CHAPTER 3 – MEASURING EXCELLENCE BY PROGRAM QUALITY ASSURANCE

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OVERVIEW

The task force on excellence in graduate programs was established in 2019 by CAGS and includes colleagues from several universities across Canada. The overarching aim of the task force is to recommend approaches to incent excellence in graduate programs/education. Focal points in this mandate include the following areas: interdisciplinary PhD programs, PhD professional skills, and quality assurance and learning outcomes. In this chapter we review how quality of graduate programs and learning outcomes have been and are currently measured, and propose through various recommendations how we might expand our efforts to achieve excellence. This document is intended to encourage a dynamic conversation in the academy of how we might rise to the challenge of inspiring excellence in our students and the programs they enrich.

AIM

The academy has always been viewed as doing more than training for a particular vocation or profession. In fact, the role of higher education has been linked to promoting economic and social development, advancing knowledge via research and teaching, influencing higher education policy and practice locally and globally, and helping graduates become "future generators of sustainable value for business and society at large … to work for an inclusive and sustainable global economy…" (Gurpur & Raudesai, 2014 in Diver, 2019). However, over the last few years, scholars, as well as government officials and public members, have forced a re-visitation of the role of higher education in employability of its graduates, along with determining competency and performance benchmarks. The overarching aim of higher education is said to help learners develop a critical mindset; for

> "*students to grow as flexible and independent individuals who would be able to embrace the challenges of a world in which the concepts of a single career and stable employment are increasingly seen as belonging in the past, and in which what counts is not so much the content of what they have studied – which in some areas is likely to become out of date almost by the time they leave university – but the skills they have acquired and their ability to continue to learn and develop as they move between different environments, different occupations, indeed different countries*" (Jedrzejewski, 2019).

While learners today tend to maintain multiple responsibilities and experience various time and financial strains, Polson (2003) recognized that the graduate student population is comprised of increasingly diverse adults, each with their own distinct needs. Graduate admissions are less homogenous than undergraduate admissions, and the procedures adopted tend to be informal, ad hoc, and lacking in continuity (Cuny & Aspray, 2002). According to Amaral and Rosa (2010), the massification of higher education created a large heterogeneity of the quality of both students and professors. The graduate "system" is complex and variable; some graduate programs are more likely to accept students who are professionally employed full-time, enrolled on a part-time basis, prefer distance education delivery systems, or alternatively, enrolled immediately after completing their undergraduate studies straight out of high school. Some students in our graduate programs are focused on traditional routes, while others thrive and crave the pursuit of unique career tracks. Notably, Polson (2003) argued that "the graduate student population has changed much more than the programs that serve it" (p.58).

The task force on excellence in graduate programs was set up in 2019 by CAGS and includes colleagues from several universities across Canada. The aim of this chapter is not to determine the diverse roles of the academy, nor offer evidence on its influence and whether these goals and roles have been met over time. Similarly, it is beyond the scope of this paper to discuss the various barriers to learners (e.g., low self-confidence, poor motivation, perceived versus real skills-deficits), institutions (e.g., lack of work-relevant experiences, insufficient disability/inclusion services, welfare, and wellbeing initiatives/programs), or our broader socio-political systems (e.g., political instabilities, racism, unequal access to health, economic, social resources) on

meeting these goals. Assessment is part of a deeper and broader scholarship, one which we cannot comprehensively or exhaustively represent in this single static document. Rather, **our goal is to situate the assessment of learning outcomes and evaluation of graduate education programs within the current Canadian context** by briefly reviewing common practices while comparing it to the state of the published literature, and then concluding with some proposed recommendations of best practices that may push programs to extend their reach in future planning and quality assurance.

BACKGROUND

Ewell and Cumming (2017) present a descriptive account of the historical and conceptual basis of **assessment in higher education**, arguing there were both theoretical and methodological contributions of the research tradition to assessment. The birth of assessment practice was impacted by a number of intellectual forbearers in the 1960s and 1970s: (i) the research focused on student learning, maturation, and attitude development; (ii) the research on retention and student behavior which yielded applied research models; (iii) program evaluation as action research and "scientific" management (e.g., strategic planning, program review, and budgeting) as "systems thinking" that focused on student outcomes; and (iv) the mastery and competency-based learning movement and testing and measurement paradigm. Each of these traditions **shaped the language and practice** of the assessment movement in higher education, and similarly the conflicting political and intellectual traditions that have remained in the assessment field (Ewell & Cumming, 2017).

The stimulus for the First National Conference on Assessment in Higher Education, held in the fall of 1985, involved the three main recommendations that emerged from a report called *Involvement in Learning* (NIE, 1984): (i) higher levels of student achievement could be fostered through active learning environments, (ii) prompt and useful feedback should be delivered, and (iii) higher education institutions could learn from their own performance feedback (Ewell & Cumming, 2017). From the outset, the assessment of learning was presented as a form of scholarship, wherein **faculty should be willing** to "engage in assessment as an integral part of their everyday work" (Ewell & Cumming, 2017, p.7). Outside of the academy, there were state-based calls (1983) for greater accountability of post-secondary education, now seen as a "powerful engine for economic and workforce development" (Ewell & Cumming, 2017, p.7). Interestingly, these are recurring themes in our present day, as higher education continues to struggle in its response to these same challenges.

In the United States, assessment in higher education is described as a reform movement that started in early 2000 in order to "spur improved learning in higher education through regular and systematic measurement" (https://en.wikipedia.org/wiki/Assessment_in_higher_education; Harvey & Williams, 2010). In his introduction of two special issues in *Quality in Higher Education,* Williams (2010) reviewed the changing themes and concerns from 1995 to 2010, instigated primarily by **public and governmental disillusionment**, in the way quality assurance and quality enhancement occurred. Similarly, higher education across the globe was in turbulence, as there were marked changes in both the context and condition of academic work (Newton, 2010). According to Blackmur (2010), governments legislated higher education 'quality' and established public agencies; there was a proliferation of national qualifications frameworks; organisations such as the World Bank and UNESCO prescribed policy and funding; there was a multiplication of global and regional networks, such as the International Network for Quality Assurance Agencies in Higher Education (INQAAHE); and agency staff asserted that they belonged to a 'profession'. Advocates promoted assessment as a process that would employ empirical data to improve teaching and student learning (Allen, 2004; Roscoe, 2017; Suskie, 2004; https://en.wikipedia.org/wiki/Assessment_in_higher_education). As such, the field of quality was described as a 'quality revolution' in higher education due to massification, internationalisation, and marketisation (Harvey & Williams, 2010). Links have been made between program quality and: (i) institutional performance measures (e.g., job satisfaction, self-efficacy, goal commitment, organizational commitment among teaching staff); (ii) employability; and (iii) funding (Harvey & Williams, 2010). However, over time assessment primarily focused on testing whether students recall content rather than higher-level thinking skills required of experts and professionals (Lodge, 2014), and many criticisms emerged on the assessment movement. The central sentiment

was that institutions were required to elaborately invest time and resources collecting data that did not usefully improve student learning, resulting in assessment being viewed as a 'hot mess' faculty hated (Gilbert, 2015; Lederman, 2019).

Challenges to Assessment in Higher Education

One of the challenges to assessment practice stems back to its different definitions, related to the traditions that seemed to create a dichotomy of purpose from the outset (i.e., accountability versus improvement), and in methods and units of analysis (Ewell & Cumming, 2017). Those with roots in the **mastery-learning tradition** refer to assessment as the processes that demonstrate an individual's mastery of complex abilities; while those rooted in **K-12 practice** refers to assessment as the process of benchmarking school and district performance through large-scale standardized examinations founded on well-established psychometric principles (Ewell & Cumming, 2017). A third tradition, **program evaluation**, defined assessment as employing various methods to aggregate evidence with the purpose of improving curricula and pedagogy (Ewell & Cumming, 2017). In addition to diverse purposes, practitioners were challenged with finding credible and useful methods to gather assessment evidence. Between 1986 and 1989, there was an explosion of new tests for program evaluation (e.g., ACT Collegiate Assessment of Academic Proficiency, Educational Testing Service Proficiency Profile, ETS Major Field Achievement Tests) developed by the major testing (Ewell & Cumming, 2017). These challenges were complicated by the lack of experience by institutions on conducting assessment programs, cost concerns, and the absence of case study prototypes (Ewell & Cumming, 2017).

Despite these and other challenges, it is hard to deny that assessment has remained both in "power and permanence" (Ewell & Cumming, 2017, p.14). Perhaps, as scholars have suggested, assessment has persisted because it is one necessary condition for undertaking meaningful reform in education (Ewell & Cumming, 2017; Saarinnen, 2010). As a concept, 'quality' has offered us an opportunity to discuss academic work in light of its opportunities and challenges, both in our current and future states.

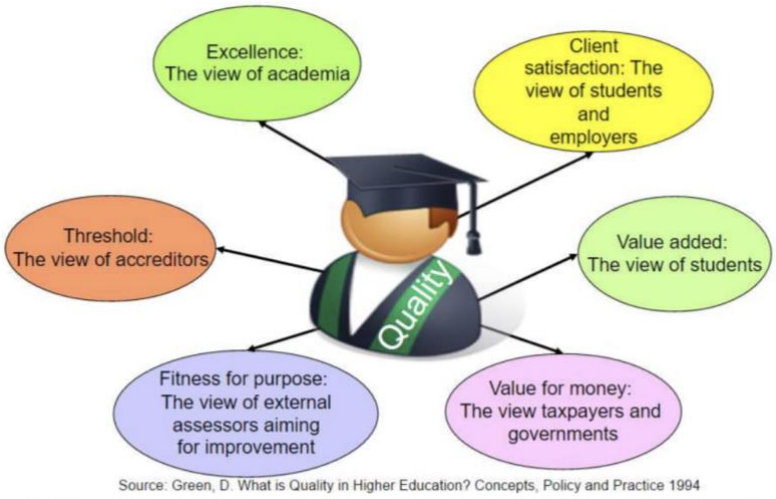
DEFINITIONS FOR TRANSPARENCY

As with all fields and disciplines, there is a distinct language used in assessment that should be highlighted and clarified so that participants and consumers are not excluded from the conversation. Multiple meanings have been linked to the concept of 'quality' over time, thereby contributing to the term being contested (Ewell & Cumming, 2017; Newton, 2010; Tam, 2001 as cited by Harvey & Williams, 2010). As shown in Figure 1, various categories of quality in higher education have been proposed.

Source: The Chartered Institute of Internal Auditors

Figure 1: Harvey and Green's five ways of thinking about quality in higher education
[Taken from: Quality Assurance in Higher Education: A Practical Handbook]

To understand 'quality', it is useful to consider it in relation to its proposed purpose and context. For instance, some consider quality in relation to the measurement of a university's **performance** and implications for selection criteria; others view it as a **production** model where there is a direct relationship between inputs and outputs; others still consider quality as a **value-added** approach which measures the gain of students before and after they receive their education; and others focus on the total **quality experience** of learning by students in higher education (Harvey & Williams, 2010). Bergeron (2017, p.50) adds that in higher education, assessment can occur at different levels within an institution (i.e., classroom, program, and institutional levels) and can be locally or externally developed (i.e., published tests). Within the learning outcomes tradition and practice, Ewell and Cumming (2017) remind us it is prudent to distinguish between different: (i) levels of analysis, (b) kinds of 'results' of an academic experience, and (c) perspectives or viewpoints, when thinking about assessment. As shown in Figure 2, a combination of stakeholder perspectives might offer the most useful view of quality.



Source: Image adopted from AUN-QA training course presentation (after Green 1994)

Figure 2: Combination of perspectives and stakeholder views on quality

Similar to the varying defintions of quality, there is not a standardized definition of assessment. Various traditions have influenced assessment practice and shaped the language and practice of the assessment movement. Still, most researchers and practitioners in higher education describe assessment as a: (i) continuous and systematic process, (ii) with the goal of improving student learning, (iii) by gathering, analyzing, and using information from multiple sources, (iv) so we can draw inferences about our students, curriculum, and programs, and (v) in order that we improve learning. As showin in Figure 3, the foundational values of assessment lie in action and improvement (Ewell & Cumming, 2017; Bergeron, 2017). Quality assessment involves understanding what the minimum standards are, empowering everyone (i.e., students, faculty, administrators) to have the right information so they can make informed decisions, to subsequently take action in making the needed pedagogical and system-wide changes and improvements.

Figure 3: Quality Assessment Process

Keeping our Definitions Straight [Unless otherwise indicated, all definitions have been taken from the glossary of the book: Ewell P.T. & Cumming T. (2017). "History and conceptual basis of assessment in higher education", in Enhancing assessment in Higher Education: Putting Psychometrics to Work. Cumming T. & Miller D. (Eds). Pp: 3 – 26. Sterling, Virginia: Stylus Publishing.]

Accountability is a relationship where one party is responsible to another party for achieving and assessing agreed-upon goals.

Assessment is a term that is sometimes distinct from testing but can be broader. It is a process that integrates test information with information from other sources, but it can be as narrow as a single test. Ewell and Cumming (2017) also state that the overriding purpose of assessment is to:

> "Provide information that will enable faculty, administrators, and student affairs professionals to increase student learning by making changes in policies, curricula, and other institutional programs, and to ensure these changes are actualized through pedagogy and student experience" (p.20) and that the "foundational values of assessment lie in action and improvement (p.23).

Similarly, Bergeron (2017) states that:

> "Although the language used to define *assessment* has not been standardized, researchers and practitioners in higher education describe **assessment as a continuous process aimed at improving student learning, assessment is the systematic process of gathering, analyzing, and using information from multiple sources to draw inferences about the characteristics of students, the curriculum, and programs for the purposes of making informed decisions to improve learning**" (p.49).

Direct Assessment is the measurement of student knowledge, behaviors, and learning and is linked to specified student learning outcomes.

Evaluation is the process of assessing the value, worth, or effectiveness of an educational program, process or curriculum; it includes evidence-gathering processes that are designed to examine program or institution-level effectiveness.

Goals are the general aims or purposes of an educational system, often at the program level, that are broadly defined and include intended outcomes.

Indirect assessment is the measurement of student learning experiences often linked to direct assessments but not measuring student learning outcomes. Consequently, indirect assessments can include opinions or thoughts about student knowledge, values, beliefs, and attitudes about educational programs, processes, and curriculum. They may also include measures of student outcomes such as retention rate, course grades, or grade point averages that are not direct assessments of the student learning outcomes.

Measurement has come to imply the collection of only quantitative results; however, the evidence of assessment results in quality assurance contexts can embrace results of both quantitative and qualitative approaches to gathering information (Ewell & Cumming, 2017, p.20).

Objectives are brief, clear statements of the expected learning outcomes of instruction, typically at the course or program level.

Outcomes are the student results of programs including behaviors, knowledge, skills, and level of functioning. They are usually measured as a test or assessment.

Outputs are the results of program participation that specify types, levels, and targets of service. They are often measured as a count (e.g., number of students participating in a program).

Reliability is the consistency of scores across replications of a testing procedure.

Student learning outcomes (SLOs) are behavioral statements that specify what students will learn or can do as a result of a learning program, process, or curriculum.

Tests are devices or procedures in which a sample of an examinee's behavior in a specified domain is obtained and subsequently evaluated and scored using a standardized process.

Validity is the degree to which evidence and theory support the interpretations of test scores or assessment results for proposed uses.

QUALITY IN HIGHER EDUCATION

Even prior to the COVID-19 pandemic, higher education has evidenced a dramatic change over the last decade, with greater attention focused on the value of distance education and different modalities for educational delivery, the increased recognition of prior and diverse learning experiences, and expansion of professional accreditation needs. On an international scope, there are organizations dedicated to quality assurance in higher education, including the International Network for Quality Assurance Agencies in Higher Education (INQAAHE; https://www.inqaahe.org/), the European University Association (EUA; https://eua.eu/), the UNESCO Global Forum on International Quality Assurance, Accreditation and Recognition of Qualifications in Higher Education (https://en.unesco.org/themes/education/), and the US Council for Higher Education Accreditation (https://www.chea.org/). For instance, INQAAHE, established in 1991, is a world-wide association of organisations that is active in the theory and practice of quality assurance in higher education, and provides a forum for the discussion of global issues that go beyond national or regional boundaries. With the goal of advancing excellence in higher education through an active international community of quality assurance agencies, one arm of INQAAHE's mission is to develop and promote standards of professional practice in quality assurance, which are set out in the Guidelines of Good Practice in Quality Assurance (GGP). Although INQAAHE has notably made substantive contributions in developing various resources for institutions engaged in quality assurance (e.g., criteria for use in self and external evaluations, staff professional development), only recently has it focused on offering education and training for the development of quality assurance professionals. It is expected that efforts such as these by INQAAHE will promote the advancement and expert contributions possible within the higher education quality assurance arena.

Similarly, we can look historically to other international efforts made to the field of assessment and quality assurance. In 1999, the Bologna process aimed to "increase international competitiveness and achieve greater comparability and compatibility of higher education systems, attention to quality, its assurance and

improvement" (Huisman & Westerheijden, 2010, p.63). Huisman and Westerheijden (2010) also explained how the *European Standards and Guidelines* (ESG) has contributed to achieving consensus on good practice by focusing on three areas: (i) internal quality assurance within higher education institutions, (ii) external quality assurance of higher education institutions, and (iii) external quality assurance of quality assurance agencies. Despite those who argue in favor of or against, one cannot dismiss the influence of the development of qualification or regulatory frameworks in the field of quality between 1995 and 2010 (Harvey & Williams, 2010).

With this in mind, our goal was to learn more about the current quality assurance (QA) governance structure and processes in Canada. To do this, we conducted an environmental scan of fifteen Canadian universities and gathered any publicly available information from their websites on the QA framework and processes they adopted (Figure 4). For provinces with more than two universities (e.g., Ontario, Alberta, Quebec), we agreed to select one large and one smaller university, where possible. In addition, we turned to the existing literature in peer-reviewed journals to focus on these four main areas to better understand QA frameworks and processes.

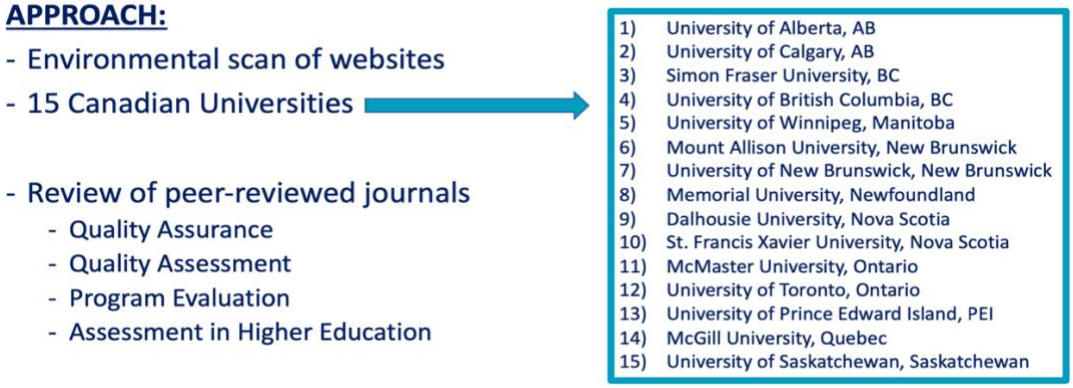


Figure 4: Literature Review and Environmental Scan of Canadian Universities

The sections to follow present the combined results of our literature review and website environmental scan.

MULTI-LAYERED CANADIAN CONTEXT OF GRADUATE EDUCATION PROGRAMMING, QUALITY ASSURANCE, AND EVALUATION

Historically, there has existed a clear tension between quality assurance (QA) as a "bureaucratic and administrative task and the improvement of the quality of academic endeavours" (Harvey & Williams, 2010, p.24). Notably, conceptions and methods of QA, that originated in North West Europe and the United States, have served as the basis for global developments by quality assurance agencies. This has led to the proliferation of qualifications frameworks and increased pressure to "accredit everything" (Harvey & Williams, 2010, p.24). There are several national, provincial, and local quality standards that academic programs must meet to be sustained. These multi-level *Quality Assurance* (QA) processes are "designed to help each faculty, department, institute, and program achieve and maintain standards of excellence in research and teaching" relative to comparable units nationally and internationally, as well as "to create an institutional culture of excellence, and meet public accountability expectations through a credible, transparent, and action-oriented review process" (University of Calgary, September 20, 2021; https://www.ucalgary.ca/provost/strategic-initiatives/quality-assurance). In the following sections, we will present a brief overview of the QA system within a Canadian-specific context.

National-Level

Unlike the United Kingdom's Quality Assurance Agency (QAA) in Higher Education and the United States' Council for Higher Education Accreditation (CHEA), there is no such equivalent in Canada. While the Universities

Canada (UC) is not a national accreditation body, it does unify the universities within our ten provinces and three territories in their shared commitment to and culture of quality and excellence. The application process to become a Universities Canada member is rigorous and requires that institutions meet various criteria and principles, including: (1) a formal, approved, and transparent quality assurance and continuous improvement policy of its academic programs; (2) the policy is comprehensive (i.e., current and planned programs, undergraduate, graduate, campus-or distance-based, in Canada or beyond) and all academic reviews conducted on a regular cycle; (3) quality assessment is based on self-evaluation and external peer review of all stakeholders (i.e., students, faculty, administration, alumni, community representatives); and (4) documentation of the quality assurance process is made public to increase transparency and accountability (https://www.univcan.ca/universities/quality-assurance/quality-assurance-principles/).

Provincial-Level

Under provincial or territorial jurisdictions, Canadian universities grant their degrees, as well as determine their own quality assurance standards and procedures, make their policies and processes formal and transparent, and are externally reviewed by the relevant provincial quality assurance authorities or professional accreditors (https://www.univcan.ca/universities/quality-assurance/). Moreover, there is a shared understanding of the value of academic credentials across Canadian institutions through the support of a Canadian Degree Qualifications Framework (https://www.univcan.ca/universities/quality-assurance/), which was adopted in 2007. The qualifications framework is part of the overarching *Ministerial Statement on Quality Assurance of Degree Education in Canada*, which outlines guidelines on assessing the quality of new degree programs and new degree-granting institutions (https://www.cicic.ca/1286/pan_canadian_qualifications_frameworks.canada). The framework places individual qualifications within their respective education systems, describes the relationship between different qualifications, illustrates the continuum of learning expectations, offers a context for policies on credit transfer and qualification recognition, and enables the cross-comparison of educational system standards (https://www.univcan.ca/universities/quality-assurance/), which is most helpful when comparing qualifications of internationally trained individuals (https://www.cicic.ca/1286/pan_canadian_qualifications_frameworks.canada).

Local-Level

Higher education institutions in Canada fall under provincial or territorial jurisdiction, employ the Canadian Degrees Qualification Framework, and are otherwise autonomous in developing and maintaining regular internal quality assurance policies and procedures within their institutions. Internal quality assurance policies and procedures may vary across institutions, but typically include a review of all new and revised programs by the university governing body, curriculum evaluations, self-study reviews, student satisfaction surveys, and external disciplinary expert peer review of programs (https://www.univcan.ca/universities/quality-assurance/the-role-of-universities-in-quality-assurance/). These regularly conducted quality reviews are intended to enhance the quality of the academic programs offered at each institution. For instance, in Alberta, the Campus Alberta Quality Council is mandated to conduct quality reviews of new degree program proposals, monitor them once approved, and provide an external quality assurance review to ensure programs continue to meet high quality standards. Members of the Council are appointed by the Minster of Enterprise and Advanced Education and are at arm's length from the quality assurance agency. The Council reviews applications from universities wanting to offer new degree programs and then provides its recommendation to the Minister (https://caqc.alberta.ca/).

Quality Assurance Processes: Institutional, Program, and Course-Level Alignment

To provide the highest quality learning experience for all students and maintain the reputation and integrity of their academic programs, universities have policies and procedures in place to facilitate QA (Canadian Memorial Chiropractic College, 2020; Nie & Hossain, 2021). Moreover, QA practices have become critical to achieving a university's mission, vision, and strategic plans. As shown in Figure 5, QA policies and procedures

facilitate the ongoing development, review, and improvement of curricula, courses, and programs (i.e., Academic Unit Reviews, Curriculum Reviews), and in some cases, external accreditation reviews to meet or exceed degree-level standards (Canadian Memorial Chiropractic College, 2020; Harris, 2017).

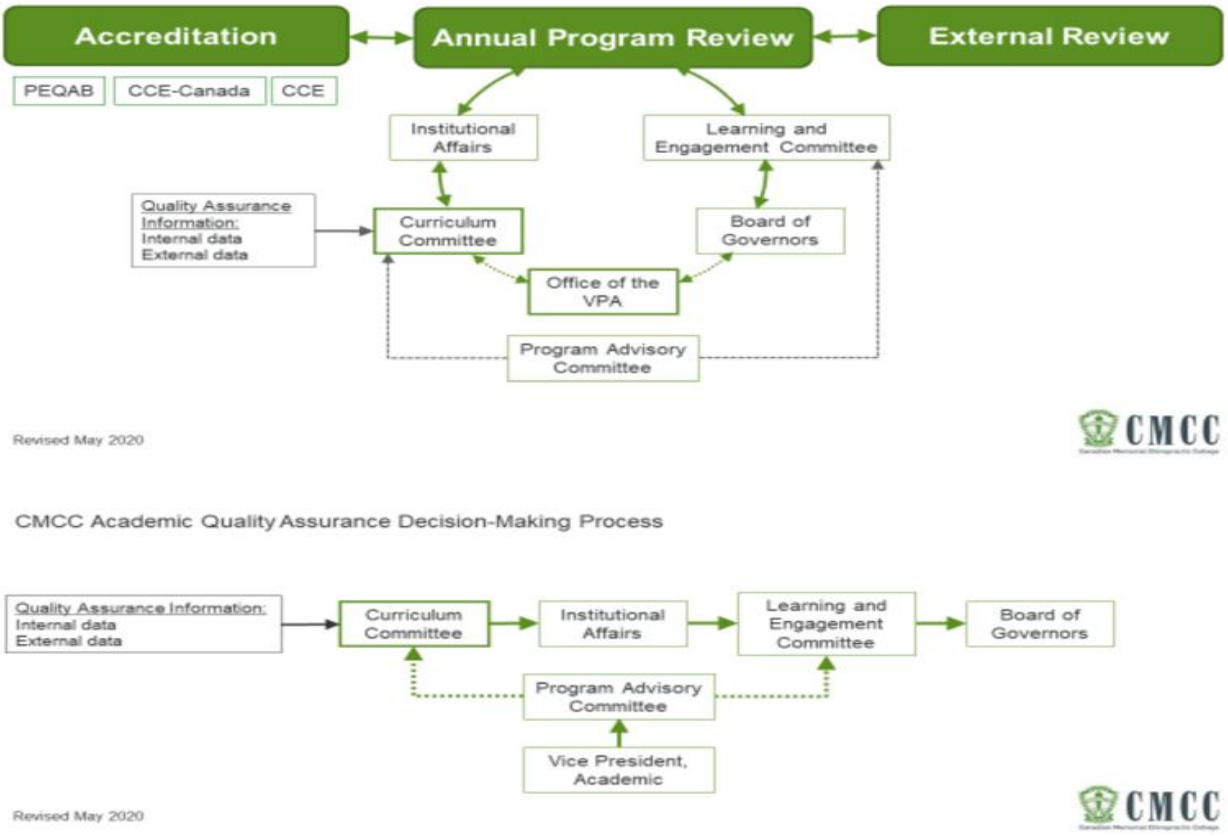


Figure 5: CMCC Academic Quality Assurance Framework Diagram
[Taken from: Canadian Memorial Chiropractic College, 2020]

Although there is substantial diversity in practice across institutions, most universities ensure constructive alimnent between the institutional and provinicial levels when developing program and course level outcomes (Figure 6). Some universities have institutional learning outcomes that are shared by all programs at the program-level, and which are also aligned to provincial-level expectations (University of Calgary, 2019; https://www.uottawa.ca/vice-president-academic/sites/www.uottawa.ca.vice-president-academic/files/guide_rap_eng_4.pdf).

Figure 6: Relationship between Course-level through to Institutional-level Learning Expectations
[Taken from: https://www.uottawa.ca/vice-president-academic/sites/www.uottawa.ca.vice-president-academic/files/guide_rap_eng_4.pdf]

Figure 7 below illustrates a conceptual map of the generation of assessment, which involves a set of ever-increasing granular judgments that operationally define what is being measured and the evidence that supports learner mastery (Twing & O'Malley, 2017, p.97). *Programs* or *units* offer an organized set of educational opportunities (e.g., core courses, elective courses, workshops) in a specialized discipline or field that leads to an advanced degree being conferred at the university graduate level (University of Calgary, 2019). Each program articulates program learning outcomes (PLOs), which provide the broad framework from which all curriculum and assessment decisions are made (Twing & O'Malley, 2017, p.96). The PLOs typically include an evaluation of: (1) the depth and breadth of knowledge in the discipline; (2) knowledge of methodologies; (3) application of knowledge; (4) communication skills; (5) awareness of the limits to one's knowledge; (6) autonomy and professional capacity (i.e., transferable skills for further study, employment, community involvement, etc.; https://www.uottawa.ca/vice-president-academic/sites/www.uottawa.ca.vice-president-academic/files/guide_rap_eng_4.pdf).

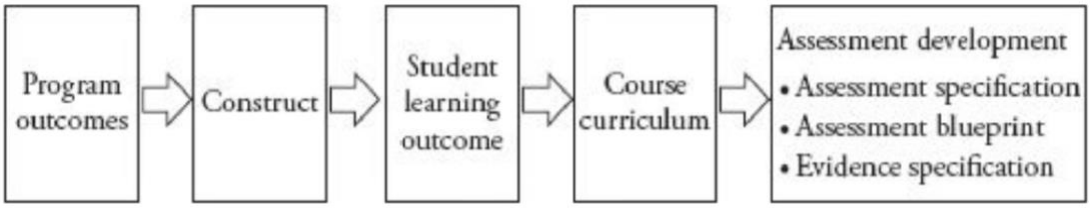


Figure 7: Conceptual map of the structure of Measurement from Program Learning Outcomes to Course Learning Objectives
[Taken from: Twing & O'Malley, 2017, p.96]

Program learning outcomes are specific to the discipline, result from a student's learning (i.e., knowledge, competencies, values) gained in multiple courses or educational opportunities, and demonstrate how knowledge and competencies can be transferred outside of the classroom setting. Once program learning outcomes have been identified, the courses leading to their achievement are determined along with the selected evaluation methods (https://www.uottawa.ca/vice-president-academic/sites/www.uottawa.ca.vice-president-academic/files/guide_rap_eng_4.pdf). Evidence of learning in a specific course is revealed when course learning objectives are met. Curriculum analysis involves mapping your program learning outcomes to a courses content, methods of instruction, and assessments used. The report that emerges from the curriculum mapping analysis reveals gaps, redundancies, and strengths of each course to the overall program learning outcomes (https://www.uottawa.ca/vice-president-academic/sites/www.uottawa.ca.vice-president-academic/files/guide_rap_eng_4.pdf). Taken together, the organization and sequence of all individually developed courses and learning opportunities in a program should be reviewed in alignment with the predetermined program learning outcomes and the discipline learning outcomes.

There are three levels of assessment related to Quality Assurance (QA) practices in Canada. The Higher education institution is responsible for conducting the **primary** and **secondary** assessments, while the Quality Council engages in the **tertiary** assessment.

Primary assessments occur at the academic unit level where the program itself is engaged (i.e., faculty, students, staff, alumni; Ontario Universities Council on Quality Assurance, 2021, p.9). Academic Unit Reviews (AUR) require that units complete a self-appraisal of all "key elements of a unit's performance, management, resources, structure, governance, personnel complement, educational programs, research productivity, partnerships, budget, and space, which are interconnected and drive the key deliverables in research and teaching and learning" (University of Calgary, 2019). AURs are typically under the administrative responsibility of the Office of the Provost and Vice-President (Academic), are scheduled every five to seven years, and are

based on relevant, evidence-based metrics and comparisons to similar units at other national and international institutions (University of Calgary, 2019). At the University of Calgary (2019), AURs are intended to:

(i) support units in achieving and maintaining standards of excellence in research, teaching and learning, program development, and organizational effectiveness;
(ii) establish unit effectiveness and excellence relative to comparable units nationally and internationally;
(iii) articulate the unit contribution to and alignment with the university's vision and strategic goals;
(iv) track commitments and progress towards established goals;
(v) provide information to senior university administrators regarding the allocation of resources;
(vi) meet expectations of public accountability through a credible, transparent, and action-oriented review process that includes the publication of assessment outcomes; and
(vii) augment the comprehensive and strategic plans with expert assessments of existing and planned initiatives in research, teaching, learning, and program development.

To complement AURs, *Curriculum Reviews (CR)* are also conducted, which "focus on the quality of the curriculum offered in degree programs" (University of Calgary, September 20, 2021; https://www.ucalgary.ca/provost/strategic-initiatives/quality-assurance) and offer evidence to optimize student learning and the student experience. The CR Review Team includes all academic and sessional teaching staff of the program/unit, who participate in the curriculum mapping (refer to Figure 8) and data analysis.

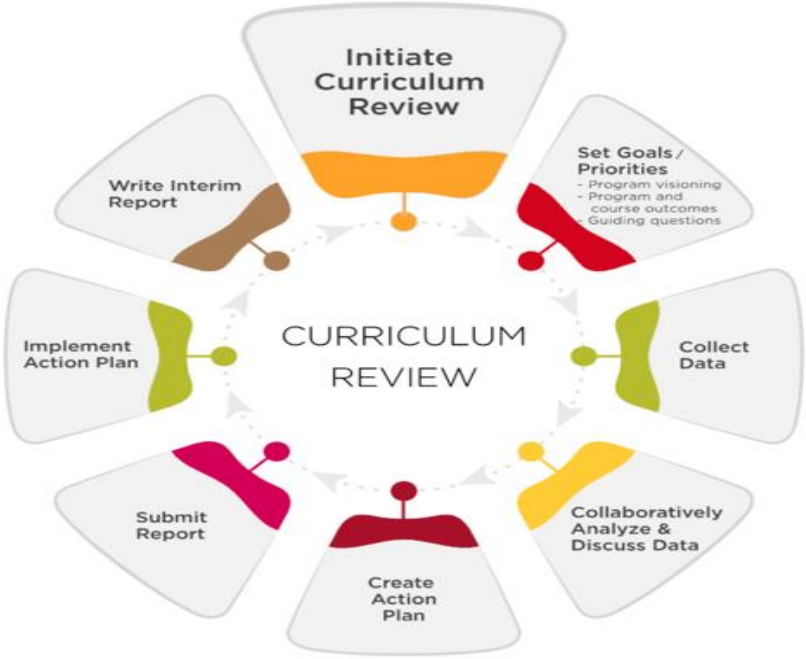


Figure 8: University of Calgary Curriculum Review Process
[Taken from: https://www.ucalgary.ca/provost/strategic-initiatives/quality-assurance]

Similarly, Figure 9 shows an example of the University of Toronto's curriculum renewal process which includes the program assessment and visioning, as well as the continuous improvement process aligned with the Ontario's Quality Assurance Program (https://teaching.utoronto.ca/teaching-support/curriculum-renewal/overview/).

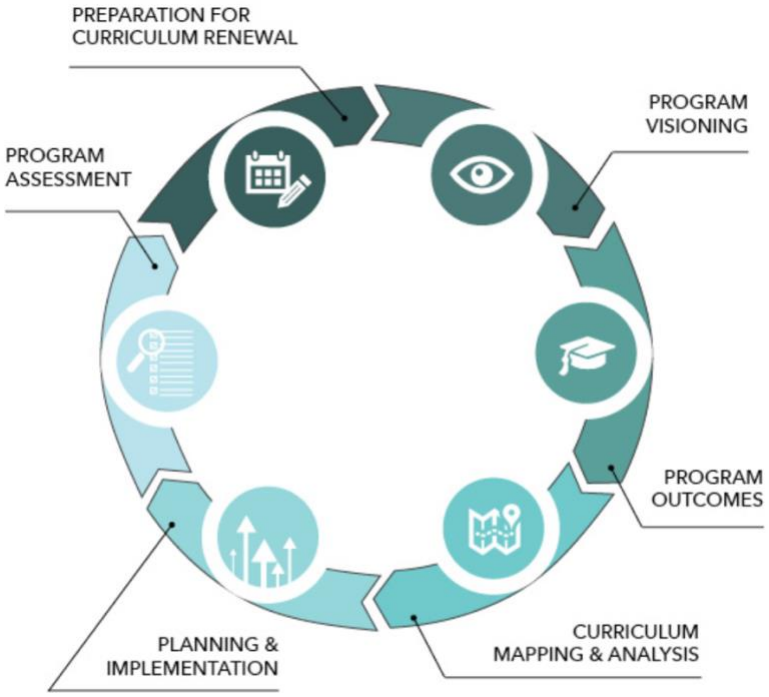


Figure 9: University of Toronto Curriculum Renewal Process

A subset from the Review Team help coordinate and implement the CR process, as well as the writing of the CR report and action plan (University of Calgary, 2019b). According to the University of Calgary (2019b), the main purpose of a Curriculum Review is to:

(i) provide an opportunity for academic staff to have meaningful, collaborative discussions about teaching and learning across a program;
(ii) provide an opportunity for academic staff to solicit feedback from students and alumni on their experiences in a program;
(iii) reflect upon the current and future state of an academic program;
(iv) help ensure programs achieve and enhance intended standards of excellence in student learning and student experience;
(v) create an evidence-based process through which the educational impact of existing programs can be assessed and analyzed collaboratively;
(vi) facilitate a collaborative, evidence-based decision-making processes for strengthening academic programs;
(vii) document program effectiveness relative to previous reviews; and
(viii) fulfill public accountability expectations through a credible, transparent and action-oriented process.

Secondary assessments are led at the institutional level to whom the program reports and they tend to call upon peers and/or independent experts to assess the evidence. There is some variability across institutions regarding *how many* and *who* comprises the reviewer team. Some institutions request two or three external reviewers (i.e., at least one national and one international scholar who are experts in the unit's field), while

others permit one reviewer external to the institution and one internal reviewer (i.e., outside the unit who is a respected academic at the unit's institute). The second-level oversight provides assurance that the primary assessment has been carried out appropriately. Moreover, it is required that the results of the assessment are communicated back to the program (i.e., unit level), who must then respond and act upon the recommendations for improvement (Ontario Universities Council on Quality Assurance, 2021, p.9).

External accreditation is another form of quality assurance and is recommended to be at the institutional, not programme level, based on a flexible, but reinforced, audit method (Harvey & Williams, 2010). Although accreditation organizations demand that institutions examine learning outcomes, they are increasingly allowing institutions more flexibility in how they proceed (Ewell & Cumming, 2017). Amaral and Rosa (2010) compared state approval and accreditation schemes from 1998 and 2003 and found an overwhelming movement towards accreditation (e.g., Germany, Austria, Norway). Like accreditation, current quality assurance efforts through program review processes are aimed at ensuring a *minimum standard* for program quality. The concern is that in fact, this is merely maintaining the status quo or meeting the "tick-boxes", rather than ensuring or promoting excellence and innovation in programs.

The **tertiary assessment** by the Quality Council provides assurance to the system (i.e., institution, other institutions, potential students, students, employers, funders) that the processes are sound (Ontario Universities Council on Quality Assurance, 2021, p.9).

Summary of Results

As shown in Figure 10, Canadian higher education has developed a multi-layered and multi-dimensional quality assurance system. **Internationally**, we have organizations such as the United Kingdom's Quality Assurance Agency (QAA) in Higher Education and the United States' Council for Higher Education Accreditation (CHEA). While we do not have a **national** accreditation body in Canada, we do have the Universities of Canada (UC), which unifies the universities across our provinces and territories, in its shared culture of quality and excellence. Canadian institutsions must apply, through a very rigorous process, to become a Universities Canada member, and they must meet various criteria and principles. For instance, Universities Canada requires that all universities have: (i) a formal approved and transparent QA and continuous improvement policy of its academic programs; (ii) a comprehensive policy for all the institutions' current and planned programs in Canada or beyond; (iii) all academic reviews conducted on a regular cycle – typically every five to eight years; (iv) quality assessment based on self-evaluation and external peer review of all stakeholders, including students, faculty, administration, alumni, and community representatives; and (v) documentation on the QA process that is made public, so as to increase transparency and accountability. Higher education institutions in Canada fall under **provincial or territorial** jurisdictions. The Canadian Degrees Qualification Framework, which was adopted in 2007, reflects a shared understanding of the value of academic credentials across our Canadian insitutions. At the **local** level, our universities exercise some autonomy in developing and maintaining regular internal QA policies and procedures within their institutions. While there is variability, typically institutions include a review of all new and revised programs by the university governing body, curriculum evaluations, self-study reviews, student satisfaction surveys, and external disciplinary expert peer reviews.

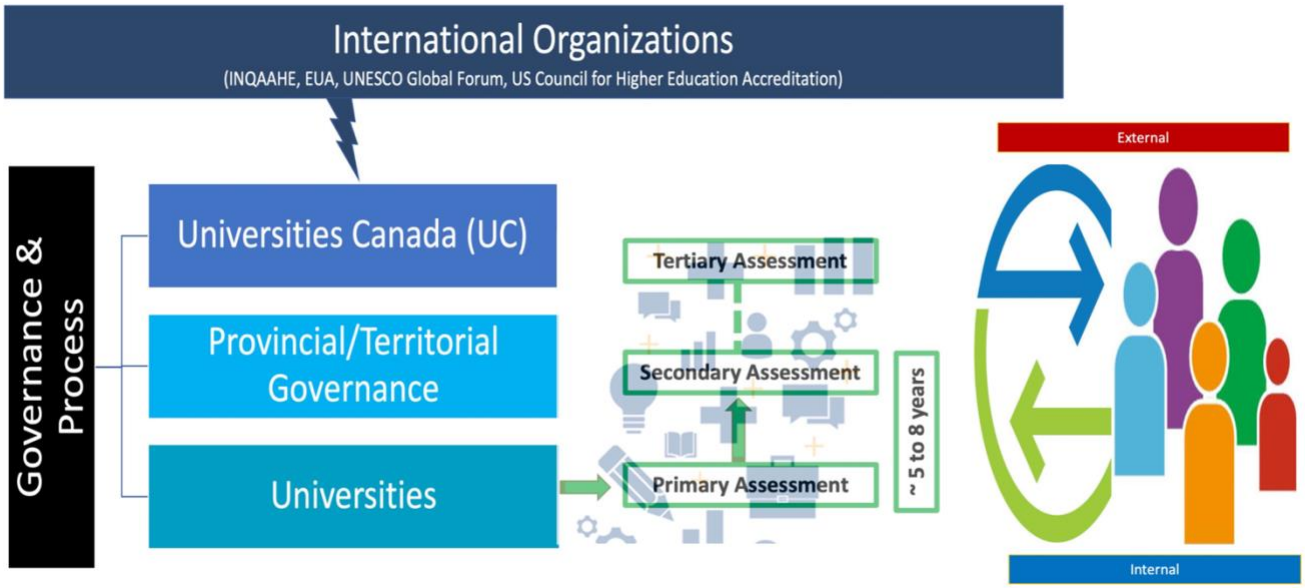


Figure 10: Canadian Higher Education Multi-Layered and Multi-Dimensional Quality Assurance System

There are three levels of assessment related to quality assurance practices in Canadian higher education. The university is responsible for conducting the primary and secondary assessments, while the Quality Council engages in the tertiary assessment. Primary assessments occur at the academic unit level and include completion of a self-appraisal of all key elements of a unit's performance, management, resources, structure, governance, educational programs, research productivity, partnerships, budget, space, etc. Secondary assessments involve expert reviewers, typically at arms-length from the institution. External accreditation through professional societies or organizations is another form of quality assurance; these processes tend to be aimed at ensuring the minimum standard for program quality is met. Finally, our system benefits from an open and bidirectional exchange of voices, both internal to our institutions, as well as with those in our broader, more global communities.

OPPORTUNITIES IN PROGRAM EVALUATION and PROPOSED RECOMMENDATIONS

Taken together, the presented evidence suggests there are several opportunities available to us within higher education program evaluation and QA. We propose a total of 13 recommendations, each subsumbed under three pillars (Philosophy/Culture of Assessment, Structure and Processes of Assessment, and Quality of Assessment Data), with Equity, Diversity, and Inclusion practices serving as the common thread interwoven throughout them all (as shown in Figure 11). Overall, we urge graduate programs and units to collectively commit to the growth, recognition, and support of teaching and learning (not just research excellence), in order that we build and support the necessary and required expertise in measurement, assessment, and evaluation in higher education.

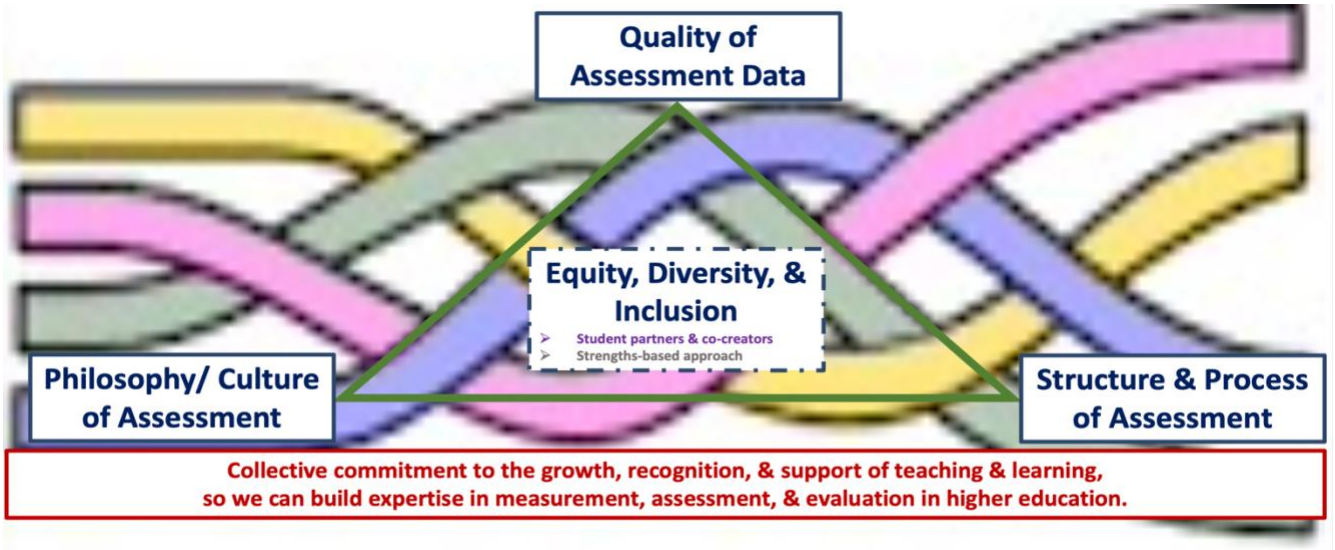


Figure 11: Proposed Model integrating Equity, Diversity, and Inclusion within the Culture, Structures, Processes, and Data of Higher Education Quality Assessment and Assurance

Philosophy/Culture of Assessment

1. The philosophy of assessment should be that meeting QA standards or accreditation is a minimum standard and not the primary reason for engaging in assessment. Rather, assessment should be **embedded** within teaching and learning; it must be a **continuous** and **formative process** aimed at **improving** student learning through **meaningful** curricular and pedagogical **modifications** and **enhancements** (Wehlburg, 2017). Most assessment activity to date has been used to judge the performance of universities rather than measure *how much* students learn and how quality of instruction can be improved (Lederman, 2019). Natasha Jankowski, director of the National Institute of Learning Outcomes Assessment argued that part of the problem is in differentiating between assessments used for individual and institutional improvement, and those used for external accountability purposes (Lederman, 2019). Diver (2019) has recommended that we focus assessment efforts on the **student journey** (i.e., what motivates learners, psychological resilience, emotional intelligence, learner identity), how the **learner's support system** (i.e., family, friends, social network) can be incorporated in the learning journey, and how we can connect learners and graduates to the **wider world of work** earlier on in career planning. *(The reader may be interested in reading the other sub-reports of our Task Force on Excellence prepared on related topics of Interdisciplinarity and Professional Development.)*

2. Engage *people* (faculty, staff, administrators) with the process of assessment; they are the key to executing an assessment process (i.e., design data collection effort, collect and evaluate data, make meaningful instructional improvement) (Cumming, Deiner, & August, 2017; Wehlburg, 2017). Cumming, Deiner and August (2017) explain the busy nature of academia where everyone balances multiple competing priorities. Being respectful of people's time and minimizing burdens while recognizing the need for dedicated experts in educational measurement and psychometric expertise to support members is key. Wehlburg (2017) also recommends that institutions support their faculty by funding their attendance of professional development conferences to understand the core issues in the alignment among teaching, assessing, and learning (p.178).

3. Create a positive assessment culture that celebrates faculty achievements by communicating the results and improvement strategies of the assessment once it is completed (Cumming, Deiner, & August, 2017). Ensuring widespread knowledge of the data and results can promote stakeholder engagement in a student-centric approach that can also lead to trust in how the data is used and managed (i.e., ethics of data use).

Thus, assessment should be an embedded, continuous, and formative process aimed at improving student learning, first and foremost. We should encourage higher education institutions to cultivate a positive, open, and transparent process that celebrates achievements (i.e., things that are being done well and that is rooted in a strengths-based approach), while also working together to actively make improvements where needed. We suggest a greater focus on the student journey in graduate programs; the support systems that learners have access to, and their connections to the wider world of work, which is where they are expected to transition to post-graduate studies, should all be viewed as valuable resources to be leveraged off of. Assessment cannot occur without PEOPLE. It's critical that the culture is one that engages everyone with the process, minimizes burdens, and offers experts professional development resources to align teaching, assessment, and learning approaches.

<u>Structure and Process of Assessment and Institutional/Department/Unit/Program Effectiveness</u>

4. Faculty must be fully aware of the utility of assessment and the process of educational measurement (Wehlburg, 2017, p.174). Institutions, Departments, Units, and Programs should be coordinated in their centralized or decentralized assessment activities. Faculty members should be involved in the ongoing process of identifying, creating, and managing assessment activities that will be used to improve learning, as well as be used for accountability.

5. To foster and support faculty in effective assessment practices within teaching and learning, institutions must allocate enhanced resources in developing quality processes (i.e., clear, transparent, efficient), reflective tools, and expert mentors (Diver, 2019).

6. Through a form of 'backward design' (i.e., where do we want students to end up and how to we help them get there), all levels of the institution should understand what the 'ideal' (i.e., inclusive excellence) graduate student should look like (i.e., needs to know and do) before program completion (Lederman, 2019; Wehlburg, 2017).

7. Assessment data should be gathered not only on students who 'successfully complete', but also on: those who do not complete or drop out; what makes students persist in their academic programs; what impedes academic progress; where students are employed; whether they repay their loans; and what they think about their institutions (Lederman, 2019).

As mentioned within the first pillar, PEOPLE are key to assessment. Thus, faculty must be involved in the ongoing process of assessment. For this to happen, there need to be quality processes in place that are clear, transparent, and efficient, and experts in curriculum review, measurement, psychometrics, and qualitative analysis should be on the team to offer support. Employing 'backwards design' principles are strongly recommended. Moreover, thinking about data collection processes from a comprehensive and more inclusive perspective is valuable. For instance, gathering data on those who complete and achieve excellence in program (i.e., completion facilitators) and those who do not (i.e., completion barriers).

<u>Quality of Assessment Data</u>

8. Assessments must meet and provide documentation regarding the psychometric considerations of reliability, validity, and fairness. Miller and Cumming (2017) argue that the "emphasis in assessment in higher education has been on the uses and interpretations of assessments, but not the documented quality through psychometric evidence" (p.201). Fairness includes faculty review of assessments to determine that they are not insensitive to affected subpopulations as well as statistical analyses to determine differences in performance related to subpopulations. "

9. Psychometric "concepts of validity and reliability will need to evolve in the context of direct assessment as measured using multiple measures and applied in a digital-first world" (Twing & O'Malley, 2017, p.79). Specifically,

   "*we need to evolve the framework of validity of direct assessments to one that requires collecting evidence for both score inference and assessment. We need to evolve the concept of reliability to one of measurement, where we combine information from multiple sources and multiple measures to strengthen true score variance. We need to leverage the power of digital data throughout the learning process to bring sufficient evidence from multiple direct measures of student competencies so that the reliability of defining whether students have met the minimal level of a competency is not arbitrary. The tools and data for evolving traditional psychometric principles to the modern problem of direct assessment in competency-based education exist. We must embrace them and apply them, so that we can support the direct assessments needed for next-generation learning*" (Twing & O'Malley, 2017, p.97).

   "*To determine whether students have mastered the defined competencies, faculty must combine evidence from these multiple measures. A faculty member's decision, or inference, about whether the student demonstrations meet the minimum level of competency will be based on multiple sources of evidence. Making judgments based on multiple measures will push the measurement community to evolve both the definition and measurement of reliability*" (Twing & O'Malley, 2017, p.92).

   "…in digital learning environments, there is a new opportunity. Literally all data regarding student performance can be collected (e.g., click-stream, time, and performance data), and sophisticated and sometimes real-time data analytics can be generated. This allows for the use of very rich student performance information while learning is taking place. Furthermore, this information does not have to be limited to only student performance or summative-type scores. A variety of many different measures and aspects or facets of a construct can be brought together" (Twing & O'Malley, 2017, p.93).

10. We require more innovative methods of gathering qualitative and mixed methods data on outcomes, educational processes, and student experiences that extend beyond self-report to include the direct examination of student work/performance (Ewell & Cumming, 2017). While *measurement* has come to "imply the collection of only quantitative results, the evidence of assessment results in quality assurance contexts can embrace results of both quantitative and qualitative approaches to gathering information" (Ewell & Cumming, 2017, p.20). Moreover, assessment should focus on gathering data that will contribute to genuine improvements, rather than simply for amassing it (Ewell & Cumming, 2017).

These recommendations are focused on the importance of assessment documentation including considerations of reliability, validity, and fairness. Programs are urged to develop innovative methods of gathering qualitative and mixed methods data on outcomes, the educational process, and student experiences, in order to supplement quantitative approaches. Often we equate 'measurement' with 'quantitative' metrics, but QA evidence should embrace both quantitative and qualitative approaches to gathering information. Moreover, as digital and technological advancements continue in higher education, we encourage programs to leverage the power that digital data offers throughout the learning continuum, so evidence from multiple measures of student competencies can be used.

<u>Equity, Diversity, and Inclusion</u>

11. With more global campus diversification, we need to adopt a '**strengths-based approach**' to assessment, to better highlight the capabilities of our learners and prepare them for success after graduate studies. To this end, we need to involve students in the measurement process as **partners and co-creators** of the rubrics and tools we develop. This will enrich institutional/program data collection by ensuring what is of assessment value to our learners is included, as well as help our learners understand what institutions want to assess.

12. As many have recommended (Jankowski, 2020; Twing & O'Malley, 2017), we need culturally responsive, socially just, and equitable assessments. Specifically, we need to advance equity, diversity, inclusion, and indigenous perspectives in the measurement of graduate education by meaningfully developing our team and workplace assessment culture (Jankowski, 2020). Deb Adair, Executive Director of Quality Matters (QM), has called on the community to recommit to an agenda focused on designing and delivering quality digital learning opportunities for all (https://mailchi.mp/inqaahe.org/inqaahe-newsletter-q1-2021).

13. Quality Assurance Framework should continue to reflect international trends in higher education quality, focusing on the primary agents for assuring quality, institutions, and on the confidence that can be placed in their operation, to allow for a wider scope for interpretation and application and also provide recognition of the wider diversity in institutional strategies, special missions and mandates (for example, bilingualism) and student populations that is being encouraged by governments, institutions and others (Ontario Universities Council on Quality Assurance, 2021, p.5).

CONCLUSION

In closing, many of us are already engaged in QA practices that involve the collection of information that is both internal and external to our universities, so that we can **MEET** standards and minimum expectations. Notably, some have pushed further to develop a framework that embeds QA as a continuous cycle of improvement to **EXCEED** the minimum expecations. We challenge higher education institutions to focus on building a process of **CONTINUOUS TRANSFORMATION**, through the collection of QA data and to ensure we inspire, promote, and role model best practices and create learning opportunities that will foster excellence in our students.

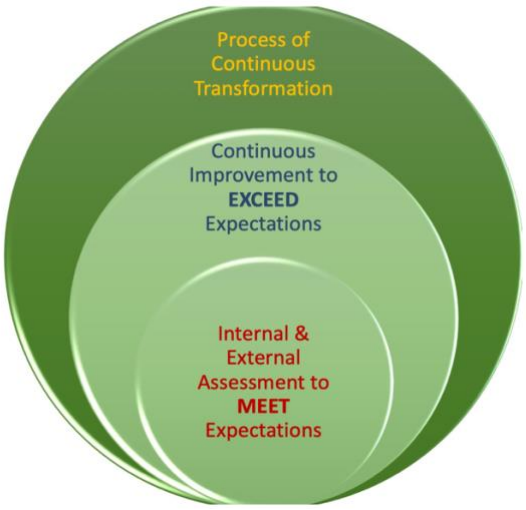


Figure 12: Goals of Quality Assurance in Higher Education

As tuitions and debt grow, students and governments are once again asking tough questions about the return on their investment in postsecondary education (Lederman, 2021). In the 1990s, demands for quality assurance were being made in Western higher education due to the rise of performativity (Harvey & Williams, 2010). For quality to become part of the lived experience of all higher education stakeholders, a genuine and authentic culture must be cultivated (Ewell & Cumming, 2017; Harvey & Williams, 2010). We need a collective commitment to the growth, recognition, and support of teaching and learning, so that we may build expertise in measurement, assessment, and evaluation in higher education. The goal of this chapter was to report on what is happening in North America and to strengthen our assessment communities, cultures, and practices in Canada.

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Appendix A

Table XX: Environmental Scan of Online Information on Quality Assurance Framework by Canadian University

Province	**Institution***	**QA Framework**	**Review Cycle**
Alberta	**University of Alberta**[5]	Use guidelines set by the Campus Alberta Quality Council (CAQC); guided by both external and internal review standards	5 to 7 year cycle per unit
		Graduate Program Reviews – purpose is to ensure programs have the necessary expertise, systems, and resources to: (i) support effective and timely program delivery; (ii) deliver content of appropriate breadth and rigour; and (iii) engage, support, and assess learning through a clearly defined set of learning outcomes Self-Study Process includes information on: (i) teaching and learning environment – program structure and learning environment; (ii) student experience – enrollment and outcomes, trends in applicant qualifications, diversity of student body, internal funding policies for students, retention, time to completion, average GPA, barriers to student success, impact of student publications and other scholarly products, student satisfaction with courses and supervision, professional development and career training such as student career pathways for employment, further education, or impact of credential on career progression and leadership, as well as non-traditional career development activities integrated in the program; (iii) faculty and supervision/mentoring; (iv) resources such as funding for student support (TA/RA, scholarships, etc), library resources, offices for students, technical and staff support; (v) disciplinary-specific components	5 – 7 years per unit
		President's Visiting Committee – forward-looking and strategic; focuses on a faculty's quality, innovativeness, research impact, and competitiveness in comparison to peer programs or faculties; includes self-study, external review by global experts and internal representatives, and unit response	5 – 7 years per unit
		Ongoing monitoring of implementation of recommendations – coordination of activities by the Office of the Provost and Vice-President (Academic)	Annual (Fall)
		Professional Programs – supported from the Office of the Provost and Vice-President (Academic) and from Strategic Analysis and Data Warehousing	Regular accreditation reviews

Province	Institution*	QA Framework	Review Cycle
Alberta	**University of Calgary**[9]	Purpose: (i) to help each faculty, department, institute, and program achieve and maintain standards of excellence in research and teaching; (ii) document their quality relative to comparable units nationally and internationally; (iii) provide information to Senior University Administrators and Deans to guide the re-allocation of resources and to provide the means by which existing programs can be evaluated; (iv) create an institutional culture of excellence; (v) meet public accountability expectations through a credible, transparent, and action-oriented review process including publication of assessment outcomes; and (vi) augment comprehensive and strategic plans with expert assessments of existing and planned activities in research and teaching on a regular basis	
		Academic Unit Reviews focus overall academic activities including all key elements of a unit's performance, management, resources, structure and governance, personnel complement, educational programs, research productivity, partnerships, budget, and space. Based on relevant, evidence-based metrics and ideally includes comparisons to units of similar size and scale at other national and international institutions. Provides an opportunity for self-reflection and constructive feedback on key elements within the unit. Office of the Provost and Vice-President (Academic) holds administrative responsibility for the unit review process. Self-appraisal is conducted where the unit reflects on their academic activities and administrative operations, including research, teaching and learning, organizational structure and governance, faculty and staff complements, partnerships, budget and space. Specifically gathers evidence on: (i) graduate enrolment and recruitment – recruitment strategies for domestic international and indigenous students; retention, time to completion, graduation rates; degress awarded; number of student applications and offers; average number of students per supervisor; (ii) curriculum – how the unit aligns with university priorities and strategies; examinations and committees, pedagogy, learning outcomes, practicums; (iii) student learning – academic requirements, faculty awards for excellence in teaching, mentoring, and supervision; (iv) research training and mentorship – quality of graduate supervision mentoring and assessment, faculty awards for excellence in graduate teaching and supervision, process for how student progress is monitored; (v) graduate student engagement – work and social space for students, access to resources and computers, student participation in unit governance; (vi)	Scheduled every 5 – 7 years per unit

Province	Institution*	QA Framework	Review Cycle
		graduate student funding – funding sources, minimum levels, strategies for TA appointments, conference travel, RAships, etc; (vii) graduate student research success – Tri-council scholarship competition success rates, publication and conference presentation records of students; (viii) post-graduation indicators of student success – CGPSS and known career paths for graduates of previous 5 years; and (ix) postdoctoral fellows – overview of number over the past 5 years, demographics, disciplinary expertise, sources of funding, scholarly activity, etc. Selection of Reviewers – 3 external reviewers, including at least one national and one international scholar/experts in a field aligned with the unit being reviewed; as well as 1 internal reviewer from outside the unit under review and at arm's length from the unit, considered to be a respected academic knowledgeable about key administrative processes at UC. Site visits will normally be comprised of 2 full days preceded by a working dinner the evening before. The site visit begins with a meeting of the Provost, Deputy Provost, Senior Director, Academic and International Strategies, and 4 Reviewers. There will be a tour of the unit spaces and facilities, and meetings with representatives from across the unit (administrative leads, academic staff, graduate students, undergraduate students, postdoctoral fellows, support staff, alumni, community partners). Reviewers are required to submit a final review report (confidential) to the Office of the Provost within one month of the site visit. The unit is required to provide the Provost with a written response to the review report within one month of receipt, clearly and concisely providing strategies for addressing each recommendation identified, as well as timelines and actions to be resourced. Once the response has received provisional approval from the Provost, a public document is created that includes an overarching summary of the unit review, the public document is presented at APPC. At the mid-point of the review cycle, the unit will submit a progress report to the Provost, outlining the progress the unit has made towards fulfilling the plan to address the original review recommendations.	
		Curriculum Review (CR) is a critical evidence-based examination of academic programs for the purpose of optimizing student learning experiences led collaboratively by academic staff who teach within the program. The aim is to understand how well	5 – 7 year cycle

Province	Institution*	QA Framework	Review Cycle
		programs, and the courses within them, support and contribute to student learning and experience and how they can be enhanced. Includes a report and action plan for enhancing the program, submitted to the Vice-Provost for Teaching and Learning (VPTL). It is intended to be a collaborative, meaningful, and reasonable in scope, and to contribute to purposeful and positive change for staff and students who teach and learn within a program of study. An interim progress report is submitted. The main purpose and objectives of a CR are: (i) provide an opportunity for academic staff to have meaningful, collaborative discussions about teaching and learning across a program; (ii) provide an opportunity for academic staff to solicit feedback from students and alumni on their experiences in a program; (iii) reflect upon the current and future state of an academic program; (iv) help ensure programs achieve and enhance intended standards of excellence in student learning and student experience; (v) create an evidence-based process through which the educational impact of existing programs can be assessed and analyzed collaboratively; (vi) facilitate a collaborative, evidence-based decision-making processes for strengthening academic programs; (vii) document program effectiveness relative to previous reviews; and (viii) fulfill public accountability expectations through a credible, transparent, and action-oriented process. The Office of the Provost and Vice-Provost (Teaching and Learning) holds administrative responsibility for the CR. The VPTL will work with the Dean of the unit to establish a cycle of CR. Usually a 1-year process from initiation to report submission. Program data are provided by the Office of Institutional Analysis for the CR process and collecting feedback from graduate students, alumni, program staff, TAs, etc. is the role of the unit. Other data sources include: curriculum mapping data of all required courses; feedback gathered through surveys, interviews, and focus groups; environmental scan of similar programs from other institutions; past curriculum unit reviews; and current or potential employer survey data.	

British Columbia	Simon Fraser University	In 2015, the Minister of Advanced Education tasked the Degree Quality Assessment Board (DQAB) with developing and implementing periodic quality assurance process audits of internal program review policies and processes at public post-secondary institutions. A Quality Assurance Process Audit Framework and Assessment Criteria were developed and approved by the Ministry. Office of Academic Planning and Quality Assurance supports the University Mission: to be the leading engaged university, defined by its dynamic integration of innovative education (i.e., equipping students with the knowledge, skills, and experiences that prepare them for life in an ever-changing and challenging world), cutting edge research (i.e., being a world leader in knowledge mobilization, building on a strong foundation of fundamental research), and far-reaching community engagement (i.e., being Canada's most community-engaged research university). External Reviews enable units to: (i) conduct their own assessments of their strengths and weaknesses; (ii) obtain the view of external experts in the field; and (iii) support academic planning. The process is intended to ensure that: (i) the quality of the unit's programs is high and there are measures in place to ensure the evaluation and revision of the teaching programs; (ii) the quality of faculty research is high and faculty collaboration and interaction provides a stimulating academic environment; (iii) unit members participate in the administration of the unit and take an active role in the dissemination of knowledge; and (iv) the unit's environment is conducive to the attainment of the objectives of the department. The review is initiated by the Vice-President, Academic, after consultation with the Dean and Faculty of the unit involved. External Review Committee will normally consist of 3 people external to the university (within North America), who are senior members of the discipline. More than one gender will be represented. Also, an internal member from the University community will be appointed who will provide contextual advice about the environment and operations of SFU but not be involved in the report writing. The site visit could be 2 or 3 days long, coordinated by the Office of the President, Academic. The Review Committee should avoid informal social events with members of the unit during the site visit. At the conclusion of its visit and within 6 weeks, the Reviewers will submit a detailed report, including a full and frank assessment of the unit's mission, its various activities, the quality of the unit and its programs, and the resource allocations to and within the unit as well as any issues identified in the Terms of Reference. The report will be public document. The unit will review the External Review Report and prepare a response in conjunction with the Dean of the Faculty and	Every 7 years

		Office of the Vice-President, Academic. The response will take the form of an action plan to be implemented according to an agreed timeline. In the fourth year following the review, the Unit will prepare a report on progress being made in the implementation of the action plan. Unit Self-Study – one to two semesters, possibly including a retreat, during which its members shall consider all aspects of the activities included in its academic plan and will prepare a report covering the following areas: (i) institutional role, unit role and activities, goals and aspirations; (ii) quality of scholarship demonstrated through grants, graduate student achievements, knowledge mobilization, including publication, patents, applications and impact on communities, awards, citations, honours, and appointments; (iii) service to the community demonstrated by public service activity, involvement in related community groups, membership on boards or similar bodies; (iv) collegial environment for all faculty, staff, and students of the unit; (v) appropriate orientation, training and support for all employee development; (vi) resources for faculty, staff, operating budget, space, equipment and library holdings; (vii) educational goals for each academic program; and (viii) evaluation of the success of the unit in meeting the education goals of its program, using methods and evidence selected by the academic unit, including evidence for: student demand, access to courses, quality of teaching, educational experience like co-op and exchange opportunities, student academic achievement, scholarships and awards, student opinions of courses and programs, degrees and other credentials completed, student experience and satisfaction following graduation. Students shall be encouraged to participate in the preparation for the unit self-study and throughout the process. The review will be publicized within the unit. Accreditation – when an academic unit is accredited in some way (i.e., either as a School or Program), the Associate Vice-President, Academic will be advised by the Chair/Director in the year the external review is scheduled. The accreditation process will be mapped against the SFU external review process and an assessment is made by the Associate Vice-President, Academic, as to whether the accreditation process is adequate to waive the external review in part or full. If the accreditation process is deemed insufficient, a focused supplementary review may be required.	

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British Columbia	**University of British Columbia[3]**	UBC Okanagan takes a multi-pronged approach to Quality Assurance and Enhancement (QA/E) The Office of the Provost and Vice-President Academic and the Okanagan Planning and Institutional Research (OPAIR) team supports units with their external reviews with guidelines, best practices, and data. The Provost selects the committee of external reviewers (i.e. 2 to 4 individuals) in consultation with the Dean. The review process will require data gathering and a Self-Study Report from the Faculty under review. The Report is made available to the external reviewers one month prior to their campus visit and is central to the review process. Faculty collect and present quantitative and qualitative information that assesses and evaluates its operations and activities. Site Visit involves the Reviewers meeting with associate deans, department heads, directors of centres and institutes, graduate student representatives, faculty, staff, etc. The 3 day site visit commences with a meeting with the Provost and concludes with an exit interview with the Provost. The end of the second day and the afternoon and evening of the third day is devoted to the writing of the Review Team's Report. The Review Team is expected to return the final Report within 2 to 3 weeks of the review being conducted. Once received, the Provost releases the final All BC public institutions participate in an external review process through the Quality Assurance Process Audit (QAPA), a standing committee of the Degree Quality Assessment Board. Report to the Dean indicating it can be shared with the Faculty and requests the Dean's written response to the Report. The Dean is expected to respond to the review within 3 months. Within 2 years after the review is completed, the Head and the Dean's Office meet to go over progress based on the previously distributed action plan. The Reviewers consider the following: (i) quality, extent, format, organization, and enrolment of the graduate education and student learning of the academic program and compare its performance to its national and international peers; (ii) quality of the academic experience from the student's first contact upon admission through to alumni status – are they well-advised, what's student moral, strength of student retention, co-curricular opportunities, career preparation; (iii) quality, extent, range, and balance of scholarly activities of the Faculty, leadership within communities-of-praxis,	Every 5 years and interval between reviews must not exceed 10 years Okanagan Campus to be reviewed by QAPA in 2021

Province	Institution*	QA Framework	Review Cycle
		granting/funding success, quality and quantity of their performance relative to national and international counterparts; (iv) governance, organizational structure, leadership, planning, and administration of Faculty, including opportunities for diversity in leadership and shared governance, nimbleness and inclusiveness of planning; (v) working and educational environment, morale, and institutional culture of all Faculty (including adjunct, lecturers, sessional), staff, and students, as well as if there's support for career advancement, professional development, advising, balanced workloads; (vi) nature, scope, and effectiveness of the faculty's outreach activities through its educational and research programs and its interactions with other units within the University, and with its external community including schools, Aboriginal groups, community or professional organizations, UBC alumni, government agencies, and other post-secondary institutions; (vii) extent to which faculty reinforce through its programs and activities the key commitments of the strategic plan, ASPIRE, UBC's commitments to People and Places, Research Excellence, Transformative Learning, and Local and Global Engagement; (viii) assess the range and quality of the teaching and research facilities at the faculty's disposal and whether they are appropriately housed and equipped to meet their teaching and research goals; (ix) review and evaluate the physical and financial resources of the Faculty (i.e., levels of university funding, funding by external agencies, tuition revenue, donor support), its capacity for enrolment management, its plans for revenue diversification, its facilities for teaching and research, and its equipment and space; and (x) challenges and opportunities facing faculty and recommendations about possible directions for future growth and development.	
Manitoba	University of Winnipeg	Can't find anything on their website	
		Manitoba takes multiple approaches to ensure the quality of public university programs. This includes institutional internal review processes, external reviews, and the government's approval process of new programs. Many of Canada's regulated professions have associations that conduct accreditation reviews of programs pertaining to their professions. Professional accreditation teams review reports provided by an institution and may conduct on-site visits in accordance with the policies and procedures established by the professions. The Association of Accrediting Agencies of Canada	

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		(AAAC) is a national organization composed of professional associations involved in promoting good practices by its members in the accreditation of professional programs. (https://www.cicic.ca/1201/quality_assurance_practices_for_postsecondary_institutions_in_manitoba.canada)	
New Brunswick	Mount Allison University	Senate Committee on University Planning - determine the academic policy of the university; may establish or discontinue courses, programs, faculties, and departments; establish terms of admission to the university; control and review the requirements for degrees, certificates, and diplomas and examine the qualifications for all degrees, certificates, and diplomas and examine the qualifications for all candidates for these; establish academic regulations and procedures; recommend to the Board policies concerning the allocation of resources. Academic Unit Reviews are overseen by the Senate Committee on University Planning and results are reported to Senate and the Board of Regents, with the coordination of all unit reviews under the responsibility of the Office of the Provost and Vice-President, Academic and Research. It is in accordance with quality assurance processes of the Maritime Provinces Higher Education Commission, the agency that assesses academic programs prior to their implementation and ensures a process to monitor institutional quality. The Atlantic Provinces' universities have worked cooperatively to develop and assemble the Atlantic Common University Data Set (ACUDS) – an online tool for students, parents, and the public that complements the extensive amount of information that universities make publicly available. This dataset allows users to access and compare data based on common definitions and displayed in a similar format (e.g, degrees conferred by program per year; number of degree seeking students that are domestic and international, by gender; secondary school entering averages of full-time first year students; fees; number of deferred admissions; transfer students; library collections; residence of first-time full-time first year students; percentage of full-time students living on campus; results from National Survey of Student Engagement; results from Canadian Graduate Professional Student Survey; annual student expenses; instructional	8-year cycle, with 2 or 3 units being reviewed each year 4 years after the initial review, an internal mid-term review is scheduled

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		faculty and class size; university revenue; research awards by granting council; key performance indicators such as degree completion rates; retention rates). 2 types of academic units; some are responsible for the design and delivery of a particular course or courses of study ("departments" or "programs"); others include academic staff whose responsibilities are primarily focused on the support of departments and programs delivering particular course or courses of study. The purpose of each Academic Unit Review (AUR) is a re-examination of the unit in order to develop strategies that will contribute to its advancement. The review will provide the unit with information, both qualitative and quantitative, and recommendations to serve as a basis for discussion, reflection, decision-making and planning in support of academic programs, research opportunities, partnerships, and unit infrastructure and administration. AURs are conducted at the level of the unit as a whole and are not concerned with the evaluation of the performance of individual employees. The self-study shall be initiated in the year prior to the start of the AUR and the Review Team consists of 2 content experts in the discipline/field, and 1 individual faculty internal to the university. A site visit of the Review Team is conducted and within 4 weeks, the Review Team submits its report and recommendations to the Provost and Vice-President, Academic and Research. Within 10 days of receipt of the report, it shall be forwarded to the academic unit and Dean. The academic unit provides an informal response to the Review Team's report to the University Planning Committee and the summary of the AUR is presented to the Senate. The academic unit begins the process of implementing program changes based on the reviewers' and the University Planning Committee's recommendations. The preparation of the self-study requires all members of the academic unit (including but not restricted to full- and part-time faculty, instructors, technicians, support staff, etc.). The goal of the self-study is to provide the reviewers with sufficient information to have a broad understanding both of the unit and the context in which it operates. The self-study report must contain information on: the unit vision/goals and history; current staffing, administration, financial resources, and infrastructure; unit teaching profile such as pedagogical objectives, program structures, and overview statement of institutional data on student enrollment patterns over a 5-10years; unit research/creative activity profile; description of the unit's community service interests and activities; unit strengths and challenges both present and future; additional special issues unique to the unit.	

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		The Review Team will visit the university for 2 or 3 days prior to preparing its report. They will consult widely with academic and administrative staff, students, and administrators involved with the programs and activities of the unit under review. The visit of the Review Team is to be advertised widely to the university community with an invitation for those who have a vested interest in the program to contribute a written brief or meet with the Team. The Review Team should include in the report: (i) an assessment of the numbers and diversity of academic and non-academic staff and their responsibilities, the resources provided and appropriateness of their use, the effectiveness of the unit's organization, suitability of the work space, the relations of the unit to others, the quality of educational opportunities provided to students, and the effectiveness of the means or measures to evaluate student and program success; (ii) an opinion on the quality of the scholarly, research, and creative activities within the academic unit overall as distinguished from the evaluation of individual members of the academic unit and the effectiveness of the relationships between teaching and research and creative activities at both the graduate and undergraduate levels; provide an opinion on the quality of the library services and operations and the effectiveness of the relationships between other academic units and the library (iii) offer specific recommendations that will be a catalyst for re-examining and re-visioning in the short term (next 2 years), medium term (3 to 5 years) and long-term (5+ years) to support the unit in its future advancement and development; and (iv) respond to any additional terms of reference developed by the Provost and Vice-President, Academic and Research. Four years after the review (mid-way before the next review) the unit will submit a brief progress report in which members of the unit comment on the outcomes of the review and initiatives undertaken in response to it and any comments from the University Planning Committee.	
New Brunswick	University of New Brunswick	At the initiation of the Vice President Academic (Fredericton), the Committee will coordinate and assume responsibility for undergraduate and graduate program reviews in conjunction with Faculty and departmental reviews, including the School of Graduate	"Periodic"

Province	Institution*	QA Framework	Review Cycle
		Studies and the appropriate Graduate Academic Unit (GAU). All reviews are to be carried out in accordance with the requirements of the Maritime Province Higher Education Commission (MPHEC) mandate. Vice President Academic Program Review Committee (VPAPRC) oversees the review process. The VPAPRC reviewer submits a report to the VPAPRC Committee confirming the appropriateness and validity of the review process and to ensure that the issues raised by the external reviewers have been appropriately addressed in the unit's response. One year prior to the review, the Unit undergoing the review will prepare necessary appraisals. The source of information to be documented includes: (i) previous 3-5 years enrolment profile by program, area, year in program, recent history of dates-to-completion and placement; (ii) graduate program regulations, requirements, coursework and supervision structures, qualifying and comprehensive examinations, thesis requirements, external examiners; (iii) 3 to 5 year listing of graduate theses and supervisors; (iv) 3 to 5 year record of student financial support; (v) exit and alumni surveys of student satisfaction; (vi) most recent accreditation of professional association review; (vii) faculty teaching commitments and teaching evaluations; (viii) faculty curricula vitae with identification of teaching, research, graduate supervision, and administrative commitments; (ix) 3 to 5 year history of research rankings with specific examples of projects, grants, and awards; (x) outreach activities to high schools and teachers at the local, provincial, and national levels; recruitment activities to ensure that they attract the best students; placement activities on behalf of graduates; community service; professional consulting; do these activities contribute to the teaching and research missions of the faculty/department; (xi) assessment of facilities and equipment, including special assets or needs and assessment of library and computing support. Self-evaluation by the Faculty/Department is one of the most important elements of the periodic review. The self-study must include: an outline of the unit's structure, priorities, and aspirations (i.e., 3 or 5 year plan); a brief description of the course offerings and academic requirements and regulations; rationale for the number and range of offerings and the shape of the program; strengths and weaknesses of the programs and their relation to the resources of the Faculty/Department, particularly in relation to the full and part-time members of faculty and graduate TAs supporting the program;	

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		assessments of the quality of the programs and the learning experiences they provide to students. The external review will focus on: (i) the overall academic health of the Faculty/Department with particular emphasis on the graduate and undergraduate programs; (ii) the performance of the leadership in the Unit; and (iii) the characteristics of the individual best suited to serve as Dean in the coming years. Reviewers will have access to all information pertinent to the assessment of the Unit under review and will be free to consult with anyone they choose. At the end of the visit, the External Reviewers will be asked to give a preliminary oral report of their initial impressions to the Vice President Academic Program Review Committee pending later submission of a formal report. The written report will be due within 3 weeks of the site visit; the report will consist of 2 parts: (i) a non-confidential appraisal and (ii) a confidential report in the case of Faculty Reviews on the personnel of the faculty, with a particular emphasis on the assessment of the incumbent Dean made available only to the Vice President Academic (Fredericton) and Vice President Saint John, where appropriate. Two or three External Reviewers will be invited to undertake reviews. Preference is to have the External Reviewers carry out their site visit together (which lasts 2 or 3 days), however, individual site visits are allowed where necessary. The Unit prepares a response to the External Reviewer's Summary and will become the Final Program Review (PR) Report and once approved at the Senate level, the Final PR Report is posted on the Program Review website. An annual update on progress related to the Report recommendations is provided.	
Newfoundland & Labrador	Memorial University	The only thing I could find: https://www.mun.ca/research/resources/ts/qa/ In July of 2010, the Technical Services Department started a journey towards implementing a certified Quality Management System… we made a formal commitment to continual improvement in the services we provide to the university community. In 2017 we reaffirmed this commitment by moving to the latest version of the standard ISO 9001:2015. The purpose of Technical Services is to provide top quality electronic and	

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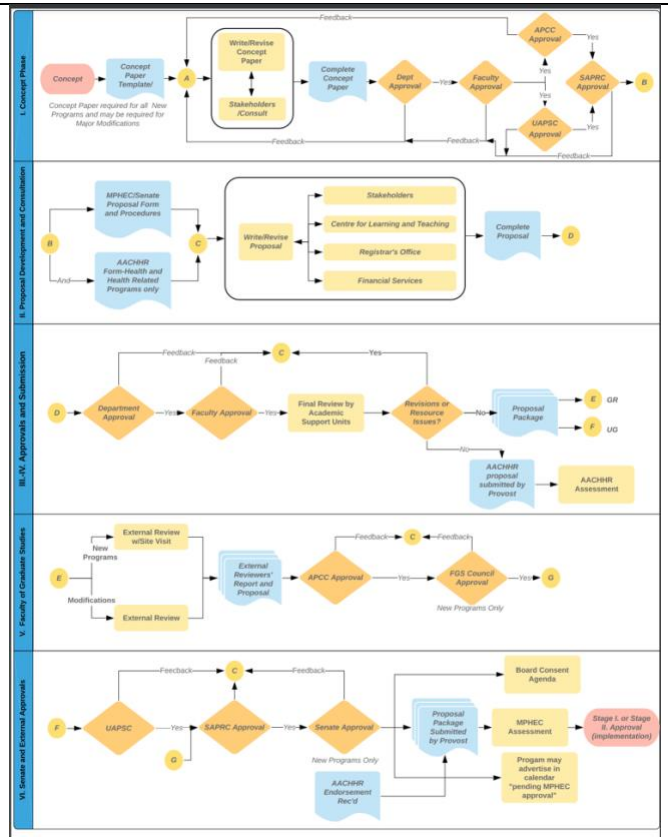
		mechanical design, fabrication and repair services to the Research, Academic, Administrative and Infrastructure activities of Memorial University and the External Community. This includes supporting the Research Community through all the stages of their research projects.	
Nova Scotia	Dalhousie University	Quality assurance is a significant responsibility of universities. By engaging in regular assessment and review processes Dalhousie demonstrates its commitment to: transparency and accountability; excellence and continuous improvement; strategic planning; and risk assessment and mitigation. Dalhousie's academic quality assurance activities conform to the standards and guidelines of the Maritimes Province Higher Education Commission (MPHEC) https://www.dal.ca/dept/senior-administration/provost-vp-academic/academic-quality-assurance.html. In carrying out its quality assurance duties, MPHEC aims to strike a balance between the following realities: (i) universities are autonomous and responsible to their boards for designing and implementing quality programs for their clients; and (ii) stakeholders (governments, students, taxpayers, etc.) have a legitimate need for assurances about the quality and cost-effectiveness of institutional programs and services that they use and for which they help pay (http://www.mphec.ca/quality/overview.aspx). Responsibility for academic quality assurance lies with the Senate, the University's senior academic governing body. Relevant policies and procedures are administered by the Office of the Provost and Vice-President Academic (oversight delegated to the Associate Vice-President Academic). Program Proposal Process – assessment and approval of new and modified academic programs prior to implementation.	Senate reviews of Faculties take place typically on a 7-year cycle. In the intervening period, Deans will provide updates to Senate Planning and Governance Committee biannually, or as requested.

Province	Institution*	QA Framework	Review Cycle
		 Faculty Reviews of Academic Programs – cyclical reviews of academic programs undertaken by Faculties. Evidence-based reviews of academic programs are a crucial component of Dalhousie's quality assurance activities. Cyclical program reviews support strategic, academic program planning, continuous improvement, and enhance the effectiveness and student focus of our program offerings. By undertaking such reviews, Faculties demonstrate responsibility and transparency, and critically assess progress toward their own goals. Reviews of Academic Programs within a Faculty are the responsibility of the Dean. Reviews of graduate-level programs are a joint responsibility of the Dean and the Faculty of Graduate Studies. Dalhousie is required to provide annual reports to external stakeholders on program review activity. Schedules of planned	

Province	Institution*	QA Framework	Review Cycle
		reviews and confirmation of reviews undertaken are provided to the Office of the Provost and Vice-President Academic. There is a self-study and external review committee – but cannot access details as it's for internal members. Accreditation – in addition to Dalhousie's internal quality assurance processes, some programs are subject to cyclical review by external professional bodies at the national or international levels. These bodies provide rigorous quality assurance to ensure that graduates will meet specific educational and competency requirements within their chosen profession. Dalhousie presently has 52 programs that are externally accredited. Senate Reviews of Faculties – cyclical reviews of Faculties undertaken by committees of the Senate. Assessment of the following factors is provided: (i) institutional alignment; (ii) planning processes; (iii) quality indicators; (iv) equity, diversity and inclusion; (v) governance, organizational, management and administrative; (vi) undergraduate program review mechanisms; (vii) graduate program review mechanisms; (viii) program portfolio rationale; (ix) accreditation reviews; (x) academic career progression; (xi) faculty budget; (xii) relationships and collaborations; and (xiii) physical faculties. The Review Committee will include the chair (a tenured faculty member with a primary appointment in a Faculty other than the one undergoing the review) and 3 to 5 additional faculty members whose primary appointment is in a Faculty other than the one undergoing review, as well as 1 or 2 students, and a member of the community. Reviews shall comprise of 5 components: (i) self-study; (ii) external review; (iii) assessment by Review Committee; (iv) submission of the Review Committee report; and (v) Consideration of the Review Committee report. The self-study is to be submitted to the Provost and Vice-President Academic, who shall review it to ensure that it meets the requirements of the policy and then forwarded to the Review Committee. The Review Committee shall widely communicate its existence to all faculty and staff and to all student societies within the Faculty under review, to indicate its purpose and encourage input into the review process through individual and group meetings and written submissions. The Review Committee shall prepare a report. The Review Committee will be given a list of potential external reviewers from outside the university; normally 2 will be selected. The external reviewers shall undertake a review of the Faculty and conduct a site visit of 2-3 business days, during which time they will interview individuals and	

Province	Institution*	QA Framework	Review Cycle
		groups, and tour the Faculty's facilities. Within 2 weeks of the site visit, the external reviewers shall submit to the Provost and Vice-President Academic a single report, which provides a commentary and explicit recommendations. External reviewers will be paid an honorarium and reimbursed for travel expenses. Based upon its review of the self-study, the external reviewers' report, data provided by the Office of Institutional Analysis and Research, and the oral and written submissions and other materials it has received, the Review Committee shall prepare a confidential Draft Report, with the view that the final report will be made public. Within 2 weeks of receiving the Draft Report, the Dean shall review it. The Senate Review Committee report will then be made broadly available to all members of the Faculty under review for information. Within 2 weeks of receiving the Dean's comments, the Review Committee shall finalize the report and submit the Final Report to the Provost and Vice-President Academic. Normally, 12 months following the last discussion of the Final Report at the Senate, the Dean shall provide a status update on actions taken based on the recommendations made.	
Nova Scotia	St Francis Xavier University	The Maritime Provinces Higher Education Commission's Quality Assurance Monitoring Program was implemented in 1999 in response to the Commission's new mandate, which includes focusing on continuous quality improvement of programs and teaching at post-secondary institutions. The monitoring process was created to provide assurances to stakeholder groups and the general public that Maritime universities are committed to offering quality programs and have quality assurance policies in place. The specific objective of the monitoring function is to ascertain that the procedures used by institutions to assess the quality of existing program, and other functions as appropriate, are performing adequately as quality control and quality improvement mechanisms. A key outcome of the process is to provide assistance and advice to institutions on ways to enhance their current quality assurance policy and procedures, reflecting the emergence of best practices in the field. StFX's main quality assurance activity is the review of academic programs as outlined in its Guidelines for Departmental Reviews. The departmental review is a function of the Senate, administered by the Academic Vice-President, and carried out by the Committee on Academic Reviews (CAR) which is chaired by the Academic Vice-President. Its purpose is "to determine whether the Department has suitable objectives and whether	8-year cycle (in 2009 it was recommended that the cycle change to between 5 and 7 years maximum)

Province	Institution*	QA Framework	Review Cycle
		it is fulfilling its objectives, the objectives of the University, and meeting the needs of the outside community". In addition, "reviews are intended primarily to evaluate the quality of the programs offered rather than the performance of individual Faculty members." The Departmental review process includes: (i) establishment of a Review Panel that consists of 2 external reviewers and an internal coordinator; (ii) preparation of a self-study by the Department; (iii) site visit of a minimum of 2 full days during which the Review Panel is asked to interview all Departmental faculty and staff, Chairs of Departments for which the reviewed Department plays a service role, appropriate members of the library staff, computer center and administration; (iv) submission of a report in which the Review Panel is asked to offer an opinion on the strengths and weaknesses of the Department's teaching and research programs and to offer recommendations as to what changes should be made in the Department; (v) submission within one month of a response from the Department reviewed to the Chair of CAR regarding the recommendations of the Review Panel; (vi) CAR, on studying the 3 reports (Self-Study, Review Panel, and Departmental Response), prepares a written report which goes to Senate through the Chair of CAR/Academic Vice-President; and (vii) follow-up on the disposition of the recommendations as suggested by CAR is the responsibility of the Academic Vice-President/Chair of CAR. StFX also has a mandatory campus-wide system of student evaluation of courses and teaching.	
Ontario	**McMaster University**[6]	Institutional Quality Assurance Process (IQAP) – McMaster University is widely recognized for innovation in teaching and learning and for the quality of its programs. Nevertheless, knowledge of our disciplines and the scholarship of teaching and learning are constantly evolving. It is clear that our reputation can only be maintained and improved if we, as academics and educators, critically review what we do and seek the opinion and advice from colleagues at McMaster and at other institutions. Although the primary objective for these reviews is the improvement of our academic programs, the processes that we adopt is also designed to meet our responsibility to the government on quality assurance: Every publicly assisted Ontario university that grants degrees and diplomas is responsible for ensuring the quality of all of its programs of study, including modes of delivering programs and those academic and student services that affect the	8-year cycle

Province	Institution*	QA Framework	Review Cycle
		quality of the respective programs under review, whether or not the program is eligible for government funding. The process by which insititutions meet this accountability to the government is outlined in the Quality Assurance Framework (QAF), developed by the Ontario Council of Academic Vice-Presidents (OCAV) and approved by Executive Heads in April 2010. Institutions' compliance with the QAF is monitored by the Ontario Universities Council on Quality Assurance, also known as the Quality Council, which reports to OCAV and the Council of Ontario Universities (COU). The list of programs that require review and the schedule of such reviews, is maintained by the Vice-Provost (Faculty) in consultation with the Vice-Provost & Dean of Grad Studies. McMaster's IQAP is designed to facilitate the development and continued improvement of our undergraduate and graduate academic programs, and to ensure that McMaster continues to lead internationally in its reputation for innovation in teaching and learning. Self-Study Document – in collaboration with relevant groups and/or individuals, the Chair will initiate the creation of a self-study document that is broad-based, reflective, forward-looking and inclusive of critical analysis. The self-study is an opportunity to review collections of courses and learning opportunities holistically with a focus towards the overall program learning experiences of the students as well as to demonstrate the uniqueness of each of McMaster's programs. The objectives of the cyclical review process at McMaster are: (i) to facilitate the development and continued improvement of our undergraduate and graduate programs; (ii) to promote curriculum development and improvement in an ongoing, iterative process; (iii) to ensure that McMaster continues to lead internationally in its reputation for innovation in teaching and learning and for the quality of its programs; (iv) to incorporate input from all principal stakeholders including students; and (v) to help shape programs to have characteristics that are most valued at McMaster while also meeting the responsibility for quality assurance. The self-study report should: discuss consistency of the program with the university's mission and academic plan; the program requirements; alignment of degree level expectations with program learning outcomes; program admission requirements, alignment of admission requirements with degree level expectations; how the program curriculum reflects the current state of the discipline, area of study or field; the program calendar; highlights of innovative or unique approaches to teaching and learning being used; how teaching prioritizes accessibility and removes barriers to student learning; use	

Province	Institution*	QA Framework	Review Cycle
		of a curriculum map to demonstrate how individual courses align with specified program learning outcomes and degree level expectations; description of the main mode(s) of delivery in the program; highlight any experiential learning opportunities (i.e., seminars, learning communities, work-study opportunities, undergraduate research, service learning, internships, capstone projects, etc.); discuss assessment practices used to evaluate student progress in the program, why they have been selected, how assessments have been scaffolded throughout the curriculum to prepare students for success, and how assessments are designed to take into account a variety of student accessibility needs and reduce (or eliminate) barriers to student learning; use of existing human, physical, and financial resources; list of faculty members involved in program delivery; quality indicators such as time to completion, flow through data, cohort data, degrees awarded, headcount, CGPSS, full-time faculty, quality and availability of graduate supervision, evidence of faculty, student and program quality such as honours and awards, funding, etc.; outcomes of previous academic reviews; initiatives that have been undertaken to enhance teaching, learning, and/or research environments; areas of improvement and enhancement; the system of governance; and the adequacy of support services to support students' success and academic quality. Site Visit – The Vice-Provost (Faculty) or the Vice-Provost and Dean of Graduate Studies, in consultation with the Dean, will select a team of reviewers (arm's length) to evaluate the program from a list of 6 suggested individuals compiled by the Program/Department under review. The review team shall normally consist of 2 external reviewers and 1 internal reviewer. The site-visit will typically be 2 days long. Reporting – The review team will prepare and submit a report that addresses the substance of both the self-study and the evaluation criteria. The Chair shall be responsible, in collaboration with relevant groups and/or individuals, for preparing the Program's response to the review teams' report. The Dean then prepares a response and helps to prioritize and resource the recommendations that will be implemented. A final assessment report, that takes into consideration the self-study, the review team report, the Chair's response, and the Dean's implementation plan, is compiled by the Quality Assurance Committee and submitted to Graduate Council, the University Planning Committee, Quality Council, and posted on McMaster's website.	

Province	Institution*	QA Framework	Review Cycle
		Progress Report - Normally after 18 months, the Chair and Dean will meet to discuss progress regarding the program's implementation plan. A progress report is prepared and submitted to the Quality Assurance Committee.	
Ontario	**University of Toronto**[1]	The Office of the Vice-Provost, Academic Programs (VPAP) oversees the quality assurance for all new and existing programs, Faculties and units. At the highest level, the University of Toronto operates under the Policy for Approval and Review of Academic Programs and Units, approved by Governing Council on June 24, 2010. More specific guidance and direction is provided by the University of Toronto Quality Assurance Process (UTQAP), which was approved by the Ontario Universities Council on Quality Assurance and outlines protocols governing: (i) the development, appraisal, and approval of entirely new academic programs; (ii) the development and approval of proposals to significantly change existing academic programs (major modifications); (iii) the closure of existing degrees and programs; and (iv) the cyclical review of existing Faculties, units and the programs they offer. The University of Toronto's approach to quality assurance is built on two primary indicators of academic excellence: (i) the quality of the scholarship and research of faculty, and (ii) the success with which that scholarship and research is brought to bear on the achievement of Degree-Level Expectations. These indicators are assessed by determining how our scholarship, research, and programs compare to those of our international peer institutions and how well our programs meet their Degree-Level Expectations. Reviews provide the opportunity to celebrate successes, identify areas where we can do better, and vigorously pursue improvements. The Cyclical Program Review Protocol is used to ensure University of Toronto programs meet the highest standards of academic excellence. Regular reviews allow for ongoing appraisal and quality improvement of programs and the academic units in which they reside. The Vice-Provost, Academic Programs is responsible for the oversight of the University of Toronto Quality Assurance Process and ensuring that the UTQAP is applied in a manner that conforms to the University's quality assurance principles and Quality Council requirements.	Reviewed on a planned cycle; within an 8-year interval

Province	Institution*	QA Framework	Review Cycle
		The review process includes: (i) self-study; (ii) external evaluation (peer review) with report and recommendations on program quality improvement; (iii) university evaluation of the self-study and the external assessment report resulting in recommendations for program quality improvement; (iv) preparation and adoption of plans to implement the recommendations and to monitor their implementation; and (v) follow-up reporting on the principal findings of the review and the implementation of the recommendations. Self-Study – the degree program/unit under review shall prepare a self-study that is broad-based, reflective, and forward-looking, that includes critical self-analysis; it is an assessment of the strengths and challenges facing the unit, the range of activities, and the nature of its future plans. It should address the terms of reference and program evaluation criteria as these will be provided to the external reviewers and will form the basis of their assessment. The self-study should include faculty, students, staff, graduates of the program, representatives of industry, the profession, practical training programs, and employers. The report should include information on: consistency of program with the institution's mission and unit's academic plans; program requirements and learning outcomes are appropriate and aligned; appropriate alignment of admission requirements with learning outcomes; curriculum reflects the current state of the discipline or area of study and is appropriate for the level of the program; evidence of significant innovation or creativity in the content and/or delivery of the program relative to others; mode(s) of delivery to meet the program's identified learning outcomes are appropriate and effective; methods for assessing student achievement of the defined learning outcomes and degree learning expectations are appropriate and effective; appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program; appropriateness and effectiveness of the academic unit's use of existing human, physical, and financial resources in delivering the program; outcome measures of student performance and achievement are aligned with input and process measures (e.g., faculty qualifications, research and scholarly record; class sizes; percentage of classes taught by permanent or contractual faculty; numbers, assignments and qualifications of part-time or temporary faculty; students applications and registrations, attrition rates, time to completion, final year academic achievement, graduation rates, academic awards, student in-course reports on teaching; rates of graduation, employment 6 months and 2 years after graduation, postgraduate study, "skills match", and alumni reports on program quality); assessment of programs relative	

Province	Institution*	QA Framework	Review Cycle
		to the best of their kind offered in Canada, North America, and internationally – including areas of strength and opportunities; initiatives taken to enhance the quality of the program and the associated learning and teaching environment; quality and availability of graduate supervision; faculty funding, honours and awards; faculty commitment to student mentoring; student grade level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills; evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience. <u>External Evaluation</u> – normally the Review Committee will be composed of at least 3 external reviewers or 2 external and 1 internal reviewer qualified by discipline and experience to review the program; the reviewers should be active and respected in their field, normally associate or full professors with program management experience and representatives of peer institutions offering high-quality programs in the field under review. External reviewers are provided with access to all course descriptions and the curricula vitae of faculty. Reviewers should conduct the site visit together and should meet with faculty, students, administrative staff and senior program administrators, as well as members of relevant units, employers, and professional associates. The Review Committee submits the report within 2 months of the site visit. A response to the report will be prepared, along with an implementation plan, which is then brought forward to divisional and University governance. The Review Committee report is a public document and should be circulated within the unit reviewed along with the administrative response and implementation plan from the Dean. The Vice-Provost, Academic Programs provides for the timely monitoring of the implementation of the recommendations, and the appropriate distribution, including web postings of the scheduled monitoring reports. The Quality Council is provided with a copy of the Final Assessment Report (excluding all confidential information) including the implementation plan for all completed cyclical program reviews on an annual basis. It is left to the discretion of the program and/or units to decide whether or not they wish to post the full records of the review process including self-study and review report on their website. Auditors from the Quality Council independently select programs for audit, typically 4 undergraduate and 4 graduate cyclical program reviews. These audits are conducted on an 8-year cycle.	

Province	Institution*	QA Framework	Review Cycle
Prince Edward Island	University of Prince Edward Island	The Maritime Provinces Higher Education Commission's Quality Assurance Monitoring Program was implemented in 1999 in response to the Commission's new mandate, which includes focusing on continuous quality improvement of programs and teaching at post-secondary institutions. The monitoring process was created to provide assurances to stakeholder groups and the general public that Maritime universities are committed to offering quality programs and have quality assurance policies in place. The specific objective of the monitoring function is to ascertain that the procedures used by institutions to assess the quality of existing programs, and other functions as appropriate, are performing adequately as quality control and quality improvement mechanisms. A key outcome of the process is to provide assistance and advice to institutions on ways to enhance their current quality assurance policy and procedures, reflecting the emergence of best practices in the field. The Quality Assurance Monitoring Committee, a joint committee of the Association of Atlantic Universities (AAU) and the Maritime Provinces Higher Education Commission (MPHEC), carries out the monitoring function on behalf of the Commission. This Committee was established as a peer review committee whose purpose is to advise and assist the MPHEC in ensuring continuous improvement in the quality of academic programs and of teaching at post-secondary institutions included within its scope by monitoring institutional quality assurance activities. The Monitoring Committee's main objective is to answer the following two questions while paying particular attention to each institution's mission and values: (1) Is the institution following its own quality assurance policy? (2) Could the institution's quality assurance policy be modified to better ensure the quality of the academic programs and services or is it satisfactory as is? The monitoring function is made up of the following steps: (i) An initial meeting between the university and the Monitoring Committee; (ii) Submission by the university of its institutional quality assurance report; (iii) An analysis of all pertinent documentation by the Monitoring Committee; (iv) A site visit; (v) An assessment report prepared by the Monitoring Committee; (vi) An institutional response; (vii) Release of assessment report; and (viii) Submission by the university of a follow-up action plan. - Couldn't find any more information than this online	?? 7-year cycle

Province	Institution*	QA Framework	Review Cycle
Quebec	**McGill University[2]**	McGill adheres to the framework established by the Bureau de coopération interuniversitaire (BCI). Cyclical academic unit reviews are performed within the university, but the process is overseen by BCI's Program Evaluation Review Commission (CVEP), and new programs are reviewed by the New Program Evaluation Commission (CEP). McGill is also a member institution of the Association of Universities and Colleges of Canada (AUCC). All member institutions pledge their commitment to the AUCC principles of institutional quality assurance in Canadian higher education. McGill has an obligation to conduct program reviews to ensure quality and accountability, in keeping with the Policy adopted by Quebec universities within the CREPUQ framework (1991-1999). Furthermore, in keeping with McGill's commitment to excellence in research and in undergraduate and graduate teaching, as judged by the highest international standards, there is a need for a procedure to assess the quality of our programs in relation to the research and reputation of the professors who offer them, as well as the student experience. For these reasons, cyclical reviews of academic units were introduced in 2011, to replace the academic program reviews that were implemented from 2004 to 2009. Cyclical academic unit reviews are intended to go beyond program reviews; they allow the University, the Faculties, and the units themselves to assess their objectives, priorities, activities, and achievements, and to compare themselves to equivalent units in peer institutions, with a view to improving quality and maintaining excellence. Academic unit reviews help to ensure that the unit's objectives are aligned with Faculty and University priorities and plans, as well as meeting the requirements of the Bureau de coopération interuniversitaire. Reviews are overseen by the Cyclical Unit Review Office (CURO), which reports to the Associate Provost (Policies, Procedures and Equity). Templates and other administrative procedures are available on the CURO website (http://www.mcgill.ca/curo/academic-unit-reviews). The University considers it desirable to conduct periodic reviews of its academic administrative and service units, alongside the reviews of its academic teaching units. The review procedures for these units are based on the cyclical review of academic units, but with a different focus and methodology. Considering their different nature, university level oversight for reviews of academic administrative or service units is provided by the Provost rather than the Academic Policy Committee, which oversees the	Once every 7 years

Province	Institution*	QA Framework	Review Cycle
		cyclical reviews of academic units. No more than two administrative units will be reviewed in any given academic year (one per term). The Cyclical Unit Review Office (CURO) will manage the review process, in consultation with the Provost. Each review will be conducted using the following procedure: (i) Formation of the Review Team; (ii) Preparation of a Self-Study report; (iii) Site Visit & Review Team Report; and (iv) Follow up on recommendations arising from Review Team report. The Review Team - The review will be conducted by a Review Team consisting of a minimum of 4 people, including at least one external member from an equivalent unit at a peer institution within Canada. The mandate of the Review Team is defined as follows: (i) To review the mission, goals and objectives of the unit, and its relationship to the academic mission and priorities of the university; (ii) To evaluate the use of resources allocated to the unit and its cost-effectiveness in achieving its goals and objectives; and (iii) To evaluate the unit in comparison with similar units in other Canadian universities. The composition of the Team will be based upon the size and/or complexity of the unit being reviewed. The membership shall be chosen from among both the academic and administrative staff (and students, where appropriate) and will reflect competencies in the following areas: finance, human resources, administration, physical planning, and/or any system or competence relevant to the unit being reviewed. Self-Study Document - The unit head will be responsible for the preparation of a self-study document which is to be submitted no less than 4 weeks prior to the date of the site visit by the Review Team. This document is expected to be comprehensive in nature, to include statistics on activity levels, use of resources, and comparisons with similar units at other universities in Canada, where feasible. Relevant data will be provided by Human Resources, the Budget Office, and Financial Services to the unit at least 3 months prior to the site visit. The self-study document should also address the following issues: (i) overall mission, goals and objectives; (ii) relationship to other units at McGill, if applicable, in delivering service; and (iii) harmonization of unit's mission with the academic mission and priorities of the university. Site Visit - The Review Team will conduct a site visit of 1-2 days. The schedule of meetings for this visit will be prepared by the unit and the Team will submit their report within 2 weeks of the visit. The unit head will be given the opportunity to respond to the report. Follow up on recommendations arising from Review Team report Upon receipt	

Province	Institution*	QA Framework	Review Cycle
		of the response of the unit to the Review Team report, the dossier (consisting of the self-study report, the review team report, and the unit response) will be submitted to the Provost and the relevant Vice-Principal or equivalent, the latter of whom will be responsible for implementation of the recommendations contained therein, in consultation with the unit head. Progress will be monitored in the implementation of recommendations made and report to the Provost. Review criteria - Each cyclical academic unit review is conducted by a committee, reporting to the relevant Dean and to the Provost. The following criteria should be addressed in the unit's self-study document, as appropriate, as well as the review committee's report: (i) the academic unit's objectives, and priorities; a multi-year plan, including strategies for maintaining and/or further improving the performance of the unit and a consideration of whether current activities are the best means for achieving the unit's objectives; the relationship of these objectives, and priorities to Faculty and University strategic plans; the unit's current strengths and weaknesses, including, where feasible, comparison with equivalent units elsewhere (normally in the U15 and/or American Association of Universities (AAU)) identified for 'bench-marking' purposes; degree of involvement of students and student groups in the unit's activities; (ii) extent and quality of the unit's research, scholarship and creative work (publications, research contracts, patents, etc.); success in obtaining peer-reviewed external funding for research, including collaborations and interdisciplinary research; impact of research, as indicated by citations, honours and awards, and other evidence of recognized achievement; involvement of members of the unit in highly regarded academic or professional journals and associations; other contributions towards enhancing McGill's position as an internationally recognised, research-intensive institution; (iii) learning goals of the unit's graduate programs; scope, quality and potential of graduate programs, considered in light of learning goals and outcomes, enrolment trends, disciplinary trends, graduation rates, and other relevant performance indicators; success of the unit in encouraging a student-centred learning environment, academic excellence, critical reasoning, inquiry-based pedagogy, promotion of research at the undergraduate level, professional training (where relevant), etc; quality of academic environment; promotion of internationalism and interdisciplinarity; scope and quality of student advising; effectiveness of graduate teaching and supervision; nature and extent of graduate student funding; success rate regarding graduate student employment in the field, etc.; quality of students; (iv) contributions of the unit to relevant external	

Province	Institution*	QA Framework	Review Cycle
		communities, professional bodies and disciplines; performance on issues related to employment equity and equal educational opportunity; and (v) effectiveness and appropriateness of the unit's structure, management and administrative processes; adequacy of staffing arrangements; processes in place to ensure quality and to track how well the unit is doing; and quality and effectiveness of institutional resources: libraries, IT services, etc.	
Saskatchewan	University of Regina	- Couldn't really find anything online	
Saskatchewan	University of Saskatchewan	The Saskatchewan Higher Education Quality Assurance Board is authorized by *The Degree Authorization Act* to oversee a quality assurance review of institutions seeking degree-granting status in Saskatchewan. The quality assurance review process ensures that new degree programs in Saskatchewan meet high quality standards that promote the recognition of Saskatchewan graduates both nationally and internationally for their academic achievements. Reviews of the various academic, administrative and operational units that comprise the University of Saskatchewan (USask) are of upmost importance. While Academic Program Review will be the primary assessment tool for academic programs, reviews at USask may include any academic unit, administrative unit, service, program or activity. In recognition of the diversity of organizational units and functions on campus, a flexible approach to reviews has been developed. Each review begins with the creation of a unique Terms of Reference outlining the purpose and desired outcomes of the review. Supporting resources, including a self-study report, will be designed to provide reviewers with the necessary background information to conduct the review. <u>Academic Program Review</u> – The primary purpose of Academic Program Review is to ensure that USask students are provided with the best possible learning experience in a robust learning environment. Reviews will provide opportunity for program teams to critically reflect and engage in a clear and transparent process of assessment of a program's strengths and weaknesses that will result in valuable recommendations for quality improvement. Review outcomes will inform program revision, renewal, and	8-year period

Province	Institution*	QA Framework	Review Cycle
		strategic planning decisions. The review process will demonstrate the University's accountability to program quality to a wide variety of key stakeholders, including Governments, the University's governing bodies and the general public. Academic Program Review will provide a range of benefits to the University, including: (i) Predictable intervals to examine the quality of all programs offered by the University; (ii) Feedback and quality improvement recommendations from external academic leaders; (iii) Identification of areas of strength in each program; (iv) Provision of valuable program information, including student and alumni feedback, to each Department for internal decision making and planning; (v) Opportunities for Deans/Directors to address resource and planning needs related to academic programs; (vi) Evidence of accountability to program quality for Governments and other stakeholders; and (vii) Improved student learning experiences through a focus on the quality enhancement of teaching and learning. The university's commitment to the systematic review of academic programs is in line with the standard presented by the **Saskatchewan Higher Education Quality Assurance Board** (SHEQAB) which states that "The institution implements a periodic external program review and assessment process to ensure the ongoing currency of the program and the quality of its learning outcomes" (Quality Assurance Review Process: Program Review Standards and Criteria, 2014, p. 8). Academic Program Review is an instrument to assess and improve the quality of academic programs. This process places the review of academic programs as a priority for assessment at the University of Saskatchewan. Building on the lessons learned from Systematic Program Review (1999-2005) and Graduate Program Review (2010-2018), Academic Program Review ensures that USask students are provided with the best possible student experience and learning environment. This commitment to systematic review is aligned with the standard presented by the Saskatchewan Higher Education Quality Assurance Board to "implement a periodic external program review and assessment process to ensure the ongoing currency of the program and the quality of its learning outcomes" (Quality Assurance Review Process: Program Review Standards and Criteria, 2014). Systematic review of academic programs is a key strategy that will help the University of Saskatchewan achieve the goals set out in University Plan.	

Province	Institution*	QA Framework	Review Cycle
		Academic Program Review utilizes the following six quality assessment standards as guidance for the review. The standards are derived from the detailed degree level standards for undergraduate and graduate programs, articulated by the Council of Ministers of Education, Canada. External reviewers will be provided with a set of questions intended to guide their assessment. Academic units will have an opportunity to contribute additional guiding questions. (1) Program Administration – A quality program incorporates effective systems and procedures in the areas of recruitment and admissions, program management, and in the allocation of awards and scholarships to students. University of Saskatchewan Academic Program Review - Procedures Page 4 of 18 Program leadership anticipates the ongoing evolution of their discipline, which is reflected in evolving program delivery and program planning activities. There is an anticipation and analysis of how future trends in may impact the recruitment and selection of students, the content and quality of program delivery, the understanding of how students learn in the discipline and the student experience. Administrative structures (committees, etc.) facilitate ongoing quality enhancement of teaching and learning and frequent review of program and course learning outcomes. The strategic vision of the program is aligned with the broader integrated planning environment at the university. (2) Program Structure - A quality program has clearly stated program and course learning outcomes that are appropriate to the level of degree offered, the academic context of the discipline, and/or the expectations of the profession. Program and course learning outcomes, and their connection to the USask Learning Charter and College of Graduate and Postdoctoral Studies policies, should be clearly articulated. Course learning outcomes should also be clearly articulated and connected to program learning outcomes. The sequence and timing of courses and their respective course learning outcomes should provide repeated opportunity for students to build capacity in achieving program learning outcomes. The program curriculum achieves course and program learning outcomes at the level of degree offered. It is current, and addresses all aspects of the discipline including opportunities for specialization to cultivate further conceptual depth or breadth. Student learning success is assessed through written, oral, and observational evidence of knowledge and skills in all	

Province	Institution*	QA Framework	Review Cycle
		aspects of the discipline. Indigenous knowledges and experiences, grounded in Indigenous worldviews, are incorporated into the program. Interdisciplinary collaborations provide opportunities for the acquisition, synthesis, application and integration of knowledge, cultivating the intellectual development of students. Quality assessment practices, both formative and summative, utilized during course learning experiences have been shown to improve student learning success. Course-based assessments support both teaching and learning and are used in determining the success of students in achieving course and program learning outcomes. Quality assessment practices include: • explicit connections to course and/or program learning outcomes • clearly communicated criteria • authentic assessments from/of a variety of student learning experiences and contexts • the inclusion of written, oral and observational assessments • the utilization of a diversity of assessors (self, peer, instructor, and others) • regular reporting of individual and aggregate achievement of program learning outcomes to students and to other critical stakeholders (3) Program Enrolment and Student Funding - A quality program has the profile and reputation to attract and retain a viable number of high caliber students, who will have local, national and/or international backgrounds. The students entering the program have the capacity and preparation necessary to meet the challenges of the program and to successfully complete their degree. Students are supported in applying for scholarships, awards and research grants. (4) Learning Environment - Students have access to appropriate learning and information resources (such as library, databases, computers, classroom equipment, and laboratory facilities) and to an appropriate range of support services. Course instruction uses state of the art modalities and processes that enhance the student learning experience. Students have access to relevant experiential learning opportunities, which may include research, field-based instruction, community-engaged learning, study abroad, clinical placement, practicum, internship and coop placement. The learning environment supports the program's stated learning outcomes. A quality student experience at the graduate level is built on strong interactions with faculty. Students are regularly advised, informed and guided by meetings with their graduate supervisor. The	

Province	Institution*	QA Framework	Review Cycle
		learning environment provides a range of opportunities for students to participate in intellectually and professionally challenging activities. (5) Faculty Profile – A quality program has a distinguished faculty with a national and international reputation for scholarly work. Faculty members are credited with a suitable number and quality of discipline-specific publications, awards, research grants and conference invitations, all indicative of the breadth and level of their engagement in scholarly work. Faculty members have the knowledge and skills required to teach in their discipline. All instructors exemplify learning, teach effectively, assess fairly, and solicit feedback. Professional programs have appropriately qualified faculty involved heavily in teaching and learning activities. Graduate programs are supported by highly engaged faculty with a commitment to supervision and mentorship. (6) Student Progression and Success - Undergraduate students acquire a basic knowledge and critical understanding of the range of fields within a discipline. They demonstrate the ability to gather, review, evaluate, interpret and critically analyze information relevant to the discipline and to compare the merits of alternative hypotheses. Undergraduate students have the capacity to engage in independent or supervised research, and are able to apply learning from one or more areas outside the discipline. Graduate students acquire a systematic knowledge of the discipline and are being suitably prepared for professional practice and for research and inquiry. Masters students engage in independent research or practice in a supervised context and demonstrate critical thinking and analytical skills. Doctoral students show a high degree of intellectual autonomy, an ability to conceptualize, design and complete projects, and generate knowledge through original research or creative activity. Graduate students participate in seminars and conferences; they present their research findings through posters and published papers; and have opportunities to develop professional skills through experiences as teaching assistants and research assistants. Graduate students are credited with a suitable number and quality of achievement awards and conference invitations. A quality program demonstrates that its students, at each phase of the program, are progressing towards achieving program and course learning outcomes. Graduates successfully achieve the defined program learning outcomes, complete their	

Province	Institution*	QA Framework	Review Cycle

degree requirements in a timely manner, and can access a variety of career paths post-graduation. Students perceive their program to be supporting their learning and achievement of program learning outcomes.

Six documents will be produced during a program review:

Document	Primary Author	Description
Self-Study Report	Self-Study Committee	The Self-Study Report will contain a mixture of historical program data and commentary from various stakeholders. It is an opportunity for the academic unit to engage in critical self-reflection and planning for the future. This document will be provided to the external review team and will serve as the primary source of background information for the review. An overview of the Self-Study Report content is provided in Appendix 1.
External Review Report	External Review Team	Provides an assessment of quality and recommendations for program enhancement. A complete description of the External Review Report is provided in Appendix 2.
Program Response	Self-Study Committee	Response to the External Review Report, including a direct response to all recommendations made.
Dean's Response	Dean of College/School	Response to the three documents listed above. Includes an action plan and timeline. Development of this response requires close consultation with the Department Head, Self-Study Committee, and (where necessary) the Dean of CGPS.
Closing Memo	Institutional Planning and Assessment	Summarizes the outcomes of the review and the four documents listed above. The memo is addressed to the President and published online. Academic Programs Committee will receive the Memo and provide to University Council for Information.
Support for Action Plan	Provost and Vice-President Academic	Response to the review outcomes and proposed action plan. This sets expectations for implementation and follow-up reporting.

*Tier-One Universities are denoted with a numerical superscript in World University rank order for the top 9 (Lane, 2021); considered world-class research, academic excellence, an exceptional student body, and the highest levels of innovation, creativity, and scholarship.
** Public websites and related online documents that emerged following a google search: “quality assurance university ___” (EOP, September, 2021).

Would like to summarize table into:

- QA definition
- Stated purpose of review
- Type of review
- Review team composition
- Content of review (things measured)
- Review cycle/frequency
- Follow-up mid-cycle/interim reports
- Governing bodies

UNIVERSITY	QA definition	Stated purpose of review	Type of review	Review team composition	Content of review	Review cycle/frequency	Follow-up mid-cycle/interim reports	Governing bodies