COMPREHENSIVE EVALUATION SITE VISIT TEAM REPORT – TEMPLATE

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

# 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.*

# EXECUTIVE SUMMARY

## ASSESSMENT SUMMARY TABLE

*Mark whether the institution Fails, Meets, or Conditionally Meets the Expectation or Standard in the following table.*

|  |  |  |  |
| --- | --- | --- | --- |
| **CAQC Expectation or Organizational Standard** | **Fails** | **Meets** | **Conditional** |
| 1. **Expectation:** Response to past Conditions/Recommendations; Implementation Plan | X | X | X |
| 1. Governance infrastructure codified in policies and procedures aligned with best practices among Canadian degree-granting institutions |  |  |  |
| 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. |  |  |  |
| 1. Degree Specific Information |  |  |  |

## OVERALL RECOMMENDATIONS

The Site Visit Team recommends….

SAMPLE WORDING: The Team believes [Institution] [has / has not] demonstrated the capacity to sustain baccalaureate/graduate degree programming and recommends that the Council [recommend / not recommend] the institution for continued operation of its degrees [with/without] the following conditions…

OR

The Team members have concluded that [Institution] [meets / does not meet] the organizational criteria and standards set by CAQC to implement and sustain degree programming. The Team recommends that the Council [move / not move] the institution forward for continued degree granting. The following degrees should be monitored closely by Council….

*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.

# INTRODUCTION

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

***Sample Wording***

In accordance with the province of Alberta’s *Post-Secondary Learning Act* and the regulations of the Campus Alberta Quality Council (CAQC), this report is intended to provide a comprehensive assessment of the effectiveness of [Institution Name] in meeting the organizational and program standards of CAQC. The review team of [NAMES]…

The CAQC is accountable to the Minister of Advanced Education for assessing all degree programs offered in Alberta. CAQC is also *“responsible for monitoring an approved degree program to ensure that it continues to meet the Council’s conditions and standards of institutional program quality.”* This report is undertaken to support these requirements of the CAQC.

The report is based on a review of the Institution’s self-study and related documents provided before and during a site visit that was conducted via meetings on DATE. The meetings that constituted the site visit were well-organized and informative, and provided the team with ample opportunity to explore issues and address concerns raised by the documentation.

Council invited…..

On Date X….

On Date Y…

The Team would like to….

# INSTITUTIONAL OVERVIEW AND RESPONSE TO PAST REVIEWS

*Provide a brief narrative of the institution’s summary of its degree-granting status, response to Council’s past expectations, monitoring, and implementation plans.*

**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…

# Organizational Standards

## 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. |

**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…

### Team Comments

|  |
| --- |
| **Standard 1: Criteria for Assessment and SVT Comments** |
| 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. |
| **Site Visit Team Comments** |
| 1. 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. |
| **Site Visit Team Comments** |
| 1. 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. |
| **Site Visit Team Comments** |
| 1. The organization’s planning processes *continue to be* comprehensive and link various planning initiatives with performance indicators and benchmarks. |
| **Site Visit Team Comments** |
| 1. 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. |
| **Site Visit Team Comments** |
| **Strengths, Challenges, Changes, and Outstanding Issues**   * The organization has appropriately identified and responded to (or has plans to respond to) strengths, challenges, changes, and outstanding issues presented in the Self-Study or in outstanding CAQC requirements. |
| **Site Visit Team Comments** |

## Resource Sufficiency, Stability, and Student Protections

|  |
| --- |
| 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. |

**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…

### Team Comments

|  |
| --- |
| **Standard 2: Criteria for Assessment and SVT Comments** |
| 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 |
| **Site Visit Team Comments** |
| 1. 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. |
| **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. There is evidence that these policies are followed and successfully implemented and maintained. See below, sub-section for Standards 2-6: Academic 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 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. |
| **Site Visit Team Comments** |
| 1. 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. |
| **Site Visit Team Comments** |
| 1. The organization continues to ensure that student academic records and alumni records are secure. |
| **Site Visit Team Comments** |
| 1. 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. |
| **Site Visit Team Comments** |
| **Strengths, Challenges, Changes, and Outstanding Issues**   * The organization has appropriately identified and responded to (or has plans to respond to) strengths, challenges, changes, and outstanding issues presented in the Self-Study or in outstanding CAQC requirements. |
| **Site Visit Team Comments** |

## 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. |

**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…

### Team Comments

|  |
| --- |
| **Standard 3: Criteria for Assessment and SVT Comments** |
| 1. Curricula and program delivery continue to achieve stated learning outcomes. |
| **Site Visit Team Comments** |
| 1. Graduates continue to meet and are meeting the degree-level standards as expressed in the CDQF. |
| **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. Evidence is provided that these processes have been implemented successfully. |
| **Site Visit Team Comments** |
| 1. Learning and assessment is informed by research and/or scholarship. |
| **Site Visit Team Comments** |
| 1. 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. |
| **Site Visit Team Comments** |
| 1. The teaching effectiveness of faculty is assessed and recognized. |
| **Site Visit Team Comments** |
| **Strengths, Challenges, Changes, and Outstanding Issues**   * The organization has appropriately identified and responded to (or has plans to respond to) strengths, challenges, changes, and outstanding issues presented in the Self-Study or in outstanding CAQC requirements. |
| **Site Visit Team Comments** |

## Research, Scholarly, and Creative Work

|  |
| --- |
| 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. |

**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…

### Team Comments

|  |
| --- |
| **Standard 4: Criteria for Assessment and SVT Comments** |
| 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?). |
| **Site Visit Team Comments** |
| 1. 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. |
| **Site Visit Team Comments** |
| 1. 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) |
| **Site Visit Team Comments** |
| 1. 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. |
| **Site Visit Team Comments** |
| **Strengths, Challenges, Changes, and Outstanding Issues**   * The organization has appropriately identified and responded to (or has plans to respond to) strengths, challenges, changes, and outstanding issues presented in the Self-Study or in outstanding CAQC requirements. |
| **Site Visit Team Comments** |

## Academic Quality Assurance

|  |
| --- |
| 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. |

***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…

### Team Comments

|  |
| --- |
| 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. 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. |
| **Site Visit Team Comments** |
| 1. The institution has evidence of this through more than one successful Cyclical Program Review of degree-level programming. |
| **Site Visit Team Comments** |
| 1. The 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. |
| **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. |
| **Site Visit Team Comments** |
| **Strengths, Challenges, Changes, and Outstanding Issues**   * The organization has appropriately identified and responded to (or has plans to respond to) strengths, challenges, changes, and outstanding issues presented in the Self-Study or in outstanding CAQC requirements. |
| **Site Visit Team Comments** |

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

|  |
| --- |
| (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…

### Team Comments

|  |
| --- |
| **Standard 6: Criteria for Assessment and SVT Comments** |
| 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. |
| **Site Visit Team Comments** |
| 1. 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. |
| **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. |
| **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®). |
| **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. |
| **Site Visit Team Comments** |
| **Strengths, Challenges, Changes, and Outstanding Issues**   * The organization has appropriately identified and responded to (or has plans to respond to) strengths, challenges, changes, and outstanding issues presented in the Self-Study or in outstanding CAQC requirements. |
| **Site Visit Team Comments** |

## 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.

**Examples of recommended evidence**

* 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.

**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…

### Team Comments

|  |
| --- |
| **Academic Staff Detailed Information and SVT Comments** |
| 1. The Organization has provided the CVs of key academic teaching and administrative staff for the approved degree programs detailing their qualifications, teaching, and scholarship accomplishments. |
| **Site Visit Team Comments** |
| 1. The profiles 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 have been provided and meet Council’s expectations and Standards on Academic Staff in the CAQC Handbook 2.0: Degrees. |
| **Site Visit Team Comments** |
| 1. The institution has included a summary of the original faculty staffing plan and included an analysis of whether, how, and why it changed since program implementation. The institution has included an overview of future plans and priorities regarding academic staff. |
| **Site Visit Team Comments** |
| 1. For each degree, a summary of scholarly activity of faculty, and an analysis of growth since degrees were first approved (see also Sample Table). |
| **Site Visit Team Comments** |
| Strengths, Challenges, Changes, and Outstanding Issues   * The organization has appropriately identified and responded to (or has plans to respond to) strengths, challenges, changes, and outstanding issues presented in the Self-Study or in outstanding CAQC requirements. |
| **Site Visit Team Comments** |

## Standards 2 – 6: 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).*

**Examples of recommended evidence**

* Summary information on each degree including information requested in the Self-Study Template.

**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…

### Team Comments

|  |
| --- |
| **Degree Detailed Information and SVT Comments** |
| 1. The Summary information for each degree program is sufficient to assess the quality and ongoing sustainability of the program. This includes by major (4 Year) or concentration (3 Year), currently offered:    1. headcounts, FLEs, number of graduates, student retention, etc. (See Sample Table, below).    2. Grade distributions    3. Class size    4. Transfer agreements |
| **Site Visit Team Comments** |
| 1. Advisory bodies: the Programs have appropriate advisory bodies for ongoing sustainability   Grade distributions |
| **Site Visit Team Comments** |
| 1. Performance Indicators – the Institution has presented appropriate performance indicators and responded to the evidence presented including:    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 |
| **Site Visit Team Comments** |
| 1. The institution has provided an 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. They have included a summary, by degree, of progress in meeting Council’s expectations as noted in Outcomes Letters and communications with Council. |
| **Site Visit Team Comments** |
| Strengths, Challenges, Changes, and Outstanding Issues   * The organization has appropriately identified and responded to (or has plans to respond to) strengths, challenges, changes, and outstanding issues presented in the Self-Study or in outstanding CAQC requirements. |
| **Site Visit Team Comments** |

# Concluding Remarks (Optional)