Program Review Guide #4: Self-Study

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Exhibits:

List of Acronyms

CLO: Course Learning Outcome

KPU: Kwantlen Polytechnic University

OPA: Office of Planning & Accountability

PAC: Program Advisory Committee

PLO: Program Learning Outcome

SSCPR: Senate Standing Committee on Program Review

1. Introduction

The Self-Study consists of a review of the program's curriculum, instructional design and delivery, program relevance, student demand and resources needed to support the program. The process for conducting the Self-Study is covered in two guides: Curriculum Review, and this one, which describes the steps in the Self-Study that follow the Curriculum Review.

The Self-Study is the core of the program review process and forms the foundation on which the entire review is based. It includes an analysis of the program's strengths, weaknesses, opportunities and challenges, as well as recommendations that will need to be addressed to improve the program's quality.

The Self-Study is the core of program review and provides the focus for the subsequent external review and quality assurance planning phases.

The results of the Self-Study review are reported in the Self-Study Report, which contains the following sections and chapters:

Memo from Dean/Associate Dean
1. Overview of the Program(s)
2. Curriculum Review
3. Program Relevance and Student Demand
4. Effectiveness of Instructional Delivery
5. Resources, Services and Facilities
6. Conclusions and Recommendations
Appendices

You will have completed the first two chapters of the Self-Study Report while working through *Guide #2: Curriculum Review*. This guide describes the rest of the steps in the Self-Study. It includes information on the sources to use for each part of the Self-Study process, much of which is provided by OPA, including:

- Administrative data such as enrolment trends, grade distributions, and waitlists;
- Graduate outcomes data collected by BC Stats; and
- Data from the surveys administered by OPA: students, alumni, faculty, and discipline/sector.

Guide # 3, Self-Study Data, provides more information about the data and surveys. The data provided by OPA will be formatted as appendices for the Self-Study Report.

The Self-Study process will help you identify the strengths of the program, as well as areas that need improvement. For the latter, you will need to develop recommendations. Keep the following in mind when crafting each recommendation:

- Recommendations should identify the issues or areas needing improvement that will be addressed in future planning; a solution isn't required in the recommendation.
- The rationale for each recommendation should be clear and based on the evidence in the report. It is important to make sure the link to the evidence is clear.
- It is also important to focus on actions within the control of the program; if action is required from elsewhere in the institution, the recommendation should be about the program seeking the relevant support from the institution.

Self-Study Report Formatting Guidelines

Content:

- The language in the reports should be professional and respectful in tone. Names of individuals should not appear in the reports.

- Reports, once approved by the SSCPR, become public documents and are published on the KPU website. Please ensure reports undergo careful proofreading for spelling and style.

- Define all acronyms upon their first use and include an alphabetical list of their definitions at the beginning of the report, immediately after the table of contents.

- Kwantlen Polytechnic University can be referred to as "KPU" or in full. Please only use "Kwantlen" when referring to the Kwantlen First Nation.

- All sources for information used in the reports should be referenced with complete citations, using either APA, MLA or Chicago Style Guide. Use the preferred citation style correctly and consistently throughout the report. Each source you cite in the report must appear in your bibliography/reference list; likewise, each entry in the bibliography/reference list must be cited in your text.

- Do not use hyperlinks to refer reviewers to websites for additional information since links can change. All supporting materials should be included in the appendices.

Appendices:

- Appendices provide the necessary data and other supporting information for the report. Because they can be lengthy, they should be combined into one document and be submitted as a separate document.

- The Appendices document should include a table of contents to assist readers in locating appendices.

- Each appendix should be labeled with a letter (A, B, C, etc.) or a number (1, 2, 3, etc.) followed by a descriptive title and be arranged sequentially by the order in which they were first referenced in the report (i.e., Appendix B should not be referenced in the text before Appendix A is referenced).

- The Appendices for the Self-Study Reports **must** include the following OPA-provided appendices: Administrative Data Report and Student, Faculty, Alumni, and Discipline/Sector Survey Reports. It should also include the Curriculum Map and Career Pathways Map of the program. Other appendices may be included, as necessary, but do not include an appendix that is not referred to in the Self-Study Report.

- Do not include accreditation reports in their entirety. If the inclusion of accreditation report is necessary, include only the information that is relevant to the Self-Study Report.

Length:

- Typical length for the Self-Study Report is between 40 and 70 single-spaced pages.

- Typical length for the Self-Study Report appendices is between 120 and 200 single-spaced pages.

A **Microsoft Word** version of both documents is required. Please contact the Quality Assurance team at sscpr@kpu.ca if you have any questions about how to format your report appropriately.

2. Program Relevance and Demand

In the Curriculum Review process, you identified the Program Learning Outcomes (PLOs) and how they align with Course Learning Outcomes (CLOs). In this chapter, the focus is on the relevance of the program to the discipline/sector and how it maintains its currency.

Relevance

Are the program learning outcomes relevant to the current needs of the discipline/sector?

Members of the discipline/sector[1] are asked to identify the degree of importance that an entry level employee, or those who plan to pursue further studies in the discipline, can demonstrate each PLO. They are also asked if there are other skills, training or knowledge required and for what emerging trends in the discipline/sector graduates should be prepared.

In their respective surveys, students and alumni are asked their level of agreement that the curriculum is relevant to their career goals. Alumni are also asked how relevant each of the PLOs was to their career goals. Faculty are asked their level of agreement that the program's curriculum is relevant to the needs of the discipline/sector, the program prepares graduates for a career in the discipline/sector, and the program prepares students for further education in the field. Faculty members are also asked how relevant each of the PLOs is to the current needs of the discipline/sector.

Students, alumni and faculty are also asked for their overall satisfaction with the program curriculum, the strengths of the program, and areas for improvement. Graduate outcomes data collected by BC Stats also provides information on alumni's satisfaction with the education they received and their ratings of the quality of instruction in the program.

Based on this information, determine the relevance of the PLOs, and if necessary, develop recommendations to address any shortcomings.

Does the program have the connections to the discipline/sector needed to remain current?

How does the program maintain connections with the discipline/sector (including professional organizations, accreditation/licensing bodies, program advisory committee, potential employers, alumni, etc.) in order to meet its needs and expectations? Describe these connections and how they help the program remain current. Does the program have the right connections to remain current? Is it using these connections effectively to remain current? Feedback from the PAC, alumni, and discipline/sector can help address these questions.

Identify, if appropriate, recommendations for improving the program's connections to ensure it remains relevant to the needs of the discipline/sector.

Does the program include appropriate Indigenous content?

As articulated in KPU's Academic Plan, KPU is undertaking an authentic indigenization of our education delivery and content as part of our efforts to increase Indigenous participation at KPU. Describe the extent to which these changes have been applied to your program and assess what more should be done, with appropriate recommendations.

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[1] This usually includes the program's Program Advisory Committee (PAC), as well as other people working in the discipline/sector.

Faculty Qualifications and Currency

This section focusses primarily on the faculty who deliver the program, but for some programs it may also include instructional staff with specialized roles such as lab instructors. This assessment is not intended to evaluate the performance of individuals, but rather to determine whether collectively the department has the expertise and currency to deliver on the PLOs, and associated CLOs.

What is the collective expertise available to deliver the program?

This includes both the qualifications and currency of faculty and other instructional staff, as well as the number available to meet the workload needs of the program. Complete the Qualifications and Currency Profile template (Appendix A) with the following information:
- The number of FTEs by role: the number of faculty instructor FTEs and BCGEU instructional staff FTEs, if appropriate.
- Area(s) of Faculty Expertise: Briefly describe the areas of expertise relevant to the program that are held by faculty and the number of FTEs available in each area. Do not name individuals, as this is about the collective expertise of program faculty.
- Faculty Qualifications: Based on the highest credential relevant to the program held by faculty, report the number of faculty FTEs with a doctorate, a masters, etc. as well as other relevant professional certifications. Do not name individuals, as this is about the collective qualifications of program faculty.
- Expertise of Instructional Staff: Briefly describe the areas of expertise relevant to the program that are held by instructional staff and the number of FTEs available in each area. Do not name individuals, as this is about the collective expertise of program instructional staff.
- Recent Professional Development: Provide a brief description of professional development activities attended by faculty, as well as scholarly activity (such as research, presentation, publications) to illustrate how faculty, collectively, remain current in the field.

Include this as an appendix to the Self-Study Report.

Collectively, does the department have the expertise needed to deliver the curriculum?

Based on the information in the profile, determine whether the collective expertise of the department is able to deliver the curriculum to the standards of the credential level, and those of accreditation or regulatory bodies, where applicable. Are faculty and instructional staff remaining current in the discipline/sector through their research, scholarly and professional development activities? If not, identify the gaps and develop recommendations for addressing them. Consider faculty retirements/attrition, changes in the discipline/sector, and student demand.

REPORTING

In Section 3.2, *Faculty Qualifications and Currency*, of Chapter 3 of the Self-Study Report template, provide the following information:
- Provide the required information in the appendix.
- Using the information in the appendix, provide an assessment of the extent to which the department has the expertise needed to deliver the curriculum.
- Include applicable recommendations, taking into account expected faculty retirements, changes in the discipline and student demand.

Student Demand

Who takes the program?

Using the information provided by OPA, describe the demographics of the students in the program and, where applicable, identify demographic changes or underrepresented demographic groups. Describe students' reasons for taking the program. Identify any issues that should be addressed, such as lack of student diversity, and draw appropriate recommendations.

Is demand for the program sustainable?

Programs need healthy enrolments to be sustainable. Some programs have FTE targets set by the ministry that KPU is expected to meet. All programs need to have sufficient enrolments to be sustainable. Sustainability can mean many things, but at a minimum, it means efficiency of delivery is maximized, taking into account the unique features of the program such as student safety and pedagogy. A program's importance isn't gaged by the tuition revenue it brings in, as some programs will not be able to cover their costs, but all programs should be delivered efficiently. Part of assessing a program's sustainability is considering if it can be made more efficient without compromising student safety or success. The two biggest factors that drive efficiency are class size (measured in terms of filled seats) and international enrolment.

Sustainability also relates to demand for the program. Assess enrolment trends for the past five years (data provided by OPA), both in terms of headcounts and filled seats. Is demand steady, declining, or increasing? How does demand for upper level courses (3rd and 4th year) compare to demand for lower level courses, where applicable? Is the overall class size, in terms of filled seats, sustainable? For programs with FTE targets, are the targets being achieved?

To help understand the enrolment trends for your program, OPA will also provide the overall trends for other disciplines in your Faculty, as well as the trends for the discipline across all institutions in BC.[2] How do enrolment trends compare to those for your Faculty, and for the discipline across the province? These comparisons can help identify whether any trend observed for the program is happening across the discipline or is specific to KPU. For instance, if enrolments in the KPU program are declining, but they aren't declining elsewhere, it could be due to lower relevance of the program, poor reputation, admission barriers or other reasons why the KPU program is not competitive. If enrolments for the discipline are declining across BC, there may be structural changes happening in the discipline/sector that the program will need to address.

OPA will also provide information on the cost structure for your program, showing how tuition compares with instructional costs for the average class in your program.

Draw conclusions about program demand and, where relevant, develop recommendations for addressing issues with demand. Consider the challenges and opportunities for growth for the program based on student demand, comparable programs in the Lower Mainland, and trends and changes in the discipline/sector.

Does the program have the capacity to meet demand?

If demand for the KPU program is growing, it's also useful to know if that is the case across the system. There may be a growth in the discipline/sector, or KPU may have a competitive advantage that is causing the increase in enrolment. Growth in the discipline/sector may indicate that demand will continue to grow. Ability to meet demand is important to access.

Assess waitlist trends for required courses in the program, if applicable (OPA will provide for courses with significant waitlists). Are there waitlists that limit student ability to progress through the program in a timely manner? Are the waitlists for courses delivered by the program, or delivered by other departments (such as ENGL 1100)?

Draw conclusions about program capacity to meet demand and, where relevant, develop recommendations for addressing capacity.

Does the program have effective outreach to ensure demand?

The program's connections to the discipline/sector, described above, can also help to promote the program to prospective students. Community outreach practices, and public information on the website and elsewhere, can also help promote the program. Assess the work that the program does to promote the program—beyond the work done by KPU Marketing. Draw conclusions about their effectiveness, and where relevant, develop recommendations for improvement.

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[2] Enrolments across the province will be reported by CIP, Classification of Instructional Program.

REPORTING

In Section 3.3, *Student Demand*, of Chapter 3 of the Self-Study Report template, provide the following information:

- Describe who takes the program, referencing relevant data in the appendix.
- Assess whether demand for the program is sustainable, referencing relevant data in the appendix.
- Assess whether the program has the capacity to meet demand, referencing relevant data in the appendix.
- Assess the effectiveness of program outreach to ensure demand, referencing relevant data in the appendix.
- Identify weaknesses in these areas and provide applicable recommendations for addressing them.

3. Effectiveness of Instructional Delivery

With the curriculum review complete (see Curriculum Review Guide), you can now turn to the assessment of aspects of curriculum delivery.

Instructional Design and Delivery of Curriculum

Ideally, each course in the program was designed following the principle of constructive alignment, whereby course learning outcomes align with teaching activities and the methods of assessing student learning. You can find information on constructive alignment in course design [here](#).

Theoretically, it would be possible to review the constructive alignment of each course in the program. Since the same course can be taught by different faculty members, who may have designed the instruction and assessment differently, there may be a number of different ways each course is delivered. To review every instance of how each course is taught would be a massive undertaking and is beyond the scope needed for program review.

The approach taken here is to review instructional design and delivery more holistically, using feedback from students, alumni, faculty, and the discipline/sector, where appropriate, to answer the following questions:

Are appropriate opportunities provided to help students acquire the PLOs?

In their respective surveys, students, alumni and faculty are asked to what extent the program is helping students develop each of the program learning outcomes. Respondents to the discipline/sector survey who have experience with KPU grads (as interns, Co-ops or new hires) are also asked to provide feedback on how well the program is preparing students to work in their organization.

If the feedback identifies one or more PLOs that are not adequately taught, the curriculum mapping exercise completed for curriculum review can be used to identify the courses that map to those PLO(s). There are a number of possible reasons a PLO is not being taught adequately: there may not be enough courses that address the PLO; the courses that address the PLO may not do so in sufficient depth; or the learning activities in the course(s) may not be sufficiently aligned with the CLOs. These reasons do not need to be identified in the Self-Study. At this point you need merely to develop a recommendation that the relevant courses will be reviewed and revised to strengthen their connection with the PLOs to ensure they are appropriately taught.

Are appropriate experiential learning opportunities provided to help students acquire the learning outcomes?

Experiential learning can result in deeper learning by providing "opportunities for the students to take what they learn in the classroom and apply it in a real world setting where they grapple with real-world problems, discover and test solutions, and interact with others."[3]

There are a range for experiential and work-integrated learning opportunities provided at KPU, with many terms used to describe them: Co-op, experiential, service learning, work term, work experience, field trip, field school, partnership, collaboration, community engagement, labs, studio, applied research project, directed research, practicum and clinical placement.

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[3] https://uwaterloo.ca/centre-for-teaching-excellence/support/integrative-learning/experiential-learning

Describe the experiential learning opportunities provided in this program, both the type of opportunities and their extent. Is there just one course, or many opportunities for students? Programs will vary considerably in this given the nature of the discipline. Consider whether the experiential learning opportunities available to students are sufficient to support the learning outcomes for this program.

Students and alumni are asked about the extent to which the various experiential learning opportunities contributed to their learning. If the findings identify that the program doesn't provide sufficient experiential learning opportunities to help students learn, this can be identified as a weakness and captured with appropriate recommendations.

Are appropriate opportunities provided to help students acquire the essential skills?

See the Curriculum Review Guide for a list of the essential skills. Students, alumni and faculty are asked to what extent the program is helping students develop these essential skills. In addition, BC Stats collects feedback from graduates on the development of most of the essential skills. If survey findings identify essential skills that the program is not addressing well, this can be identified as a weakness and captured with appropriate recommendations.

Does the program design ensure students are prepared for subsequent courses?

Students, alumni and faculty are asked for their level of agreement that prerequisites prepare students for more advanced courses. If survey findings identify low levels of agreement, this can be identified as a weakness and captured with appropriate recommendations.

Does instruction meet the needs of diverse learners?

Students are asked their level of agreement that instruction accommodates their learning needs, presentation of course materials is effective, and content reflects current developments in the discipline/sector. Faculty are asked their level of agreement that instruction accommodates the multiple learning modalities of students, presentation of course material is effective, and content reflects current developments in the discipline/sector.

Students, alumni and faculty are also asked for their overall satisfaction with the program instruction, its strengths, and areas for improvement. If survey findings identify that instruction is an issue, appropriate recommendations to address this weakness should be developed.

Do the assessment methods allow students to demonstrate to extent to which they have achieved the learning outcomes?

Assessment is the last part of constructive alignment: assessments need to be appropriate to the learning outcomes being assessed.

Faculty are asked their level of agreement that the assessment methods support the course learning outcomes, the range of assessments let students demonstrate their learning, the information on how students will be assessed is clear, and the assessment standards are consistent.

Students and alumni are asked for their level of agreement that the information on how they will be assessed is clear, the range of assessment methods let them demonstrate their learning, assessment standards are consistent and instructor feedback is useful.

Any weaknesses identified through the surveys should be reported, as well as appropriate recommendations.

Student Success

The ultimate indicator of a program's quality is the success of its students. In this section you will assess the program from the perspective of student success, in terms of performance on courses, retention and progression, graduation and beyond.

In addition to survey data from students and alumni, collected by OPA for the program review, OPA will also provide:

- KPU administrative data on grade distributions, DFW rates[4] and repeat rates; and other data on retention and graduation. Comparison data for courses at the same level and Faculty are provided.

- Graduate outcome data, collected through surveys conducted on behalf of BC Stats, that includes employment outcomes (unemployment rate, % working in a job related to their program, usefulness of education to their job) and education outcomes (% who went on to further education), as well as views about the KPU program (satisfaction with the education they received and views on the quality of instruction, and the extent to which it helped them develop the essential skills). Comparison data for similar programs across BC is also provided.

Are students performing satisfactorily in courses?

Assess whether the grade distribution, DFW rates and repeat rates for courses in the program align with those across the Faculty. If not, identify the differences and determine whether they indicate an issue that needs addressing. Survey data, such as feedback from students and alumni about assessment methods and instruction may provide information to help interpret the grade data. Draw appropriate conclusions and make recommendations if there are issues that need to be addressed.

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[4] DFW rate is the percentage of students who either received a grade of D or F, or withdrew from the course.

Are students making satisfactory progress in the program?

In limited intake programs, the courses students are expected to take each term are prescribed, with the assumption that students will take a full course load each term. For limited intake programs the focus is more on attrition. Review the trends in the number of students who graduate (provided by OPA). Determine whether the program is graduating all students, and if not, how many drop out of the program and why? Determine whether there are any issues that the program should address and, if so, make appropriate recommendations.

For open intake programs, progress will be more variable. Some students will wish to proceed quickly, taking 4 or 5 courses a term, while others may take only 3 or less, either because they need to work, or they want to focus on only a few courses at once. In addition, access to courses may be a challenge, if there are waitlists for required courses, or prerequisite courses. Students and alumni in non-cohort-based programs are asked about availability of courses to complete the program in a timely manner, and specifically about availability of prerequisite courses.

In addition to the survey data, review the trends in the number of students who graduate. Determine whether there are any issues that the program should address and, if so, make appropriate recommendations.

Are graduates of the program successful?

There are two sources of data about the success of graduates: (1) surveys of alumni and members of the discipline/sector conducted specifically for program review and (2) the graduate outcomes data collected by BC Stats described above. Determine where program graduates are successful in pursuing employment and/or further education in the discipline/sector. Are graduates well prepared for entry into positions relevant to the credential awarded, with appropriate skills and abilities? Determine whether there are any issues regarding the success of graduates that the program should address and, if so, make appropriate recommendations.

REPORTING

In Section 4.2, *Student Success*, of Chapter 4 of the Self-Study Report template, provide the following information:
- Assess the extent to which student course performance is satisfactory, referencing relevant data in the appendix.
- Assess the extent to which students are making satisfactory progress in the program, referencing relevant data in the appendix.
- Assess the extent to which graduates in the program are successful, referencing relevant data in the appendix.
- Identify weaknesses in these areas and provide applicable recommendations for addressing them.

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4. Resources, Services and Facilities

The next step in the Self-Study is an assessment of the resources, facilities and services required by your program.

Does the program have the library and learning resources needed to deliver the curriculum?

This is about having access for students and faculty to the material they need, when it's needed. Students are asked about their satisfaction with the library resources they have used, including books, periodicals, online journals, audio-visual and computer equipment, and librarian support. They are also asked about satisfaction with availability of relevant textbooks at the KPU bookstore. Faculty are asked how well these resources meet the program's needs.

Using this feedback, identify any shortcomings in type or amount of materials needed to meet the needs of the program. If these needs are not well met, provide appropriate recommendations for addressing the shortcomings.

Does the program have the specialized technology/equipment needed to deliver the curriculum?

This will not be applicable to all programs. Some programs require specialized software or equipment to help students achieve the learning outcomes. If this applies to your program, describe the specialized software and/or equipment requirements. OPA will customize the survey questions to be relevant to the technology and equipment requirements of the program so you can assess how well these requirements are met, using feedback from students and faculty. If these needs are not well met, provide appropriate recommendations for addressing the shortcomings.

Does the program have the facilities needed to deliver the curriculum?

All programs that are delivered on campus will need sufficient access to space to be able to deliver the capacity needed to address the demand for the program. In addition, specialized technology needs are often associated with special facility requirements to house the technology and provide students with access to it. Describe the special facility requirements for the program. OPA will customize the survey questions to be relevant to the technology and equipment requirements of the program so you can assess how well these requirements are met, using feedback from students and faculty. Identify if there are issues with capacity due to space limitations. If facility needs are not well met, provide appropriate recommendations for addressing the shortcomings.

Does the program have the other support services needed to deliver the curriculum?

Students are asked about their satisfaction with the services they have used, including academic advising, the Learning Centres, accessibility services, and career services. Faculty are asked how well these services meet the program's needs. Using this feedback, identify any shortcomings in how well these services meet the needs of the program. If these needs are not well met, provide appropriate recommendations for addressing the shortcomings.

REPORTING

In Chapter 5, *Resources, Services and Facilities*, of the Self-Study Report template, provide the following information:

- Assess the extent to which the program has the library and learning resources needed to deliver the curriculum, referencing relevant data in the appendix.
- If applicable, assess the extent to which the program has the specialized technology and equipment need to deliver the curriculum, referencing relevant data in the appendix.
- If applicable, assess the extent to which the program has the facilities needed to deliver the curriculum, referencing relevant data in the appendix.
- Assess the extent to which the program has the other support services needed to deliver the curriculum, referencing relevant data in the appendix.
- Identify weaknesses in these areas and provide applicable recommendations for addressing them.

5. Conclusions and Recommendations

The final step in the Self-Study is to summarize the program's strengths, weaknesses, opportunities and challenges, based on the findings reported throughout the Self-Study Report.

Then list all the recommendations made in the previous chapters here, for ease of reference. This information is helpful for the Dean and other readers and will help you when it comes time to develop the Quality Assurance Plan.

Organize the recommendations under the following subheadings:

- Curriculum Review

- Program Relevance and Student Demand

- Effectiveness of Instructional Delivery

- Resources, Services, and Facilities

6. Dean's Response to Self-Study Report

Before you can submit the Self-Study Report to the Senate Standing Committee on Program Review (SSCPR), the Dean or Associate Dean (at the Dean's discretion) will review the draft Self-Study Report, particularly the conclusions and recommendations, and provide feedback and advice in the form of a memo. This memo will be included at the beginning of the Self-Study Report, before the table of contents. The memo may include suggestions from the Deans for changes to recommendations or may identify issues that need to be addressed in the Self-Study.

The Dean can be a champion for changes the program wishes to make so it's important to consider their advice. When reviewing the Self-Study Report, the SSCPR may direct the program to address the Dean's feedback, so the program may wish to make those changes before submitting the report. Even with the support of the Dean, note that the SSCPR has the final approval of reports, which may necessitate further revisions to the self-study report.

Once the Self-Study Report is ready to be reviewed by the Dean, please send it to the Manager, Quality Assurance, who will forward it to the Dean. Note that the Dean needs at least 3 weeks to review the report and compose the memo.

7. Appendices

The Appendices should contain all the supporting data and information cited in the Self-Study Report.

REQUIRED:
- Career Pathways Map
- Curriculum Map
- Administrative Data Report
- Student Survey Tabular Results and Comments
- Faculty Survey Tabular Results and Comments
- Alumni Survey Tabular Results and Comments
- Discipline/Sector Survey Tabular Results and Comments

All appendices should be referenced in the report. Only include information in the Appendices that is needed to help the reviewers understand the program and the issues being addressed.

Do not add information from the Calendar, as the appendix is already long. If the program has an external accreditation process, you may wish to add some selected information from it, but don't include the entire document, due to length concerns.

Appendix A: Faculty Qualifications and Currency Profile Template

Do not name individuals, as this is about the collective expertise of program faculty and other instructional staff.

The number of FTEs by role:
Area(s) of Faculty Expertise:
Faculty Qualifications: Number of faculty FTEs with doctorate: Number of faculty FTEs with masters: Professional certifications:
Expertise of Instructional Staff, if appropriate:
Recent Professional Development: