/2 page) history of the program's development, including the year in which the program started, the date of the last periodic program review, and any major modifications made to the program and curriculum since the last program review. For accredited programs, provide the date when the program was first accredited as well as the dates of subsequent assessments by the accrediting body.

1.1.3 Development of the Self Study
- Provide a description of how the self-study was written, including how the views of faculty, staff and students were obtained and considered. Include a timeline of the major milestones, with reference to specific dates where applicable. Note the PPR Manual version (e.g. August 2025) used for the development of the self study. If the PPR is overdue, provide an explanation for the delay.

- Include a list of the members of the PPR team and their positions at TMU.

- Include a timeline of survey distribution and stakeholder engagement. Provide a summary of the response rates and identify any challenges faced.

2. PROGRAM OBJECTIVES
2.1 Program Objectives and Consistency with TMU's Mission and Academic Plan
2.1.1 Program Objectives
- Provide a list of the program objectives as defined by the Quality Council.

- Describe the consistency of the program and its objectives with Toronto Metropolitan University's Mission (*the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields.*) and the current academic plan.

2.1.2 Program Curriculum
- Present the program curriculum in a clear table format by semester/year, as shown in the Toronto Metropolitan University calendar.

- If applicable, include tables for program concentrations, optional pathways, co-op options, etc.

- Provide a separate table of core electives.

2.1.3 Program Breakdown & Balance
- Indicate the total number of courses in the program, and the breakdown of core required (professional), core elective (professional elective), open elective (professionally related), and liberal studies courses.

- Describe the program balance in terms of percentage of core (professional and professional elective), open elective (professionally-related) and liberal studies courses. Refer to Sections 5 and 6 of Senate Policy 2.

2.2 Program Alignment with Learning Outcomes & Undergraduate Degree Level Expectations (UDLEs)

2.1.1 Program-Level Learning Outcomes
- Provide a list of the program-level learning outcomes. If a concentration is offered, include any LOs specific to the concentration(s).

2.2.2 Curriculum Achievement of LOs and UDLEs
- Describe, by year and/or semester, how the curriculum structure and requirements are appropriate to meet the program's objectives and support students in achieving the program-level learning outcomes and Undergraduate Degree-Level Expectations (UDLEs). Referring to Appendix I-B *Overall Program Map,* analyze the progression of program-level learning outcomes from the introductory, to reinforcement, and the to proficiency levels, and discuss how learning is scaffolded throughout the program. Refer to Appendix I-A Degree Level Expectations Map when discussing the alignment of LOs to UDLEs. (UDLES are presented in **APPENDIX A** of this manual)

- Briefly describe any variations made from standard curriculum mapping, including any courses that were not included and the rationale for doing so.

2.3 Societal Need

2.3.1 Current and Anticipated Societal Need
- Describe how the program is designed to address a uniquely focused, specialized and/or innovative societal need.

- Provide a description of the current and anticipated societal need for the program and its graduates including a summary of industry and/or disciplinary trends, labour market demands, and other relevant information.

2.3.2 Careers and Employment Pathways
- Provide representative examples of the career/educational path of program graduates. Discuss if graduates of the program are employed in a field that is closely related to the program's educational focus. Discuss how the program provides its students with the knowledge and skills needed to enter diverse fields including graduate studies. Refer to relevant information from Appendix I-E *Alumni Feedback*, and/or other relevant data in UPO Tables 15 & 16.

2.3.3 Enrolment Trends and Anticipated Demand
- Comment on the enrolment numbers and the anticipated demand for the program moving forward. Insert **Table 1:** *Fall Headcount Enrolment by Year Level*

- Discuss any relevant information in Appendix I-F *Employer Feedback* in order to provide additional reflections of societal needs.

2.3.4 Program Advisory Council (PAC)
- Provide a list of the program's current Program Advisory Council members, and list the dates of the meetings held over the last 5 years. Describe the program's engagement with the PAC and include any relevant feedback collected for the program's PPR in regards to societal need and/or the anticipated trends in the industry, discipline, or profession (Appendix I-J *PAC Feedback*).

3. ADMISSION REQUIREMENTS

3.1 Admissions Alignment and Impact

3.1.1 Admission Requirements Aligned with Program Objectives & Learning Outcomes

- List all admissions requirements.

- List all alternative requirements, if applicable, for admission into a second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

- Explain how the admissions criteria are appropriate for the program objectives and program-level learning outcomes. For example, discuss why certain high school courses are required (or not), or why a portfolio or essay may be required to prepare students entering the program.

3.1.2 Admission Requirements and Equity Groups

- Provide a brief synopsis of the demographic data included in the EDI tool (Appendix I-K). Analyze and discuss items that stand out, with particular attention to areas where the program representation of a particular group is significantly lower than the faculty or university.

- Comment on EDI Chart 3.1 *Student Representation Compared with Community Representation* and EDI Chart 3.3 *Student Representation Compared to Faculty and TMU*, considering how admission requirements or recruitment strategies may impact students and prospective students from particular equity groups.

4. CURRICULUM

4.1 Curriculum Currency and Comparators

4.1.1 Curriculum Reflection of Current State of the Discipline

- Describe the ways in which the curriculum has maintained currency with respect to the discipline. For example, what trends (as identified in Section 2.3), emerging technologies, or emerging areas in your discipline have been incorporated into your program's curriculum? Discuss their effectiveness and impact (refer to Appendix I-F, if applicable).

4.1.2 Comparator Programs

- Referring to Appendix I-G *Comparator Programs*, compare your curriculum to that of similar programs where they exist. This may assist in determining currency in the discipline as well as in educational and delivery trends.

4.2 Innovation, Creativity, and Experiential Learning

4.2.1 Curricular Innovation and Creativity

- Describe any evidence of significant innovation or creativity in program content and/or delivery.

4.2.2 Experiential Learning

- Describe required and elective experiential learning (EL) opportunities such as practica, co-ops, internships, simulations, studios, labs, research projects, field trips, exchange programs, etc. and explain how the EL opportunities offered in the program are particularly valuable ways to meet program-level learning outcomes.

    - Explain how academically relevant EL opportunities offered in the program are aligned with the core defining aspects of EL as outlined in Senate Policy 169.

- Does the program ensure that every student has completed at least one EL opportunity by the time they graduate? If so, describe the course/activity. If not, describe the rationale for not providing and/or the barriers to making EL opportunities available to students in the program.
- Describe any perceived barriers to offering experiential learning opportunities in your program or discipline. What efforts have been made to overcome these barriers? What future steps might be taken?

4.2.3 Modes of Delivery
- Describe the balance of, or any changes to the modes of delivery (i.e. in-person, blended mostly in person, blended mostly online, online asynchronous, online synchronous, HyFlex) for core required or core elective courses (see Modes of Course Delivery definitions).

4.3 EDI Incorporation into the Curriculum
4.3.1 Application of an EDI/Anti-Racism Lens & Curricular Content
- Discuss the ways in which an EDI/anti-racism lens has been applied to the program. Consider specifically the way that various equity groups are reflected throughout the curriculum, including women, indigenous people, persons with disabilities, racialized people, 2SLGBTQ+ and intersectionally identified community members.

- Identify areas where the program's curriculum uses an EDI/anti-racism lens to consider the experiences of students and faculty within the program.

- How do the program's objectives and program-level learning outcomes inform or impact students' understanding of EDI?

4.3.2 Response to Recommendation 9 of the Standing Strong Taskforce Report
- Comment on how the program has responded or plans to respond to the recommendations outlined in the Standing Strong Taskforce Report, with particular attention to Recommendation 9's requirement that "all academic programs contain mandatory learning opportunities about Indigenous history and Indigenous and colonial relations."

4.4 Teaching Methods
4.4.1 Appropriateness and Effectiveness of Program Teaching Methods
- Provide an analysis of the appropriateness and effectiveness of the teaching methods and learning experiences in support of students' successful completion of the program-level learning outcomes. Insert the Frequency of Teaching Methods Chart (generated using the Curriculum Insights tool) and refer to Appendix I-C *Teaching and Assessment Methods Map* when completing this analysis.

4.4.2 Student and Alumni Perspectives on Program Teaching Methods
- Provide a summary of students' perspectives of the teaching methods and learning experiences from relevant sections of Appendix I-D *Student Feedback* and Appendix I-E *Alumni Feedback*.

5. ASSESSMENT OF LEARNING

5.1 Methods of Assessment

5.1.1 Appropriateness and Effectiveness of Program Methods of Assessment

- Describe the various forms of program assignments and assessments and explain how they align with program-level learning outcomes and Undergraduate Degree Level Expectations. Analyze the appropriateness and effectiveness of these methods.

- Insert the Frequency of Assessment Methods Chart (generated using the Curriculum Insights tool) and refer to Appendix I-C *Teaching and Assessment Methods Map* when completing this analysis. Include any additional references to specific assessments detailed in Appendix IV *Course Outlines*.

5.1.2 Student and Alumni Perspectives on Program Methods of Assessment

- Include a summary of students' perspectives of assessment based on Appendix I-D *Student Feedback* and Appendix I-E *Alumni Feedback*.

5.1.3 National Survey of Student Engagement (NSSE)

- (Optional) Provide a concise summary and analysis of the NSSE (National Survey of Student Engagement) data using selected NSSE indicators that are relevant to your program, if available, along with future considerations and planning. Insert selected **NSSE data**.

5.2 Student Proficiency

5.2.1 Achieved Proficiency of LOs and UDLEs

- Present an analysis and evaluation of students' achieved proficiency of the program-level learning outcomes and the Undergraduate Degree Level Expectations. This may include an analysis of student performance with capstone courses, required experiential learning opportunities, projects, e-portfolios or other activities that assess overall achievement of the program-level learning outcomes. Rubrics, academic standing distributions, GPAs, and Appendix I-C *Teaching and Assessment Methods Map* may be helpful in this analysis. Include any additional references to specific assessments detailed in Appendix IV *Course Outlines*.

5.3 Academic Variations

5.3.1 Approval Record and Purpose of Variations

- State any variations from Toronto Metropolitan University's GPA policy (170a), as posted in the Toronto Metropolitan University Calendar, and provide an analysis and evaluation of the appropriateness of the need for these variations. Include a copy of the approved proposal(s) for the grading variation(s) in Appendix II, and date(s) of Senate approval.

5.4 Academic Integrity

5.4.1 Design for Integrity

- Discuss the ways in which program assignments and assessments are designed to uphold academic integrity. Refer to any relevant information on assessments detailed in **Appendix IV** *Course Outlines*.

- Examine grade variances for courses offered in multiple modalities. Explain how modes of delivery and grading variances impact academic integrity and assessment design.

- Address any strategies for improvement if challenges are present. (Refer to program data provided by the Academic Integrity Office (AIO), as required).

6. RESOURCES

6.1 Human, Physical, and Financial Resources

6.1.1 Human Resources

- Provide an overview of the number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment.

- Include an analysis of the effectiveness of the unit's existing human resources in delivering the undergraduate program, given the program's class sizes and cohorts, and program-level learning outcomes. The analysis should also include staff and academic assistant complements, if applicable.

- Discuss the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience.

- Discuss the effectiveness of the supervision of experiential learning opportunities (if required), given the program's class sizes and cohorts and program-level learning outcomes.

- Insert EDI Tables 3.9 and 3.10 (from Appendix I-K) and discuss faculty and lecturer demographic representation in relation to the undergraduate student population.

6.1.2 Physical Resources

- Provide information on how the program's physical space, computing facilities, equipment, among other factors, affect the program, curriculum and curriculum delivery.

6.1.3 Financial Resources

- Convey information in general terms about available financial resources, noting that the Chair/Director and Faculty Dean or Dean of Record are responsible for requesting any additional resources identified in the PPR through the annual academic planning process. The relevant Faculty Dean or Dean of Record is responsible for providing the identified resources, if feasible, and the Provost and Vice-President Academic is responsible for final approval of requests for extraordinary funding.

6.1.4 Use of Human, Physical, and Financial Resources Moving Forward

- Describe how the program plans to utilize the existing human, physical, and financial resources to support the program moving forward. If applicable, refer to Appendix I-I ASCOR Self Analysis Report as it pertains to available resources.

6.2 Academic Resources

6.2.1 Library Facilities and Services

- Provide a summary of library facilities and services available to program students and faculty.

- Discuss the adequacy of the library resources to sustain the quality of scholarship, research, and creative activities produced by students.

- Discuss the ways in which the program engages with university-wide library resources (e.g. research help, subject matter librarians as guest speakers, spaces and collections, etc).

6.2.2 Other Academic Resources

- Comment on the adequacy of the resources available (including library support, information technology support, and laboratory access) to sustain the quality of scholarship, research, and creative activities produced by students.

- Provide information on services that directly contribute to the academic quality of the program such as co-operative education, writing support services, math support services, tutoring services, first-year success offices, student experience centres, etc.

- Discuss the ways the program engages with the Academic Integrity Office's (AIO) resources and supports for faculty, CUPE instructors, and students to ensure the quality of scholarship, research, and creative activities produced by students.

6.2.3 Opportunities for Improvement

- Identify areas that the program's faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change.

7. QUALITY INDICATORS

7.1 Faculty

7.1.1 Faculty Scholarship, Research, and Creative Activities (SRC) and Awards
- Insert and comment on **Table 2**: *SRC funding activity*, noting any highlights, deficiencies, etc.

- Provide an overview of faculty members' SRC activities. Include relevant information detailed in Appendix III *Faculty CVs*. Indicate how faculty SRC activity is incorporated into the program curricula and/or other ways in which undergraduate students are affected by SRC.

7.1.2 Class Size & Student-to-Faculty Ratio
- Include an overview of faculty honours, awards, and innovation, and comment on the appropriateness of collective faculty expertise to contribute substantively to the program.

- Provide an analysis of how class sizes affect student success and the learning environment in your program. Insert **Table 3**: *Class Size.*

- Comment on how student to faculty ratios affect student success and the learning environment in your program. Insert **Table 4**: *Student to faculty ratio.*

7.1.3 Delivery of Program Courses by TFA and CUPE
- Provide the numbers of TFA and CUPE used in the delivery of the core required and core elective courses and the percentage of courses taught by each. Comment on the balance of TFA/CUPE within the program and the level of courses they teach ($1^{st} – 4^{th}$ year). If available, comment on the balance of TFA/CUPE teaching core required and core elective courses that have an EL opportunity offered in them.

7.1.4 Faculty Mentorship and Program Quality
- Comment on faculty commitment to student mentoring, including examples of deliberate mentorship initiatives.

- Include any additional evidence that the program and faculty ensure the intellectual quality of the student experience.

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7.2 Students
7.2.1 Applications & Entrance Averages

- Comment on the pattern of application ratios. Compare to the Faculty and University ratios. Insert **Table 5**: *Applications (all choices) to registrants*.

- Comment on the entering average as it relates to your program. Compare to the Faculty and University entering averages. Insert **Table 6**: *Entering average.*

- Comment on the pattern and effect of entering averages for your program. Compare to the Faculty and University entering averages. Insert **Table 7**: *% with 85 or above entering average.*

- Comment on the performance of students after the first year, and indicate any barriers to success, if applicable. Insert **Table 8**: *% of students with a CLEAR standing after one year.*

7.2.2 Student Retention Rates
- Comment on the retention rates for your program. Discuss any retention rates that are significantly below the Faculty and University averages, and indicate measures taken to rectify the situation. Insert **Table 9**: *Retention after one year of same program;* **Insert Table 10**: *Retention after two years of same program;* **Insert Table 11**: *Retention after three years of same program.*

7.2.3 Full-Time and Part-Time Course Load
- Comment on the number of students carrying a full-time course load vs. a part-time course load. Insert **Table 13**: *Fall Headcount Enrolment by Registration Status (F/T load; PT/load).*

7.2.4 Student Achievement
- Comment on the final year academic success of graduating students, referring to the data in **Table 14**: *CGPA Distribution in graduating year.*

- Academic awards: provide information on University entrance scholarships, annual number of Dean's List recipients, and program-specific academic awards that are available to students in your program, if applicable.

- Provide information on students' scholarly output, success rates in provincial, national and international scholarships and/or competitions, professional and transferable skills.

7.3 Graduates
7.3.1 Time to Completion and Graduation Rates
- Comment on students' time to completion, referring to the data in **Table 12**: *Time to Completion.* Discuss any graduation rates significantly below the University and Faculty averages, and indicate measures taken to rectify the situation.

- Comment on how the data in **Table 14** and **Table 15** reflect the quality and success of your program.

7.3.2 Graduate Employment and Satisfaction
- Insert and comment on **Table 16**: *% of degree graduates employed in a field related to studies (after 6 months)*, and **Table 17**: *% of degree graduates employed in a field related to studies (after 2 years).*

- Insert and comment on how **Table 18**: *Graduate Satisfaction - degree of satisfaction with overall quality of education by year* is an indicator of the quality of your program.

- Reflect on how elements of Appendix I-E *Alumni Feedback* and Appendix I-F *Employer Feedback* are indicators of the quality of your program. If available, provide information on graduates that have undertaken post-graduate studies.

8. QUALITY ENHANCEMENT

8.1 Initiatives Since the Last Program Review

8.1.1 Progress and Program Changes

- Refer to ***Appendix II***: *Concerns and recommendations raised in previous reviews,* and provide a summary of how the program responded to the Implementation Plan and ASC Evaluation items.

- If there are concerns that have not been resolved, or recommendations that were not pursued/achieved, provide an explanation and indicate whether these items need to be further addressed and whether or not they continue to be concerns/priorities. Refer to the program's 1-year PPR Follow-up report for information on IP item progress.

- Describe how the program has made improvements and enhancements to such areas as curriculum, modes of course delivery and instruction, assessment, student engagement, student and instructor engagement with academic integrity, Indigenization, Decolonization, and Reconciliation and experiential learning since the last program review. List any curriculum modifications that were completed following the previous PPR in the provided table.

8.2 Monitoring and Assessing Program Quality

8.2.1 Current and Future Planning

- Describe and analyze the appropriateness and effectiveness of the program's plans to monitor and assess:
  - The overall quality of the program;
  - Whether the program is achieving in practice its proposed objectives;
  - Whether students are achieving the program-level learning outcomes;
  - How the resulting information will be documented and subsequently used to inform continuous program improvement.

9. PROPOSED RECOMMENDATIONS

Identify and prioritize a preliminary set of program recommendations. The Recommendations should place the program's mission and program-level learning outcomes into an operational context, setting out priorities, planned and potential initiatives, and future directions. Prepare a set of preliminary recommendations, as follows:

- Refer to the completed self-study as well as the information in Appendix I-I *(ASCOR Self Analysis Report)* to assist in developing the Proposed Recommendations. Note from the ASCOR Self Analysis Report those areas that hold promise for enhancement and priorities for improvement.

- Refer also to Program Advisory Council comments in Appendix I-J, where appropriate, to identify strengths and opportunities to consider in the Recommendations.

- IMPORTANT: If the Peer Review Team identifies other recommendations that are supported by the program and Faculty Dean, these should be included in the revised final recommendation and

implementation plan (refer to Stage 2 – Final Recommendations and Implementation Plan in this manual), prior to submission to Academic Standards.

Sample format for Proposed Recommendations:

Recommendation #1: (1-2 sentence description of the recommendation) *e.g. Offer concentrations within the undergraduate program.*
Priority/Timeline: (High-Moderate-Low / Within 0-9 months; 1-2 years; 3-5 years, etc.)
Rationale: (short description of information from the self-study that supports the recommendation) *e.g. Identified in ASCOR Self Analysis Report and the student survey; supported by peer reviewers; supports societal need by providing students with the opportunity to develop in-depth knowledge within the core discipline.*

Recommendation #2: (1-2 sentence description of the recommendation) *e.g. Develop a new required experiential learning course in 3rd year.*
Priority/Timeline: (High-Moderate-Low / Within 0-9 months; 1-2 years; 3-5 years, etc.)
Rationale: (short description of information from the self-study that supports the recommendation) *e.g. In response to academic plan priorities; supported student and employer feedback; addresses gaps identified in relation to program-level learning outcomes 4 and 6.*

Etc…

10. EXECUTIVE SUMMARY

Provide a 2-3 page summary of the self study including key strengths and opportunities for enhancement, as well as a list of the program's proposed Recommendations, and a brief description of the collaboration involved in the self study process (as outlined in 1.3).

LIST OF UPO DATA TABLES REQUIRED FOR PPR

The tables listed below will be provided to your PPR team by the UPO early in the process. These tables are to be inserted into the relevant sections of the self-study report (rather than as a separate section at the end of the document). Where applicable, tables include statistics for Toronto Metropolitan University, Faculty, and Program, for comparison purposes. These and other data elements and indicators are also available directly from the University Planning Office website at University Planning Office Key Statistics.

Table #		Table Name	Location in self-study
Table 1		Fall Headcount Enrolment by Year Level	Section 2.3
Table 2	*	SRC funding activity	Section 7.1
Table 3		Class size	Section 7.1
Table 4	*	Student to faculty ratio	Section 7.1
Table 5	*	Applications (all choices) to registrants	Section 7.2
Table 6	*	Entering average	Section 7.2
Table 7	*	% with 85 or above entering average	Section 7.2
Table 8		% of students with a CLEAR standing after one year	Section 7.2
Table 9		Retention after one year of same program (Part-time programs contact UPO for alternate data table)	Section 7.2
Table 10		Retention after two years of same program (Part-time programs contact UPO for alternate data table)	Section 7.2
Table 11		Retention after three years of same program (Part-time programs contact UPO for alternate data table)	Section 7.2
Table 12		Time-to-completion rates	Section 7.2
Table 13		Fall Headcount Enrolment by Registration Status (F/T load; PT/load)	Section 7.2
Table 14		CGPA distribution in graduating year	Section 7.2
Table 15		Graduation rates	Section 7.3
Table 16		% of degree graduates employed in a field related to studies (after 6 months)	Section 7.3
Table 17		% of degree graduates employed in a field related to studies (after 2 years)	Section 7.3
Table 18	*	Graduate Satisfaction - degree of satisfaction with overall quality of education by year	Section 7.3
NOTE: *in addition to Table 18(above), or for inclusion in Section 5.1 of the Self-Study, you may also incorporate selected data points from the most recent National Survey of Student Engagement. NSSE data is available on request through the University Planning Office or through your Faculty Dean's office. It is presented by Program, Faculty, University, and Province.*			Section 5.1 or 7.3

In addition to the tables listed above, programs may elect to incorporate other data tables in the self-study that elaborate on particular aspects of interest or concern. If additional tables are incorporated into the self study, the table numbering should be adapted to align with consistent numbering within the document; however, it is advantageous to indicate the original UPO table numbers, for reference (e.g. Table 10 (UPO Table 6)).

APPENDICES TO ACCOMPANY THE SELF-STUDY

Appendix I: Reports and Data to Support the Self-Study

Include the following items as **a single file** labeled Appendix I:

Appendix I Documents:		Reference in self-study:
App I-A	**Degree Level Expectations Map** Program-Level Learning Outcomes are mapped to Undergraduate Degree-Level Expectations to indicate how the program-level learning outcomes align with the expected level of knowledge and skill acquisition expected for the credential (Bachelor's Degree). This appendix can be completed using the DLE to LO template (image below), and using Toronto Metropolitan University's Curriculum Insights software to generate a more detailed mapping report. Consult with your Curriculum Specialist to complete the mapping (see 'Resources and Contacts', pg. 5). The report generated by "Degree Level Expectations Map" from the Insights tab should be included in this appendix. Refer to Undergraduate Degree Level Expectations (UDLEs) in **APPENDIX A** of this manual for the UDLEs framework. Ontario Council of Academic Vice-Presidents (OCAV) **Undergraduate Degree Level Expectations** <table><tr><td></td><td>**Baccalaureate/Bachelor's Degree: Honours** *This degree is awarded to students who have demonstrated:*</td><td>**Program Outcomes addressing the DLE**</td></tr><tr><td>**1. Depth and Breadth of Knowledge**</td><td>a) a developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline</td><td>LO1, LO3, LO8, LO14</td></tr><tr><td></td><td>b) a developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines</td><td>LO1, LO9, LO10, LO11, LO12, LO14, LO15, LO21, LO24</td></tr></table>	Section 2.2
App I-B	**Overall Program Map** All core required and core elective courses are mapped by faculty and instructors to the Program-Level Learning Outcomes to identify where and how program-level learning outcomes are introduced, reinforced, and when students are expected to demonstrate graduate-level proficiency. This appendix is generated as a report using Toronto Metropolitan University's Curriculum Insights software, from the "Overall Program Map" report in the Insights tab. Consult with your Curriculum Specialist to facilitate a curriculum mapping session with program faculty and instructors in order to complete the mapping (see 'Resources and Contacts', pg. 5). A sample image of the Overall Program Map report, taken from Toronto Metropolitan University's Curriculum Insights software, is provided below:	Section 2.2

Overall Curriculum Map

		Code	Course Name	Cr. Thinking & Prob. Solving				Research		Concepts & Theories				Methods			Ethical Reasoning			
				LO1a	LO1b	LO1c	LO1a	LO2a	LO2b	LO3a	LO3b	LO3c	LO3d	LO4a	LO4b	LO4c	LO5a	LO5b	LO5c	L...
				I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I
Core	Year 1	RYE101	Critical Thinking I																	
Core	Year 1	RYE102	Introduction to Psychology																	
Core	Year 1	RYE103	Human Development I																	
Core	Year 1	RYE104	Understanding Society																	
Core	Year 1	RYE105	Foundations I: History and																	
Core	Year 1	RYE106	Ideas that Shape the World																	
Core	Year 1	RYE107	Introduction to Research																	
Core	Year 1	RYE108	Interpersonal Communicat																	
Core	Year 2	RYE201	Imagining the Creative City																	
Core	Year 2	RYE202	Leadership Practices for Ne																	
Core	Year 2	RYE203	Research I: Methods																	
Core	Year 2	RYE205	Critical Thinking II																	
Core	Year 2	RYE207	Organizational Problem Sol																	
Core	Year 2	RYE210	Studies in Creative Collabo																	
Core	Year 3	RYE300	Research II: Applications																	
Core	Year 3	RYE310	Assessment for Programm																	
Core	Year 3	RYE315	Cognitive Development																	
Core	Year 3	RYE335	Community Collaborations																	
Core	Year 3	RYE338	Advanced Critical Theory																	
Core	Year 4	RYE400	Practicum																	
Core	Year 4	RYE467	Field Seminar																	
			Core Total	5 8 3	6 7 2	11 5 1	5 8 3	4 8 2	7 6 1	6 8 2	9 5 2	3 4 1	4 2 1	8 4 2	12 5 2	7 3 2	5 8 3	6 8 2	6 7 2	11
Elective	Year 3	RYE324	Inclusion and Consultation																	
Elective	Year 3	RYE367	The Creative Process																	
Elective	Year 3	RYE502	Writing for Activism																	
Elective	Year 3	RYE520	Principles and Practices of																	
Elective	Year 3	RYE625	Special Topics: Gender and																	
Elective	Year 3	RYE640	Special Topics: Disability an																	
Elective	Year 3	RYE725	Indigenous Knowledge and																	
			Elective Total	2 4 1	2 4 1	3 1 1	2 4 1	3 2 1	1 5 1	1 4 2	1 3 1	4 ? ?	5 ?	3 ? ?	3 2 ?	1 1 1	2 4 1	1 4 2	2 4 1	3
			TOTAL	7 12 4	8 11 3	14 6 2	7 12 4	7 10 3	8 11 2	7 12 4	10 8 3	3 5 1	4 2 ?	11 4 2	15 7 2	8 3 2	7 12 4	7 12 4	8 11 3	14
			Red Flags (low or high)	^	^	^ v	^	^	^ v	^	^		v	v 0 ^	v ^	v	^	^	^	^

App I-C	**Teaching and Assessment Methods Map** Teaching and assessment methods used in each course are mapped by faculty and instructors during curriculum mapping sessions to the Program-Level Learning Outcomes to identify where and how program-level learning outcomes are introduced, reinforced, and when students are expected to demonstrate graduate-level proficiency. This appendix is generated as a report using Toronto Metropolitan University's Curriculum Insights software, from the report "Teaching and Assessment Methods Map" in the Insights tab. Consult with your Curriculum Specialist to facilitate a curriculum mapping session with program faculty and instructors in order to complete the mapping (see 'Key Contacts', pg. 5). Your Curriculum Specialist will also facilitate a Curriculum Map Analysis session once mapping is complete. A sample image of the Teaching and Assessment Methods Map report, taken from Toronto Metropolitan University's Curriculum Insights software, is provided below:	Sections 4.3 5.1 5.2

Teaching and Assessment Methods

Legend: X Learning Outcome INTRODUCED | X Learning Outcome REINFORCED | ■ Graduation-level PROFICIEN[CY]

				Cr. Thinking & Prob. Solving			Research		Concepts & Theories				Methods			Ethical Reasoning		
				LO1a	LO1b	LO1c	LO2a	LO2b	LO3a	LO3b	LO3c	LO3d	LO4a	LO4b	LO4c	LO5a	LO5b	LO5c
	Code	Course Name	W	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P	I R P
Core — Year 1	RYE108	**Interpersonal Communication**																
Teaching Methods																		
Creative Practice																		
Discussion																		
Films and videos																		
Guest speakers																		
Lecture																		
Small groups in large classes																		
Assignments & Assessments																		
Presentation			10%															
Multiple Choice Test/Exam			30%															
Critical Reflection Paper			30%															
Group Project			30%															
Weightings Total			100%															
Core — Year 2	RYE205	**Critical Thinking II**																
Teaching Methods																		
Discussion																		
Case study																		
Debate																		
Guest speakers																		
Lecture																		
Assignments & Assessments																		
Quizzes			10%															
Critical Analysis Paper			25%															
Final Exam			30%															
Final Research Project			35%															
Weightings Total			100%															
Elective — Year 3	RYE520	**Principles and Practices of Business**																
Teaching Methods																		
Collaborative/cooperative learning																		
Films and videos																		
Guest speakers																		
Lecture - Discussions																		
Assignments & Assessments																		
Creative Assignment			10%															
Blog post			25%															
Presentation			30%															
Paper - critical reflection			35%															
Weightings Total			100%															

App I-D	**Student Feedback**	Section 4.3

Student Feedback

Insert an aggregate summary of the **PPR Student Survey** data and/or other relevant student feedback results (e.g. Student Feedback and Experience Report). The PPR Student Survey is a student questionnaire designed to gather relevant program-specific feedback for PPR from all program students, and a template is **provided by the Curriculum Specialist to all programs at the start of the PPR cycle**. Programs undergoing review have the option of modifying the survey or gathering current feedback using other appropriate means. Your Curriculum Specialist will also facilitate a Student Feedback and Experience (SFX) session to gather qualitative student feedback for the PPR *from upper year cohort(s)*. The SFX session should be held during scheduled class time, between weeks 4-9 of the Fall semester. A report is then generated by the CS and shared with the program for inclusion in Appendix I-D.

Academic departments undertaking a program review must ensure that the manner in which they gather student feedback is consistent with accepted ethical practices. Ensure that:

- students are made aware that their participation is voluntary and that responding to the survey or declining to answer any question will in no way affect the standing of any student
- students are directed to read the preamble to the questionnaire that identifies the purpose of the survey and potential uses of the data
- completed questionnaires are collected, processed, and maintained in a manner that ensures anonymity and confidentiality
- data produced from completed questionnaires are reported only in such a manner that individuals cannot be identified
- data reported includes information pertaining to the response rate – i.e. # completed responses (n) vs. # of individuals contacted (N)
- data are used only for administrative purposes such as planning; or (subject to

Section <u>4.3</u>
<u>4.4</u>
<u>5.1</u>

	the additional requirement noted below) used for scholarly and professional purposes. In Article 2.5 of the Tri-Council Policy Statement the Canadian Panel on Research Ethics states that quality assurance and program evaluation/improvement does NOT fall within the scope of requiring REB approval. From time to time, however, survey data generated through program reviews may be of interest to those conducting secondary research for scholarly and professional purposes. In such cases the proposed secondary research *must* be approved, in advance, through a Toronto Metropolitan University Ethics review.		
App I-E	**Alumni Feedback** Insert an aggregate summary of the **PPR Alumni Survey** data and/or other relevant alumni feedback results. The PPR Alumni Survey is a sample questionnaire designed to gather relevant program-specific feedback for PPR from program alumni, and a template is **provided by the Curriculum Specialist to all programs at the start of the PPR cycle**. Programs have the option of adding/deleting questions. Academic departments undertaking a periodic program review alumni survey must ensure that the manner in which they conduct the survey is consistent with accepted ethical practices. Ensure data reported includes information pertaining to the response rate – i.e. # completed responses (n) vs. # of individuals contacted (N).	Sections: 2.3 4.3 4.4 5.1 7.3
App I-F	**Employer Feedback** Insert an aggregate summary of the **PPR Employer Survey** data and/or other relevant employer feedback results. The PPR Employer Survey is a sample questionnaire designed to gather relevant program-specific feedback for PPR from employers of program alumni and employers likely to hire program alumni (which may include PAC members), and a template is **provided by the Curriculum Specialist to all programs at the start of the PPR cycle**. Programs have the option of adding/deleting questions. Academic departments undertaking a periodic program review employer survey must ensure that the manner in which they conduct the survey is consistent with accepted ethical practices. Ensure data reported includes information pertaining to the response rate – i.e. # completed responses (n) vs. # of individuals contacted (N). At the start of the program's PPR, it is advantageous to review the program's **co-op employer survey** (if applicable) and update the required questions to capture relevant information on student performance, program alumni, and industry trends. Some feedback from co-op employers may be used to supplement the employer feedback gathered for PPR. Consult with your Curriculum Specialist for guidance. NOTE: Programs often gather Employer Feedback with the assistance of members of their Program Advisory Council. TMU's Career, Co-op & Student Success Centre also holds faculty-wide **Labour Market Intelligence Sessions**. These sessions provide further information about industry needs, hiring practices, and the strengths and skills gaps of TMU graduates. Reports with transcripts from the focus groups, as well as brief summaries of the discussion, are available upon request. Speak with your CQA Curriculum Specialists about sourcing this data for your program or faculty.	Section 2.3
App I-G	**Comparator Programs** Provide a comparison of your program to the **curriculum and objectives** of similar programs. Use the Comparator Program Table template and amend as required to capture all relevant information for effective curricular comparison.	Section 4.1

App I-H	**Library Report** A program-specific Library Report will be provided to your PPR team early in the process. This report will address how well-equipped the Library is to support the program and will include an analysis of collections, teaching and learning services and supports, SRC and advanced degree support (as appropriate), as well as facilities, and other relevant resources and services. Please allow at least four weeks for the report to be completed.	Section 6.2
App I-I	**ASCOR Self Analysis Report** An ASCOR self analysis session uses an updated approach to a traditional SWOT analysis, and is designed to gather faculty feedback on the program and generate a comprehensive picture of a program's Aspirations, Strengths, Challenges, Opportunities, and Results (ASCOR). Your Curriculum Specialist will facilitate the ASCOR session for all program faculty and (where possible) instructors. The ASCOR Self Analysis report (generated by the CS following a facilitated session) will help in the preparation of the Recommendation and Implementation Plan in Section 9 of the Self-Study.	Section 9.1
App I-J	**Program Advisory Council Comments** The timing and nature of the PAC consultations can vary depending on the program and its specific requirements. In some instances, it may be advantageous to seek input from the PAC earlier in the process and incorporate the feedback into the self-study report. In other cases, the Faculty Dean or Dean of Record may present the endorsed self-study report and its appendices, along with any qualifications or limitations, to the Program Advisory Council (PAC) for its review and comments. In all instances, a record will be kept of the date(s), minutes, and members attending the meeting(s). A response to the comments of the PAC may be included in the Peer Review Team (PRT) Report and/or the responses to the PRT Report.	Section 9.1
App I-K	**Equity, Diversity & Inclusion Tool** A program-specific report on representation of equity deserving groups in the program, faculty and university will be provided to your PPR team early in the process. Please allow at least four weeks for the report to be completed.	Sections: 4.3

Appendix II: **Concerns and Recommendations from the Previous Program Review**
Insert, as a single file, the sections entitled "Implementation Plan" (or Developmental Plan) and "ASC Evaluation" from the Final Assessment Report (FAR) that was approved by Senate following your program's previous PPR. Document the ways in which the program has addressed these previous concerns and recommendations in section 8.1 of the self-study. Past Senate approved PPR FARs are available at: https://www.torontomu.ca/curriculumquality/curriculum-review/

Appendix III: **Faculty Curriculum Vitae**
Provide abbreviated Curriculum Vitae for all TFA faculty members and contract lecturers in the school or department who have recently (within the last two years) taught core required and core elective undergraduate courses. **Curriculum Vitae should all follow a common template which includes at a minimum: name and credentials/education, date modified, undergraduate courses taught, and recent SRC activities**. Please ensure all personal information (e.g. address, SIN, citizenship, etc.) is removed. Provide a Table of Contents listing all CVs with the corresponding page reference at the start of the appendix. For the final PPR submission to the Vice-Provost Academic, Appendix III CVs are to be provided as a separate electronic file.

***Appendix IV*: Course Outlines**
Provide course outlines for all core required and core elective courses, including those taught by another Department/School, for the most recent academic year. It is strongly recommended that course outlines are submitted in the Senate-approved template format to ensure all relevant information is present. All course outlines must be dated. Provide a Table of Contents for the course outlines. For the final PPR submission to the Vice Provost Academic, Appendix IV course outlines are to be provided as a separate electronic file in the Google Drive.

***Appendix V*: Summary of Self-Study Process, Documentation of Approvals and Related Communications**
Reviews, endorsements, approvals and related communications must be documented and retained at every stage of the PPR process. The document archiving information outlined in **APPENDIX A** of this manual indicates all components of the PPR that will be assessed by the Academic Standards Committee and that are required in the event of a Quality Council Audit.

STAGE 2 – PEER REVIEW, SITE VISIT, AND APPROVALS

Peer review is an integral and important part of the periodic program review process. It involves a site visit and report that addresses the elements outlined in this manual and in Toronto Metropolitan University's Senate Policy 126. Peer Review Teams are required for program reviews for all undergraduate programs. The Peer Review Team (PRT) includes at least two external disciplinary scholars from other universities, and may include experts from Toronto Metropolitan University, who evaluate the program under review and the program's self-study report. **Further information about the guidelines for planning PRT can be found in the document Peer Review Team Guidelines and Resources for PPR.**
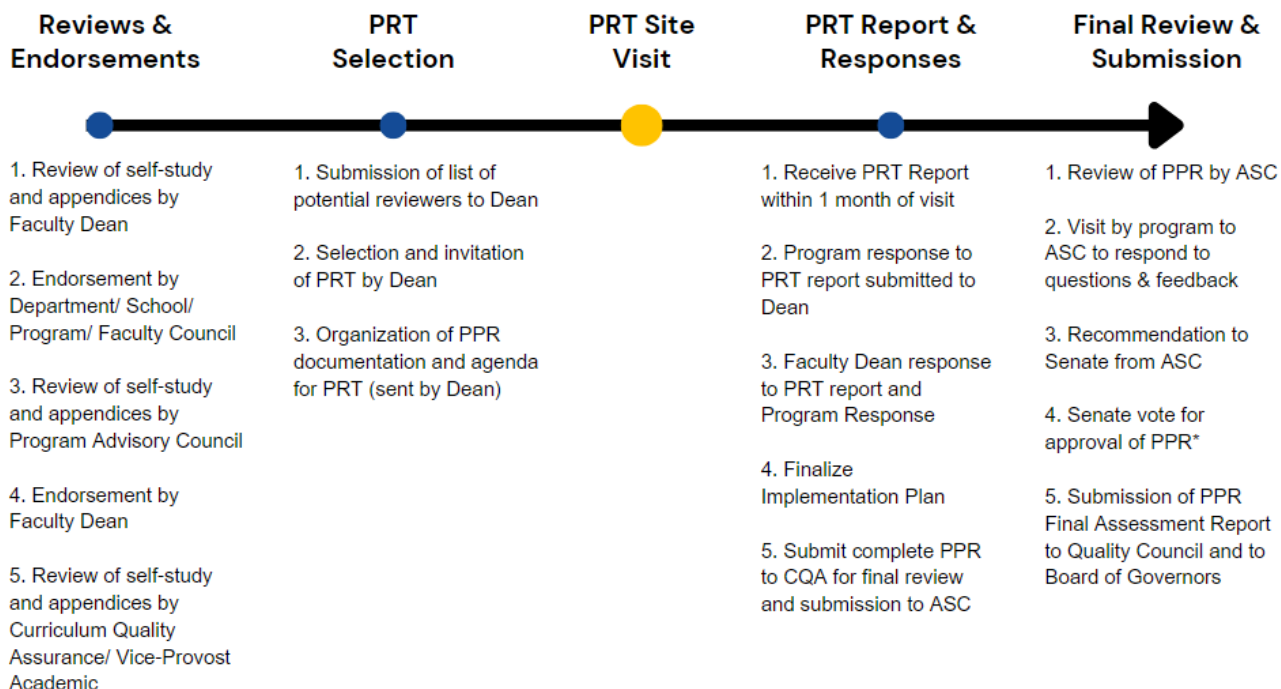
REQUIRED REVIEWS AND ENDORSEMENTS PRIOR TO THE PRT VISIT

1. Faculty Dean/Dean of Record reviews the self-study and appendices for completeness and to determine if there are any issues prior to the next stage of review.
2. Self- study and appendices are reviewed and endorsed by the Department/School/Program/Faculty Council(s), as appropriate. Record the date(s) of the relevant Council meetings on the cover page of the self-study, and note/incorporate any qualifications/limitations placed by the Council(s) on the endorsement.
3. Consultation with the Program Advisory Council (PAC). Consulting with the PAC is an integral part of the review process. The timing and nature of the PAC consultations can vary depending on the program and its specific requirements. In some instances, it may be advantageous to seek input from the PAC earlier in the process and incorporate the feedback into the self-study report. In other cases, the Faculty Dean or Dean of Record may present the endorsed self-study report and its appendices, along with any qualifications or limitations, to the Program Advisory Council (PAC) for its review and comments. In all instances, a record will be kept of the date(s), minutes, and members attending the meeting(s) Regardless of when the PAC is engaged, best practice recommends sharing the endorsed self study and appendices with the PAC as a final step. A response to the comments of the PAC may be included in the Peer Review Team (PRT) Report (see Section 7.6) and/or the responses to the PRT Report (see Section 8).
4. Faculty Dean/Dean of Record endorses the self-study and appendices for submission to the Vice-Provost Academic. Record the date of Dean's endorsement on the cover page of the self-study.
5. Vice-Provost Academic reviews the self-study and appendices for completeness and to determine if there are any issues prior to submission to a PRT.

REQUIRED REVIEWS AND APPROVALS - INTERNAL & EXTERNAL

Stage 2 of the PPR process requires a series of internal and external reviews, each outlined below. The PPR is considered complete once the Final Assessment Report has been submitted to Quality Council and Board of Governors by the Vice-Provost Academic, and Provost and Vice-President Academic, respectively. For detailed information on these stages of review and approval, please refer to the PPR Stage 2 Manual.

Stage 2: Reviews & Approvals

Reviews & Endorsements	PRT Selection	PRT Site Visit	PRT Report & Responses	Final Review & Submission
1. Review of self-study and appendices by Faculty Dean	1. Submission of list of potential reviewers to Dean		1. Receive PRT Report within 1 month of visit	1. Review of PPR by ASC
2. Endorsement by Department/ School/ Program/ Faculty Council	2. Selection and invitation of PRT by Dean		2. Program response to PRT report submitted to Dean	2. Visit by program to ASC to respond to questions & feedback
3. Review of self-study and appendices by Program Advisory Council	3. Organization of PPR documentation and agenda for PRT (sent by Dean)		3. Faculty Dean response to PRT report and Program Response	3. Recommendation to Senate from ASC
4. Endorsement by Faculty Dean			4. Finalize Implementation Plan	4. Senate vote for approval of PPR*
5. Review of self-study and appendices by Curriculum Quality Assurance/ Vice-Provost Academic			5. Submit complete PPR to CQA for final review and submission to ASC	5. Submission of PPR Final Assessment Report to Quality Council and to Board of Governors

* Programs are expected to submit a Follow-up report 1 year after senate approval, outlining the steps they have taken to address their approved implementation plan.

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APPENDIX A: Toronto Metropolitan University's Undergraduate Degree Level Expectations

The degree level expectations in the Ontario Council of Academic Vice-Presidents (OCAV) "Guidelines" elaborate the intellectual and creative development of students and the acquisition of relevant skills that have been widely, yet implicitly, understood. Ontario universities have agreed to use OCAV's guidelines as a threshold framework for the expression of their own degree level expectations – and may go beyond them. Below are Toronto Metropolitan University's Undergraduate degree level expectations, as presented in Senate Policy 110:

Baccalaureate/Bachelor's Degree: Honours	
This degree is awarded to students who have demonstrated the following:	
EXPECTATIONS	

1. Depth and Breadth of Knowledge	a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline.
	 b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines.
	 c. A developed ability to:
	   i. gather, review, evaluate and interpret information; and
	   ii. compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline.
	 d. A developed, detailed knowledge of and experience in research in an area of the discipline.
	 e. Developed critical thinking and analytical skills inside and outside the discipline.
	 f. The ability to apply learning from one or more areas outside the discipline.

2. Knowledge of Methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to: a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b. Devise and sustain arguments or solve problems using these methods; and c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship.

3. Application of Knowledge	a. The ability to review, present and critically evaluate qualitative and quantitative information to:
	   i. Develop lines of argument;
	   ii. Make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
	   iii. Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;
	   iv. Where appropriate use this knowledge in the creative process.
	 b. The ability to use a range of established techniques to:
	   i. Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
	   ii. Propose solutions;
	   iii. Frame appropriate questions for the purpose of solving a problem;

	iv. Solve a problem or create a new work.
	c. The ability to make critical use of scholarly reviews and primary sources.
4. Communication Skills	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of Limits of Knowledge	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

6. Autonomy and Professional Capacity	a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:
	
	  i. The exercise of initiative, personal responsibility and accountability in both personal and group contexts;
	
	  ii. Working effectively with others;
	
	  iii. Decision-making in complex contexts;
	
	b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and
	
	c. Behaviour consistent with academic integrity and social responsibility.

APPENDIX B: PPR Completion Checklist

The checklist below proves a list of each section and appendix required for the PPR self study. **This list can also be uploaded to the task management system in the Portal to track completion of each component part. The task management system allows for sections to be assigned, with deadlines included.**

Prior to Peer Review Team Visit: Ensure the Self-Study and ALL Appendices are complete for review/endorsement by Department/School/Faculty Council and high level review by Vice-Provost Academic. Share the folder with V-P Academic and Director, Curriculum Quality.

Following Peer Review Team Visit: Ensure full Peer Review Report, Program Response, Dean's Response, and any revisions to the Recommendation Plan are complete and uploaded to the Folder. Share folder with V-P Academic and Director, Curriculum Quality.

ITEM / DESCRIPTION		Person(s) Responsible/Notes	Done
Self-Study Document (1 document, containing 10 Sections)			
1.	**INTRODUCTION**		
1.1.1	Basic Information		
1.1.2	Program History		
1.1.3	Development of the Self Study		
2.	**PROGRAM OBJECTIVES**		
2.1.1	Program Objectives		
2.1.2	Program Curriculum		
2.1.3	Program Breakdown and Balance		
2.2.1	Program-Level Learning Outcomes		
2.2.2	Curriculum Achievement of LOs and UDLEs		
2.3.1	Current and Anticipated Societal Need		
2.3.2	Careers and Employment Pathways		
2.3.3	Enrolment Trends and Anticipated Demand		
2.3.4	Program Advisory Council (PAC)		
3.	**ADMISSION REQUIREMENT**		
3.1.1	Admission Requirements Aligned with Program Objectives & Learning Outcomes		
3.1.2	Admission Requirements and Equity Groups		
4.	**CURRICULUM**		
4.1.1	Curriculum Reflection of Current State of the Discipline		
4.1.2	Comparator Programs		
4.2.1	Curricular Innovation and Creativity		
4.2.2	Experiential Learning		
4.2.3	Modes of Delivery		
4.3.1	Application of an EDI/Anti-Racism Lens & Curricular Content		
4.3.2	Teaching and Assessment Methods and EDI		
4.3.3	Response to Recommendation 9		

4.4.1	Appropriateness and Effectiveness of Program Teaching Methods		
4.4.2	Student and Alumni Perspectives on Program Teaching Methods		
5.	**ASSESSMENT OF LEARNING**		
5.1.1	Appropriateness and Effectiveness of Program Methods of Assessment		
5.1.2	Student and Alumni Perspectives on Program Methods of Assessment		
5.1.3	National Survey of Student Engagement (NSSE)		
5.2.1	Achieved Proficiency of Program-Level Learning Outcomes		
5.3.1	Academic Variations		
5.4.1	Academic Integrity		
6.	**RESOURCES**		
6.1.1	Human Resources		
6.1.2	Physical Resources		
6.1.3	Financial Resources		
6.1.4	Use of Human, Physical and Financial Resources Moving Forward		
6.2.1	Library Facilities and Services		
6.2.2	Other Academic Resources		
6.2.3	Opportunities for Improvement		
7.	**QUALITY INDICATORS**		
7.1.1	Faculty Scholarship, Research, and Creative Activities (SRC) and Awards		
7.1.2	Class Size & Student-to-Faculty Ratio		
7.1.3	Delivery of Program Courses by TFA and CUP		
7.1.4	Faculty Mentorship and Program Quality		
7.2.1	Applications & Entrance Averages		
7.2.2	Student Retention Rates		
7.2.3	Full-Time and Part-Time Course Load		
7.2.4	Student Achievement		
7.3.1	Time to Completion and Graduation Rates		
7.3.2	Graduate Employment and Satisfaction		
8.	**QUALITY ENHANCEMENT**		
8.1.1	Progress and Program Changes		
8.2.1	Current and Future Planning		
9.	**PROPOSED RECOMMENDATIONS**		
9.1	List of Recommendations		
APPENDICES (5 separate documents: A I (A-K); A II; A III; A IV; A V)			
A I	*Appendix I*: Reports and Data to Support the Self Study		
AI-A	Degree Level Expectations Map		
AI-B	Overall Program Map		
AI-C	Teaching and Assessments Map		
AI-D	Student Feedback		

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AI-E	Alumni Feedback		
AI-F	Employer Feedback		
AI-G	Comparator Programs		
AI-H	Library Report		
AI-I	ASCOR Self Analysis Report		
AI-J	Program Advisory Council Comments		
AI-K	Equity, Diversity & Inclusion Tool		
A II	*Appendix II*: Concerns and recommendations from the previous program review		
A III	*Appendix III*: Faculty CVs		
A IV	*Appendix IV*: Course Outlines		
A V	*Appendix V*: Summary of Self-Study Process, Documentation of Approvals and Related Communications		
Peer Review and Responses			
✔	PRT Report and Recommendations		
✔	Program Response to the PRT Report and Recommendations		
✔	Faculty Dean Response to PRT Report + Program		
✔	Final Program Recommendations and Implementation Plan (revised, where appropriate, following PRT feedback)		

APPENDIX C: EDI Tool

The Equity, Diversity and Inclusion (EDI) Tool was developed by the Office of the Vice-President, Equity and Community Inclusion as a method to support programs at Toronto Metropolitan University as they work towards the values outlined in the university's 2020-2025 Academic Plan.

To that end, the OVPECI has identified six groups of people as equity deserving groups: women; racialized people (also referred to as people of colour or racial or visible minorities); Black people; First Nations, Métis and Inuit (FNMI) Peoples (also referred to as Indigenous or Aboriginal Peoples); persons with disabilities (also referred to as disabled people); and 2SLGBTQ+ people (an acronym used for individuals who identify in minority groups based on their sexual orientation, gender identity and gender expression).

Programs undergoing Periodic Program Review (PPR) and Curriculum Modifications (Category 3 Minor Modifications and Major Modifications) will be provided with a set of tables and charts by the Office of the Vice Provost, Academic, that shows the representation of each of these groups, both individually and as they intersect, within the program, faculty and throughout the university as reported by students, faculty and staff through the Toronto Metropolitan University Diversity Self Identification process. This data should be incorporated into curricular planning and reports, with thought given to the way that people from equity deserving groups are represented within literature presented and the ways that they may be impacted by curricula and underrepresentation within academia generally and each program specifically.

EDI data can be used in forming and revising all aspects of a curriculum, including policies around application and admission, reflections in literature, representation in authorship, representation in faculty and staff, mentorship programming, extracurricular and experiential learning opportunities, and consideration in teaching methodology and assessment.

By incorporating this data thoughtfully, programs are encouraged to consider ways that students, faculty and staff from equity-deserving groups can be supported, and the challenges they face can be mitigated in their experiences at Toronto Metropolitan University.

To receive a copy of the EDI Tool specific to your program contact CQA
ovpa.curriculum@torontomu.ca .

APPENDIX D: Course Type: Nomenclature and Specific Characteristics

Mostly on Campus

Mostly Away from Campus

+ Degree of change to program and student experience -

Instructor and Student Interaction Style

Delivery Mode Name	Synchronous or asynchronous	Class meeting location	Definition
In-person	Synchronous	In-person at TMU	A course that meets in-person at a scheduled time in a designated room A small proportion[1] of class meeting time can be online synchronous or online asynchronous
Blended	Blend of synchronous & asynchronous	Blend of mostly in-person at TMU and some online	A course with both in-person and online components Where a **significant portion[1] is in-person**, and a smaller portion is online (either online asynchronous or online synchronous)
Blended	Blend of asynchronous & synchronous	Blend of some in-person at TMU and mostly online.	A courses with both in-person and online components Where a portion[1] is in-person, and a **significant portion is online** (either online asynchronous or online synchronous)
Online Synchronous	Synchronous	Online	A fully online course that has scheduled meeting times, but no designated room A small proportion of class meeting time can be online asynchronous
Online Asynchronous	Asynchronous	Online	A fully online course that does not have scheduled meeting times Any synchronous opportunities offered by the instructor must be entirely optional for the learner
HyFlex[2]	*Synchronous*	*Simultaneously in-person at TMU and online*	*A course that is both in-person and online simultaneously with a scheduled meeting time in a designated room* *Students move between online and in-person instruction as they see fit. A small proportion of class meeting time can be online asynchronous.*

[1] "small proportion" means ≤ 20% and "significant proportion" means ≥ 33%
[2] Currently TMU has only limited Hyflex capabilities
Note: Major assessments can be online or in-person across all delivery modes

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