University of Toronto
Quality Assurance Process (UTQAP)

Review Workshop

Office of the Vice-Provost, Academic Programs

March 12, 2020
12:00 – 2:00 p.m.
Governing Council Chamber
Welcome

Susan McCahan
Vice-Provost, Academic Programs
Vice-Provost, Innovations in Undergraduate Education
Cyclical Reviews

- Reflect commitment to academic excellence
- Support ongoing appraisal and quality improvement
- Receive expert advice from leaders in the field
- Assess performance relative to international peers
### Brief History of Quality Assurance

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1974</td>
<td>Ontario Council of Graduate Schools (OCGS)</td>
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<tr>
<td>2000</td>
<td>Undergraduate Program Audit Committee (UPRAC)</td>
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<td>2006-09</td>
<td>Review of OCGS; Quality Task Force</td>
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<tr>
<td>2010</td>
<td>Quality Assurance Framework (Ontario)</td>
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<td>2011-12</td>
<td>UTQAP Implemented (U of T)</td>
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<tr>
<td>2016-17</td>
<td>Quality Council Audit of U of T’s UTQAP Implementation</td>
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</table>
UTQAP Protocol for Cyclical Reviews
Commissioning & Self-Study

- Commissioning Officer initiates review
- Terms of Reference
- Self-Study
Self-Study

Includes...

- Consultation
- Critical Self-Analysis
- Evidence

...and Follows Template
Self-Study: Consultation

- All programs: Involve faculty, students and staff plus input from relevant/useful others…

- Professional programs: views of employers and professional associations

Resource: Engaging Faculty, Students & Others in the Self-Study (Quality Council)
Self-Study: Critical Self-Analysis

- Broad-based, reflective, and forward-looking report that includes critical self-analysis
- An assessment of the strengths and challenges facing the programs

Resource: *Creating an Effective Self-Study for Program Reviews* (Quality Council)
Self-Study: Evidence

- Data packages
- Library report
- Previous review report(s) and administrative response(s)
- Course descriptions
- CVs
- Student services statement
- Supplement all of the above with other data & documents relevant to your programs

Resource: Academic Services that Contribute to Academic Quality of Programs (QC)
Self-Study: Evidence

Level of Research Funding

- UTQAP data: 750,000
- UTQAP + supplementary data: 750,000
- Supplementary data: 250,000

Funding administered through the unit
Funding administered in other units
Self-Study: Evidence

- Research $ administered through the unit offering the program
- Research $ administered through other units, but PI associated with the program
- Research $ administered outside U of T, but PI associated with the program
- Supplementary data for contributions of faculty w/o primary budgetary appointments, or program-only reviews
- UTQAP data package. Good for: programs offered in departments or EDU:As
Self-Study: Articulating the Design of Your Curriculum

Susan McCahan
Vice-Provost, Academic Programs
Vice-Provost, Innovations in Undergraduate Education
To tell the story of your curriculum...

1. Articulate what students are supposed to take away from the program. What are they supposed to learn?
2. How is the program designed to help them learn those things?
3. How do you know they've learned those things?

...framed differently...

Explain the alignment between:

1. Program learning outcomes
2. Program requirements & curriculum delivery
3. Assessment
Degree Level Expectations (DLEs) provide the categories of learning and corresponding levels of achievement an academic program must address.

Program Learning Outcomes (PLOs) articulate the explicit learning expectations within an academic program, contextualizing how the program aligns with the DLEs.
Degree Level Expectations (DLEs) provide the categories of learning and corresponding levels of achievement an academic program must address.

Program Learning Outcomes (PLOs) articulate the explicit learning expectations within an academic program, contextualizing how the program aligns with the DLEs.

SELF-STUDY CONNECTION

2.1 Program Learning Outcomes
List the program learning outcomes and indicate how they align with the appropriate degree level expectations.
Student pathways through curriculum

Start point: admission requirements

End point: PLOs
2.2 Admission Requirements
Indicate the program admission requirements and explain how they explicitly align with the program learning outcomes.

2.3 Program Requirements
List the program requirements.

2.4 Curriculum Design
Discuss the alignment between the program’s learning outcomes and the program requirements (i.e., courses and any other required learning activities)

Start point: admission requirements

End point: PLOs
Courses make granular contributions to students' development toward the PLOs.
Courses make granular contributions to students’ development toward the PLOs

SELF-STUDY CONNECTION

2.4 Curriculum Design
Discuss the alignment between the program’s learning outcomes and the program requirements (i.e., courses and any other required learning activities)
Visualize course contributions using a curriculum map

<table>
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<tr>
<th>Code</th>
<th>Course Name</th>
<th>PLO1</th>
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<th>PLO3</th>
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**Self-Study Connection 2.4.1 Curriculum Map**

Provide, in a format appropriate for the discipline, an outcomes-based curriculum map that visualizes the alignment between the program’s learning outcomes and the courses (and any other required learning activities) in the program.

We have software that can help with this!
# Data Entry View for Course in Curriculum Mapping Software:

## DEMO260 - Canadian Literature

<table>
<thead>
<tr>
<th>Overall Course Mapping</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO3</th>
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### Teaching & Learning Methods

- **Discussion**: ▶X▶X▶X▶X▶X▶X▶X▶X
- **Lecture**: ▶X▶X▶X▶X▶X▶X▶X▶X
- **Small group methods**: ▶X▶X▶X

### Assessments

- **Essay**: ▶X▶X▶X▶X▶X▶X▶X▶X
- **Exam - final**: ▶X▶X▶X▶X▶X▶X▶X▶X
- **Exam - midterm**: ▶X▶X▶X▶X▶X▶X▶X▶X

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Is this description complete?  
- **Yes**  
- **No**
The aggregate of kinds of assessments used in courses demonstrate how students achieve the PLOs.

**Program Learning Outcomes**
- PLO1
- PLO2
- PLO3
- PLO4
- PLO5
- PLO6
- PLO7
- PLO8
- PLO9
- PLO10
- PLO11

The aggregate of kinds of teaching & learning methods demonstrate how students are supported in their development towards the PLOs.

**Assessment Types**
- Final exams
- Lab reports
- Seminar presentations
- Research papers
- Problem assignments
- Design assignments
- Group presentations
- Reflection
- Portfolio

**Teaching & Learning Methods**
- Guest speakers
- Peer teaching
- Debate
- Field opportunities
- Community engagement
- Co-op
- Seminars
- Scholarship analysis
- Problem sets
- Small group work
- Peer assessment
The aggregate of kinds of assessments used in courses demonstrate how students achieve the PLOs.

SELF-STUDY CONNECTION
2.4.2 Assessment of Learning
For each program learning outcome, describe the means of assessment used to demonstrate achievement of that particular outcome.

Program Learning Outcomes
- PLO1
- PLO2
- PLO3
- PLO4
- PLO5
- PLO6
- PLO7
- PLO8
- PLO9
- PLO10
- PLO11

SELF-STUDY CONNECTION
2.5 Curriculum Delivery
Describe how the mode(s) of delivery (face-to-face / online / blended / hybrid) are appropriate to and effective in meeting the program’s learning outcomes.

Identify any significant innovation or creativity in the delivery of the program relative to other such programs.

Teaching & Learning Methods
- Guest speakers
- Seminars
- Peer teaching
- Scholarship analysis
- Debate
- Problem sets
- Field opportunities
- Small group work
- Community engagement
- Co-op
- Peer assessment

Final exams
- Seminar presentations
- Research papers
- Problem assignments
- Design assignments
- Group presentations
- Reflection
- Lab reports
- Portfolio
Highlight Educational Innovation in Self-Study

• Significant innovation or creativity in the content and/or delivery of the program
• Opportunities for learning beyond the classroom
• Initiatives to foster professional development
• Initiatives to enhance the quality of the program and the learning and teaching environment
• How faculty research supports the research and learning of students
Using Data to Support Curriculum Narrative

• National Survey of Student Engagement
• Course evaluations
• Student and alumni surveys and focus groups
• Retention and graduation rates
Key Take-Away

The curriculum design narrative should explain the alignment between program outcomes, assessments, and delivery methodologies.
External Reviewers

- Reviewer nominations submitted by Dean’s Office to VPAP
- Approval of nominated reviewers by VPAP
- Invitation to Reviewers
- Review announced
- Site visit by reviewers
- Reviewer report
- Fact-checking
- Final reviewer report
External Reviewers: Selection

Reviewer nominations submitted by Dean’s Office to VPAP

Approval of nominated reviewers by VPAP
  - Feedback offered; can be iterative

Invitation to reviewers
  - May go through several rounds

Letter from Commissioning Officer
External Reviewers: Selection

- Active and respected in their field
- Associate or full professors
- Program management experience
- From peer institutions offering high quality programs in the field under review [often U15, AAU, equivalent]
- Meet “arm’s length” requirement
External Reviewers: Site Visit by Reviewers

- Reviewers meet with:
  - faculty, students, administrative staff and senior program administrators
  - members of relevant cognate units as determined by the commissioning officer
  - professional programs: employers and professional associations
External Reviewers: Reviewer Report

- Reviewers report
  - Fact-checking
    - Final reviewer report
      - Follows Report Template
Responses & Governance: Administrative Response

VPAP requests Dean’s Admin Response & Implementation Plan

Dean develops response & implementation plan in consultation with unit/program (unit response*)

Letter to Dean

Letter from Dean

Unit Response

*Departmentalized Faculties/Divisions
Responses & Governance: AP&P

AP&P discussion, including possible request for 1-year follow-up report

Subsequent governance

Dean and Chair/Director Present

Dean to Academic Board; reports go up
Oversight & Implementation

- Final Assessment Report and Implementation Plan (FAR/IP) circulated
- Interim monitoring report
- Next review
Advice from Colleagues

Jun Nogami, Professor, Department of Materials Science & Engineering, Faculty of Applied Science & Engineering

Ashley Stirling, Professor & Vice Dean, Academic Affairs, Faculty of Kinesiology & Physical Education

Alexie Tcheuyap, Professor, Department of French & Vice-Dean, Faculty, Academic Life & Equity, Faculty of Arts & Science
Questions

- How did you engage faculty/students/staff in the review?
- How did you use standardized (or supplementary) data?
- What was the most helpful outcome of the review?
- What was the most surprising element of the review process?
- What was the most difficult aspect of the review process?
- Tips/advice you wish you’d had when you started the process?
Top Five Workshop Takeaways

1. Help?
   - Decanal Reviews: Dean's Office
   - Provostial Reviews: VPAP Office

2. Reviews are a big investment.
   - Requirement: UTQAP, QAF, Ministry
   - Opportunity: Make them work for your programs/department/Faculty

3. Your self-study is...
   - ...an analysis of what your programs/units are and aspire to be.
   - ...based on standardized and supplementary data.
   - ...developed in conversation with colleagues, students, etc.

4. Peer review is at the heart of the process.
   - Choose the best possible reviewers to give expert advice.
   - Give reviewers everything they need to provide informed advice.

5. The report must address all programs, all terms.
   - Quality Council plays close attention to details.
   - Ensure Terms of Reference are explicitly covered.
Thank you!

More resources: vpacademic.utoronto.ca

or contact your Dean’s Office.

Workshop evaluation survey coming via email.