

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>		<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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>		<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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

<i>Final Submission to the VPAAR</i>	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