

**CAPPA/ACPAP  
2021**

***Self-Study Template***

Please contact the Chair of the Accreditation Board or designated program advisor with any questions. This template has been developed with reference to templates used in internal university program reviews, particularly Queen's University.

Name of Program(s) under Review \_\_\_\_\_

\_\_\_\_\_  
*Signature(s) of Unit Head(s)*

\_\_\_\_\_  
*Date*

**MISSION STATEMENT OF SCHOOL/DEPARTMENT**

*Provide the mission statement of your School or Department:*

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## Part A – Summary and Quality Enhancements

Name of Academic Unit(s):	
Date of last Accreditation: <i>(if applicable)</i>	

### Summary

*Provide a summary of the program(s) identifying areas of strength and weakness, opportunities and threats (SWOT) that may shape the program(s) 's future. Describe program goals and aspirations for the next 7 years here. Relevant data from sections 15 and 16 should be referenced as appropriate. [Suggested 2 page maximum per program.]*

## Quality Enhancements

*Provide summaries of the following, using relevant data from Section 16 (e.g., Exit Poll, NSSE, retention/graduation, or CGPSS data) to indicate the potential for quality improvement.*

- 1. Descriptions of innovations or features in curriculum that enhance learning.*
- 2. Initiatives that have been implemented to improve the quality of the program(s) and the associated learning outcomes and teaching environment.*
- 3. Areas identified through the conduct of the self-study as holding promise for enhancement.*
- 4. Areas identified through the conduct of the self-study as requiring improvement.*

## Development of Self-Study

*The development of an effective self-study should include consultation with a wide range of individuals involved with the program(s) under review. Information may be gathered through surveys, interviews, focus groups, and other similar activities. Please indicate how faculty, staff, and students were involved in the development of the self-study and what kinds of information gathering tools were used.*

## PART B - Evaluation Criteria

*In this section, include information that is relevant to an assessment of the program.*

# 1. Curricular Alignment of Teaching and Learning with CAPP/ACPAP Competencies

*In Table 1 below, summarize how the graduate program's structure and requirements address the CAPP/ACPAP universal competencies.*

**Table 1. Mapping graduate curriculum to graduate degree level expectations** *(add rows as needed)*

Competency	Learning Outcomes (program specific) This degree is awarded to students who demonstrate...	Indicators of Achievement As evidenced by...	Relevant Courses and Academic Requirements (requirements that contribute to the achievement of learning outcomes and degree expectations)
<i>Ability to analyze and think critically about public sector problems</i>			
<i>Ability to lead and manage within public organizations</i>			
<i>Knowledge and understanding of the techniques and tools required to engage stakeholders in governance and policy processes</i>			

<i>Appreciation of the purpose of public service and public sector ethics</i>			
<i>Capacity to communicate and interact professionally with a diverse citizenry</i>			
<i>Application of Knowledge</i>			

1.2 *Describe how the means of assessment appropriately and effectively demonstrate achievement of the program(s)' learning objectives [Suggested maximum 250 words]*

## 2. Curricular Alignment of Teaching and Learning with Mission-Based Competencies

*In Table 2 below, summarize how the graduate program's structure and requirements address the competencies that are unique or essential to your school or department.*

**Table 2. Mapping graduate curriculum to graduate degree level expectations** *(add rows as needed)*

Competency	Learning Outcomes (program specific) This degree is awarded to students who demonstrate...	Indicators of Achievement As evidenced by...	Relevant Courses and Academic Requirements (requirements that contribute to the achievement of learning outcomes and degree expectations)

*2.1 Describe how the means of assessment appropriately and effectively demonstrate achievement of the program(s)' learning objectives in relation to mission-based [Suggested maximum 250 words]*

### **3. Admission Requirements**

*When completing this section, refer as appropriate to relevant documents appended (e.g., admission regulations).*

- 3.1 *Provide a brief description of how admission requirements (GPA) ensure that students accepted into the program possess the attributes required for successful program completion. [Suggested maximum 250 words]*

### **4. Instruction**

*When completing this section, you please refer to any relevant data tables, documents, etc., appended (e.g., student retention and graduation, graduate time to completion and completion rate, post-program placements etc).*

- 4.1 *Explain how the program(s) ' instructional philosophy and modes of delivery align with learning outcomes stated in table(s) 1 and/or 2. [Suggested maximum 500 words]*
- 4.2 *Describe any significant innovation or creativity in the content and/or delivery of the program(s) relative to other such programs. [Suggested maximum 200 words]*
- 4.3 *Indicate how consistency in Program requirements and standards are assured across course and course sections. [Suggested maximum 200 words]*

### **5. Resources**

*When completing this section, insert (or refer to) relevant summary tables and documents (e.g., Library Report, Budget, etc.).*

- 5.1 *Describe and comment on how the Academic Unit(s) has used existing library services and resources which may include: the liaison librarian for the department; library instruction; collection development; discipline-specific learning resources; reference support, etc.*



- 5.2 *Comment on the appropriateness and effectiveness of other academic services (e.g. information technology, Writing Centre, Centre for Teaching and Learning, etc.) to support the program(s) being reviewed.*
- 5.3 *Describe how the academic unit(s) has appropriately and effectively used existing human (faculty and staff), physical, (laboratories, teaching space, studios, common rooms, etc.) and financial resources in support of the program(s) being reviewed. Describe advancement activities here (if applicable).*
- 5.4 *Further to 5.3 above, describe how the program is supported by staff members. Comment on any issues.*

## **6. Equity, Diversity, and Accessibility**

- 6.1 *Comment on the unit's efforts to promote equity, diversity and inclusion to date, with specific reference to curriculum, assessment, and student supports. Provide information about approaches to achieve equitable representation of historically underrepresented equity-seeking groups within the program(s) and/or unit(s), including students, faculty, and staff.*

## **7. Professional Development and Career Advancement**

- 7.1 *Provide information on how the unit supports the career placement and progression of students.*
- 7.2 *Describe any co-ops, internships, training or other career placements that help the students bridge into public sector employment.*

## **Quality Indicators**

## 8. Faculty Complement and Activities

When completing this section, refer to an appended, relevant documents.

8.1 **Faculty Profile** – Provide summaries of faculty involved in the program by completing the two tables below.

**CVs** – Submit CVs for all core faculty in the program (as defined in Table 3a). CVs for term adjuncts are not required but may be relevant for indicating the unique opportunities in a program. CVs for faculty who are cross-appointed or co-supervisors should be included at the discretion of the Academic Unit.

**Table 3a. List of Core Faculty Contributing to Program Delivery**

List the core faculty who contribute to delivery of the program; include those on leave (add rows as needed). Core faculty is defined here as tenured, tenure-track, emeriti, and continuing adjunct professors.

Faculty Member	Rank and Status*	Home Unit	Contribution Level and Supervisory Privileges	Field(s)**			
				Fieldname 1	Fieldname 2	Field name3	Field name4

*\*specify tenured, tenure-track (new or renewed), emeriti or continuing adjunct. \*\*In the first instance, a field is understood to be an area of characteristic and distinctive strength for which the Program wishes to be known and which it wishes to advertise.*

- Add any comments as appropriate on Table 3a.

**Table 3b. Qualifications of Term Adjunct Faculty**

Summarize the qualifications of term adjunct faculty; include those on leave (add rows or modify table format as needed).

Faculty Member	Rank	Degree Qualifications	Research/Professional Qualifications*

*\*Indicate if faculty participate in graduate teaching and supervision, including field as applicable.*

- Add any comments as appropriate on Table 3b.

## 8.2 **Current Teaching Assignments**

**Table 4. Teaching Assignments for the Current Year** (*add additional rows or modify table format as needed*)

*In Table 4 below, indicate the number of courses (including graduate directed reading courses) currently being taught by each instructor. Include courses taught by core faculty members, term adjuncts, and other instructors or teaching fellows. The current year refers to the academic year in which you are writing the self-study document.*

Instructor	FTE	Rank	Course Number and Name	U/G/B*	Class Size	% taught

\*Undergrad, Grad, or Both

8.2.1 *Please comment on how current teaching assignments and those of the past 3 years relate to relevant workload documents, year-to-year changes, etc. Identify any anomalies. Comment on any trends over the full 7 year review period.*

8.2.2 *For the current year, what percentage of courses taught in the program (either in the classroom or online) was taught by:*

- i. *Core faculty*
- ii. *Term adjuncts*
- iii. *Teaching Fellows*

## 8.3 **Faculty Awards and Honours**

8.3.1 *List major teaching awards and honours received by faculty members during the past 7 years.*

8.3.2 *List major research awards and honours received by faculty members during the past 8 years. N.B., This section is for awards (as in prizes), not financial awards (as in grants). Do not include research grants here; they may be listed in table 6a for graduate research grant awards or on faculty CVs if the program is undergraduate only.*

8.3.3 *Use space below to comment on awards, honours (listed above), or other distinctions received by faculty and staff etc.*

## **9. Student Attributes and the Student Experience**

*Comment on:*

1. *applications and registration;*
2. *grade-level for admission;*
3. *rates and timing of attrition;*
4. *times to completion;*
5. *success rates in provincial and national scholarships,*
6. *competitions, distinctions and awards;*
7. *academic achievement, graduation rates;*
8. *innovative student experiences, and*
9. *student in-course reports on teaching;*

*As appropriate, append supporting documents and data summaries.*

## **10. Program Graduates**

*When completing this section, insert or append any relevant data tables/documents as appropriate.*

10.1 *Comment on initial employment (or status) of students graduating over the past seven years (as available).*

10.2 *Include additional information on employment six months and two years after graduation and on current employment status if available.*

## **11. Additional Program Criteria**

*When completing this section, insert additional data tables and/or refer to relevant documents and data summaries appended to Sections 15 and 16, as needed.*

11.1 *Comment on how a high-quality graduate experience is supported. Comment on the quality of supervision and mentorship and how it is assessed or monitored.*

11.2 Comment on the appropriateness of the fields in the programs (as applicable) and indicate whether there have been changes in the fields in the past 7 years. A field is understood to be an area of characteristic and distinctive strength for which the program wishes to be known and which it wishes to advertise.

11.3 Summarize research funds for the program in Table 5a (Operating Funds) and Table 5b (Other Funds) below.

**Table 5a. Total Research Funding (Operating) by source** (do not include equipment grants, research chairs, conference grants or minor grants). Include last 7 years. (Add rows as needed.)

Year	<u>Estimate</u> of research funding by field (as applicable)	Federal Granting Council	Other Peer Reviewed	Contracts	Other

Use space below for comments on Table 5a.

**Table 5b. Total Research Funding (Other) by source** (include training grants, major equipment grants, research chairs, conference grant, etc., as appropriate here). Include last 7 years. (Add rows if needed.)

Year	<u>Estimate</u> of research funding by field* (as applicable)	Federal Granting Council	Other Peer Reviewed	Contracts	Other

* If assigning research funding to a specific graduate Field, ensure that funding is not counted more than once					
Use space below for comments on Table 5b.					

**11.4 Students –**

Provide information and comments on scholarly output (e.g., publications, research presentations, etc.).

Provide information and comments on commitment to professional and transferable skills (e.g., participation in professional development workshops and seminars, career advancement training, field trips, international experiences etc.).

Provide information and comments on international graduate student program participation and funding, if applicable.

**11.5 Graduate Program –**

Comment on the aspects of the program structure and faculty research that contribute to the intellectual quality of the student experience (e.g., program symposia, conferences, seminars, etc.).

Comment on the total number of graduate courses offered and of those, the number that are graduate-only as well as the number offered to both upper year undergraduate and graduate students. Describe the process by which it is assured that graduate students meet the requirement that no less than two-thirds of their course requirements are met by completing graduate-only courses.

Provide information on graduate student financial support for the last 7 years by completing Table 6.

<b>Table 6. Financial Support for Master’s Students – <u>7 year summary</u></b>								
Year	\$ Amount of Support From (# students) <sup>1</sup>						Students Funded	
	External Scholarships (#)	University Scholarships (#)	TAs (#)	RAs (#)	Other <sup>1</sup> (#)	Total \$	# (%) <sup>2</sup>	Average \$ <sup>3</sup>

<sup>1</sup> Give the number of students supported in each category.

<sup>2</sup>Indicate the nature of the total population against which the % is calculated – e.g., all students, all full-time students, all full-time students in the first 'X' year(s) of the Program, etc.

<sup>3</sup>Average funding per funded student.

Use space below for comments on Table 6 (e.g., comment on guaranteed minimums, competitiveness, etc.; indicate whether students may hold any of these forms of support concurrently).

## Part C – Supporting Documentation

### Supporting Documentation – Unit(s) Input

Append any additional information that is pertinent to the program(s) and that supports the narratives in Part B. For example, append copies of the following:

[This is not necessarily a complete list, and is not intended to be prescriptive but rather provide guidance; additional documents and data summaries can be added as appropriate].

- Unit Strategic and/or Staffing Plan
- Academic Regulations
- Course Offerings for the past 3 years
- Calendar Course Descriptions
- Summary of Base Budget (optional)
- Faculty Workload Documents
- Faculty Teaching Assignments for the past 3 years
- Graduate Student Manual (as applicable)
- Postdoctoral Fellows Policy and/or Program (as applicable)
- Laboratory or Research Computing Equipment
- Other Equipment and/or Facilities
- Internal Program Reviews or Reports
- Examples of national and/or international programs which provide useful reference points for comparison (together with the rationale for the choice)

### Supporting Documentation – Input from other sources external to the unit

Below is additional information/documentation that may be pertinent to the program(s) and support the data tables and narratives in Part B.

- Student Exit Poll Survey
- USAT Scores
- Library Report
- Student Diversity and Designated Groups
- Current Faculty Profile
- Graduate Student Financial Support
- Graduate Student Time to Completion and Completion Rate
- Flow-through data
- Instruction and Course Delivery

- Multiyear Enrolment Profile
- Space Utilization and Standard (optional)
- Program Demand and Special Features (e.g., local context)