

Appendix C

Evaluation Criteria for Cyclical Program Reviews

In accordance with the Ontario Universities Council on Quality Assurance Quality Assurance Framework, this review must recognize the autonomy of the University to determine priorities for funding, space and faculty allocation. The review must also address any concerns or recommendations raised in previous reviews as well as the following points:

1. Consistency of the program with the institution's mission and academic plans; the program requirements and learning outcomes are clear, appropriate and align with the standards, educational goals and learning outcomes of the Institutions degree level expectations;
2. Appropriate alignment of the admission requirements with the learning outcomes established for completion of the program;
3. Appropriateness of the program's structure and curriculum to meet its learning outcomes;
4. That the curriculum reflects the current state of the discipline or area of study;
5. Evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs.
6. Initiatives taken to enhance the quality of the program and associated teaching and learning environment;
7. Appropriateness and effectiveness of the mode of delivery (including, where applicable, distance or on-line delivery) to meet the program's learning outcomes;
8. Appropriateness of the methods used for evaluating student achievement of the defined learning outcomes and degree level expectations and, where possible, consideration of the effectiveness of the methods used especially in the students' final year, to clearly demonstrate achievement of the program learning outcomes and Nipissing University's statement of Degree Level Expectations (Section 2.0);
9. The level of achievement of students, consistent with the educational outcomes/goals for the program and the degree, and institutional standards, as well as the consideration of achievement of undergraduate degree level expectations;
10. Appropriateness and effectiveness of the use of existing human/physical/financial resources;
11. The definition of indicators that provide evidence of quality of faculty, quality of students (applications and registrations), the outcomes of the program (graduation rate, length of studies, etc.), graduates and such other appropriate indicators as defined by the unit whose program is under review.

12. For graduate programs:

- A. Evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements.
- B. Quality and availability of graduate supervision.
- C. Definition and application of indicators that provide evidence of faculty, student and program quality, for example:
 1. Faculty: funding, honours and awards, and commitment to student mentoring;
 2. Students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills;
 3. Program: evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience;
 4. Sufficient number of graduate level courses for students to meet the requirement that two-thirds of their courses are at the graduate level.