



British Columbia Degree Quality Assessment Board



**Annual Report
April 1, 2017 - March 31, 2018**

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Post-Secondary Education in BC - Overview

BC's post-secondary system includes BC public institutions consisting of 11 research and teaching-intensive universities, 11 colleges and 3 institutes.

The system also includes institutions based in other jurisdictions (public and private), indigenous institutions and private institutions that all offer a wide range of degree and non-degree programs, vocational and language training programs and faith-based programs. There are 19 private and out-of-province public post-secondary institutions that have consent to offer degree programs in the province under the Degree Authorization Act (DAA). DAA institutions tend to enroll two main types of student: mid-career graduate students and international undergraduate students.

DAA Institutions

DAA institutions have made significant progress to become included in system-wide initiatives and programs. In 2012, DAA institutions joined together to form the Private Post-Secondary Association of BC (PPSA) which provides a forum to discuss common areas of interest.

The Government of British Columbia is committed to ensuring the relevance and high quality of post-secondary education for all learners and the national and international recognition of British Columbia degrees.

Differentiation

The work of the British Columbia Council on Admissions and Transfer (BCCAT) enhances differentiation among institutions offering academic, transferable programs.

Over time, the BC post-secondary system has evolved into a differentiated, diverse and comprehensive environment, founded on the premise of differentiated institutional mandates. However, the differentiation of BC institutions has become less clear over the past decade and there has been a noticeable trend toward competition between all types of institutions in BC.

The degree level landscape has moved toward professionally focused degrees as well as to higher credentials including an increasing number of professional Doctoral degrees. As well, the growth of international students has increased the interest of private career colleges and out-of-jurisdiction institutions in applying to operate degree level programs in BC.

Trends and Challenges

A number of post-secondary trends are impacting, or have the potential to impact the provincial system, and by extension the Degree Quality Assessment Board:

- The increasing prevalence of programs offered primarily through online delivery.
- The continuing trend of increasing numbers of international students and decreasing numbers of domestic students entering post-secondary.
- The continuing trend of institutions broadening the range of programming they offer.
- The increasing emphasis on the validation of institutional quality in order for institutions to operate in the global context.
- More institutions based in BC seeking to expand into degree-level programming.
- An increasing number of institutions based in other Canadian jurisdictions and in other countries (public and private) seeking authority to operate in BC.
- Over the past few years the length of review periods (from submission to decision) has increased.

Trends

- *Access*
- *Demographics*
- *Differentiation*
- *International Education*
- *Labour Market*
- *DAA Institutions*

DQAB Overview

About the Degree Quality Assessment Board

The Degree Quality Assessment Board (the Board) is an independent advisory board to the Minister of Advanced Education, Skills and Training and is responsible for quality assessment of degree-level education in the province.

The purpose of the Board is to advance the quality of degree programs and make recommendations in respect of:

- Degree program proposals from British Columbia public post-secondary institutions;
- Applications for consent under the *Degree Authorization Act* (DAA) from private and out-of-province public post-secondary institutions; and
- Applications for exempt status.
- Conduct assessments of new degrees at public post-secondary institutions regarding social and economic benefit; system coordination/program duplication; student demand and outcomes, and institutional mandate/capacity. This resulted in the **Stage 1 Review Process** for BC public post-secondary institutions.
- Conduct periodic audits of internal degree program review measures based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented. This resulted in the **Quality Assurance Process Audit**.

When carrying out its responsibilities, the Board works toward the following objectives:

- Quality education in degree programs;
- Coherent and integrated post-secondary system;
- Post-secondary system that responds to the labour market needs of the Province; and
- Protection of the interests of learners.

A full listing of the Duties and Powers of the Board are in the Board's Terms of Reference (refer to Appendix 1 and on the [Ministry's website](#)).

Board Membership

The Board is composed of up to thirteen members appointed by the Minister, including a Chair and Vice-Chair.

Members are selected for their background, experience and interest in post-secondary education and are appointed for terms of varying lengths. Members may serve more than one term and generally do not serve more than a total of six consecutive years.

Board members must be committed to the principles and practices of quality assurance in post-secondary education and have academic experience in areas such as quality assessment, curriculum design, teaching and learning, and administration. Members also require a broad outlook, open mind and sound judgement.

Members are appointed from the public post-secondary and private degree granting sectors, from the business community and from the general public and the Board also includes representation from the Ministry of Advanced Education, Skills and Training and the British Columbia Council on Admissions and Transfer (BCCAT).

Board Appointment Process

The DQAB Secretariat manages the appointment process and a Notice of Position is posted on the Crown Agencies and Board Resourcing Office (CABRO) website as well sent to institutions and sector groups.

Degree Assessment Process

Process Overview

The Board conducts degree assessments to ensure that proposed degree programs meet standards established by the Minister. The assessment process for degree proposals and other applications can take four months to one year from initial submission to the Minister's decision.

Proposal Submissions

Applications for degree programs, exempt status and use of the word "university" were received by the Ministry between April 1, 2017 and March 31, 2018. There were fifteen applications from BC Public Post-Secondary Institutions and twenty four applications from Private Post-Secondary and Out-of-Province Public Institutions.

Consultation

Post-secondary institutions must demonstrate that they have consulted appropriate individuals and organizations in the development of their proposals. The Peer Review process then provides a further opportunity to improve proposals through a dialogue with peers and the public.

Peer Review

The quality assessment process is initiated with a 30-day public review of each application's full program proposal. The proposal is publicly posted on the Degree Granting Authorization web site. This enables the general public (including academic experts from inside and outside British Columbia) the opportunity to review the full program proposal and provide comments to the submitting institution and the board.

The peer review process is reflective of the Board's commitment to ensuring the interests of the public are served by having an open and accountable process. Peer comments are also beneficial to the Board during the review process and in making recommendations to the Minister.

Throughout 2017/18, 11 of 29 degree proposals that went through the Peer Review process received comments. It is notable that a greater percentage of proposals from private and out-of-province public institutions receive comments (41%) than proposals from public institutions (25%).

Stage 1 Review

In 2015/16, the Stage 1 Review Process was established to determine the need for a proposed program and how it fits with other programs currently offered within the BC public post-secondary education system. The Board has since worked on refining the evaluation and assessment tools.

For submissions from BC Public Post-Secondary Institutions, the Board reviews the institution's Stage 1 submission and documents produced by the Ministry, including a Labour Market Data Review, to determine the need for the program.

Since the beginning of the Stage 1 Review Process in late 2015, the Board has reviewed 46 Stage 1 proposals and made 40 recommendations to approve and 6 recommendations to not approve to the Minister.

In many situations, the Board provides advice and recommendations to institutions in order to assist them in improving the quality of their degree programs.

Stage 2 - Program Quality Review

Initially, the Board reviews the institution's application and supporting documents to determine if a review is required. For submissions from private post-secondary institutions, the Board also determines if a review of the organization is required. The Board then makes a determination on the type of review (for example: desk audit or three-person panel) and provides the Board Secretariat with advice on the selection of external experts.

External experts review submissions and visit the institution as part of this Stage 2 review process. Experts provide advice to the Board and are integral to the Board's role in ensuring that proposed degree programs at both private and public post-secondary institutions meet the Minister's criteria.

In 2017/18, the Board undertook 12 expert reviews for program quality and a further 4 organization and use of the word "university" reviews. The reviews included a total of 39 program or organizational experts.

Exempt Status

Institutions with proven track records (10 years' history in enrolling students in programs in BC at a particular degree level) and appropriate governance mechanisms in place may apply for "exempt status" at a specific degree level. When an institution has been granted exempt status, proposals submitted for new degree programs proceed through the Stage 1 Review Process but do not require a quality review. However, when reviewing the Board's Stage 1 recommendation, the Minister may then refer a new degree program for quality review should the Minister consider it necessary.

Board Recommendations

The Board reviews the proposal, the External Review Report and the institution's response to the report in making a determination on the submission.

In 2017/18 the Board made recommendations to the Minister on eighteen public post-secondary applications and ten private and out-of-province public institution applications.

Institutions with Exempt Status

Exempt Status to the Doctoral Level

Simon Fraser University
University of British Columbia
University of Victoria

Exempt Status to the Masters Level

Royal Roads University
University of Northern British Columbia
Athabasca University
Trinity Western University

Exempt Status to the Baccalaureate Level

British Columbia Institute of Technology
Emily Carr University of Art and Design
Kwantlen Polytechnic University
Thompson Rivers University
University of the Fraser Valley
Vancouver Island University

British Columbia Public Institutions' Applications Requiring Board Review in 2017/18:

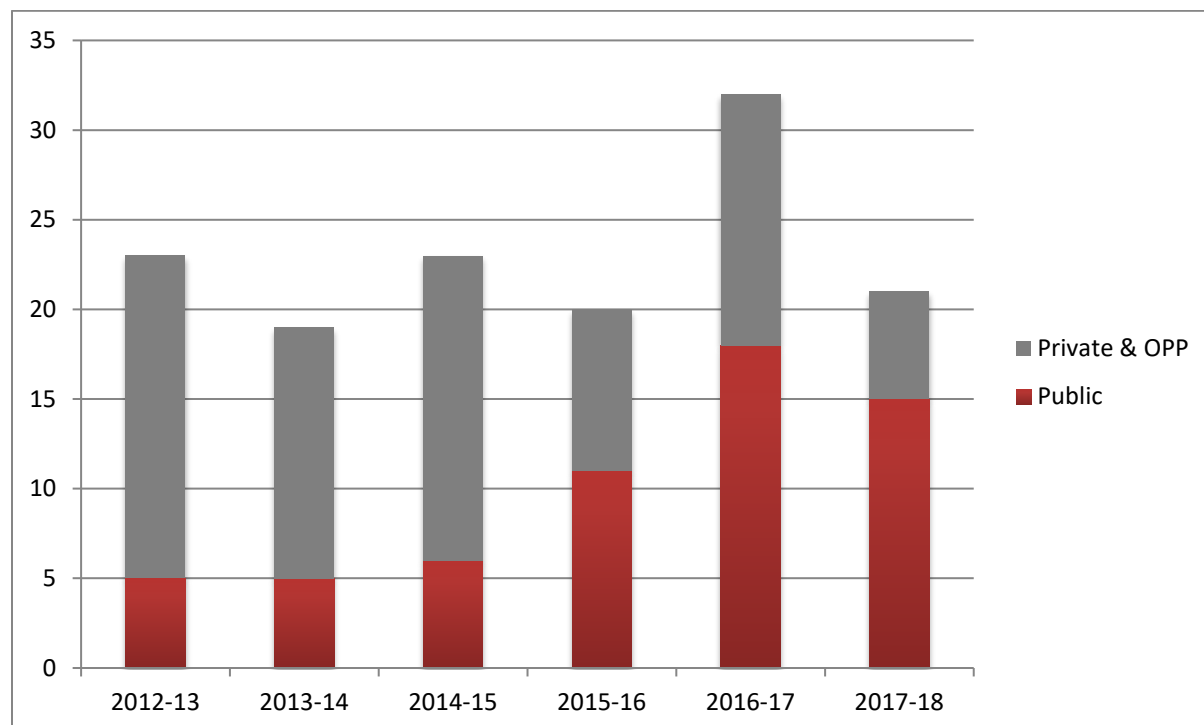
Institution	Program	Stage 1 - DQAB Recommendation	Stage 2 - DQAB Recommendation	Minister's Decision as at March 31, 2018
British Columbia Institute of Technology/ University of British Columbia	BSc (Combined Honours) in Biochemistry and Forensic Science	Approve	n/a	Approved
Douglas College	BBA Management Major	Approve	Approve	Pending
Langara College	BSc in Bioinformatics	Approve	Under Review	Pending
Royal Roads University	MA in Justice Studies	Not Approve	n/a	Pending
Royal Roads University	Doctor of Business Administration	Approve	n/a	Pending
Simon Fraser University	BA in Labour Studies	Approve	n/a	Approved
Simon Fraser University	MSc in Computer Science	Approve	n/a	Approved
Simon Fraser University	BASc, Major in Sustainable Energy Engineering	Approve	n/a	Pending
University of British Columbia	BASc in Biomedical Engineering	Approve	n/a	Approved
University of British Columbia	PhD in Cinema and Media Studies	Approve	n/a	Approved
University of British Columbia	Master of Health Leadership and Policy in Clinical Education	Approve	n/a	Pending
University of British Columbia	Master of Global Surgical Care	Approve	n/a	Pending
University of British Columbia	Bachelor of Design in Architecture, Landscape and Urbanism	Approve	n/a	Pending
University of the Fraser Valley	Bachelor of Environmental Studies and Bachelor of Environmental Studies (Natural Science)	Approve	n/a	Pending
University of the Fraser Valley	MEd in Educational Leadership & Mentorship	Approve	n/a	Pending

Private and Out-of-Province Public (OPP) Institutions' Applications Requiring Board Review in 2017/18:

Institution	Program	DQAB Recommendation	Minister's Decision as at March 31, 2018
Adler University	Doctor of Psychology in Clinical Psychology (Psy.D.)	Re-Consent	Consent for 5 years
Gonzaga University	Use of the word "university"	Re-Consent	Consent for 5 years
Gonzaga University	Master of Counselling	Re-Consent	Consent for 5 years
Gonzaga University	Master of Education in Educational Leadership	Re-Consent	Consent for 5 years

In 2017/18 there were a total of 21 completed applications that the Board made recommendations to the Minister on.

Applications Requiring Board Review, 2012/13 - 2017/18:



Withdrawn Applications

Institutions are able to withdraw a proposal at any time prior to the Minister's decision. Institutions are informed at the time of application that withdrawn applications are posted publicly to ensure transparency and accountability in the quality assessment process.

Withdrawn applications in 2017/18:

Institution	Program
Thompson Rivers University	Bachelor of Building Science
New York Institute of Technology	Master of Science in Occupational Therapy
Trinity Western University	Bachelor of Arts in Worship Arts
University Canada West	Master of International Management
University Canada West	Master of Marketing

Determination of New Degree

In some instances it may be difficult to determine whether a proposed change in program offerings is of sufficient magnitude to be classed as a new degree. The Degree Program Review Criteria and Guidelines include a provision that allows institutions to request the Board's determination on whether a change in program offering is of sufficient magnitude to be classed as a new degree requiring Board review and/or approval of the Minister.

During 2017/2018, the Board reviewed ten requests received from institutions regarding changes to existing degrees. The Board determined that four of the ten requests did constitute a new degree, requiring more formal review and approval. The Board also determined that six requests did not have enough substantive changes to be considered a new degree.

New degree submissions requiring new approval or consent in 2017/18:

Institution	Program	Request
Douglas College	Minor in Economics	Addition of a Minor
Kwantlen Polytechnic University	Bachelor of Arts in Community Criminal Justice	Revisions to the program
University of British Columbia	Master of Health Leadership and Policy in Clinical Education	Revisions to the program
Adler University	Master of Arts in Organizational Psychology	Addition of a non-thesis option

Submissions where changes were not substantive enough to be considered a new degree in 2017/18:

Institution	Program	Request
British Columbia Institute of Technology	Bachelor of Technology in Geomatics	Degree name change to Bachelor of Science in Geomatics
Douglas College	Bachelor of Science in Psychiatric Nursing	Revisions to the program
University of British Columbia	Master of Arts in Film Studies	Degree name change to Master of Arts in Cinema and Media Studies
Vancouver Island University	Bachelor of Arts, Major and Minor in Women's Studies	Degree name change to Bachelor of Arts, Major and Minor in Studies in Women and Gender
Columbia College	Associate of Arts	Addition of a Concentration (Political Science)
Gonzaga University	Master of Education in Leadership and Administration	Degree name change to Master of Education in Educational Leadership

Extension of Consent

The Board can request that the Minister extend consent in order to complete its external review of an institution's application. Extensions average between three and six months.

In 2017/18, the Board recommended extensions of consent at three institutions as well as at a further four institutions that did not require Minister Decision since renewal deadlines were subsequently met.

2017/18 Extensions of Consent:

Institution	Request Type	DQAB Recommendation	Minister's Decision as at March 31, 2018
Acsenda School of Management	Extension of Consent	to extend consent for the Bachelor of Hospitality Management degree program	Consent extended
City University of Seattle	Extension of Consent	to extend consent for use of the word "university" and two degree programs	Consent extended
Gonzaga University	Extension of Consent	to extend consent for use of the word "university" and three degree programs	Consent extended

Quality Assurance Process Audit (QAPA) - Public Institutions

Overview

The purpose of QAPA is to conduct periodic audits of internal degree program review measures based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented.

The assessment of internal quality review processes at public post-secondary institutions was a recommendation of the 2011 Review of Degree Approval Processes Report. Internal program reviews are a standard internal quality assurance tool for public post-secondary institutions. They are intended to ensure that programs are current, relevant to students, and of continuing high quality.

QAPA Forum

In November, 2017, the Board and the Ministry hosted a Quality Assurance Process Audit Experience: Context and Initial Lessons Forum. The Forum was attended by public post-secondary system and institutional representatives and examined quality assurance practices in Canada, the use of the audit process for quality improvement and strategies and challenges in preparing for the audit process. The Board agreed that the Forum met its objectives including educating the institutions and providing the Quality Assurance Audit Committee and the Board with feedback.

Quality Assurance Audit Committee (QAAC)

The Quality Assurance Audit Committee (QAAC) is a standing committee of the DQAB created in 2015 that provides the Board with expert advice and guidance on the development and implementation of a periodic Quality Assurance Process Audit (QAPA) for public institutions that is compatible with the BC post-secondary system and is reflective of evolving best practices in Canada and internationally.

Through the Quality Assurance Audit Committee's guidance, assessors were appointed and provided orientation and then reviewed institutions and reported on their findings.

Audits

The Board commenced periodic audits of internal program review measures in 2016/17. Five institutions proceeded through the audit process during the first two years: Simon Fraser University, Vancouver Island University, British Columbia Institute of Technology, Okanagan College and Royal Roads University.

Performance Reporting and Monitoring - DAA Institutions

Overview

The Board monitors degree programs and institutional capacity at post-secondary institutions with consent under the *Degree Authorization Act* (DAA) and provides advice and direction to institutions based on annual reports and advises the Minister as appropriate.

In 2017/18, the Board reviewed twenty five issues related to performance and quality assurance standards identified for review of special terms and conditions of consent or provisions of the Board. The Board also monitored and provided direction to the Ministry on issues related to compliance and specific complaints made against institutions.

Appended Report: Refer to Appendix 2 for the 2016/17 Annual Performance and Monitoring Report for summative information on DAA institutions.

In addition to a quality assessment process, the DAA requires private and out-of-province public institutions offering degrees in BC to submit Annual Reports to the Ministry and the Board. The Report includes information on the institution, its operations in British Columbia, student demographics, and how they are continuing to meet or exceed performance standards.

In conjunction with the annual reporting cycle, the Board determines if a performance follow-up Meeting/ site visit with an institution is conducted. The determination of a meeting is based on the amount of time since the Board's previous visit and other factors such as terms and conditions of consent and substantive changes at the institution.

Throughout the Fall and Winter, performance meetings were conducted with ten institutions. A summary report of the visit was then sent to each institution to allow them the opportunity to provide a response before the Board reviewed the individual reports and the institution's response to determine if further reporting was required.

2017/18 Performance Meetings:

Institution	Meeting Date
Alexander College	November 9, 2017
University Canada West	November 15, 2017
Columbia College	November 22, 2017
Pacific Coast University for Workplace Health Sciences	November 28, 2017
Yorkville University	November 19, 2017
New York Institute of Technology	December 5, 2017
Corpus Christi College	December 6, 2017
Coquitlam College	December 19, 2017
LaSalle College Vancouver	December 20, 2017
Queen's University	January 16, 2018

Substantive Changes by DAA Institutions

DAA institutions must inform the Minister of any material change in circumstance or of substantive changes that may change the scope of their consent. Examples include changes to an institution's operating name, location changes and changes to program implementation dates.

2017/18 substantive change requests:

Institution	Request Type	DQAB Recommendation	Minister's Decision as at March 31, 2018
Fairleigh Dickinson University	Consent amendment	to remove Special Terms and Conditions of consent for the Bachelor of Science in Information Technology degree program	Consent changed to remove their Special Terms and Conditions
New York Institute of Technology	New location	to offer the Master of Science in Information, Network and Computer Security degree program at a new location	Pending
Trinity Western University	New location	to offer the International Master of Business and Administration degree program in Shanghai and Beijing	Consent changed to add locations

2016/17 substantive change requests approved in 2017/18:

Institution	Request Type	DQAB Recommendation	Minister's Decision as at March 31, 2018
Art Institute of Vancouver	Name change	to approve name change to LaSalle College Vancouver	Institution name change to LaSalle College Vancouver approved

Other Board Activities

Program Updates

The Board may request that follow-up information from institutions is required after the new degree is implemented. For example, program updates and updates on new faculty hires that the institution committed to during the DQAB Quality Review (Stage 2).

Direction and Advice

The Board engaged in discussions with the Ministry, and provided advice where applicable, on a wide range of topics including the Ministry's Credential Framework project, international education and mental health initiatives at institutions. The Board also reviewed the Minister's Mandate Letter in relation to the Board's mandate and monitored government initiatives throughout the year.

In addition, when necessary or at the request of the Ministry, the Board Chair met with institutional Boards and executive to review, discuss and provide advice.

Review of Business Degree Programs

The Board completed an initial review of MBA Degree Programs in BC. The Board had determined that a review was necessary as it became increasingly concerned that the post-secondary education system in BC may be saturated with business programs and that new degrees in this field may not add value to the province or potential graduates.

Key Findings: The Review found that there are currently twelve institutions offering over thirty different MBA degrees in the province and since 2010/11, the total number of students in MBA programs increased 15%. The Board agreed to continue to monitor the increase in business degree programs in the province.

Student and System Support

A key purpose of the Board is to ensure the relevance and high quality of post-secondary education for all learners. For example, the Board encourages institutions to participate in the public comment peer review process and to attend BCCAT articulation committee meetings. The Board can also intensify its review of the institution's governance, financial information and academic issues, require regular institutional updates and request an Organization Review.

The Board also provides its support to institutions that offer degree programs in BC through assisting institutions in their dealings with significant issues, such as advising associations and foreign governments of BC's degree quality assurance process and degree level standards.

Upcoming Activity

Throughout 2017/18, the Board has identified a number of key areas requiring further analysis and review:

- An examination of the Stage 1 Review
- Process Improvements to assist with Board and Secretariat efficiencies
- A review of Criteria
- Planning for an External Review of the Board in 2019

The Board scheduled a two day planning session for July, 2018 to discuss and review the following topics:

- The role of the DQAB within the strategic context of government
- The operations of the Board and the Secretariat
- DQAB mandate and goals
- Labour Market information
- Policies and processes

The planning session will provide an opportunity for the Board to focus on its mandate beyond reviewing and making recommendation on applications from institutions. The session will also provide the structure for the Board to identify targets and outcomes for the coming year.

Degree Quality Assessment Board - Membership and Support

Degree Quality Assessment Board (DQAB)

The Board met seven times throughout the year. Members of the Board from April 1, 2017 to March 30, 2018:

Sector Representation	Period	Member
Public Post-Secondary; General Public	May, 2008 - November, 2017 February, 2018 - March, 2018	Dr. Nicholas Rubidge
Public Post-Secondary	May, 2008 - November, 2017	Dr. John Stubbs
Public Post-Secondary	March, 2014 - March, 2018	Dr. Douglas Oworm
Public Post-Secondary	November, 2016 - March, 2018	Dr. Barry Hogan
Public Post-Secondary	November, 2016 - March, 2018	Dr. Kathy Denton
Public Post-Secondary	February, 2018 - March, 2018	Dr. Verna Billy-Minnabarriet
Public Post-Secondary	February, 2018 - March, 2018	Dr. Hugh Brock
Private Post-Secondary	November, 2016 - March, 2018	Dr. Trevor Toone
Private Post-Secondary	November, 2016 - March, 2018	Dr. Kimberly Franklin
Business/ Employers/ Industry	November, 2012 - March, 2018	Ms. Laurel Douglas
Business/ Employers/ Industry	October, 2009 - November, 2017; February, 2018 - March, 2018	Mr. Frank Pasacreta
Business/ Employers/ Industry	April, 2013 - November, 2017	Mr. Don McKendrick
General Public	November, 2016 - March, 2018	Dr. David Lefebure
British Columbia Council on Admissions and Transfer	August, 2010 - March, 2018	Dr. Rob Fleming
Ministry of Advanced Education, Skills and Training	November, 2013 - September, 2017	Ms. Claire Avison
Ministry of Advanced Education, Skills and Training	September, 2017 - March, 2018	Mr. Tony Loughran

DQAB Biographies

Dr. Nicholas Rubidge, Chair

Nicholas Rubidge recently completed a term as interim President, Northern Lights College. Upon his retirement from the presidency of the College of the Rockies was appointed president emeritus. Rubidge serves as chair of the Province of British Columbia's Degree Quality Assurance Board and prior to his appointment to DQAB he was chair of the BC Post-Secondary Employers Association. He is presently a member of the Board for the Ontario Colleges Quality Assurance Service. He has more than 40 years' experience in the post-secondary system. Before joining the College of the Rockies, Rubidge served 23 years in various capacities in the province's Ministry of Advanced Education, lastly as director of the colleges and institutional planning branch at the Ministry of Advanced Education and Labour Market Development, Training and Technology in Victoria and as vice-president of Royal Roads University. In 1975, Rubidge was one of the educational administrators hired to create a multi-campus college for the East Kootenay region. That college became East Kootenay Community College and was later renamed College of the Rockies. He has represented the province and Canada at various national and international venues, such as the council of Canadian ministers of education, the commonwealth ministers of education and meetings of the south east Asia ministers of education. His educational background includes a master's degree in agricultural economics and a doctorate in adult education from the University of British Columbia, and a Bachelor of Science degree from London University in England.

Dr. John Stubbs, Vice-Chair (to November, 2017)

John Stubbs is a professor emeritus of history and past president and vice-chancellor of Simon Fraser University. A long-time university executive and educator, Stubbs has served as president and vice-chancellor of Trent University, associate dean of arts at the University of Waterloo, governor of Sir Sandford Fleming College, and a member of the executive of the Council of Ontario Universities. He has taught politics and history at Trent University and history at the University of Waterloo. He is the author of articles and papers on British political history and the history of journalism. Stubbs is a former director of BC Hydro and the Laurier Institution. In the past, he served as a director for the Association of Universities and Colleges of Canada, the Vancouver Board of Trade, and the Business Council of British Columbia. He served as a director of the Canada Millennium Scholarship Foundation from 1999 to 2010. Stubbs holds a bachelor of arts from the University of Toronto, a master of science from the London School of Economics, and a doctor of philosophy from Oxford University.

Dr. Doug Owram, Vice-Chair

Doug Owram is a Canadian historian who was educated at Queen's University (B.A. , M.A.) and the University of Toronto (PhD). He joined the University of Alberta in 1976 and became full professor in 1985. He served in several administrative positions, becoming Vice-President (Academic) in 1995. As such he was senior vice-president of the university and its chief operating officer. His term was completed in 2003. In 2006 he was recruited to the position of Deputy Vice-Chancellor and Principal of the University of British Columbia's Okanagan campus. He completed his term on June 30, 2012. Professor Owram has authored or edited nine books and many articles. In recognition of his scholarship he was made a member of the Royal Society of Canada (1990) and won the university's research prize in 1995. Major external roles include the Presidency of the Canadian Federation of Humanities and Social Sciences (2002-2004) and the founding Chair of the Campus Alberta Quality Council (2003-2006), Alberta's accreditation body.

Dr. Barry Hogan

Barry Hogan joined the British Columbia Institute of Technology (BCIT) in 2002, and has held progressive positions across the Institute; he was appointed Dean of Academic Planning and Quality Assurance for the British Columbia Institute of Technology in 2013. Previously, he held senior positions in industry (vice-president, general manager) in both Toronto and Vancouver. In his community, Dr. Hogan serves as Member of the Seymour Power Squadron and has served as a Member of the British Columbia Ministry of Advanced Education Expert Council on Quality, Chair of the Education sub-committee for the BCIT Sustainability Committee, Vice Chair of the BCIT Education Council, and Head Coach for North Vancouver Minor Hockey. He holds his Doctor of Education from Simon Fraser University, Master of Business Administration from the University of Toronto, and Bachelor of Commerce from the University of Windsor.

Dr. Kathy Denton

Dr. Kathy Denton is the President of Douglas College. She obtained her PhD in Psychology from the University of Western Ontario, and is a postdoctoral Fellow of the Social Sciences and Humanities Research Council of Canada. Dr. Denton has worked at Douglas College since 1993, first as a faculty member, then in a sequence of administrative positions: Chair of Psychology, Dean of Humanities and Social Sciences, Vice President Academic and Provost. As VP Academic and Provost, Dr. Denton was responsible for all educational programs at the College, as well as the professional development and research activities that enable faculty to stay current and engaged. Her responsibilities also included external partnerships related to educational programs and research. Dr. Denton played a key role in developing and implementing an innovative degree partnership program with SFU. She also introduced a first year program that enables students to explore their interests before making a commitment to a specific area of study. These and other initiatives reflect her commitment to student mobility, flexible curriculum, and system-wide planning and cooperation. Although Dr. Denton has spent most of her career in administrative roles, she has continued to stay active in research. She is interested in social processes that support people's misrepresentations of themselves, including their failures, personal limitations, and moral transgressions.

Dr. Verna Billy-Minnabarriet (from February, 2018)

Verna has a Bachelor of Arts Degree, a Post Baccalaureate Diploma in Community Economic Development, a Master's Degree in Arts Education and a Doctorate in Education Leadership. Currently, Verna is the Vice President of Learning Services at the Nicola Valley Institute of Technology (NVIT) and is presently the Chair of the Indigenous Institutes of Adult Higher Learning (IAHLA), a consortium of Private Aboriginal Post-Secondary Institutes of British Columbia. Previously, Dr. Billy Minnabarriet has held many volunteer positions, provincially, nationally and internationally in the education and economic development fields. Her focus is in "Community based education, Community Economic Development" and the "empowerment" and "strengthening" of Aboriginal peoples through healing, education and training.

Dr. Hugh Brock (from February, 2018)

Hugh Brock was born in Vancouver, grew up in the Okanagan, and attended the University of British Columbia. After obtaining his doctorate at the University of Oxford, and post-doctoral training at the Universities of Paris and Washington, Dr. Brock joined UBC in 1982 as a professor, and spent his career there. For the past 5 years Dr. Brock has worked on teaching and learning strategy and innovation, policy, and change management.

Dr. Trevor Toone

Trevor Toone has been the Principal of Columbia College since 1999. In the past, he was the Vice Principal of Columbia College and a chemistry instructor for Columbia College. Prior to that, he was a research associate for the chemistry department in the University of BC. He is a member of the Transfer and Articulation Committee of the BC Council of Administrative Tribunals. Mr. Toone holds his Doctorate (Ph.D) in Physical Organic Chemistry and his Master of Science, both from the University of East Anglia in England. He also holds his Bachelor of Science in Chemistry from the University of Sussex. Mr. Toone completed his post-doctoral fellowship in chemistry at York University and the University of BC.

Dr. Kimberly Franklin

Kimberly P. Franklin is Interim Vice Provost of Teaching and Learning at Trinity Western University (TWU). Prior to this role, she served the School of Education at TWU as Dean and Associate Professor, teaching in the areas of Curriculum Development and Assessment for Learning. Before joining TWU, Dr. Franklin was the Director of Instruction at Pacific Academy. She also served as Chair of the Association of BC Deans of Education (2015-2017). She holds her Doctorate in Education from Simon Fraser University, her Master of Education from the Ontario Institute for Studies in Education (OISE) and her Bachelor of Education from the University of BC.

Laurel Douglas

Laurel Douglas is a seasoned CEO and board member, with experience in the financial, technology and non-profit sectors. She currently serves as CEO of an economic development agency providing commercial lending, advisory services, training and export support to women entrepreneurs throughout BC, and has been in this role since 2004. A member of the Institute of Corporate Directors, Laurel has served on numerous economic development, post-secondary and non-profit boards, contributing strategy, business development, HR, financial, government relations, governance and risk management expertise. Laurel spent the first 20 years of her career in the financial and tech sectors in Canada, France, Germany and the UK. She has an Honours BBA from WLU and an MBA from INSEAD in France, a top global MBA program. The recipient of numerous national and international awards, Laurel was featured in the 2017 book, *Canada 150 Women: Conversations with Leaders, Champions, and Luminaries*, and represents Canada in the G20 process through the W20 permanent engagement group since 2016.

Frank Pasacreta

Frank Pasacreta has more than 30 years' industrial relations experience and is President of F.A. Pasacreta & Associates. Mr. Pasacreta currently serves on the Degree Quality Assessment Board. He retired in December, 2007 from the BC Maritime Employers Association (BCMEA) after 20 years with the organization. Frank left BCMEA as President and CEO and previously served as Executive Vice-President and Vice-President of Operations. From May, 2010 to June, 2012 Mr. Pasacreta was President of the Metro Vancouver Container Drayage Association (MVCDA). The Association, which has now been taken over by the BC Trucking Association, was focused on improving the operational performance of the container hauling sector through engagement with the Vancouver Fraser Port Authority and other key stakeholders in the container sector. Before joining the MVCDA and BCMEA he held a variety of senior human resources positions with the BC Ministry of Labour, BC Labour Relations Board, Construction Labour Relations Association of BC and Canada Post. In the past, Mr. Pasacreta volunteered as a United Way account executive and as a fundraiser for the Lions Gate Hospital 911 Relay for 10 years. He also served as a board member of Family Services of Greater Vancouver, Greater Vancouver Gateway Council, Western Marine Community, Templeton Secondary School Education Foundation, Federally Regulated Employers' Transportation and Communications, Canadian Apprenticeship Forum and Interprovincial Association of Apprenticeship Board Chairs.

Don McKendrick (to November, 2017)

Don McKendrick currently works as an independent management consultant. His career spans almost 40 years in the pulp and paper sector. Don has worked in senior level positions in operations and corporate services for various companies in BC and Ontario. Most recently, he provided leadership support for the start-up of a world-class pulp mill in Rizhau, China. Previous to this, Don was VP of Operations at Canada's largest paper complex in Crofton BC. Don's academic background includes a degree in Chemical Engineering from the University of British Columbia, a diploma from the Banff School of Advanced Management, a Coaching Certificate from the Learning Institute of Seattle and a diploma from the Centre for Creative Leadership in Greensboro, North Carolina.

Dr. David Lefebure

David Lefebure is the Principal of Lefebure GeoLogic Ltd, a consulting company that provides expertise to companies, government agencies, Indigenous communities and other clients. He is also an Adjunct Professor at the University of Victoria. Dave is a well-travelled geologist with a private sector and government career that has taken him across Canada to numerous mines, quarries and mineral exploration properties. He uses this background to advise interested parties and to play an active role in explaining modern mining. A former Chief Geologist for British Columbia, he provided strong leadership at the provincial and national levels during this time. This included key roles in the provincial mineral potential assessment, British Columbia Mining Plan, Canadian trade missions to Asia and national geoscience committees and organizations. Throughout his career Dave has developed innovative and collaborative partnerships involving government, industry, academic and/or non-profit organizations. For example, he helped initiate Minerals North, Geoscience BC and the British Columbia Centre of Training Excellence in Mining. A life-long volunteer, he is currently active with Mining Sector Advisory Group for the Industry Training Authority, the Aboriginal Relations Committee of the Association for Mineral Exploration, and the Centre of Training Excellence in Mining. Dave has a master's degree in geology from Queen's University and a doctor of philosophy in geology from Carleton University.

Dr. Rob Fleming

Dr. Robert Fleming is the Executive Director & Co-chair of the BC Council on Admissions and Transfer (BCCAT). Prior to being appointed BCCAT Executive Director and Co-chair in 2010, Dr. Fleming taught at various institutions in BC and served in faculty and administrative roles, including English department Co-chair, Dean of Humanities, and Associate Vice-President Academic. He is also one of several founding directors of the Pan-Canadian consortium on Admissions and Transfer, which was established in 2013 to further the work of credit transfer and student mobility across Canada. Over his career, he has contributed as a member of several provincial, national, and international post-secondary committees, organizations, and projects. His scholarship includes presentations and publications on literature and composition, curriculum development and review, post-secondary policy and systems, and organizational cultures. Dr. Fleming holds Bachelor of Arts and Master of Arts degrees from the University of British Columbia, and a Doctorate from Simon Fraser University.

Claire Avison (to September, 2017)

Claire Avison is Assistant Deputy Minister, Ministry of Advanced Education. Claire Avison joined the BC Public Service in 2001, working at the Ministry of Health for five years in the health promotion area before moving to the Ministry of Education in 2006 and assuming responsibility for a broad range of policy matters. In 2010, Claire began working with the Deputy Minister and ministry executive to ensure policy alignment within the K-12 sector's transformation initiatives. In 2011, Claire was appointed Assistant Deputy Minister, Governance, Legislation and Regulation. Her responsibilities included governance and legislation, teacher regulation, international education, independent schools and labour relations. Claire was also a member of the Board of the BC Public Schools Employers Association and the Board of the BC Council for International Education and served as the government representative on the BC Teachers' Council. In November 2013, she joined the Ministry of Advanced Education in the capacity of Assistant Deputy Minister with the Governance, Legislation and Strategic Policy Division. She oversees governance and quality assurance, strategic policy and planning, labour relations as well as post-secondary audit and accountability. Claire brings a wide range of experience in policy alignment, governance, legislation and labour relations to her role with the Ministry of Advanced Education.

Tony Loughran (from September, 2017)

Tony Loughran is Executive Lead, Governance, Legislation and Corporate Planning within the Ministry of Advanced Education, Skills and Training. Tony has responsibility for governance, accountability, corporate planning, international education, quality assurance and the private training institutions.

Quality Assurance Audit Committee (QAAC)

The QAAC is an eleven member standing committee first appointed in 2015 to administer the Quality Assurance Process Audit. The Committee met four times throughout 2017/18.

Membership in 2017/18 included the following Board members: **Dr. Nicholas Rubidge** (Chair), **Dr. John Stubbs** (to November, 2017), **Dr. Douglas Owram**, **Dr. Robert Fleming**, **Claire Avison** (to September, 2017) and **Tony Loughran** (from September, 2017).

Membership in 2017/18 also included representatives of the public post-secondary sector: **Dr. Andrew Hay** (Vice- President Education, Okanagan College), **Dr. Kathryn McNaughton** (Vice-President, Students, Academic and Applied Research, Vancouver Community College), **Dr. Glynn Nicholls** (Director, Academic Planning and Quality Assurance, Simon Fraser University), **Dr. David Witty** (Provost and Vice-President, Academic, Vancouver Island University) and **Dr. Barry Hogan** (Dean of Academic Planning and Quality Assurance, British Columbia Institute of Technology and also a DQAB member).

QAAC Biographies

Dr. Andrew Hay

Dr. Andrew Hay holds a doctoral degree in mechanical engineering from the University of Alberta, is a professional engineer registered in B.C. and an honorary member of the Applied Science Technologists and Technicians of B.C. (ASTTBC). He has taught at the University of Alberta, the Northern Alberta Institute of Technology and Okanagan University College. He has been involved in a number of technology-related associations including having served as the president and an executive board member of the Okanagan Science and Technology Council (OSTEC), a member of the ASTTBC Accreditation Board, the Airport Training Council, the National Committee of the Deans of Technology, and various international committees of the Society of Manufacturing Engineers.

Dr. Kathryn McNaughton

Dr. Kathryn McNaughton is the Vice President, Students, Academic & Applied Research at Vancouver Community College. An experienced academic leader, Dr. McNaughton held roles at many post-secondary institutions across Canada. In addition to her decades of experience as instructional faculty, her past leadership roles include time as Dean for the School of Education at Thompson Rivers University, and more recently, as Dean for the Centre for Teaching Excellence, Innovation & Research at Red River College. Kathryn also brings with her significant experience at a senior strategic level, having held the position of Vice President, Academic & Research for many years at the University College of the North.

Dr. Glynn Nicholls

Dr. Glynn Nicholls is the Director, Academic Planning and Quality Assurance at Simon Fraser University.

Dr. David Witty

Since the start of his term in July 2010 as Provost and Vice-President Academic at Vancouver Island University, Dr. Witty has been responsible for the quality and direction of VIU's academic vision and mission. As the Senior Vice-President and Chief Academic Officer, the Provost collaborates closely with the President and the Vice-President Administration and Finance to provide direction and leadership for the institution. Dr. Witty ensures effective institutional planning and assessment processes are in place and executed in an integrated manner. Dr. Witty has a B.A. (Hons) from the University of Waterloo, an M.A. from the School of Urban and Regional Planning, University of Waterloo and a Doctor of Philosophy from the School of Community and Regional Planning, UBC.

Dr. Christine Bovis-Cnossen

Dr. Christine L. Bovis-Cnossen, FRSA is TRU's Provost and Vice-President Academic. Christine is responsible for the overall academic enterprise of the University, including academic planning and the academic priorities of the university as well as being the Chair of the Budget Committee of Senate. She is a graduate of McMaster University in Hamilton with a BA Honours in Political Science, and has an MA in Political Science from Wilfrid Laurier University in Waterloo and a PhD in Sociology and Social Anthropology from the University of Hull in the UK. Prior to taking up her position at TRU, Christine was Vice-President, Academic at the Ontario College of Art and Design University (OCAD U) in Toronto.

Quality Assurance Audit Reviewers

The DQAB relies on the excellent work of highly qualified reviewers for the audit process. The 2017/18 reviewers included:

Mr. Darrell Bethune	Dr. Dean Hildebrand	Mr. Baldev Pooni
Dr. John Black	Dr. Lori McElroy	Ms. Laurie Rancourt
Dr. Salvador Ferreras	Dr. Gordon Nixon	Dr. Ulrich Scheck
Dr. Robin Fisher	Dr. Ross Paul	Dr. John Waterhouse

Expert Reviewers for Degree, Organization and Use of the word “university” reviews

The DQAB relies on the excellent work of highly qualified expert reviewers and those who take part in the peer-review process. The willingness of these experts to serve on review panels, and the quality of their advice, has greatly assisted the Board in conducting its work.

The following list of expert reviewers includes those that were involved in a quality assessment report where the report was submitted during 2017/18:

Mr. Jim Ansell	Dr. Rebecca Grant	Dr. Ross Paul
Dr. Larry Axelrod	Mr. Peter Grimmett	Dr. Diane Purvey
Dr. Brian Burtch	Dr. Brigitte Harris	Dr. Jonathan Rouse
Dr. Roger Blackman	Dr. John Higenbottam	Ms. Michele Schmidt
Dr. Ronald Bond	Dr. Bruce Kapron	Dr. Carolynne Smart
Ms. Maria del Pilar Bonilla	Dr. Valerie Kuehne	Prof. Andrea Soberg
Dr. Thor Borgford	Dr. Uma Kumar	Dr. Holly Tuokko
Dr. Sandra Collins	Dr. Patricia Lasserre	Dr. David Twynam
Dr. Michael Conlin	Dr. Lucy Lemare	Dr. Frank Ulbrich
Dr. Kenneth Craig	Dr. Matt Milovick	Dr. Sharon Wahl
Dr. Carolyn Crippen	Dr. Mario Nascimento	Dr. John Waterhouse
Dr. Yvon Dandurand	Dr. Patricia Neufeld	Dr. John Winterdyk
Dr. Jon Driver	Dr. Linda O'Neill	Dr. Roger Wolff

Board Secretariat

The Governance and Quality Assurance Branch of the Ministry of Advanced Education, Skills and Training provides secretariat support to the Board. The Secretariat provides policy and procedural advice, organizes meetings and expert review panels, and responds to inquiries from the public and applicant institutions. The Secretariat consists of:

Dorothy Rogers, Director
Chad Doerksen, Education Officer
Alexander Harper, Contract Administrator
Dawn House, Education Officer
Dao Luu, Education Officer
Craig Mayer, Research Officer
Vicki Simmons, Senior Policy Analyst
Kaylie White, Administrative Assistant

Acknowledgements

The DQAB extends its gratitude to standing committee members, external expert reviewers, faculty members, sector groups, institutional representatives, members of the public, Ministry staff and staff at Ministry of Health that contribute to continually improving BC's post-secondary system.

The Board members look forward to continuing to work with the Minister of Advanced Education, Skills and Training and Ministry staff as well as stakeholders and students to ensure the Province of British Columbia continues to enhance its reputation as a jurisdiction of post-secondary educational excellence.

Appendix 1 - DQAB Terms of Reference

Appendix 2 - Annual Performance and Monitoring Report for Private and Out-of-Province Public Institutions

Note: BC Public Post-Secondary data is available on the Ministry's website (<https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research>)

TERMS OF REFERENCE

PURPOSE

The Government of British Columbia is committed to ensuring the relevance and high quality of post-secondary education for all learners and the national and international recognition of British Columbia degrees. The purpose of the Degree Quality Assessment Board (the Board) is to advance the quality of degree programs and make recommendations to the Minister of Advanced Education, Skills and Training in respect of:

- Applications for consent under the *Degree Authorization Act* (DAA) from private and out-of-province public post-secondary institutions;
- Degree program proposals from British Columbia public post-secondary institutions; and
- Applications for exempt status.

In conducting quality assessment processes or undertaking recurring audits of an institution's internal program review processes, the Board will be informed by government priorities and will address the following public policy objectives:

- Quality education in degree programs;
- Coherent and integrated post-secondary system;
- Post-secondary system that responds to the labour market needs of the Province; and
- Protection of the interests of learners.

GUIDING PRINCIPLES

The operations of the Board will be affordable, accountable, efficient and effective. The principles outlined below will inform and guide the relationship between the Board and the Ministry of Advanced Education, Skills and Training (AEST).

Affordable

- The structure and operation of the Board will be affordable and reflect the policy objectives of AEST.
- The structure and operation of the Board will reflect the spending policies and accountabilities of government.
- The Board will ensure that its policies and practices do not impose costs on institutions that are greater than necessary to ensure quality degree programming in British Columbia.

Accountable

- The Board structure, operations and policies will be open and transparent.

Efficient

- The Board will pursue expeditious decision-making practices while supporting degree quality.

TERMS OF REFERENCE

Effective

- The Board will ensure that effective quality assessment processes and mechanisms are in place.

Board members will follow the Crown Agencies and Board Resourcing Office's (CABRO) General Conduct Principles for Public Appointees.

1) BOARD COMPOSITION

The Board is composed of up to 13 members appointed by the Minister, including a Chair and a Vice-Chair.

- a) Eleven voting members will be drawn from the following areas and possess the skills and experience outlined below:
 - i) Five individuals with experience in degree program review, as well as educational expertise within the public post-secondary degree granting sector;
 - ii) Two individuals with experience in degree program review, as well as educational expertise within the private post-secondary degree-granting sector;
 - iii) Two individuals from the business community reflective of economic development priorities in large and small industries and employers, regionally and provincially, with background or interest in post-secondary education;
 - iv) Two individuals from the general public;
- b) Two non-voting ex-officio members will also be appointed to the Board, including:
 - i) The Executive Director of the British Columbia Council on Admissions and Transfer; and
 - ii) The Assistant Deputy Minister responsible for post-secondary quality assurance at AEST.
- c) A member may serve beyond their term expiration until such time that a new member has been appointed as their successor.

The Minister will appoint the Chair and Vice-Chair from among the members.

TERMS OF REFERENCE

2) DUTIES AND POWERS

a) The Board will

- i. Conduct quality reviews of applications for new degree programs, applications for use of the word “university”, and applications for exempt status, and other matters referred to it by the Minister, and make recommendations to the Minister on these applications and other matters;
- ii. Conduct assessments of new degrees at public post-secondary institutions regarding social and economic benefit; system coordination/program duplication; student demand and outcomes, and institutional mandate/capacity.
- iii. Review applications and make recommendations to the Minister with respect to renewals of consent for existing degree programs and use of the term “university” from private and out-of-province public institutions.
- iv. Monitor degree programs and institutional capacity at post-secondary institutions with consent under the *Degree Authorization Act*; provide advice and direction to institutions based on annual reports and advise the Minister as appropriate.
- v. Assess requests for degree and credential name changes and changes to consent.
- vi. Conduct periodic audits of internal degree program review measures based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented;
- vii. Recommend to the Minister criteria that will apply for the purposes of giving or refusing consent/approval or attaching terms and conditions to consent;
- viii. Protect the integrity of the application and review process by maintaining confidentiality of individual submissions to the extent required or allowed by law;
- ix. Undertake research related to quality assurance and produce reports at the request of the Minister; and
- x. Perform other duties that may be requested by the Minister.

b) The Board may:

- i. Establish and maintain standing committees as appointed by the Chair.
- ii. Establish review committees and call upon subject experts, as required, to assist the Board in its review of applications;
- iii. Seek other advice, as it deems necessary, to assist the Board in providing recommendations and advice to the Minister; and

TERMS OF REFERENCE

- iv. Establish procedures for reviewing applications and other matters referred to it.

3) MEETINGS

- a) The Board will meet up to 10 times a year, or as required to fulfill the duties and responsibilities outlined herein.
- b) The Chair may call special meetings of the Board.
- c) Regular meetings and special meetings of the Board may be conducted in person or via teleconference, or other means approved by the Board.
- d) Meeting agendas and supporting materials will be circulated no fewer than seven calendar days prior to the scheduled Board meeting.
- e) Decisions of the Board will be arrived at through deliberation and consensus, whenever possible. The Board will establish its own voting procedures and may authorize voting to take place in person or by telephone, facsimile or other means approved by the Board.
- f) At a meeting of the Board, the presence of a majority of the sitting members of the Board will constitute a quorum.
- g) An act or thing done by a majority of the members of the Board present at a meeting, if the members present constitute a quorum, is deemed to have been done by the Board.
- h) A vacancy in the membership of the Board does not invalidate the Terms of Reference of the Board or impair the right of the members in office to act.

4) DUTIES OF THE CHAIR AND VICE-CHAIR

- a) The Chair of the Board will perform the duties outlined below:
 - i. Consult with the Minister or Deputy Minister, as appropriate, regarding these Terms of Reference.
 - ii. Provide leadership in guiding the Board and coordinating its activities in order to fulfill its advisory duties.
 - iii. Ensure timely and effective communications with other Board members, appropriate agencies and government.
 - iv. Appoint review committee members and subject experts, approve their terms of reference, and ensure appropriate reporting mechanisms of Board committees.
 - v. Ensure that there is an orientation program for new Board members and an ongoing development program for existing Board members aimed at increasing the Board members' familiarity with the Board's roles, duties and responsibilities.

TERMS OF REFERENCE

- vi. Provide reports to the Minister as required.
- vii. Consult with the Secretariat regarding the *Freedom of Information and Protection of Privacy Act* concerning its collection, disclosure and use of information to ensure that it is consistent with government policy and legislation.
- b) The duty of the Vice-Chair will be to act as Chair of the Board if the Chair is unable to perform the duties/functions of the Chair.

5) SECRETARIAT

- a) The Board will have a Secretariat of AEST staff to provide administrative support to the Board, to process and monitor applications for Board consideration, and to work with applicants and prospective applicants to facilitate the application process.
- b) As directed by the Board, the Secretariat will undertake the research necessary to support the duties of the Board.
- c) The Secretariat will coordinate the agenda, information packages and related events for Board meetings.
- d) The Secretariat will follow standard government policies and procedures in carrying out its duties (e.g., records management, financial management, communications, and freedom of information and protection of privacy).

6) EFFECT OF TERMS OF REFERENCE

These Terms of Reference do not affect, modify, limit or interfere with the responsibilities of any of its parties under law. In the event of any conflict between these Terms of Reference and any law, including the Act and its regulations, the law prevails. The Act and its regulations shall guide interpretation of the Terms of Reference.



Honourable Melanie Mark
Minister of Advanced Education,
Skills and Training

Date: February 1, 2018



Nicholas Rubidge
Chair, Degree Quality Assessment Board

Date: February 5, 2018

Annual Performance and Monitoring Report – 2016/17

Summative Information on Institutions under the *Degree Authorization Act*

July 2018

Prepared by the Degree Quality Assessment Board Secretariat,
Ministry of Advanced Education, Skills and Training

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INTRODUCTION

The Ministry of Advanced Education, Skills and Training (AEST) and the Degree Quality Assessment Board (DQAB) Secretariat have prepared this summary report on the 2016/17 reporting cycle.

Procedures

All consent holders are required to submit an Annual Report and select institutions may also undergo a Performance Meeting by representatives of AEST to ensure the institution and degree program offerings continue to meet the quality standards established by the Minister under the *Degree Authorization Act* (DAA).

Performance Meetings are conducted, at a minimum, following the first year of consent and a year in advance of the expiry of consent. Institutions will be subject to a Performance Meeting if, for the preceding twelve months:

- the institution had outstanding *Special Terms and Conditions of Consent*;
- concerns had been raised about the institution and/or its degree programs that directly relate to the established criteria or the *Standard Terms and Conditions of Consent*; and
- substantive or material changes were made in the institution and/or its degree program offerings. The Board determines what constitutes a substantive or material change. These may include, but are not limited to:
 - Ministerial consent for a new degree program;
 - ownership change;
 - location change;
 - additional branch campus;
 - material change in learning outcomes;
 - changes in key administrative or academic leaders;
 - minimum qualifications of faculty or substantive changes to faculty complement;
 - collaborative arrangements with other institutions;
 - change in degree nomenclature;
 - change in governance structure, policymaking or administrative authority;
 - termination or suspension of programs that have consent.

Institutions that have maintained high-quality standards and have shown a commitment to continuous improvement may be exempted from Performance Meetings.

Nineteen institutions had consent under the DAA to offer degree programs during the 2016/17 reporting year (see Reporting Institutions / Programs section of this report). Annual Reports were received from all 19 institutions and performance meetings were held with 10 of these institutions. Institutions and degree programs that were not operating or being offered for at least 12 months under consent as at July 31, 2017 have not been included in this report.

AEST develops individual performance reports for each institution and institutions are given the opportunity to provide comments before the reports go before the DQAB for determination of whether further actions are required.

REPORTING INSTITUTIONS / PROGRAMS

INSTITUTION	CONSENT GRANTED	EXPIRY DATE
Acsenda School of Management	Bachelor of Business Administration with Concentrations	09/05/19
	Bachelor of Hospitality Management	07/17/18
Adler University	Use of university	09/19/19
	Master of Arts in Counselling Psychology	11/01/23
	Master of Arts in Organizational Psychology	08/02/19
	Master of Counselling Psychology	11/01/23
	Master of Counselling Psychology: Art Therapy	07/30/18
	Master of Public Policy and Administration	06/12/20
	Doctor of Psychology in Clinical Psychology	08/25/22
Alexander College	Associate of Arts	09/05/19
	Associate of Science	11/08/21
Art Institute of Vancouver	Bachelor of Design in Graphic Design	03/18/20
	Bachelor of Science in Game Programming	07/08/21
	Bachelor of Applied Design in Interior Design	10/27/18
Athabasca University	Use of university	03/27/19
	Exempt Status to the Master's Level	n/a [†]
	Master of Counselling: Art Therapy	03/27/19
City University of Seattle	Use of university	06/28/18
	Bachelor of Arts in Management	05/29/19
	Master of Counselling	06/28/18
	Master of Education in Leadership and School Counselling	06/28/18

INSTITUTION	CONSENT GRANTED	EXPIRY DATE
Columbia College	Associate of Arts	08/02/19
	Associate of Science	08/02/19
Coquitlam College	Associate of Arts	08/07/18
Corpus Christi College	Associate of Arts	03/16/21
Fairleigh Dickinson University	Use of university	10/29/21
	Bachelor of Science in Business Administration	10/29/21
	Bachelor of Science in Information Technology	11/24/21
	Bachelor of Arts in Individualized Studies	01/06/21
	Master of Administrative Science	10/29/21
	Master of Science in Hospitality Management Studies	12/03/19
Fraser International College	Associate of Arts	05/25/20
Gonzaga University	Use of university	10/26/22
	Master of Counselling	10/26/22
	Master of Education in Educational Leadership	10/26/22
New York Institute of Technology	Master of Business Administration (General, Finance & Tourism)	03/16/22
	Master of Science in Information, Network & Computer Security	07/30/18
	Master of Science in Instructional Technology	03/15/21
	Master of Science in Energy Management	03/15/21
Pacific Coast University for Workplace Health Sciences	Bachelor of Disability Management	08/07/18
Queen's University	Use of university	06/26/18
	National Executive Master of Business Administration	06/26/18
	Accelerated Master of Business Administration for Business Graduates	06/26/18
	Executive Master of Business Administration Americas	04/22/20
Quest University Canada	Bachelor of Arts and Sciences	08/09/21
Trinity Western University	Exempt Status to the Master's Level	n/a ⁺
	Bachelor of Science in Biotechnology	03/18/26
	Bachelor of Arts in Sociology	03/07/19
	Bachelor of Arts in Leadership	03/11/19
	Minor in Gender Studies	08/02/19

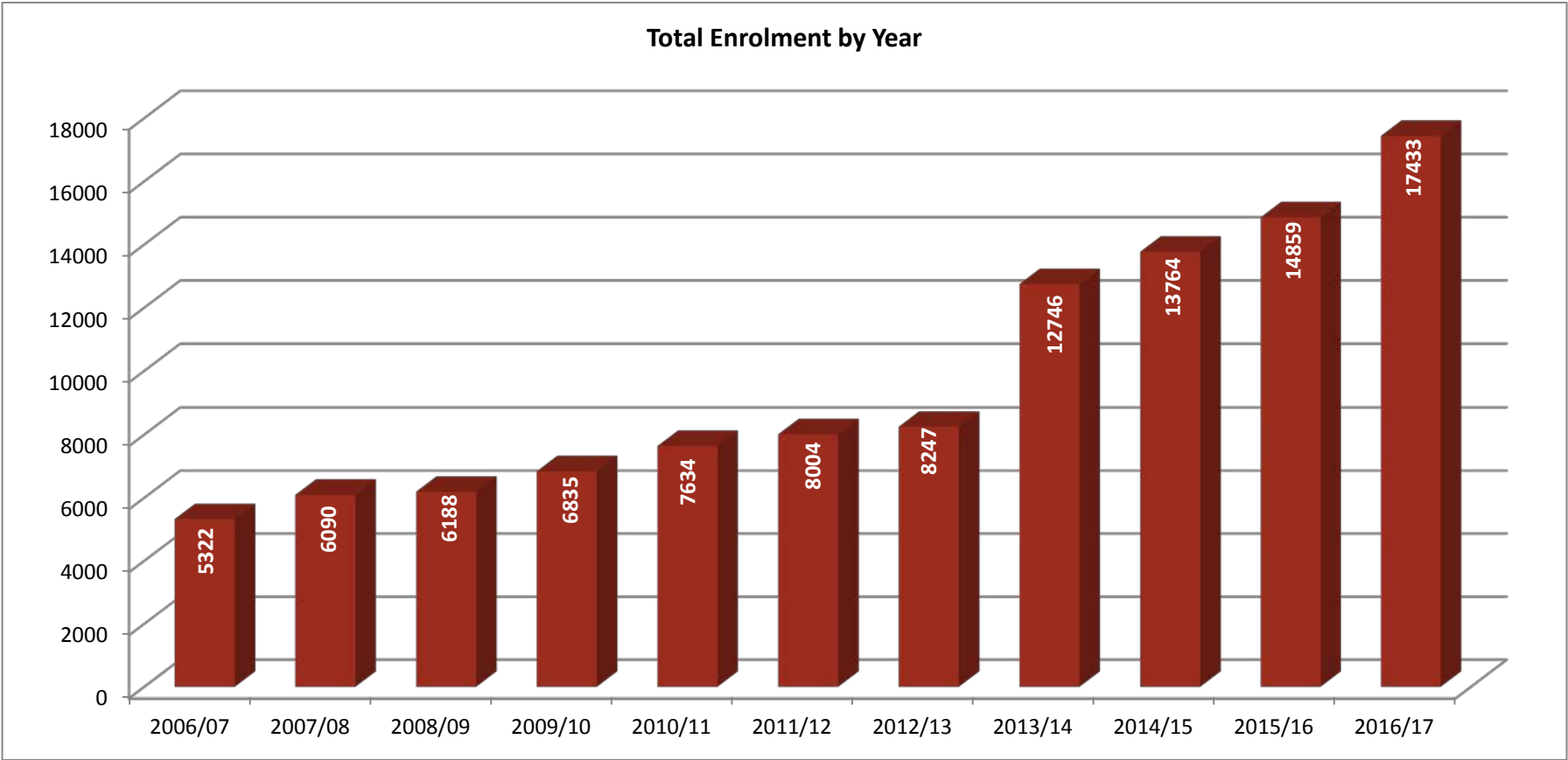
INSTITUTION	CONSENT GRANTED	EXPIRY DATE
Trinity Western University	Bachelor of Arts in Corporate Communication	06/12/25
	Bachelor of Fine Arts in Acting	06/12/25
	Master of Arts in Interdisciplinary Humanities	08/02/19
	Master of Arts in Linguistics	03/16/26
	Master of Business Administration	06/29/26
	Master of Arts in Marriage and Family Therapy	03/07/19
	Master of Science in Nursing	03/07/19
	Master of Arts in Leadership (Mandarin)	09/25/19
	International Master of Business Administration (China)	07/25/18
	Master of Arts in Educational Studies (Special Education)	01/06/19
University Canada West	Use of university	03/10/21
	Bachelor of Commerce (General)	01/06/21
	Bachelor of Arts in Business Communications	01/06/21
	Master of Business Administration	03/10/21
Yorkville University	Use of university	08/12/20
	Bachelor of Business Administration with Specializations	08/12/20

[†] Exempt Status is not for a specified term.

INSTITUTIONAL STATISTICS

ENROLMENTS

Enrolment in DAA institutions has increased steadily since data has been collected starting with the 2006/07 academic year. Most degree programs that have been offered since 2006 have seen a steady increase in enrolment. Additional institutions and degree programs that have received Ministerial consent have also contributed to the overall increase. The overall net increase also takes into consideration the discontinuation of several degree programs.

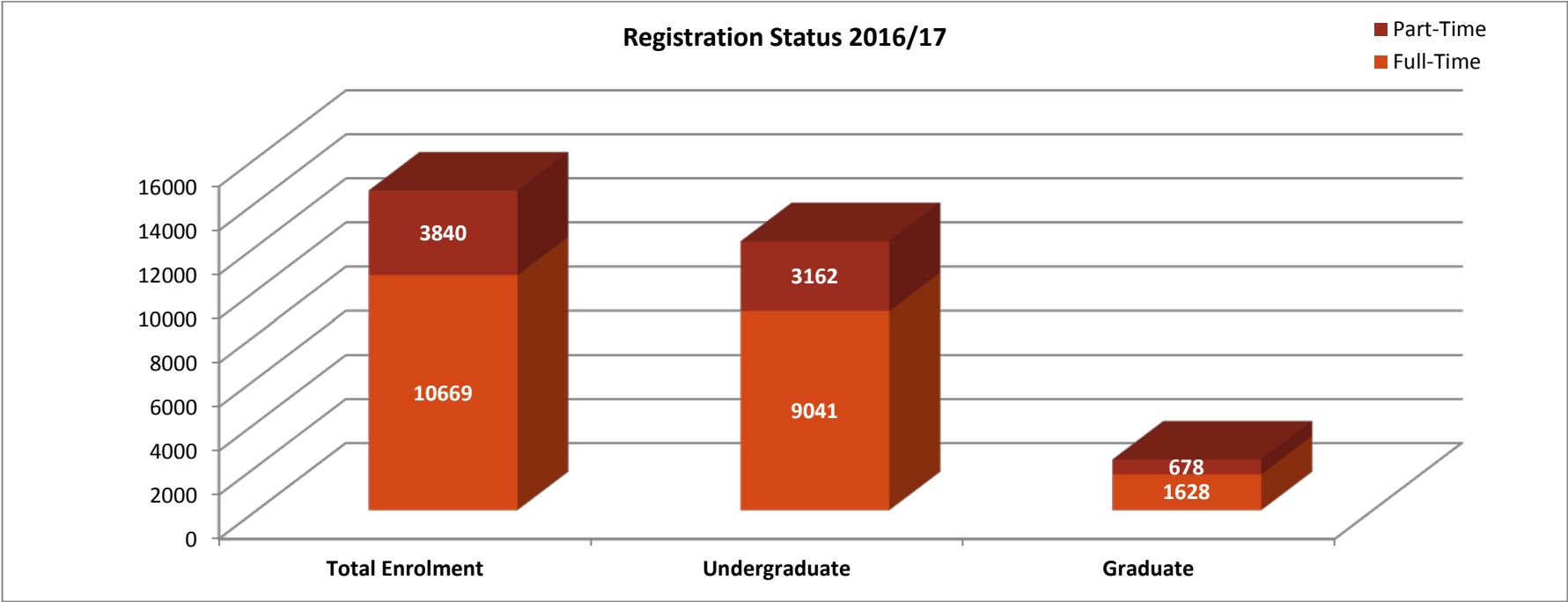


Notes: Total Enrolment figures in the above chart include the total number of students enrolled at Trinity Western University. Total Enrolment figures also include all of the institutions and degree programs operating under consent in each year.

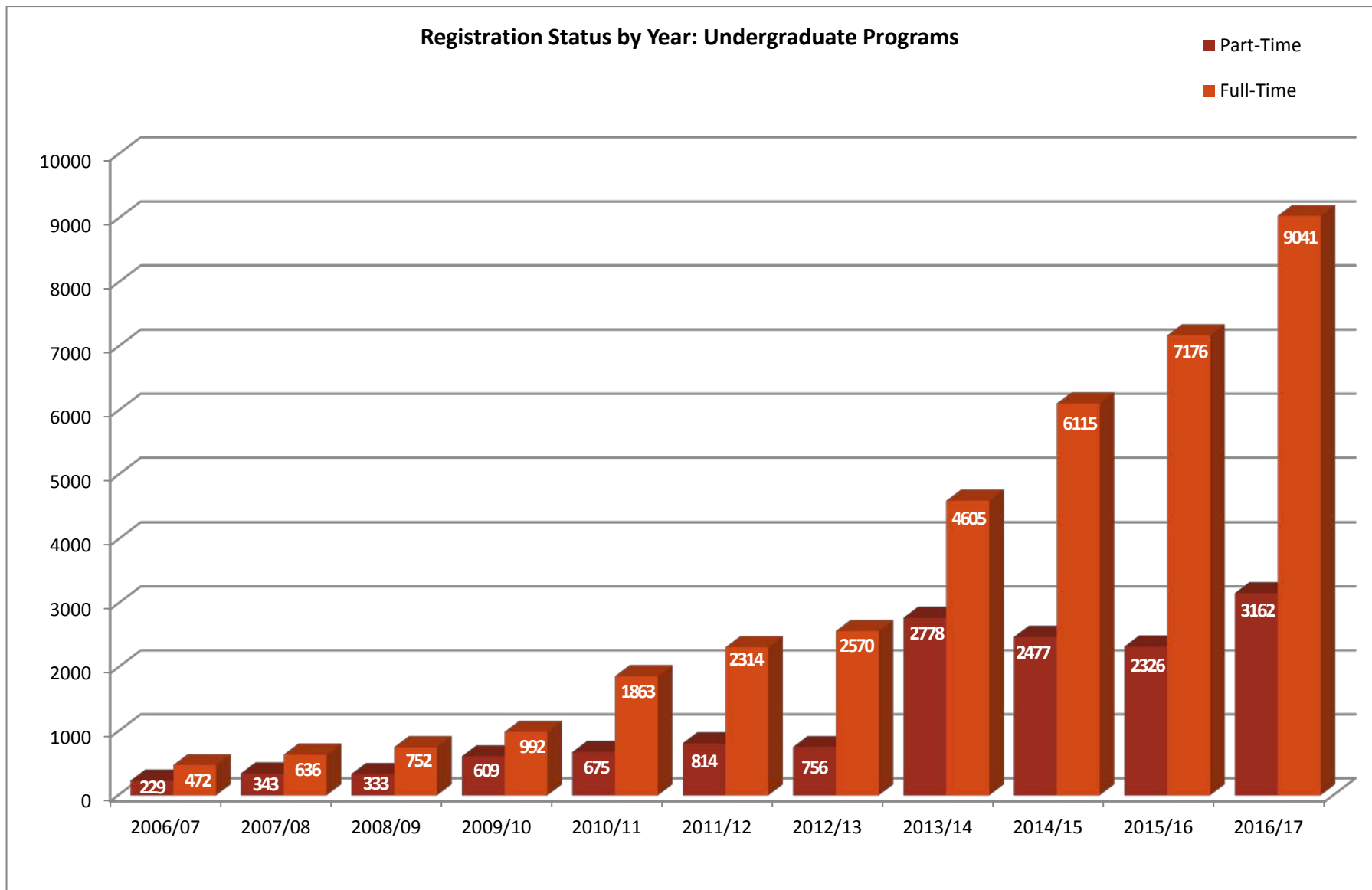
Although the total number of students enrolled in institutions with consent under the DAA is still relatively low compared to enrolment at BC public institutions, the total student numbers in most degree programs are increasing each year. The number and type of degree program offerings are also expanding across the sector and several new institutions have received authority to operate as degree-granting institutions in BC since 2007.

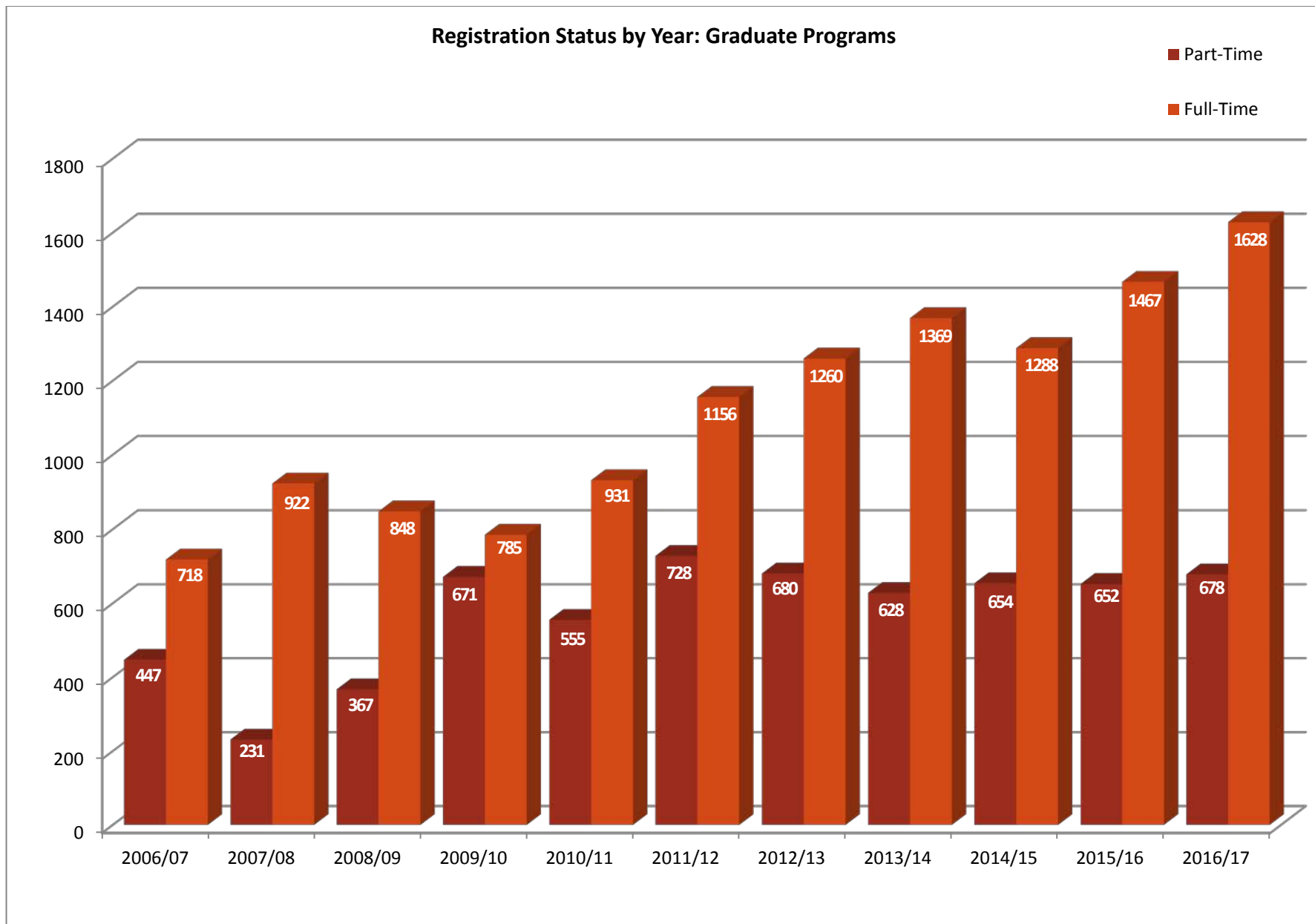
Registration Status: Full-Time / Part-Time Students

Note: Data for Registration Status in the tables below does not include all degrees offered by Trinity Western University. The University is only required to report enrolment for degrees that have received Ministerial consent. The University is also not required to report details on any degree programs offered prior to 2003.



Full time enrolment accounts for 74% of undergraduate enrolment and 71% of graduate enrolment. Full time enrolment has historically been higher than part time enrolment since 2007 and has remained steady over the past 4 years.



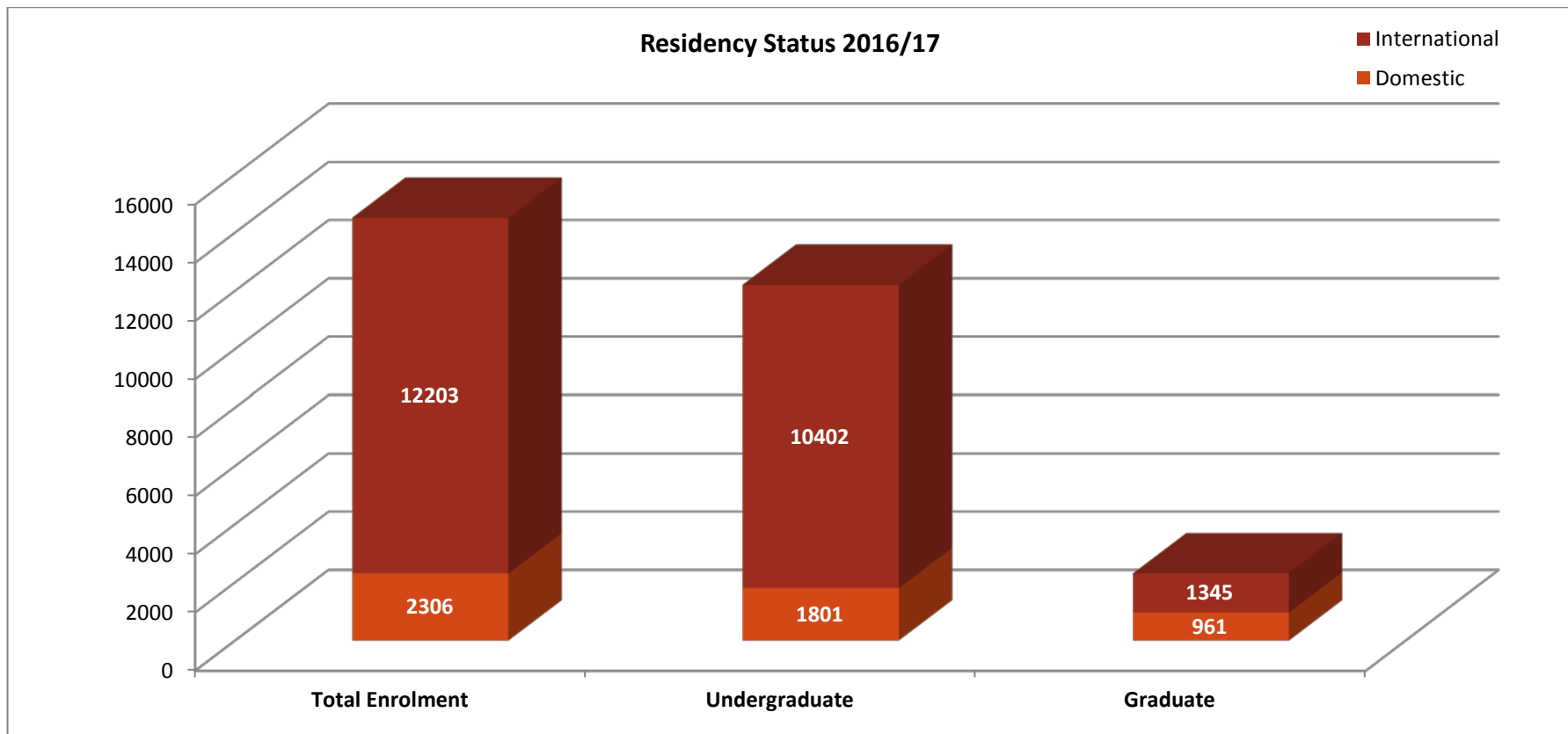


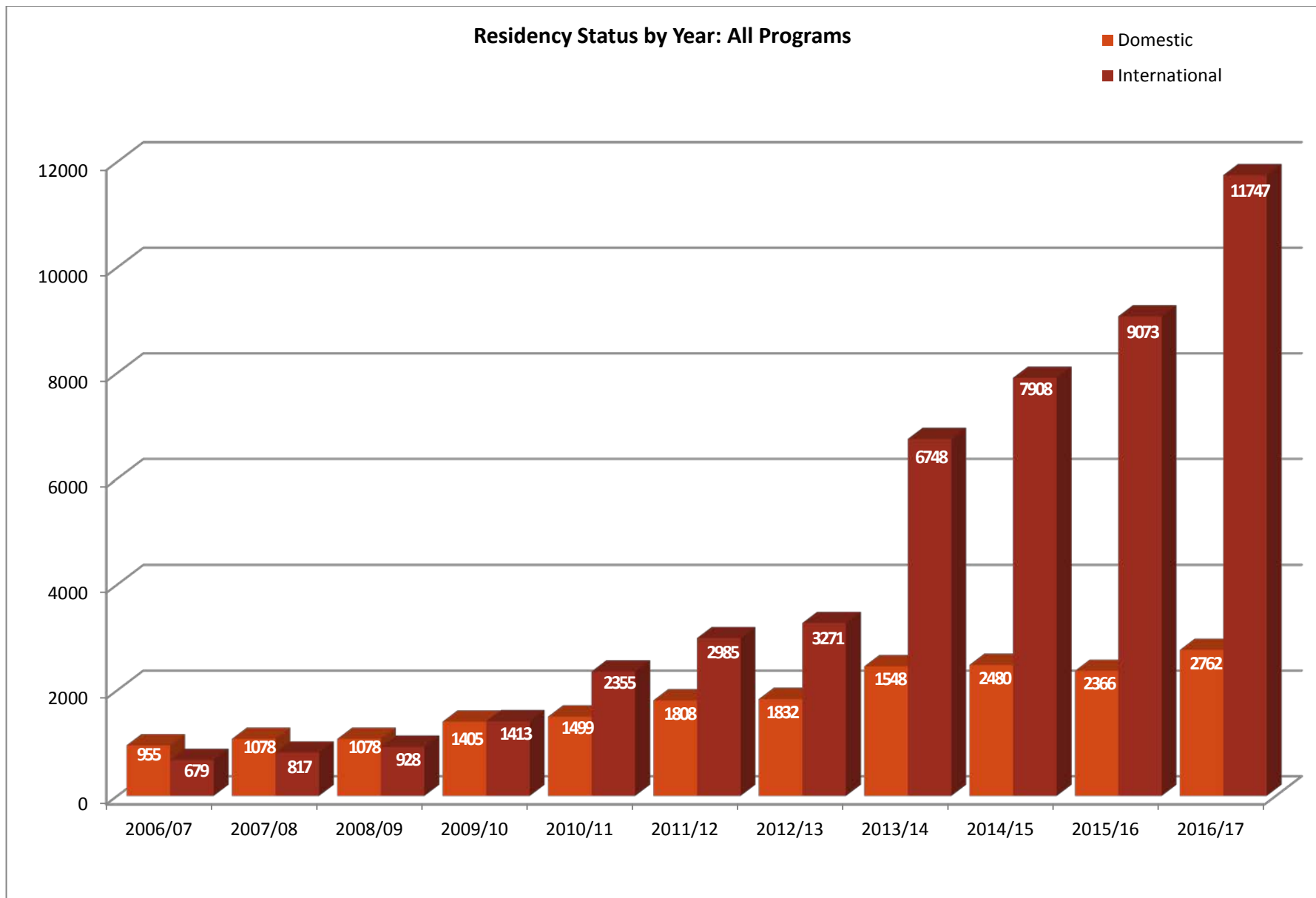
Residency Status: Domestic / International Students

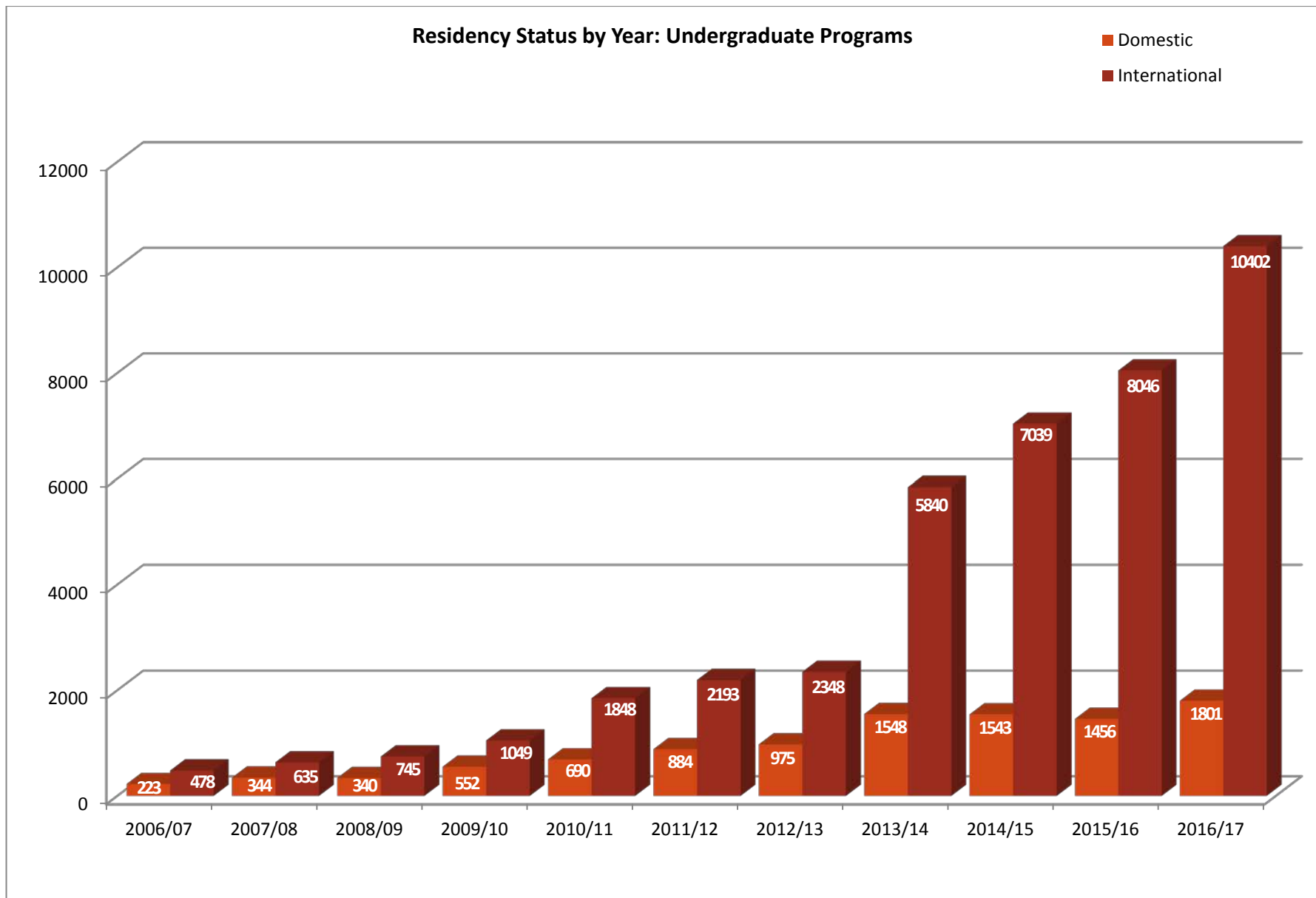
International students accounted for 81% of total enrolment in 2016/17. This reflects a 2% increase over the past year and approximately 100% increase (from 41% of total enrolment) since 2006/07.

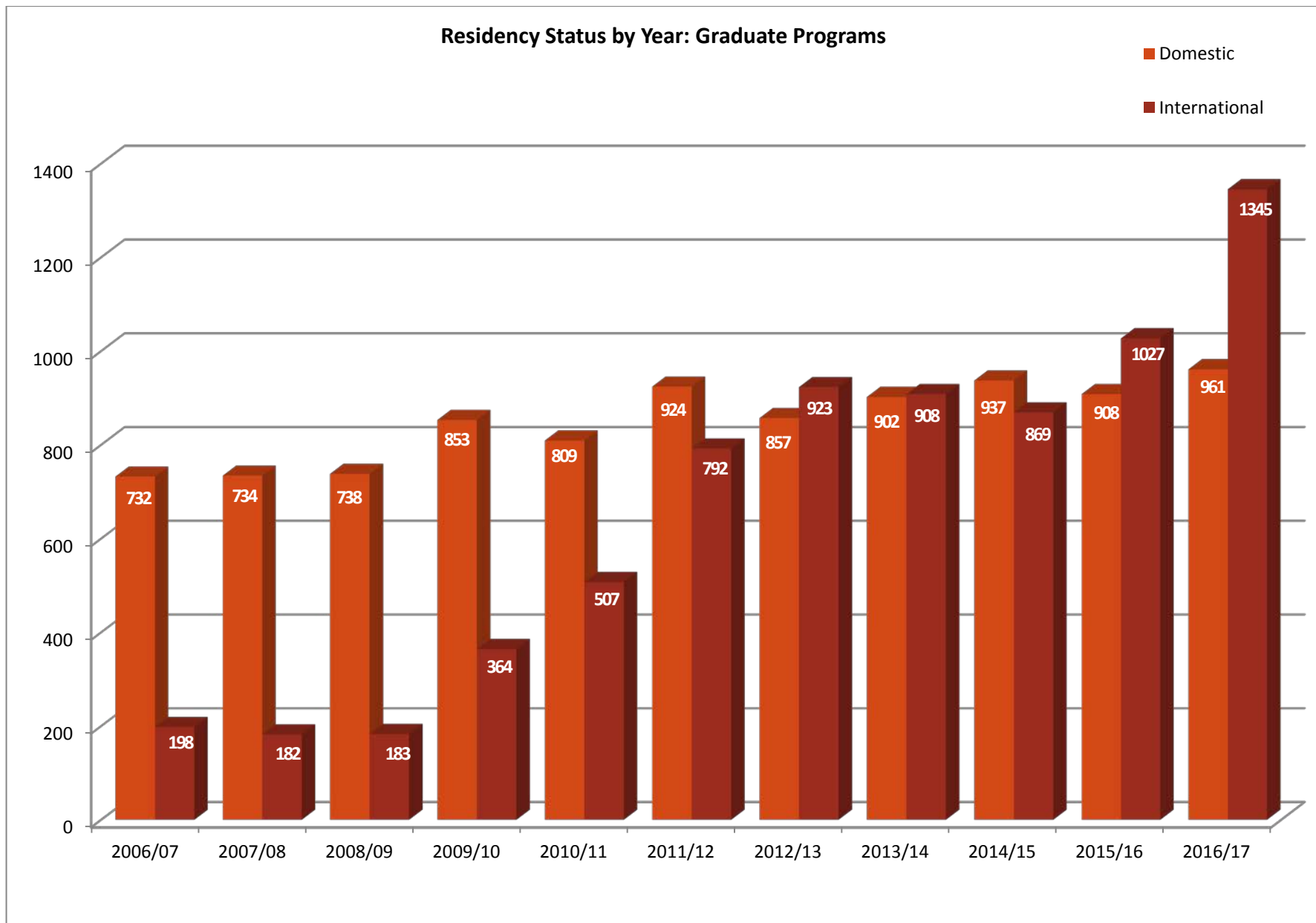
International students account for 85% of undergraduate enrolment. This has remained steady over the past year. International students account for 58% of graduate enrolment. This reflects a 5% increase from 2015/16.

2016/17 was the first year institutions were required to report on the country of origin for enrolled students. China represents the highest percentage of students at 32% of total enrolment, followed by India at 19%, and the United States at 5%.



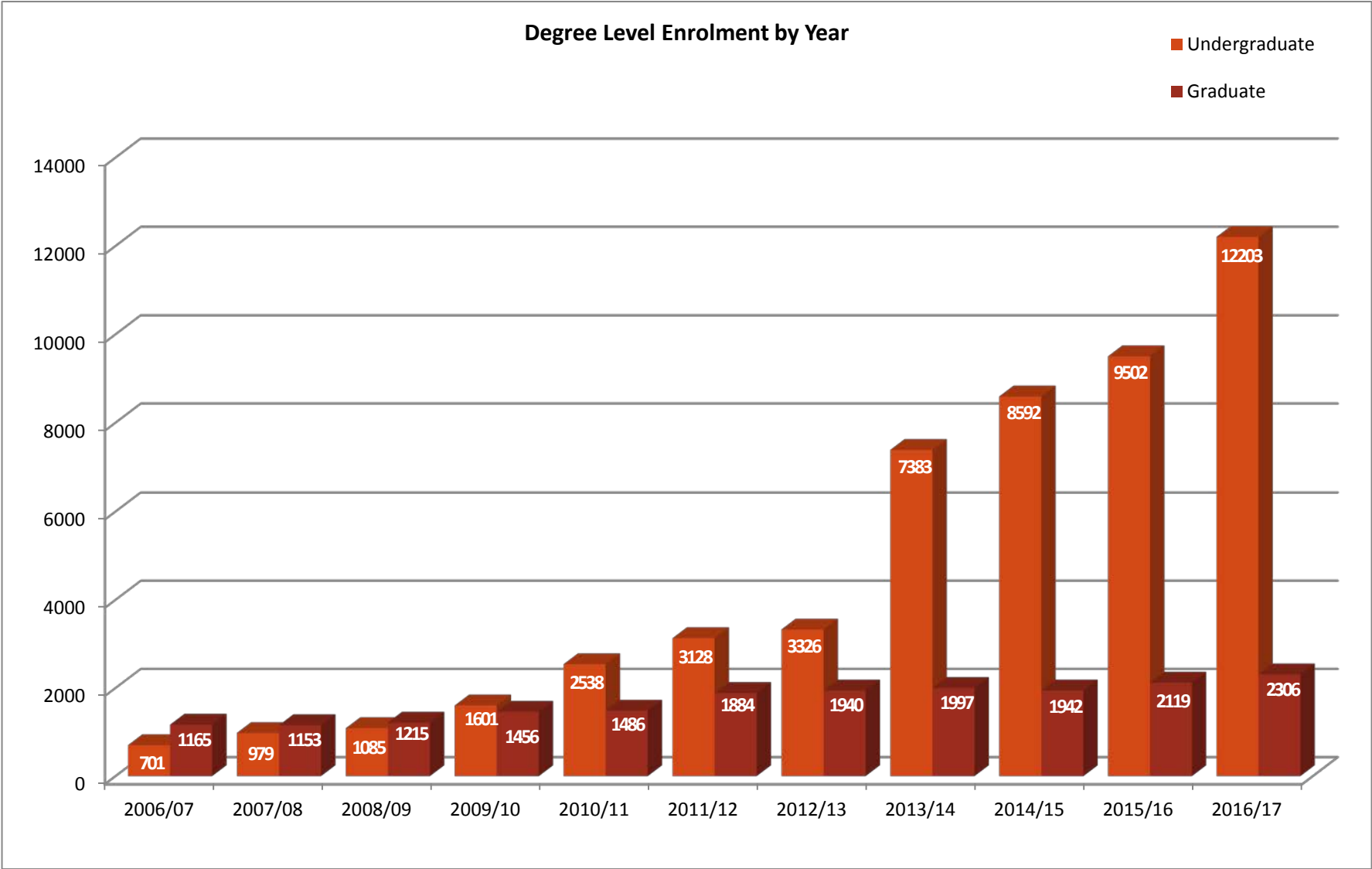






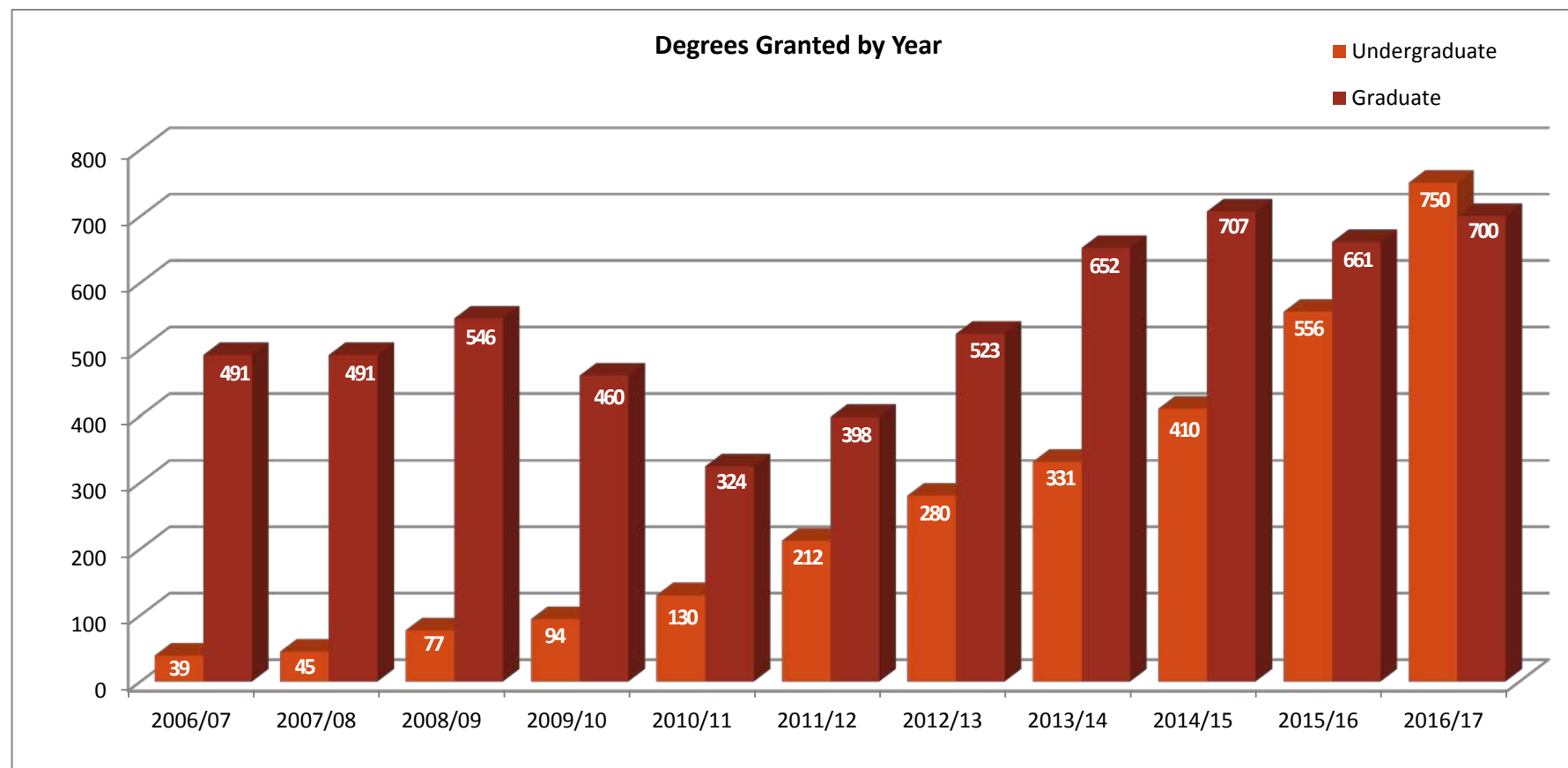
Degree Level: Undergraduate / Graduate Students

In 2016/17, total enrolment in both undergraduate and graduate programs increased by approximately 20% from the previous year.



Degrees Granted

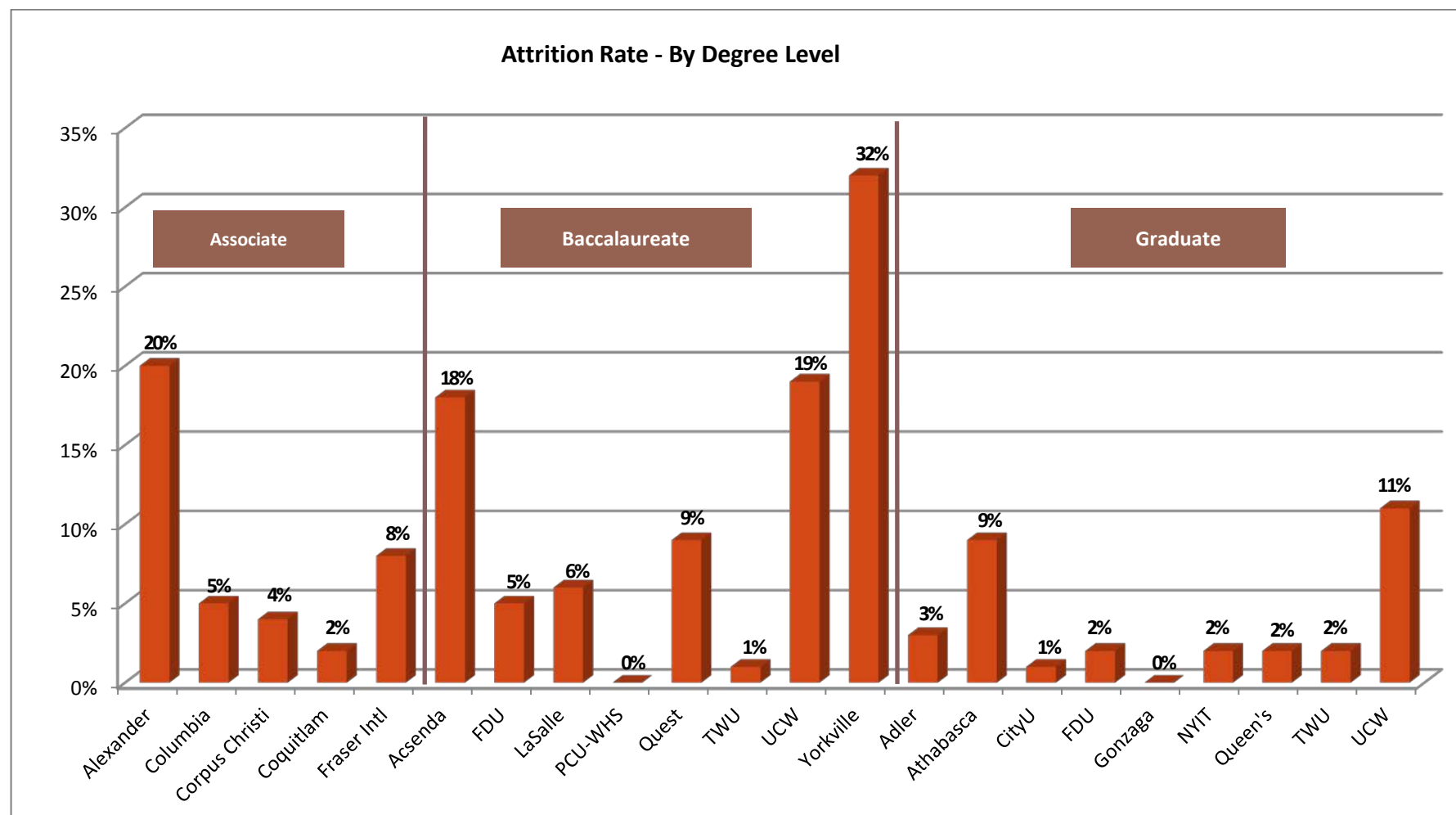
Until 2007, some institutions operated in BC through registration with the former Private Career Training Institutions Agency (PCTIA). Institutions that were registered with PCTIA, but granting degrees from outside BC were able to continue to do so until 2007. This explains the large number of degrees being granted from the first year data was collected. It also shows that the majority of programs being offered prior to the introduction of the DAA were at the graduate level.



The total number of undergraduate degrees granted has steadily increased since 2006/07. In 2016/17, undergraduate degrees constituted a majority of credentials granted within this sector for the first time in ten years.

Attrition Rates

It is noted that small enrolment numbers in some programs may result in higher attrition rates being reported since the withdrawal of a few students may significantly impact the overall attrition rate. It is also noted that Alexander College is the only Associate degree institution that calculates successful transfers into baccalaureate programs at other BC institutions as part of its attrition rate.



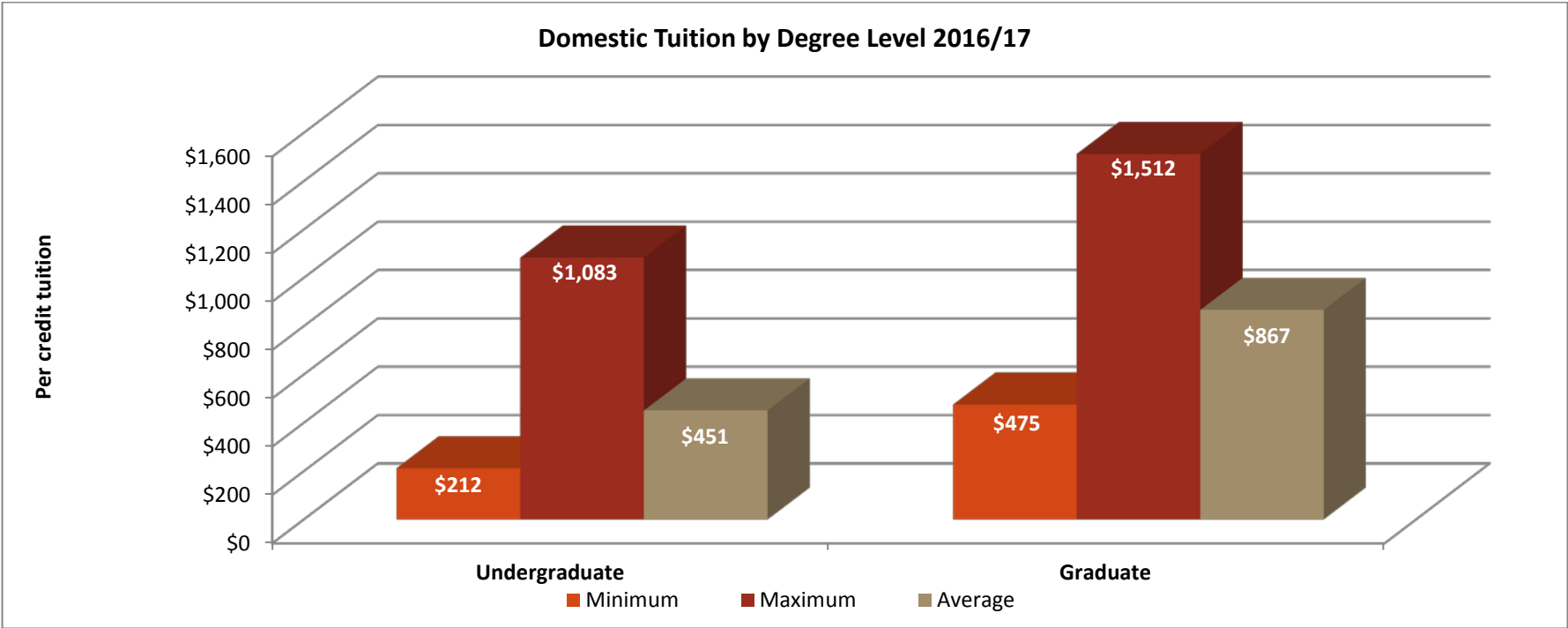
TUITION

Fourteen of the 19 institutions increased tuition in 2016/17. The average increase was 4%.

Domestic Tuition

On the surface, domestic tuition may appear significantly higher at most DAA institutions when compared to BC public institutions. However, if other required ancillary fees charged at all BC public institutions are added to the per credit tuition, the overall differential in the amount students actually pay for equivalent programs at BC public versus DAA institutions is relatively small.

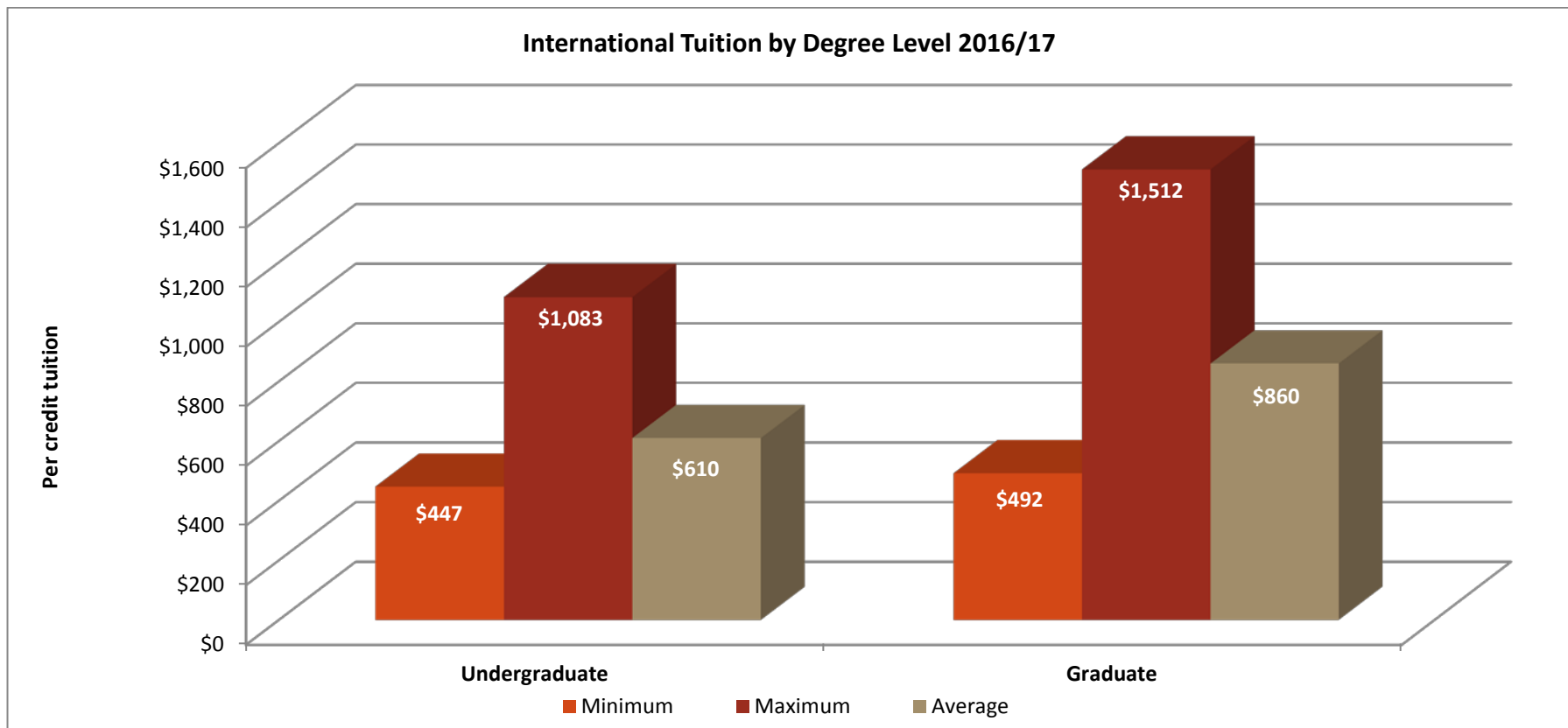
Some private institutions condense the teaching time in the programs so the higher tuition may be offset by students’ ability to finish their degree program and get into the work force sooner.



International Tuition

Only 7 out of the 19 DAA institutions charge a higher rate of tuition for international students. Just one of these institutions (a publicly-funded institution from another province) charges higher tuition for international students in a graduate-level program than it does for domestic students. The average tuition rate for international students at these 7 institutions is approximately double that of domestic tuition.

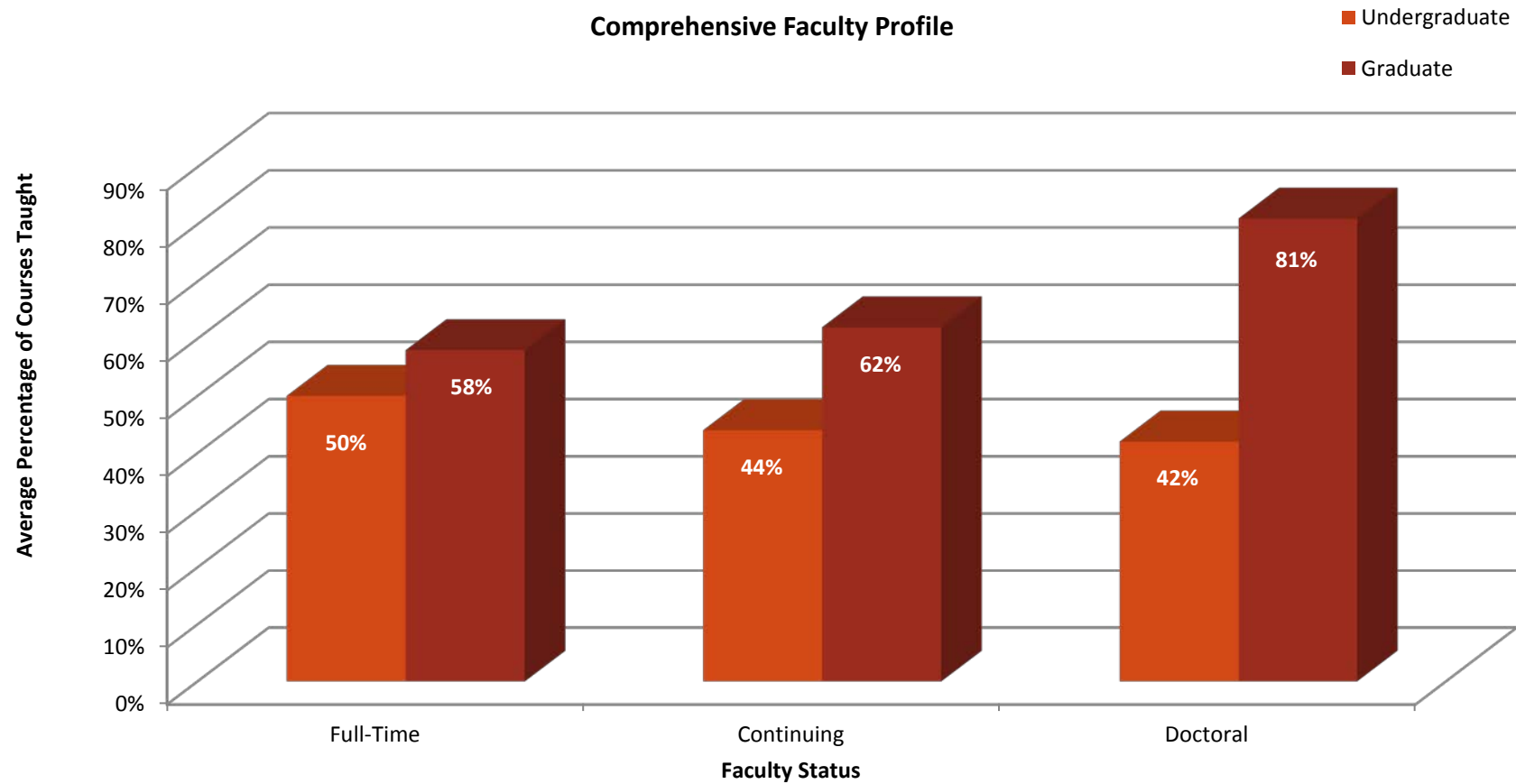
All of BC's public institutions charge differential tuition for international students for undergraduate programs. The average tuition rate for international students at BC's public institutions is 3.4 times higher than the domestic tuition (340%).



FACULTY

Institutions were asked to report on the total number of faculty and details on their academic credentials within each program. They were also asked to report on the percentage of courses within each program that are taught by: full-time faculty; continuing faculty; and, doctoral faculty.

Note: Data for Faculty in this section does not include Trinity Western University and Athabasca University as both institutions have Exempt Status and are not required to report on faculty details.



Full-time vs. Part-time Faculty

A faculty member is considered full-time if 75% of their time (full-time-equivalent) is allocated to a combination of instruction, program administration and required research and scholarship activity.

On average, 43% of undergraduate courses and 57% of graduate were taught by full-time faculty. These figures are consistent from those from 2015/16.

Continuing vs. Sessional Faculty

A faculty member is considered continuing if they have a permanent, ongoing appointment, and sessional if they are contracted on a course-by-course or short-term basis.

The percentage of courses taught by continuing faculty averaged approximately 37% across all undergraduate programs. This reflects a 7% decrease from 2015/16. In contrast, 52% of graduate courses were taught by continuing faculty. This reflects a 10% decrease from the previous year.

Faculty Credentials

A total of 46% of undergraduate courses were taught by doctoral faculty, reflecting a 4% increase from the previous year. Faculty with doctoral level credentials taught 78% of graduate courses, reflecting a 3% decrease from 2015/16.

2017/18 REPORTING CYCLE

DATE	ACTION
May 1, 2018	Notification of institutions regarding upcoming reporting requirements and deadlines
July 31, 2018	Deadline for institutions to provide annual reports and updated financial security calculations to AEST
August 2018	AEST review of institutional annual reports and recommendations to DQAB on performance meetings
November 2018 – February 2019	Performance meetings conducted by AEST representatives
	AEST review and evaluation of data from reports and performance meetings
	Performance reports developed by AEST and sent to each institution for comment
May 2019	Performance reports submitted to the DQAB for review
July 2019	Comprehensive report submitted to the DQAB for review

I. Enrolment Data

The tables below include actual enrolments over the past 10 years. Enrolments are reported as headcounts (not Full-Time Equivalents; FTEs).

Note: Trinity Western University is not required to report detailed enrolment data on academic degrees offered prior to 2003 and theological degrees. Enrolment breakdowns are only included for degree programs with consent under the *Degree Authorization Act*.

1.1 Comprehensive Student Body Profile

Year	Registration Status		Residency Status [◇]		Total Enrolment by Degree Level	
	Part-Time	Full-Time	Domestic	International	Undergraduate	Graduate
2006/07	676 (36%)	1190 (64%)	955 (59%)	679 (41%)	701 (38%)	1165 (62%)
2007/08	574 (27%)	1558 (73%)	1078 (57%)	817 (43%)	979 (46%)	1153 (54%)
2008/09	700 (30%)	1600 (70%)	1078 (54%)	928 (46%)	1085 (47%)	1215 (53%)
2009/10	1280 (42%)	1777 (58%)	1405 (50%)	1413 (50%)	1601 (52%)	1456 (48%)
2010/11	1230 (31%)	2794 (69%)	1499 (37%)	2355 (63%)	2538 (63%)	1486 (37%)
2011/12	1542 (31%)	3470 (69%)	1808 (38%)	2985 (62%)	3128 (62%)	1884 (38%)
2012/13	1436 (27%)	3830 (73%)	1832 (36%)	3271 (64%)	3326 (63%)	1940 (37%)
2013/14	3406 (36%)	5974 (64%)	2450 (27%)	6748 (73%)	7383 (79%)	1997 (21%)
2014/15	2843 (27%)	7691 (73%)	2480 (24%)	7908 (76%)	8592 (82%)	1942 (18%)
2015/16	2978 (26%)	8643 (74%)	2366 (21%)	9073 (79%)	9502 (73%)	2119 (27%)
2016/17	3840 (26%)	10669 (74%)	2762 (19%)	11747 (81%)	12203 (84%)	2306 (16%)

◇ Until 2016/17, residency status was not required for application to Gonzaga or Queen’s. Data and percentages do not include these two institutions between 2006/07 and 2015/16.

1.2 Degree Level: Undergraduate / Graduate Students

Year	Degree Level									
	Undergraduate					Graduate				
	PT	FT	Domestic	Int'l	Total	PT	FT	Domestic [◊]	Int'l [◊]	Total
2006/07	229 (33%)	472 (67%)	223 (32%)	478 (68%)	701	447 (38%)	718 (62%)	732 (79%)	198 (21%)	1165
2007/08	343 (35%)	636 (65%)	344 (35%)	635 (65%)	979	231 (20%)	922 (80%)	734 (80%)	182 (20%)	1656
2008/09	333 (31%)	752 (69%)	340 (31%)	745 (69%)	1085	367 (30%)	848 (70%)	738 (80%)	183 (20%)	1215
2009/10	609 (38%)	992 (62%)	552 (35%)	1049 (65%)	1601	671 (46%)	785 (54%)	853 (70%)	364 (30%)	1456
2010/11	675 (27%)	1863 (73%)	690 (27%)	1848 (73%)	2538	555 (37%)	931 (63%)	809 (62%)	507 (38%)	1486
2011/12	814 (26%)	2314 (74%)	884 (29%)	2193 (71%)	3128	728 (39%)	1156 (61%)	924 (54%)	792 (46%)	1884
2012/13	756 (23%)	2570 (77%)	975 (29%)	2348 (71%)	3326	680 (35%)	1260 (65%)	857 (48%)	923 (52%)	1940
2013/14	2778 (38%)	4605 (62%)	1548 (21%)	5840 (79%)	7383	628 (31%)	1369 (69%)	902 (50%)	908 (50%)	1997
2014/15	2189 (26%)	6403 (74%)	1553 (18%)	7039 (82%)	8592	654 (34%)	1288 (66%)	937 (52%)	869 (48%)	1942
2015/16	2326 (25%)	7176 (75%)	1456 (15%)	8046 (85%)	9502	652 (31%)	1467 (69%)	908 (47%)	1027 (53%)	2119
2016/17	3162 (26%)	9041 (74%)	1801 (15%)	10402 (85%)	12203	678 (29%)	1628 (71%)	961 (42%)	1345 (58%)	2306

◊ Until 2016/17, residency status was not required for application to Gonzaga or Queen’s. Data and percentages did not include these two institutions between 2006/07 and 2015/16.

Institutional Abbreviations

Institution Name	Abbreviation
Acsenda School of Management	ASMI
Adler University	ADLER
Alexander College	ALEX
Athabasca University	AU
City University of Seattle	CITY
Columbia College	COLU
Coquitlam College	CQC
Corpus Christi College	CCC
Fairleigh Dickinson University	FDU
Fraser International College	FIC
Gonzaga University	GU
LaSalle College Vancouver (formerly the Art Institute of Vanc)	LCV
Lawrence Technological University	LTU
New York Institute of Technology	NYIT
Pacific Coast University for Workplace Health Sciences	PCU-WHS
Queen’s University	QU
Quest University Canada	QUC
Trinity Western University	TWU
University Canada West	UCW
University of Oregon	UO
University of Phoenix	UOP
Yorkville University	YU

Program Abbreviations

Program Name	Abbreviation
Accelerated MBA for Business Graduates	AMBA
Associate of Arts	AA
Associate of Science	ASc
Bachelor of Applied Design in Graphic Design	BADGD
Bachelor of Applied Design in Interior Design	BADID
Bachelor of Arts and Sciences	BASC
Bachelor of Arts in Corporate Communications	BACC
Bachelor of Arts in Individualized Studies	BAIS
Bachelor of Arts in Leadership	BAL
Bachelor of Arts in Management	BAM
Bachelor of Arts in Business Communications	BABC
Bachelor of Arts in Sociology	BAS
Bachelor of Business Administration	BBA
Bachelor of Commerce	BCOM
Bachelor of Disability Management	BDM
Bachelor of Hospitality Management	BHM
Bachelor of Fine Arts in Acting	BFAA
Bachelor of Science in Biotechnology	BScBT
Bachelor of Science in Business	BScB
Bachelor of Science in Business Administration	BScBA
Bachelor of Science in Game Programming	BScGP
Bachelor of Science in Information Technology	BScIT
Executive Master of Business Administration Americas	EMBAA
Doctor of Psychology in Clinical Psychology	PsyD
International Master of Business Administration (China)	IMBA

Program Name	Abbreviation
Master of Administrative Science	MAS
Master of Arts in Community Psychology	MACMP
Master of Arts in Counselling Psychology	MACP
Master of Arts in Education	MAED
Master of Arts in Educational Studies (Special Education)	MAES
Master of Arts in Interdisciplinary Humanities	MAIH
Master of Arts in Leadership (Mandarin)	MALM
Master of Arts in Linguistics	MAL
Master of Arts in Marriage and Family Therapy	MAMFT
Master of Arts in Organizational Psychology	MAOP
Master of Business Administration	MBA
Master of Counselling	MC
Master of Counselling: Art Therapy	MCAT
Master of Counselling Psychology	MCP
Master of Counselling Psychology: Art Therapy	MCPAT
Master of Education in Educational Leadership	MEEL
Master of Education in Leadership and School Counselling	MELSC
Master of Public Policy and Administration	MPPA
Master of Science in Energy Management	MScEM
Master of Science in Hospitality Management Studies	MScHMS
Master of Science Information, Network & Computer Security	MScINC
Master of Science in Nursing	MScN
Minor in Gender Studies	MGS
National Executive Master of Business Administration	NEMBA

1.3 Registration Status: Full-Time / Part-Time Students

Institution	Program	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12		2012/13		2013/14		2014/15		2015/16		2016/17	
		PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT
ASMI	BBA	42	49	53	48	12	45	30	47	33	81	13	118	4	130	4	186	-	240	-	257	-	239
	BHM															-	-	-	-	-	4	-	10
ADLER	MACP	30	90	40	100	48	97	55	110	64	129	57	85	44	61	27	38	32	35	33	21	27	30
	MAOP							4	-	3	6	4	14	10	13	10	13	12	14	12	25	16	34
	MACMP									2	4	3	9	3	11	7	11	9	2	5	-	2	-
	MCP											35	29	30	49	37	74	34	86	37	76	41	67
	MCPAT															-	-	2	10	6	19	3	24
	MPPA																			-	-	5	-
	PsyD															-	15	-	28	2	36	2	46
ALEX	AA	-	-	110	19	56	63	109	120	37	209	56	230	54	216	82	228	97	242	93	267	557	1026
	ASc											6	25	3	9	3	11	11	7	3	6	7	14
AU	MCAT			3	-	1	15	-	21	-	12	-	16	-	19	-	19	-	24	-	29	-	32
CITY	MELSC	43	76	44	106	122	53	71	72	101	27	83	46	96	43	117	40	113	58	124	46	137	0
	MC	59	85	55	64	49	47	86	68	89	89	178	49	137	66	137	105	136	117	162	117	169	45
	MBA	21	9	13	8	5	2																
	BAM																			-	-	5	-
COLU	AA	109	183	114	189	133	169	134	237	124	193	113	216	126	249	124	223	254	365	375	656	473	758
	ASc	69	41	42	70	57	73	76	133	94	146	101	186	93	183	150	272	202	459	217	381	207	330
CQC	AA															1947	483	1132	1423	1086	1506	1189	2312
CCC	AA											73	110	19	150	29	142	7	180	20	217	35	203
FDU	BScBA	-	-	-	30	-	69	-	88	-	110	-	116	-	118	-	118	-	104	-	94	-	85
	BScIT	-	-	-	3	-	12	-	10	-	25	-	29	-	28	-	29	-	27	-	34	-	37
	BAIS									-	24	-	69	-	86	-	74	-	70	-	101	-	90
	MAS									-	18	-	207	-	428	-	470	-	501	-	520	-	527
	MScHMS																	-	-	-	21	-	47
FIC	AA									-	610	-	707	-	790	-	2041	-	2307	-	2567	-	2683
GU	MEEL	205	4	1	191	3	246	2	187	3	115	24	82	15	91	-	109	-	88	-	135	-	98
	MC	-	23	1	21	-	20	-	20	-	20	20	19	-	16	-	16	-	16	-	16	-	7
LCV	BDGD									-	28	-	32	-	46	-	54	-	64	-	79	-	97
	BADID											-	8	-	25	-	36	-	65	-	85	-	83
	BScGP											-	2	-	8	-	13	-	38	-	57	-	49
LTU	MBA			-	12	-	10																
NYIT	MBA	-	172	-	126	43	46	45	86	3	67	39	37	13	78	6	102	2	88	4	93	-	144
	MScINC															-	12	-	36	1	72	1	132
	MScEM																					1	8
PCU-WHS	BDM															-	-	45	1	68	1	89	-

Institution	Program	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12		2012/13		2013/14		2014/15		2015/16		2016/17	
		PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT
QU	NEMBA			-	17	-	13	-	12	-	7	-	8	-	11	-	6	-	10	-	10	-	12
	AMBA			-	6	-	12	-	18	-	18	-	8	-	16	-	6	-	13	-	13	-	13
	EMBAA									-	7	-	7	-	6	-	7	-	8	-	8	-	10
QUC	BASc	-	-	10	69	30	118	32	183	39	253	60	304	87	374	119	496	120	598	144	586	129	594
TWU	BScBT	-	2	2	7	-	7	-	10	-	15	-	10	-	23	-	5	1	8	-	8	-	7
	BAS					-	11	-	17	-	24	-	24	-	25	-	24	1	17	-	14	-	12
	BACC									-	12	-	14	1	8	2	15	-	15	-	22	-	20
	BAL					-	17	-	36	106	-	137	24	159	32	188	95	233	141	222	188	265	324
	BFAA									-	11	-	9	-	14	-	6	-	14	-	13	-	10
	MGs							-	4	-	3	-	3	-	2	-	3	-	3	-	6	-	6
	MAIH	18	1	13	6	26	19	35	20	35	24	29	19	38	9	23	4	11	19	4	26	4	16
	MALM									16	-	32	-	48	-	38	-	64	-	76	-	72	-
	MAL	2	3	4	8	5	13	9	13	10	12	7	18	15	14	2	11	8	5	2	10	-	12
	MBA	18	-	2	-	11	3	16	14	18	18	29	54	10	34	35	55	34	55	65	55	65	55
	MAMFT							25	-	6	17	9	20	13	18	17	21	15	20	1	43	-	35
	MScN							23	-	58	5	-	70	56	-	43	-	55	-	33	-	45	-
	MAES															-	-	5	-	10	-	20	-
	IMBA															-	47	-	46	-	55	-	108
UCW	BCOM	9	40	10	80	41	68	201	29	195	107	197	71	167	51	97	50	66	15	50	12	49	10
	BABC	-	3	2	6	4	6	27	1	47	12	58	7	43	3	33	1	20	-	6	-	20	2
	MBA	6	42	7	64	14	91	264	8	125	336	148	359	120	277	91	186	92	9	59	21	68	126
UO	MEEL	45	-	48	-	40	-	36	-	22	-	31	-	32	-	36	-	30	-	16	-		
UOP	BScB	-	154	-	115	-	94	-	77														
	MAED	-	111	-	135	-	110	-	106														
	MBA	-	102	-	58	-	51	-	30														
YU	BBA																			42	15	137	40
Total Enrolment		676	1190	574	1558	700	1600	1280	1777	1230	2794	1542	3470	1436	3830	3406	5974	2843	7691	2978	8643	3840	10669
% of student body		36%	64%	27%	73%	31%	69%	42%	58%	31%	69%	31%	69%	27%	73%	36%	64%	27%	73%	26%	74%	27%	73%

1.4 Residency Status: Domestic⁺ / International Students^o

Institution	Program	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12		2012/13		2013/14		2014/15		2015/16		2016/17	
		Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l
ASMI	BBA	20	71	26	75	13	44	12	65	13	101	16	115	15	119	14	176	8	232	12	245	10	229
	BHM															-	-	-	-	1	3	1	9
ADLER	MACP	118	2	137	3	139	6	148	17	176	17	123	19	91	14	58	7	62	5	51	3	54	3
	MAOP							4	-	8	1	15	3	19	4	24	3	21	5	34	3	47	3
	MACMP									6	-	10	2	12	2	16	2	10	1	4	1	2	-
	MCP											59	5	75	4	95	16	110	10	104	9	98	10
	MCPAT															-	-	11	-	22	1	25	2
	MPPA																			-	-	5	-
	PsyD															15	-	28	-	36	2	45	3
ALEX	AA	-	-	49	80	31	88	53	176	62	184	71	215	67	203	28	282	26	313	7	353	8	256
	ASc											6	25	3	9	2	12	-	18	3	6	2	19
AU	MCAT			3	-	16	-	21	-	12	-	16	-	19	-	19	-	24	-	29	-	32	-
CITY	MELSC	119	-	150	-	175	-	143	-	128	-	129	-	139	-	157	-	171	-	170	-	139	-
	MC	143	1	118	1	94	2	152	2	178	-	224	3	198	-	240	2	249	4	279	-	208	6
	MBA	16	14	10	11	5	2																
	BAM															-	-	-	-	-	-	5	-
COLU	AA	36	366	45	370	18	414	10	570	11	306	8	321	7	368	-	347	5	614	4	1022	4	1764
	ASc									-	240	-	287	-	276	-	420	-	661	3	600		
CQC	AA															584	1846	511	2044	351	2241	350	2751
CCC	AA											168	11	154	13	158	13	156	31	181	56	185	53
FDU	BScBA	-	-	6	24	7	62	12	76	13	97	10	106	5	113	11	107	10	94	8	86	5	80
	BScIT	-	-	-	3	1	11	1	9	2	23	2	27	1	27	2	27	-	27	1	33	1	36
	BAIS									4	20	7	62	9	76	14	60	7	63	5	96	6	84
	MAS									1	17	1	206	2	426	23	447	13	488	11	509	5	522
	MSchMS																	-	-	1	20	1	46
FIC	AA									-	610	-	707	-	790	-	2041	-	2307	-	2567	-	2683
GU	MEEL																					98	-
	MC																					7	-
LCV	BDGD									22	6	19	13	19	27	19	35	18	46	19	60	19	78
	BADID											7	1	18	7	16	20	25	40	25	60	20	63
	BScGP											2	-	4	4	4	9	20	18	30	27	26	23
LTU	MBA			3	9	4	6																
NYIT	MBA	34	138	25	101	8	81	12	119	7	63	5	71	6	85	3	105	1	89	4	93	2	142
	MScINC															-	12	-	36	1	72	3	130

Institution	Program	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12		2012/13		2013/14		2014/15		2015/16		2016/17	
		Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l
PCU-WHS	BDM															-	-	46	-	68	1	88	1
QU	NEMBA																					78	-
	AMBA																					116	-
	EMBAA																					58	5
QUC	BASc	-	-	55	24	95	53	162	53	176	116	195	122	249	212	326	289	373	345	367	363	325	398
TWU	BScBT	1	1	5	4	7	-	7	3	8	7	9	1	17	6	5	5	4	5	4	4	4	3
	BAS					11	-	17	-	14	10	14	10	20	5	19	5	10	8	6	8	9	3
	BACC									11	1	12	2	8	1	16	1	12	3	19	3	12	8
	BAL					3	14	36	-	99	7	136	25	158	33	189	94	223	141	222	188	265	324
	BFAA									8	3	9	-	10	4	6	--	10	4	10	3	10	-
	MGs							4	-	3	-	1	2	1	1	2	1	2	1	5	1	5	1
	MAIH	18	1	17	2	42	3	50	5	54	5	37	11	39	8	19	8	22	8	22	8	17	3
	MALM									1	15	1	31	1	47	1	-	2	62	2	74	3	69
	MAL	2	3	9	3	9	9	13	9	8	14	12	13	12	17	13	-	13	-	12	-	12	-
	MBA	16	2	-	2	9	5	20	10	18	18	36	47	10	34	35	55	47	54	12	108	12	108
	MAMFT							24	1	17	6	23	6	28	3	29	3	32	3	37	7	28	7
	MScN							23	-	63	-	66	4	54	2	41	2	52	3	30	3	42	3
	MAES															-	-	5	-	10	-	20	-
	IMBA															-	47	-	46	-	55	-	108
UCW	BCOM	28	21	53	37	63	46	141	89	190	112	132	136	167	51	98	49	58	23	42	20	35	24
	BABC	1	2	6	2	9	1	26	2	54	5	60	5	43	3	33	1	19	1	6	-	15	6
	MBA	21	27	41	30	51	54	79	193	110	351	136	371	120	277	78	199	47	54	21	59	22	172
UO	MEEL	45	-	48	-	40	-	36	-	22	-	31	-	32	-	36	-	30	-	16	-		
UOP	BScB	137	17	99	16	82	12	71	6														
	MAED	109	2	133	2	108	2	105	1														
	MBA	91	11	40	18	38	13	23	7														
YU	BBA																	-	-	57	-	177	-
Total Enrolment		955	679	1078	817	1078	928	1405	1413	1499	2355	1808	2985	1832	3271	2450	6748	2480	7908	2366	9073	2766	10238
% of student body		58%	42%	57%	43%	54%	46%	50%	50%	39%	61%	38%	62%	36%	64%	27%	73%	24%	76%	21%	79%	21%	79%

◊ Students holding valid study permits issued by Citizenship and Immigration Canada.

† Students identified as either Canadian citizens or landed immigrants.

1.5 Degrees Granted

Institution	Program	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
ASMI	BBA	6	12	17	13	14	31	37	21	21	44	49
	BHM										-	-
ADLER	MACP	28	32	43	32	36	47	37	14	12	14	12
	MAOP						1	2	6	7	5	9
	MACMP						-	1	3	4	4	3
	MCP						44	35	27	52	49	59
	MCPAT									-	7	15
	PsyD									-	-	-
ALEX	AA	-	-	3	16	17	45	51	42	33	39	39
	ASc						-	-	1	-	-	1
AU	MCAT		2	4	8	2	3	4	3	3	6	5
CITY	MELSC	48	45	64	59	37	28	42	38	34	38	49
	MC	28	24	33	21	14	35	37	36	35	45	66
	MBA	18	13	7								
	BAM										-	-
COLU	AA	1	1	1	3	4	9	13	19	41	67	80
	ASc			-	-	-	2	2	13	23	31	45
CQC	AA								-	3	9	20
CCC	AA						5	4	3	15	6	9
FDU	BScBA				6	13	11	19	26	22	27	18
	BScIT					1	2	3	6	6	5	7
	BAIS						18	20	43	24	23	44
	MAS						12	96	255	260	255	274
	MSHMS										-	3
FIC	AA					1	4	-	10	5	10	6
GU	MEEL	87	125	140	91	100	77	47	38	25	66	19
	MC [†]	11	-	20	-	20	-	19	16	-	16	-
LCV	BDGD					-	-	4	10	11	18	17
	BADID						-	1	12	6	17	21
	BScGP						-	-	-	4	2	14
LTU	MBA			12	10							

Institution	Program	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
NYIT	MBA	114	132	60	70	41	35	24	21	29	24	41
	MScINCS									-	16	53
	MScEM											-
PCU-WHS	BDM								-	-	-	-
QU	NEMBA		7	17	12	6	6	7	10	6	10	10
	AMBA		7	7	13	18	8	8	16	6	12	12
	EMBAA						7	7	5	5	8	8
QUC	BASc					38	30	47	53	80	96	124
TWU	BScBT				1	2	-	2	2	-	-	1
	BACC						-	4	3	-	8	2
	BAS			1	5	4	6	7	6	4	2	2
	BAL				1	3	21	35	40	74	127	129
	BFAA						1	4	5	3	6	-
	MGS				1	1	3	1	-	-	-	-
	MAIH	1	2	7	7	8	14	9	11	3	-	2
	MAL	1	4	5	8	4	8	5	9	3	-	-
	MAMFT						6	9	5	3	-	-
	MALM						-	-	28	16	17	11
	MBA				14	11	22	22	23	4	21	3
	MScN						12	17	6	11	-	1
	MAES								-	-	-	-
	IMBA								-	20	26	26
UCW	BCom	-	9	32	28	28	22	25	10	29	17	10
	BABC				2	2	2	1	3	6	2	2
	MBA	5	6	13	16	18	23	91	71	153	11	19
UO	MEEL	28	11	28	21	9	10	4	11	16	11	
UOP	BScB	32	23	23	18							
	MAED	53	46	61	60							
	MBA	69	35	25	18							
YU	BBA										-	-
	Total	530	536	623	554	452	396	575	756	1117	1217	1340

[†] Gonzaga University’s Master of Counselling is offered as a cohort model every other year. As a result, there are no graduates reported for the program in alternate years.

1.6 Acceptance Rates

Institution	Program	Acceptance Rates per Program [†]		
		2014/15	2015/16	2016/17
ASMI	BBA	49 %	35 %	62 %
	BHM		60 %	62 %
ADLER	MACP	67 %	61 %	43 %
	MAOP	59 %	81 %	63 %
	MCP	71 %	61 %	57 %
	MCPAT	75 %	89 %	79 %
	MPPA		-	71 %
	PsyD	55 %	68 %	50 %
ALEX	AA	100 %	100 %	84 %
	ASc	100 %	100 %	54 %
AU	MCAT	35 %	52 %	100 %
CITY	MELSC	81 %	88 %	84 %
	MC	70 %	75 %	89 %
	BAM	-	-	100 %
COLU	AA	45 %	54 %	60 %
	ASc	45 %	54 %	60 %
CCC	AA	100 %	91 %	76 %
CQC	AA	100 %	100 %	100 %
FDU	BScBA	93 %	92 %	92 %
	BScIT	100 %	85 %	96 %
	BAIS	100 %	85 %	96 %
	MAS	66 %	76 %	76 %
	MSHMS		81 %	65 %
FIC	AA	43 %	41 %	37 %
GU	MEEL	77 %	90 %	72 %
	MC	65 %	64 %	63 %
LCV	BDGD	56 %	60 %	49 %
	BADID	54 %	49 %	49 %
	BScGP	57 %	49 %	57 %

Institution	Program	Acceptance Rates per Program [†]		
		2014/15	2015/16	2016/17
NYIT	MBA	79 %	87 %	86 %
	MScINT	86 %	86 %	89 %
	MScEM			89 %
PCU-WHS	BDM	100 %	100 %	100 %
QU	NEMBA	77 %	63 %	80 %
	AMBA	72 %	59 %	54 %
	EMBAA	62 %	53 %	71 %
QUC	BASc	92 %	41 %	41 %
TWU	BScBT	90 %	87 %	100 %
	BACC	100 %	100 %	100 %
	BFAA	100 %	100 %	-
	BAS	88 %	100 %	95 %
	BAL	56 %	58 %	100 %
	MGS	-	100 %	-
	MAIH	95 %	100 %	96 %
	MALM	85 %	97 %	100 %
	MAL	87 %	100 %	81 %
	MBA	90 %	95 %	89 %
	MScN	79 %	86 %	84 %
	MAMFT	62 %	63 %	100 %
	MAES	100 %	100 %	93 %
	IMBA	78 %	100 %	95 %
UCW	BCom	71 %	90 %	89 %
	BABC	70 %	94 %	92 %
	MBA	74 %	83 %	83 %
YU	BBA		98 %	96 %

nr = not reported

† Applications Received / Students Admitted = Acceptance Rate

1.7 Attrition Rates

Institution	Program	Attrition Rates per Program [†]										
		2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
ASMI	BBA	25 %	40 %	7 %	6 %	10 %	5 %	11 %	23 %	16 %	17 %	18 %
	BHM										-	30 %
ADLER	MACP	2 %	4 %	3 %	2 %	2 %	2 %	-	1 %	-	1 %	-
	MAOP				25 %	-	5 %	8 %	3 %	-	3 %	6 %
	MACMP					-	-	13 %	11 %	-	-	-
	MCP						-	1 %	-	1 %	1 %	2 %
	MCPAT								-	8 %	4 %	4 %
	MPPA										-	-
	PsyD								-	-	8 %	4 %
ALEX	AA	-	14 %	21 %	46 %	26 %	32 %	31 %	5 %	8 %	9 %	22 %
	ASc						20 %	33 %	16 %	17 %	25 %	10 %
AU	MCAT		-	11 %	9 %	29 %	12 %	10 %	19 %	-	-	9 %
CITY	MELSC	-	1 %	3 %	7 %	5 %	7 %	4 %	11 %	1 %	-	1 %
	MC	1 %	4 %	4 %	13 %	13 %	12 %	9 %	11 %	-	-	-
	BAM								-	-	-	-
COLU	AA	15 %	11 %	11 %	16 %	17 %	11 %	8 %	7 %	7 %	6 %	3 %
	ASc	10 %	16 %	12 %	15 %	13 %	11 %	7 %	8 %	9 %	9 %	5 %
CCC	AA						4 %	3 %	4 %	4 %	5 %	4 %
CQC	AA								-	-	5 %	2 %
FDU	BScBA	-	13 %	16 %	11 %	24 %	9 %	18 %	11 %	12 %	4 %	11 %
	BScIT	-	66 %	8 %	10 %	8 %	10 %	7 %	21 %	7 %	3 %	17 %
	BAIS						7 %	7 %	19 %	18 %	4 %	10 %
	MAS						2 %	1 %	3 %	5 %	2 %	2 %
	MSHMS										5 %	7 %
FIC	AA					18 %	5 %	5 %	5 %	7 %	8 %	8 %
GU	MEEL	2 %	3 %	2 %	2 %	1 %	1 %	-	-	-	-	-
	MC	4 %	5 %	5 %	18 %	18 %	15 %	-	-	-	-	-
LCV	BDGD					11 %	21 %	13 %	16 %	17 %	8 %	6 %
	BADID						27 %	19 %	10 %	12 %	13 %	1 %
	BScGP						-	33 %	19 %	24 %	6 %	8 %

Institution	Program	Attrition Rates per Program [†]										
		2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
NYIT	MBA	<i>nr</i>	<i>nr</i>	8 %	6 %	3 %	-	4 %	11 %	4 %	3 %	4 %
	MScINT								-	3 %	1 %	1 %
	MScEM											-
PCU-WHS	BDM								-	-	-	-
QU	NEMBA		-	7 %	8 %	14 %	25 %	9 %	-	-	-	-
	AMBA		-	-	-	-	-	-	-	8 %	-	-
	EMBAA						14 %	17 %	28 %	-	-	-
QUC	BASc	-	12 %	24 %	12 %	9 %	5 %	5 %	6 %	9 %	6 %	9 %
TWU	BScBT		-	-	13 %	13 %	20 %	-	-	-	-	-
	BACC					-	14 %	-	-	-	-	-
	BFAA					-	-	-	-	-	-	-
	BAS				-	-	-	-	-	-	-	-
	BAL				8 %	4 %	14 %	2 %	5 %	4 %	5 %	3 %
	MGS				-	-	-	-	-	-	-	-
	MAIH		20 %	11 %	7 %	2 %	6 %	4 %	-	3 %	3 %	3 %
	MALM				-	6 %	9 %	8 %	7 %	5 %	2 %	6 %
	MAL		-	-	-	5 %	-	3 %	-	-	-	-
	MBA			11 %	10 %	3 %	-	2 %	-	-	-	-
	MScN				-	2 %	2 %	5 %	-	-	-	-
	MAMFT				8 %	-	7 %	-	-	-	-	-
	MAES								-	-	-	-
	IMBA								-	-	-	-
UCW	BCom	6 %	4.5 %	9 %	20 %	14 %	44 %	41 %	40 %	38 %	11 %	19 %
	BABC	33 %	13 %	10 %	20 %	7 %	24 %	52 %	32 %	40 %	20 %	19 %
	MBA	4 %	4 %	9 %	11 %	15 %	26 %	22 %	21 %	57 %	7 %	11 %
YU	BBA										28 %	32 %

nr = not reported

[†] *Withdrawals / Enrolments = Attrition Rate*

2. Tuition

2.1 Tuition Fees

Institution	Tuition Category	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		% Change from 2015/16
		Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	
ASMI	Undergraduate	\$213	\$393	\$320	\$433	\$320	\$433	\$320	\$433	\$207	\$433	\$207	\$433	\$207	\$433	\$207	\$433	\$207	\$500	\$225	\$500	\$225	\$500	-
ADLER	Graduate: Counselling	\$506		\$550		\$580		\$640		\$690		\$730		\$760		\$790		\$820		\$850		\$890		+ 5%
	Doctoral: Counselling															\$950		\$975		\$1,000		\$1,030		+ 3%
ALEX	Undergraduate	\$230	\$350	\$230	\$350	\$255	\$390	\$255	\$390	\$266	\$410	\$266	\$430	\$266	\$460	\$266	\$480	\$266	\$480	\$266	\$480	\$285	\$500	+ 4%
AU	Graduate: Counselling			\$399	\$466	\$399	\$466	\$405	\$472	\$450	\$517	\$457	\$523	\$457	\$523	\$465	\$542	\$475	\$542	\$475	\$542	\$475	\$542	-
	Graduate: <i>VATI courses</i>			\$1,500		\$1,500		\$1,500		\$1,500		\$1,500		\$1,500		\$1,500		\$1,500		\$1,500		\$1,500		-
CITY	Undergraduate																					\$447		<i>n/a</i>
	Graduate: Education	\$351		\$372		\$400		\$428		\$441		\$441		\$441		\$454		\$468		\$482		\$492		+ 2%
	Graduate: Counselling	\$428		\$454		\$477		\$510		\$525		\$525		\$525		\$541		\$557		\$574		\$585		+ 2%
COLU	Undergraduate	\$375		\$380		\$400		\$410		\$425		\$450		\$470		\$480		\$490		\$500		\$500		-
CCC	Undergraduate									\$170	\$450	\$197	\$591	\$207	\$621	\$217	\$651	\$217	\$651	\$217	\$651	\$221	\$830	+ 2% (dom) +28% (int'l)
CQC	Undergraduate													\$235	\$415	\$250	\$435	\$250	\$460	\$250	\$460	\$285	\$500	+ 14%
FDU	Undergraduate	\$525 <i>USD</i>		\$525 <i>USD</i>		\$556 <i>USD</i>		\$578 <i>USD</i>		\$618 <i>USD</i>		\$648 <i>USD</i>		\$673 <i>USD</i>		\$695 <i>USD</i>		\$715 <i>USD</i>		\$736 <i>USD</i>		\$758 <i>USD</i>		+ 3%
	Graduate									\$781 <i>USD</i>		\$781 <i>USD</i>		\$799 <i>USD</i>		\$815 <i>USD</i>		\$839 <i>USD</i>		\$863 <i>USD</i>		\$871 <i>USD</i>		+ 1%
FIC	Undergraduate									<i>n/a</i>	\$533	<i>n/a</i>	\$546	<i>n/a</i>	\$574	<i>n/a</i>	\$620	<i>n/a</i>	\$709	<i>n/a</i>	\$766	<i>n/a</i>	\$766	-
GU	Graduate: Education	\$405 <i>USD</i>		\$450 <i>USD</i>		\$450 <i>USD</i>		\$450 <i>USD</i>		\$450 <i>USD</i>		\$450 <i>USD</i>		\$450 <i>USD</i>		\$585 <i>USD</i>		\$615 <i>USD</i>		\$615 <i>USD</i>		\$525 <i>USD</i>		(- 14%)
	Graduate: Counselling	\$510 <i>USD</i>		\$570 <i>USD</i>		\$610 <i>USD</i>		\$610 <i>USD</i>		\$675 <i>USD</i>		\$685 <i>USD</i>		\$695 <i>USD</i>		\$720 <i>USD</i>		\$740 <i>USD</i>		\$740 <i>USD</i>		\$740 <i>USD</i>		-
LCV	Undergraduate									\$390	\$433	\$414	\$433	\$414	\$433	\$443		\$443		\$443		\$443	\$455	-
NYIT	Graduate	\$650 <i>USD</i>		\$739 <i>USD</i>		\$783 <i>USD</i>		\$825 <i>USD</i>		\$870 <i>USD</i>		\$870 <i>USD</i>		\$870 <i>USD</i>		\$870 <i>USD</i>		\$870 <i>USD</i>		\$870 <i>USD</i>		\$900 <i>USD</i>		+ 4%
PCU-WHS	Undergraduate															\$254	<i>n/a</i>	\$254	<i>n/a</i>	\$254	<i>n/a</i>	\$254	<i>n/a</i>	-

Institution	Tuition Category	2006/07		2007/08		2008/09		2009/10		2010/11		2011/12		2012/13		2013/14		2014/15		2015/16		2016/17		% Change from 2015/16
		Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	Dom	Int'l	
QU	Graduate: <i>NEMBA</i> [†]			\$1,042		\$1,167		\$1,167		\$1,167		\$1,222		\$1,250		\$1,250		\$1,319		\$1,319		\$1,361		+ 3%
	Graduate: <i>AMBA</i> [†]			\$1,137		\$1,196		\$1,314		\$1,314		\$1,314		\$1,395		\$1,395		\$1,470		\$1,512		\$1,512		-
	Graduate: <i>EMBAA</i> [†]									\$1,054		\$1,075		\$1,097		\$1,097		\$1,167		\$1,395		\$1,434		+ 3%
QUC	Undergraduate	\$750		\$750		\$766		\$781		\$813		\$844		\$933		\$967		\$1,000		\$1,033		\$1,083		+ 5%
TWU	Undergraduate	\$513		\$550		\$582		\$649		\$649		\$660		\$715		\$742		\$742		\$742		\$742		-
	Undergraduate: <i>BAL</i>					\$425 <i>USD</i>		\$425 <i>USD</i>		\$425 <i>USD</i>		\$425 <i>USD</i>		\$455		\$455		\$455		\$475		\$475		-
	Graduate: Arts/Hum	\$513		\$550		\$575		\$630		\$630		\$660		\$670		\$680		\$680		\$680		\$680		-
	Graduate: Linguistics	\$460		\$460		\$475		\$515		\$515		\$515		\$525		\$535		\$535		\$535		\$535		-
	Graduate: Business			\$620		\$620		\$710		\$725		\$740		\$750		\$795		\$795		\$805		\$805		-
	Graduate: <i>MALM</i>											\$555		\$555		\$667		\$667		\$706		\$706		-
UCW	Undergraduate	\$267		\$267		\$330	\$450	\$165	\$450	\$165	\$450	\$165	\$450	\$165	\$450	\$212	\$525	\$212	\$525	\$212	\$525	\$212	\$525	-
	Graduate: Business	\$667		\$667		\$720		\$720		\$720		\$720		\$720		\$720		\$720		\$720		\$720		-
YU	Undergraduate																			\$384	<i>n/a</i>	\$415	<i>n/a</i>	+ 8%

[†] Tuition fees for QU include accommodation and meals during residential periods required in all three programs.

2.2 Tuition Comparison

Tuition Category	2016/17 Tuition Comparison					
	Domestic			International		
	Minimum	Maximum	Average	Minimum	Maximum	Average
Undergraduate	\$ 212	\$ 1,083	\$ 451	\$ 447	\$ 1,083	\$ 610
Graduate (Masters level)	\$ 475	\$ 1,512	\$ 867	\$ 492	\$ 1,512	\$ 860

3. Faculty

The numbers reported in the following tables are for individual faculty members who may teach in more than one degree program and therefore, might be counted more than once. TWU and AU have Exempt Status and are not required to report detailed enrolment data on faculty. These institutions are not included in the data for this section.

3.1 Undergraduate Programs 2016/17

Institution	Program	Status		Credentials			Courses			% Change in Doctoral Faculty [†]
		FT	PT	Doctorate	Master	Other [∅]	% Taught by FT Faculty	% Taught by Continuing Faculty	% Taught by Doctoral Faculty	
ALEX	AA	30	37	29	34	4	71 %	31 %	43 %	- 6 %
	ASc									
ASM	BBA	10	15	7	17	3	60 %	60 %	21 %	+ 4 %
	BHM	-	2				-	-	50 %	-
CCC	AA	1	33	21	12	1	3 %	27 %	68 %	(- 4 %)
CITYU	BAM	1	-	1	-	-	100 %	100 %	100 %	-
COLU	AA	39	2	22	43	-	98 %	72 %	24 %	+ 13 %
	ASc	43	1				99 %	80 %	39 %	+ 7 %
CQC	AA	31	16	12	30	5	-	-	-	-
FDU	BScBA	7	28	40	19	2	31 %	31 %	74 %	(- 4 %)
	BScIT	7	23				24 %	24 %	62 %	(- 5 %)
	BAIS	10	39				29 %	29 %	74 %	+ 10 %
FIC	AA	67	45	40	64	8	60 %	-	36 %	-
LCV	BDGD	6	17	6	23	4	35 %	60 %	15 %	+ 10 %
	BADID	6	12				60 %	35 %	5 %	-
	BScGP	5	20				35 %	35 %	5 %	(- 5 %)
PCU-WHS	BDM	-	6	3	3	-	-	-	55 %	+ 13 %
QUC	BASc	39	29	57	11	-	76 %	76 %	92 %	(- 2 %)
UCW	BCom	7	26	21	10	2	31 %	31 %	69 %	(- 12 %)
	BABC									
YU	BBA	-	45	16	27	2	-	9 %	33 %	+14 %

[†] The percentage change is from 2015/16 to 2016/17.

[∅] Other faculty credentials reported included LLB, JD, CGA and Baccalaureate degrees.

3.2 Graduate Programs 2016/17

Institution	Program	Status		Credentials			Courses			% Change in Doctoral Faculty [†]
		FT	PT	Doctorate	Master	Other ⁰	% Taught by FT Faculty	% Taught by Continuing Faculty	% Taught by Doctoral Faculty	
ADLER	MACP	7	17	33	6	-	52 %	52 %	90 %	-
	MAOP	5	3				84 %	-	95 %	+ 11 %
	MPPA	1	5				20 %	20 %	20 %	-
	MCP	7	17				52 %	52 %	90 %	-
	MCP:AT	2	6				50 %	50 %	100 %	-
	PsyD	5	10				77 %	77 %	100 %	-
CITY	MC	4	27	24	20	-	34 %	34 %	98 %	+ 5 %
	MELSC	3	21				25 %	25 %	84 %	(- 2 %)
FDU	MAS	4	26	25	12	-	25 %	25 %	69 %	+ 10 %
	MSHMS	4	3				46 %	46 %	42 %	(- 25 %)
GU	MEEL	3	13	14	5	-	44 %	44 %	75 %	(- 3 %)
	MC	2	2				63 %	63 %	100 %	+ 18 %
NYIT	MBA	7	5	16	5	-	84 %	84 %	87 %	-
	MScINT	2	3				73 %	67 %	73 %	-
	MScEM	2	2				67 %	73 %	100 %	-
QU	NEMBA	25	2	19	11	2	96 %	88 %	54 %	+ 6 %
	AMBA	17	3				85 %	80 %	55 %	+ 3 %
	EMBAA	17	8				65 %	69 %	65 %	(- 9 %)
UCW	MBA	5	21	20	6	-	39 %	39 %	78 %	(- 4 %)

nr = not reported

[†] *The percentage change is from 2015/16 to 2016/17.*

[⊖] *Other faculty credentials reported included MD, LLB, JD and CGA.*

