ORGANIZATIONAL EVALUATION – SITE VISIT TEAM REPORT TEMPLATE

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| --- | --- |
| Organization | {NAME OF ORGANIZATION} |
| Evaluation Team Members | 1. Chair: 2. Member: 3. Member: 4. Member: |
| Date of Evaluation/Site Visit |  |
| Date of Report Submission to CAQC |  |

# Report Guidelines

*Reports of CAQC’s evaluation teams are prepared exclusively for the purpose of evaluating the organizational readiness and quality of proposed post-secondary degree programs in Alberta and with consent of the respective institutions. All evaluation reports are based upon CAQC’s policies and procedures which are available to all participants of the review process. Reports of Council’s evaluation teams are only one form of information considered during the Organizational Evaluation and Program Approval processes in Alberta, and Council may not accept or endorse all recommendations or comments contained in these reports.*

# Executive Summary

*Brief Executive Summary*

## Assessment Summary Table

|  |  |  |  |
| --- | --- | --- | --- |
| **CAQC Standard** | **Fails** | **Meets** | **Conditional** |
| 1. Governance infrastructure codified in policies and procedures aligned with best practices among Canadian degree-granting institutions | X | X | X |
| 1. Resource Sufficiency, institutional stability, and student protections. |  |  |  |
| 1. A culture of excellence in teaching and learning. |  |  |  |
| 1. Commitment to research, scholarly, and creative work. |  |  |  |
| 1. A culture of academic quality assurance. |  |  |  |
| 1. Systemic commitments to diversity, Indigeneity, ethical practice, and accessibility. |  |  |  |

## Overall Recommendations

*The Site Visit Team* ***recommends…..***

***SAMPLE WORDING:*** *The Team believes [Institution] [has / has not] demonstrated the capacity to implement and sustain baccalaureate/graduate degree programming and recommends that the Council [move / not move] the application for a [name of proposal] to the program evaluation stage.*

*OR*

*The Team members have concluded that [Institution] [meets / does not meet] the organizational criteria and standards set by CAQC to implement and sustain the proposed degree program. The Team recommends that the Council [move / not move] the application for a [name of proposal] to the program evaluation stage.*

*Include any other comments the team wishes to make regarding major findings, broad conclusions, key impressions, etc.*

A complete listing of the Team’s Conditions and Recommendations can be found in Appendix A.

## Evaluation Team Members

|  |  |  |
| --- | --- | --- |
| **Name** | **Role** | **Date of Final Review\*** |
|  | Chair of the Organization Evaluation Team |  |
|  | Member of the Organization Evaluation Team |  |
|  | Member of the Organization Evaluation Team |  |

*\* Each team member should enter the date of their final review of this document. Members of the Evaluation Team will be copied on the final submission of the Report from the Team Chair to Council, which indicates agreement of all members with the final report as submitted.*

## Introduction

Overview of Site Visit, Context of Site Visit, and Reference to the Organizational Overview provided in Self-Study as needed.

Council invited…..

On Date X….

On Date Y…

The Team would like to….

# Standard 1: Governance and Mandate

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| **1) Governance infrastructure codified in policies and procedures aligned with best practices among Canadian degree-granting organizations.** |
| **AREAS OF FOCUS** |
| An appropriate governance and reporting structure that includes a legally constituted governing board and a General Faculties Council, Academic Council, or appropriate equivalents allowing for academic faculty, staff and student participation in academic decision-making and policy review and development.  Institutional focus on academic freedom and academic integrity, including clear definitions, disciplinary processes, and appropriate development among all faculty, staff and students.  Intellectual property commitments with clear regulations relating to disputes, conflicts, appeals, due process, and protections for faculty, staff and students. |

**Examples of recommended evidence**

* Clear and transparent governance policies and procedures, including involvement of faculty and students in governance (e.g. GFC/Academic Council Constitution, Bylaws, etc.)
* Identification of governance structures and membership
* Strategic Plan including mission/mandate
* Most recent Operational and Organizational plans
* Faculty, Staff, and Student Handbooks
* University/Academic Calendar
* Polices regarding Intellectual property that have clear alignment to academic freedom
* Organizational chart
* Academic Freedom Policy/Statement

**Based on the evidence provided, the Organization:**

\_\_\_\_\_\_ fails to meet the criteria

\_\_\_\_\_\_ meets or exceeds the criteria

\_\_\_\_\_\_ meets criteria on the condition that the Conditions/Recommendations below are addressed.

## Rationale for Determination

The rationale is….

## Conditions/Recommendations

1. Condition 1
2. Condition 2

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| **Standard 1: Criteria for Assessment and SVT Comments** |
| 1. The organization has administrative capacity, through its leadership and governance structure, capable of organizing and managing a reputable, effective, and high-quality degree-granting organization with a governing board that has both authority and independence. |
| Site Visit Team Comments |
| 1. The organization’s governing board has adequate provisions for appropriate academic staff participation in academic decision making, and for faculty, staff, students, and administrators to be involved in the development of organizational policies. |
| Site Visit Team Comments |
| 1. The organization has an academic freedom policy and procedures and demonstrates that it fosters an environment where students and academic staff can display a high degree of intellectual independence. |
| Site Visit Team Comments |
| 1. The organization’s planning processes are comprehensive and link various planning initiatives with performance indicators and benchmarks. |
| Site Visit Team Comments |
| 1. Processes exist by which the organization assesses, periodically, all units and operations with input from external experts and consequently acts on its assessments of programs, academic units, and service areas. Staff, Faculty, and Senior Leaders who are required to collect, manipulate, analyse, or interpret data receive training that enables them to undertake these activities accurately, ethically, and securely. |
| Site Visit Team Comments |

# Standard 2: Resource Sufficiency, Stability, and Student Protections

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| **2) Resource Sufficiency, organizational stability, and student protections.** |
| **AREAS OF FOCUS** |
| Financial management policies and practices, resources, and appropriate multiyear planning to provide a stable working and learning environment, to ensure enrolled students can complete their education, and to provide staff and faculty with ongoing professional development.  Sufficient student services such as mental health supports, academic advising, career advising/placement and facilities are in place to promote quality of student life outside the classroom. |

**Examples of recommended evidence**

* Concise history of the institution focusing on delivery of post-secondary educational experiences
* Most recent Annual Report
* Most recent Business, Academic, Strategic Enrolment Management plans (or equivalent)
* Description of how the institution is addressing its Investment Management Agreement (Campus Alberta publicly funded institutions only)
* Policies requiring the regular audit of financial methods, performance and stability by a qualified third-party accountant in accordance with generally accepted accounting practices
* Institutional reports/assessments that convey the following:
* Sufficient and appropriately trained and experienced faculty and staff, including full-time tenure-track faculty or equivalent,
* Library holdings appropriate to support all academic programs,
* Information Technology (IT) infrastructure: that provides reasonable and secure levels of access on and off campus,
* Physical infrastructure/Space: classrooms, labs, meeting spaces, equipment, technology and research facilities
* Established transfer agreements/processes
* Policies and procedures that protect student interests in the following areas: security of academic student records with assurance of continued access beyond attendance period; payment schedule of fees and charges; student dismissal; and withdrawal and refunds.

**Based on the evidence provided, the Organization:**

\_\_\_\_\_\_ fails to meet the criteria

\_\_\_\_\_\_ meets or exceeds the criteria

\_\_\_\_\_\_ meets criteria on the condition that the Conditions/Recommendations below are addressed.

## Rationale for Determination

The rationale is….

## Conditions/Recommendations

1. Condition 1
2. Condition 2…

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| **Standard 2: Criteria for Assessment and SVT Comments** |
| 1. The organization has the appropriate financial management procedures, resources and appropriate planning and personnel to provide a stable learning environment and to ensure that students can complete the degree program(s). |
| Site Visit Team Comments |
| 1. The organization has evidence of methods to protect student financial involvement in the case of the cessation of activity. |
| Site Visit Team Comments |
| 1. The organization has policies and procedures to deal effectively with appointment, evaluation, employment conditions including employment equity, promotion, termination and professional development for faculty and staff. In the case of the latter the organization determines the professional development needs of its staff. |
| Site Visit Team Comments |
| 1. The organization’s learning, physical IT, infrastructure, and service resources support the align with the institution’s Mission and Vision and meet the needs of students, faculty, and staff. The methods for establishing priorities for the maintenance of these resources, and acquisition of new resources are evident in annual reporting and planning documents. |
| Site Visit Team Comments |
| 1. The provision of student services is appropriate to the institution, regularly assessed, and guided by policies and practices related to students’ security, rights and responsibilities, and the supports for student services are adequately communicated to students. These provisions effectively support the quality of the proposed degree programming. The organization adequately informs students about these policies, practices, and supports. |
| Site Visit Team Comments |
| 1. The organization ensures that student academic records and alumni records are secure. |
| Site Visit Team Comments |
| 1. The organization has plans and methods for managing health and safety issues appropriate to support degree programming in the program(s) it offers or proposes to offer. |
| Site Visit Team Comments |

# Standard 3: Teaching & Learning

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| **3) A culture of excellence in teaching and learning.** |
| **AREAS OF FOCUS** |
| Demonstrable support for the assessment and ongoing development of faculty, instructional practices, and curricula. Training for employees that contributes to effective learning, and professional development experiences for faculty and staff. |

**Examples of recommended evidence**

* Institutional definition of teaching excellence and how teaching and learning are assessed, supported, funded, rewarded, and recorded
* Evidence of support of the design, development and delivery of learning experiences for both students and faculty (such as any related Annual Reports or Operation Plans from Teaching & Learning Centres, or other evidence of faculty development)
* Staff dedicated to instructional development and examples of relevant programming
* Instructional, course, and program feedback collected from student surveys and other sources. Feedback analyzed and used where appropriate.

**Based on the evidence provided, the Organization:**

\_\_\_\_\_\_ fails to meet the criteria

\_\_\_\_\_\_ meets or exceeds the criteria

\_\_\_\_\_\_ meets criteria on the condition that the Conditions/Recommendations below are addressed.

## Rationale for Determination

The rationale is….

## Conditions/Recommendations

1. Condition 1
2. Condition 2…

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| --- |
| **Standard 3: Criteria for Assessment and SVT Comments** |
| 1. Curricula and program delivery achieve stated learning outcomes. |
| Site Visit Team Comments |
| 1. Processes exist to develop and assess curricula and teaching practices, and to implement the results of those assessments in ongoing development. |
| Site Visit Team Comments |
| 1. Learning and assessment is informed by research and/or scholarship (Adapted from UK QAA). |
| Site Visit Team Comments |
| 1. Faculty involved in teaching and/or supervising research are appropriately qualified and supported to enhance their teaching and supervisory practice. Research degrees are delivered in supportive environments that are conducive to learning and research. (Adapted from UK QAA). |
| Site Visit Team Comments |

# Standard 4: Research, Scholarly, and Creative Work

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| 4) Commitment to research, scholarly, and creative work. |
| **AREAS OF FOCUS** |
| Organizational commitment to workload guidelines and academic freedom supporting the pursuit of research, scholarly, and creative work, with an evaluation system that incentivizes and rewards these pursuits. |

**Examples of recommended evidence**

* Institutional Research Plan (or equivalent)
* Two most recent reports by the Vice President of Research (or equivalent)
* Policies outlining the institution’s definition of scholarship and how it is assessed, supported, funded, rewarded, and recorded
* Staff in place to assist faculty and staff in developing, submitting, and supporting research funding applications, preparing publications and presentations.
* Summary of research space and equipment to support faculty and student research
* Student Research symposia and/or other opportunities to showcase faculty and student scholarly work.
* Brief CVs (using CAQC CV Template) of Permanent/Continuous/Tenure/Tenure Track Faculty who will anchor degrees (e.g. faculty with primary/core responsibility for proposed degrees or who will primarily teach within degree programs moving forward).
  + Note, additional faculty CVs will be required connected to specific Program Proposals.
* Human and Animal Research Ethics Policies and Review Boards (if applicable)

**Based on the evidence provided, the Organization:**

\_\_\_\_\_\_ fails to meet the criteria

\_\_\_\_\_\_ meets or exceeds the criteria

\_\_\_\_\_\_ meets criteria on the condition that the Conditions/Recommendations below are addressed.

## Rationale for Determination

The rationale is….

## Conditions/Recommendations

1. Condition 1
2. Condition 2…

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| **Standard 4: Criteria for Assessment and SVT Comments** |
| 1. Evidence exists that the organization is developing and fostering a culture of scholarship appropriate for a degree granting organization wherein the value of scholarly/creative activity and its peer review is embedded in the culture of the organization. |
| Site Visit Team Comments |
| 1. The organization provides academic staff with clear expectations regarding what constitutes scholarship within the context of the organization and proposed and future degree programming, distinct from professional development, service, and teaching expectations. |
| Site Visit Team Comments |
| 1. The organization’s policies and procedures support and facilitate engagement by academic staff and students in scholarship and/or research or creative activity. Required policies, procedures, or manuals may include, but are not limited to:    1. Academic Freedom    2. Integrity in Research/Responsible Conduct in Research    3. Intellectual Property – Faculty & Student (separate or combined)    4. Information Access/Privacy    5. Human Research Ethics (Human)    6. Animal Care / Ethics    7. Research-related Financial Management (e.g. TAGFA, Support for Research, Contracts for Research, Research Overhead/Indirect Costs, Research Grant Management)    8. Research Data Management Strategy/Policy (Tri-Council requirement) |
| Site Visit Team Comments |

# Standard 5: Academic Quality Assurance

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| 5) A culture of academic quality assurance. |
| **AREAS OF FOCUS** |
| There are policy-based processes for ongoing and regular assessment of academic standards and quality, which include input from both students and experts external to the organization. There is evidence of consistent implementation of quality assurance processes and findings. |

**Examples of recommended evidence**

* Institutional governance, policy/procedures related to quality assurance
* Evidence of annual or cyclical (ongoing) program reviews (or equivalent) and/or accreditation procedures
* Engagement in external review processes, and accreditation where appropriate
* Evidence of implementation of outcomes of quality assurance reviews and follow-up

**Based on the evidence provided, the Organization:**

\_\_\_\_\_\_ fails to meet the criteria

\_\_\_\_\_\_ meets or exceeds the criteria

\_\_\_\_\_\_ meets criteria on the condition that the Conditions/Recommendations below are addressed.

## Rationale for Determination

The rationale is….

## Conditions/Recommendations

1. Condition 1
2. Condition 2…

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| **Standard 5: Criteria for Assessment and SVT Comments** |
| 1. Evidence exists that the policies and procedures governing quality assurance contribute to the ongoing quality of programs with a focus on achievement of outcomes, teaching effectiveness, and student experience. |
| Site Visit Team Comments |
| 1. Quality assurance processes, including any resulting decisions and/or action plans, are transparent, performed on a schedule appropriate to high-quality program delivery, and include input from all relevant internal stakeholders (especially students, faculty, and staff) and, where appropriate, external experts and approval bodies. |
| Site Visit Team Comments |
| 1. The results of quality assurance processes are communicated to faculty, staff, and students. |
| Site Visit Team Comments |
| 1. The organization has appropriate policies, procedures, governance models, or engagement/ feedback strategies in place to engage students as active partners in quality assurance processes. |
| Site Visit Team Comments |
| 1. Staff, Students, and Faculty are aware of the types of quality assurance data gathered, how it is stored, and how it may be used. (Adapted from UK QAA). |
| Site Visit Team Comments |

# Standard 6: Commitment to Diversity, Indigeneity, Ethical Practice, and Accessibility

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| (6) Systemic commitments to diversity, Indigeneity, ethical practice, and accessibility. |
| **AREAS OF FOCUS** |
| Policy-based and funded commitments to each of the identified areas, including clear regulations relating to disputes, conflicts, appeals, due process, and protections for students, faculty, and staff. |

**Examples of recommended evidence**

* Related institutional policies and evidence of policy implementation (such as training and development/education opportunities for faculty, staff and students)
* Grievance/Dispute Resolution Policies
* Student Conduct/Rights & Responsibilities Policies or equivalent
* Indigenization/Indigenous Education Plan (or equivalent); International Education Plan (or equivalent), Student Accessibility/ Plans or Policies or equivalent

**Based on the evidence provided, the Organization:**

\_\_\_\_\_\_ fails to meet the criteria

\_\_\_\_\_\_ meets or exceeds the criteria

\_\_\_\_\_\_ meets criteria on the condition that the Conditions/Recommendations below are addressed.

## Rationale for Determination

The rationale is….

## Conditions/Recommendations

1. Condition 1
2. Condition 2…

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| **Standard 6: Criteria for Assessment and SVT Comments** |
| 1. The organization has effective policies and procedures for dealing with disputes between the organization and its students, between the organization and its faculty, and between faculty and students. Complaints, grievances, and/or disputes are appropriately dealt with. There is evidence that the principles of natural justice apply. |
| Site Visit Team Comments |
| 1. The organization has appropriate policies and practices for supporting and protecting students concerning such matters as equality and diversity, anti bullying, disability, gender, race, sexual orientation, and the handling of complaints regarding sexual harassment and assault. |
| Site Visit Team Comments |
| 1. The organization demonstrates how existing and proposed programs relevant to the Truth and Reconciliation Commission’s Calls to Action (e.g., social work, health care, law, business, public administration, education), engage Indigenous peoples in the development, implementation, and ongoing quality assurance processes of the program and its content (Adapted from Revised 2024 DQAB). |
| Site Visit Team Comments |
| 1. ***If not included under Standard 3 and/or Standard 4,*** the organization describes how it ensures that Faculty whose work (teaching and/or research) involves Indigenous Peoples have agreements with them that uphold Indigenous data collection processes and collaborative research design and include principles of ownership, control, access, and protection to avoid cultural appropriation (OCAP®) (Adapted from Revised 2024 DQAB). |
| Site Visit Team Comments |
| 1. ***If not included under Standard 2,*** the organization demonstrates the supports and resources provided for traditionally underrepresented students promoting their admission, retention, and success. |
| Site Visit Team Comments |
| 1. ***If not detailed under Standard 2,*** the organization describes how applications from qualified people from traditionally underrepresented groups are encouraged for faculty and staff positions within the context of relevant legislation and the Alberta Human Rights Act (Adapted from 2024 BC DQAB Handbook). |
| Site Visit Team Comments |

# Appendix A: Collated Conditions and Recommendations

*Collect all Conditions and Recommendations in this Appendix.*

# Appendix B: Site Visit Schedule

*Append the Site Visit Schedule to this report.*