Campus Alberta
Quality Council

Fifteenth Annual Report

1 April 2018 – 31 March 2019

Alberta Government

Campus Alberta Quality Council

31 July 2019

Honourable Demetrios Nicolaides
Minister, Advanced Education
Room 403 Legislature Building
10800 97 Avenue
Edmonton, AB T5K 2B6

Dear Minister Nicolaides:

RE: Campus Alberta Quality Council Fifteenth Annual Report

On behalf of the Campus Alberta Quality Council (CAQC), we are pleased to provide you with our Fifteenth Annual Report for the period 1 April 2018 through 31 March 2019. This report highlights the key activities with which CAQC has been engaged during a busy and productive year. On Council's recommendation, 17 degree programs proposed by resident institutions were approved – 13 undergraduate and four graduate. Each program was thoroughly examined and evaluated using the standards established and published by CAQC.

During the reporting year, Council continued to work closely and proactively with post-secondary institutions on a number of collaborative projects, with the purpose of supporting effective quality assurance (QA) at both institutional and system levels. An important activity for Council this year was working in partnership with the Comprehensive Academic and Research Institution sector to successfully complete the second cycle of QA audits for the four institutions in this sector.

Council also prepared for a transition that will occur in the coming year, a change in Council leadership with co-chairs Peter Mahaffy and Art Quinney ending their tenure and Gayla Rogers and Dietmar Kennepohl taking on the role of co-chairs effective July 1, 2019.
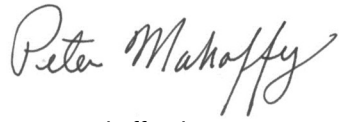
With the announcement that Red Deer College and Grand Prairie Regional College would become degree granting, Council committed significant time to working with both institutions as they begin this transition. In both cases these institutions are developing their first non-applied baccalaureate degree program proposals, which will be preceded by an organizational evaluation by CAQC. Council also worked with Lakeland College, Olds College, and Newman Theological College as they are in the process of developing proposals for degrees.

Council continued its practice of meeting at institutions and was pleased to be hosted by and receive a first-hand update of programming at Concordia University of Edmonton, the King's University, the University of Alberta, Southern Alberta Institute of Technology, Mount Royal University and Grant MacEwan University.

Council also initiated a review of the breadth and depth expectations arising from the Canadian Degree Qualifications Framework for Bachelor of Arts and Bachelor of Science degree programs in Alberta, began development of principles of teaching and learning effectiveness, and worked with the Ministry and institutions on applied degrees. Guided in each of these initiatives by a subcommittee of Council, which often included representatives from different sectors in the system, significant progress has been made in completing this work. A number of changes to Council's *Handbook* were proposed and accepted this year. A review of the time needed for CAQC review processes was also undertaken. CAQC compares very favourably with other Canadian agencies and the factors which delay rapid turnaround are completeness of proposals, time taken by institutions to revise proposals, and time needed to recruit teams of external examiners for partially expedited reviews. During the reporting year, CAQC reviewed and recommended approval for a new degree program at Yukon College as part of our relationship with the Yukon Government, and Council's Co-chair and Director of the Secretariat met with Yukon College officials to discuss QA processes. Council also appreciated the opportunity to work with the Ministry on a number of higher level post-secondary issues under discussion in the Ministry.

Campus Alberta continues to evolve with institutions taking different mandates and changes to programs across the sectors. Council is also pleased to witness increasing commitment to and development of QA processes across the system. We would like to acknowledge the excellent work of Council Members and the Director and three other members who comprise the highly skilled and professional Secretariat. The work of Council would not be possible without the dedication and commitment of these talented people. We also thank the Ministry for on-going support and confidence in our work.

Sincerely,

Peter Mahaffy, PhD
Co-Chair

Art Quinney, PhD
Co-Chair

CAQC Mandate

The Campus Alberta Quality Council (CAQC) is an arms-length quality assurance agency that makes recommendations to the Minister of Advanced Education on applications from post-secondary institutions seeking to offer new degree programs in Alberta under the terms of the *Post-secondary Learning Act (PSLA)* and the Programs of Study Regulation (91/2009). CAQC's Mandate and Roles Document outlines the Minister's and Council's responsibilities and accountabilities.

Other than degrees in divinity, all new degree programs to be offered in Alberta (including those proposed by non-resident [out-of-province] institutions) must be approved by the government. Council is charged with the quality review of new degree program proposals referred to it by the Minister. It also monitors degree programs to ensure Council's standards of quality continue to be met. In carrying out its responsibilities, Council works proactively with degree granting institutions to support their own efforts to build and maintain effective quality assurance processes and practices.

CAQC Principles

Core Principles

Principle 1	The **best interests of learners** are at the core of Council's activities as it assesses proposed degree programs and monitors the quality of existing degree programs.
Principle 2	Council's **standards** are appropriate to the nature and degree level of programs and are comparable to national and international standards. Council encourages innovation and creativity in degree programming when there is a demonstrated benefit to learners.
Principle 3	Council recognizes that the **primary responsibility** for academic and institutional quality assurance rests with degree granting institutions themselves.
Principle 4	Council respects the foundational role of **academic freedom** in the provision of high quality degree programs.
Principle 5	**Peer evaluation** is an essential component of Council's evaluation of degree programs.
Principle 6	**Consultation with stakeholders** is an integral part of degree program development, appraisal, and monitoring.
Principle 7	Council exhibits and promotes appreciation of **institutional diversity** and respect for **institutional autonomy.**

Operating Principles

Principle 8	Council exhibits and promotes **equity, openness, transparency, and efficiency** in all its practices and policies.
Principle 9	Where appropriate, Council applies **iterative processes** in discussions with institutions to clarify and improve degree programs.
Principle 10	Members and peer reviewers act in ways that build **trust** in Council's processes and decisions.
Principle 11	Members and peer reviewers act **autonomously** and in accordance with **ethical standards,** and abide by Council's code of conduct, which includes provisions on conflict of interest.
Principle 12	Council is committed to the **quality assurance review** of its own activities and to sharing effective practices in degree program quality assessment.

Activities of Council

Council is committed to ensuring, and encouraging institutions to continue enhancing, the quality of their degree programs. During the reporting year, Council focused on the following activities:

- conducting program proposal evaluations and making recommendations to the Minister on applications from post-secondary institutions to offer new degree programs;

- monitoring approved degree programs to ensure their compliance with Council's conditions and quality standards;

- refining Council's documentation, procedures, and assessment practices with respect to program proposals and monitoring activities;

- working with post-secondary institutions to assist them in improving the quality of new proposed degree programs;

- providing feedback to institutions on the results of their program cyclical reviews;

- offering advice to institutions on Council's quality standards and review and monitoring processes;

- working in partnership with the Comprehensive Academic and Research Institutions (CARIs) on the second quality assurance audit;

- continuing to respond to the outcomes of the Agencies, Boards and Commission's (ABC) review of Council and implementing the recommendations from that review;

- working with the Ministry on initiatives related to Council's mandate; and

- communicating the role of Council to stakeholders within the province and strengthening communication networks with other provincial quality assurance agencies and the public.

In 2018/2019, Council held five meetings (one via teleconference), and in keeping with its desire to visit institutions in order to enhance communication with the post-secondary system, met at Concordia University of Edmonton, The King's University, the University of Alberta, Southern Alberta Institute of Technology (SAIT), Mount Royal University (MRU) and Grant MacEwan University (GMU). Meeting at institutions provides Council with opportunities to learn about current programs, quality assurance processes, success in implementing approved programs, and future plans.

Action Plan 2018-2021

As required by the *Public Agencies Governance Framework,* all advisory councils accountable to the Minister are expected to have an action plan identifying priorities to be undertaken during a three-year planning cycle in order to fulfill their mandates. To align its work with this expectation and to implement the recommendations from the ABC review of CAQC, Council adopted its seventh Action Plan at the March 2018 meeting. The plan outlines three goals and 23 priority initiatives. As of 31 March 2019, the implementation status of CAQC's priority initiatives was as follows:

Goal 1: CAQC will carry out quality new program reviews that are well-developed, efficient, and evidence-based.

Priority Initiative	*Results Achieved*
Continue to explore additional ways to work with institutions to emphasize institutional support for program-level teaching and learning effectiveness as they develop new programs.	• Established a teaching and learning effectiveness subcommittee to develop principles of teaching and learning effectiveness.
Continue to work with institutions to incorporate more fully the use of student learning outcomes and their assessment in new program development.	• Proposal Review Standing Committee (PRSC) continues to review the program learning outcomes (PLOs) of all new program proposals. It advises institutions on how to improve the PLOs they have proposed, and examines PLOs applying Council's fully expedited review (FER) criteria mandating that proposals must clearly identify appropriate PLOs, as well as describe the institutional policies and procedures for their assessment.
As a follow-up to Council's systematic review of its quality assessment processes and guidelines and experience with respect to program proposals from non-resident institutions, make any necessary changes to processes and guidelines.	• Council adopted its revised FER and partially expedited review (PER) criteria for resident institutions during the previous reporting period, and will discuss criteria for non-resident institutions (NRIs) in the next reporting period.
Undertake a systematic review of the CAQC *Handbook*.	• In the first stage of this project, the Secretariat completed a review of handbooks of other quality assurance agencies as background research.
Revise Council's baccalaureate guidelines with respect to applied degrees, baccalaureate degrees in nursing, and bachelor of education degrees.	• Engaged in a discussion about applied degrees at the June 2018 meeting and struck an applied degree subcommittee to revise the applied degree section of the *Handbook* in consultation with Campus Alberta. The first meeting of the subcommittee took place on 16 October 2018 and it will continue its work during the next reporting period. • Met with Senior Academic Officers of institutions in Alberta that currently offer applied degrees on 24 January 2019 to discuss possible revisions to the applied degree section of the *Handbook*. • On Council's request, Alberta Education has undertaken a preliminary review of the *Handbook* section on Bachelor of Education degrees.
Review the terms of reference for the Proposal Review Standing Committee.	• Action planned for next reporting period.

Priority Initiative	Results Achieved
Work with the Ministry and institutions to develop mechanisms to assure collaborative delivery arrangements involving Council-recommended degree programs meet Council's quality standards and conditions.	• The Secretariat worked with the Post-Secondary Programs branch on development of the Ministry's revised *Collaborative Programs* guideline. • Revised *Handbook* s. 4.6 'Collaborative Delivery of Degrees' to align Council's expectations with the Ministry's revised *Collaborative Programs* guideline. • Reviewed and provided feedback on the draft agreement for delivering Northern Alberta Institute of Technology's (NAIT's) Bachelor of Business Administration (BBA) in collaboration with Portage College. • Reviewed and provided feedback on the draft agreement for delivering SAIT's BBA (Management) in collaboration with Grande Prairie Regional College.

Goal 2: Council will ensure that degree programs approved on recommendation of CAQC continue to meet Council's quality standards and conditions.

Priority Initiative	Results Achieved
Work with institutions to more fully use student learning outcomes and their assessment in their quality assurance of degree programs.	• Revised s. 5.3.3 'Results of Institution's Cyclical Program Evaluations' of the *Handbook* to articulate Council's guideline for mapping and assessing PLOs as part of program cyclical reviews by institutions. • As part of its review of program cyclical review results, the Monitoring Standing Committee (MSC) continues to look for evidence that programs have appropriately articulated and assessed PLOs and emphasizes the importance of this issue in its feedback to institutions.
Work with institutions to develop guidelines for demonstrating evidence of teaching effectiveness for the purpose of improving the quality of student learning.	• Established a teaching and learning effectiveness subcommittee to develop principles of teaching and learning effectiveness. Work is ongoing.
Review the terms of reference for the Monitoring Standing Committee.	• Action planned for next reporting period.
Work with the CARI provosts to implement the second round of audits with the CARI institutions.	• The second round of quality assurance process audits at the University of Lethbridge, the University of Calgary, Athabasca University, and the University of Alberta was completed by the joint CAQC/CARI Quality Assurance Audit Steering Committee.
Implement extension of the audit process for the monitoring of degree granting institutions beyond the CARI sector.	• The criteria and process for extending the audit process to other degree granting institutions were developed by the Audit Criteria Committee comprising CAQC members and representatives from the CARIs, Baccalaureate and Applied Studies Institutions (BASIs), Polytechnical Institutions (PIs) and Independent Academic Institutions (IAIs) in 2017/2018. • No institutions applied for audit status during the reporting period.
Continue to work with sectors to further refine expectations for scholarly activity to support high quality programs using, as appropriate, adaptations of frameworks such as Boyer's models of scholarship.	• Through MSC's work in reviewing results of program cyclical reviews and institutional annual reporting, continued to encourage institutions across Campus Alberta to develop and/or to revise their scholarly activity policies, as appropriate, to support high quality degree programming.

Priority Initiative	Results Achieved
Continue to support institutions, sectors, and the Campus Alberta system in the development and strengthening of quality assurance processes.	• Adopted substantial revisions to *Handbook* s. 5.3.3 'Results of Institution's Cyclical Program Evaluations', based on Council's experience with reviewing institutional cyclical review policies and results of program cyclical reviews. • MSC reviewed and provided feedback on the results of 16 program cyclical reviews by five institutions, including feedback aimed at strengthening quality assurance processes, as appropriate. • MSC reviewed and provided feedback on annual reporting by four MRU programs delivered in collaboration with Medicine Hat College, Red Deer College, and Keyano College, one NAIT program delivered in collaboration with Keyano College, and one SAIT program delivered in collaboration with Grande Prairie Regional College. • Began working with three institutions new to degree granting to provide support as they develop and strengthen their quality assurance processes.

Goal 3: Council will work proactively with institutions, government and other stakeholders to support delivery of quality degree programs to serve the best interests of adult learners.

Priority Initiative	Results Achieved
Strike a committee consisting of Council members and representatives from the CARIs, BASIs, and IAIs to review CAQC's BA/BSc guidelines and expectations.	• A CAQC-Post-Secondary Institution Breadth and Depth Subcommittee, consisting of representatives of all sectors in Campus Alberta, five CAQC members, and Secretariat representatives was established to undertake review of Council's BA/BSc guidelines and expectations. • Co-Chairs met with the province's Senior Academic Officers at the Alberta Council of Senior Academic Officers (ACOSAO) meeting on 27 April 2018 and discussed this topic.
Explore with stakeholders the most effective ways to increase Council's visibility and enhance dialogue on quality assurance initiatives, such as webinars.	• Continued to update content on CAQC's website regularly to enhance Council's communication with its stakeholders and members of the public. • Through its Secretariat, continued exploring options for using the government platform and the Ministry's support systems for developing new communication modes.
In light of Council's work with Yukon Education, establish a communication protocol with Yukon Education officials.	• A protocol for communication with Yukon Education officials has been established and is being refined.

Priority Initiative	Results Achieved
Work with the Ministry on initiatives and policies relevant to Council's mandate.	• Invited Ministry officials to Council's June 2018 meeting to discuss applied degrees, professional master's programs, and the Alberta Credential Framework. • Invited Ministry officials to Council's August 2018 meeting to discuss university transition in the province. • Met with the Director, International and Intergovernmental branch, at the August 2018 meeting, to discuss the Ministry's work related to internationalization of education. • The Secretariat, on behalf of Council, has engaged with Ministry officials about the Ministry's work related to: collaborative programs, the Alberta Tuition Framework, The Roles and Mandates Policy Framework for Alberta's Adult Learning System, the Indigenous Institutions Accreditation Project, and applied degrees.
Through Council's Co-Chairs, continue regular communication with the Minister and senior Ministry officials.	• Met with Minister and the Assistant Deputy Minister (ADM), Advanced Learning and Community Partnerships Division, at the June 2018 Council meeting. • Hosted the ADM at CAQC's February 2019 meeting. • Co-Chairs liaised regularly with the ADM during the reporting year. • The Co-Chairs and the Secretariat worked with the Minister's office and with Governance and Legislation to recruit new Council members to fill upcoming vacancies.
Through Council's Co-Chairs and Secretariat, continue to enhance consultation and share effective practices with post-secondary quality assurance agencies in Canada.	• Through its Secretariat, continued to participate in monthly networking teleconferences, and communicated on an ad-hoc basis at other times as required, with quality assurance agencies in other jurisdictions. • Co-Chair and the Secretariat teleconferenced with the Executive Director and Co-Chair of the British Columbia Council on Admissions and Transfer, who is also a member of British Columbia's Degree Quality Assessment Board, to discuss the CAQC-CARI audit process.
Continue discussions with Alberta post-secondary students about their role and engagement in the quality assurance of degree programs.	• MSC, through its work in reviewing results of program cyclical reviews, continues to encourage institutions across Campus Alberta to include feedback from students in cyclical review of programs. • Council leadership meets regularly with student association representatives to discuss their involvement in degree quality assurance.
Continue discussions with Alberta post-secondary faculty about their role and engagement in quality assurance of degree programs.	• MSC, through its work in reviewing results of program cyclical reviews, continues to encourage institutions across Campus Alberta to include feedback from faculty in cyclical review of programs. • Council leadership meets regularly with faculty association representatives to discuss their involvement in degree quality assurance.

Priority Initiative	Results Achieved
Engage with Indigenous communities and Campus Alberta to develop and launch means by which CAQC, within its mandate, can advance the national project of reconciliation by supporting Indigenization in Alberta's postsecondary institutions.	• Co-Chairs discussed Council's possible support of institutional Indigenization initiatives with the Senior Academic Officers at the ACOSAO meeting on 27 April 2018. • Council's Indigenization committee has begun planning for an agency-led training proposal to submit to the Ministry in response to the provincial government's call for Indigenous training for members of public agencies. In addition, the committee is exploring the possibility of a session for Council that might build on presentations from several people who are involved in Indigenization to discuss how Council might best support it among Alberta's post-secondary institutions. • Met with members of the Indigenous and Community Connections branch at Council's December 2018 meeting to discuss the Indigenous Institutions Accreditation Project.

Other Activities

Committees

In addition to ad-hoc committees, Council has two standing committees to facilitate its work.

Proposal Review Standing Committee	Monitoring Standing Committee

In 2018/2019, the Proposal Review Standing Committee :
 	
• reviewed twelve Fully Expedited Review requests and conducted twelve program desk reviews
 	
• reviewed and provided feedback on a program name change proposed by one institution
 	
• reviewed and provided feedback on two draft agreements for delivering a degree program in collaboration
 	
• continued to work on its review of the Part B degree proposal template
 	
• as of 31 March 2019, was considering substantive program changes proposed for two programs by one institution
	In 2018/2019, the Monitoring Standing Committee:
	
	• reviewed and provided feedback on
	  o the annual reporting submitted by seven institutions covering 12 degree programs (one offered by a resident institution and 11 by NRIs)
	  o the results of 16 program cyclical reviews from five institutions
	
	• as of 31 March 2019, had completed its review of the annual reporting submitted by ten resident institutions covering 78 degree programs and was in the process of preparing its feedback to institutions
	
	• as well, was considering the results of one program cyclical review
	
	• completed its review and revision of s. 5.3.3 'Results of Institution's Cyclical Program Evaluations' in Council's *Handbook*

Stakeholder Engagement

As reported under the Action Plan's priority initiatives, CAQC continues to actively engage with institutional and Ministry stakeholders. Engagement undertaken by Council in the last reporting year included:

• consultation on 24 January 2019 with Senior Academic Officers of post-secondary institutions in Alberta that currently offer applied degrees about possible revisions to the applied degree section of the *Handbook*;

• establishment of a joint CAQC-Post-Secondary Institution Breadth and Depth Subcommittee, consisting of representatives of all sectors in Campus Alberta, five CAQC members, and Secretariat representatives, to undertake a review of Council's BA/BSc guidelines and expectations;

• meeting of co-chairs and Senior Academic Officers at the ACOSAO meeting on 27 April 2018 to discuss Council's BA/BSc guidelines and expectations and Council's possible support of institutional Indigenization initiatives;

- discussions with Ministry officials at Council's June, August, and December 2018 meetings about applied degrees, professional master's programs, the Alberta Credential Framework, university transition in Alberta, internationalization of education, and the Indigenous institutions Accreditation Project;

- meetings of Ministry officials and Secretariat, on behalf of Council, about the Ministry's work related to: collaborative programs, the Alberta Tuition Framework, The Roles and Mandates Policy Framework for Alberta's Adult Learning System, the Indigenous Institutions Accreditation Project, and applied degrees; and

- hosting the Minister and the ADM at CAQC's June 2018 meeting and the ADM at CAQC's February 2019 meeting.

Conferences and Presentations

As it is important that Council's assessments be recognized and understood both within and outside the province, Council's Chair or Co-Chairs, members, and the Secretariat Director attend meetings and conferences and, in some cases, make presentations relating to Council's work. Participation in provincial and national discussions ensures that the work of CAQC informs, and is informed by, effective quality assurance practice, leadership and scholarship. This year, one Council member attended, on behalf of Council, the *2018 Educating for the Future: Learning Outcomes and Experiential Learning Symposium*, organized by the Ontario Universities Council on Quality Assurance.

Evaluations and Recommendations

The process of approval for new degree program proposals in Alberta is as follows[1]:

> ***Application to the Minister***
> ↓
> ***System coordination review by Ministry***
> ↓
> ***Referral to Council for organizational review (if necessary) and program quality review***
> ↓
> ***Council's recommendation to the Minister***
> ↓
> ***Minister's Decision***

Council's evaluation process is rigorous, depends heavily on impartial external peer review, and takes into consideration the institutional context and the experience of an institution in offering degree programming. When an institution proposes its first degree program, a first degree program at a new level, or other precedent-setting degree, it will normally be subject to a full assessment by Council, including both an organizational and a program review.

For institutions that have experience in offering degree programs at the level of the degree being proposed, a FER (no organizational evaluation and a desk review by Council's PRSC and Secretariat rather than engaging external evaluators for the program review) or PER (one not requiring an organizational evaluation) may be possible, according to Council's criteria.

As Council is committed to fostering continuous development and enhancement of degree programs, it applies iterative processes in discussions with institutions during the review process and after a program's approval (CAQC's Principle 9).

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[1] A complete description of the program approval process in Alberta including the role of CAQC can be found on Council's website at https://caqc.alberta.ca/review-process/degree-program-approval-process/.

Applications Referred to Council and Council Recommendations

In 2018/2019, Council made recommendations to the Minister on 16 programs (twelve baccalaureate and four graduate programs), 12 of which were subject to a FER by PRSC acting on behalf of Council.

Subsequently, the Minister approved all of these programs, as well as one program recommended by Council for approval during the previous reporting period.

Maximizing the efficiency of review processes is a high priority for Council. With few exceptions, the review process is shorter for FERs than for PERs. The proportion of review type under Council's consideration varies annually.

Applications by Review Type

■ Fully Expedited Review
■ Partially Expedited Review
■ Full Review

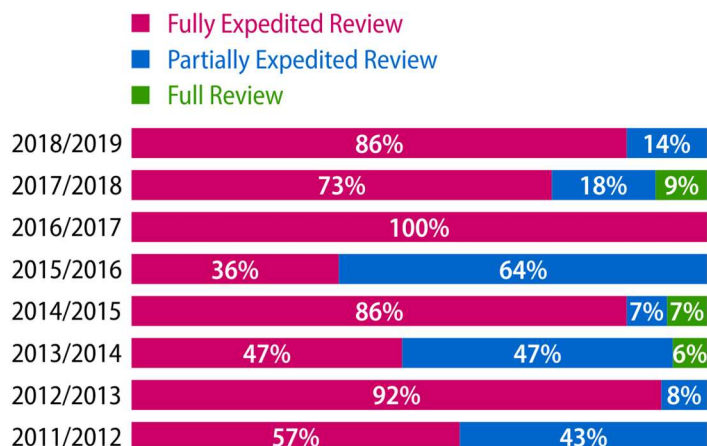|		
2018/2019	86%	14%
2017/2018	73%	18% 9%
2016/2017	100%	
2015/2016	36%	64%
2014/2015	86%	7% 7%
2013/2014	47%	47% 6%
2012/2013	92%	8%
2011/2012	57%	43%

In 2018/2019, the time it took for a Council review from receipt of an institution's full program proposal to Council's recommendation to the Minister ranged from 33 to 197 days, excluding the time during which Council was waiting for additional documentation from institutions. The 12 FER reviews conducted by PRSC ranged from 33 to 94 days, with an average time of 57.8 days per review. In 2018/2019, two of 14 reviews underwent a PER review (one of them included three majors), lasting 138 and 197 days.

The following factors affect the duration of Council's review time:

- The completeness of the institution's proposal.

- Whether an organizational evaluation is required before the program review.

- The time required to recruit external reviewers and establish a site visit date mutually agreeable to all reviewers and the institution (e.g., reviews typically do not occur in the summer).

- Whether the institution is asked to provide further refinements of the proposal (i.e., submit a revised proposal).

- The number and scope of reviews of additional information that are needed before a recommendation can be made to the Minister.

- Review times coinciding with holiday breaks and associated office closures.

Duration of CAQC Review Process in 2018/2019

● Fully Expedited Review
● Partially Expedited Review

In 2018/2019, the average time to process FER reviews was longer than the average time of 37.6 days taken to complete the eight FER reviews in 2017/2018. This can be attributed to the fact that a significant number of the FER reviews coincided with holiday times and associated office closures. As well, all 12 FER reviews conducted in 2018/2019 required receipt and processing of additional information from institutions (three of these reviews included two requests for additional information each).

The following table outlines the proposals reviewed by Council and/or the degree programs approved by the Minister on recommendation of Council between 1 April 2018 and 31 March 2019.

Alberta Publicly-funded Institution Program	Type of Review	CAQC Recommendation / Status	Minister's Decision	Date
Ambrose University				
Bachelor of Arts (Psychology)	Program*	To Approve	Approved	7 Feb 2019
Concordia University of Edmonton				
Bachelor of Science (Information Technology)	Program*	To Approve	Approved	11 Jan 2019
Doctor of Psychology	Organizational and Program	Under Review (with Institution)		
Mount Royal University				
Bachelor of Business Administration (Supply Chain Management)	Program*	To Approve	Approved	1 March 2019
Bachelor of Business Administration (Finance)	Program*	To Approve	Approved	1 March 2019
Bachelor of Business Administration (International Business)	Program*	To Approve	Approved	29 March 2019
Red Deer College				
Bachelor of Applied Arts in Animation and Visual Effects	Organizational and Program	To Approve	Approved	6 April 2018
Bachelor of Applied Arts in Film, Theatre, and Live Entertainment (Acting; Film Production; Live Entertainment Production)	Program	To Approve	Approved	28 Aug 2018
St. Mary's University				
Bachelor of Arts (Social Justice and Catholic Studies)	Program*	To Approve	Approved	23 Oct 2018
Southern Alberta Institute of Technology				
Bachelor of Hospitality and Tourism Management	Program	To Approve	Approved	18 Jan 2019
University of Alberta				
Bachelor of Arts (Modern Languages and Cultural Studies)	Program*	To Approve	Approved	11 Jan 2019
Master of Arts (Policy Studies)	Program*	To Approve	Approved	26 Nov 2018
University of Calgary				
Master of Management	Program*	To Approve	Approved	13 July 2018
University of Lethbridge				
Bachelor of Management (Agricultural Enterprise Management)	Program*	To Approve	Approved	1 Oct 2018
Master of Science (Remote Sensing)	Program*	To Approve	Approved	4 June 2018
Master of Health Services Management	Program*	To Approve	Approved	16 Nov 2018

* Fully Expedited Review

Yukon College

On 15 September 2017, the Government of Alberta and the Government of Yukon signed a memorandum of agreement according to which CAQC provides ongoing quality assurance for Yukon College, which is beginning to offer its own degree programs. The role of Council is to evaluate the quality of new degree program proposals and to monitor programs after their implementation.

Based on this agreement, Council has reviewed and recommended for approval two programs proposed by the College – a three-year Bachelor of Arts in Indigenous Governance and a four-year Bachelor of Business Administration – both of which have been approved by the Government of Yukon over the reporting year. The 3-year Bachelor of Arts in Indigenous Governance program was implemented in the Fall of 2018. During the reporting year, Council also reviewed and provided its feedback on the institution's draft cyclical program review policies and procedures.

Evaluation Teams

Council's fifth principle states that peer evaluation is an essential component of Council's evaluation of degree programs. The involvement of independent peer evaluators is very important as they provide expert advice to Council and to institutions proposing new degree programs. As well, they provide assurance to learners regarding the quality of degree programs, and promote the quality of Alberta programming in other jurisdictions. Therefore, recruitment of appropriate external experts to assist with Council's evaluations is vital as the quality of the reviewers affects the quality of the review, which in turn affects the quality of the program under review. Council ensures the external reviewers' perspectives brought to the evaluation process are a judicious mix of relevant disciplinary expertise and an objective external point of view. Council employs three types of expert teams:

Organizational Evaluation Teams	Program Evaluation Teams	Comprehensive Evaluation Teams
Organizational evaluation teams assist Council in examining the extent to which the systems and processes of the institution establish its capacity to achieve excellence in providing learning credentials at the degree level.	Program evaluation teams help ensure that degree programs offered by institutions are of an acceptably high quality and comparable in quality to other degree programs in Alberta and Canada.	Comprehensive evaluation teams help fulfill Council's monitoring role with respect to periodic evaluations of institutions offering approved degree programs.

Evaluators are senior academics and/or academic administrators from institutions offering approved degree programs in Alberta or elsewhere in Canada. In 2018/2019, Council conducted one comprehensive evaluation and four program reviews involving CAQC-appointed review teams (15 experts in total – ten from British Columbia, three from Alberta, one from Ontario, and one from Newfoundland and Labrador).

Council acknowledges the commitment of the following reviewers who provided their evaluation services during the 2018/2019 reporting year:

Dr. Lynn Alden	*University of British Columbia*	Dr. Brent Mainprize	*University of Victoria*
Dr. Keith Dobson	*University of Calgary*	Dr. Ralph Nilson	*Vancouver Island University*
Dr. Kim Dotto	*BCIT*	Dr. Harold Richins	*Thompson Rivers University*
Dr. Statia Elliot	*University of Guelph*	Prof. Jonathan Rouse	*Okanagan College*
Dr. Elizabeth Evans	*Mount Royal University*	Dr. Michael Thoma	*Capilano University*
Dr. Suzanne Flannigan	*Vancouver Island University*	Dr. David Walls	*College of the Rockies*
Dr. Julie Gosselin	*Memorial University*	Prof. Kathleen Weiss	*University of Alberta*
Prof. Stephen Heatley	*University of British Columbia*		

Once a review is completed, team members and the institution are asked to provide feedback about their experience and offer suggestions for improving the review process. As this is a continuous process, at their August 2018 retreat, Council members reviewed the feedback and considered refinements to its review processes, documents, and the advice it provides to institutions. Overall, the feedback indicates a high level of satisfaction with the work of Council and its Secretariat.

Monitoring and Periodic Review

The Programs of Study Regulation (91/2009) outlines Council's responsibilities with respect to monitoring of approved degrees. Monitoring may take various forms including annual reporting, periodic reporting, comprehensive evaluations, audits, as well as review of results of an institution's cyclical program reviews. Council may also ask for reporting prior to or after implementation of a new program. The extent of monitoring varies based on:

- Council's appraisal of the institution's experience and capacity in offering degree programs;
- its assessment of the rigour and quality of application of the institution's internal review processes;
- any issues identified as part of the proposal review and/or follow-up to the annual reporting;
- substantive program changes; and
- issues related to compliance with Council's minimum staffing standards.

Annual Reporting

To enable Council to provide its feedback regarding approved degree programs, all institutions except CARIs are required to submit their annual reporting by 1 November. In 2018/2019, Council received annual reporting from 90 programs offered by 17 institutions (11 resident and six NRIs). An institution is not required to report annually on a program if Council is satisfied with the results of its cyclical review. As of 31 March 2019, 36 programs offered by seven institutions have completed their annual reporting to Council. At the same time, Council may reinstate its annual reporting requirement for those programs which, in its opinion, need improvements with respect to their quality (e.g., as evidenced by the results of program cyclical reviews).

Comprehensive Evaluation

In addition to annual reporting, Council normally conducts at least one comprehensive evaluation of a resident institution offering approved degree programs no sooner than in the sixth academic year after the institution begins offering its first degree program. This review typically includes the results of the institution's cyclical reviews of some of its approved degree programs using external evaluators and also involves an organizational review to ensure that the systems and processes of the institution continue to support excellence in learning. A subsequent comprehensive evaluation may be conducted at Council's discretion.

In 2018/2019, Council conducted its second comprehensive evaluation of NAIT. Council has scheduled its first comprehensive evaluation of the Alberta University of the Arts (formerly, Alberta College of Art and Design) for 2021/2022. GMU, MRU, and SAIT have each undergone their first comprehensive evaluation.

Cyclical Program Reviews

Council's third principle recognizes that the primary responsibility for academic and institutional quality assurance rests with degree granting institutions themselves. Therefore, Council, through its MSC, assists institutions in the development of their internal cyclical review policies and provides feedback on the results of cyclical program reviews. This type of monitoring activity, which is growing in scope, is very important as it provides Council with an opportunity to contribute to the development of institutional quality assurance systems.

Quality Assurance of Programs Delivered in Collaboration

The number of degree programs delivered in collaboration between either BASIs or PIs and CCIs is increasing within the province and CAQC expects that programs delivered in collaboration will be of similar quality to approved programs offered on home campuses. CAQC provides its feedback on draft agreements for collaborative arrangements and monitors collaboratively delivered programs after program implementation, i.e., through including them in its annual reporting processes, and expecting that institutions offering degrees in collaboration will review programs both on the home campus and at the off-site location as part of program cyclical reviews.

A Glance Back

Since its creation in 2004, Council has been involved in the review of numerous degree programs at the baccalaureate and graduate levels. Where appropriate, Council applies iterative processes in discussions with institutions to clarify and improve degree programs (Council's Principle 9). It has recommended approval of 246 programs.

Number of Programs Recommended by CAQC by Year since 2004

Year	Number
2018/2019	16
2017/2018	11
2016/2017	9
2015/2016	14
2014/2015	15
2013/2014	19
2012/2013	13
2011/2012	14
2010/2011	17
2009/2010	23
2008/2009	19
2007/2008	45
2006/2007	20
2005/2006	11

Graduate 76 ● 31%
Baccalaureate 170 ● 69%
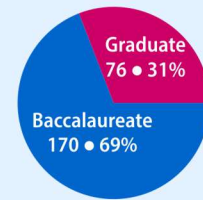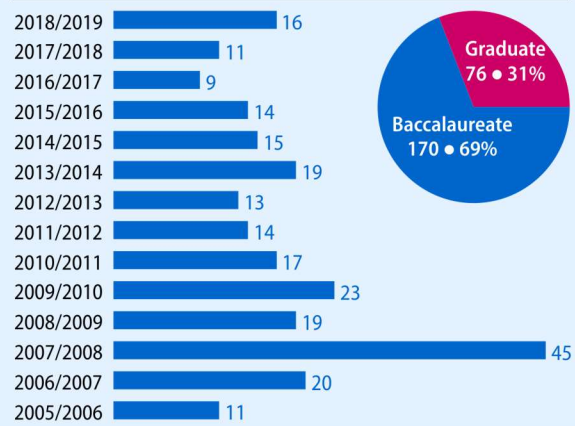
Number of Programs Recommended by CAQC, by Post-Secondary Sector, since 2004

Approved ■ · Decision Deferred □ · Not Finalized ×

- Comprehensive Academic and Research Institutions — 106
- Baccalaureate and Applied Studies Institutions — 74
- Polytechnic Institutions — 12
- Comprehensive Community Inst. — 5
- Independent Academic Institutions — 32
- Specialized Arts and Culture Inst. — 1
- Private Resident Institutions — × 1
- Non-Resident Institutions — 15

Of the 246 programs recommended for approval across post-secondary sectors, the Minister subsequently approved 239. As well, the Minister deferred a decision on six programs. The approval process for one program was not finalized as the proposing institution ceased its operations in Alberta.

239 Approved Programs

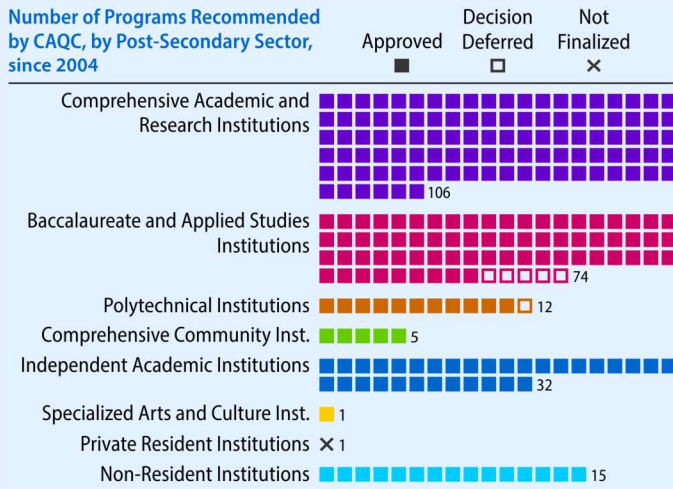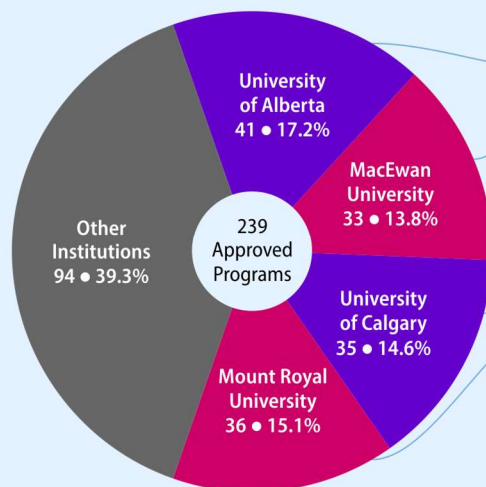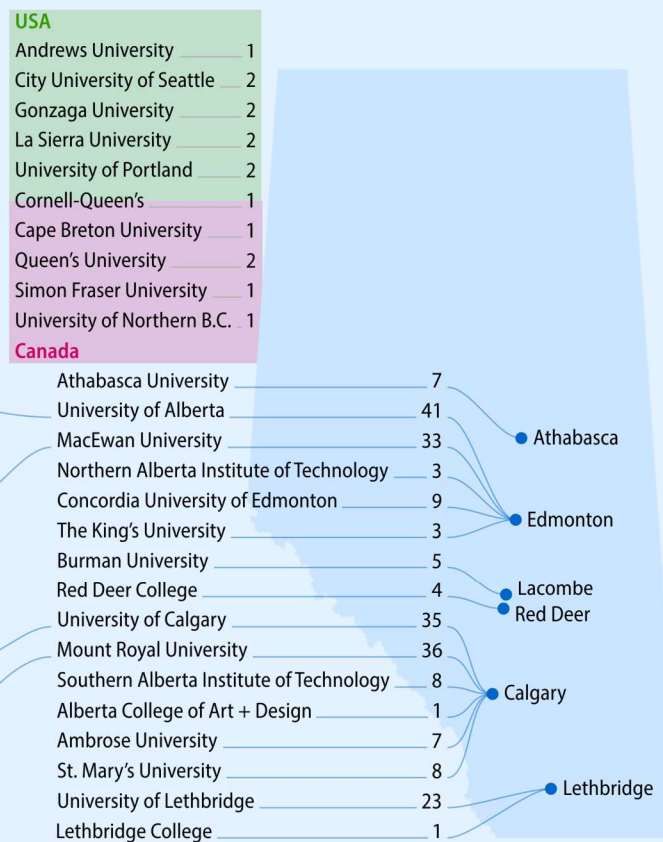|		
Comprehensive Academic & Research Inst.	106	44%
Polytechnic Institutions	11	5%
Comprehensive Community Institutions	5	2%
Independent Academic Institutions	32	13%
Specialized Arts & Culture Institutions	1	1%
Non-Resident Institutions	15	6%
Baccalaureate & Applied Studies Institutions	69	29%

The 239 approved programs were split between 16 resident institutions and 10 non-resident institutions. Four institutions (University of Alberta, Mount Royal University, University of Calgary, and Grant MacEwan University) accounted for 60.7% of all programs approved on Council's recommendation.

Degree Programs Approved on Recommendation of CAQC, Cumulative as of 31 March 2019

USA

Andrews University	1
City University of Seattle	2
Gonzaga University	2
La Sierra University	2
University of Portland	2
Cornell-Queen's	1
Cape Breton University	1
Queen's University	2
Simon Fraser University	1
University of Northern B.C.	1

Canada

Athabasca University	7
University of Alberta	41
MacEwan University	33
Northern Alberta Institute of Technology	3
Concordia University of Edmonton	9
The King's University	3
Burman University	5
Red Deer College	4
University of Calgary	35
Mount Royal University	36
Southern Alberta Institute of Technology	8
Alberta College of Art + Design	1
Ambrose University	7
St. Mary's University	8
University of Lethbridge	23
Lethbridge College	1

● Athabasca
● Edmonton
● Lacombe
● Red Deer
● Calgary
● Lethbridge

239 Approved Programs

- University of Alberta 41 ● 17.2%
- MacEwan University 33 ● 13.8%
- University of Calgary 35 ● 14.6%
- Mount Royal University 36 ● 15.1%
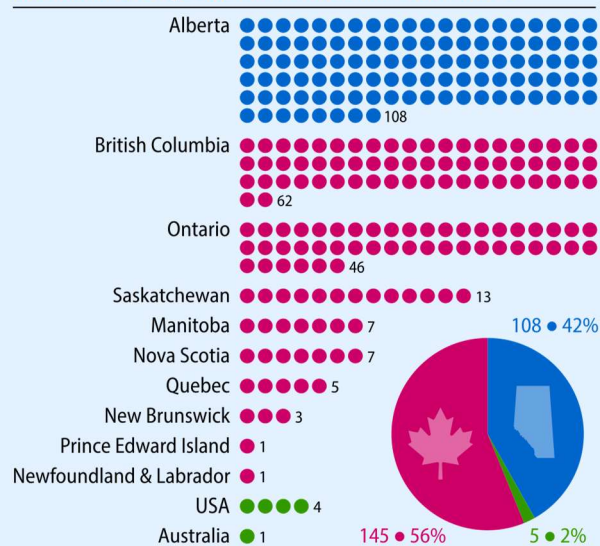- Other Institutions 94 ● 39.3%

Enrolments and Graduates in Programs Approved on CAQC Recommendation, by Post-Secondary Sector	Learners (FLE), 2017/2018		Graduates since Program Approval	
	Number	Share	Number	Share
Comprehensive Academic and Research Institutions	2,252.31	10.30%	2,771	10.52%
Baccalaureate and Applied Studies Institutions	15,673.70	71.71%	18,915	71.82%
Polytechnic Institutions	2,423.09	11.09%	3,013	11.44%
Comprehensive Community Institutions	246.83	1.13%	21	0.08%
Independent Academic Institutions	1,253.38	5.73%	1,612	6.12%
Specialized Arts and Culture Institutions	7.60	0.03%	6	0.02%
Total for All Resident Institutions	21,856.91	100.00%	26,338	100.00%

The degree programs approved on Council's recommendation have a significant number of enrolments and graduates. In particular, the Baccalaureate and Applied Studies Institutions – Mount Royal University and Grant MacEwan University – accounted for the bulk of each of the total enrolments in CAQC-recommended programs in 2017/2018 and of all graduates. At the same time, the Polytechnical Institutions – Northern Alberta Institute of Technology and Southern Alberta Institute of Technology – accounted for a little more than one-tenth of students and of graduates. Although Comprehensive Academic and Research Institutions have fewer enrolments and graduates than institutions in the Baccalaureate and Applied Studies and Polytechnical Institutions sectors, they offer a large number of new graduate-level programs which, on average, have smaller enrolments than undergraduate degrees. As well, many baccalaureate-level degrees offered by Comprehensive Academic and Research Institutions predate the establishment of CAQC and data for these programs have not been included in the table summary. Overall, the table reflects a large spectrum of high quality post-secondary study options available to students within Campus Alberta both at the graduate and undergraduate levels.

Since its inception, CAQC has engaged 258 external reviewers, 42% of whom were from Alberta and 58% from other Canadian jurisdictions, the USA, and Australia.

Distribution of CAQC External Reviewers from 2004 to 2019

Alberta 108
British Columbia 62
Ontario 46
Saskatchewan 13
Manitoba 7
Nova Scotia 7
Quebec 5
New Brunswick 3
Prince Edward Island 1
Newfoundland & Labrador 1
USA 4
Australia 1

108 ● 42%
145 ● 56%
5 ● 2%

Looking Forward

We look forward toward continuing to implement the priority initiatives from the *CAQC Action Plan, 2018-2021*, based on the outcomes of the Agencies, Boards, and Commissions review of Council, which took place in 2017.

In particular, Council will be focusing on student needs in the areas of its two core activities – quality review of degree program proposals referred to it by the Minister and monitoring quality of programs after their implementation – to assure that learners are provided with high-quality post-secondary education opportunities. As well, Council will be continuing to work with its institutional stakeholders through assisting them in developing internal quality assurance processes, expectations regarding the role of faculty scholarship and teaching excellence, and student engagement in scholarly activity. Moreover, CAQC members are open to collaborating on any Ministry initiative related to Council's mandate.

As it is important for Campus Alberta to be recognized for its quality assurance practices beyond our province, Council will continue to engage with similar bodies in other jurisdictions to promote the quality of Alberta credentials as well as to learn about effective practices.

As the Co-Chairs complete their terms on Council on 30 June 2019 and two new Co-Chairs have already been appointed to succeed them, the next year will be a year of transition for Council.

Membership of Council

Council consists of 11 members appointed by the Minister, including a chair and 10 members representing expertise in the post-secondary system (brief biographical information about the members is available in Appendix 1).

Over the reporting period, Dr. Peter Mahaffy and Dr. Art Quinney continued to share the Chair's responsibilities. CAQC is grateful for their exceptional leadership and contributions.

On completion of their terms, Council extends its gratitude to Dr. Janet Paterson-Weir and Dr. Robert Woodrow for their commitment to Council's quality assurance work.

To replace two members whose terms expired during the reporting year, the Minister appointed two new members to Council, effective July 2018.

The following 13 individuals served on Council in 2018/2019:

Co-Chairs	Peter Mahaffy	Members	Gurston Dacks	Annie Prud'homme-Généreux
	Art Quinney		Judy Eifert	Gayla Rogers (from 1 July 2018)
			Jeff Goldberg (from 1 July 2018)	John Stubbs
			Paul Gooch	Lynn Taylor
			Gordon Nixon	Robert Woodrow (until 30 June 2018)
			Janet Paterson-Weir (until 30 June 2018)	

CAQC Secretariat

The CAQC Secretariat, provided by the Ministry of Advanced Education, assists the Co-Chairs and Council in their activities by providing expert advice on matters of policy and procedure, organizing all Council and subcommittee meetings, helping to set meeting agendas and preparing background documentation, drafting correspondence, drafting publications, providing advice on monitoring, helping to orient new members, and performing environmental scanning. As well, it coordinates all aspects of Council's external evaluation teams and the Secretariat's Director or Manager serves as an advisory member on the teams to provide advice and ensure consistency across reviews.

The Secretariat also provides information and advice in response to inquiries from various agencies, current and prospective applicants, and members of the public about matters related to evaluation of new degree programs and monitoring of degree programs. It also maintains the Council's website and SharePoint sites.

As of 31 March 2019, the Secretariat consisted of:

Director	Guy Germain
Manager	Laurel Sakaluk
Research Officer	Alex Makar
Office Manager	Shirley Miskowicz-Thomson

Campus Alberta Quality Council – Member Information

Dr. Peter Mahaffy, Co-Chair
Term: 27 September 2017 to 30 June 2019; member since 13 July 2009

Dr. Peter Mahaffy is Professor of Chemistry at The King's University and co-director of the King's Centre for Visualization in Science. He is active internationally in science and science education, and is a former chair of the Committee on Chemistry Education of the International Union of Pure and Applied Chemistry. He is a 3M National Teaching Fellow and a previous member of the Private Colleges Accreditation Board.

Dr. Art Quinney, Co-Chair
Term: 27 September 2017 to 30 June 2019; member since 13 July 2009

Dr. Art Quinney is a professor emeritus of the University of Alberta, former Chair of the Department of Physical Education and Sport Studies, and former Dean of Physical Education and Recreation. He was Associate Vice-President (Academic) from 2000-2002 and Deputy Provost from 2002-2007.

Dr. Gurston Dacks
Term: 1 December 2017 to 30 June 2020; member since 17 September 2013

Dr. Gurston Dacks is a professor emeritus of Political Science and former Acting Dean of Arts at the University of Alberta. He served on the Board of Governors and the Academic Standards Committee of the University and, in his administrative roles in the Faculties of Arts and Native Studies, participated in preparing undergraduate and graduate program proposals.

Dr. Judy Eifert
Term: 1 December 2017 to 30 June 2020; member since 1 July 2010

Dr. Judy Eifert served as Provost and Vice-President Academic, Dean of Continuing Education, Dean of Community and Health Studies, and Department Chair of Nursing at Mount Royal College (now Mount Royal University). She currently works as an educational consultant to colleges and universities in Canada.

Dr. Jeff Goldberg
Term: 1 July 2018 to 30 June 2021; member since 1 July 2018

Dr. Jeff Goldberg is a retired Professor of Biological Sciences. He has served as Associate Dean in the Faculty of Graduate Studies and Research at the University of Alberta, Head of the Department of Biological Sciences at the University of Calgary, and Dean of the Faculty of Science and Technology and Interim Provost and Vice President Academic at Mount Royal University.

Dr. Paul Gooch
Term: 1 July 2018 to 30 June 2019; member since 30 January 2012

Dr. Paul Gooch is Professor of Philosophy and former President and Vice-Chancellor of Victoria University, federated with the University of Toronto. He has held various academic administrative posts at the University of Toronto, including Vice-Provost, and decanal positions in the School of Graduate Studies. He is the chair of the Ontario Universities Council on Quality Assurance.

Dr. Gordon Nixon
Term: 27 September 2017 to 30 June 2020; member since 30 October 2014

Dr. Gordon Nixon is the former Vice President Academic and Dean of Information and Communications Technologies at SAIT Polytechnic. He has served on a number of academic and business committees and boards provincially, nationally and internationally.

Dr. Annie Prud'homme-Généreux
Term: 30 September 2017 to 30 June 2020; member since 30 September 2017

Dr. Annie Prud'homme-Généreux is the Director of Continuing Studies and Executive Education at Capilano University. Previously she served as founding Chair of Life Sciences and later Vice President, Research and Administration at Quest University Canada. She also served as Vice President of Science at TELUS World of Science – Edmonton. She is a recipient of the 2012 National Association of Biology Teachers' Award.

Dr. Gayla Rogers
Term: 1 July 2018 to 30 June 2021; member since 1 July 2018

Dr. Gayla Rogers is a professor emerita of Social Work and former Dean of the Faculty of Social Work at the University of Calgary, where she also served as Senior Advisor to the Provost. As well, she has served as a director on boards of numerous non-profit organizations at the local, provincial and national levels, and on the Council for Quality Assurance for Children's Services.

Dr. John Stubbs
Term: 30 September 2017 to 30 June 2020; member since 30 September 2017

Dr. John Stubbs is a retired Professor of History at Simon Fraser University where he also served as President and Vice-Chancellor. He was previously President and Vice-Chancellor of Trent University and was also an Associate Dean in the Faculty of Arts at the University of Waterloo. From 2008 to 2017, he was a member and, more recently, Vice-Chair, of B. C.'s Degree Quality Assessment Board.

Dr. Lynn Taylor
Term: 30 September 2017 to 30 June 2020; member since 30 September 2017

Dr. Lynn Taylor is former Vice-Provost (Teaching and Learning) at the University of Calgary, and former director of learning and teaching centres at Dalhousie University and the University of Manitoba. She has been committed to the development of academic programs and institutional cultures that support and recognize postsecondary teaching and learning.

Post-Secondary Institutions by Sector, Non-Resident Institutions, and Other Institutions

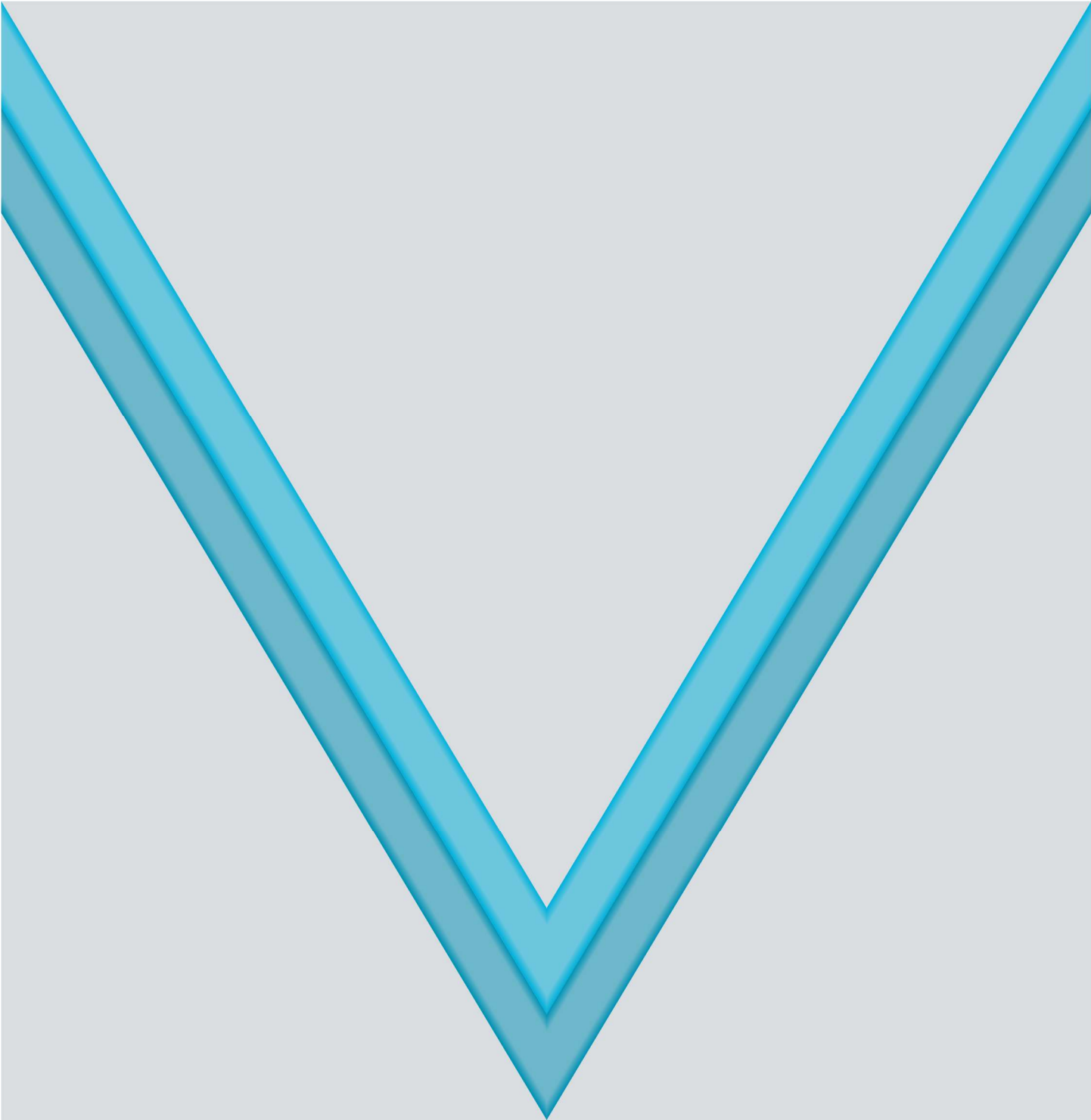| Institutional Sector	Post-Secondary Institutions
Comprehensive Academic and Research Institutions These universities provide undergraduate and graduate degrees, and undertake comprehensive research activity. While instruction remains the core business of the Comprehensive Academic and Research Institutions, research activity is primarily conducted in this sector.	Athabasca University University of Alberta University of Calgary University of Lethbridge
Baccalaureate and Applied Studies Institutions These universities provide undergraduate programming and offer certificate, diploma, applied degree and baccalaureate degree programs in specified areas.	Grant MacEwan University Mount Royal University
Polytechnical Institutions These institutes provide apprenticeship, certificate, and diploma programs geared predominantly to technical careers, and some applied and baccalaureate degrees in specified areas.	Northern Alberta Institute of Technology Southern Alberta Institute of Technology
Comprehensive Community Institutions These colleges provide a broad range of programming including apprenticeship, certificate, diploma, foundational learning and upgrading. They also provide university transfer (years one and two) and applied degrees. Baccalaureate degrees are provided, when feasible, primarily in collaboration with a degree-granting institution.	Bow Valley College Grande Prairie Regional College Keyano College Lakeland College Lethbridge College Medicine Hat College NorQuest College Northern Lakes College Olds College Portage College Red Deer College
Independent Academic Institutions These universities primarily provide liberal arts, science, and education baccalaureate programs.	Ambrose University Burman University Concordia University of Edmonton St. Mary's University The King's University
Specialized Arts and Culture Institutions These institutions concentrate on the fine arts, cultural programming and professional development.	Alberta College of Art + Design Banff Centre for Arts and Creativity
Non-Resident Institutions These public and private not-for-profit Canadian and U.S.A. institutions offer graduate degree programming in Alberta in such areas as business administration, counselling, and education. While the majority of instruction by Non-Resident Institutions takes place in Calgary and Edmonton, some instructional sites are located in various places across the province.	Cape Breton University (Sydney, Nova Scotia) City University of Seattle (Bellevue, Washington) Cornell University (Ithaca, New York) Gonzaga University (Spokane, Washington) La Sierra University (Riverside, California) Queen's University (Kingston, Ontario) University of Portland (Portland, Oregon)
Other Institutions Campus Alberta Quality Council provides quality assurances services to Yukon College. The governments of Yukon and Alberta have signed a Memorandum of Agreement to ensure ongoing quality assurance services of Yukon College, which is now offering degree programming in its home jurisdiction. Yukon College does not offer degree programming in Alberta.	Yukon College (Whitehorse, Yukon Territory)

Publicly Funded Post-Secondary Institutions, Alberta

Comprehensive Academic and Research Institutions

UA	University of Alberta
UC	University of Calgary
UL	University of Lethbridge
AU	Athabasca University

Baccalaureate and Applied Studies Institutions

GMU	Grant MacEwan University
MRU	Mount Royal University

Polytechnical Institutes

NAIT	Northern Alberta Institute of Technology
SAIT	Southern Alberta Institute of Technology

Comprehensive Community Institutions

BVC	Bow Valley College
GPRC	Grande Prairie Regional College
KC	Keyano College
LLC	Lakeland College
LC	Lethbridge College
MHC	Medicine Hat College
NQC	NorQuest College
NLC	Northern Lakes College
OC	Olds College
PC	Portage College
RDC	Red Deer College

Specialized Arts & Culture Institutions

ACAD	Alberta College of Art + Design
BC	The Banff Centre

Independent Academic Institutions

AMU	Ambrose University
BU	Burman University
CUE	Concordia University of Edmonton
SMU	St. Mary's University
TKU	The King's University

Fort McMurray
● KC

Grouard
● NLC

Slave Lake
● NLC

Grande Prairie
● GPRC

Athabasca
AU ●

Lac La Biche
● PC

Edmonton
● UA   NQC
GMU   CUE
NAIT TKU

Vermilion
LLC ●

Lacombe
● BU

Red Deer ●
RDC

Olds
● OC

Banff
● BC

Calgary
● UC   ACAD
MRU   AMU
SAIT SMU
BVC

Medicine Hat
● MHC

Lethbridge
● UL
LC

Glossary of Acronyms

ABC	Agencies, Boards, and Commissions
ACAD	Alberta College of Art and Design; it became the Alberta University of the Arts and part of the new Undergraduate Universities sector as part of revisions to Alberta's Six-Sector Model in the *Post-secondary Learning Act*, effective 1 February 2019.
ACOSAO	Alberta Council of Senior Academic Officers
ADM	Assistant Deputy Minister
BA	Bachelor of Arts
BASI	Baccalaureate and Applied Studies Institution; the BASI post-secondary sector included Grant MacEwan University and Mount Royal University, both of which became part of the new Undergraduate Universities sector as part of revisions to Alberta's Six-Sector Model in the *Post-secondary Learning Act*, effective 1 February 2019.
BBA	Bachelor of Business Administration
BSc	Bachelor of Science
CAQC	Campus Alberta Quality Council
CARI	Comprehensive Academic and Research Institution; the CARI post-secondary sector was changed to the Comprehensive Academic and Research Universities sector as part of revisions to Alberta's Six-Sector Model in the *Post-secondary Learning Act*, effective 1 February 2019.
CCI	Comprehensive Community Institution; the CCI post-secondary sector was changed to the Comprehensive Community College sector as part of revisions to Alberta's Six-Sector Model in the *Post-secondary Learning Act*, effective 1 February 2019.
FER	Fully expedited review
GMU	Grant MacEwan University
IAI	Independent Academic Institution
MRU	Mount Royal University
MSC	Monitoring Standing Committee
NAIT	Northern Alberta Institute of Technology
NRI	Non-Resident Institution
PER	Partially expedited review
PI	Polytechnical Institution; the PI post-secondary sector was changed to the Polytechnic Institution sector as part of revisions to Alberta's Six-Sector Model in the *Post-secondary Learning Act*, effective 1 February 2019
PLO	Program learning outcome
PRSC	Proposal Review Standing Committee
PSLA	*Post-secondary Learning Act*
SAIT	Southern Alberta Institute of Technology

Notes

www.caqc.ab.ca