COMPREHENSIVE EVALUATION SELF-STUDY TEMPLATE

# INTRODUCTION TO THE TEMPLATE

Institutions undergoing their first Comprehensive Organizational Evaluation are expected to follow the provided Comprehensive Evaluation Self-Study Template. Council may provide additional instructions to institutions specific to their reporting requirements.

Institutions undergoing a subsequent (second or third) Comprehensive Evaluation will normally be asked to report on specific aspects and may not be required to use this template.

Please consult with Council prior to submitting completed Self-Studies to ensure alignment with expectations or requirements. Email: [CAQC@gov.ab.ca](mailto:CAQC@gov.ab.ca)

## PURPOSE

As noted in the Organizations Handbook, the purposes of the comprehensive evaluations by Council are:

1. To determine whether an institution and its approved degree programs, including those offered collaboratively or off-campus, continue to meet organizational and program quality standards;
2. To determine whether an institution has met, or made satisfactory progress towards, meeting any commitments it made to Council regarding degree programs, staff, libraries, facilities or other matters;
3. To determine whether an institution has:
4. Considered fully the comments, suggestions, and recommendations of reports by evaluation teams, insofar as they have been supported by Council, and have responded to them satisfactorily;
5. Developed suitable mechanisms to undertake its own self-evaluation, including monitoring and improving program quality; and
6. Developed effective policies and processes for new degree proposal development and internal approval.; and
7. To provide a basis for judgments regarding:
8. The continuation of an approved degree program, including any Council requirements, if any; or
9. The withdrawal of approval of a degree program or programs.

Council’s comprehensive evaluation of each institution primarily consists of:

1. The institution’s self-study,
2. The report of the external evaluation team following a site visit, and
3. The response by the institution to the report of the external evaluation team.

The Comprehensive Evaluation Self-Study Template aligns with the Organizational Standards in the Organizations Handbook (2025). For Comprehensive Evaluations, these Standards are assessed in terms of the institution’s ongoing alignment with, growth towards, or enhancement of the Standards to ensure degree quality and relevance. As the Comprehensive Evaluation assesses an institution’s growth over time, the Self-Study Criteria used by the Institution and the Assessment Criteria used by the Site Visit Team may vary from those found in the Organizational Evaluation Self-Study.

In responding to Council’s comments on past evaluations based on the former Organization Standards (Handbook 1st Edition), Organizations may need to cross-reference for clarity (see, below, for a table detailing the alignment between the old and new Standards).

## PRELIMINARY REQUIREMENTS

1. The self-study itself and the appendices must be submitted in word or editable PDF formats (no paper copies).
2. Material should be cross-referenced rather than repeated – avoid redundancy.
3. Self-Studies should not exceed 50 pages plus relevant appendices if needed. The Self-Study should be concise and avoid extraneous materials and redundancies.
4. Where policies and/or procedures are requested, provide a list of existing policies and a link – do not include copies of the policies unless specified.
5. See Section 6 of the *Organizations Handbook* for additional information on the purpose of, expectations for, the Comprehensive Evaluation Self-Study. See Section 4.1 for guidance on writing Effective Self-Studies.

## ESSENTIAL CONTENTS OF THE SELF-STUDY

*The following are essential contents of the first Comprehensive Evaluation. Council may provide additional requirements for inclusion with notification of the Comprehensive Evaluation.*

1. Executive Summary:
   1. Provide a brief overview of institutional growth or changes since the last Organizational Evaluation or Comprehensive Evaluation.
   2. Present major findings and recommendations, including areas of strength and weakness, of the self-study.
2. Table of Contents
   1. Include a list of tables, figures, and appendices.
3. Introduction
   1. Provide an overview of the institution and its programs, such as:
      1. brief history of the institution and its academic governance,
      2. size - number of students and academic staff,
      3. proportion of students and academic staff that are involved in degree programming,
      4. type and number of credit programs,
      5. proportion of degrees,
      6. other characteristics
   2. Provide a description of the self-review process undertaken.
   3. Summarize the organization’s understanding of, and the institution’s commitment to, major issues previously identified by Council – such as those emanating from the organizational evaluation or from the last comprehensive evaluation, from each program evaluation, and from any annual report issues- and outline any resulting actions and results. An example template is:
      1. Summarize significant changes since the organizational evaluation and each program evaluation by CAQC.
      2. Describe the evolution of the institution’s degree granting culture since the last Organizational or Comprehensive Self-Study.
      3. Provide an overview of the monitoring and implementation process to be adopted for recommendations arising from the current comprehensive evaluation.
4. Main Body, which should address each of the 6 Organizational Standards noted below. These will be used by Council and its evaluators to examine the extent to which the systems and processes of the institution are in place in order to achieve excellence in learning outcomes. The following are essential contents for each Standard:
   1. Related issues previously identified by Council and progress made towards these issues so far,
   2. Analysis of relevant strengths and challenges
   3. Overview of the evidence considered, including triangulation of information where applicable:
      1. Relevant institutional objectives, plans, or policies
      2. Implementation processes and evidence of effectiveness
      3. Outcomes and results
      4. Improvements
   4. A chart, table, or figure to illustrate the findings,
   5. Cross-references to other relevant materials in the report or in an appendix, and
   6. Actions and monitoring processes to be adopted.
5. Conclusions
   1. Provide a summary of the major conclusions that were reached and any recommendations – areas in which action is required – that are offered in the report.
   2. When developing recommendations it is best to ensure they are achievable, according to resource availability, for example.

## ORGANIZATIONAL STANDARDS – COMPARISON OF HANDBOOK 2.0 to 1.0

For Institutions which undertook their Organizational Evaluation or previous Comprehensive Evaluation under the original CAQC Handbook, 1st Edition with Revisions to June 2022, the following table provides a comparison to the new Organizational Standards. This is provided for reference so that institutional responses may be situated within the new Standards.

|  |  |  |
| --- | --- | --- |
| **CAQC Organizations Handbook 2.0 (2025)**    **Organizational Standards and Self-Study Categories**    *With the publication of the 2.0 Handbooks, Organizations are evaluated on the following standards:* | **CAQC Handbook (1st Edition with Revisions to June 2022)**    **Self-Study Categories**    *Prior to the 2.0 Organizations Handbook, Organizations prepared Self-Studies based on the following Categories* | **CAQC Handbook (1st Edition with Revisions to June 2022)**  **Organizational Evaluation Categories**    *Prior to the 2.0 Organizations Handbook, Organizations were evaluated on the following Categories* |
| 1. Governance infrastructure codified in policies and procedures aligned with best practices among Canadian degree-granting institutions. | 1. Mission and Educational Objectives  2. Organization and Administration | 2. Leadership  3. Information Analysis  4. Strategic Planning  6. Management of Process  7. Outcomes |
| 2. Resource sufficiency, institutional stability and student protections. | 3. Financial Structure  5. Academic Staff  7. Information Services  8. Academic Policies and Records  9. Student Services  10. Physical Plant and Facilities | 1. Financial Planning and Resources  2. Leadership  3. Information Analysis  4. Strategic Planning  5. Human Resource Development and Management  6. Management of Process  7. Outcomes  8. Student Focus and Student Satisfaction |
| 3. A culture of excellence in teaching and learning | 4. Curricula and Instruction  5. Academic Staff  8. Academic Policies and Records | 1. Financial Planning and Resources  3. Information Analysis  5. Human Resource Development and Management  6. Management of Process,  7. Outcomes  8. Student Focus and Student Satisfaction |
| 4. Commitment to research, scholarship, and creative work. | 5. Academic Staff | 3. Information Analysis  6. Management of Process  8. Student Focus and Student Satisfaction |
| 5. A culture of quality assurance | 8. Academic Policies and Records | 3. Information Analysis  6. Management of Process  8. Student Focus and Student Satisfaction |
| 6. Systemic commitments to diversity, Indigeneity, ethical practice, and accessibility. | 5. Academic Staff  8. Academic Policies and Records  9. Student Services | 3. Information Analysis  5. Human Resource Development and Management  6. Management of Process  7. Outcomes  8. Student Focus and Student Satisfaction |

# Comprehensive Evaluation Self-Study Template

*The following identifies the Standards to be addressed in the self-study, each with a specific set of questions, the relevant Organizational Evaluation standard or standards, and suggestions for the use of information and data to create evidence to support the organization’s self-evaluation. Visual representations, such as tables and figures, are recommended where appropriate.*

*Refer to the CAQC Organizations Handbook for full details of the Comprehensive Evaluation and the Organizational Standards; for Assessment Criteria related to Organizational Standards, refer to the Organizational Evaluation Site Visit Team’s Report Template.*

*Contact the CAQC Secretariat prior to submission for clarification of any areas:* [*CAQC@gov.ab.ca*](mailto:CAQC@gov.ab.ca)*.*

***For all Standards, the institution must present the evidence with a critically reflective analysis of strengths and challenges and illustrate growth, development, or change related to the standard since the last evaluation.***

## Executive Summary:

1. Provide a brief overview of institutional growth or changes since the last Organizational Evaluation or Comprehensive Evaluation.
2. Present major findings and recommendations, including areas of strength and weakness, of the self-study.

## Table of Contents

*Include a list of tables, figures, and appendices.*

## Introduction

### Provide a brief overview of the institution and its programs, including:

1. brief history of the institution and a description of its academic governance,
2. size - number of students and academic staff,
3. proportion of students and academic staff that are involved in degree programming,
4. type and number of credit programs,
5. proportion of degrees,
6. description of academic governance, and
7. other characteristics

*This information may be presented succinctly in a narrative or table format, as below:*

|  |  |
| --- | --- |
| Full Legal Name of Organization |  |
| Operating Name of the Organization |  |
| Common Acronym(s) - if applicable |  |
| URL for Organization’s Homepage |  |
| Addresses for the head office, the main campus  and all other operating sites, as well as telephone,  facsimile, and email contact information for at least three (3) Senior Administrators or Designates. |  |
| Number of employees (faculty, administration and staff) indicating whether full-time or part-time and whether members of Administration are considered Academic Staff/Faculty. | * Total Employees: * Faculty – Full-Time (Permanent/Continuous/Tenure): * Faculty – Part-Time (Contract): * Administration – Full-Time: * Administration – Part-Time: * Staff – Full-Time: * Staff – Part-Time: |
| Number of students enrolled, indicating whether full-time or part-time and domestic or international. Note the total number (raw plus percentage of student body) enrolled in degree programs. | * Total Number of Students (Head Count): * Total Number of Students (FLE): * Total Number of Domestic Students: * Total Number of International Students: * Total Number of Part-Time Students * Total Number of Full-Time/Full-Load Students |
| Type and Number of Credit Programs, including Degrees and indicate the proportion of programs that are degrees |  |
| Description of Academic Governance Process |  |
| Other Characteristics (optional) |  |

### Provide a description of the self-review process undertaken.

### Summarize the organization’s understanding of, and the institution’s commitment to, major issues previously identified by Council – such as those emanating from the organizational evaluation or from the last comprehensive evaluation, from each program evaluation, and from any annual report issues, and outline any resulting actions and results.

#### Sample Table – Response to Issues

|  |  |  |
| --- | --- | --- |
| **CAQC Past Issue/Condition and Source** | **Actions Taken and Outcomes** | **Additional Comments** |
| e.g. Revision of Admission Policy (Outcomes Letter Date X) | Description of Revision of Admission Policy and Link to Current Policy or Draft Policy in Appendix | Additional Comments as needed |
|  |  |  |
|  |  |  |

### Summarize significant changes since the organizational evaluation and each program evaluation by CAQC.

### Describe the evolution of the institution’s degree granting culture since the last Organizational or Comprehensive Self-Study.

### Provide an overview of the monitoring and implementation process to be adopted for recommendations arising from the current comprehensive evaluation (i.e., a draft Action Plan).

#### Sample Table – Comprehensive Evaluation Action Plan

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Recommendation or Finding** | **Response** | **Actions Proposed** | **Responsibility** | **Completion Timeframe** | **Expected Outcome** |
|  |  |  |  |  |  |
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## Organizational Standards

*For each of the 6 Organizational Standards, provide a concise narrative with appropriate evidence (as links or concise appendices) that the Organization is maintaining, sustaining, and enhancing the institutional culture or operations related to the specific Standard. Include reference to any changes made since the last Organizational Evaluation or Comprehensive Evaluation and include links to revised documents, policies, or collective agreements as needed for the Standard.*

*For each Standard, include an Analysis of Strengths, Challenges, Changes, and Outstanding Issues. In a table, present any outstanding CAQC requirements related to that Standard and indicate how the Institution is addressing them.*

*The Assessment Criteria that will be evaluated by the Site Visit Team are provided as guidance for aspects to address in the Report. Institutions may choose to use these questions as sections in their Self-Study.*

### Governance & Mandate

|  |
| --- |
| 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. |

#### Assessment Criteria

1. The organization has maintained and enhanced 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.
2. The organization’s governing board maintains 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.
3. The organization maintains/has an academic freedom policy and procedures and demonstrates that it *continues to foster* an environment where students and academic staff can display a high degree of intellectual independence.
4. The organization’s planning processes *continue to be* comprehensive and link various planning initiatives with performance indicators and benchmarks.
5. The organization, since the last Organizational or Comprehensive Evaluation, has assessed, periodically, units and operations with input from external experts and consequently has acted on its assessments of programs, academic units, and service areas per established policies or processes. Staff, Faculty, and Senior Leaders who are required to collect, manipulate, analyse, or interpret data have received training that enables them to undertake these activities accurately, ethically, and securely.

#### Strengths, Challenges, Changes, and Outstanding Issues

Provide a narrative of any strengths, challenges, changes, or outstanding issues related to the Standard. Include a Table detailing outstanding CAQC requirements related to that Standard and indicate how the Institution is addressing them

### Resource Sufficiency, Stability, and Student Protections

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| --- |
| 1. **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. |

#### Assessment Criteria

1. The organization has maintained 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).
   1. In support of fiscal sustainability and management, the institution should include discussion of or evidence for:
      1. financial resources and sources of revenue,
      2. financial obligations and expenditures,
      3. 3 or 4 year business plan, as seen below (sample table)
      4. financial ratios (e.g., cost per student per course completion; cost per student per credit hour; cost per graduate; ratio of teaching costs to overhead costs; ratio of administrative to non-administrative costs; % of expenditures on contracts for teaching staff who are not full-time employees of the organization per year; % of budget allocated to library per annum, % of budget allocated to student supports per annum; net of earned revenue minus costs per year; information technology expenditure per student and per graduate per year)
      5. organization and staffing of the business office
      6. budget preparation, financial control, and audit procedures
      7. recent audited financial statements
      8. fund-raising policies and procedures
      9. policies and procedures regarding student fees
      10. future fiscal priorities
      11. budget allocation for addressing institutional strategic
2. The organization has evidence of methods to protect student financial involvement in the case of the cessation of activity. There is evidence that these policies are followed and successfully implemented and maintained.
3. 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. There is evidence that these policies are followed and successfully implemented and maintained. See below, sub-section for Standards 2-6: Academic Staff.
4. The organization’s learning, physical IT, infrastructure, and service resources support the align with the institution’s Mission and Vision and continue to meet the needs of students, faculty, and staff and he academic programs (current and planned). The methods for establishing priorities for the maintenance of these resources, and acquisition of new resources are evident in annual reporting and planning documents.
5. The provision of student services continues to be appropriate to the institution, has been regularly assessed, and continues to be guided by policies and practices related to students’ security, rights and responsibilities, and the supports for student services continue to be 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.
6. The organization continues to ensure that student academic records and alumni records are secure.
7. The organization has established methods for managing health and safety issues appropriate to support degree programming in the program(s) it offers or plans to offer.

#### Strengths, Challenges, Changes, and Outstanding Issues

*Provide a narrative of any strengths, challenges, changes, or outstanding issues related to the Standard. Include a Table detailing outstanding CAQC requirements related to that Standard and indicate how the Institution is addressing them*

#### Sample Table: 3-4 Year Business Plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Consolidated Statement of Operations** | | | | |
|  | **Budget** | **Plan** | **Plan** | **Plan** |
|  | **Year X** | **Year X+1** | **Year X+2** | **Year X+3** |
| **Revenue:**  Grants  Earned revenue programs  Tuition and related fees  Commercial services  Sales, rentals and services  Investment income  Donations and contributions  Earned capital contributions | $  $  $  $  $  $  $  $ | $  $  $  $  $  $  $  $ | $  $  $  $  $  $  $  $ | $  $  $  $  $  $  $  $ |
| **Total revenue** | **$** | **$** | **$** | **$** |
| **Expense:**  Sales, wages and benefits  Supplies and services  Other expenses  Utilities  Scholarships and projects | $  $  $  $  $ | $  $  $  $  $ | $  $  $  $  $ | $  $  $  $  $ |
| **Operating expense** | **$** | **$** | **$** | **$** |
| **Net before interest and amortization**  Interest expense  Amortization of capital assets  Loss on disposal of capital assets | $  $  $ | $  $  $ | $  $  $ | $  $  $ |
| **Excess of revenue over expense** | **$** | **$** | **$** | **$** |
| **Unrestricted net assets** | **$** | **$** | **$** | **$** |

### Teaching and Learning

|  |
| --- |
| 1. **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. |

#### Assessment Criteria

1. Curricula and program delivery continue to achieve stated learning outcomes.
2. Graduates continue to meet and are meeting the degree-level standards as expressed in the CDQF.
3. Processes exist to develop and assess curricula and teaching practices, and to implement the results of those assessments in ongoing development. Evidence is provided that these processes have been implemented successfully.
4. Learning and assessment is informed by research and/or scholarship.
5. Faculty involved in teaching and/or supervising research are and continue to be 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. A description and analysis of opportunities and support for professional development and improvement of instruction is included with information on the proportion of faculty who are utilizing these opportunities.
6. The teaching effectiveness of faculty is assessed and recognized.

#### Strengths, Challenges, Changes, and Outstanding Issues

*Provide a narrative of any strengths, challenges, changes, or outstanding issues related to the Standard. Include a Table detailing outstanding CAQC requirements related to that Standard and indicate how the Institution is addressing them*

### Research, Scholarly, and Creative Work

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| --- |
| 1. Commitment to research, scholarly, and creative work. |
| **AREAS OF FOCUS** |
| Organizational commitment, including but not limited to workload guidelines and academic freedom, supporting the pursuit of research, scholarship, and creative work, with an evaluation system that incentivizes and rewards these pursuits. |

#### Assessment Criteria

1. Evidence is provided that the organization has developed and continues to foster 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 (Has the culture of scholarship matured since the institution first achieved degree granting status?).
2. The organization has provided 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.
3. The organization’s policies and procedures continue to support and facilitate engagement by academic staff and students in scholarship and/or research or creative activity. Required policies, procedures, or manuals have been maintained or updated and 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)
4. The institution systematically collects data on these activities to determine the level of engagement and the institution recognizes and celebrates the successes of its academic staff.

#### Strengths, Challenges, Changes, and Outstanding Issues

*Provide a narrative of any strengths, challenges, changes, or outstanding issues related to the Standard. Include a Table detailing outstanding CAQC requirements related to that Standard and indicate how the Institution is addressing them*

### Academic Quality Assurance

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| --- |
| 1. 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 institution. There is evidence of consistent implementation of quality assurance processes and findings. |

#### Assessment Criteria

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.
2. The policies and procedures for program approval are transparent and have mechanisms to ensure that modifications and improvements to program design can be made.
   1. Policies and procedures with respect to program termination are provided.
3. The institution has evidence of this through more than one successful Cyclical Program Review of degree-level programming.
4. 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. This is evidenced by more than one successful Cyclical Program Reviews for Degrees.
5. The results of quality assurance processes are communicated to faculty, staff, and students.
6. The organization has appropriate policies, procedures, governance models, or engagement/ feedback strategies in place to engage students as active partners in quality assurance processes.
7. Staff, Students, and Faculty are aware of the types of quality assurance data gathered, how it is stored, and how it may be used.

#### Strengths, Challenges, Changes, and Outstanding Issues

*Provide a narrative of any strengths, challenges, changes, or outstanding issues related to the Standard. Include a Table detailing outstanding CAQC requirements related to that Standard and indicate how the Institution is addressing them*

### Commitment to Diversity, Indigeneity, Ethical Practice, and Accessibility

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| --- |
| 1. 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. |

#### Assessment Criteria

1. The organization has maintained and updated 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.
2. The organization has maintained and updated 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.
3. 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.
4. 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®).
5. If not included under Standard 2, the organization demonstrates the supports and resources provided for traditionally underrepresented students promoting their admission, retention, and success.
6. 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.

#### Strengths, Challenges, Changes, and Outstanding Issues

*Provide a narrative of any strengths, challenges, changes, or outstanding issues related to the Standard. Include a Table detailing outstanding CAQC requirements related to that Standard and indicate how the Institution is addressing them*

### Standards 2-6: Academic Staff Detailed Information

In connection to Standards 2-6, please comment specifically on the Academic and Administrative Staff in relation to degree programming and provide the following to support the ongoing sustainability of the faculty complement in support of the institution’s mission and academic goals.

The institution should include information on the following items:

1. Key academic administration staff and academic staff teaching in the approved degree programs and their abbreviated CVs using the CAQC Narrative CV Template to detail both teaching and scholarly accomplishments.
   * *As Administrator CVs may be provided with Standard 1, please include all CVs in a single appendix and cross reference to the specific CVs as needed.*
2. Profile of key academic staff teaching in each degree program with respect to number, discipline, credential, contract type (permanent and full or part-time status), teaching experience. Refer to Council’s Standards on Academic Staff in the CAQC Handbook 2.0: Degrees and Sample Table, below.
3. A summary of the original faculty plan for each program with analysis of whether, how, and why it has changed since program implementation with reference to faculty plan and teaching/research/service/supervisory workload (append relevant information on collective agreements, etc., related to faculty contract types and workloads) with an overview of future plans and priorities regarding academic staff.
4. For each degree, a summary of scholarly activity of faculty, and an analysis of growth since degrees were first approved (see also Sample Table).
5. An analysis of strengths and challenges faced by each degree and the institution’s plans to address these.

#### Sample Academic Staffing Table by Program

Provide the following information for Faculty teaching in degrees to support the narrative analysis provided above. Add rows as needed.

number, discipline, credential, contract type (permanent and full or part-time status), teaching experience.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Faculty Degree Credentials by Highest Degree Attained** | | | | | |
| **Credential** | **Number of Faculty** | | **Percentage of Degree Status** | **Program/Degree/ Discipline** |  |
| **PhD** | **# of #** | **Full-time** | **%** |  |  |
|  | # of # | Part-time | % |  |  |
| Terminal Credential (other than PhD) | # of # | Full-time | % |  |  |
|  | # of # | Part-time | % |  |  |
| Master (if not Terminal) | # of # | Full-time | % |  |  |
|  | # of # | Part-time | % |  |  |
| Bachelor | # of # | Full-time | % |  |  |
|  | # of # | Part-time | % |  |  |
| Experientially Qualified | # of # | Full-time | % |  |  |
|  | # of # | Part-time | % |  |  |

#### Sample Table – Scholarly Activity by Program

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TABLE 2: SCHOLARLY ACTIVITY BY APPROVED DEGREE PROGRAM / MAJOR** |  |  |  |  |
|  | (1) | | (2) | |
| **Category – Type of Scholarly Output (refer to Handbook or Tri-Council)** | **Last Self-Study Year** | | **Current Self-Study Year** | |
| **In progress** | **Completed** | **In progress** | **Completed** |
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| TOTAL number of full-time + part-time CONTINUING / PERMANENT / TENURE faculty teaching in the program (headcount – do not include contract/term certain faculty) |  | |  | |

### Detailed Degree Information

The institution should include information and analysis on the following items related to each degree offered at the institution in brief, summary, or tabular format (note that Site Visit Team Members may be provided with past Program Reviews, Monitoring Reports, or other information from Council for context):

1. Summary information for each degree program, by major (4 Year) or concentration (3 Year), currently offered. This should include headcounts, FLEs, number of graduates, student retention, etc. (See Sample Table, below). Summary information should also include:
   1. Grade distributions
   2. Class-size analysis and student-instructor ratio
   3. Transfer
      1. Transfer into approved degree programs from other institutions
      2. Transferability of course credits to other educational institutions and arrangements, if any, with respect to acceptance of approved degree programs for admission to graduate or professional programs
2. Advisory Bodies: Information on any advisory bodies, including their composition and purpose
3. Performance Indicators
   1. Historical performance of graduates such as the number going on to further post-secondary studies, number going on to employment, awards received, pass rates on licensing or professional exams, etc.
   2. Feedback from students and alumni including, where appropriate, provincial graduate satisfaction surveys; Student Satisfaction data by program
   3. Historical performance and outcomes of the institution in providing learning and support to students in degree programs – provide performance indicators and targets
4. Analysis of how implementation plans for each degree program have been met, or how they have changed; program accomplishments; future plans and priorities regarding curricula and instruction. This includes a summary, by degree, of progress in meeting Council’s expectations as noted in Outcomes Letters and communications with Council.

#### Analysis of Strengths, Challenges, Changes, and Outstanding Issues:

*The Institution should provide a reflective and critical analysis of their degree programming and the successes and challenges of each with insight into the institution’s responses to maintaining, sustaining, and enhancing degree programming at the institution.*

#### Sample Table Degree Profiles

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Degree or Major** | **Total Headcount (All Years)** | **Total FLE (All Years)** | **Graduates (Total Cumulative)** | **Student Retention** | **Instructor: Student Ratio** | **Employment** |
| Degree 1, Major 1 | 122 | 98 | 82 | 82% | 1:40 | 92% |
| Degree 1, Major 2 | 122 | 102 | 98 | 92% | 1:35 | 89% |
| Degree 2 | 122 | 122 | 120 | 98% | 1st Year: 1:50  4th Year: 1:25 | 95% |

#### Sample Table – Demographic Profile by Degree

1. Provide the demographic profile of the student body such as student profiles by credentials (degree only) offered, as seen below:

|  |  |  |
| --- | --- | --- |
| **Bachelor of Arts Degree (by Major/Specialization)** | **Bachelor of Science Degree (by Major/Specialization)** | **Bachelor of Education Degree** |
| 25 years old (average)  54% Female / Male / Other  85% from Alberta  % International Students  % Indigenous Students  28% previous post-secondary | 24 years old (average)  63% Male / Female / Other  82% from Alberta  % International Students  % Indigenous Students  21% previous post-secondary | 24 years old (average)  63% Male / Female / Other  82% from Alberta  % International Students  % Indigenous Students  % Previous Post-Secondary |

## Conclusions

1. Provide a summary of the major conclusions that were reached and any recommendations – areas in which action is required – that are offered in the report.
2. Provide a summary of all internally created recommendations or action plans.

***When developing recommendations, it is best to ensure they are achievable, according to resource availability, for example.***