



QUALITY ASSURANCE PROCESS AUDIT

INSTITUTION REPORT

2022



COLLEGE OF
THE ROCKIES

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Territorial Acknowledgement and Introduction

College of the Rockies serves the communities of the East Kootenays. All of the College's campuses are located in the traditional territory of the Ktunaxa people which is also home to the Kinbasket people. Five First Nations bands are located in the regional boundary of the College: four of which are Ktunaxa, and one is Shuswap. Additionally, the College partners with the Kootenay Regional Office of the Métis Nation, BC. We are thankful for all our Indigenous partners and are constantly seeking new ways to support the development of our community.

Orientation to the College

East Kootenay Community College was established on May 8, 1975, to offer vocational, technical, and academic programs to the people of the East Kootenay catchment. In its first years of operation, the new College used temporary facilities in 17 locations in Cranbrook, as well as high school classrooms in surrounding communities, until it gained a permanent Cranbrook campus in 1982. In the following years it established regional campus locations in Creston, Fernie, Golden, Invermere, and Kimberley. The regional campuses are typically home to vibrant signature programs, such as the Adventure Tourism Business Operations in Golden, but they all serve their local communities with upgrading, continuing education, and rotating programs.

In 1995, by provincial government Order in Council, East Kootenay Community College became College of the Rockies (the College). The College's Cranbrook campus has expanded several times since its inception, adding a new health wing, mechanics shop, and cook training facility in 1992. The College grew further with a trades and academic addition in 2007. In 2008, the College acquired a second campus location in south Cranbrook for trades training (Gold Creek Campus), and in 2009 construction began on a \$12 million expansion to the main campus. In 2018, Patterson Hall opened as a new trades training centre on the Cranbrook campus and

a year later the College developed a Wireless Information Systems Technologist lab. In 2022, our new Learning Commons initiative seeks to transform our traditional library model into a vibrant, learning-centered space. The Learning Commons redesign will have dedicated room for a makerspace, tutoring, informal study, group activity, and problem-based learning.

The College values its commitment to Truth and Reconciliation, especially the TRC Calls to Action on Education. The College signed a [Memorandum of Understanding between College of the Rockies and Ktunaxa Nation Council](#) in 2019. This MOU acknowledges the importance of a collaborative relationship with the Ktunaxa Nation. Prior to the MOU, the College and the Ktunaxa Nation worked together to build *yaqakiᑭ ᑭᑭᑭᑭᑭᑭᑭᑭ* "The Place Where People Gather" as a dedicated space for Indigenous elders, knowledge keepers, and students. The College commits itself in a variety of ways to address the Nation's concerns and values, working towards reconciliation, and creating opportunities for more equitable education.

The vision statement of the College of the Rockies is "to create and deliver the most personal student experience in Canada". Our small class sizes, emphasis on individual attention to student success, and a growing focus on learning-centered pedagogy contribute towards this vision. Our mission statement is "Transform lives and enrich communities through the power of education." To support this mission, we have three pillars upon which we have built [The College Two-Year Action Plan](#). These pillars are:

1. Ready: Preparing for continuous change;
2. Set: Anticipating and addressing the needs of students; and,
3. Go: Serving as an education leader in our region.

Not only do these pillars guide the College's day-to-day work, but they are also vital in the quality assurance process as we have navigated the COVID-19 pandemic and prepare ourselves for the so-called 'next normal'.

As a post-secondary institution, College of the Rockies is governed by the [College and Institute Act](#). The College's governance structure consists of a Board of Governors and an Education Council (EdCo). The Board has overall fiduciary and financial responsibility for the College and is responsible for determining programs that are offered at College of the Rockies. This work is in partnership with our EdCo. EdCo has an advisory role to the Board on various educational policies, power to set policy on such things as evaluation and academic standards, and joint approval with the Board for matters of curriculum evaluation, as detailed in the College and Institute Act.

The College appreciates being able to provide excellent transfer opportunities for the people of our catchment. For example, we offer a Common Core Engineering pathway for students who want to start their Engineering Degree at the College and finish at one of several universities offering Engineering degrees in the province. In 2022, Engineering students will also be able to transfer to the University of Alberta. College of the Rockies has a strong relationship with the University of Victoria (UVIC) where students in Fine Arts, University Arts, and University Science programs are guaranteed admission to respective programs in Victoria (Art History and

Visual Studies, Humanities, Sciences, and Social Sciences). In partnership with the University of Victoria, we offer all four years of UVIC's Bachelor of Science in Nursing at our Cranbrook campus. Moreover, students may take the entire UVIC Bachelor of Education Degree from the Cranbrook Campus. Additionally, the College has dual admission agreements with the University of Lethbridge and with Thompson Rivers University. We have transfer agreements for 26 of our credentials for students who would like to complete degrees at many other post-secondary institutions in B.C. and several other provinces.

In 2021, College of the Rockies and the British Columbia Institute of Technology (BCIT) signed a formal MOU in which we seek to collaborate for the mutual benefit of our students. One example of this collaboration includes a Digital Supercluster funded project that led to the sharing of curricular resources which resulted in the launch of our Wireless Information Systems Technologist Diploma. Finally, we have dual credit agreements with School Districts 5, 6, and 8 that offer students in those districts enhanced learning opportunities, a seamless transition into post-secondary education, and a fast track towards their credentials.

Table 1: Student Enrollment in 2021-2022

21/22 YEAR END FISCAL FTEs	DOMESTIC	INTERNATIONAL	TOTAL
Degree/Non-Degree Programs			
FTEs Degree Programs	19	2	21
FTEs Non-Degree Programs	1222	148	1370
FTEs Undergraduates (not including Other below)	1241	150	1391
Other Program Activity			
ABE	165	10	175
CE	164		164
TRADES	586		586
Total Other Program Activity	915	10	925
FTEs Undergraduates	2156	160	2316
Domestic – 2,156 FTEs (6.7% self-declared as Indigenous)			
International – 160 FTEs – 6.9% of student population from 39 different countries			
The College of the Rockies currently does not offer graduate programs.			



Campus Locations

Cranbrook

Cranbrook is the largest urban centre in southeastern British Columbia with approximately 20,400 residents and is home to a wide range of businesses in retail, health care, education, and trades. The Cranbrook main campus includes educational facilities in Kootenay Centre, Summit Hall, Pinnacle Hall, Patterson Hall, and student housing in our Purcell House and Village. Approximately 2000 domestic students and 250 international students attend the College annually to benefit from small class sizes. The Cranbrook campus is home to two student housing complexes with 196 beds and a recreational quad for student athletics and co-curricular activities. Cranbrook campus is also the location of *yaqakiᑭ* *ʔitqawxaxamki* “The Place Where People Gather”. *yaqakiᑭ*

ʔitqawxaxamki was built and developed with the assistance of Ktunaxa partners, community members, and students and staff at College of the Rockies. It is a sacred space that reflects the character, community, and traditions of Indigenous cultures and is a locus for Indigenous student activities, a space for celebrating First Nations contributions to community success, and engaging work on reconciliation.

Creston

Located in the Kootenay region of southeastern British Columbia, the Town of Creston is home to approximately 5,500 residents. The Creston Valley’s economy is largely resource-based with agriculture, forestry, and tourism being the predominant industries. Creston campus regularly offers adult upgrading and continuing education, and it has also offered Health Care Assistant programming. The College is working on developing a signature program that will best serve the community.

[Creston Campus Webpage](#)

Fernie

Known for its annual snowfall, world-class ski hill, and incredible natural beauty, the Town of Fernie is filled with adventure around every corner. Approximately 6,300 residents call Fernie home. Mining and forestry remain key industries in Fernie, as well as tourism as the town sees substantial seasonal population swells during the winter months. Fernie campus is home to a signature program, Mountain Adventure Skills Training. It has also offered Haul Truck Operator, Health Care Assistant, adult upgrading (UACE), and continuing education.

[Fernie Campus Webpage](#)

Gold Creek (Cranbrook)

Our Gold Creek campus houses our Continuing Education department and First Aid programs. The campus offers a wide range of critically needed professional certifications and community building educational resources such as management leadership, grant writing, and contract training with industry partners.

[Gold Creek Campus Webpage](#)

Golden

Situated at the scenic confluence of the Columbia and Kicking Horse rivers in the Rocky Mountain Trench (a long deep valley between the Rocky and Selkirk Mountain ranges), the Town of Golden is located at the heart of six mountainous national parks. Golden is home to approximately 4,000 residents. Logging, the Canadian Pacific Railway, and tourism are considered the top three leading industries. The Golden campus hosts our signature program, Adventure Tourism Business Operations. The campus has hosted Health Care Assistant, Kitchen Assistant, in addition to regular continuing education and adult upgrading (UACE).

[Golden Campus Webpage](#)

Invermere

Surrounded by the stunning Rocky and Purcell Mountain ranges, and nestled in the valley of a thousand peaks, Invermere is home to

approximately 3,900 permanent residents and serves the Columbia Valley from Radium Hot Springs to Fairmont Hot Springs. Because of its location, Invermere campus hosts our signature program of Hospitality Management. Like the other regional campuses, Invermere offers adult upgrading (UACE), continuing education, and a regional offering of Health Care Assistant.

[Invermere Campus Webpage](#)

Kimberley

Kimberley campus is our smallest and newest location. Located between the Purcell and Kootenay Rocky Mountain ranges, the City of Kimberley resonates simple living, unlimited outdoor activities, and an exceptional quality of life. Home to 8,100 permanent residents, Kimberley is an ever-popular resort and tourism destination as well as a great location for outdoor enthusiasts: boasting a ski hill with night skiing and three golf courses for year-round recreational activities. The Kimberley campus offers our Fire Training Certificate Program and also hosts continuing education specialty programs.

[Kimberley Campus Webpage](#)

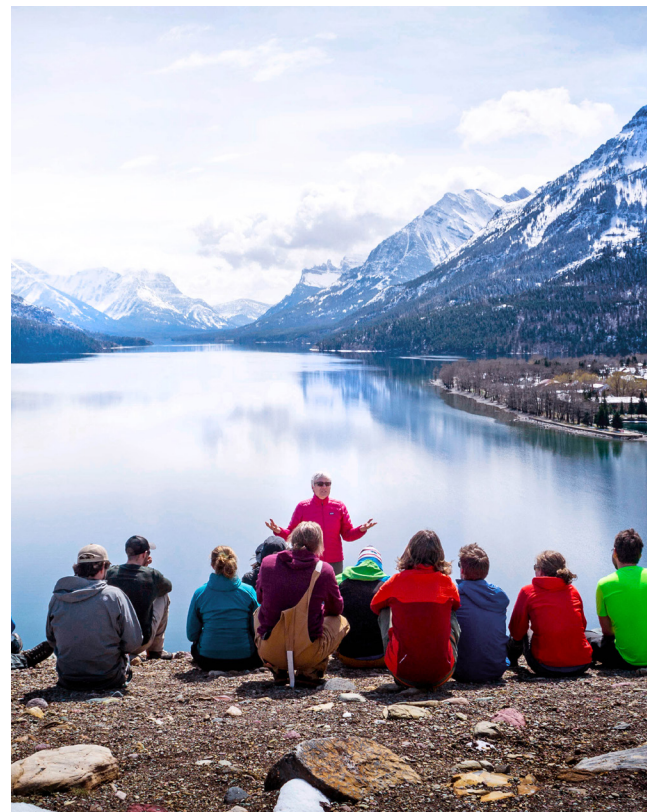


Table 2: Total number of credential programs offered by credential level

Credential Type	# of Programs
Associate Degree	6
Apprenticeship	9
Certificates	38
Undergraduate Degree	1
Developmental/ABE Activity	4
Diplomas	17
Post-Degree Certificate	1
Post-Degree Diploma	1
Short Certificate	1

Table 3: Programs by credential type

Credential Type	Credential Description	# of Programs
Associate Degree	Associate of Arts Degree	3
	Associate of Science - Environmental Sciences	1
	Associate of Science Degree	2
Apprenticeship	Automotive Service Technician Apprenticeship Level 4	1
	Carpenter Apprenticeship Level 4	1
	Construction Electrician Apprenticeship Level 4	1
	Heavy Duty Equipment Technician Apprenticeship Level 4	1
	Industrial Electrician Apprenticeship Level 4	1
	Industrial Mechanic Apprenticeship Level 4 Certificate	1
	Plumber Apprenticeship Level 4 Certificate	1
	Professional Cook 3 Apprenticeship Certificate	1
Certificates	Welder Apprenticeship Level 3 Certificate	1
	Adventure Tourism Business Operations Certificate	1
	Arts and Science Certificate	1
	Automotive Service Tech. Foundation Certificate	1
	Business Management Certificate	1
	Carpenter Foundation Certificate	1
	Certified Dental Assistant Certificate	1
	Criminal and Social Justice Certificate	1
	Early Childhood Education Certificate	1
	Education Assistant Certificate	1
	Electrician Foundation Certificate	1
	Engineering Certificate	1
	Environmental Studies Certificate	1
	Fine Arts Certificate	1
	Fire Training Certificate	1
	Hair Stylist Foundation Certificate	1
	Health Care Assistant Certificate	1

Credential Type	Credential Description	# of Programs
Certificates <i>(cont...)</i>	Industrial Mechanic Foundation Certificate	1
	Kinesiology Certificate	1
	Mountain Adventure Skills Training Certificate	1
	Office Administration Certificate	1
	Office Administration-Admin. Assist. Specialty Certificate	1
	Office Administration-Bookkeeping Specialty Certificate	1
	Piping Trades Foundation Certificate	1
	Pre-Education Certificate	1
	Professional Cook 1 (International) Certificate	1
	Professional Cook 1 Certificate	1
	Recreation Management Certificate	1
	Science Certificate	1
	Timber Framing Certificate	1
	Tourism Management Certificate	1
	Welder Foundation Certificate	1
	Welder Modular A Certificate	1
	Welder Modular B Certificate	1
Undergraduate Degree	Bachelor of Business Administration	1
Developmental/ ABE Activity	British Columbia Adult Graduation Diploma	1
	Education & Skills for Employment Certificate of Achievement	1
	English Language Program Certificate	1
	Exploring Trades Sampler Certificate of Achievement	1
Diplomas	Aboriginal Education Support Worker Diploma	1
	Adventure Tourism Business Operations Diploma	1
	Business Management - Accounting Diploma	1
	Business Management - General Management Diploma	1
	Business Management - Marketing Diploma	1
	Business Management - Financial Services Diploma	1
	Child, Youth and Family Studies Diploma	1
	Criminal and Social Justice Diploma	1
	ECE Infant/Toddler Educator Diploma	1
	ECE Special Needs Educator Diploma	1
	Hospitality Management Diploma	1
	Automotive Service Worker Diploma	1
	Kinesiology Diploma	1
	Practical Nursing Diploma	1
	Recreation Management Diploma	1
	Tourism Management Diploma	1
	Wireless Systems Technician Diploma	1
Post-Degree Certificate	Post-Degree Certificate in Sustainable Business	1
Post-Degree Diploma	Post-Degree Diploma in Sustainable Business	1
Short Certificate	Human Service Worker Citation	1

International Partnerships Involved in the Delivery of Programs Which Result in the Conferring of a Credential

The College of the Rockies does not have any international partnerships that lead to the conferring of a credential. We do have block transfer agreements with study abroad program partners. For example, we have agreements with University of Andorra, VIA University (Denmark) and Avens University (Netherlands).

Impact of the Institution Mandate on its Quality Assurance Mechanisms

As the primary public institution serving the East Kootenays, College of the Rockies has a responsibility to serve the people and communities of our catchment well. The Minister's [Mandate Letter to College of the Rockies 2021](#) indicates three primary priorities:

1. Resume on-campus learning and support community recovery from the pandemic;
2. Implement post-secondary opportunities with increased access to offset those economically displaced by the pandemic; and
3. Engage in future-skills development and contribute to the clean economy.

A subsequent addendum to the Mandate Letter, the Minister's Letter of Direction (Appendix A Ministry Letter of Direction April 2022) requires the College to commit to prioritizing education for high-demand skills and the technology sector. In addition, the letters outline that College of the Rockies is to be guided by five fundamental principles (putting people first, lasting and meaningful reconciliation, equity and anti-racism, a better future through fighting climate change, and a strong sustainable economy that works for everyone).

[The College's Two-Year Action Plan](#) serves as an anchor for our work as we respond to our provincial mandate. The Action Plan was initiated as a response to the crisis posed by the pandemic. It serves as a bridge from the College's former strategic plan to our forthcoming strategic plan that we will develop as the Province of B.C. and post-secondary education sector emerges from the crisis. Significant overlap between the mandate letters from the Ministry and our

action plan have allowed the College community to keep a strong focus on the work that we do. The Action Plan is in its second year and has established a clear structure upon which we continue to ladder our institutional mandate with our quality assurance processes. The Action Plan has informed the establishment of several key resources for quality assurance mechanisms. This includes founding the Centre for Innovation in Teaching and Learning, establishing the position of Executive Director for Indigenous Education, forming institutional-wide Health and Wellbeing plans for staff and students, and developing several new policies for program review and new program development.

Additionally, as part of our commitment to serve the communities across the catchment, we have invested in our students' career opportunities and new program development that reflects regional and provincial employment needs. This includes the launch of new programs like the Wireless Systems Technician Diploma, our reinvigorated commitment to retain Diploma graduates and ladder them into our Bachelor of Business Administration Degree, and exploring opportunities to meet regional and provincial needs for skills reflected in computer systems technology. Additionally, as part of our plans to remain agile to industry needs, we are exploring avenues for competency-based education such as microcredentials. Recently, we have expanded co-op options to students across multiple programs and established a preparatory course and a digital platform to support the administration of this activity.

2 Quality Assurance Policy and Practice

As previously stated, the College vision is “to create and deliver the most personal student experience in Canada.” Our mission is “to transform lives and enrich communities through the power of higher education”. As such, College of the Rockies seeks to serve the best interests of our students and the region in which we live. Consequently, our quality assurance policies and processes are faculty-driven and student-centered, with an eye to our commitment to public service and lifting people up through higher education.

Mandate and Governance

As a public post-secondary institution in British Columbia, College of the Rockies falls under the [College and Institute Act](#) of B.C. and thus is governed by a Board of Governors (the Board) and an Education Council (EdCo). The Board has overall fiduciary and financial responsibility for the College and is responsible for determining programs that are offered at College of the Rockies. This work is in partnership with our EdCo. EdCo has an advisory role to the Board on various educational policies, power to set policy on such things as evaluation and academic standards, and joint approval with the Board for matters of curriculum evaluation, as detailed in the College and Institute Act. Each year, the Minister of Advanced Education and Skills Training (AEST) issues a Mandate letter to the Board Chair which sets out the government’s foundational principles to inform the College’s policies and programs, as well as the priorities and performance measures as outlined in the [College of the Rockies Accountability Plan and Report 2021](#) and [Government of B.C. Accountability Plans and Reports Webpage](#). This annual plan includes a prioritization of programs and services for students and ensures the College is offering relevant programs to meet employer and community needs.

Mission and Strategic Planning

The College’s mission is to transform lives and enrich communities through the power of education. [The College’s Two-Year Strategic](#)

[Action Plan](#) demonstrates how the College is prioritizing programming and services to achieve this Mission with an emphasis on quality, relevance, student access, and regional success.

A few examples of how the College’s Action Plan is being implemented to support quality education are summarized here:

- A new Centre for Innovation in Teaching and Learning was launched in 2021.
- The College has initiated a Strategic Enrollment Management plan to improve student success and retention.
- A new Executive Director of Indigenous Strategy and Reconciliation joined the College in 2022 to help advance on our commitments to Truth and Reconciliation.
- The Indigenous Education Team is actively participating on policy and educational planning committees, formal program reviews, and many aspects of the College operations.
- The College has a [Memorandum of Understanding between College of the Rockies and Ktunaxa Nation Council](#) to work collaboratively on activities of mutual interest including education, social development, economic development, health, applied research, and environmental stewardship.
- The current library and related resources are being transformed into a modern Learning Commons to better meet contemporary student needs. Plans include informal study and gathering space, centralized tutoring services, and increased space for collaborative learning and group work.
- In partnership with regional school districts, our dual credit offerings are increasing across the East Kootenays. Dual credit programs in our regional school systems facilitate rapid entry into college and allow some students (such as in Early Childhood Education) to enter the workforce sooner.
- Work Integrated Learning (WIL) opportunities are being expanded with increased resources such as our Orbis community and college

database, and funds for term staff who are establishing various paths to WIL. These investments are promoting our “curriculum to career” initiatives across campus.

- The College signed the Okanagan Charter and has developed a Health and Wellbeing Road Map.

Policies and Practice

Comprehensive Quality Assurance is a priority for College of the Rockies, as reflected in our policy development and approval processes. The College’s policies are developed and approved through a variety of mechanisms that ensure robust consultation with relevant stakeholders. Policy 1.1.4 on policy development was recently refreshed and approved by the College Policy Committee (CPC) and this policy guides the development and approval of all College policies, including Board, education, and administrative policies. (**Appendix B: Policy 1.1.4 Policy Development and Administration**) All College policies can be found at the [College of the Rockies Policy webpage](#).

Executive members of the College are accountable for policies related to their portfolio and each policy is assigned an Operational Lead who drafts policies and oversees day-to-day implementation of the policy. All education policies are reviewed at the Academic and Student Affairs Policy (ASAP) sub-committee of Education Council (EdCo) and are reviewed by CPC and where appropriate, are approved by the Board of Governors (the Board) or Education Council, in accordance with the powers of both as spelled out in the College and Institute Act. In addition, the Curriculum Standing Committee (CSC) is a sub-committee of Education Council which reviews program and course outlines to ensure compliance with education policy and to advise EdCo and faculty on curriculum quality. Policies that are specific to program development (**Appendix C: Policy 6.1.2 Program and Course Development and Approval**) and program quality assurance (**Appendix D: Policy 6.1.6 Program Quality Assurance**) are developed and reviewed by the Program Quality Assurance Committee (PQAC; **Appendix E: Program Quality Assurance Committee Terms of Reference**) with approval at the Board upon advice of Education Council. These specific policies will be discussed at length later in the report.

Institutional Practice of Self-Study: A Revitalized Commitment

In 2018, College of the Rockies embarked on a renewed effort to establish meaningful, impactful, and future-oriented quality program review. Prior to that year, there had been a 5-year hiatus of program reviews until a new suite of policies and processes could be developed internally that rebooted our quality assurance operations promoting a growth mindset via a strengths-based design. (**Appendix D: Policy 6.1.6 Program Quality Assurance**)

An ongoing commitment to continual improvement is built into our system. With the implementation of our new curriculum management system (Kuali), any course change triggers a conversation with multiple stakeholders. The College has a regularly revisited schedule of program reviews so that every program undergoes a program review every 5 to 7 years. There is an active engagement from multiple committees, including the Curriculum Standing Committee, Program Quality Assurance Committee, Academic and Student Affairs Committee, College Policy Committee and Education Council.

Faculty have enthusiastically engaged the processes of program review under our current model. Our Center for Innovation in Teaching and Learning (CITL) has dedicated staff who facilitate the faculty-driven process. Program reviews at College of the Rockies are intentional, robust, and critically reflective. The process is faculty-driven; every program review has a faculty lead. The faculty lead then has support from their Dean, CITL, and the Teaching and Learning Specialists. The Teaching and Learning Specialist coordinates the collection of information, facilitates meetings, and connects the faculty with available institutional resources.

The renewed program review process has five stages:

1. Program Quality Assurance Committee (PQAC)
 - a. The committee affirms the schedule of program reviews for the upcoming term
 - b. Deans work with the CITL on faculty assignments and release time for a Lead
 - c. Teaching and Learning Specialists from the CITL reach out to faculty leads and brief them on the program review process.
2. Planning
 - a. Kick-off Meeting (Dean, Faculty, CITL)
 - b. Program faculty establish a Terms of Reference for the review
 - c. Division of responsibilities and scheduling
3. Self-Study
 - a. Program faculty work on a visioning exercise
 - b. Data gathering
 - i. Curriculum and assessment mapping
 - ii. Institutional research, student experience survey, provincial data
 - iii. Student focus groups
 - iv. Graduate focus groups
 - v. Program advisory; industry and community consultations
 - c. Data analysis
4. Reporting
 - d. Self-study write-up
 - e. Action items and recommendations
 - f. External review
 - g. Executive Summary and Dean's Response
 - h. Report to EdCo
5. Follow-up
 - a. Program Dean provides a one-year follow-up report to Dean of Innovation, Vice President Academic and Applied Research (VPAAR), EdCo
 - a. Annual program check-in with program Dean until the next program review

This process has been well received by faculty and their feedback on the roll-out of the renewed

program review has led to several useful changes. The College has streamlined the program review template, there is added flexibility for programs with only one or two faculty, and professional programs, such as Nursing and Practical Nursing, have the option to engage in an expedited (but no less rigorous) program review that leans into the critical reflection and research from their accreditation processes. The initial pilot of our program reviews has provided opportunities to work on continual process improvement, the smooth incorporation of external reviews, and introduction of long-term planning for program review recommendations.

Other Policies that Support Quality Assurance

The College has many other policy mechanisms that foster our culture of continuous improvement and quality assurance. These mechanisms will be reviewed more fully in Section 4 of this self-study. For greater context in this section, we provide a summary. Our policy on policies ([Appendix B: Policy 1.1.4 Policy Development and Administration](#)) provides a framework for developing, maintaining, and approving College policies and related procedures in compliance with principles of good governance. This document also outlines policy review requirements that prompts the College to review and update all policies on a fixed, regular, schedule.

Our Credential Framework policy ([Appendix F: Policy 2.4.1 Credential Framework](#)) outlines the criteria for the variety of official documents that recognize student achievement in programs by the granting of a citation, certificate, diploma, advanced certificate, advanced diploma, post-degree certificate, post-degree diploma, associate degree, and degree. Our policies on credit transfers provide students from the East Kootenays and across Canada with clear guidelines and greater opportunities to receive their higher education credentials ([Appendix G: Policy 2.5.6 Transfer Credit \(as a Receiving Institution\)](#); [Appendix H: Policy 2.5.7 Transfer Credit Appeal](#); [Appendix I: Policy 2.5.8 Transfer Credit \(as a Sending Institution\)](#)). Finally, because the college recognizes that learning can take place through a variety of experiences and environments, we have a flexible learning assessment guidelines policy ([Appendix J: Policy 2.5.5 Flexible Assessment Policy](#)).

Accreditation and Certification

College of the Rockies has had [Education Quality Assurance \(EQA\) designation](#) in British Columbia since 2009. In addition, we offer several programs that receive external accreditation or certification, including:

- The Accounting Diploma at College of the Rockies provides students the opportunity to transfer their post-secondary courses to accreditations such as Chartered Professional Accountant (CPA), Certified Human Resources Professional (CHRP), and Certified Payroll Manager (CPM).
- Completion of a program in Early Childhood Education from College of the Rockies is the first step in becoming a Certified Early Childhood Educator in BC. Graduates of the diploma program who are currently registered with the BC Community Care Facilities Licensing Branch are eligible for a license to practice as an Infant/Toddler Educator and/or Special Needs Educator. Information on additional licensing requirements: BC Government - [Early Childhood Education Registry](#).
- The Fire Training Certificate Program (Academy) offers full-time students a chance to jump start their career in fire and other related fields. The Fire Innovation Training Program (FIT) enables Fire Departments and related Industries to self-establish appropriate training programs and certification for their needs. The Fire programs at College of the Rockies are Pro Board accredited ([College of the Rockies Pro Board Accreditation](#)).
- The Certified Dental Assistant Program is accredited through the College of Dental Surgeons (CDS; [CDSBC Dental Schools in BC List](#)).
- Bachelor of Science in Nursing is also offered in partnership with the University of Victoria. As such, our faculty engage in accreditation through the British Columbia College of Nurses and Midwives ([BCCNM Institutions List](#)), and the Canadian Association of Schools of Nursing ([CASN Accredited Programs List](#)).
- Practical Nursing is accredited through the British Columbia College of Nurses and Midwives ([BCCNM Institutions List](#)).
- Our trades programs' quality assurance falls

under the mandate of Industrial Training Authority ([ITA Designated Training Providers](#)). "The Industry Training Authority (ITA) leads and coordinates British Columbia's skilled trades system. ITA works with employers, apprentices, industry, labour, training providers and government to issue credentials, supports apprenticeships, fund programs, set program standards and increase opportunities in the trades" (ITA, accessed August 5, 2022, <https://www.itabc.ca/overview/about-ita>).

Commitment to Faculty Excellence

Students in all programs, disciplines, and locations have the right to receive instruction from qualified faculty. Faculty qualifications are governed by the province and by accrediting bodies. Our policy on faculty qualifications ([Appendix K: Policy 6.3.1 Faculty Qualifications Framework](#)) describes College of the Rockies faculty qualification standards for delivering its many credentials and learning experiences. All faculty, regardless of program or discipline, should have a demonstrated mastery of teaching, professional collegiality, and subject area expertise. Faculty must demonstrate a commitment to learner-centered instruction by continually learning instructional skills and competencies that meet the needs of learners. Our faculty who teach trades programs must meet the specific requirements of the specific trade or technical studies discipline. We require that instructors who teach non-degree transfer courses in business, university studies, health and human services, and adult upgrading must hold a bachelor's degree or equivalent in the subject discipline with appropriate employment experience, certifications, and demonstrated competencies. Faculty teaching certificate, diploma, associate degree, or degree program courses designed to transfer to a degree hold a master's degree or PhD in the subject discipline or a closely related area. All instructors are encouraged and all regular faculty are required to complete the B.C. Provincial Instructors Diploma Program, or its equivalent.

Hiring of faculty is facilitated through Human Resources with processes that commit the College towards professionalism and equity in hiring. Selection committees include representation from faculty and hiring decisions

are the purview of the Dean. Instructors have a probationary period of up to 2 years before they are converted to regular faculty status according to the collective agreement ([CORFA Collective Agreement Apr 2019 to Mar 2022](#)). During this period of probation, instructors receive intentional feedback from their Program Coordinator, Department Head, and their Dean. Upon regularization, instructors are still required annually to meet with their Dean for feedback and to submit plans for professional development.

The College has multiple pathways for faculty-driven cultivation of teaching and learning excellence. Faculty receive input from students with student feedback at the end of the semester. Student feedback is a faculty-driven process; student responses are used by faculty for their ongoing improvement of teaching. Because it is a faculty driven process, faculty must select a minimum of 2 courses per year for student feedback. Student feedback on teaching is collected and anonymized electronically through the Department Heads. Each Department Head reviews the student feedback of instructors as a faculty colleague; they can then direct faculty to resources that leverage instructors' strengths and opportunities for growth.

Feedback on performance is integral to support continuous professional growth, development, and improvement. With significant input from the faculty association (CORFA), Deans, Department Heads, Human Resources, and faculty, the College launched a new pilot process for performance review of faculty in 2020. This performance review process is built on reflective practice and leans into strengths-based and faculty-driven professional development wherein individual faculty control the process for robust formative feedback. Following a review of the pilot in 2021, the review process is being expanded in 2022 to include a review of all faculty on a four-year cycle. ([Appendix L: Faculty Evaluations Process Flowchart \(Pilot\)](#)).

There are several other avenues for intentional professional development. Instructors in every department complete professional development plans each Spring. In these plans, faculty are encouraged to set goals and identify areas where they would like to seek growth. These

plans are formed in conversation with the instructors' Dean(s) which are then revisited at the end of the coming year. In addition to everyday campus resources, the faculty collective agreement affords instructors 20 days of paid professional development time to pursue instructional and professional development. Instructors have an additional 10 days of non-instructional time to work on their curriculum. Every full-time faculty member has access to \$6000 of professional development funding over a cycle of 5 years. Additionally, the College has budgeted \$37,000 annually to either host program-specific articulation meetings or to send faculty to off-campus articulation meetings. These articulation meetings keep our faculty connected to their discipline and to relevant changes within the province.

Beginning in 2022, new faculty at the College will have the opportunity to participate in the First Year Experience. The College is taking an approach of fostering an inclusive learning community of new and newly arrived full-time, term, and auxiliary instructors. While facilitated and managed by the Centre for Innovation in Teaching and Learning (CITL), The First Year Experience is a faculty-developed program and relies on ongoing faculty input and mentorship. This learning community will be a combination of experiences including new faculty orientation, connecting new faculty with mentors, a social event that will allow new instructors to meet up with mentors, a mid-semester check-in, and an end of semester debrief. In the second semester, faculty mentors and mentees will forge individual paths as needed by new instructors.

The CITL is a recent investment into faculty support and pedagogical excellence. Formally opened in the Fall of 2021, the CITL is a cross-campus resource for faculty professional and educational development promoting and supporting a culture of excellence in teaching and learning at College of the Rockies. With a new Dean to coordinate the centre's services, teaching and learning specialists facilitate program reviews, offer workshops on a variety of topics, and provide one-on-one consultations. The CITL facilitates educational development opportunities that emphasize time on task and community building, including

communities of practice, writing groups, and multiple day program intensives. To facilitate better, increasingly integrated, approaches to in-person and remote learning in a world with pandemic COVID-19, the eLearning unit (COTR Online) was brought under the umbrella of the CITL so faculty have a one-stop experience. Having both teams in the same unit helps faculty receive a broader suite of support where pedagogical and digital resource professionals work with faculty together on curricula changes.

The extension of fostering teaching and learning excellence across an even more integrated scale occurred in 2022 with the incorporation of the Learning Commons (Library) under the scope

of responsibilities of the Dean of Innovation in Teaching and Learning. This makes sense as the CITL, e-Learning, and the Learning Commons can be coordinated as one larger entity that addresses faculty- and student-facing services on pedagogical needs and resources. At the same time, tutoring services, the writing support staff, and peer-assisted learning will all be located physically in the new Learning Commons to facilitate ease of use and access for all students at the Cranbrook Campus. These services will also be better coordinated for remote students and students at the College's other campuses.

Faculty response to the Centre has been positive. In the first two semesters, CITL has had over

Recent Examples of Quality Assurance and Meaningful Curricular Change

There are several examples of how faculty-driven program reviews have led to curriculum shifts that foster inclusive excellence and prepare our students for the contemporary, global, and digital work force. For instance:

Hairstylist (Red Seal Level I) - Faculty Project Lead: Gwen Stewart

A component of program review focused on safety in salon teaching and operations, aligning best practices with digital technologies, and emerging trends in the trade and East Kootenay region. Consequently, the program is incorporating new curriculum on services for diversity of hair types. This also means they are teaching about diverse client relations as it pertains to the handling and care of hair for Indigenous, Muslim, and other clientele who may disclose specific cultural preferences/needs.

Bachelor of Business Administration Programs - Faculty Project Lead: Greg McCallum

A comprehensive program review that included multiple streams in Business Administration focused its self-study on course progression, mitigating overlaps in sustainability offerings and assessments, and streamlining student entry. Significant research on Ktunaxa teachings in sustainability was undertaken by Sarah Clarricoates in consultation with six Ktunaxa Elders and Knowledge Keepers of which, the program unit is now exploring how to action their recommendations.

Certified Dental Assistant (CDA) - Faculty Project Lead: Marla Jones

CDA Faculty gathered evidence for key moments of learning excellence and calibration in their curriculum, evolving standards for professional technology, new curriculum possibilities, and the integration of Indigenous and anti-racist content and pedagogies across the curriculum. Consequently, the College's Dental Assistant instructors are leading the way in innovation towards meeting the recommendations of the Truth and Reconciliation Commission.

Health Care Assistant (HCA) - Faculty Project Lead: Natasha Fontaine

Prior to the pandemic, HCA faculty were curious about diversifying curriculum delivery, stacking curriculum concentrations for a second year of study, and decolonizing their curriculum. The group, along with the Practical Nursing (PN) & BSN programs, is currently actioning curriculum revisions for Fall 2022 focused on a new practice standard for ensuring cultural safety in the curriculum and fostering equity-focused care.

750 participants in their programs. Moreover, the College has provided funding for costs that are spent directly on faculty for professional development. These funds support purchasing books and supplies for faculty, resources for learning communities, release for academic research, and hosted events. The College is committed to educational development on all the campuses. In addition to inviting regional faculty to join workshops remotely, there are Centre-facilitated educational development sessions at the regional campuses. These professional development opportunities are open to all teaching staff including upgrading (UACE) instructors.

There has been significant investment in the Scholarship of Teaching and Learning (SOTL) at the College over the past three years. Our program reviews take a strengths-based approach to the work faculty do as part of their curriculum development. This has stimulated several curriculum interventions by faculty and the growth of semester-long community engagement sessions.

The Bachelor of Science in Nursing (BSN) faculty have a nascent community of practice that began in the Fall of 2021. This has coalesced into an ongoing commitment to equity, diversity, inclusion, and Indigenization and dedicated SOTL engagement at department meetings. The BSN faculty have identified several areas of mutual support around SOTL as it pertains to the nursing learning environment. Not only are College staff engaged with several SOTL initiatives, but there are also several staff who have recently made presentations at regional, national, and international conferences. The Applied Research Office and the CITL, with faculty partners, have several grant applications in process or pending to enrich the culture of curiosity and research at the College.

Learning Outcomes and Curriculum Quality Assurance

College of the Rockies is committed to ensuring our students receive quality education. This means providing our students with intentional, well-designed credentials that foster their success in further studies and/or the labour force. The professional programs have clearly defined program outlines governed by their

accrediting bodies. Likewise, the trades programs' curricula are managed by the Industry Training Authority (ITA). For the remaining programs, program reviews require a curriculum mapping exercise to ensure that course learning outcomes and assessments contribute towards the development of the necessary knowledge, skills, and aptitudes for the offered credentials. To provide students with clarity on course expectations, every course outline states the learning outcomes, textbook requirements, and assessments. These elements are analyzed during program review process: they are cross-checked during the curriculum mapping exercise; they are reflected upon after feedback from industry partners, current students, and recent graduates; and they are often reviewed again as the final program review report is composed.

In addition to the regular cycle of program review and regular faculty reflection, the College currently requires that courses are reviewed every 5 years. In these five-year reviews, faculty are asked to not only review course learning outcomes, but also review the course on multiple criteria to ensure that course content, resources, and delivery are current. The process for five-year course reviews requires faculty to consult with their Department Heads, their departmental peers, Indigenous Education, and Teaching and Learning Specialists at the Centre for Innovation in Teaching and Learning (CITL). The Teaching and Learning Specialists have a list of topics they work through with the faculty to ensure a rigorous review (see Figure 1 next page). The College is rolling out a new curriculum management platform, Quali in 2022. This platform creates a cooperative space where multiple stakeholders can engage the course review process. This will increase both transparency and cooperation on the regular maintenance of an up-to-date curricula.

All curricular changes that impact a program and/or a course outline must be approved by the Education Council's (EdCo) curriculum subcommittee, Curriculum Standing Committee (CSC). Upon review from the CSC, curricular changes are required to receive final approval from EdCo as well.

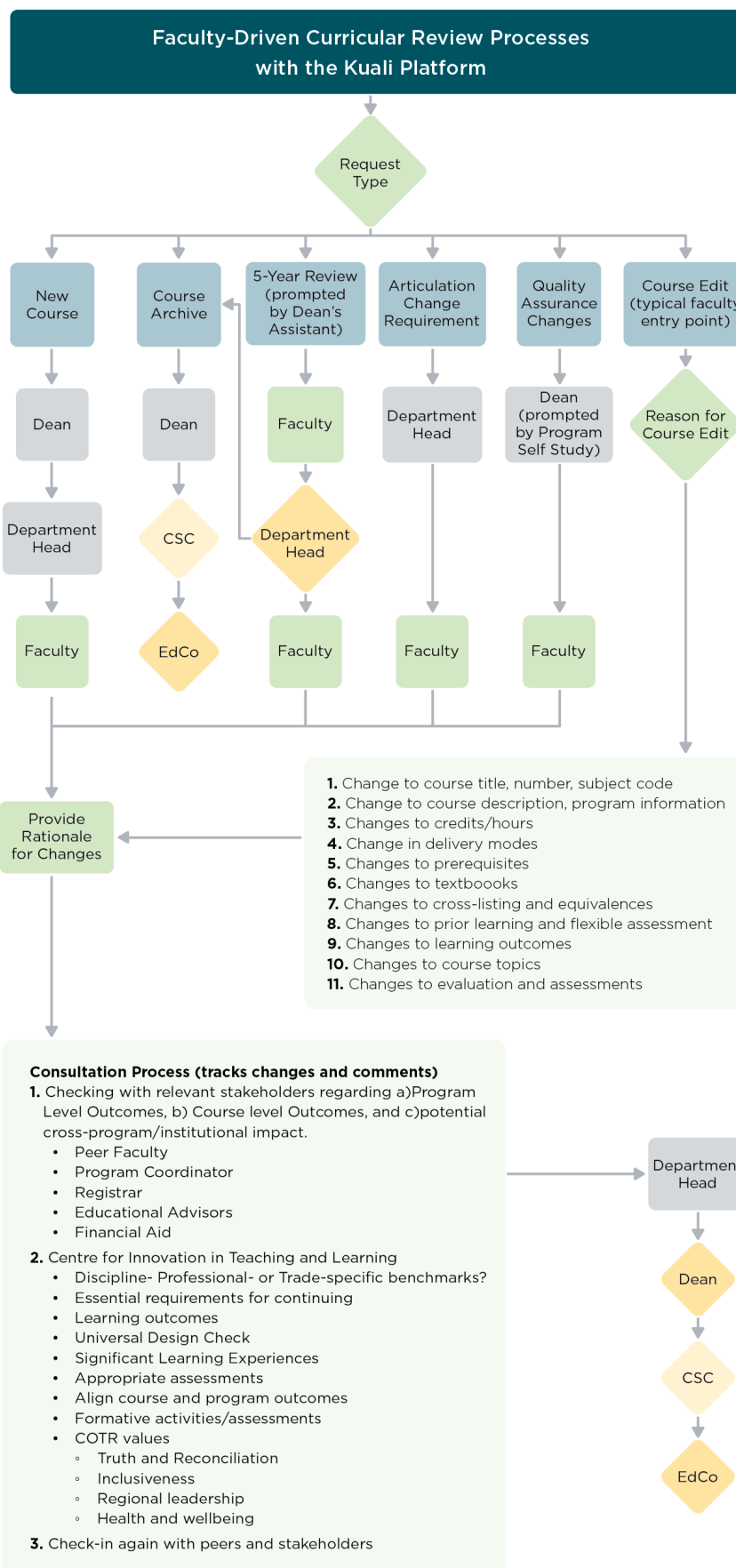


Figure 1: Curriculum review process

The development and pending implementation of Kuali, a new curriculum management system, has led to stronger processes for program and course quality assurance. For the past two years, the College has been working to pivot from a paper-based and cumbersome curriculum development and tracking process to one that is digital, centrally organized, and facilitates compliance with provincial guidelines and articulation agreements. Most important, though, is the Kuali platform will increase transparency, reduce confusion, and foster ongoing faculty-driven, learner-centered, and highly intentional quality programs (Figure 1 next page).

Figure 1 highlights a collection of processes the College is taking to standardize curriculum management and changes. Whether for a new course or for a course change (due to review, accreditation, or pedagogical edit), there are several touch points for quality assurance and consultations. The process is faculty-driven and, where appropriate, is managed by the Dean and Department Heads. Final approval is, as expected, given through EdCo.

One of the benefits of our standardized process using a curriculum management platform is that the platform serves as a back-end editing and version tracking resource for course development. Faculty will work with staff from the CITL to discuss the program change(s) being undertaken, the greater contexts, and the rationale for the change(s). In conversation, we outline together the factors that will be considered in the further conversation between faculty and the CITL with its academic partners. With multiple stakeholders' participation to raise pedagogical considerations. CITL staff will meet with faculty who are working on curriculum development. We see this as an opportunity for iterative and progressive development of College of the Rockies' curricula for excellent student experiences.

A Community of Partners in a Larger Process

Faculty working on course changes draw from the comments and input from their colleagues and other stakeholders. These stakeholders include the Department Head, Program Coordinators, other faculty peers, Indigenous Education Services, the Registrar's team, Educational Advisors, Financial Aid, and

others as pertinent. Faculty have conversations with the aforementioned people to reflect how proposed changes might impact the program curriculum map and both current and future students. Then, in conversations between the faculty and Teaching and Learning Specialists, faculty tease out the implications a course curriculum change has for program-level outcomes and course-level outcomes.

A Consultative Opportunity

Consultations with the faculty and the Centre for Innovation in Teaching and Learning staff are opportunities for larger discussions on creating the best student learning experiences. To ensure a common approach, Centre staff have a template to converse with faculty on the following considerations:

1. Are there student-centered learning activities that meet:
 - b. Discipline- Professional- or Trade-specific benchmarks;
 - c. Essential Requirements (ER) for specific competencies in the program; and
 - d. Universal Design (UD) that promotes equity in accessibility (physical, neurological, and cultural)?
2. Have Indigenous ways of knowing, Indigenous experience, Indigenous content been considered?
3. Are there Significant Learning Experiences in:
 - a. Foundational Knowledge (i.e., helping students learn how to learn);
 - b. Application (i.e., critical, creative, and practical thinking);
 - c. Integration (i.e., connecting Ideas);
 - d. Self-Awareness (i.e., learning about oneself);
 - e. Caring (i.e., developing new interests); and
 - f. Learning How to Learn?
4. Do specific learning activities align with
 - a. Course Learning Outcomes, and

- b. Program Learning Outcomes?
5. Are there opportunities for students to receive feedback through
 - a. Meaningful formative assessments, and
 - b. Assessments that are scheduled and weighted appropriately?
6. Has there been an alignment to College of the Rockies Strategic Actions (i.e., Truth & Reconciliation, Equity-Diversity-Inclusion, Anti-Racism, the College Regional Leadership, etc.)?

Much like a Microsoft Word document tracks changes, the Kuali platform will capture comments, resources for review, and suggestions as part of the consultative process. This allows all stakeholders (faculty, Deans, Department Heads, etc.) to see the work that has gone into curricular changes. Having engaged with the Teaching and Learning Specialists in CITL, faculty and program review leads will be better positioned to benchmark their programs, advance proposed changes to institutional curriculum committees for review, and ensure institutional, program, and course alignment for external purposes including cyclical program review and external accreditation.

Completing the Loop and Institutional Quality Assurance

Following the activities and discussions outlined above, Department Heads and Deans sign off on any course changes considering appropriate levels of quality assurance have been met and due process has occurred. The changes and comments in Kuali are also available to the Curriculum Standing Committee (CSC) who can send their recommendations to Education Council (EdCo) for final approval. Moreover, members of the Program Quality Assurance Committee (PQAC) have easier access to see how programs are continuing to build upon teaching and learning excellence.

In summary, the College has successfully renewed our commitment to quality assurance to ensure we offer our students the best educational experience. Protocols, policies, and a variety of quality checks currently in place have allowed for a successful re-launch of program review.

We have several examples as to how critical reflection on our renewed program review processes have led to curricular and resource adjustments for efficacy and our commitment to improve student learning experiences.

Commitment to Student Progress and Learning Excellence

The College has several operations and resources to support student progression and success. We are committed to provide quality educational experiences to our students and have several platforms and mechanisms to ensure academic success.

Student Performance and Empowerment for Success

The College's Academic Performance Policy ([Appendix M: Policy 2.4.8 Academic Performance](#)) supports student progress and success. It sets out academic standards for progress and success, and articulates consequences and requirements when students do not achieve these standards in a timely manner. The policy outlines clear levels of academic status as well as the steps that need to occur if a student falls below minimum academic standards. In addition, [Policy 2.4.4 Student Conduct](#) outlines the expectations and commitment to academic honesty and high curriculum standards.

It is just as important to recognize student success and encourage excellence as it is to offer support for students needing increased support. As such, the academic performance policy outlines levels for recognition of student excellence. This includes an Honours List and a Dean's List to recognize students who excel in their programs. These honorific statuses are noted on the students' transcripts. In addition, the College strongly supports student awards and scholarships with up to \$600,000 in total scholarships, bursaries, and awards available to students.

The academic performance policy outlines structures and interventions for students who need increased support. Academic Alert is the status assigned to students whose academic performance has fallen one grade point or less below the program minimum academic standard, or to students who have not met the

course pass requirement in any one semester. The intent of Academic Alert is to strongly recommend students consult with an Education Advisor, Faculty Member, Program Coordinator, or Department Head to identify strategies to strengthen their academic performance. Academic Probation is the status assigned to students whose academic performance has fallen more than one grade point below the program minimum academic standard, or to students on Academic Alert who have continued below the program minimum academic standard. The intent of Academic Probation is to require students to consult with an Education Advisor, Faculty Member, Program Coordinator, or Department Head to identify strategies to strengthen their academic performance. Finally, Academic Suspension is assigned to students on Academic Probation whose academic performance has continued below the program minimum academic standard. Students on Academic Suspension

are prevented from registering for courses for a prescribed period or until certain conditions are met. The intent of Academic Suspension is to enable struggling students to address factors which were a barrier to their academic success, so they can be more successful in the future.

To assist students in higher-at-risk academic status, the College has several intervention options. At the same time, we believe in the power of student agency to develop personalized self-development plans that work best for the individual student. For example, we have learning plans created by students on academic probation; these are created in consultation with Faculty, an Education Advisor, or the Program Coordinator. In these plans, students address the educational concerns that led to the academic probation and outline steps the student will take to move towards program completion. We also have the learning contract, which is

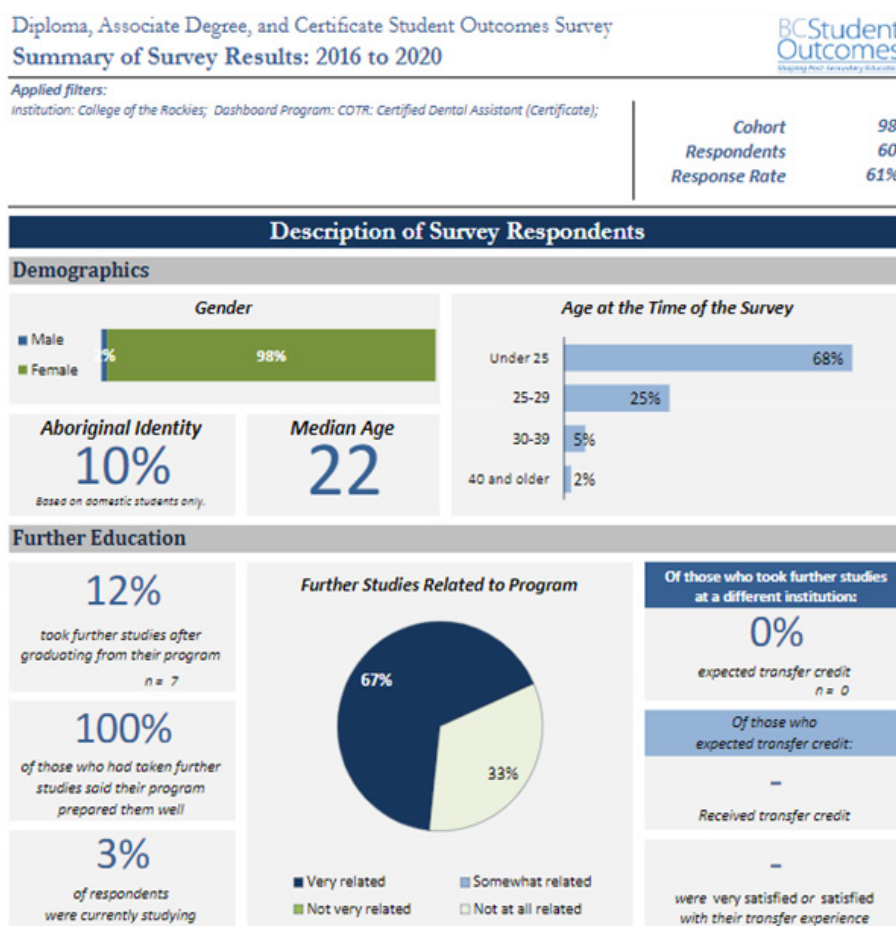


Figure 2: Snapshot of BC Student Outcomes Survey results: 2016 to 2020.

a mutually agreed-upon set of conditions for continuing in a program when a student is on academic probation. This is developed between a student and Faculty, advisors, and Department Head. The learning plan is an intentional and goal-driven opportunity by which students can personally inform their ongoing continuation in their program. The plan considers many factors such as progress in academic assessment, the establishment of clearly identified academic goals, and a timeline for achieving those goals. At the same time, students and faculty and/or advisors identify possible barriers to success, develop strategies for overcoming these barriers, and identify resources and services to support the student's success. Furthermore, this is also an opportunity for students to (re) assess their academic and career options.

Student progression and retention are closely tracked in our professional programs such as Bachelor of Science Nursing (BSN), Practical Nursing (PN), and Child, Youth, and Family Services (CYFS) programs ([Policy 2.1.6 - BSN](#); [Policy 2.1.8 - PPNP](#); [Policy 2.1.10 - CYFS](#)). These programs have regular meetings to monitor student progress in cohorts to create interventions that will provide support to individuals or the cohort as a whole.

Institutional-Level Support for Student Success

Institutional Research reports are sent out to appropriate stakeholders on regular intervals. For example, Retention and Student Status Reports and Grade Distribution Reports are published by Institutional Research. This information is primarily used to inform each of the program areas on the holistic success of their students. The College also pays close attention to data from the British Columbia Council on Admissions and Transfer ([BCCAT](#)) on student transitions.

Data from these sources, like that in Figure 2 above, strongly impact Program Reviews (see Section 4 below) and are regular topics of conversations between Deans and the Office of the Vice President, Academic and Applied Research (VPAAR). Likewise, the [BC Student Outcomes](#) survey provides critical program specific data for program reviews. As the College establishes a well-defined strategic enrollment

management (SEM) plan, this data will continue to be important for benchmarking progress and establishing goals for improving student success.

Academic Support Services

It is important that students start off at the College on a strong footing. As such, the College has in the past few years paid new attention to student orientation. Our JumpStart program provides an intensive one-day orientation to College services, strategies for success, and opportunities to make connections with fellow students. At the same time, for returning students, the College offers an official "Tune-Up" program to facilitate and reinforce success strategies and awareness of services more appropriate for students preparing for transfer or the job market. Finally, every year, there is an official Welcome Day to kick off the semester. Welcome Day showcases academic programs, student life programming, community partners, College support services, and many student-focused community-building activities.

The College is committed to ensuring all students attending any of our campuses have resources and supports they need to attain their credentials successfully and in a timely manner. For example, the College has an early alert platform that can help catch higher-at-risk students who might be stumbling as they begin their educational program. OnTrack is the College's early alert system used by instructional and non-instructional staff to refer at-risk students to student services. Typical triggers may include poor attendance, failing midterms, not handing in assignments, and/or health and wellbeing concerns.

Education advisors provide a broad range of services to prospective and current students including education and career planning, assistance with application and registration processes, entrance requirements, upgrading, course pre-requisites, graduation requirements, transfer credits, College policy interpretation, and recognition of prior learning. They also provide workshops on study skills, being an organized student, and time management. On average, our advisor team handles over 250 appointments a month during the primary semesters.

Student Navigators are another type of student



Figure 3: *yaqakił ?it'qawxaxamki (The Place Where People Gather)*

advisor at the College. Navigators provide outreach, guidance, and one-to-one support to prospective and current students on topics such as goal setting, developing life skills, time management and organizational skills, and tracking progress. They directly assist with the application process for the Former Youth in Care Provincial Tuition Waiver Program, Band Funding, and other bursaries. Navigators also make referrals to other services such as counselling and wellness, accessibility services, peer assisted learning (PAL), Writing Lab, WriteAway, AskAway, financial aid, employment services, information technology, and external community organizations.

The College supports students with accessibility needs with a variety of services. We follow all provincial and federal guidelines to provide equitable learning experiences. The Accessibility Services team offers a variety of support services and accommodations to students with learning disabilities, physical or psychological challenges, including adaptive technology, tutoring, test centre, learning strategies, and more. The Accessibility Services team liaises with instructors and the Centre for Innovation in Teaching and Learning as we strive towards Universal Design to support the success of all learners.

College of the Rockies is committed to the affective component of student success. Addressing the holistic needs of our students is a critical component of our work. Student Counselling Services offers support for students with a wide range of emotional and mental health needs. We have added additional services to augment student support during the Covid-19 pandemic and utilize resources such as Here2Talk. At the same time, we promote health and wellness resources on our website, which provide suggestions for preventative measures, healthy lifestyle suggestions, and several community-based resources.

Indigenous Students

At College of the Rockies we value the relationships we have built with our Indigenous partners, the Ktunaxa Nation, Shuswap Band, and Kootenay Region Metis Associations. We are proud to provide excellent programs and services and are committed to making Indigenous education a priority. As part of our commitment to the success of Indigenous and Metis students, the College has specifically tailored supports that address culturally appropriate needs. This includes services offered through the Indigenous Education Office. The Indigenous Education team consists of Student Mentors, Student Navigator,

Indigenous Education Coordinator/Advisor, and Executive Director of Indigenous Strategy and Reconciliation. We work closely with representatives from the Ktunaxa Nation Council Education and Employment Sector, as well as with the Métis Employment & Training Program.

The Indigenous Education Office supports students in a variety of ways. This includes assistance with funding applications, financial supports, awards and bursaries, access to emergency funds, completion of applications, and assistance with assessing program readiness and identifying pre-requisites. Staff provide academic advising and planning (short-term and long-term plans) and assistance with articulation and transfer of courses/credits. They can serve as student advocates and make referrals to College and community resources and services. Beyond academics, Indigenous Education helps connect students with the regional Indigenous

communities, hosts cultural events and gatherings, and coordinates educational events pertaining to a wide range of subjects of interest to Indigenous and non-Indigenous peoples.

International Students

International students are a significant and unique population of diverse individuals at College of the Rockies. As such, we provide specific resources for this student population. Our International Office coordinates with individual students as they complete the application process and entry to Canada for a soft landing at the College. This includes providing significant support for assisting new students with accommodations in an extremely difficult rental environment (e.g. coordinating home stays with local community members). The Office has a week-long orientation for international students to acclimate them to the



region and to the College. The Office also holds regular functions and celebrations to foster a greater sense of community. Additionally, the Centre for Innovation in Teaching and Learning (CITL) works with faculty who are interested in developing better learning experiences for international students and/or bringing international experiences into the curriculum.

Student Athletes

The College has a small student athletics program; however, we have several mechanisms to support our student athletes. Student-athlete orientation is done in September to review expectations and provide information on what College resources are available. Student-athletes have access to an Athlete Portal that houses all the information covered in the Orientation so they can go back to it anytime. Faculty are provided with the travel schedule so there is the opportunity to schedule exams and presentations outside of

those dates, and we provide invigilation for exams during travel for athletic events. Teams schedule study sessions (normally weekly) to ensure that there is team time built into their schedules for academics. Academic progress reports are distributed to faculty two times per year to determine if there are any concerns with any student-athletes' academic progress. If there are concerns, then staff will meet with the student-athletes to review the concerns and provide support (peer tutors, academic advisor/counsellor, accessibility). We connect student-athletes with academic advisors to ensure that they have a plan for the time they are at the College. Coaches meet regularly with student athletes and academics is one of the discussion topics. We reinforce a student-first mentality so if student-athletes require time away from practice to meet academic requirements they are afforded that opportunity. If student-athletes are struggling with their academics, there may be a time when we support them by not travelling them or playing them in games/practices.



3 Self-Evaluation Approach

The College's mission is to transform lives and enrich communities through the power of education, and therefore, the quality of our education programs is paramount to our success as an institution. As such, the College's approach to this self-evaluation was comprehensive, collaborative, and conducted with a genuine commitment to continuous improvement. Following a period in which formal program reviews were not occurring routinely, the College was able to reflect on past practices and redevelop the quality assurance policies and processes. Much of this redevelopment work has occurred over the past three years, with new policies approved, new processes developed, and pilots implemented. There were two main questions we wanted to address in the self-evaluation: first, are the current policies and processes adequate; and second, how do we know we have quality programs? These questions naturally lead to a review of current policies, procedures, and evidence to support various elements of quality. Several College committees, departments, and individuals have important roles to play in academic quality assurance generally, and the self-evaluation process, specifically.

Program Quality Assurance Committee

The College has a Program Quality Assurance Committee (PQAC). The mandate of PQAC is to provide oversight and recommendations for managing the program quality assurance and the cyclical review of existing programs. The Committee establishes, reviews, and makes necessary improvements to the program approval and implementation process and the quality assurance processes. The committee meets at least three to four times per year. Please see Appendix E Program Quality Assurance Committee Terms of Reference.

PQAC Membership and Responsibilities:

- Dean, Innovation in Teaching and Learning (Chair of committee)
- Vice President Academic and Applied Research (VPAAR) (accountable for quality assurance)

- Program Deans (responsible for curriculum development and program review)
- Registrar and Director of Institutional Research (data and credential standards to support renewal and development)
- Two Teaching and Learning Specialists (curriculum development and instructional support)
- Manager, Learning Commons (learning resources to support quality)
- Indigenous Education Coordinator and The Executive Director, Indigenous Strategy and Reconciliation (consultation on indigenization and decolonization of curriculum)
- 2 Institutional Researchers (data collection and reporting)
- Chair of Education Council (EdCo) (advice on education policy and liaison with EdCo)

This committee has been actively preparing for the self-evaluation and audit process over the past three years. Since 2019, the committee has initiated new policies and procedures for program development and program review which were approved through Education Council (EdCo) and the College's Board of Governors. The new formal program review process was piloted in 2019-2020 and PQAC has reviewed the results of the program reviews and has debriefed the participants in the pilot to further refine the review process. Results of the formal program reviews are shared with EdCo annually.

Centre for Innovation in Teaching and Learning (CITL)

In 2021, the College launched a new Centre for Innovation in Teaching and Learning under the leadership of Dean, Dr. Shaun Longstreet. The Centre was created to bring renewed focus to strategic growth and quality assurance in educational programming and to provide support for faculty in the development

and delivery of curriculum. CITL includes two Teaching and Learning Specialists and three Education Technologists who support the College's use of Moodle, our Learning Management System. Dr. Longstreet is Chair of PQAC, the Curriculum Standing Committee (CSC) of Education Council (EdCo), and the Academic Technologies Committee (ATC), all of which play a significant role in quality assurance.

Vice President's Academic Council

The Vice President's Academic Council (VPAC) provides leadership to the College community for teaching, learning, research, and service to learners. VPAC brings together the College's academic leaders and other department representatives for monthly meetings that focus on institutional progress toward the academic goals of the College. VPAC contributes to a comprehensive approach

to academic planning, coordination, policy implementation, communication, program review, and program decisions. Membership includes the Vice President, Academic and Applied Research (VPAAR) as the committee Chair, four Deans, the Director of Student Affairs, the Executive Director of Indigenous Strategy and Reconciliation, the Manager of Applied Research and Innovation, the Registrar and Director Institutional Research, the Director of Continuing Education, Contract Training and Campus Operations, the Manager International Education, three Department Heads, and the President (ex-officio). VPAC members have been actively engaged in conducting formal program reviews, developing mechanisms to support quality assurance, and informing the quality assurance self-study. The (VPAAR) is the senior leader accountable for quality assurance.

[\(VPAC Terms of Reference\)](#)



Education Council

Education Council (EdCo) plays an advisory role to the Board of Governors and is responsible for curriculum content and educational/academic policies as outlined in Articles 23, 24 and 25 of the [College and Institute Act](#) [RSBC 1996] Chapter 52. EdCo's roles and responsibilities are further outlined in The College and Institute Act and its amendments. EdCo at College of the Rockies is a governance body with representatives from four constituent groups: Students (4 representatives), Management (4 representatives), Faculty (10 representatives) and Support Staff (2 representatives). The Chair of EdCo sits on the Program Quality Assurance Committee (PQAC) and the Vice President Academic and Applied Research (VPAAR) has engaged EdCo on the Quality Assurance audit process. ([Education Council Bylaws](#))

The Curriculum Standing Committee (CSC) is a sub-committee of Education Council (EdCo) which reviews curriculum to ensure all course and program outlines are consistent with all College education policies, including the program development and program quality assurance policies.

[\(CSC Terms of Reference\)](#)

The Academic and Student Affairs Policy (ASAP) committee is another sub-committee of EdCo. This group is responsible for developing, reviewing, and making academic and student affairs policy recommendations to EdCo and the College Policy Committee (CPC). In the past year, the ASAP committee has conducted a review of academic policies and established an annual work plan for renewal of related policies.

[\(ASAP Terms of Reference\)](#)

The Self-Study Process

The College is committed to quality education and as such, has approached this self-study as an opportunity for a comprehensive review of our policies and practices that support the quality of our programs. The Vice President, Academic and Applied Research (VPAAR) and the Dean, Innovation in Teaching and Learning lead the self-study process and over the past year, have met every two weeks to collect

information, plan consultations, analyze results, make recommendations, and co-write the report.

To ensure the College community understood the purpose and process of the audit and had an opportunity to contribute to it, the VPAAR made presentations to various groups including Education Council (EdCo), Program Quality Assurance Committee (PQAC), Vice President's Academic Council (VPAC), President's Council, and all Program Coordinators. A briefing note and map of the process were shared with all groups.

The self-study method was based primarily on document review and consultation to confirm current practices. As a comprehensive review, we looked at College policies, documented procedures, informal practices, supporting documents, samples of programs and courses, and the terms of reference, agendas, and minutes of related committees. We met with individuals and departments to gather information and insights on current practices at the College and their experience. Our goals were to assess the adequacy and currency of our quality assurance infrastructure, identify any gaps, and develop action plans where we saw opportunities for improvement. In the process, we focused on student success as a primary driver. While there was a particular focus on new program development and program review and renewal processes, we also explored other important aspects of quality, including faculty qualifications, quality of instruction, faculty supports, and services for student success.

Development of the Institutional Report

The development of the institutional report is in alignment with our policies and procedures as defined by the Program Quality Assurance Committee (PQAC; Appendix E Program Quality Assurance Committee Terms of Reference). The report was drafted through the Offices of the VPAAR and the Centre for Innovation in Teaching and Learning (CITL), in consultation with PQAC members and other stakeholders. Committee members contributed invaluable evidence and feedback throughout the process. Further evidence for the self-study came from published institutional documents, accreditation reports, Institutional Research figures, and provincial data. The institutional

report was shared in iterative drafts as required to individuals as it pertained to their work with a draft reviewed at PQAC and Education Council (EdCo) before the summer break, and final review in September before submitting the report to the Degree Quality Assessment Board.

Preparations for the Site Visit

In preparation for the site visit, key stakeholders were available for the Degree Quality Assessment Board (DQAB) orientation in early May. The team has been very supportive and energized by the self-study. As mentioned

above, the VPAAR has held several regular briefings on the process to update the College community. A draft of the self-study was presented to the PQAC and EdCo for input in the summer with a final version submitted again in the first meeting of EdCo at the September meeting. In the Fall Semester, the final draft will be submitted to DQAB along with selected program reviews. The Centre for Innovation in Teaching and Learning (CITL) will coordinate the site visit and arrange for appropriate campus representatives to be present for the DQAB team.



OVERALL PROCESS

A. The process reflects the institution's mandate, mission, and values

Quality Assurance that Reflects a Mission to Transform Lives

College of the Rockies has instituted a well-defined and rigorous approach to quality assurance. Program review at the College is both formative and summative. It is an ongoing collection of feedback and data, with the end goal to create program unity and submit a formal report/action plan for future guidance and benchmarking. The philosophy and guiding principles of our approach to program review and quality assurance are that it is:

- Participatory – founded on a collaborative, strengths-based perspective that values engagement, connection, and shared self-study. The process will honour all input by internal and external stakeholders, including learners, graduates, employers, associated partners and industry, licensing or accreditation bodies, staff, faculty, and administration.
- Evidenced-based – conducted using evidence-based processes and methodologies that are measurable in nature. The evidence serves as blueprint and benchmark for program specific practices, needs, and requirements; and can meet institutional strategic goals and BC Quality Assurance Process Audit (QAPA) guidelines.
- Strategic – evidenced and action-based, leading to recommendations that demonstrate knowledge and insight into program content, contexts, schedules, trends in the profession/industry/labour market, and future directions, to facilitate short

and long-term planning and enactment.

- Reflects Accountability – accountable to program faculty, staff, students, and administrators; Education Council (EdCo); and the Office of the Vice President Academic and Applied Research (VPAAR); industry partners and accrediting bodies; and the Ministry of Advanced Education Skills and Training (AEST).

B. The scope of the process is appropriate

Program Review for Quality Assurance

As mentioned in Sections 2 and 3 of this report, the College embarked on a relaunch of program reviews in 2019. This relaunch was successful. Policy 6.1.6 Program Quality Assurance ([Appendix D: Policy 6.1.6 Program Quality Assurance](#)) and the affiliate procedure document ([Appendix N: Procedures for Policy 6.1.6 Program Quality Assurance](#)) outline the periodic review of programs as administered by the Program Quality Assurance Committee (PQAC; [Appendix E: Program Quality Assurance Committee Terms of Reference](#)). Quality assurance provides an opportunity and process to identify and promote quality, excellence, and growth within a program; create unity and vision for the future; and to act upon identified opportunities that will improve instruction and services to our learners. At College of the Rockies, quality assurance is a collaborative, evidence, and strengths-based self-examination of the overall quality of the program.

The self-study process is designed to gather and report quantitative data and qualitative insight that describe what the program does, and to illustrate how well the program is meeting its own mission and goals and the mission and goals of the College. Evidence-based and participatory in nature, the process is intended to stimulate inquiry, knowledge, and growth within the program and at all levels

of the institution. Because program reviews are faculty-driven, each review will focus on different items that the faculty of the program will set their attention upon. The College has a template for program reviews that ensures a level of some consistency and that program reviews align with institutional values around student success and community enrichment.

Each program is required to provide a comprehensive self-study report at a minimum of every seven years as per College Policy 6.1.6 ([Appendix D: Policy 6.1.6 Program Quality Assurance](#)). The report draws on both qualitative materials and quantitative measures that involve an examination of the program's performance through the lenses of curriculum design, learner experience, student success, partnerships, program services and resources, and benchmarking against the [Quality Assurance Process Audit](#) guidelines.

Typical Program Reviews include information gathered through focus groups, surveys, interviews, meetings, retreats, as well as comparison of program-specific performance data/evidence with provincial, national, and/or professional standards. In addition, academic services that contribute to the quality of the program are described in the self-study. This serves to highlight the appropriateness of resource allocation and gaps that may improve the quality of student experience and success.

Program reviews culminate in a final report that highlights the program's strengths and contributions to the College. It will also include recommendations, prioritized resourcing, and ongoing vision for the program. The self-study process includes an internal self-study undertaken by program faculty, internal partners, and administration that is designed to create program insight, unity, and vision, and capture the strengths and challenges of the program. The report includes an executive summary that is presented to the appropriate Program Dean that includes a synopsis of the program self-study process, recommendations for continuing quality assurance for benchmarking, future directions, and resource requests to support program renewal. The executive summary highlights the program's ongoing efforts to

improving student success in the program.

In 2021, external reviews became an integral part of every self-study process. The College allows for appropriate variability of external reviews based on specific program circumstances and variations of discipline. At the same time, programs that have external accreditation still perform an internal self-study to contextualize the program within the mission and community of the College as a whole rather than establishing benchmarks with accreditors' standards. Typically, an external review panel consists of 2-3 persons from peer Deans, Department Heads, senior industry advisors and others who would be familiar with the discipline/knowledge area, and someone from within the College, but from a different program, who is familiar with the College processes and procedures (e.g. Program Coordinator, Department Head, Education Council member, Campus Manager). This is to promote the culture of program review across campus and increase transparency.

A report that includes a summary of the self-study process, its recommendations, resource requests, and the findings and recommendations from the external reviewers are submitted to the program Dean ([Appendix R: Program Reviews Executive Summary Template](#)). The program Dean writes an executive summary, including a response to the self-study, addressing recommendations, resource requests, and the external review. This is submitted to the Dean for Innovation in Teaching and Learning, while only the executive summary is submitted to the Vice President Academic and Applied Research (VPAAR). The Program Dean's executive summary is submitted to Education Council (EdCo) by the VPAAR. A post-self-study follow-up on recommendations summarized by the program Dean is developed within one year and reported to EdCo ([Appendix S: Program Reviews One Year Follow-Up Report Template](#)).

Standards for Program Review

The College has a template for program reviews, although there is flexibility in how faculty may approach their self-study. Faculty work with the Program Review Self-Study template, but they are not limited to work within it. That is, faculty are able to adjust the parameters of

the template that best suits the review of the program. For example, our Business Program included multiple credentials in their review, whereas the Hairdressing Program has only one full-time faculty member. These conditions necessitated adjustments to the parameters of the standard template. Moreover, our BSN program requires multiple accreditations and adapted the College template to incorporate much of the self-study work that external accreditors require ([Appendix P: Program Review Template for Accredited Programs - BSN](#)). Having a standard template allows for institutional consistency and establishes a common baseline for program review standards. At the same time, we recognize the unique needs and specific interests of our faculty as they commit to program quality assurance.

Centering on Program Background and History

Program reviews begin by establishing the program within a larger institutional context. The program background and history are intended to act as a high-level point of reference regarding basic program parameters and the overall context of the program in its current state. Key considerations in this section are terms of reference, institutional mission and strategic plan, program name/credential type, administrative structure, program purpose and intent, program description, and a brief history of the program's development.

Quality of Educational Design and Instructional Methods

Key considerations of quality assurance reviews include the program's educational design and instructional methods that contribute to the quality of learners' educational experiences. Within this scope of review are program structure, goals, and vision; teaching methods; curriculum; program delivery modes; alignment with the College's learning and teaching framework; and assessment practices.

The faculty consider the alignment of the program's vision and goals with the academic mission and values of the institution as well as the discipline or profession. They ask how well the program's vision and goals are reflected in the curriculum and are consistent with industry practices, ethics, professionalism, and

leadership. In addition to mapping the program curriculum, faculty assess how well curriculum and student learning are integrated into teaching methodologies, learning outcomes, and evaluation. Moreover, faculty assess how well students are provided with opportunities to learn specific skills related to their employability or ability to transfer to a larger credential.

Quality of Educational Experience

Through gathering of evidence through student surveys, focus groups, and BCCAT information, program reviews identify and examine the degree of learner satisfaction with the program and how relevant the program is to the learners' future endeavors. Key considerations include student satisfaction, availability of resources and support, instructional delivery, and preparation for the labour market.

Qualifications and Currency of Faculty

Program reviews are an opportunity to reflect upon the collective expertise in the program to deliver the curriculum to a level consistent with institutional, provincial, and national standards. Note that this is not an opportunity to evaluate the performance of individual faculty members in the program. In this reflection, faculty consider their collective expertise, the distribution of teaching loads, need for participation in professional development, pedagogical methods, faculty currency in subject matter, currency in the process of Indigenization, and inclusive excellence.

Student Enrolment, Retention and Graduate Pathways

The College is committed to student success in every program. As such, program reviews examine grades, progression, enrollment, retention, and graduation rates of the program. When considering student success, retention, and graduation, program reviews investigate the following dimensions:

- Patterns regarding enrolment/retention and completion/graduation,
- Student demographics relevant to program decisions (age, gender, self-declared

Indigenous student status, international student),

- The number of scholarships, awards, and financial aid available (and distributed) to students,
- The number of credits earned per student per semester or academic year and the distribution of semester GPA by GPA range,
- Pathways into and from other education, and
- 18-month employment levels.

New Programming that will Enrich Communities Through the Power of Education

College of the Rockies has clear policies around the development of new programming. We strive to be very data-informed and work closely with a large scope of stakeholders.

Policy for New Programs

New courses and programs at the College of the Rockies are designed to align with the College's strategic plan, follow provincial requirements and legislation, meet the educational needs of students, and satisfy labour market demand and societal needs. Policy 6.1.2 Program and Course Development and Approval ([Appendix C: Policy 6.1.2 Program and Course Development and Approval](#)) outlines the scope and the procedures for developing new programs. Program and course development is a consultative process that brings together stakeholders including faculty, staff, external partners, and institutional research to support the gathering and interpreting of relevant data to inform the proposal, approval, planning, and implementation processes.

Program Idea Proposal

All proposed new programs outline program viability and sustainability, future educational or career opportunities for students, and benefits to the College's partners and the community. To ensure that new programming has a solid foundation for success, the College revised the Program Idea Proposal in 2021. The Program Idea Proposal ([Appendix O: Procedures Document for Policy 6.1.2 Program and Course Development](#)) ensures that a careful, data-informed and multi-stakeholder engagement process leads to

successful launches of a new program with well-resourced foundations enabling student success.

Launch and Re-Assessment of Wireless Systems Technician: A Case Study

As an example of our commitment to successful launches of new programs and with the best interests of our students in mind, the Wireless Systems Technician Diploma is an example of successful quality assurance. After careful development, a new program, Autonomous Systems was piloted in 2020 to meet the technological needs of the region, in partnership with industry. The curriculum was well-vetted through close cooperation with colleagues at the British Columbia Institute of Technology (BCIT) and tailored for specific needs of the College's catchment. Careful monitoring of the launch, enrollment, student progression, the curriculum roll-out, and input from multiple stakeholders within and outside of the campus led to several strategic changes. One was a clarification of the program's focus and a re-naming to Wireless Systems Technician. Another was to increase faculty resources to sharpen the curricula to best address appropriate progression for students. The College paused enrollment for the second intake to allow current students to finish while also adjusting recruitment and enrollment strategies. Course updates were reviewed by the Curriculum Standing Committee (CSC) in February 2021 and the program outline was updated and approved by EdCo in February 2022, with some further course outline updates approved at CSC and EdCo in March 2022, demonstrating that our quality assurance processes

for currency of curriculum is upheld.

C. The Guidelines Are Differentiated And Adaptable To Respond To The Needs And Contexts Of Different Units, E.g. Faculties Or Departments Or Credential Level

Flexibility in Program Assessment

Because of the wide range of programs, different schedules for intake, program size, and external accreditation requirements, the College allows for flexibility to ensure that programs benefit most from self-studies. (**Appendix D: Policy 6.1.6 Program Quality Assurance; Appendix N: Procedures for Policy 6.1.6 Program Quality Assurance**) For example, the Bachelor of Science in Nursing (BSN) program was able to complete an accelerated version of the College program review by addressing the significant elements of our guidelines while using two recent accreditation reports. The robustness of the BSN review created the opportunity for faculty to participate in meaningful ways for the College self-study without overburdening them with redundant data reproduction. See the template for reviews of accredited programs in **Appendix P: Program Review Template for Accredited Programs - BSN**.

The Program Quality Assurance Committee (PQAC) also works with Deans to allow for flexibility in the timing of program reviews for specific units. There are several reasons for adjusting the scheduling of a program's review and PQAC has been flexible. However, all programs are reviewed at least every seven years, even if schedules are adjusted. Each year, the schedule of reviews is revisited to confirm and prioritize the programs being reviewed in the upcoming year.

As outlined in Policy 6.1.6 (**Appendix D: Policy 6.1.6 Program Quality Assurance; Appendix N: Procedures for Policy 6.1.6 Program Quality Assurance**) and described above, the College has a robust template that guides program review. Program reviews are based on the process of appreciative inquiry that allows for

diversity in the approach faculty may take, and we have mechanisms in place for successful review across the variety of programs here at the College. Our relaunch of program review for quality assurance has successfully been implemented in our professional programs, our trades, a four-year academic program, and the externally accredited Bachelor of Science in Nursing program that is offered in partnership with the University of Victoria. The quality assurance process at the College stresses a data-informed approach to program review that allows faculty to see concrete patterns that indicate strengths and opportunities.

The College's mission, vision, and strategic priorities as outlined in [the College Two-Year Action Plan](#) are reflected in the rebooted program review process. The three pillars of the Two-Year Action Plan are:

1. **Ready:** preparing for continuous change;
1. **Set:** anticipating and addressing the needs of our students; and,
1. **Go:** serving as an education leader in our region.

Program reviews help us do exactly that: prepare us for continual change because reviews are appreciative inquiry where faculty establish benchmarks of where they are and the elements of strengths, opportunities, aspirations, and intended outcomes (SOAR). Our data-informed approach with a keen eye on student success and satisfaction addresses the current and future needs of our students. Faculty's strong participation in quality review processes, their partnering with colleagues across the province, their work in the scholarship of teaching and learning, and the future-orientation of program reviews contribute to our position as education leaders in the region and in the province.

D. The process promotes quality improvement

Policy 6.1.2 Program and Course Development and Approval (**Appendix C: Policy 6.1.2 Program and Course Development and Approval**) registers a robust system for planning and developing new programs. The policy requires significant, data-informed planning and engagement with multiple levels of stakeholders.

Policy 6.1.6 Program Quality Assurance ([Appendix D: Policy 6.1.6 Program Quality Assurance](#)) outlines accountability measures for program review. Formal reviews of programs occur every five to seven years. This process is maintained by the Program Quality Assurance Committee (PQAC), is further monitored by the Office of the Vice President Academic and Applied Research (VPAAR) and managed by the Dean of Innovation in Teaching and Learning. Program reviews are regularly reported to other stakeholders such as Education Council (EdCo) for their information. Strong record keeping and centralization of quality assurance work allows for consistency, easy access to information, and internal audits of processes.

Accountability is further strengthened by external reviews by disciplinary and administrative experts outside of the College and relevant accrediting bodies for professional programs and trades. The College has an extensive network of Program Advisory Committees (PAC; [Appendix Q Program Advisory Committees Terms of Reference](#)) that meet with program faculty at least once a year. PACs can provide input on program currency and student preparedness. Our articulation efforts also keep the College up to date and our faculty participation in articulation and professional development events support accountability. New program development is held accountable through regulatory approval and Provincial guidelines.

While the College does not use specifically differentiated program review processes for vocational, professional, and academic programs, our process does allow for flexibility that best suits the needs of individual programs while producing consistent results for quality assurance. Development of new programs undergo rigorous vetting, with community and industry engagement. Differentiation between the process for vocational, professional, and academic programs occurs here because of the external bodies that guide the types of credentials being proposed.

There are several mechanisms for ensuring faculty currency in their disciplines and pedagogical efficacies. Policy 6.3.1 Faculty Qualifications Framework ([Appendix K: Policy](#)

[6.3.1 Faculty Qualifications Framework](#)) outlines the guidelines with respect to qualifications for teaching courses in the College's credentialed programs. We have very active faculty participation in articulation meetings across the province with a budget of approximately \$37,000 to provide faculty with travel resources to attend meetings on curricular matters and (re-)alignment. Our professional and trades programs consistently maintain rigorous accreditor, provincial, and national standards.

The Faculty Collective Agreements ([CORFA Collective Agreement Apr 2019 to Mar 2022](#) and [FPSE Faculty Common Agreement April 2019-March 2022](#)) outline significant time set aside for professional development with regular staff receiving consistent funding, 20 days set aside exclusively for professional development, and for instructors, ten non-instructional days devoted to curricular adjustments and development. Faculty meet regularly with their program Dean to ensure intentionality of professional development as well as to account for how their professional development contributes towards program excellence and student success.

The Centre for Innovation in Teaching and Learning (CITL) has successfully launched several new programs for professional development and faculty support of teaching and learning. It has partnered with other units such as Indigenous Education, Education Advising, Office for Accessibility, and the International Office to jointly offer opportunities for faculty success in supporting inclusive excellence, decolonization of the curriculum, and Universal Design for learning.

Learning outcomes are included in course outlines to ensure transparency of expectations and to guide the alignment of course content with the intended outcomes. In trades programs, the related Industry Training Authority (ITA) competencies are used to guide the curriculum. The course outlines also contain details of the evaluation and assessment for each course. This includes the type of assignment and percentage of the total grade. This content is reviewed by the Curriculum Standing Committee (CSC) and all course outlines are approved by Education Council (EdCo) before implementation. The CITL has implemented workshops, tools, and resources to help faculty design effective

evaluations of student learning and are emphasizing Universal Design for Learning principles and the use of authentic assessments.

The College strives to provide a learning environment that supports learners in achieving their academic goals and encourages high performance standards, as evidenced through the College's Academic and Performance policy ([Appendix M: Policy 2.4.8 Academic Performance](#)). The policy supports student progress and success as it sets out academic standards for progress and success, and articulates requirements when students do not achieve these standards in a timely manner. The policy necessitates early intervention strategies that are utilized to help students be successful by continued monitoring of student success and addressing barriers to success. Deans review student performance data each term to assess broader areas in programs and individual courses that may need attention.

The Institutional Research department produces a series of reports to help Deans, Department Heads, and faculty to review student success and retention. These reports include details on grade distribution, term-to-term and year-to-year retention, and graduation/completion rates. As part of the College's efforts to increase data-informed decision making and strategic enrolment management, the College is reviewing the format of data reports and seeking to increase consistency in utilization of the data. Additionally, as part of the Institutional Accountability Plan and Report to the Ministry, the College annually reports on multiple metrics of student success including satisfaction with their education and skills gained to prepare them for the workplace ([College of the Rockies Accountability Plan and Report 2021](#)).

REVIEW FINDINGS

The Responses to the Sample Program Review Findings Are Adequate

After a program review has occurred, the review and executive summary are sent to the Dean of Innovation in Teaching and Learning, the program Dean responsible for the program, and the Vice President Academic and Applied Research (VPAAR). This then typically triggers

an external review for further assessment and input of the quality assurance process. In the case of trades and professional programs, such as Nursing or Dental Assistant, some integration of Industry Training Authority (ITA) or external accreditor's reports are taken into consideration. Moreover, completed Executive Summaries ([Appendix R: Program Reviews Executive Summary Template](#)) are reported to Education Council (EdCo) at the end of the academic year.

The Process Informs Future Decision Making

When a program review is complete, the Dean responsible for that program must review the internal program review report and provide written feedback on the comprehensiveness of the report and the strengths and needs of the program. The Dean will also consider and review the input of the external review team report. With these considerations and feedback, the Dean responds to the reviews recommendations and sends this to the Dean of Innovation in Teaching and Learning and to the VPAAR who then sends a report to EdCo. In the response to the program review findings and recommendations, the Dean outlines strategies for securing resources and supporting the needs of faculty and students outlined therein.

One year after the final submission of the report, the program Dean delivers the follow-up report on the status of the recommendations to the VPAAR, and this report is shared with EdCo ([Appendix S: Program Reviews One Year Follow-Up Report Template](#)). The Deans are encouraged by the VPAAR to continue to build upon the work of the program review as a long-term project.

The Review Findings Are Appropriately Disseminated

The College has several mechanisms that disseminate review findings. There are frequent touchpoints for program faculty to participate and learn of the program review, its processes, and its findings. There are consistent (at least monthly) conversations between the Program Deans, Department Heads, the Dean of Innovation in Teaching and Learning (CITL) and the VPAAR that informally address quality assurance. The Center for Innovation in Teaching and Learning staff also report progress on

program reviews and highlight issues that come up in conversations with faculty. Program review progress is regularly reported to the Program Quality Assurance Committee (PQAC), Deans and Department Head Meetings, and the Vice President's Academic Council (VPAC).

Findings and recommendations are distributed to the VPAAR and Dean of Innovation in Teaching and Learning. They are further reported out to PQAC and then to EdCo. Current members of PQAC and the self-study team leads have access to the Program Review and Quality Assurance SharePoint site that holds information of past reviews as well. The one-year follow-up report from the program Deans are also reported out to PQAC and EdCo.

INSTITUTION ASSESSMENT

Strengths in the College Quality Assurance

The state of quality assurance at the College of the Rockies is alive and well. We have identified several characteristics that define our achievements in quality assurance and program review below.

Robust Activity and Participation in Program Quality Assurance

The level of participation in quality assurance is broad-based, systemic, and well-entrenched after a complete refresh of policy and process. There are clear and well-coordinated efforts that keep our quality assurance running smoothly. We have individual faculty members who participate separately on different committees affiliated with quality assurance. Faculty representation is found on Program Quality Assurance Committee (PQAC; [Appendix E: Program Quality Assurance Committee Terms of Reference](#)), the Curriculum Standing Committee ([CSC Terms of Reference](#)), Education Council ([Education Bylaws](#)), the Academic Technology Committee ([ATC Terms of Reference](#)), Academic and Student Affairs Policy Committee ([ASAP Terms of Reference](#)), and the College Policy Committee ([CPC Terms of Reference](#)). Faculty participation in Program Review is also well represented and, with our streamlining of the process, faculty participation is increasing. At the same time, our processes remain dynamic, with an eye to improving processes for the institution, for faculty, and for our students. This is exemplified

by our ability to successfully add external reviews to non-vocational or professional programs, by the recent augmentation of our program idea proposals, and by our ability to maintain and update academic and College policies that impact quality assurance.

Faculty-Driven, Learner-Centered, Community Informed, Institutionally Resourced Program Reviews

For the past three years, our renewed program quality assurance program has developed an increasingly institutionalized culture of quality assurance. Our program review process is founded in the spirit of appreciative inquiry. While having a common framework with which to begin, our faculty work with, not within, our Program Review template. Every program review begins with the faculty coming together to craft a Terms of Reference, a visioning exercise, and a curriculum mapping exercise to ground their review. Because program reviews develop out of appreciative inquiry, our faculty explore a variety of elements that best reflect their work and interests. At the same time, every program review addresses fundamental questions that investigate, "how does what we do impact our students, their families, and the community?"

There is broad institutional support for program review and quality assurance. The College sets aside time and funding to assist faculty leads as they take on the challenge of a Program Review. The Deans and Department Heads cooperate freely with arranging equitable workload assignments for program review leads. The College has better resourced Institutional Research so that data requests are timely and complete. Two full-time Teaching and Learning Specialists devote considerable time to support the quality assurance process for every program review. Each Specialist assigned to a program review will work on that portfolio from initial faculty assignment to the 1-year post-program review follow-up by the Dean. These staff provide logistical, clerical, and curricular development support. This facilitates an increasingly timely process where faculty can focus on the review questions derived in the Terms of Reference.

Program reviews have been increasingly successful because our starting point is a

strengths-based perspective with strong community support. Faculty focus on what will contribute to augmenting student success rather than try to deconstruct elements of a program or defer issues onto another party. The Terms of Reference of our Program Reviews come out of faculty curiosity rather than administrative accountability drives. Faculty are supported by the Centre for Innovation in Teaching and Learning, the Deans, Department Heads, and other offices such as the Registrar and Institutional Research. This is critical, for after the foundational stage of the program review, the discovery stage begins. The discovery stage is an opportunity for faculty to seek out institutional research data, have conversations with students and program advisors from the community and industry.

Robust policies and procedures

The College’s attention to maintaining its [policies](#)

[and procedures](#) provides us with internal guidance on consistency, well-informed direction, and highly contemporary approaches to quality assurance. Our ASAP and CPC committees do well to regularly review policies and procedures that impact institutional excellence and have established tracking mechanisms and action plans to update policies. Strong faculty participation and cooperation between various stakeholders keep our policies well-integrated in the fibre of our work and are seen as mission-driven guiding principles for quality and student success.

The College’s work on updating and reviewing policies on a regular basis has rapidly transitioned to a regular and efficient process over the past three years under new leadership and streamlined processes. There is a schedule of policy renewal and regular updates at ASAP and CPC meetings. Point people with

Table 4: Potential Program Quality KPI for SEM

Potential SEM Quality Performance Indicator	Possible Measurement of Performance	Source of Data, Responsible Officer
Students express satisfaction with academic programs, education, and quality of instruction.	Average drawn from key questions on the student experience survey and BCCAT improve or remain at a desired level.	Student Experience Survey - Director of Student Services. Results of Institutional Accountability Framework Measure - Registrar.
Programs have active PACs and are well connected to industry norms of excellence.	Numbers are at benchmark or above.	Database of PAC participation from Office of VPAAR.
Programs are committed to disciplinary standards of excellence, Quality Matters, and continual improvement.	External reviews come back with positive feedback, regular program reviews.	CITL tracks participation program reviews, Dean of Innovation establishes external reviews, online courses set within a QM framework.
Programs include Work Integrated Learning experiences and other high-impact practices (HIPs).	Percentage of programs is benchmark or above desired level.	WIL and HIP Database from Deans and DHs.
Programs are committed to T&R, include Indigenous ways of doing and knowing.	Percentage of programs is at benchmark or above.	Database, Office of Indigenous Education, CITL (program reviews).
Programs facilitate transfers with articulation and partnership agreements with industry and other PSIs.	Numbers are at benchmark or above.	BCCAT, MOUs, Database from Articulation Officer to track.
Students express satisfaction with academic programs, education, and quality of instruction.	Averages drawn from key questions on the student experience survey improve as intended.	Student Experience Survey - Director of Student Services. Institutional Accountability Framework Measure Results - Registrar.

relevant expertise and experience are given the charge to do their work with sufficient time to research, develop, and compose/revise policies as needed. Policy development and renewal is prioritized in an annual workplan and the process of new policy implementation is timely and can meet more immediate needs and address the rapidly changing environment of Canadian post-secondary education.

Professional and Educational Development

The College has invested heavily in the professional development of the instructional staff. The new Centre for Innovation in Teaching and Learning (CITL), and the new Dean's position associated with it (Dean of Innovation in Teaching and Learning), targets broad needs for excellence in teaching and learning. Whether through one-on-one consultations, curriculum redevelopment, or multi-semester initiatives, the Centre operates faculty support and development in myriad ways. The College commitment to professional development is also demonstrated in the extensive time and budget offered individual teaching staff, who have many opportunities to hone their craft and remain engaged in their discipline, including resources for attending conferences, upgrading skills, participating in applied research, and

engaging in scholarship of teaching and learning. The strong uptake on programming offered by CITL is evidence for both a need for these services and a commitment by our faculty for excellence in teaching and learning.

Areas the College is Addressing to Improve Quality Assurance

The revitalization of our Program Quality Review is one piece of our active quality assurance programming. The College has several new fronts for on-going quality assurance that we expect will augment our work in many ways.

Strategic Enrollment Management

In 2021, The Vice President Academic and Applied Research (VPAAR) initiated a Strategic Enrollment Management (SEM) process. While there are many reasons that institutions across North America have SEM plans, ultimately, the goal is to ensure student success and the best student experience possible. SEM will help inform planning of new programs ensuring that we offer a program mix that benefits the people of our catchment. The vision for SEM at the College is "to be a vibrant College offering responsive, high-quality, sustainable programming and services that promote student and regional success." The



scope of SEM is on optimizing enrollment in all educational programs, across all campuses and all students from the time they are prospects to graduates. SEM will be led by the Academic division which includes Student Affairs and include representation and input from across the institution. It will engage in cross-departmental collaboration with all supporting departments and will better leverage the data from institutional research and from the province. As such, the SEM Steering Committee and its activities will prove to be a critical partner with ongoing quality assurance since program quality is a key performance indicator within the SEM initiative.

Conversations are still in the early stages of development, but the potential for even greater quality assurance collaboration is demonstrated by table 4 that highlights possible performance indicators of interest to improving SEM.

As table 4 (pg 35) shows, our strategic enrollment plans will feed into, and draw upon, quality assurance data. Having this loop of information will further an institutional culture of data-informed continual improvement and excellence.

Kuali and Curriculum Management

The College recognized the need to improve curriculum management systems by moving away from a collection of e-documents that resided on our SharePoint drive that was inefficient, difficult to track and keep up to date, and it poorly served students, faculty, and administrators. The College has invested in Kuali, a software platform for curriculum management solution that will modernize our processes and create increased efficiency and accuracy of curricular changes. Implementation is planned for 2022 beginning with early adopters. The Kuali platform will be a centralized repository that will be the public face of the College curricula, prerequisites, transfer credit information, and program and course outlines.

In connection with quality assurance, Kuali will be the platform where faculty will propose curricular changes. Proposals will be tracked as iterative documents in a collaborative space that allows for more meaningful and intentional changes to curriculum. Multiple stakeholders and resource providers will be able to assist

faculty with proposed changes that will inform impactful pedagogical choices, decolonization and Indigenization, inclusive excellence, and increased clarity for academic advisors. Kuali will also make curriculum mapping transparent with skills and competencies easier to track. Thus, program outlines, not just course outlines, will become standard and easily visible for students, parents, high school counselors, faculty, and advisors.

Faculty Performance Feedback and their Professional Development

The College has committed to improving consistency in providing constructive performance feedback for our faculty. In 2021, a joint faculty-administrator working group developed a revised process for post-probationary faculty feedback based on reflective practice and peer review. The pilot was successful and with a few minor adjustments, will be expanded to more participants in 2022 with all faculty receiving a fulsome review on a four-year cycle. In addition, the College is in the process of revising and reimplementing probationary faculty evaluation processes that will also include peer feedback. Both processes include course feedback from students annually.

Student Experience Survey

A student experience survey was developed and then launched in Winter 2022 with a hearty response from students. The Student Experience Survey is anonymous, but we do ask students to self-identify critical demographic and logistical information (e.g. race, gender, sexuality, program, year in program). The survey asks several sets of questions that can be used to identify areas where the College excels and where we might improve. This annual survey will be an ongoing wealth of information that can direct College resources appropriately for a wide range of continuous improvement initiatives. This includes identifying pain points in the student experience, fostering better inclusivity, Indigenization, belonging, and showcasing where students thrive on campus. Preliminary analysis of the student experience survey indicate that the large majority of respondents (83%) would recommend or highly recommend their program to others. At the same time, we note that respondents indicate that the pandemic, food security, and conflict with caregiving took an emotional toll

on them during their studies at the College.

We have started to use the Student Experience Survey data to improve teaching and learning. For example, during New Faculty Orientation, preliminary results were shared that highlighted the diversity of our student body, where their interests laid outside of the classroom, what they found helpful in the classroom, and what they found hindering their learning. The faculty in the room spent time reflecting and discussing what they learned about College of the Rockies' students and how it could and should impact how they were going to teach this academic year. Another example is that the Student Experience survey has influenced the renovations of the Learning Commons for the Fall Semester of 2022; the demand for both cooperative and informal learning spaces was clearly pointed out by the student respondents. The survey results will be distributed widely to support continuous improvement initiatives across the institution.

Equity, Diversity, Indigenization, Inclusion and Belonging (EDIIB)

The College has made significant strides towards EDIIB work in the past five years. This work can never be completed, but the College has invested in further resourcing EDIIB activities. The College recently established the Executive Director, Indigenous Strategy and Reconciliation position which reports directly to the President. The Executive Director (ED) has been working to strengthen ties the Ktunaxa Nation and other regional Indigenous entities. The ED is part of the President's Council which meets weekly, has set a direction for staff, and has an established budget to support Indigenization of the campus, increase cooperation with our Ktunaxa partners, and foster the well-being of our growing Indigenous student population across all campuses. The full-time Indigenous Student Navigator has recently significantly increased the number of events and offerings for our Indigenous students. In addition to responding to specific needs and requests from Indigenous students at the College, the Indigenous Student Navigator also coordinates several intercultural events, film festivals, celebrations, and awareness campaigns for Indigenous and non-Indigenous students.

In Fall of 2022, The President initiated an EDIIB

Task Force that has been given the charge to gauge institutional EDIIB efforts, research and develop appropriate KPIs on EDIIB efforts to which the College can measure its progress. This Task Force was formed with the input of instructors, support staff, Human Resources, and administrators. While the President sought input on the formation of a Task Force, designated point people across many units were charged to take up the work of the previous EDI committee. Activities include the development of an EDIIB asset map of the College that identifies strengths and gaps across the institution. In 2021, the President's Council funded a Strategic Initiative to hire an external party with expertise in EDI and institutional change and this contract will go out to bid in Fall of 2022. The College has set aside funds for an Indigenization Curriculum Specialist for Health and Education to work with faculty on decolonizing their curricula and develop culturally safe learning opportunities. This position will start in Fall of 2022 and the successful hire will work with our program reviews and act as a consultant for interested faculty in health and human services programs.

At the same time the College is working to advance multiple onramps for EDIIB efforts that leverage the EDIIB efforts of different existing supports and communities within the College and regional communities. This includes Indigenous and community partners, administrators, students, faculty, support staff, and their unions. The goal is to highlight and better coordinate fostering a culture of equity and belonging at College of the Rockies. This now includes the launch of a EDIIB Working Group that is forming over the Academic Year 22-23. The working group is the on-the-ground grass-roots folk who, with budgeted and soft funding from different sources, will coordinate EDIIB events, celebrations, commemorations, and awareness campaigns throughout the year. The Task Force will help cultivate the development of the working group, but the working group itself is an opportunity for all members of the College to learn about, promote, and participate in creating a culture on campus where people can be their authentic selves.

Increased Resources to Institutional Research

The Office of the Registrar and Institutional

Research has had challenges providing data for program review in the past. As our processes have become more regular and the requests for information are increasingly structured into similar packages, recent requests have provided useful and actionable information for program reviews. A recent reorganization of the Office of the Registrar and addition of a new staff position align resources with the College priorities for making data-informed decisions while drawing upon information from institutional research.

Learning Commons and Student Enrichment

The College Library has increasingly become an underutilized space on campus. With external funding, the College is in the process of transforming the library space into a multi-purpose Learning Commons. This new Learning Commons will have the express mission to enrich student learning experiences in ways that make the most sense for our current and future students. Feedback suggests that 1) faculty are interested in different ways to engage students, 2) that students are keen to have opportunities for more active learning, and 3) there is a great need for more informal learning spaces on campus. Renovations began in Spring of 2022, but much of the work will be completed during the Fall of 2022 for a Learning Commons launch in January of 2023.

As a space for student enrichment, we are moving to centralize the operations for advancing all student learning within the Learning Commons. This ranges from tutoring services, active learning labs, and a maker space for innovation and entrepreneurship. Our plan is to move to an open, active, student learning hub that is bright, reflects our connections to the land, and promotes 21st Century skills and knowledge. The Commons will be a clearing house for augmenting student skills across the curriculum, from vocational programs to the arts, for advancing writing skills and STEM proficiencies. It will serve as a locus for accelerating student achievement, but it will also be a space open to the larger community beyond the campus.

Opportunities to Address Gaps and Concerns on Quality Assurance

While we are proud of our achievements, strengths, and progress during the reboot of

our quality assurance processes, we are aware of areas that could use more attention. The self-study process has identified opportunities for improving our commitment to provide high-quality transformative learning experiences and aspire to higher levels of distinction.

Ongoing Conversations on Quality Assurance Beyond the Dean's One-year Follow-up Report

At the beginning of every academic year, Deans meet with programs and academic units. Likewise, Deans meet with program units and Program Coordinators on a regular basis throughout the year. These are opportunities for stakeholders to reconnect, affirm, and update one another on progress for program review recommendations. At the moment, some programs are fairly consistent on regular discussions about quality assurance, but others are less so. The Vice President Academic and Applied Research (VPAAR) has initiated a call for Deans to develop strategies with their programs to have at least one touch-point conversation about progress, concerns, thoughts, and commitments to some element of reflective practice and program quality. This level of engagement will keep commitment around quality assurance more consistent, will ease the burden of formal program review, and will contribute to the strength of the unit overall.

We recognize that often the recommendations in program review summaries are not items that can be easily addressed in a single academic year. This is especially the case where budget, staffing, and space are issues. For example, the Dean of Business and University Studies has initiated conversations with the Business Program to identify long-term strategies to increase enrollment and retention into the signature BBA degree. These activities are part of the forthcoming 1-year follow-up, but a multiple semester approach is clearly necessary.

Increasing Awareness of Program Reviews and their Findings

The College has a clear process of program reviews, but we feel there can be further levels of transparency added to our work on quality assurance in ways that better inform the College community. While there are several triggers for reporting progress of program reviews, the

number of people hearing those progress reports are limited. People receiving these reports are the faculty under program review (via the Program Review Lead), members of the Program Quality Review Committee (PQAC), and Education Council (who receive summaries and updates on the one-year follow-up report). It could be helpful for the larger College community to see where program reviews are in progress as well as which ones are coming up for review.

We have also introduced an “internal-external” reviewer as part of the external review of a Program. This reviewer is someone from outside the program under review, but who is familiar with our program review process and is from a program that is about to start or recently completed a program review. This person can share insights with their own faculty, faculty under external review, and/or the external reviewers themselves.

Finally, members of PQAC and faculty who are Program Review Leads have access to past reviews from across the curriculum. To increase awareness, the sharing of challenges and successes and to foster ongoing engagement with quality assurance, it will be useful to have an internal repository that contains the high-level summaries of Program Reviews, the executive summary and Dean’s responses that is accessible to all employees.

Decreasing Time of the Program Review Process

While our program review process is reasonably new, we have found that it takes longer than anticipated to complete the process. Our policy on program review states that a program review should take between 4-6 months and our average is significantly longer than that. Long review time blunts the effectiveness of program review and quality because they require increased staff resources, make the process more onerous than it needs to be, and it impedes progress towards making impactful change. We would like to have a program review occur within a single semester. This will require more advanced coordination from the Centre for Innovation in Teaching and Learning (CITL), collaboration with Institutional Research, advanced planning with the Deans and PQAC, and better coaching of Program Review Leads. Our aim is to achieve high impact reviews

without the process becoming administratively burdensome for any of the participants.

Publishing Program Outcomes in Addition to Course Outcomes

Every course outline at College of the Rockies has course learning outcomes. These are improved through every five-year review of a course, through accreditation processes, articulation agreements, and/or the curriculum mapping phase of a formal program review. However, we do not have program level outcomes for many of our non-trade/professional programs. Helping students in a program (current, perspective, and even former students) see the outcomes of their program will give them a stronger sense of progress and a better understanding of the credential they are seeking. Mapping course outcomes with program outcomes will also ensure appropriate alignment of curriculum.



5 Other Institution Comments

The quality of education is of paramount importance to College of the Rockies. The recent complete refresh of the College's policies and procedures and the intentional engagement of faculty in all aspects of quality assurance demonstrates that sincere commitment. As a learning institution, the College is committed to continuous improvement and expects these processes to be iterative as we have more experience and feedback about their effectiveness. The College has made investments in quality by adding staffing resources and strategically structuring the support systems necessary for program reviews to be completed and recommendations to be actioned. As a small rural institution offering a wide breadth of educational programs across a vast geographical region, we strive to 'do it all' and serve our students and communities with high quality education and training they might expect to get anywhere else in the province. With lean resources to draw on, we must be extraordinarily creative and efficient to achieve our goals. This self-study process has been helpful as it was an opportunity to re-examine systems that support quality from a broad perspective and to focus attention on areas that can be enhanced or improved. We welcome the feedback from this audit process and look forward to learning from our peers and their quality assurance experience.

6 Program Samples Selected by DQAB for Sampling

1. Business Administration
2. Health Care Assistant
3. Education Assistant

Appendices

Appendix A: Ministry Letter of Direction April 2022



April 19, 2022
Our Ref. 124921

Randal Macnair, Board Chair
College of the Rockies
2700 College Way
Cranbrook, BC V1C 5L7

Email Address: randal@tessmac.com

Dear Randal Macnair:

I would like to extend my thanks to you and your board members for the dedication, expertise and skills with which you serve the people of British Columbia.

As the Minister responsible for the Ministry of Advanced Education and Skills Training, I'm providing this letter of direction which builds upon Executive Council's expectations, outlined in the [2021/22 Mandate Letter](#) sent June 1, 2021. I expect that these two letters provide public post-secondary institutions with specific direction on the priorities and expectations for the coming fiscal year and will be incorporated into goals, objectives and performance measures in your upcoming Institutional Accountability Plan and Report for the 2021/22 reporting cycle, and until the end of the Government's current term.

I expect the five foundational principles included in your 2021/22 Mandate Letter (putting people first, lasting and meaningful reconciliation, equity and anti-racism, a better future through fighting climate change and a strong sustainable economy that works for everyone) will continue to inform your institution's policies and programs. I also expect your institution will continue to make substantive progress on the following priorities:

- Continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities as you respond to COVID-19 impacts and recovery.
- Work with the Ministry and your communities, employers and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

... /2

Ministry of
Advanced Education
and Skills Training

Office of the
Minister

Mailing Address:
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Location:
Parliament Buildings
Victoria

- Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.

Government's recently released [Labour Market Outlook](#) highlights that B.C. will need to fill over 1 million job openings over the next ten years, almost 80 percent of which will require some form of post-secondary credential. Additionally, [Stronger B.C.](#), Government's new Economic Plan, identifies that the skills of our people will be the key driver of our economy, for which our post-secondary system is critical for supporting British Columbians and the overall economic vitality of our province.

As a result, I am providing further detail on the areas where we will be seeking your engagement and prioritization in your planning over the coming year. Please reflect the following additional actions in your upcoming Institutional Accountability Plan and Report:

- Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:
 - Working to align education and skills training to goals of the B.C. Economic Plan; and
 - Supporting the implementation of Skilled Trades Certification
- Contribute to Ministry engagement on upcoming initiatives, including:
 - The *Future Ready: Skills for the Jobs of Tomorrow* plan;
 - The Ministry's sexualized violence policy review;
 - Further tech-relevant seat expansions; and
 - The funding formula review of provincial operating grants

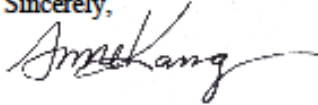
I look forward to holding regular meetings between our executive teams to discuss your institution's progress in implementing the direction and priorities set out in your Mandate Letter. These meetings will be an opportunity to clarify Government expectations and enhance engagement as we collaborate to achieve priority initiatives.

Continuing our best practice to publicly post Crown Agency mandate letters and letters of direction, you are asked to sign this letter upon approval of your board, to acknowledge Government's direction to your institution. The signed letter is to be posted publicly on your institution website.

On behalf of the Province, I would like to recognize the significant efforts post-secondary institutions have made to sustain in-person learning and services, while keeping students, faculty, staff and the broader community safe. I also want to thank you, your board, senior administration, faculty and staff for your continued leadership as we navigate through this challenging time. I look forward to continuing to work with you and your board colleagues as we continue to serve the people of British Columbia.

... /3

Sincerely,



Honourable Anne Kang
Minister

For Board Chair signature:

X _____

Randal Macnair
Board Chair

Date Signed: _____

pc: Shannon Baskerville, Deputy Minister Shannon.Baskerville@gov.bc.ca
Ministry of Advanced Education and Skills Training

Paul Vogt, President and CEO PVogt@cotr.bc.ca
College of the Rockies

Susan Woods, Executive Assistant to the President/CEO and the Board
College of the Rockies
woods@cotr.bc.ca

Appendix B: Policy 1.1.4 Policy Development and Administration



POLICY

Title of Policy	Policy Development and Administration
Policy Number	1.1.4
Category	General
Approval Body	College Policy Committee
Policy Sponsor	President and CEO
Operational Lead	President and CEO
Approval/Effective Date	March 2022
Proposed Date of Review	March 2027

CONTEXT AND PURPOSE

The College maintains and updates a body of policy that expresses overarching tenets of the College, establishes expected standards of behaviour on the part of members of the College Community, provides a structure for decision-making and reducing institutional risk, and ensures compliance with laws and government policies or directives.

The purpose of this policy is to provide a framework for developing, maintaining and approving College policies and related procedures in compliance with principles of good governance.

SCOPE

This policy applies to College policies and related procedures that the Board, Education Council or President has the authority to approve, with the exception of Board governance policies.

DEFINITIONS

Board Governance Policy: A bylaw established by the Board pursuant to the College and Institute Act or a policy established by the Board to govern its activities.

College Community: All employees, employee organizations, students, the Students' Association, the College Board and Board members.

Operational Lead: A manager who is assigned responsibility for overseeing the implementation of a policy. This may include a manager, dean, director or other positions as deemed appropriate by the policy sponsor.

Policy: A set of statements that express overarching tenets, establish expected standards of behaviour, provide a structure for decision-making and reducing institutional risk, and ensure compliance with laws and government policies or directives.

Policy Sponsor: A member of the College's executive team, including President, Vice President or Executive Director, who is accountable for a policy.

Procedure: A course of action to support the effective implementation of policy.

POLICY STATEMENTS

A. GENERAL

- A. 1 While respecting the authority of the Board, Education Council and President to approve policies, the College's policy development, approval and maintenance processes will both be open and consultative and result in the timely approval of new or revised policies.
- A. 2 All approved policies will be made accessible to the College Community and the general public. Each member of the College Community is responsible to ensure they are aware of, understand and abide by College policies that pertain to them.

B. POLICY FORMAT

- B. 1 Only policies drafted in a standardized format and that are compliant with College brand and policy style guidelines will be submitted for consideration by an approving body.
- B. 2 Policies will be written using the following subject headings:
 - Context and Purpose
 - Scope
 - Definitions
 - Policy Statements
 - Related Policies and Supporting Documents
- B. 3 Policies will be written in such a way that the content will not require frequent change.
- B. 4 Each policy will specify, by position, the Executive Member who is the Policy Sponsor and the Manager who is the Operational Lead responsible for implementing the policy.

C. POLICY DEVELOPMENT

- C. 1 Any member of the College Community may request the development of a new policy or the revision to an existing policy in accordance with policy development procedures that are developed, maintained and made available by the President.
- C. 2 Employees assigned to draft new or revised policies will ensure that appropriate research and consultation is carried out in accordance with policy development procedures that are developed, maintained and made available by the President.
- C. 3 A College Policy Committee, the membership of which shall be determined by the President, will:
 - a) review all proposed new or revised policies to ensure consistency with standardized format and style, and ensure that policies are kept up to date;
 - b) make recommendations to approving bodies regarding proposed new or revised policies; and
 - c) provide advice of a general nature to the President on policy and the College's policy process.

D. POLICY APPROVAL

- D. 1 Upon review by the College Policy Committee, policies that fall under Section 23 of the College and Institute Act will be submitted to the Education Council for advice and to the Board for approval.
- D. 2 Upon review by the College Policy Committee, policies that fall under Section 24 of the College and Institute Act will be submitted to the Education Council for approval.
- D. 3 Upon review by the College Policy Committee, policies that fall under Section 25 of the College and Institute Act will be submitted to Education Council and the Board for joint approval.
- D. 4 Policies other than those that fall under Sections 23, 24 or 25 of the College and Institute Act will be submitted to the College Policy Committee for review and approval, under the delegated authority of the President.

E. POLICY MAINTENANCE

- E. 1 Each policy is subject to review at least every 5 years after its adoption to ensure currency and reflect changing requirements.
- E. 2 The Policy Sponsor is responsible for initiating review of that policy in a timely manner.

F. PROCEDURES

- F. 1 The Policy Sponsor for each policy is responsible for assigning to relevant College employees the development of procedures describing courses of action to support effective implementation of the policy, taking into account that procedures will change frequently as processes are updated.
- F. 2 Procedures are not subject to approval by policy approving bodies. Nevertheless, approving bodies may request to receive draft or existing procedures.
- F. 3 Procedure documents will be posted alongside policies.

RELATED POLICIES AND SUPPORTING DOCUMENTS

[Colleges and Institutes Act](#)

[Education Council Bylaws](#)

[Board Bylaws](#)

[1.1.4 Policy Development and Admin - Procedures and Forms](#)

Appendix C: Policy 6.1.2 Program and Course Development and Approval



College Policy & Procedures Manual	
Category	6 - Instruction
Policy #	6.1.2 Program & Course Development & Approval

6.1.2 Program and Course Development and Approval

POLICY

New courses and programs at the College of the Rockies will align with the College’s strategic plan, follow provincial requirements and legislation, meet the educational needs of students, and satisfy labour market demand and societal needs.

PURPOSE

The quality and effectiveness of the College’s curricula and program development is critical to the College’s mission and the institution’s performance and accountability. The purpose of this policy is to ensure rigour in the development of quality programming at the College and a collaborative process for the development and approval of programming.

Relevant legislation includes Sections 6 (a), 6 (b) and 19.1 (e) of the Colleges and Institutes Act.

SCOPE

This policy applies to the development of courses and College programs that lead to certificates, diplomas or degrees.

Relevant legislation includes Sections 23.1 (b), 23.1 (d) and 24.2 (f) of the Colleges and Institutes Act.

GUIDELINES

- A. The College supports proposals for the development of new program/course opportunities identified by faculty, staff, students, administrators and external stakeholders that align with the strategic direction of the institution as approved by the Board of Governors.
- B. All programs leading to a College of the Rockies credential will reflect the values of the institution focusing on quality and student success.
- C. Program/course development is a consultative process lead by the Dean bringing together stakeholders including faculty, staff, external partners and institutional research to support the gathering and interpreting of relevant data to inform the proposal, approval, planning and implementation processes.

- D. All proposed new programs will outline program viability and sustainability, future educational or career opportunities for students and benefits to College partners and the community.
- E. In support of the Indigenous Education Protocol, the calls to action of the Truth and Reconciliation Commission of Canada and the United Nations Declaration of Rights of Indigenous Peoples, Indigenous approaches to teaching and learning will be considered in course and program development.
- F. New program and course development will consider inclusion of content so students have an opportunity to gain intercultural perspectives and competencies to adapt in an increasingly complex global context.

RESPONSIBILITY

Vice President Academic and Applied Research and Vice President's Academic Council.

ADDITIONAL INFORMATION

Related documents:

BC Degree Quality Assessment Board Guidelines and Criteria
Colleges and Institutes Act
Education Council Bylaws
Program Development and Approval Procedures
Truth and Reconciliation Commission of Canada
United Nations Declaration of Rights of Indigenous Peoples
Colleges and Institutes Canada Indigenous Education Protocol

Related policies:

2.4.1 Credential Framework
6.1.5 Program Cancellation and Suspension
6.1.6 Program Quality Assurance

Appendix D: Policy 6.1.6 Program Quality Assurance



POLICY

Title of Policy	Program Quality Assurance
Policy Number	6.1.6
Category	6 – Instruction and Support
Approval Body	Education Council
Policy Sponsor	VP Academic and Applied Research
Operational Lead	Deans
Approval/Effective Date	June 2022
Proposed Date of Review	June 2027

CONTEXT AND PURPOSE

The continuous improvement of the quality and effectiveness of the College's program profile is critical to the College's mission and the institution's performance and accountability. Regular formative reviews of existing College programs will support quality, currency, accessibility, Indigenization, inclusivity, revitalization, and renewal of programming. The goal is to maintain a culture of program accountability, revitalization, and renewal which includes recognizing excellence in programming quality and identifying new directions in curriculum, resources, organization, and staffing.

SCOPE

This policy applies to maintenance and delivery of College programs that lead to certificates, diplomas and degrees. The College will conduct periodic reviews of these programs to assess their effectiveness, and this assessment will include responsiveness to student, labour market and societal needs. This policy does not apply to Continuing Education, general interest, contract training.

POLICY STATEMENTS

- A. Program quality assurance is a collaborative process involving program administrators, faculty, staff, students, external partners, and key stakeholders with support from the Centre for Innovation in Teaching and Learning (CITL) and Institutional Research (IR) for the gathering of relevant data.
- B. Program quality assurance at the College uses a strengths-based approach and acknowledges program identified goals that are in line with the College's strategic direction.
- C. Review of the program quality assurance process is the responsibility of the Program Quality Assurance Committee (PQAC).
- D. Program quality assurance should be relevant and meaningful for the specific program and allow flexibility to accommodate particular program circumstances.

- E. Activities for program quality assurance are reasonable in scope and will depend on the size of the department and the resources/supports available.
- F. The program quality assurance process provides an opportunity for the College to ensure that we remain committed to student success and high-quality learning outcomes.
- G. The program quality assurance process provides an opportunity for the College to ensure that Indigenous content and ways of knowing, inclusive excellence, and intercultural perspectives are included in programming.
- H. Program quality assurance will:
 - assess program relevance and sustainability, current and future educational or career opportunities for students, benefits to the College and to the community,
 - assess the quality and adequacy of program resources,
 - ensure the program reflects the mission, values, and strategic plan of the institution,
 - is focused on student success, satisfaction, and placement.
- I. Program quality assurance is a faculty-driven exercise, with assistance from the Centre for Innovation in Teaching and Learning staff. The Program Deans are responsible for ensuring the timely completion of program reviews in their areas.
- J. The program quality assurance process leads to recommendations in the form of a program action plan.
- K. All program reviews, outside of ITA Trades and Apprenticeship programs, include an external peer review. Exceptions may be granted at the discretion of the Vice President Academic and Applied Research (VPAAR).
- L. The Vice President's Academic Council (VPAC) will receive a copy of the program action plan and recommendations from the appropriate Dean following the quality assurance review. The Program Dean is accountable for the implementation of the recommendation(s) of the Action Plan. The Program faculty and staff are responsible for implementing the recommendation(s) of the Action Plan.
- M. **Schedule for Quality Assurance Reviews**
 - M. 1 Board Approved College Programs, excluding degrees
 - A quality assurance review shall be conducted at least every seven years on each College program leading to a credential approved by the Board of Governors.
 - M. 2 College Degree Programs
 - College of the Rockies degree programs will conduct a review every five years and include external peer review, without exception.
 - M. 3 Other External Program Reviews
 - Programs with external review/accreditation requirements will follow the review schedule of the external organization.

RELATED POLICIES AND SUPPORTING DOCUMENTS

[Colleges and Institutes Act](#)

[Degree Quality Assessment Board - Province of British Columbia \(gov.bc.ca\)](#)

[Education Council Bylaws](#)

[Program Quality Assurance Procedures](#)

[6.1.2 Program & Course Development & Approval](#)

[6.1.5 Program Suspension and Termination](#)

Appendix E: Program Quality Assurance Committee Terms of Reference



PROGRAM QUALITY ASSURANCE COMMITTEE

Terms of Reference

PURPOSE

The continuous improvement of the quality and effectiveness of the College's programs are critical to the College's mission and the institution's performance. The mandate of the Program Quality Assurance Committee is to provide oversight and recommendations for managing the program quality assurance and the cyclical review of existing programs that align with ministry reporting requirements. The Committee will establish, review and make necessary improvements to the Program Approval & Implementation process and the Quality Assurance processes.

PROCEDURES

Quality Assurance

The Committee will support an ongoing quality improvement process by:

- Facilitating the improvement of programs and services through the development and updating of the program quality assurance process at the College.
- Assisting in the identification and provision of a full range of relevant data and quality indicators to those responsible for the academic program quality assurance process.
- Building internal mechanisms into the quality assurance process that permit a thorough review and analysis of academic programs by the faculty and administrators who design and deliver them.
- Incorporating a process of consultation with students and graduates as part of the quality assurance process to ensure that learning needs are being met.
- Incorporating a process of consultation with employers and industry as part of the quality assurance process to ensure our programs' currency, relevancy and future directions.
- Developing a communication plan for the quality assurance process.
- Monitoring the impact of the program quality assurance process and the implementation of action plans and decision-making resulting from the process.

Cyclical Review

The cycle of program quality assurance will be established according to the following criteria:

- Programs will normally go through a quality assurance process every seven years, or more frequently as suggested by particular indicators of effectiveness. Degree granting programs will undertake the quality assurance process every five years.
- For programs with external accreditation or external review requirements the College quality assurance process will be incorporated within the cycle of the external review as appropriate.
- Other quality assurance reviews will be undertaken as recommended by the Vice-President Academic and Applied Research.

Program Review Executive Summary Reporting

The Committee will:

- Review the final Program Review Executive Summary submitted by the Dean and submit it to the Vice President Academic and Applied Research, who will share it with Education Council.

Chair

- The Dean, Innovation in Teaching and Learning shall be Chair.
- In the absence of the Chair at any regular meeting, the members present shall elect an Acting Chair for that meeting.

Membership

The Program Quality Assurance Committee (PQAC) shall be comprised of the following representatives:

	<i>Members</i>	<i>Appointed/Elected by</i>
1	Vice President Academic or delegate	Office
4	Deans	Office
1	Registrar and Manager of Institutional Research	Office
2	Teaching and Learning Specialists	Office
1	Director of Learning Commons and Resources	Office
1	Indigenous Education Coordinator	Office
2	Institutional Researchers	Office
1	EdCo Chair	EdCo

Meetings:

- The Committee shall meet a minimum of 3 to 4 times per year, and at the call of the Chair.
- The Recording Secretary shall distribute minutes of the previous meeting to all members prior to the next regularly scheduled meeting.
- The Chair shall be responsible for the Agenda.
- Issues and recommendations will be decided upon and/or advanced for approval on the basis of majority vote.

Reporting:

- Ongoing reports and/or recommendations shall be presented as per established procedures in Policy 6.1.6 *Program Approval, Review & Implementation*.

Accountability

- Vice President Academic and Applied Research

Appendix F: Policy 2.4.1 Credential Framework



College Policy & Procedures Manual	
Category	2 – Student Affairs
Policy #	2.4.1

2.4.1 Credential Framework

POLICY

College of the Rockies (College) issues a number of official documents which indicate completion of or participation in programs/courses. The credential framework policy identifies criteria for completion of credentials that will assist students and employers in assessing the scope of education and training received at the College. Identified criteria will also assist faculty in the revision and development of programs.

PURPOSE

As authorized by the *BC College and Institute Act*, the College offers a wide variety of official documents that recognize student achievement in programs by the granting of a citation, certificate, diploma, advanced certificate, advanced diploma, post-degree certificate, post-degree diploma, associate degree and degree. The criteria listed in the credential framework will determine the appropriate credential.

In addition, the College awards Continuing Education Certificates upon successful completion of designated course(s) or programs.

The purpose of this policy is:

- To communicate the criteria for College credentials
- Establish and communicate educational standards
- Improve student mobility and laddering through recognized and well-regarded credentials

SCOPE

This policy applies to credentials awarded in academic, vocational, career/technical, trades and continuing education programs. This policy does not apply to general interest courses and programs.

DEFINITIONS¹

Advanced Certificate: Awarded on completion of programs at the post-secondary level that require a minimum of a diploma for entrance and are normally 30 credits and between 8 and 12 months of full-time equivalent study.

Advanced Diploma: Awarded on completion of programs at the post-secondary level that require a minimum of a diploma for entrance and are normally 60 credits and between 16 and 24 months of full-time equivalent study.

¹ Many of these definitions are taken from: Council of Ministers of Education, Canada (2007). *Ministerial Statement on Quality Assurance of Degree Education in Canada*.

Associate Degree: Awarded on completion of provincially defined academic arts or science programs consisting of 60 credits of first and second year transferable courses across a range of disciplines. See *BC Transfer Guide* website for associate degree course criteria.

Bachelor Degree (Baccalaureate Degree): Awarded on completion of provincially defined post-secondary programs consisting of a minimum of 120 semester credits of first to fourth year transferable courses drawn from at least three academic disciplines.

BC Adult Graduation Diploma: Awarded to a student 18 years or older on completion of 20 credits in the secondary system or five courses in the post-secondary system as outlined by the BC Ministry of Education. At least one course must be completed by enrolment at the College. See BC Ministry of Education website for details.

Certificate: Awarded on completion of programs at the post-secondary level normally 30 credits and between 6 and 12 months of full-time equivalent study.

Citation: Awarded on completion of a minimum of 12 credits in a specific field of study and normally four months in length.

Continuing Education Certificate of Achievement: Awarded on completion of a Continuing Education or Contract Training program which includes a formal assessment of learning for courses.

Continuing Education Certificate of Completion: Awarded on completion of a designated course in occupational skills within the Continuing Education department for which there is a formal assessment of learning.

Continuing Education Certificate of Participation: Awarded when a student has participated in a personal enrichment or non-occupational skills course that does not include a formal assessment of learning.

Developmental: A level of programming that prepares students for English language development, post-secondary studies or career preparation.

Developmental Certificate of Achievement: Awarded on completion of a Developmental program which includes a formal assessment of learning for courses.

Diploma: Awarded on completion of programs at the post-secondary level normally 60 credits and between 16 and 24 months of full-time equivalent study.

General Interest Course: Courses that are taken for personal enrichment rather than academic reasons and do not contain elements of credential course work. They do not usually lead to a postsecondary credential.

Post-degree Certificate: Awarded on completion of programs that require a Baccalaureate degree for entrance and are normally between 8 and 12 months of full-time equivalent study. The Post-Degree Certificate is not considered graduate level because associated courses are at an undergraduate level.

Post-degree Diploma: Awarded on completion of programs that require a Baccalaureate degree for entrance and are normally between 16 and 24 months of full-time equivalent study. The Post-Degree Diploma is not considered graduate level because associated courses are at an undergraduate level.

Post-secondary Program: A post-secondary program is defined as a set of courses and other requirements leading to a completion/graduation document in a specific field of study.

GUIDELINES

A. POST- SECONDARY PROGRAMS

Credentials are awarded for College post-secondary programs as outlined in the credential framework (see *Credential Framework Appendix A*).

All post-secondary programs share the following:

- A. 1 All post-secondary programs have a formal assessment of learning or skills application and students are required to meet a specific minimum standard to receive a credential.
 - 1) All academic programs with credit courses require, a program grade point average of 2.0/10 (C- average) or higher to qualify for a certificate or diploma.
 - 2) A minimum program grade point average of 3.0/10 (C average) is required for an associate degree.
 - 3) A minimum program grade point average of 4.0/10 (C+ average) is required for the baccalaureate degree and post-degree certificate or diploma.
 - 4) Programs and courses without assigned credit will have a minimum standard of achievement defined in the program or course outline.
- A. 2 All post-secondary programs may have practical and theoretical components. These components may be integrated and need not be separate learning experiences.

B. RESIDENCY REQUIREMENTS

- B. 1 Unless otherwise stated, students must complete at least twenty-five (25) percent of a program or the applicable number of credits while registered at the College, in order to be granted a college diploma, certificate or baccalaureate degree.
- B. 2 In Adult Upgrading, one College course will be considered sufficient to meet residency requirements for the BC Adult Graduation Diploma.

C. CREDENTIAL COMPLETION

- C. 1 Students are responsible for ensuring that the Registrar is informed of the completion of the requirements for a credential by submitting a formal written application using the *Credential Request Form* available from the Enrolment Services office. For vocational programs, the instructor(s) will normally submit the required information on behalf of the students upon completion of the required courses.

Time limits for completing a credential:

- Completion within the time limit: The standard time limit for completion of a credential is twice the length of time it takes to complete the program as a full-time

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student unless otherwise specified in the program outline or program progression policy.

- Completion beyond the time limit: The College cannot guarantee that courses or programs will be available for a student to complete graduation requirements after this time. A student who completes a program beyond the specified time limit will normally be required to meet all current program requirements. This may require that the student repeat certain courses, complete additional courses, or follow a new or revised program of studies.

- C. 2 Qualifying for Dual and Multiple Credentials: to acquire a subsequent or higher level credential, a student must complete all the requirements of the credential. In addition, at least twenty-five (25) percent must be new and be completed in order to be awarded a subsequent or higher level credential.

D. ADMINISTRATION OF CREDENTIALS

- D. 1 All College of the Rockies credentials will be issued by the Office of the Registrar, will bear the Registrar's seal and will be signed by the Registrar and the President. Other documents, for example a continuing education program certificate of completion, may bear the College's logo, but will not bear the Registrar's seal. Such documents may have other signatories as approved by the College Registrar. In addition, logos of training partners may be included on the credential.
- D. 2 All credentials approved by Education Council and the College Board will be developed by or in partnership with an academic department. The academic departments (through the dean) assume responsibility for the integrity and quality of these programs. Refer to Policy 6.1.2 Program Approval, Review and Implementation for development and review of programs.
- D. 3 Continuing Education and Contract Training courses and programs will normally be managed through either the Vice President Partnership and Advancement or the Director, Continuing Education and Contract Training in consultation with the Registrar. They will be responsible for the integrity and quality of the courses and programs.

E. POSTHUMOUS CREDENTIAL

The College may award a credential to a student who, upon death, has completed all or most of the necessary requirements to qualify for the credential.

Posthumous credentials may be awarded at any time:

- E. 1 To a student who has met all program graduation requirements (no special notations on transcripts or credentials).
- E. 2 Upon approval of the Dean, to a student who has substantially completed the requirements of the program and for whom successful completion was expected. The notation "posthumous" will be recorded on the student's transcript, but will not appear on the credential.

LEGISLATED REFERENCES

College and Institute Act Sections 19 (g) and 23 (n).

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RESPONSIBILITY

The Office of the Registrar is responsible for the implementation of this policy.

APPENDICES

Appendix A: Credential Framework

Credential Type	Credits*	Entrance Requirements (minimum)	Length (months of instruction) *	Rigour /level of study	Approved By
Continuing Education Certificate of Completion	None	Course specific	Variable	Occupational Skills	College
Continuing Education Certificate of Participation	None	Course specific	Variable	Personal Enrichment or non-occupational skills	College
Continuing Education Certificate of Achievement	None	Program specific	Variable	Occupational Skills	College
Developmental Certificate of Achievement	None	Program Specific	Variable	Developmental	Education Council/Board
Adult Graduation Diploma	Variable secondary school and adult upgrading credits	student specific	Variable	Developmental	Education Council/Board Ministry of Education
English Language Program Certificate	variable	student specific	variable	Developmental	Education Council/Board
Citation	12	Program specific	4	post-secondary	Education Council/Board
Certificate	30	Program specific	6	1 st year post-secondary	Education Council/Board
Diploma	60	Program specific	16	1 st and 2 nd year post-secondary	Education Council/Board
Advanced Certificate	30	Diploma or equivalent	8	3 rd year post-secondary or higher	Education Council/Board
Advanced Diploma	60	Diploma or equivalent	16	3 rd year post-secondary or higher	Education Council/Board
Baccalaureate Degree	120	Program specific	32	post-secondary	Education Council/Board
Post Degree Certificate	30	Baccalaureate Degree	8	post-secondary	Education Council/Board
Post Degree Diploma	60	Baccalaureate Degree	16	post-secondary	Education Council/Board

* Based on full-time attendance

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Appendix G: Policy 2.5.6 Transfer Credit (as a Receiving Institution)



POLICY

Title of Policy	Transfer Credit (as a Receiving Institution)
Policy Number	2.5.6
Category	Student Affairs
Approval Body	Education Council and Board of Governors
Policy Sponsor	Vice President Academic and Applied Research
Operational Lead	Registrar
Approval/Effective Date	June 2022
Proposed Date of Review	June 2027

CONTEXT AND PURPOSE

College of the Rockies (the College) supports student mobility as a receiving institution by articulating courses and programs taken elsewhere with their equivalents at the College. The College provides students with transfer credit based on this articulation process. The guidelines in this policy help ensure a standardized evaluation of articulation requests. Transfer credit recognized by the College will be acknowledged on a student's official transcript.

Transfer credit increases student mobility between post-secondary institutions. This policy supports the process of granting College transfer credit for courses taken at other institutions. Under section 25 (1) (a) (i) (ii) of the College and Institute Act, the Board of Governors and the Education Council have joint responsibility for the approval of course or program transfer credit (internal and external).

This policy outlines responsibilities and limitations for articulation requests to determine course and program (block) equivalencies. Education Council and the Board confirm equivalencies determined through this policy and documented by the Articulation Officer's reports on all articulation matters.

SCOPE

This policy covers all transfer credit evaluated and granted by the College.

DEFINITIONS

Admitted Applicants: Applicants who have met the program admission requirements and received an admissions letter offering them a seat. Admitted applicants are referred to as students in this policy.

Advanced Placement: Advanced placement courses are introductory post-secondary courses offered to high school students. Credit recognition is conditional on AP exam scores. See section K below.

Articulation: The evaluation of academic equivalency.

Assigned Credit: Transfer credit for a specific College course by course number (e.g., BIOL 101).

Block Transfer: Recognition of a collection of courses from the sending institution as a defined number of transfer credits at the receiving institution. Block transfer is often based on a certificate or diploma program. Transfer credit may be awarded as either total credits or as individual course credits, and as either assigned credits or unassigned credits. The block transfer may identify deficiencies, which are courses to be taken after transfer to the receiving institution.

Content Expert: Qualified faculty member in a subject area.

Curriculum Standing Committee (CSC): Subcommittee of Education Council. Responsible for reviewing and recommending curriculum for approval by Education Council.

Education Council (EdCo): Is a representative body of the College, roughly similar to a university Senate.

Exemption: Exemption from a program requirement may be granted by the Registrar if a student can show successful completion of work of the same level and scope as defined by the course's learning outcomes (e.g., BIOL 1XX exempts BIOL 101).

Notarized: A document that has been validated by an external body. A notarized document will be marked with a stamp or seal. Translated transcripts are generally notarized.

Prior Learning Assessment and Recognition (PLAR): Also called Flexible Assessment. A structured method of assessing a student's prior learning or experience to award formal credit.

Program Dean: The Dean who heads the program from which a student's transfer credits may derive.

Residency Requirement: To receive a college credential, at least twenty-five (25) percent of a post-secondary program must be completed at the College. The residency requirement for a BC Adult Graduation Diploma is at least one upgrading course completed at the College. See policy 2.4.1 *Credential Framework*, section B.

Receiving Institution: The post-secondary institution that grants credit for courses taken elsewhere.

Sending Institution: The post-secondary institution where the course is taken.

Transfer Credit: The granting of credit by one institution for courses or programs successfully completed at another institution.

Unassigned Credit: Transfer credit for a course that does not have an equivalent at the College. Unassigned credit may be recorded within a particular College discipline (e.g., BIOL 1XX) or as program unassigned credit (e.g., HUMN 1XX). Unassigned credit is limited to courses taught at the same levels and disciplines as a college program; for instance, the College does not evaluate 400-level courses in programs where it has no 400-level courses.

College of the Rockies reserves the right to enlarge or restrict the use of unassigned credit in fulfilling the requirements of specific credentials.

POLICY STATEMENTS

These guidelines apply to the articulation of courses submitted to the College by an admitted College of the Rockies applicant, a College of the Rockies student, another British Columbia institution, or an institution outside the province of British Columbia.

Note: Transfer credit will only be evaluated after a student has been accepted into a program and is able to determine the eligible transfer credits.

A. RECOGNITION OF INSTITUTIONS FOR TRANSFER CREDIT

The College recognizes the following types of institutions for the purpose of awarding transfer credit:

1. Canadian public post-secondary institutions
 2. Institutions that hold membership in the Association of Universities and Colleges of Canada (AUCC)
 3. Institutions that are members of the BC Transfer System through BCCAT, the Alberta transfer system through ACAT, or other provincial transfer systems that are members of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT)
 4. International institutions considered accredited or recognized in their countries, as determined by accreditation reference materials
 5. The Advanced Placement Program
 6. The International Baccalaureate Diploma Program
 7. Any institution that does not meet the above criteria but which the Registrar approves for recognition.
- B. The College reserves the right to refuse students registration in a course for which a pending application for transfer course is a prerequisite (e.g., student wants to register for BIOL 102 but has a pending transfer credit application for BIOL 101).
- C. The grade appearing on the College transcript will be the same grade achieved at the transferring institution. When a percentage grade is given, the percentage mark will be converted to the College's grade scale.
- D. The minimum letter grade required of a student to obtain transfer credit is sixty percent (60%) or a C letter grade as defined by the sending institution.

It is important to note that:

- A grade of 60% or higher is normally required for courses intended to be used to satisfy prerequisites.
 - Some programs may require a course grade of 60% or higher for every course to be counted towards a specific credential.
- E. Transfer credit courses will not be included in the College Grade Point Average (GPA) calculations.
- F. The granting of credit for a transfer course does not guarantee that the transfer course will meet a particular program requirement.

- G. Transfer credit granted in a degree program is limited and may not normally be applied to the final 15 credits of a program. Exceptions to this guideline require the approval of the Program Dean or the content experts concerned.
- H. The College residency requirement is that at least 25 percent of program credits in a certificate, diploma, or degree must be completed at the College. Up to 75% of program credits may consist of a combination of transfer credit and Prior Learning Assessment and Recognition (PLAR).
- I. Normally, there is no time limit on the transfer of courses. However, in some subject areas and for some programs, courses taken seven or more years before the request for transfer credit are not automatically granted transfer credit. Currency of the courses that are older than 6 years will be considered and processed on an individual basis.
- J. BLOCK TRANSFERS**
Block Transfers will typically involve certificate and diploma programs from the sending institutions but may also involve smaller blocks or clusters of courses or credits. The following guidelines will apply:
- J. 1 The amount of block credit assigned will depend upon the length of the program. For each period of study equivalent to two semesters of full-time study at the College, programs may receive a block of up to 30 credits. The total number of credits assigned will not exceed the number of credits granted at the sending institution.
- J. 2 A student granted block credit can request course assessment for individual courses within the program. If individual course credit is granted, individual courses will be listed separately (thereby reducing the total number of credits recorded as 'block' credit).
- J. 3 A student who has completed a program with less than a 2.0 GPA or equivalent may request individual course assessment.
- J. 4 Block transfer credit is usually general unassigned credit (e.g., KNES BLOCK) but may be unassigned credit within a discipline (e.g., BIOL 1XX) when requested by the department head or delegate for the discipline.
- J. 5 Lower-level credits (e.g., BIOL 1XX) are given for programs/courses the College classifies as undergraduate programs/courses. Vocational block credit (e.g., articulation HCA-Block) is given for programs that are non-academic and prepare for a vocation.
- J. 6 If a program plans a change to its curriculum that will affect the requirements for transfer credit, the department shall inform the members of CSC.
- K. RECOGNITION OF ADVANCED PLACEMENT**
College of the Rockies recognizes the educational value of the Advanced Placement (AP) Program taken by students at the secondary school level.

L. TIMELINESS OF THE EVALUATION PROCESS

In order to facilitate student admission, registration and program planning, the College endeavors to ensure timely evaluation of transfer credit.

The College content experts and staff endorse the following time limits:

- Within six weeks of receipt of all the required documentation, content experts will review course outlines and grant/deny the request for transfer credit.

M. TRANSFER CREDIT APPEAL

M. 1 A student who does not agree with the transfer credit decision may appeal the decision. Please refer to the *2.5.7 Transfer Credit Appeal Process* policy.

M. 2 The decision of the Transfer of Credit Appeal Committee is final.

N. EXEMPTIONS

In certain cases, in addition to receiving transfer credit for a course, a student may be granted a departmental exemption from taking a certain similar course or courses. Where an exemption has been authorized, a similar course that was previously taken by a student would be used as a substitute for the required course. This course exemption is recorded on the student's *Exemptions and Override* screen on the College's student information system (Colleague) and will display on the student's *Academic Evaluation* for the program they are enrolled in.

Disclaimer: Recognition by the College of studies completed at a previous institution does not imply, or in any way guarantee that the transfer credits will be recognized by a future institution.

O. ACCOUNTABILITY

For inquiries related to this policy please contact the Office of the Registrar.

RELATED POLICIES AND SUPPORTING DOCUMENTS

[2.5.6 Transfer Credit \(as a Receiving Institution\) – Procedures](#)

[2.5.7 Transfer Credit Appeal Policy and TCA Committee TOR](#)

[2.4.1 Credential Framework](#)

[BCCAT Website](#)

Appendix H: Policy 2.5.7 Transfer Credit Appeal



College Policy & Procedures Manual	
Category	Student Affairs
Policy #	2.5.7

2.5.7 Transfer Credit Appeal

POLICY

This policy is to provide an appeal process for students who have reason to believe their transfer credit has not been evaluated fairly at College of the Rockies (the College).

PURPOSE

The purpose of this policy is to assure the College provides fairness and equity to all students who apply for transfer of credit.

Under section 24 (2) (e) of the *College and Institute Act*, Education Council has responsibility for establishing policies and procedures for appeals by students on academic matters.

SCOPE

This policy is for students who want to appeal transfer credit decisions at College of the Rockies.

DEFINITIONS:

Assigned Credit: Credit given for a specific college course when a course is recognized as equivalent.

Articulation: Is the process of comparing the content of courses that are transferred between secondary and post-secondary institutions. Through the process of articulation, institutions assess courses offered at other institutions to determine whether to grant course credit toward their own programs or credentials.

Articulation Officer (AO): A College of the Rockies staff member who is responsible for processing transfer of credit applications and coordinating the review and evaluation of transfer credit documents through content experts.

Block transfer: Articulation occurs where an institution compares whole programs and awards credit on the basis of total hours or credits, rather than for individual courses. This form of articulation is used, for example, in granting credit for a certificate or diploma completed at one institution toward a diploma or degree program at the College.

Content Expert: Faculty member who has proficiency in a subject area.

Transfer Credit: The granting of credit by one institution for courses or programs successfully completed at another institution or agency.

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Unassigned credit: Credit given when a course or program is considered worthy of credit at the College. It may be recorded as credit within a particular College of the Rockies discipline (e.g. BIOL 1XX) or as general unassigned credit (e.g. SCIE 1XX).

GUIDELINES

A TRANSFER CREDIT APPEAL STEPS

A.1 Whenever possible, within ten (10) working days of receiving the transfer credit decision, Steps 1 to 3 must be completed- refer to *Appendix A for Transfer Credit Appeal Process Flow Chart*:

- Step 1:** If the student does not accept the transfer credit decision, the student will initiate a meeting with an articulation officer (AO) to discuss his/her concerns.
- Step 2:** The AO, through a collaborative process, will make a reasonable effort to explore all options to assist the student to resolve the issue prior to step 3. If necessary, the AO will provide information and advice about the appeal process.
- Step 3:** If the student decides to proceed with the appeal, he/she will complete the *Transfer Credit Appeal* form (*Appendix C*) and submit to the AO who will inform the Registrar.
- Step 4:** The Registrar will convene a Transfer Credit Appeal Committee meeting ideally within ten (10) working days of step 3 and distribute all the submitted appeal documentation to the Committee members. The Committee will review the circumstances of the appeal and undertake any necessary consultations with the student, AO, content experts, and/or other relevant parties (see *Appendix B for Transfer Credit Appeal Committee Terms of Reference*).
- Step 5:** The Committee will make a decision regarding the transfer credit appeal. The Registrar will ensure that the student, AO and all other relevant parties are advised of the appeal decision and are notified in writing within ten (10) working days.

A.2 The appeal of a decision on transfer credit shall result in one of three possible outcomes:

- an award of additional transfer credit; or
- modify the transfer of credit; or
- the transfer credit award remains the same.

A.3 The decision of the Transfer of Credit Appeal Committee is final.

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B TIME LIMITS

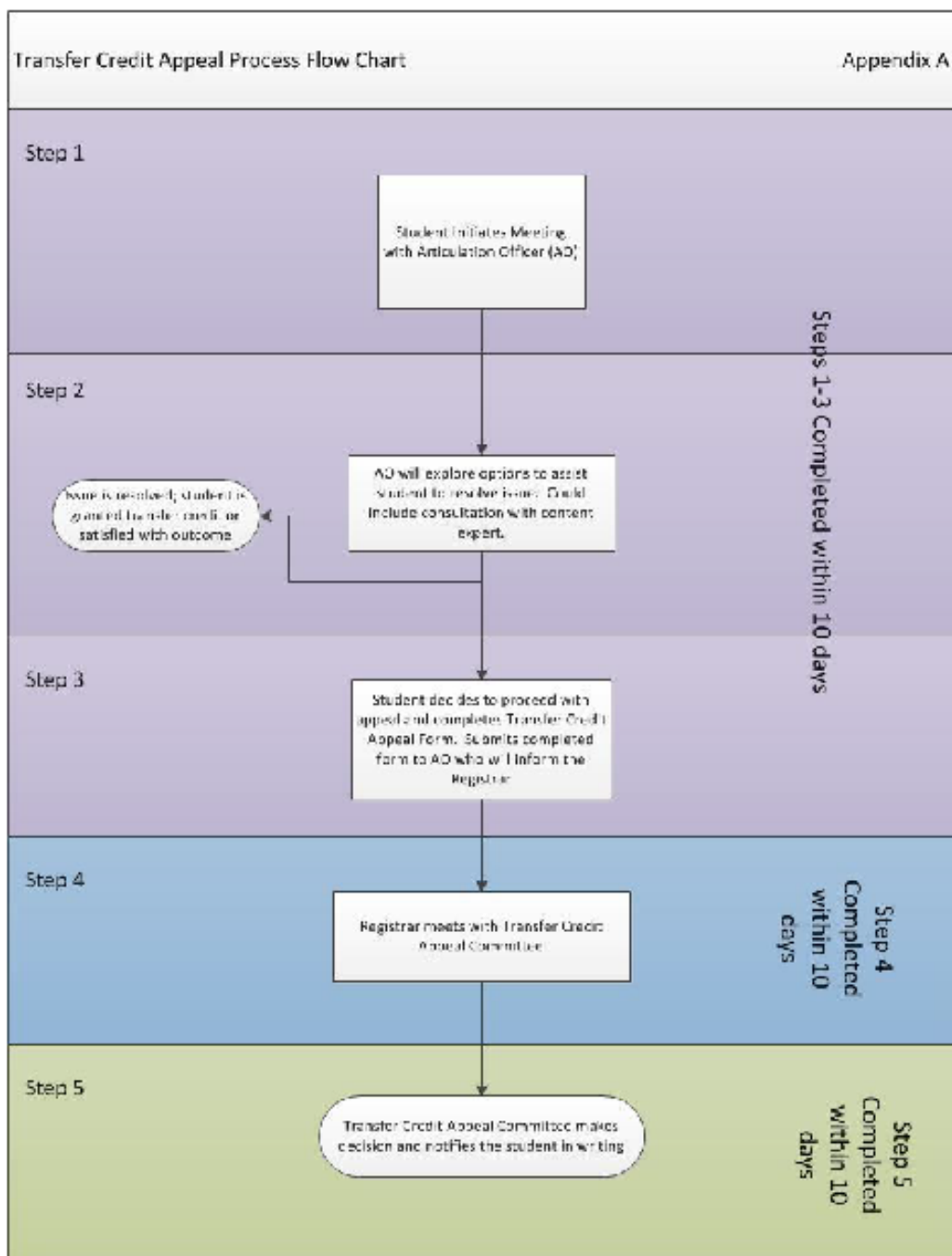
- B.1 Unless granting of transfer credit is time sensitive (e.g. student is requesting transfer credit for a required course that is only offered during the current semester), the appeal process should be concluded within 30 working days.

C APPEAL RESTRICTIONS

- C.1 A student cannot appeal a denied decision based on accreditation of his/her previous institution.
- C.2 If the minimum grade has not been met, the student cannot appeal a denied decision.
- C.3 A student cannot appeal a decision based on courses that have been considered for formal articulation and rejected (e.g. The College has denied equivalency for a course listed on BCCAT).
- C.4 A student must submit a complete transfer credit appeal package for each transfer credit course or block.
- C.5 If the Transfer Credit Appeal is unsuccessful, subsequent appeals will not be considered for the same course or block.

D. ACCOUNTABILITY

- D.1 Office of the Registrar.



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TRANSFER CREDIT APPEAL COMMITTEE

Terms of Reference

PURPOSE

The College of the Rockies (the College) Transfer Credit Appeal Committee (Committee) shall be established to hear and decide upon all appeals submitted by students in relation to transfer credit.

SCOPE

The Committee hears transfer credit appeals for all College of the Rockies admitted applicants or students.

DEFINITIONS

Admitted Applicants: Applicants who have met the program admission requirements and received an admissions letter offering them a seat. Admitted applicants are referred to as students in this policy.

Articulation Officer (AO): A College of the Rockies staff member who is responsible for processing transfer of credit applications and coordinating the review and evaluation of transfer credit documents through content experts.

Content Expert: Faculty member who has proficiency in a subject area.

Transfer Credit: The granting of credit by one institution for courses or programs successfully completed at another institution or agency.

GUIDELINES

A. ROLE OF COMMITTEE

A.1 The Transfer Credit Appeal Committee:

- 1) shall request, receive and review all material including the student appeal form, Articulation Officer (AO) report which includes the content expert's review and evaluation of the transfer credit, student record, and any other supporting documentation prior to the Committee meeting.
- 2) may request the student, AO and content expert appear individually before the Committee.

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- 3) may seek input from other resources (e.g., consulting with the sending institution or a content expert at another institution).
- 4) keep deliberations and any records of the Committee in the strictest confidence by the members.

A.2 In an appeal of a transfer credit decision, the Committee:

- 1) shall not challenge the expertise in the discipline area or integrity of the content expert except in extenuating circumstances.
- 2) may challenge and request a reevaluation of the appealed transfer credit assigned by a content expert for one or more of the following reasons:
 - There is additional relevant information which was not considered,
 - Policies and procedures relating to the assignment of transfer credit were not followed,
 - Even if relevant rules and regulations were applied correctly the resulting decision is unfair and unreasonable under the circumstances.

B. CHAIR AND RECORDING SECRETARY

- B.1 The Registrar will chair the Committee.
- B.2 In the absence of the Chair at any regular meeting, the Registrar shall appoint an Acting Chair for that meeting.
- B.3 A recording secretary will be appointed by the Registrar prior to each meeting.

C. MEMBERSHIP

Membership on the Committee shall be based on each individual transfer credit appeal and must include:

<i>No.</i>	<i>Members</i>	
1	Registrar or Designate	Office
1	Dean	Representing the program
1	Department Head	Representing the program

D. MEETINGS & MINUTES

- D.1 The Registrar shall be responsible for convening the Committee, calling the meetings, setting the agenda and preparing the appeal package containing all supporting reports and documentation. The appeal package will be delivered to the Committee members in a sealed envelope marked confidential prior to the meeting.

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D.2 The Committee will meet within (10) ten working days of the receipt of the appeal documents from the student.

D.3 Meetings shall be held in private.

D.4 Minutes shall be in summary form and stored in the Registrar's Office.

E. NOTIFICATION

E.1 The Registrar shall notify the student in writing of the outcome of the appeal along with a summary of the rationale for the outcome. Notification will also be sent to the AO, Enrolment Services and a copy filed in the student's file.

E.2 The decision of the Committee is final.

E.3 The Committee shall attempt to reach a decision on an appeal under normal circumstances within 10 working days of the initial meeting of the Committee.

F. REPORTING

F.1 The Committee is responsible to Education Council with the exception of the confidential information concerning an appeal. The committee will report at least annually on its activities to the Chair of Education Council.

G. Accountability

G.1 Office of the Registrar.



Student and Enrolment Services

College of the Rockies
2700 College Way
PO Box 8500
Cranbrook, BC V1C 5L7
www.cotr.bc.ca

Appendix C Transfer Credit Appeal

Completing the Transfer Credit Appeal form is the third step in the formal appeal process according to Policy 2.5.7.

The completed form with additional and/or new supporting documentation must be submitted to the Articulation Officer within 10 working days of the date the response to your *Transfer Credit Application* was given. Please refer to COTR Policy: 2.5.7. Transfer Credit Appeal Process.

This form does NOT apply to the appeal of final grades. Please contact the Dean's Office about appealing final grades.

Last Name	First Name	Student Number	
Apt	Street	City/Province	Postal Code
Home Phone Number	Business/Cell Phone Number	Email	
		Program/Course	
Appeal Transfer Credit Results dated (specify date of results and attach copy of the results email):			
As briefly and clearly as possible describe the reasons you think the transfer credit decision should be reconsidered. Attach any supporting documents.			
Declaration:			
To the best of my knowledge, the information I am submitting in support of my appeal is truthful and complete.			
Signature of Student:		Date:	

FOR OFFICE OF THE REGISTRAR USE ONLY:	
Date Received by Office of the Registrar:	
Committee date to discuss Appeal:	
Outcome:	Approved by awarding of additional credit <input type="checkbox"/> Modified the transfer credit <input type="checkbox"/> Not Approved <input type="checkbox"/> (Transfer Credit remains the same)
Letter of decision sent to student and copied to: <input type="checkbox"/> Articulation Officer <input type="checkbox"/> Enrolment Services <input type="checkbox"/> Student file	
If Appeal Granted: <input type="checkbox"/> applicable to all students <input type="checkbox"/> applicable to this student only	
Signature of Registrar:	Date:

Appendix I Policy 2.5.8 Transfer Credit (as a Sending Institution)



POLICY

Title of Policy	Transfer Credit (as a Sending Institution)
Policy Number	2.5.8
Category	Student Affairs
Approval Body	Education Council
Policy Sponsor	Vice President Academic and Applied Research
Operational Lead	Registrar
Approval/Effective Date	May 2022
Proposed Date of Review	May 2027

CONTEXT AND PURPOSE

College of the Rockies (the College) supports student mobility as a sending institution by articulating its courses and programs with equivalent offerings at other institutions. The articulation process helps students receive transfer credit at other institutions for courses taken at the College. The guidelines in this policy help ensure a standardized approach to requests for articulation of College courses and programs.

Transfer credit increases student mobility between post-secondary institutions. This policy supports the process of requesting recognition of transfer credit for the College's credit courses at other institutions.

SCOPE

This policy covers transfer requests by the College to equivalent courses and programs at other institutions.

For transfer credit to College of the Rockies, please refer to policy 2.5.6 *Transfer Credit (as a Receiving Institution)*.

DEFINITIONS

ACAT: Alberta Council on Admissions and Transfer

Articulation: The evaluation of academic equivalency

Assigned Credit: Transfer credit for a specific College course by course number (e.g., BIOL 101).

BCCAT: BC Council on Admissions and Transfer

Block Transfer: Recognition of a collection of courses from the sending institution as a defined number of transfer credits at the receiving institution. Block transfer is often based on a certificate or diploma program. Transfer credit may be awarded as either total credits or as individual course credits, and as either assigned credits or unassigned credits. The block transfer may identify deficiencies, which are courses to be taken after transfer to the receiving institution.

Cross-Listed Courses: A course that is listed under two or more distinct course numbers (disciplines).

Dean of Articulation: The Dean charged with coordinating, maintaining, and advocating for articulation across College of the Rockies curricula.

No Credit: Credit will not be awarded for a course submitted for transfer credit.

Program Dean: The Dean who heads the program from which a student's transfer credits may derive.

Receiving Institution: The post-secondary institution that grants credit for courses taken elsewhere.

Sending Institution: The post-secondary institution where the course is taken.

TCES: Transfer Credit Evaluation System at BCCAT

Transfer Credit: The granting of credit by one institution for courses or programs successfully completed at another institution.

Unassigned Credit: Transfer credit for a course that does not have an equivalent at the College. Unassigned credit may be recorded within a particular College discipline (e.g., BIOL 1XX) or as program unassigned credit (e.g., HUMN 1XX). Unassigned credit is limited to courses taught at the same levels and disciplines as a college program; for instance, the College does not evaluate 400-level courses in programs where it has no 400-level courses.

POLICY STATEMENTS

- A. The Articulation Officer reports to Education Council and the Board on all articulation matters.
- B. When acting as a sending institution, the College requests that College of the Rockies programs and courses receive transfer credit from receiving institutions that have similar courses or programs.
- C. The College recognizes the following types of receiving institutions when requesting transfer credit recognition for College courses:
 - 1. Canadian public post-secondary institutions
 - 2. Institutions that hold membership in the Association of Universities and Colleges of Canada (AUCC)
 - 3. Institutions that are members of the BC transfer system through BCCAT, the Alberta transfer system through ACAT, or other provincial transfer systems that are members of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT)
 - 4. International institutions considered accredited or recognized in their countries, as determined by accreditation reference materials
 - 5. Any institution that does not meet the above criteria but which the Program Dean recommends contacting as a receiving institution.

D. ACCOUNTABILITY

For inquiries related to this policy please contact the Dean of Articulation.

RELATED POLICIES AND SUPPORTING DOCUMENTS

2.5.6 Transfer Credit (as a Receiving Institution) - Policy

2.5.8 Transfer Credit (as a Sending Institution) – Procedures

[BCCAT Website](#)

2.5.5 Flexible Assessment Policy

Preface:

- A.1 College of the Rockies recognizes that learning can take place through a variety of experiences and environments. We are committed to providing diverse and innovative opportunities in which learning can be assessed and credited. While taking a flexible approach to assessment, College of the Rockies faculty maintain integrity and high standards in assessing learning and assigning credit

Note: In cases where candidates have course credits from another institution or another College of the Rockies program, the Transfer of Credit Policy (2.4.10) normally applies.

Guiding Principles:

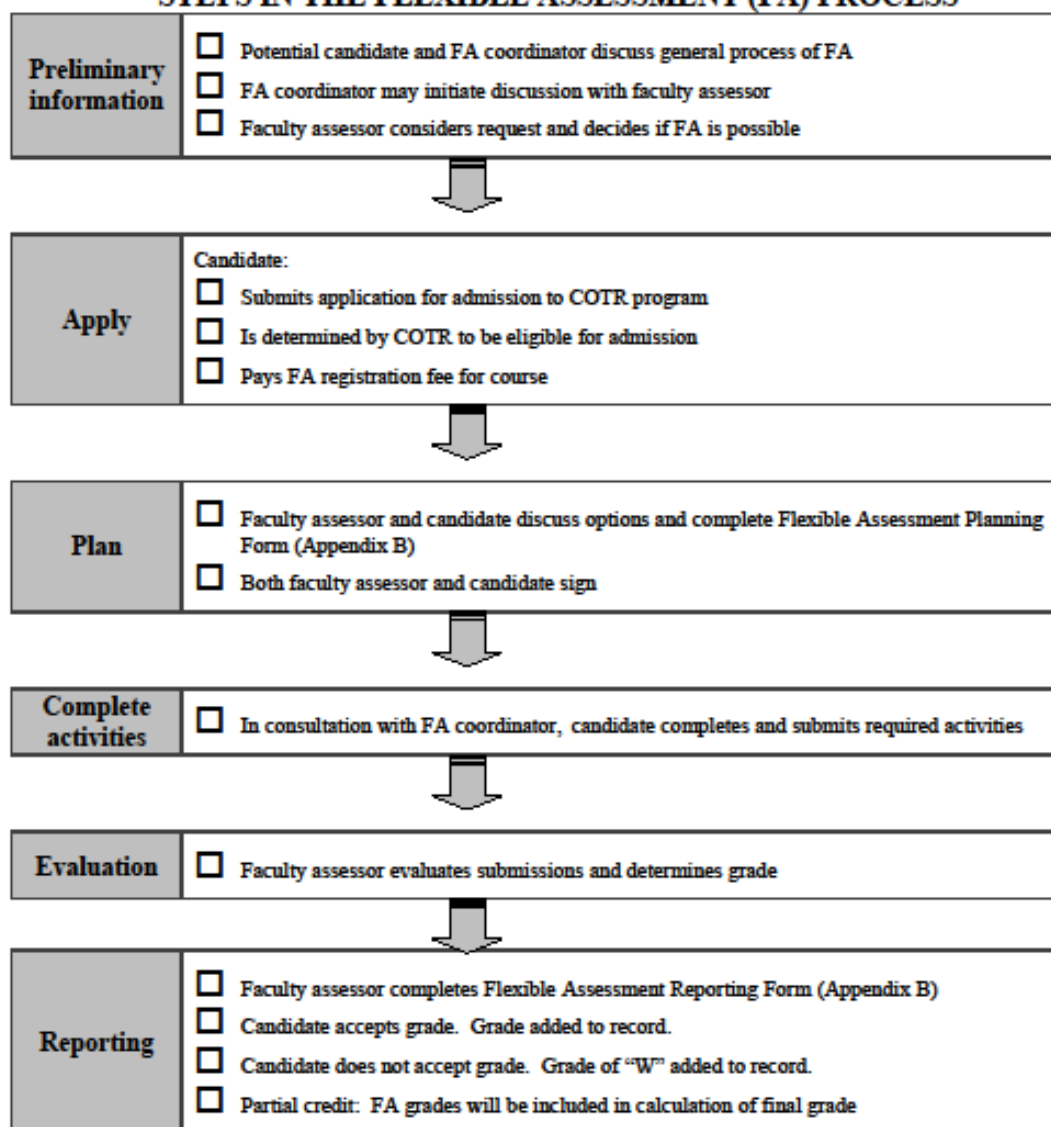
- B.1 College of the Rockies will provide opportunities wherever possible for Flexible Assessment (FA) (formerly known as Prior Learning Assessment or PLA). Learners with prior learning that is relevant to a field of study will have opportunities to provide evidence of their learning, to have their evidence assessed, and to receive recognition.
- The steps in the Flexible Assessment process are listed in Appendix A of this Policy and will be amended as need arises.
- B.2 Work related to Flexible Assessment contributes to faculty workload and is subject to Collective Agreement provisions.
- B.3 Faculty in each program will identify courses/course components eligible for Flexible Assessment. If Flexible Assessment is not an option, faculty members will be required to provide a rationale for their decisions.
- B.4 Credits that are assigned through Flexible Assessment contribute to College of the Rockies residency requirements.
- B.5 Flexible Assessment credit will be granted on the basis of meeting course/program learning outcomes as stated in the course/program outlines. Flexible Assessment credit will be granted when candidates demonstrate that the breadth and depth of their learning is equivalent to learners who are enrolled in and who successfully complete the course or program.
- B.6 Through an evaluation of prior learning, Flexible Assessment allows the opportunity for candidates to receive:
- credit for an entire course.
 - recognition for part(s) of a course. Remaining learning outcomes must still be met in order to receive course credit.
- B.7 Faculty assessors are recognized by the College as experts in evaluating learning within their discipline(s). Faculty assessors should have previous experience in teaching the course for which Flexible Assessment is requested, as well as experience in teaching in that discipline area.

- B.8 Faculty assessors will consider initial Flexible Assessment requests and decide if Flexible Assessment is an option. If so, they will select the method(s) of Flexible Assessment, and assess the learning. If a faculty member denies a request for Flexible Assessment, s/he will provide rationale for the decision.
- B.9 The Flexible Assessment coordinator is available to assist; however, Flexible Assessment candidates have the primary responsibility for providing evidence to demonstrate that their learning meets the course/program learning outcomes, is at a course-equivalent level, is current, and includes an appropriate balance of theory and practical application. Such evidence may be provided through:
- a. evidence file/portfolio assessment,
 - b. written or oral challenge exams,
 - c. oral interviews,
 - d. practicum challenges,
 - e. skills demonstrations,
 - f. workplace assessment,
 - g. projects or assignments,
 - h. interviews with employers,
 - i. OR a combination of the above.
- B.10 Fees for Flexible Assessment will normally be 100% of the regular course fee; however, in cases in which Flexible Assessment is straightforward and streamlined, the Registrar may approve a reduced fee of 50% of the regular course fee.
- B.11 The grading scale in the applicable College of the Rockies course outline will be followed. Where possible, credit earned through Flexible Assessment will be a regular grade.
- B.12 Candidates who complete the Flexible Assessment process may:
- a. accept the assessed grade, or "FA" grade, which will then be added to their College of the Rockies record; OR
 - b. not accept the assessed grade. A grade of "W" will be added to their College of the Rockies record; OR
 - c. not accept the assessed grade AND register to take the course. A grade of "W" will be added to their College of the Rockies record. The Flexible Assessment fee can be credited toward tuition for that course, if offered, within the next calendar year.
- B.13 All College staff involved with Flexible Assessment will have opportunities for training for the functions they perform, and there will be provision for their continued professional development in areas related to Flexible Assessment.
- B.14 In anticipation of future Flexible Assessment requests, faculty will develop learning outcomes with Flexible Assessment in mind and identify possible assessment options for future students with prior learning.
- B.15 Education Council will regularly monitor, review, evaluate, and revise Flexible Assessment policies and procedures.
- B.16 Flexible Assessment candidates will have access to the Final Grade Appeal Process (Policy 2.5.3).

Issue Date:	April 2011	Concerning:	Students and College Employees			
Amendment:	() Original					
Manager Approval:	Original signed by Doris Silva		Title:	Registrar	Date:	April 2011
College Approval:	Original signed by Nick Rubidge		Title:	President/CEO	Date:	April 2011

APPENDIX A

STEPS IN THE FLEXIBLE ASSESSMENT (FA) PROCESS



NOTE: Adequate time is required for consideration and evaluation of FA requests. Candidates must plan in advance. For most programs, candidates should normally initiate their requests by these times:

- Prior to the end of March for courses in the following Fall/September semester
- Prior to the end of September for courses in the following Winter/January semester

Some programs or courses will have different deadlines. All candidates should check with the FA Coordinator

Flexible Assessment Planning and Reporting Form

Name of Candidate _____ Course name and number _____
 COTR Student number _____ Name of Faculty Assessor _____
 Candidate contact (phone or email) _____

Part 1—Planning (to be completed by Faculty Assessor and agreed to by Candidate)

Candidate will have flexible assessment opportunity for:

- ☐ The entire course
☐ The following sections: _____

Evidence of learning will be demonstrated by:

Evidence of learning will be submitted by and/or activities will be completed by _____
 Date

 Signature of Candidate

 Date signed

 Signature of Faculty Assessor

(1 copy to candidate)

Part 2—Reporting

Full course credit ☐ Candidate accepts grade. Grade assigned _____
☐ Candidate does not accept grade. Grade of "W" assigned.

Partial course credit ☐ FA grade(s) _____ (to be included in calculation of final grade)

Assessor comments:

 Signature of Faculty Assessor

 Date signed

Copy to: ☐ Faculty Assessor ☐ Candidate ☐ Flexible Assessment Coordinator ☐ Registrar

Appendix K: Policy 6.3.1 Faculty Qualifications Framework



College Policy & Procedures Manual	
Category	Instruction and Support
Policy #	6.3.1

6.3.1 COLLEGE OF THE ROCKIES FACULTY QUALIFICATIONS FRAMEWORK

POLICY

This policy describes the College of Rockies faculty qualification standards for delivering its many credentials and learning experiences. Students in all programs, disciplines, and locations have the right to receive instruction from qualified faculty.

PURPOSE

This policy sets forth general guidelines with respect to qualifications for teaching courses in the College's credentialed programs.

SCOPE

This policy defines the roles and responsibilities of College employees in the hiring of qualified instructors, and it reflects the ongoing commitment of the College to the quality of program development and delivery.

The COTR/CORFA Collective Agreement contains provisions that have relevance to the selection of faculty. If there is a conflict between this policy and the collective agreement, the collective agreement language will prevail.

Faculty refers to all regular, term, and auxiliary instructors as defined in the Collective Agreement.

GUIDELINES

A. PRINCIPLES

- A.1. Students in all programs, disciplines, and locations have the right to receive instruction from appropriately qualified instructors.

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Scheduled revision date: Nov 2021
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A.2. Academic department hiring committees are best situated to advise on the specific balance of instructor qualifications required and to exercise judgement in accordance with the intent and spirit of this policy.

A.3. This policy meets provincial legislative requirements for an institutional policy on faculty qualifications (College and Institute Act, section 23(1)(i), 1996).

A.4. This policy meets accrediting bodies' requirements that the College have an institutional policy and approach for faculty qualifications, for both new and ongoing programs.

A.5. This policy maintains the quality of the College's programs and meets the expectations of stakeholders.

B. PROGRAM-LEVEL QUALIFICATIONS

B.1. All faculty, regardless of program or discipline, should have a demonstrated mastery of teaching, professional collegiality, and subject area expertise.

B.2. Faculty must demonstrate a commitment to learner-centred instruction by continually learning instructional skills and competencies that meet the needs of learners.

B.3. Faculty teaching trades programs must meet the specific requirements of the specific trade or technical studies discipline. As a minimum: trade qualification in the designated trade, or recognized industry qualification in non-designated trades and other occupations; five years experience as a journey-person or equivalent; previous supervisory or teaching experience; and skills and experience to instruct the curriculum. This includes programs leading to external agency certification, for example the Industry Training Authority (ITA), Interprovincial Red Seal, Trades Qualification (TQ), and Transport Canada, among others.

B.4. Faculty teaching technology, health, adult upgrading, English language, and social services programs not designed for transfer to a degree will hold a bachelor's degree or equivalent in the subject discipline with appropriate employment experience, certifications, and demonstrated competencies in the teaching discipline.

B.5. Faculty teaching certificate, diploma, associate degree, or degree program courses designed to transfer to a degree will hold a master's degree or Ph.D in the subject discipline or a closely related area. Current certification or professional designation as well as membership in a professional body may also be a requirement. Other qualifications may be accepted as appropriate in specific areas; see Appendices.

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C. DUTIES AND RESPONSIBILITIES

C.1. Faculty

When qualifications change, faculty should submit an updated curriculum vitae to their Dean or Manager.

C.2. Departments

Departments are responsible for faculty selection and hiring recommendations through their active participation on search committees. Departments will consult this policy, in concert with Article 6.1 of the Collective Agreement, and apply its spirit and intent in all new selection or hiring decisions.

C.3. Administrators

Deans are responsible for ensuring that hiring committees are aware and comply with this policy. Deans give final approval and maintain responsibility for all department selection recommendations.

C.4. VP Academic and Applied Research

The VP Academic and Applied Research in conjunction with other relevant departments and bodies is responsible for keeping this policy current and in compliance with the province's College and Institute Act, and other legislation or external accreditations deemed appropriate.

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APPENDICES

Appendix A

Interdisciplinary Courses

The qualifications of faculty teaching cross-listed courses and interdisciplinary courses and programs will be evaluated by an appropriately constituted committee advisory to the dean.

Exceptions for University-Level Courses

Administrators in consultation with college departments may deem a faculty member qualified to teach certain courses but not qualified to teach others.

Appendix B

Criteria for Masters Qualification Equivalency

If a particular discipline, program, or department is not listed in this appendix, then the condition “Master’s degree or equivalent” can only be satisfied by holding a Master’s degree, subject to exceptions as outlined in the policy.

Business Administration

A Master’s degree in Business plus an undergraduate degree plus at least five years full time work experience directly related to the subject area.

Or

A Master’s degree in a related area is acceptable if combined with an undergraduate degree in business, commerce or equivalent and at least five years full time work experience directly related to the subject area.

And

For faculty teaching accounting and financial management courses a professional designation (CPA)

Recreation Management

A Master’s degree in a Tourism Management or Recreation Management field and an undergraduate degree.

Or

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A Master's degree in a related area if combined with an undergraduate degree in recreation, leisure studies, or equivalent,

And

Five years full-time work experience directly related to the subject area.

Science Labs

Faculty providing lab instruction, when labs are taught separately (i.e., the lecture and lab are taught by different instructors), may hold a bachelor's degree in the subject discipline or a closely related area with appropriate mentoring and supervision provided by the instructor who teaches the lecture.

Adventure Tourism Business Operations, Mountain Activity Skills Training

A Master's degree in Adventure Tourism or a closely related field with industry certifications in outdoor adventure activities. Experience as a guide and in post-secondary teaching is an asset. An equivalent combination of education and experience may be considered.

Specialty Areas

The BCCAT Statement on Instructor Qualifications recognizes that some specialty areas may recognize alternate qualifications. It states:

"It is recognized that there may be programs in which other qualifications are equally, or more, appropriate. (Examples of alternately qualified instructors: First Nations elders, practicing artists, acknowledged or renowned experts or practitioners.)"

Therefore, specialty areas may be added to this Appendix to recognize alternate qualifications.

1. Ktunaxa language and culture may be taught by a Ktunaxa community member whose expertise and preparedness is recognized by the Ktunaxa Nation Council. Examples of such Indigenous teaching may include language acquisition, traditional arts and crafts, literature and storytelling.
2. Fire courses may be taught by fire professionals who have appropriate certifications and experience.

Appendix C

Dual Credit Course Instructor Qualification Guidelines

PURPOSE

These guidelines clarify the different types of dual credit arrangements.

These guidelines outline the qualifications necessary for dual credit courses.

PRINCIPLES

1. Dual credit is not meant to create conflict with collective agreements.
2. Dual credit activities are aimed at enhancing the opportunities for secondary students to transition to postsecondary, especially for those secondary students who may not otherwise attend postsecondary.
3. Dual credit activities must be mutually beneficial and initiated in the spirit of collaboration.

DEFINITION

Dual credit courses provide a student with both secondary and postsecondary credit. Dual credit courses can be applied toward secondary graduation requirements and postsecondary credit.

TYPES OF DUAL CREDIT

ACE – IT

Work Experience

Academic and vocational coursework

TYPE OF DELIVERY AND QUALIFICATIONS

1. College Delivered Dual Credit

College instructor requires graduate degree and undergraduate degree in the discipline, i.e., meets the College Faculty Qualification Framework.

2. High School Delivered Dual Credit

Secondary teacher requires graduate degree and undergraduate degree in the discipline, i.e., meets College Faculty qualification framework

3. Team Teaching Delivered Dual Credit

This applies when a qualified College instructor delivers the postsecondary portion of the curriculum; the other teacher, a qualified secondary teacher, delivers the secondary portion.

4. College Supervised Dual Credit

When high school teacher does not meet the College Faculty Qualifications Framework, the College

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instructor is responsible for mentoring and supervision, including responsibility for syllabus design and key assessments such as midterms and final exams.

5. College Lab Dual Credit

Qualifications for lab teaching may be different from qualifications for teaching lectures. Labs are supervised by the lecturer. Right of refusal is not granted to those who do not meet the qualification framework.

GUIDELINES FOR SUPERVISION

Courses may be taught by individuals who do not meet the College's qualification framework in certain conditions such as an emergency hire situation and/or dual credit situations where the individual is often a qualified secondary teacher. Those who are teaching under supervision have the following responsibilities:

1. A faculty supervisor will be invited by the dean of the area to review and approve the syllabus and engage in the role before the instructional period begins.
2. The faculty supervisor is responsible for all key assessments including midterm and final exams.
3. The faculty supervisor will review changes to the syllabus throughout the term, particularly necessary adjustments to grading, rubrics or assessments.
4. The faculty supervisor may agree to conduct one or more informal classroom, lab, or field observations. Observations are conducted on the basis of peer partnership and mutual respect.
5. Supervision does not entail any marking or instructional duties; it may entail a review of sample assessments for the purposes of guidance and mentoring.
6. Faculty supervisors are not intended to be part of the summative evaluation process unless requested by faculty to do so.
7. Upon consultation with the dean, a faculty supervisor may receive a partial workload credits for supervision based upon the hours required.
8. Workload credit will be approved by deans and offered to college faculty undertaking course supervision. The College faculty association will work with the dean to produce a letter of agreement around workload credit given for supervision.

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COLLEGE OF THE ROCKIES' FACULTY EVALUATION PROCESS PILOT 2021-22

(per Article 10.4 of the College of the Rockies/CORFA Collective Agreement)

The purpose of the faculty evaluation process is to support faculty with constructive feedback to help with their continuous professional growth and development in their role at the College. The process encourages the use of [reflective practice](#) as part of a robust quality assurance framework that aims for continuous improvement of our programs and services for students. The process is intended to promote communication and positive working relationships between faculty and their supervisor(s) through the review and acknowledgement of past achievements, provision of useful feedback about job performance, creation of an historical record of performance and planning of future professional development goals.

SUGGESTED TIMELINE	STEP	DESCRIPTION
May	<p>HR will lead the process with communications, facilitation of the process, reminders and follow-up. HR will send a communication announcing the new process.</p> <p>HR notifies Deans/Directors and requests volunteers from each Department for the pilot. Deans will recruit/confirm the participants and notify HR.</p> <p>Provide a description of the purpose of the evaluation process along with an explanation of the process when announcing the start of the pilot.</p>	<p>For the pilot in 2021, we will have a minimum of 8 participants: 2 from each academic department plus 2 non-instructional faculty:</p> <ul style="list-style-type: none"> 1 US Arts, 1 US Science, 1 Trades/Tech, 1 UACE/ELP/OFAD; 1 Health, 1 CYFS, 1 student services, 1 library or Instructional Specialist
June	<p>Participants are confirmed and notified that they will commence the evaluation process starting in the Fall. HR will schedule an orientation for all parties.</p>	
Late August	<p>HR provides an orientation for faculty participants, Deans/Directors and Department Heads.</p>	
September	<p>Faculty participant develops or updates their role statement with guidance from the Dean or Director of the program or service area.</p> <p>Faculty participant identifies two peers to complete a peer assessment</p>	<p>The Faculty Role Statement is a one to two page description of the role, including instruction, curriculum development, research, College service, and other non-instructional responsibilities as applicable. <i>(Insert links to sample role description for both instructional and non-</i></p>

Appendix L: Faculty Evaluations Process Flowchart (Pilot)

COLLEGE OF THE ROCKIES' FACULTY EVALUATION PROCESS PILOT 2021-22

(per Article 10.4 of the College of the Rockies/CORFA Collective Agreement)

	and submits names to Human Resources.	<i>instructional faculty, and a standard blank template</i>
October - December	Information is gathered by HR from the following sources: - Student Evaluation of Instructor X 2 - Peer Feedback x 2 - Dean/Director Feedback	<p>Student assessments are standard surveys sent out through COTRonline and completed at the end of a term for instructional faculty. At least two courses should be surveyed. There are 3 new/additional questions for the pilot that will be added to the survey for the participants. Heather Hepworth will oversee the surveys to ensure these are updated.</p> <p>Non-instructional faculty can use an alternative form of collecting feedback as relevant to their role in consultation with their Director.</p> <p>Peer Feedback is to be completed by two peers who are familiar with the faculty member's work. The template has been adapted to be relevant for instructional and non-instructional faculty.</p> <p>The direct supervisor (Dean or Director) will observe a class for instructional faculty or suitable alternative for non-instructional faculty and provide feedback using the Dean/Director Feedback form.</p> <p><i>(Insert links to Student, Peer, Peer non-instructional, and Dean/Director Feedback instructional, non-instructional forms)</i></p>
Usually within 2 weeks of collecting the information.	Employee and the applicable Dean or Director review and discuss gathered assessment information.	The purpose is to review main points of feedback to support professional growth and development.
Mid - January	Employee develops and submits Self Evaluation to the applicable Dean or Director, with reflection on the other information collected and discussed.	In developing a Self Evaluation , an individual should consider their Strengths, Areas for Improvement, Opportunities for Development, and how collected information fits into these dimensions. Typical length of self-

COLLEGE OF THE ROCKIES' FACULTY EVALUATION PROCESS PILOT 2021-22

(per Article 10.4 of the College of the Rockies/CORFA Collective Agreement)

		evaluation is 1-2 pages or an alternative record of reflection.
Mid - February	<p>The applicable Dean or Director provides their written response and comments to the Self Evaluation, with consideration to the other gathered information and discussion with the Faculty employee.</p> <p>Employee is able to respond to the applicable Dean or Director's response and comments in writing. (Optional)</p>	
March	<p>Finalized evaluation package, including the collected feedback, is provided to the Faculty employee, the Dean/Director and a copy is retained on the employee's personnel file in HR.</p> <p>Results are considered as part of the Professional Development planning cycle.</p>	
Annually	<p><i>Over the next four years leading up to next evaluation:</i></p> <ul style="list-style-type: none"> - <i>Interim Discussions with the applicable Dean or Director</i> - <i>Professional Development planning as informed by input from the evaluation</i> 	

Appendix M: Policy 2.4.8 Academic Performance



College Policy & Procedures Manual	
Category	2 - Student Affairs
Policy #	2.4.8 Academic Performance

2.4.8 Academic Performance

POLICY

College of the Rockies (the College) strives to provide a learning environment that supports learners in achieving their academic goals and encourages high performance standards. The College’s Academic Performance Policy supports student progress and success. It sets out academic standards for progress and success and articulates consequences and requirements when students do not achieve these standards in a timely manner.

PURPOSE

The Academic Performance Policy defines performance standards and protocols to monitor learners’ progress. It also defines interventions when the minimum standards of performance are not being met and provides the standards for achieving academic excellence.

The policy is developed as per the *College and Institute Act* Sections 24 (2)(c) on setting academic standards, and 24 (2)(d) on recognizing academic excellence.

SCOPE

This policy applies to all College programs and courses excluding Continuing Education programs and courses and Contract Training.

Some programs may have specific performance standards to meet progression, accreditation or transfer requirements. Such program-specific standards will be addressed in the approved program outlines or program-specific progression policies. If program specific requirements are higher, they will take precedence.

DEFINITIONS

Academic Status: Students achieving the program minimum academic standard are considered to be in good academic standing. Students not achieving the program minimum academic standard will have one of three Academic Statuses:

- **Academic Alert:** An academic status assigned to students whose academic performance has fallen one grade point or less below the program minimum academic standard, or to students who have not met the course pass requirement in any one semester. The intent of Academic Alert is to strongly recommend students consult with an Education Advisor, Faculty Member, Program Coordinator or Department Head to identify strategies to strengthen their academic performance.

- **Academic Probation:** An academic status assigned to students whose academic performance has fallen more than one grade point below the program minimum academic standard, or to students on Academic Alert who have continued below the program minimum academic standard. The intent of Academic Probation is to require students to consult with an Education Advisor, Faculty Member, Program Coordinator or Department Head to identify strategies to strengthen their academic performance.
- **Academic Suspension:** An academic status assigned to students on Academic Probation whose academic performance has continued below the program minimum academic standard. Students on Academic Suspension are prevented from registering for courses for a prescribed period of time or until certain conditions are met. The intent of Academic Suspension is to enable students to address factors which were a barrier to their academic success, prior to being allowed to register for courses again.

Failed Attempt: A course for which the submitted grade is an F (Fail).

Grade Point Average: An average of the grade point values that students earn for credit courses they have taken while a student at the College. Grade Point Averages are calculated both by semester and by program as follows:

- **Semester Grade Point Average:** Semester grade point average is calculated by multiplying the grade point achieved in each course by the credit value of the course and dividing the sum by the number of credits attempted in the semester.
- **Program Grade Point Average:** Program grade point average is calculated by multiplying the grade point achieved in each course by the credit value of the course and dividing the sum by the number of credits achieved in the program.

Learning Contract: A formal agreement developed with the student, in consultation with Faculty, an Education Advisor or Program Coordinator, and Department Head. The contract provides the conditions for continuation in the program and is required for future registration. It is signed by the student and the Department Head (or designate).

Learning Plan: A tool created by the student, in consultation with Faculty, an Education Advisor or Program Coordinator. The plan addresses the educational concerns that led to the academic probation and promotes student success in program completion. The plan may include, but is not limited to some or all of the following:

- Academic assessment
- Clearly identified academic goals
- Timeline for achieving those goals
- Identification of possible barriers to success
- List of strategies, resources and services to support success and overcome potential barriers
- Career search or review
- Remedial or upgrading courses

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Program Minimum Academic Standard: The grade average or course pass requirement students are required to achieve in order to progress through their program in good academic standing. The Program Minimum Academic Standard for a program is defined in policy 2.4.1 *Credential Framework* (A.1), or in the program outline.

Unsuccessful Attempt: A course for which the course registration status is a F (Fail), NCG (no credit granted) or W (Withdraw).

GUIDELINES

A. CATEGORIES OF ACADEMIC DISTINCTION

The College recognizes outstanding academic achievement through the Honours or Dean's Lists as follows:

A. 1 Honours List

A. 1. 1 Students who are graduating from a program with a final grade point average between 9 and 10, or equivalent, qualify for the Honours List.

A. 2 Dean's List

A. 2. 1 Students who are graduating from a program with a final grade point average between 8 and 8.99, or equivalent, qualify for the Dean's List.

Note: This recognition becomes part of the official record and appears on the transcript.

B. CATEGORIES OF ACADEMIC STATUS

In programs except for Trades, students will be placed on academic statuses as follows:

B. 1 ACADEMIC ALERT

After attempting at least two courses**, students with a program or semester grade point average one point or less below the program minimum academic standard will be placed on Academic Alert.

- OR -

Irrespective of their program or semester grade point average, students who have two unsuccessful attempts in any semester will be placed on Academic Alert.

B. 2 ACADEMIC PROBATION

After attempting at least two courses**, students with a program or semester grade point average more than one point below the program minimum academic standard will be placed on Academic Probation.

- OR -

After attempting two or more further courses**, students on Academic Alert with a program or semester grade point average one point or less below the program minimum academic standard, will be placed on Academic Probation.

- OR -

Irrespective of their program or semester grade point average, students on Academic Alert receiving two subsequent unsuccessful attempts in any semester will be placed on Academic Probation.

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B.3 ACADEMIC SUSPENSION

After attempting two or more further courses**, students on Academic Probation with a program or semester grade point average below the program minimum academic standard will be placed on Academic Suspension.

- OR -

Irrespective of their program or semester grade point average, students on Academic Probation receiving two subsequent failed attempts in any semester will be placed on Academic Suspension.

For clarity, the above descriptions are presented in tabular format:

For students in semesterized programs taking at least two courses per semester.

If program or semester grade point average is:	<u>Any Semester</u>	<u>Second consecutive semester</u>	<u>Third consecutive semester</u>
One point or less below program minimum academic standard	<u>Alert</u> ➡	<u>Probation</u> ➡	<u>Suspension</u>
More than one point below program minimum academic standard	<u>Probation</u> ➡	<u>Suspension</u>	

** Students in programs normally delivered in a semester-based format will have their program and semester grade point averages calculated at the end of each semester. Students in programs not normally delivered in a semester-based format will have their program grade point average calculated as courses are completed.

For Trades programs, students will be placed on academic statuses as follows:

B.4 ACADEMIC ALERT

At the request of the instructor, students will be placed on Academic Alert when their evaluations (tests, skills assessments, etc.) indicate they are at risk of not meeting the minimum academic standard.

- OR -

Irrespective of their program grade point average, students in non-semesterized programs who have two unsuccessful attempts will be placed on Academic Alert.

B.5 ACADEMIC PROBATION

If students are not successful in a first attempt at any Trades program, they may be admitted for a subsequent attempt for the same program with an Academic Probation status.

- OR -

Irrespective of their program grade point average, students on Academic Alert receiving two subsequent unsuccessful attempts will be placed on Academic Probation.

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B.6 ACADEMIC SUSPENSION

If students are not successful in a second attempt for a Trades program, they will be placed on Academic Suspension.

- OR -

Irrespective of their program grade point average, students on Academic Probation receiving two subsequent failed attempts will be placed on Academic Suspension.

C. REPEATED UNSUCCESSFUL ATTEMPTS

- C. 1 After two unsuccessful attempts in any one course, students who wish to enrol again will require approval of the Dean (or designate), in consultation with the Faculty Member.

D. EXTERNALLY ACCREDITED PROGRAMS

- D. 1 Where accreditation or other external standards dictate, specific programs may have higher standards for progression and graduation. If so, such standards will be described in the program outline or program-specific progression policy.

E. ON ACADEMIC ALERT

- E. 1 Students will be notified in writing by the Registrar when they are placed on Academic Alert according to the above criteria.
- E. 2 Students on Academic Alert are permitted to register in the next semester and are strongly recommended to consult with the Faculty Member, an Education Advisor, Program Coordinator, or Department Head for advice on how to improve their academic performance and access resources available within the College and the community.
- E. 3 Students on Academic Alert return to good academic standing by achieving a program or semester grade point average at or above the program minimum academic standard. Their academic status will be revised accordingly for the following semester.

F. ON ACADEMIC PROBATION

- F. 1 Students will be notified in writing by the Registrar when they are placed on Academic Probation according to the above criteria.
- F. 2 Students on Academic Probation must consult with faculty, an Education Advisor or Program Coordinator, and Department Head to discuss their academic performance, to develop a Learning Contract and Plan. .
- F. 3 Students on Academic Probation must have their Learning Contract approved by the Department Head (or designate) prior to registering in any further courses with the same program.
- F. 4 Students on Academic Probation who do not develop a Learning Contract by the semester add/drop date will not be permitted to register in courses (or will be removed from courses if they have already registered).

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- F. 5 Students on Academic Probation return to good academic standing by achieving a program or semester grade point average at or above the program minimum academic standard. Their academic status will be revised accordingly for the following semester.

G. ON ACADEMIC SUSPENSION

- G. 1 Students will be notified in writing by the Registrar when they are placed on Academic Suspension according to the above criteria. After the 12 month suspension the student will be eligible to register in courses at the College as a student in good academic standing.
- G. 2 Students on Academic Suspension are not permitted to register until either:
- Twelve (12) months has elapsed; or
 - Before twelve (12) months has elapsed, with the approval of the Dean and with an approved Learning Contract, the student is placed on Academic Probation.

H. APPEALS

- H. 1 Academic status cannot be appealed directly. Students who wish to appeal grades in specific courses (which have been used to determine academic standing) may do so according to policy *2.5.3 Student Appeal*. Successful appeals may result in revisions to academic status.

I. RELATED POLICIES

- [2.1.6 Progression and Re-admission – Bachelor of Science in Nursing \(BSN\)](#)
- [2.1.8 Admissions and Progression Provincial Practical Nursing Program \(PPNP\) and Access](#)
- [2.1.10 Admissions and Progression – Child, Youth and Family Studies \(CYFS\)](#)
- [2.4.1 Credential Framework](#)
- [2.5.3 Student Appeals](#)

Appendix N: Procedures for Policy 6.1.6 Program Quality Assurance



PROCEDURES

Title of Policy	Program Quality Assurance
Policy Number	6.1.6
Effective Date	June 2022

DESCRIPTION

Quality assurance provides an opportunity and process to identify and promote quality, excellence, and growth within a program; create unity and vision for the future; and to act upon identified opportunities that will improve instruction and services to our learners. At College of the Rockies, quality assurance is a collaborative, evidence, and strengths-based self-examination of the overall quality of the program.

The self-study process is designed to gather and report quantitative data and qualitative insight that describe what the program does, and to illustrate how well the program is meeting its own mission and goals, and the mission and goals of the College. Evidence-based and participatory in nature, the process is intended to stimulate inquiry, knowledge, and growth within the program and at all levels of the institution.

SELF-STUDY PROCESS

Each program is required to provide a comprehensive self-study report at a minimum of every seven years as per policy 6.1.6. The report draws on both qualitative materials and quantitative measures that involve an examination of the program's performance through the lenses of curriculum design, learner experience, student success, partnerships, program services and resources, and benchmarking against the Quality Assurance Process Audit (QAPA) guidelines¹.

The program self-study may include information gathered through focus groups, surveys, interviews, meetings, retreats, etc. In addition, the self-study can include comparison of program-specific performance data/evidence with provincial, national, and/or professional standards.

Academic services that contribute to the quality of the program should be described in the self-study. At the same time, self-studies should highlight resource allocation and gaps that may improve the quality of student experience and success.

The self-study team will collect and analyze the data from the self-study, dividing the work as appropriate. Centre for Innovation in Teaching and Learning (CITL) staff will facilitate the process as needed over a period of a single semester. Other support team groups will play a role as well (see section D Teams, Members, and Duties).

¹ Note that self-initiated program renewal, curriculum development, and faculty-led course revisions may occur outside of a seven-year review, supported by Instructional Specialists. Separate services and resources exist for these activities, including curriculum mapping, course redesign, integrating Indigenous/Intercultural/International instructional strategies, learning activities, etc. In all cases, however, programs and faculty can use the self-initiated resources with confidence that they align to cyclical review processes.

The self-study process will culminate in a final report that highlights the program's strengths and contributions to the College. It will also include recommendations, prioritized resourcing, and ongoing vision for the program.

A. The self-study process includes:

- A. 1 An internal self-study undertaken by program faculty, internal partners, and administration that is designed to create program insight, unity, and vision, and capture the strengths and challenges of the program.
- A. 2 A report that includes a summary of the program self-study process, recommendations for continuing quality assurance for benchmarking, future directions, and resource requests to support program renewal is submitted to the program unit's Dean. Specific attention should be paid to the program's ongoing efforts towards the student experience and success in the program. The quality of the writing and the documentation upon which the report is based should be given careful attention so that it reflects accurately the self-study process and findings, the areas of strength and any challenges for the program.
- A. 3 External reviews are an integral part of every self-study process. The College allows for appropriate variability of external reviews based on specific program circumstances and variations of discipline (e.g., Trades will be different than Health Sciences, some programs have an FTE of one faculty, other program reviews will consist of multiple disciplines that may necessitate a broader external panel). Programs that have external accreditation will still need to perform an internal self-study. To clarify: *Accreditation is about defending and explaining against accreditation standards while program self-studies can be about a more appreciative model to explore areas of weakness or concern. Self-studies are a means to contextualize a program within the College as a whole.* Programs with external accreditation requirements may leverage the external accreditation and internal self-study as best suits the program for the most robust benefit to the program.
 - A. 3. 1 An external review is initiated after a program self-study is complete. The Dean of the program submits nominees for consideration to the Dean of Innovation in Teaching and Learning and the Vice President, Academic and Applied Research (VPAAR). Nominees for external review should be knowledgeable colleagues who can offer supportive input. They should also be persons unaffiliated with the program and clear of real or perceived conflicts of interest.
 - A. 3. 2 Typically, an external review panel consists of:
 - 2-3 persons from peer Deans, Department Heads, Sr. Industry Advisors etc. who would be familiar with the discipline/knowledge area, and
 - 1 person from within the College who is familiar with the College processes and procedures (e.g., Program Coordinator, Department Head, Education Council member, Campus Manager) but outside of the program doing the self-study.
 - The size of the program under review will dictate the number of people on the external panel.

- A. 3. 3 When an external panel has been convened, they will receive the program self-study package within 5 business days. At the same time, a site visit will be arranged no longer than 30 days calendar days after the external panel has received the self-study package. During the time leading up to the site visit, the external panel is asked to review the self-study's Terms of Reference and the information within the self-study packet. The panelists may submit a list of questions and request specific meetings with program faculty. The questions and meeting requests should be submitted at least 2 weeks before the site visit.
- A. 3. 4 Typically, we ask external reviewers to mirror the questions used by Provincial auditors:
- Is the self-study rooted in the unit's and College's values and priorities?
 - Is the scope and analysis of the self-study appropriate?
 - Does the self-study promote quality assurance?
 - Is the self-study informing future decision making?
- A. 3. 5 A site visit takes place on a single day. Site visits may be in-person or virtual. The Dean of Innovation in Teaching and Learning provides the budget for the site visit, including any honorariums for external panelists. It is the responsibility of the program unit to schedule appropriate stakeholders for the external reviewers (e.g., Dean, Department Head, faculty, students, industry advisors). The panel is debriefed in the morning by the Dean of Innovation in Teaching and Learning and/or the VPAAR. An instructional specialist from the Center for Innovation in Teaching and Learning should also be present for most, if not all, the external review. The panel then meets with the self-study author(s) who provide an overview of the program and resources/facilities. The self-study author(s) review their process and findings. They also clarify questions from the panelists. The panel then will have an opportunity to meet with other faculty and with several students from the program. There may be other meetings arranged as deemed appropriate by the panelists.
- A. 3. 6 The external panel then has a period of no more than 30 calendar days to address the program's self-study questions and highlight strengths and gaps in the self-study. They are also asked to write a report of findings and recommendations for the program under review.
- A. 4 A report that includes a summary of the self-study process, its recommendations, resource requests, and the findings and recommendations from the external reviewers are submitted to the program Dean. The Dean writes an executive summary including a response to the self-study, addressing recommendations, resource requests, and the external review. This is submitted to the Dean for Innovation in Teaching and Learning, while only the executive summary is submitted to the VPAAR.
- A. 5 The internal review team's executive summary with Program Dean's response is then submitted by way of an update to Education Council (EdCo) by the Vice President Academic and Applied Research (VPAAR).
- A. 6 A post-self-study follow-up on recommendations summarized by the Program Dean is developed within one year and reported to EdCo by the VPAAR.

- B. The self-study process will be:**
- B. 1** Both formative and summative – ongoing collection of feedback and data, with the end goal to create program unity and submit a formal report/action plan for future guidance and benchmarking.
 - B. 2** Participatory – founded on a collaborative, strengths-based perspective that values engagement, connection, and shared self-study. The process will honor all input by internal and external stakeholders, including learners, graduates, employers, associated partners and industry, licensing or accreditation bodies, staff, faculty, and administration.
 - B. 3** Evidenced-based – conducted using evidence-based processes and methods that are measurable in nature. The evidence serves as a blueprint and benchmark for program specific practices, needs and requirements; and can meet institutional strategic goals and BC Quality Assurance Process Audit (QAPA) guidelines.
 - B. 4** Strategic – evidenced and action based, leading to recommendations that demonstrate knowledge and insight into program content, contexts, schedules, trends in the profession/industry/labour market, and future directions, to facilitate short-and long-term planning and enactment.
 - B. 5** Accountable – to program faculty, staff, students, and administrators; EdCo; and the Office of the VPAAR; industry partners and accrediting bodies; and the Ministry of Advanced Education Skills and Training (AEST).
- C. Self-Study Process Milestones**
- C. 1** Milestones for the self-study are outlined in the chart below (See Table 1 at the end of section C). The Dean may ask for status updates based on the milestones. The entire process is expected to be completed within five months (from initiation to the external review and Dean's summary to the VPAAR). The process can be initiated at any time of year, depending on program faculty and support team availability.
 - C. 2** A seven-year schedule of reviews will be created and reviewed annually for any updates as needed. The program and the Dean will identify and convene a self-study team from the program faculty who will undertake the process and produce a self-study report. The Dean will notify the Program Quality Assurance Committee of the intended self-study.
 - C. 3** No less than one month prior to the self-study period, a kick-off preparation session and a follow up planning session will be provided for the team. The Centre for Innovation in Teaching and Learning staff, in conjunction with other support team groups, will facilitate the sessions. The self-study team will be briefed on all support team groups and their roles, the self-study process, the reporting documentation, and availability, storage and use of the self-study templates. The Program Dean, and the Institutional Research Office(IR) consultants will be available to answer questions, provide support and guidance. The Dean will also participate in the discussion and drafting of the initial terms of reference. The Program Dean is accountable to ensure the review is completed in a timely manner.

- C. 4 The self-study will typically take place over a period of three months. During this period, the self-study team might elect to conduct internal and external focus groups, surveys, and program/curriculum mapping. At the end of the three-month period, the self-study team will have gathered, organized, and analyzed all self-study materials in preparation for writing the final report. The final report will include recommendations for moving the findings forward. The Dean and Department Head may elect to participate in the discussion of findings and drafting of the final report recommendations or to wait and provide feedback upon reviewing the completed self-study report.
- C. 5 Self-study reports should be completed and submitted to the Program Dean no more than 30 days following the final data collection and analysis, with some flexibility depending on programmatic need. The Program Dean will review the report and write a narrative that provides his or her feedback of the self-study, including the principal strengths and needs of the program, and response to the recommendations put forth by the program team.
- C. 6 The Executive Summary of the self-study report should be submitted to the Office of the VPAAR, who will bring the executive summaries of all program reviews to EdCo on an annual basis.

TABLE 1 – SELF-STUDY PROCESS MILESTONES			
Phases	Milestones *	PURPOSE	DELIVERABLES
I. Planning Period			
<i>Self-study Team Formation</i>		1. Initiate process 2. Identify team members and roles 3. Clarify commitments considering workloads	Program faculty meet to determine self-study team and delegations, determine feasibility of commitments in light of workloads.
<i>Kick-off Meeting</i>	1 month prior to Self-study Period	1. Become familiar with tasks, documentation, resources 2. Decide how to divide tasks, schedule fall meetings 3. Generate ideas and questions for next phase of the process to inform creation of the Terms of Reference for the self-study 4. Request institutional data package (IR). 5. Convene departmental program team	Program team, Dean and Department Head discuss and create Terms of Reference.
<i>Planning Meeting</i>		1. Finalize Terms of Reference 2. Begin to create data collection process (survey and focus groups), and gather initial evidence that will aid in report writing (QAPAC minutes, labor market data, etc.)	Template Section #1. Background Information A. Quality Assurance at College of the Rockies
II. Self-study Period			
<i>Visioning/Curriculum Mapping</i>	No later than one month after Kick-off	1. Visioning and curriculum mapping sessions to re-examine program goals, vision, and curriculum alignment	Curriculum maps, program-level outcomes, vision.

<i>Data Gathering</i>	No later than one month after Visioning/Mapping .	Self-study team gathers data via focus groups, meetings, and surveys: 1. Faculty satisfaction/future directions 2. Student success and achievement of learning outcomes 3. Student satisfaction and preparedness 4. Industry/community partners 5. Institutional data as needed 6. Meeting with Indigenous Education	IR generated data package delivered.
<i>Data Analysis</i>	May be done along side data gathering as pertinent.	1. Identify data that answers key considerations of the five areas under examination, based on the Terms of Reference	Template Section #2. Quality of Educational Design & Instructional Methods #3. Quality of Educational Experience #4. Qualifications & Currency of Faculty #5. Student Enrolment, Retention & Graduate Pathways
III. Reporting Period			
<i>Summary Period</i>	To be drafted as sections develop. Final draft to be complete before 30 days after data analysis has been completed.	1. Draft disseminated to program faculty for review and feedback before submission to the Dean.	1. Draft self-study report
<i>Draft Submission to the Dean</i>	One month after Data Analysis.	1. Establishes a launching point for external reviews. 2. Creates a defined endpoint of internal data gathering and summary.	1. Draft submitted to the Program Dean, along with the Self Study summary and recommendations
<i>External Review</i>	Dean submits nominations of external reviewers to the Dean of Innovation for Teaching and Learning upon receipt of the Draft Submission. External reviewers receive self-study within 5 days of convening.	1. External reviews provide opportunity to seek peer input, feedback, support on program quality assurance. 2. Allows for broader accountability within higher education and within the College. 3. Promotes awareness of the quality assurance process within the College.	1. External reviewers have 30 calendar days to review the self-study before a site visit. 2. External panel may submit questions 10 working days prior to site visit. 3. External reviewers have up to 15 working days to submit responses to the self-study, findings, and their recommendations .
<i>Dean's Response</i>	2 weeks after External Review submission.	1. Dean reviews and provides written feedback, meets with team to discuss feedback, recommendations, and resources.	1. Dean's response to the program self-study report 2. Draft Program Renewal Action Plan complete

Final Submission to the VPAAR	2 weeks after Feedback	1. Dean forwards an executive summary to VPAAR, VPAAR reviews, clarifies, then shares report with EdCo.	1. Final Draft Self-Study Report 2. Program Dean's Executive Summary
Follow up Period (One Year Later)	One year after Final Submission	1. Dean reviews action items to determine progress and next steps.	1. Closure documentation

* See Attachments for sample Quality Assurance Scheduling Patterns

D. Teams, Members, and Duties

D. 1 The Self Study Team (SST)

The SST is led by the program coordinator or a designated instructor from the program and includes one additional faculty member, and one faculty member outside the program (if available). Small programs with only one faculty member may consider membership from outside the program. The team reports to the Program Dean. Release time will be provided as needed to the SST lead.

D. 1.1 The SST will:

- In conjunction with the Dean and the Department Head, set the Terms of Reference for the self-study,
- Conduct and coordinate an evidence-based quality assurance self-study of the program,
- Engage program faculty and staff in the self-study process,
- Coordinate sub-committees/task groups as necessary,
- Request and receive all data, reports, and other information pertinent to the self-study,
- In conjunction with the Dean, draft recommendations based on the findings of the study,
- Make recommendations to the Dean for selection of members to the external review team (if appropriate),
- Coordinate and draft a response to the external review team report (if appropriate),
- Provide regular updates at departmental meetings,
- Meet as needed with the instructional specialists,
- Manage the process within the agreed timeline.

D. 2 Program Area Faculty and Staff

Participation by the program area faculty and staff, more than that of any other group, is essential to the success and usefulness of the quality assurance process.

D. 2. 1 Throughout the course of the self-study, they will:

- Participate in the quality assurance planning sessions (setting the Terms of Reference, key questions, and scope of the study),
- Design, select and participate in key activities that comprise the self-study process,
- Participate on sub-committees/task groups (as appropriate) for data and information gathering,
- Sign-off on the draft self-study report submitted to the Program Dean,
- Provide resources and materials that will help with the reports,
- Engage in regular quality assurance updates at department meetings,
- Nominate external review members to the Dean,
- Participate in the external review team site visit,
- Participate in the development of recommendations and the response to the external review team's report.

D. 3 Dean of Innovation in Teaching and Learning (DOI), Centre for Innovation in Teaching and Learning Staff (Instructional Specialists - IS)

D. 3. 1 The Dean of Innovation in Teaching and Learning supporting the self-study team (SST) will:

- Track the schedule of programs in line for the College self-study. The DOI does not track external accreditation cycles.
- Provide budget for non-College of the Rockies' external reviewers' honorariums and site visits.
- Accept nominations for external reviewers from program Deans. Decisions on external reviewers is in consultation with the VPAAR. The DOI is charged with reaching out and convening external reviewers and the College representative on that same panel.

D. 3. 2 The IS supports the self-study team (SST) throughout the process. They will:

- Facilitate the quality assurance kick-off and planning sessions.
- Help the SST focus the self-study, so it is reasonable in scope, yet still addresses the initially defined key terms of reference and considerations of the quality assurance process.
- Work with the SST to customize standard surveys and obtain data specific to the program area.
- Assist the SST in collecting and analyzing data needed to assess the program's key considerations (including a mapping and summative review of the curriculum.)
- Assist the SST with writing the self-study report, the response to the external review team report, and the final report and recommendations to be presented to the Program Dean.
- Perform other activities as appropriate that assist with the timely, effective completion of a quality assurance self-study.

D. 4 Office of Indigenous Education (OIE)

The Office of Indigenous Education is a resource to the Program Dean, the SST and the Centre for Innovation in Teaching and Learning regarding the program's recommendations for future directions and vision.

D. 4.1 They will:

- Participate in the kick-off, planning, and consultation sessions so that elements of the Recommendations of the Truth and Reconciliation Commission can be considered as part of the institutional commitment to actions and content that foster Indigeneity, decolonization, and promotes inclusion.
- Consult as appropriate with the program team in their efforts to integrate decolonizing perspectives into their program vision, curriculum, teaching and learning methods, student support and professional development. Where appropriate and with due caution, the OIE can suggest opportunities to incorporate Indigenous content and ways of knowing into the curriculum.

D. 5 Program Quality Assurance Committee (PQAC)

PQAC acts as a resource to the Deans and provides insights into the process, reporting, and expectations.

D. 5.1 In conjunction with the program Dean, the PQAC will:

- Receive feedback from programs regarding the program quality assurance process and any suggested modifications. Schedules and oversees the QAPA Process that examines the institution's quality assurance process.

D. 6 Institutional Research Office (IR)

IR acts as a resource for the EIS, and will provide program-related data, assist in the development of data collection instruments as well as the collection and collation process.

D. 6.1 IR will:

- Provide institutional "At-a-Glance" data annually to the Dean.
- Collect, tabulate, and analyze a standardized set of data such as the program's key performance indicators (KPIs) and additional metrics as determined to be appropriate (by the SST in conjunction with the EIS).
- Upon request and to the extent possible, provide supplemental or customized data for the program team.
- Provide summary reports (KPI, Student Outcomes Survey data, Entry Student Survey data, Course Grade Analysis data, etc.) for use by the self-study team and participates in the quality assurance kick-off meetings.
- Assist the SST with the interpretation of the data as required.
- Provide consultation on research methodologies and practices in conjunction with the Centre for Innovation in Teaching and Learning ITL, to collect and analyze data where additional information is required.

D. 7 Program Dean

The Program Dean supervises the self-study process, works with the program team to develop the recommendations, and ensures the recommendations are operationalized in a timely manner.

D. 7. 1 The Dean will:

- Ensure that the program's SST is aware of the commitment and expectations for an effective and timely quality assurance,
- In conjunction with the PQAC, establish the schedule for programs to undergo self- study,
- Assist with the creation of the initial Terms of Reference and the final report recommendations,
- Ensure adequate resources are budgeted to conduct the scheduled quality assurances, with a commitment to providing adequate release time for program SST members,
- Report to the VPAC on the status of ongoing quality assurance,
- In conjunction with the SST, nominate the members of the external review team, pass those nominations onto the Dean of Innovation in Teaching and Learning and VPAAR,
- Review the internal SST report and provide written feedback on the comprehensiveness of the report and the strengths and needs of the program,
- Receive and review the external review team report,
- Meet with the SST to discuss feedback on the report,
- Review the SST's final quality assurance report and recommendations and forward it to the VPAAR for reporting to EdCo,
- Identify possible sources for budget and approve costs associated with implementing the recommendations, ensuring budgets are adjusted appropriately to account for these costs,
- One year after the final submission of the report, consult with the SST and deliver the follow-up report on the status of the recommendations to VPAAR.

D. 8 Vice President Academic and Applied Research (VPAAR)

D. 8. 1 The VPAAR will:

- Receive and formally endorse the Dean's final Executive Summary report,
- Notify EdCo of the outcome of the quality assurance self-study,
- One year after the final submission of the report, receive and approve an update report from the Program Dean regarding the progress of the SST recommendations,
- Provide strategic directions envisioned or adopted by the institution that may have relevance to the self-study process and reporting.

D. 9 The External Review Team (ERT)

The ERT members may include selected individuals employed in the related sector, members of the program advisory committee, and external academics. The individual programs will determine the length of the site visit (with input from the external reviewers). Site visits will entail meeting the VPAAR, Deans, Department Heads, Dean of Innovation in Teaching and Learning, Center for Innovation in Teaching and Learning staff, Core and Auxiliary Faculty, Staff, Students.

D. 9. 1 The ERT will:

- Review the self-study report submitted by the SST,
- Undertakes a site visit (on-site or virtually) at the appropriate College of the Rockies campus to validate the findings and recommendations of the self-study report,
- During the site visit, seeks the input of various sources including students, faculty, and administration,
- Compiles the ERT report on how effectively the self-study report recommendations reflect the findings of the self-study report and the site visit and may offer further suggestions to the SST,
- Submits the external review team report to the Program Dean.

E. Key Considerations for the Self-Study Process

The SST has flexibility in determining the extent to which they embrace and use the framework outlined below in filling out the associated templates. The reporting procedures of the self-study will take into consideration the six areas of focus outlined below, key considerations of each, as well as related QAPA Criteria as indicated.

E. 1 Program Background and History

The program background and history are intended to act as a high-level point of reference regarding basic program parameters and the overall context of the program in its current state. This section is not intended to solicit analysis or recommendation but serve to provide necessary information to those involved in the self-study. Key considerations in this section are terms of reference, institutional mission and strategic plan, program name/credential type, administrative structure, program purpose and intent, program description and a brief history of the program's development.

E. 2 Quality of Educational Design and Instructional Methods

The SST will undertake an examination of the key considerations regarding the program's educational design and instructional methods that contribute to the quality of learners' educational experiences. Key considerations broadly include program structure, goals, and vision; teaching methods; curriculum; program delivery modes; alignment with the College's learning and teaching framework; and assessment practices.

E. 2. 1 Key considerations are:

- How well the program's vision and goals reflect the academic mission and values of the institution as well as those of the discipline and profession with which it is aligned.
- How well the program's vision and goals are reflected in the curriculum.
- How well the program's teaching, learning and assessment methodologies align with the learning outcomes described in the course outlines.
- How well key program related issues such as industry practices, safety, sustainable practices, ethics, professionalism, and leadership are integrated into teaching methodologies, learning outcomes and evaluation.
- How well students are provided with opportunities to learn specific skills related to their employability.
- How well the program aligns with student-centered, active, and experiential teaching and learning, including associated assessment methods and workplace opportunities.
- How well recent research and scholarship is reflected in the program vision, goals, and curriculum.
- How well local community, Indigenous and inter-cultural perspectives are honoured and integrated in program's vision, values, and curricular practices.
- How well do the program delivery modes (classroom, mixed mode, distance, co-op, clinical, work terms, practicum, simulated) reflect their program goals as well as support the variety of students in the program.
- Policy and practice for the granting of transfer credits that meet program requirements.
- The nature and current state of accreditation status and scheduled future accreditation reviews, issues, and opportunities.
- How well the program meets Ministry (AEST) criteria and guidelines for credential type and complies with relevant regulatory requirement within the discipline.

E. 3 Quality of Educational Experience

The SST will identify and examine the degree of learner satisfaction with the program and how relevant the program is to the learners' future endeavors.

E. 3. 1 Key considerations are:

- How satisfied current students are with the curriculum.
- How satisfied students are with library resources, equipment, course learning materials, and overall facilities used by the program.
- How well learning spaces are being used, with attention to their effectiveness in promoting learner centered instruction.
- How well the institution responds to the growing demand for relevant and innovative equipment, technologies, and resources specific to the program's needs.
- How satisfied graduates are with their preparation for further studies or professional life.
- Financial support for students.
- Leadership opportunities for students.
- Experiential and applied learning opportunities for students.
- How satisfied employers are with the preparedness of program graduates.
- Continuing adequacy of the methods used for evaluating student progress, support, and achievement to ensure that the program's stated goals have been achieved.
- The roles that Administration Services, Library Resources, Human Resources, Instructional Technologies, Student Advising, and Communications and Marketing play in supporting the program.

E. 4 Qualifications and Currency of Faculty

The SST will identify and outline the collective expertise in the program to deliver the curriculum to a level consistent with institutional, provincial, and national standards. This focus may include identifying or examining gaps in the collective expertise and to outline plans to address the gaps.

The self-study process is not intended and will not be used to evaluate the performance of individual faculty members in the program.

E. 4. 1 Key considerations are:

- How well the collective expertise delivers the curriculum to the standards of the credential level.
- Teaching loads and expectations of regular and non-regular faculty.
- Educational leaves, scholarship, applied research and professional learning activities in which faculty engage.
- How faculty maintain their currency and expertise within their fields.
- Methods for capturing student evaluations of instruction.
- Overall quality of instruction within the program.
- How well the program addresses expansion or succession planning.
- The faculty's currency with Indigenous peoples, perspectives, and practices.
- The faculty's currency with intercultural perspectives and practices for teaching and learning.
- The faculty's collective level of community and industry partnerships.
- How well the faculty understands and uses the educational technologies relevant to their field.

E. 5 Student Enrolment, Retention and Graduate Pathways

The SST will identify and examine the enrollment, retention and graduate rates of the program. This may include "at a glance" figures that provide a snapshot of the following key considerations.

E. 5. 1 Key considerations are:

- Program capacity (domestic and international student seats).
- Patterns regarding enrolment/retention and completion/graduation.
- Incoming learner qualifications and how these relate to graduation rates.
- Student demographics relevant to program decisions (age, gender, self-declared Indigenous student status, international student).
- How the institution supports the program to increase enrollment and student success.
- Scholarships, awards, and financial aid available to students.
- DQAB standards for credential level.
- Prior learning assessments and their efficacy and relevance for admission to the program.
- Scholarly achievement or applied research that includes students.
- Distribution of credits earned per student per semester or academic year.
- Distribution of semester GPA by GPA range.
- Credentials granted as a proportion of students in program.
- Pathways into and from program from other COTR education.
- 18-month employment levels.

E. 6 Quality Assurance Self-study Report

In conjunction with the Dean, The SST will identify and make recommendations based on the evidence gathered and presented in the report and prioritize them as recommendations to be completed.

E. 6. 1 Key considerations are:

- Recommendations in relation to the Terms of Reference identified in planning process.
- How well the recommendations are supported by evidence and analysis described in the body of the report.
- How measurable the recommendations for improvements are in addressing the issue (see Sample Recommendations Table below).
- How well the recommendations identify and outline the financial and human resources required to enact the action plan, and the timeframe in which it will be addressed.
- Sign off at all levels by the SST, the program faculty, the Program Dean, with consideration for the alignment of recommendations with program and institutional strategic directions.
- Market trends, directions and vision that are likely to affect the program over the next seven years.
- Connection to strategic initiative funding.

R#	Recommendations	Estimated Timeline Start to Completion Date	Resources Required	Measurable Indicators
1				
2				
...				

Sample Recommendations Table

Meetings:

- The Committee shall meet a minimum of 3 to 4 times per year, and at the call of the Chair.
- The Recording Secretary shall distribute minutes of the previous meeting to all members prior to the next regularly scheduled meeting.
- The Chair shall be responsible for the Agenda.
- Issues and recommendations will be decided upon and/or advanced for approval on the basis of majority vote.

Reporting:

- Ongoing reports and/or recommendations shall be presented as per established procedures in Policy 6.1.6 Program Approval, Review & Implementation.

Accountability

- Vice President Academic and Applied Research

Appendix O: Procedures Document for Policy 6.1.2 Program and Course Development and Approval: PIP

APPENDICES

Appendix A: New Credit Program Idea Profile (PIP)

Proposed Program Title: _____

1	Credential	
2	Start Date	
3	Contact / Department Information	
4	Purpose / Background <u>including connection to College's Strategic Priorities</u>	
5	Program Description	
6	Delivery (method, location, staffing model, required resources, etc.)	
7	Financial Analysis (startup costs; delivery costs including salaries, space, resources and supports; revenue source; estimated revenue to support delivery)	
8	Consultations (internal and external to the College; Indigenous Education; International Education and Development; Director of Teaching and Learning; etc. Maintain records of input on file)	
9	Labour Market Demand (local and Pan-Canadian; relevant career pathway options)	
10	Curriculum (note any external accreditations if applicable)	
11	Prerequisites	
12	Student Demand and Enrolment (Domestic, Indigenous, International)	
13	Transferability and Laddering	
14	Work Integrated Learning / Experiential Learning Opportunities	

Appendix P: Program Review Template for Accredited Programs - BSN

COLLEGE OF THE ROCKIES

Program Review Self-study Checklist for Accredited Programs

Please attach accreditations, self-study report, appendices, and all other relevant documents
(accreditation review report, recommendations, etc.)

Component	Source	Page Number for Reference
1.0 Introduction		
1.1 Program Overview (Description, Mission, Values)	CASN. 1. A climate of openness, respect, and equity shapes the relationships of faculty, students and staff of the Educational Unit and supports the achievement of expected learner outcomes. Page 49. 2. Inclusion and respect of diversity are reflected in the stated values and in the relationships of the Educational Unit. Page 51. BCCNM: Program Overview, page 5	
1.2 Program Review Goals (Terms of Reference)	BCCNM: Purpose of the Report, page 3 BCCNM: terms of reference are the Nursing Standards a-g, with strengths, areas for improvement and action plan included in report.	
1.3 Program Review Planning & Methodology		
2.0 Program Design & Profile		
2.1 Program Design & Goals	6. Practice placement sites provide learning opportunities that effectively help learners attain the outcomes of the Educational Program(s) and facilitate intra and interprofessional collaboration. Page 58. BCCNM: Standards, goals, and Competencies, page 12	

	BCCNM: Requirements to Graduate, page 61	
2.2 Program Graduate Profile	BCCNM: Requirements to Graduate, page 61	
2.3 Program Curriculum	BCCNM: Curriculum Map, page 11 BCCNM: Description of how curriculum meets Nursing standards, page 12 BCCNM: curriculum mapping of evaluative process, page 38 and page 42 BCCNM: Mapping of Orientation Procedures, page 52	
2.4 Program Delivery	BCCNM: Outline of Program Delivery Methods, page 8	
2.5 Program Assessment Methods	CASN. 6. Faculty and clinical instructors/nurse educators evaluate students effectively and constructively in theoretical and clinical courses. BCCNM: Students receive well-timed formative and summative feedback, page 35	
2.6 Indigenization & Internationalization	BCCNM: Indigenization and Decolonization of Nursing Education, page 30	
2.7 Job Opportunities & Sector Needs (current & future)		
2.8 Program Standards, Requirements & Policies	CASN: 2. Inclusion and respect of diversity are reflected in the stated values and in the relationships of the Educational Unit. Page 51. BCCNM: Requirements to Graduate, page 61	
2.9 Student Profile, Recruitment & Retention	CASN. 2. A strategic student enrolment plan, aligned with faculty resources and a human resource plan, guides student admissions. Page 25. CASN. BCCNM: Student Admissions, page 8	
2.10 Faculty, Staff, Budgets and Resources	CASN. 3. Information resources and library services support the learning and	

	<p>scholarship needs of faculty and students.</p> <p>CASN. 4. Administrative services facilitate the effective delivery of the Nursing Education Program(s) and support faculty and clinical/nurse educators appropriately.</p> <p>Page 27</p> <p>Casn. 5. The information technology system and technical support meet the administrative needs of the Unit, and the teaching, learning, and scholarship needs of the faculty and students. Page 31.</p> <p>6. Student services are commensurate with the needs of nursing students. Page 33.</p> <p>CASN. 1. Faculty, with the academic qualifications and professional experience for the areas in which they teach, are sufficient in number to accomplish the mission, goals, and expected program outcomes.</p> <p>Page 35.</p> <p>CASN. Faculty development:</p> <p>7. Faculty are supported in providing interprofessional education and opportunities for intersectoral collaboration.</p> <p>CASN. Faculty Scholarship: 59-72.</p>	
3.0 Program Review Findings & Recommendations		
3.1 Stakeholder Feedback & Analysis (Advisory/industry partners, graduates, students, etc.)		
3.2 Summary of Findings (Strengths, Challenges & Opportunities)	<p>CASN: General Strengths. Page 72.</p> <p>CASN: Vulnerabilities. Page 75.</p> <p>CASN: Opportunities for Improvement, Page 77.</p>	

	BCCNM: Areas for Improvement, page 31 BCCNM: Areas of strengths and improvements, page 64	
3.3 Proposed Recommendations	CASN: Identify the School's priorities and any activities to address the vulnerabilities and/or opportunities for improvement. Page 81. BCCNM: Action Plan, page 68	
3.4 Dean's Report		
Additional Information		
External Assessment		

Appendix Q Program Advisory Committees Terms of Reference



PROGRAM ADVISORY COMMITTEES

Terms of Reference

MANDATE

Program Advisory Committees (PACs) promote greater cooperation between College of the Rockies and the community in preparing individuals for employment and further education, and in promoting the quality of education.

The advisory process allows the College to remain current with the knowledge, skills, attitudes, and values identified by committee members as necessary for students to work effectively in their chosen fields.

Program Advisory Committees strengthen the capacity of the College to address learners' expectations and provide a process of continuous improvement through on-going program review and program development, ensuring program relevance.

Program Advisory Committees facilitate relationships with employer groups, community organizations, and professional associations.

These relationships assist the College in developing and encouraging innovative approaches to learning in both traditional and nontraditional settings.

PROCEDURES

A. Program Advisory Committees:

- A. 1 Advise the College on program goals and objectives, skills required of the graduate, and on program development, review, and renewal.
- A. 2 Advise the College on current trends in the field and provide suggestions for new programs.
- A. 3 Provide a valuable link to the community.
- A. 4 Make recommendations to the program Dean and Department Head. The recommendations will be addressed in accordance with college processes with progress reports and outcomes given to Program Advisory Committee (PAC) members in a timely fashion.

B. PAC Chair:

- B. 1 PAC members will select a Chair from among the external members. The Chair will be appointed annually for a one-year term. The Chair's primary role is as a meeting facilitator.
- B. 2 The Chair develops the agenda in consultation with internal and external committee members.
- B. 3 The Chair will review the draft minutes and consult with committee members as needed to produce the final version.
- B. 4 The Chair has administrative support for meeting coordination, preparation and distribution of materials, and preparation of draft meeting minutes. Committee minutes are filed at the Vice President Academic and Applied Research (VPAAR) office.

C. Members:

- C. 1 Include people with diverse experience and expertise on the PAC. Membership should include representation from a broad range of employers, professional and trade associations, other educational institutions, social and government agencies, indigenous community, and alumni.
- C. 2 Submit nominations for membership to the Dean of Health and Human Services, Dean of Trades and Technology, or Dean of Business and University Arts and Sciences.
- C. 3 All members are volunteers and as such, must complete the College's Volunteer Form. The size of the committee shall normally be three to ten external members.
- C. 4 The Program Advisory Committee includes the following ex-officio members:
 - Dean of program
 - Department Head of program
 - Program Coordinator or delegate
 - Two students from program
 - Other College employees and community members may be invited to attend on a specific topic by the Dean to provide guidance to the Program Advisory Committee.
- C. 5 *Ex-officio* members of advisory committees shall act only as resource persons to the Committee and do not have a vote.
- C. 6 The Dean of the program is responsible to forward a copy of the agenda and minutes to the respective Senior Administrative Assistant for central file storage and tracking in the Office of the VPAAR.

D. Length of Term:

- D. 1 The VPAAR will appoint committee members for terms of one or two years. Members normally serve a maximum of three consecutive terms.

- E. **Meetings:**
- E. 1 Advisory Committees meet at least once per year. Upon the consensus of the committee, or on a required basis, additional meetings can be scheduled as needed.
 - E. 2 Meetings may be held in-person or virtually, using available technologies. The College will utilize available technologies to accommodate members who are unable to be present for any in-person meetings.

Appendix R: Program Reviews Executive Summary Template



College of the Rockies Quality Assurance Review 20__ - 20__

(PROGRAM NAME)

Executive Summary

Submitted by

(Review lead name)

(Date Submitted to Dean)



EXECUTIVE SUMMARY

INTRODUCTION

(Self-Study Lead provides program overview and focus of the self-study—one page)



PROGRAM REVIEW TEAM

Name	Project Role	Professional Role
	Self-Study Team Leader	
	Faculty	
	Dean	
	Department Head	
	CITL Facilitator	

We would like to acknowledge and thank all members of the team for their time, input, and commitment to the process.

SUMMARY OF FINDINGS

(Self-Study Leader provides summary of finding including program strengths, challenges, program trajectory - Two pages)



SELF-STUDY RECOMMENDATIONS
(Highlight in one page, program recommendations)

Recommendations	Multi-Year Objective(s)
1.	
2.	
3.	
...	



DEAN'S REPORT

- 1) Acknowledgement of process and findings
- 2) Responses to Recommendations
- 3) Schedule for follow up to Recommendations (typically 1 year)

Dean's Signature

Date Submitted to VPAAR

Signature of Faculty Self-Study Lead

Date Received

Appendix S: Program Reviews One Year Follow-Up Report Template



College of the Rockies Quality Assurance Review

(PROGRAM NAME)

One Year Follow-Up

Submitted by

(Review lead name)

(Date)

RECOMMENDATIONS

	Multi-Year Objectives	Status*
1.		
2.		
3.		

*Status options: Complete, In-Progress, Not yet started, Abandoned.

SUMMARY OF PROGRESS (Provide brief summary on each recommendation and its status)

NEXT STEPS (provide brief summary on next steps. Highlight any major challenges and strategies to address them)

DEAN'S REPORT (Provide brief response regarding how best to support next steps)