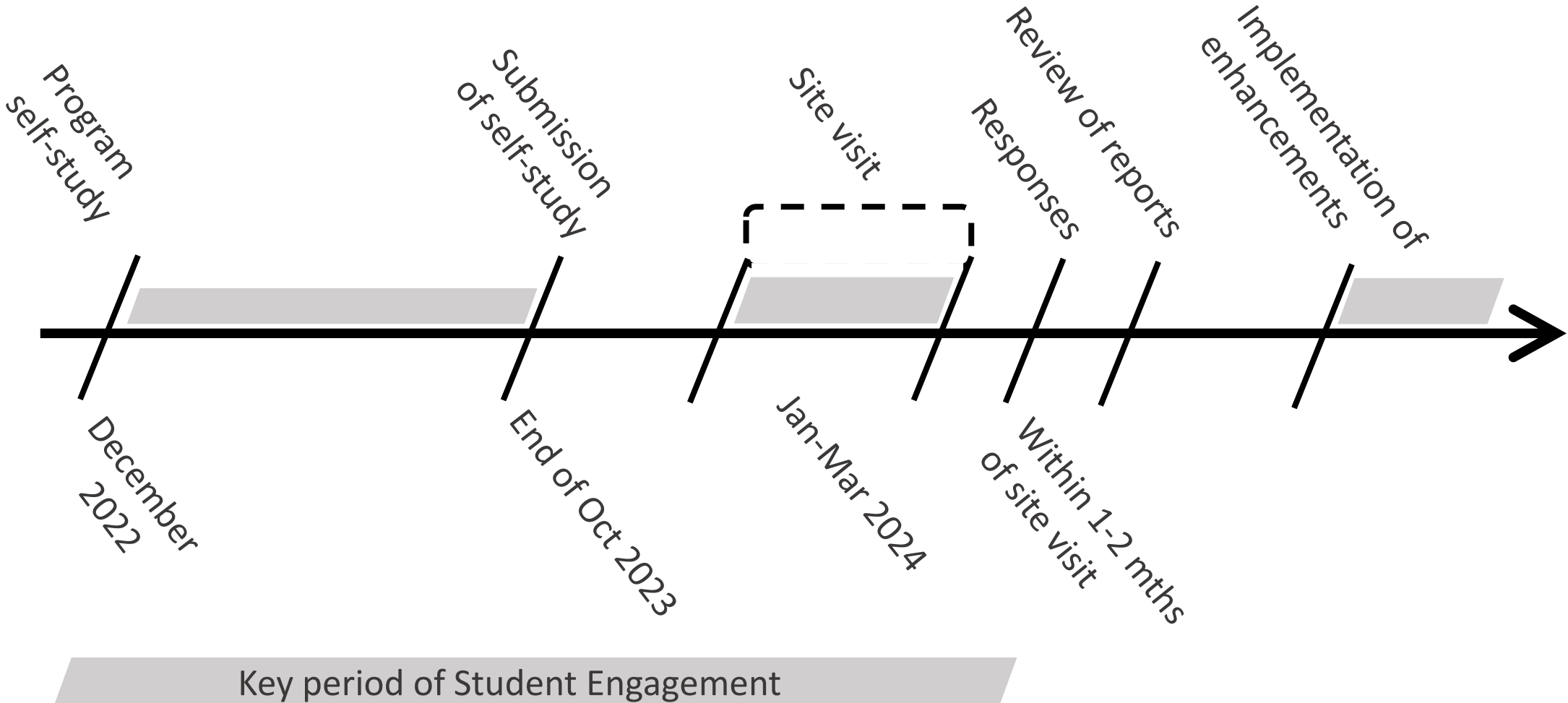




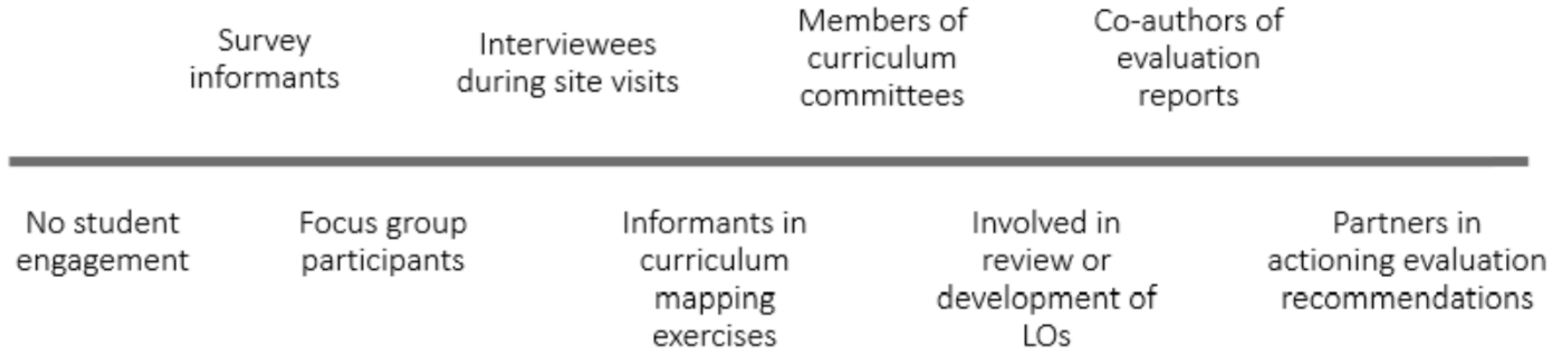
# Western University in London Ontario Canada

- 11 Faculties
- 42,000 Students
  - 7,000 Masters/PhD students
- ≈250 degree programs
  - Undergraduate & graduate
- 3 Affiliate Univ. Colleges

# Typical Program Review Components (Ave. 30 progs/yr)




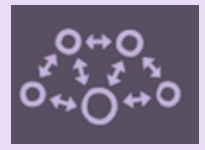



# Spectrum of Student Engagement in Quality Assurance





# Ways of Conceptualizing Student Engagement

	INFORM	CONSULT	INVOLVE	PARTNER	CONTROL
					
<b>When your goal is...</b>	To provide students with balanced and objective information to help them understand the problem, alternatives, and solutions.	To get student feedback on analysis, alternatives, and/or decisions.	To work directly with students throughout the process to ensure that their concerns and aspirations are consistently understood.	To partner with students in each aspect of the initiative, from identification to solution.	Students design and lead initiatives that matter to them and are in control of final decision-making.
<b>You might say...</b>	"Here's what's happening."	"Here are some options. What do you think?"	"Here's a problem. What ideas do you have?"	"Let's identify the issues and work together to develop a plan and implement a solution."	"You care about this issue and are leading an initiative. How can I support you?"

Adapted from Healey & Healey (2019)

# Students as Members of the Review Panel

Two external reviewers  
from the discipline

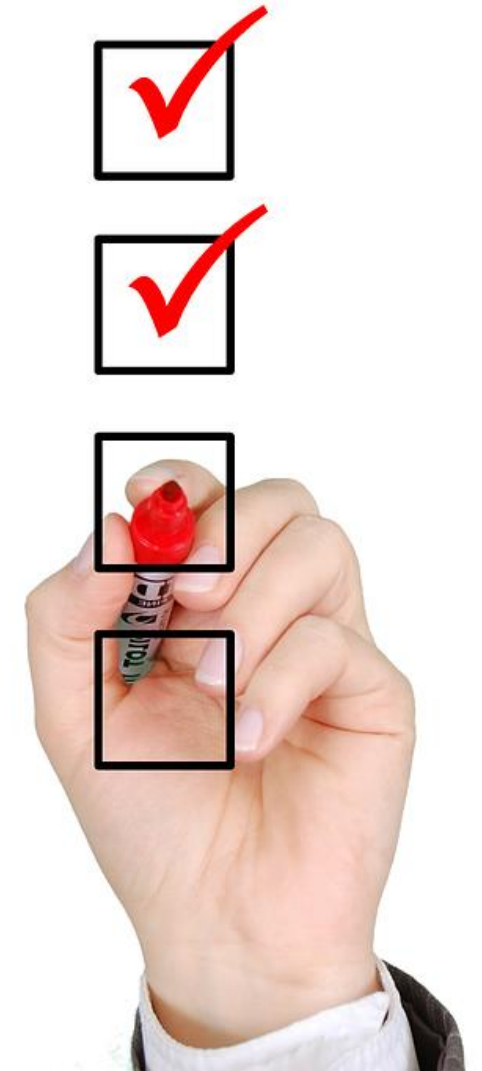
One internal reviewer – faculty

One internal reviewer – student



# Student Reviewer Commitment

1. QA Academy Retreat
2. Reviewing site visit documents
3. Serving on a site visit review panel (1.5 days)
4. Written reflection



# Quality Assurance (QA) Academy

- Half-day participatory retreat to:
  - Introduce students to processes related to academic program review and enhancement;
  - Prepare students to serve as a reviewer on a program review panel;
  - Learn from one another's experiences and perspectives; and
  - Provide an opportunity for skill and leadership development as part of meaningful university service work.



# Sample Questions Posed by Student Reviewers

- *Where do students seek support when they need it?*
- *What student supports are most used by students? Are any missing?*
  - *Is it easy to access student supports?*
- *How are students engaged in program-level issues?*
- *How do you determine that students are progressing through the program as they should? What do you do if they are not?*
- *Are the requirements and expectations for supervision clear to both students and faculty members?*
- *What kinds of experiential learning opportunities are offered?*
- *What does community look like and feel like in the program?*
- *Is there a student association? If so, what are some of their activities?*