



British Columbia
Degree Quality Assessment Board

9th Annual Report
1 April, 2011 – 31 March, 2012

Ministry of Advanced Education



DEGREE QUALITY ASSESSMENT BOARD

November, 2012

File: 200-20/DQAB/REPORT

Honourable John Yap
Minister of Advanced Education, Innovation and Technology and Minister Responsible for Multiculturalism
Parliament Buildings
Victoria BC V8V 1X4

Dear Minister:

For the past nine years, the Board has carried out its advisory role by reviewing and making recommendations on applications for new degree programs, exempt status and use of “university”. The Board’s role has expanded in recent years to include managing consent holders under the *Degree Authorization Act* through an extensive performance reporting and monitoring process to ensure institutions continue to maintain high quality operations.

In carrying out its duties to the Minister, the Board wishes to thank the work of the external reviewers who conducted quality assessments, as well as the work of the Secretariat staff as their contributions have been invaluable to the work of the Board.

On behalf of all Board members, I look forward to another productive year.

Yours sincerely,

Dr. Nicholas Rubidge
Chair

Degree Quality Assessment Board

Roles and Responsibilities

The Degree Quality Assessment Board (the Board) reviews and makes recommendations to the Minister of Advanced Education, Innovation and Technology and Minister Responsible for Multiculturalism (the Minister) on applications for:

- new degree programs and exempt status¹ submitted by British Columbia public post-secondary institutions and private and out-of-province public post-secondary institutions;
- use of the word “university” submitted by private and out-of-province public post-secondary institutions; and
- renewal of consent for existing degree programs and consents for use of “university” under the *Degree Authorization Act*.

The Board also recommends to the Minister policies, criteria and guidelines that will apply for the purposes of giving or refusing consent or approval or attaching terms and conditions to consent.

Composition of the Board

The Board is composed of up to eleven voting members and three non-voting members. The voting members are selected for their background, experience and interest in post-secondary education, and include representatives from the private and public post-secondary degree-granting sectors, the business community, students and the general public. The three non-voting members are from the Ministry and the private training and transfer and articulation sectors. Please see Appendix 1 for Board Member biographies.

Board Members

Voting Members:

- Nicholas Rubidge, Chair
- Richard Tees, Vice-Chair
- Garth Evans
- Thomas Johnstone (until October, 2011)
- Tim McEwan (until March, 2012)
- Don Page
- Frank Pasacreta
- Robert Rogerson
- Carolyne Smart
- John Stubbs
- Michelle Lawrence

Ex-officio Members:

- Rob Fleming, Executive Director/ Co-Chair, BCCAT
- Karin Kirkpatrick, Registrar, PCTIA
- Mark Gillis, Assistant Deputy Minister, Post-Secondary Education Division (until September, 2011)

¹ Institutions with proven track records (10 years' history in enrolling students in programs in B.C. at a particular degree level) and appropriate governance mechanisms in place may apply for “exempt status” at a specific degree level. For example, if an institution meets the 10-year prerequisite period for baccalaureate degrees and satisfies other criteria for exempt status, the institution could apply for exempt status in respect of new baccalaureate degrees. When an institution has been granted exempt status at a certain degree level, proposals submitted for new degree programs at that level would go directly to the Minister for approval following the 30-day peer/public review period on the Ministry’s website. The board does not review the proposal unless the Minister has concerns about it and refers it to the board.

Board Secretariat The Quality Assurance and Sector Labour Relations Branch of the Ministry of Advanced Education 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. As of March 31, 2011 the Secretariat consists of:

Dorothy Rogers	<i>Director, Quality Assurance Unit</i>
Rosalyn Kilpatrick	<i>Education Officer</i>
Dao Luu	<i>Education Officer</i>
Andrei Bondoreff	<i>Education Officer</i>
Dawn House	<i>Education Officer</i>
Vicki Simmons	<i>Policy Analyst</i>
Craig Mayer	<i>Research Officer</i>
Janet Jothen	<i>Contract Administrator</i>

Expert Reviewers

The Board relies on the expert opinions of highly qualified reviewers. These external experts review submissions of new degree programs and other applications², provide advice to the Board and are integral to the Board's role in ensuring that new proposed degree programs at both private and public post-secondary institutions meet the Minister's criteria.

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.

Board members and the external experts engaged by the Board adhere to a Conflict of Interest and Confidentiality Policy which ensures that Board members and external experts avoid any actual or perceived conflict of interest including that which might impair or impugn the independence, integrity or impartiality of the Board.

Thank you to the expert reviewers who provided evaluations this year³:

Ms. Carol Aitken	Dr. Fred Hall	Dr. Aidan Rowe
Dr. Daniel Birch	Dr. John Harriss	Dr. Jonathan Schaeffer
Dr. Roger Blackman	Ms. Dixie Hudson	Dr. Catherine Schittecatte
Dr. Richard A. Bradshaw	Dr. Lucy Le Mare	Ms. Karin Schmidlin
Dr. Jeff Chang	Dr. Linda McDonald	Dr. Magy Seif El-Nasr
Dr. Marilyn Chapman	Dr. Peter Meekison	Ms. Brenda Snaith
Ms. Gyda Chud	Dr. Zoe Meletis	Dr. David Twynam
Dr. Sandra Collins	Ms. Annick Mitchell	Dr. Harro Van Brummelen
Dr. John Craig	Dr. John Munro	Dr. Patricia Vertinsky
Dr. Kenneth D. Craig	Dr. Gerry Nixon	Dr. John Walsh
Ms. Helene Day Fraser	Mr. Robert Ott	Mr. John Watson
Dr. Anna Beth Doyle	Dr. Ross Paul	Dr. Roger Wolff
Dr. Nadia Gill	Mr. Michael Pope	Dr. John Young
Dr. Bruce Gooch	Mr. Jonathan Rouse	Dr. Richard Young

Conflict of Interest and Confidentiality

Board members must also adhere to the Guidelines for Conduct of Government Appointees to B.C. Agencies, Boards and Commissions developed by the Board Resourcing Development Office. External experts are also expected to adhere to the spirit of these guidelines.

² Experts may also be contracted to review applications for exempt status and for institutions governed by the *Degree Authorization Act*, applications for use of the word "university".

³ The list of expert reviewers below includes those that were involved in a quality assessment report where the report was submitted during the period covered by this report.

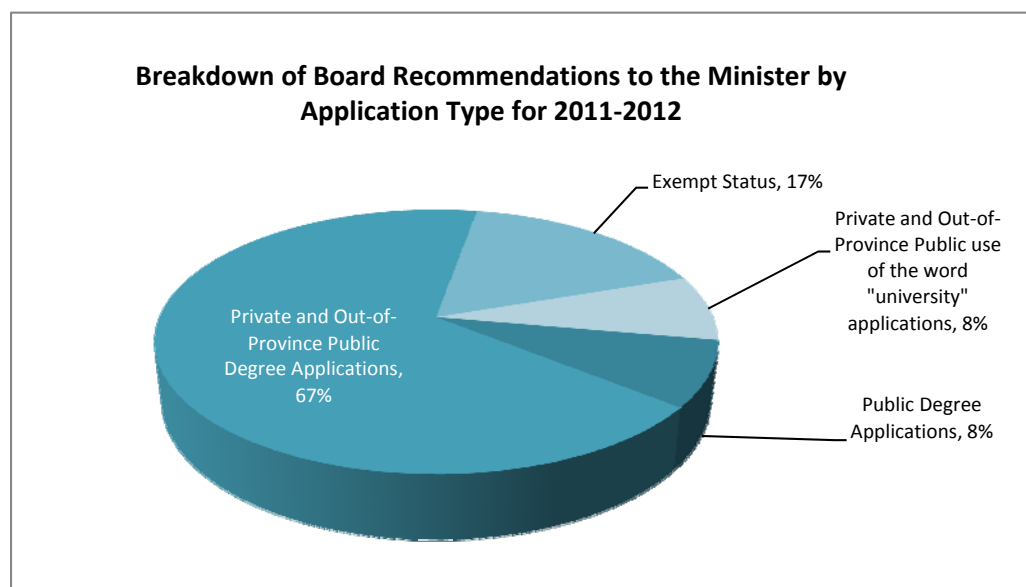
*Degree
Authorization
Website*

The Board and the Ministry communicate with post-secondary stakeholders and members of the public via the Degree Authorization website. The website provides information about the Board, the quality assessment process, assessment criteria, guidelines and policies, relevant legislation, applications currently under review, recommendations of the Board and decisions of the Minister.

Activities of the Board

*Recommendations
to the Minister*

During the period of April 1, 2011 to March 31, 2012, the Board made a total of nine recommendations to the Minister for new degree programs, two recommendations for exempt status and one recommendation for re-consent for use of the word “university”. These included recommendations on submissions received during the 2010/11 reporting cycle.



Minister's decisions are posted on the Degree Authorization website (<http://www.aved.gov.bc.ca/degree-authorization/>)

British Columbia Public Institutions' Applications Requiring Board Review

Institution/ Program	DQAB Recommendation	Minister's Decision
University of the Fraser Valley		
Bachelor of Arts, Global Development Studies	Under Review	
Bachelor of Early Childhood Education	Under Review	

Private and Out-of-Province Public Institutions' Applications Requiring Board Review

Note: Includes recommendations made during 2010/11.

Institution/ Program	DQAB Recommendation	Minister's Decision
Adler School of Professional Psychology		
Doctor of Clinical Psychology (Psy.D.)	Under Review	
Master of Arts in Counselling Psychology (renewal of consent)	Recommend Consent	Consent Granted November 14, 2011
Master of Counselling Psychology	Recommend Consent	Consent Granted November 14, 2011
Alexander College		
Associate of Science	Recommend Consent	Consent Granted May 19, 2011
Athabasca University		
Application to use the word "university" (<i>renewal of consent</i>)	Recommend Consent	Consent Granted April 4, 2011
Art Institute of Vancouver		
Bachelor of Applied Design in Interior Design	Recommend Consent	Consent Granted October 31, 2011
Bachelor of Applied Design in Web Design	Recommend Consent	Consent Granted August 3, 2011
Bachelor of Science in Game Programming	Recommend Consent	Consent Granted July 20, 2011
City University of Seattle		
Application to use the word "university" (<i>renewal of consent</i>)	Under Review	

Master of Counselling (<i>renewal of consent</i>)	Under Review
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Master of Education in Leadership in Education/ School Counselling (<i>renewal of consent</i>)	Under Review
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Corpus Christi College

Associate of Arts Degree	Recommend Consent	Consent Granted April 4, 2011
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Fairleigh Dickinson University

Application to use the word "university" (<i>renewal of consent</i>)	Recommend Consent	Consent Granted May 27, 2011
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Bachelor of Science in Business Administration (<i>renewal of consent</i>)	Recommend Consent	Consent Granted May 27, 2011
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Bachelor of Science in Information Technology (<i>renewal of consent</i>)	Recommend Consent	Consent Granted May 27, 2011
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Master of Administrative Science	Recommend Consent	Consent Granted April 27, 2011
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Gonzaga University

Application to use the word "university" (<i>renewal of consent</i>)	Under Review
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Master of Arts in Leadership and Administration (<i>renewal of consent</i>)	Under Review
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Master of Counselling (<i>renewal of consent</i>)	Under Review
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New York Institute of Technology

Master of Business Administration	Under Review
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Quest University Canada

Bachelor of Arts and Science	Recommend Consent	Consent Granted August 26, 2011
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Sprott-Shaw Degree College

BBA, Majors in Accounting and International Business Management (<i>post consent change</i>)	Recommend Consent	Consent Granted December 12, 2011
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Bachelor of Hospitality Management	Under Review
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University Canada West

Application to use the word “university” (<i>post consent change</i>)	Recommend Consent	Consent Granted January 11, 2012
BCOM General Studies (<i>post consent change</i>)	Recommend Consent	Consent Granted January 11, 2012
Bachelor of Arts (Media and Communications) (<i>post consent change</i>)	Recommend Consent	Consent Granted January 11, 2012
Master of Business Administration (<i>post consent change</i>)	Recommend Consent	Consent Granted January 11, 2012

Expired Ministerial Consents

Institution/ Program

Status

Minister’s Decision

Trinity Western University

<i>Bachelor of Arts in Canadian Studies</i>	<i>Expired</i>	<i>August 26, 2011</i>
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Revoked Ministerial Consents

None

Determination of New Degrees

Determination of new degrees, requests for degree/credential name changes, and changes to consent.

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 2011/2012, the Board reviewed four requests received from institutions requesting the Board's determination of whether changes were of such a magnitude that they constituted a new degree and would require more formal review. The Board determined that two of the four requests did constitute a new degree. The Board also determined that two programs were approved without review as a new degree.

Determination - New Degree Requiring Review

Date Reviewed	Institution	Program
2011-Nov-28	<i>Trinity Western University</i>	The Board reviewed TWU's correspondence regarding the Master of Arts in Interdisciplinary Humanities program and noted that the program is a new degree given the addition of a different faculty stream to the program.
2012-Feb-27	<i>New York Institute of Technology</i>	The Board reviewed the institution's request for determination of whether a proposed finance concentration in the Master of Business Administration degree program would constitute a new degree. The Board determined that the proposed change to the Master of Business Administration degree program is of sufficient magnitude to constitute a new degree and that NYIT will need to submit a full proposal and undergo a full quality assessment review.

Determination – Approved without Review as New Degree

Date Reviewed	Institution	Program
2011-May-2	<i>British Columbia Institute of Technology</i>	The Board reviewed BCIT's letter requesting the Board's determination of whether there is an opportunity to name the program "Master of Applied Science in Building Engineering/ Building Science" as suggested by the Expert Review Panel. The Board agreed that this administrative change does not constitute a new degree and that the institution could change the

name of the degree.

2011-Sept-19

*University of Northern British
Columbia*

The Board reviewed UNBC's request to change the degree name for the Master of Science in Mathematical, Computer, and Physical Sciences to five separate degree names. It was unanimous that the change would be a great improvement and provide the necessary clarity and the Board determined the change in names is not a new degree. However, prior to the name change moving forward the Secretariat required confirmation from UNBC that the original MSc MCPS degree had received Minister's approval. UNBC's request for a name change will go to the Board in 2012/13.

Withdrawing a Proposal

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.

The following applications were withdrawn during the period covered by this report:

Withdrawn Applications

Institution/ Program	Status	Date
Thompson Rivers University		
Master of Arts in Interdisciplinary Studies	Withdrawn	June 28, 2011
University of Northern British Columbia		
Application for Exempt Status (Doctorate Level)	Withdrawn	January 10, 2012
Art Institute of Vancouver		
Bachelor of Applied Design in Fashion Design	Withdrawn	November 30, 2011
University Canada West		
JD (LLB)	Withdrawn	March 8, 2012

Reporting and Monitoring – Private and Out-of-Province Public Institutions

In addition to a quality assessment process, the *Degree Authorization Act* (DAA) requires all consent holders to submit annual reports to the Ministry and the Board including information on the institution, its operations in British Columbia, student demographics, the degree programs under consent and how they are continuing to meet or exceed performance standards under the established criteria.

In conjunction with the annual reporting cycle, representatives of the Ministry and Board Secretariat conduct an annual performance meeting with institutions to ensure that the quality of education is continually improving and meeting the needs of students. These meetings focus on evidence-based outcomes and act as a means to follow up on issues that have been raised in relation to current performance and quality assurance standards.

Annual performance reports are compiled for the Board and the Ministry regarding the annual performance of these institutions. The site visit and performance reports are informed by the institution's annual report and site visit, as well as the initial organization review, program review(s), and any concerns or issues brought to the Ministry's attention during the reporting cycle. The reports include general observations, examples of good practice noted and recommendations and requirements for the institution to enhance quality, where necessary. Any issues that arise as a result of the annual performance report are followed up on throughout the year and consent holders are required to report in the following year on the steps they have taken to address these issues or areas of concern.

Sixteen institutions were required to report for the 2010/2011 reporting year. Annual reports were submitted by July, 2011 and annual performance meetings were conducted with eight institutions from September to December 2011. The performance reports were sent to each institution and institutions were given the opportunity to provide comments on the report before the Board reviewed the individual reports. A summative report on all sixteen institutions was reviewed by the Board at the February, 2012 meeting. At that meeting, the Board approved the Ministry's proposed revisions to the 2012 Annual Report templates for consent holders under the DAA and institutions with Exempt Status.

Please see Appendix 2 for Annual Performance and Monitoring Summative Information.

Please see Appendix 3 for an excerpt of the British Columbia Council on Admissions and Transfer's New Members of the BC Transfer System Report to the DQAB.

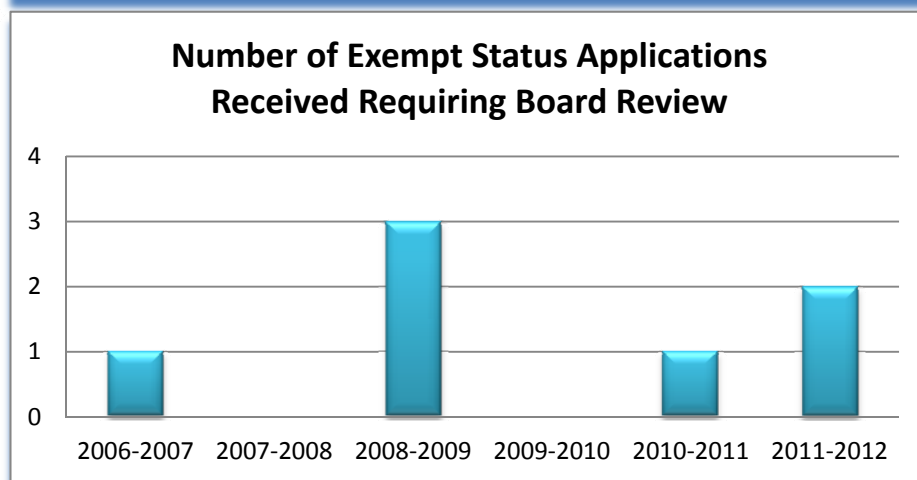
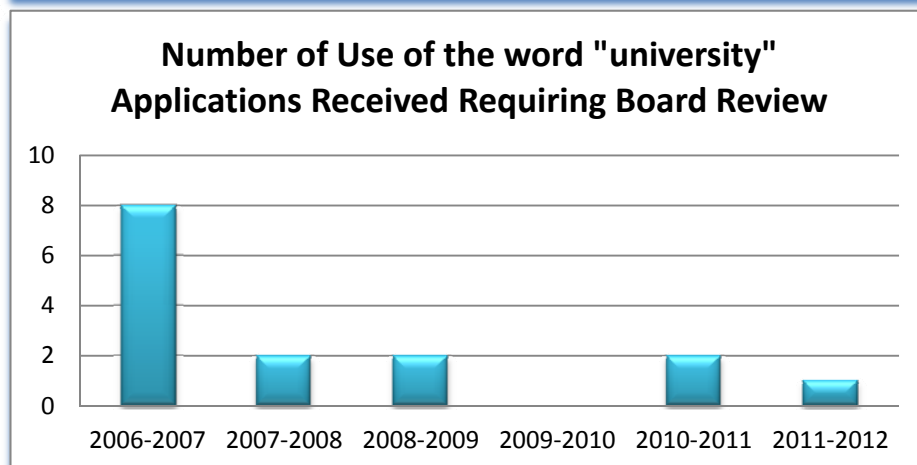
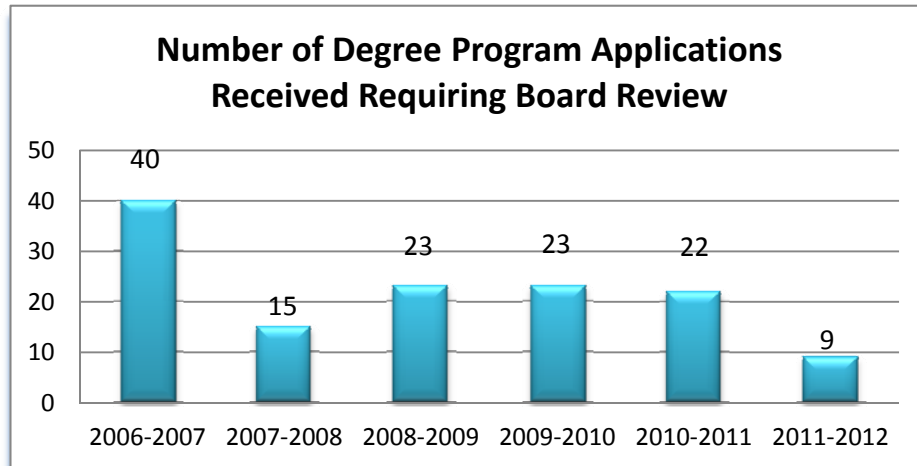
Substantive Changes

Under the Standard Terms and Conditions of Consent the Board also reviewed applications from private and out-of-private public institutions for substantive changes such as location changes and changes in ownership.

Looking Back - Applications Received

Board in Review

Since the establishment of the DQAB in 2002, 207 program applications, 23 applications for use of the word "university" and 13 applications for exempt status have been received requiring board review. Applications include renewal of consents.



Other Activities and Accomplishments

Review of the Degree Approval Process

A Review of the Degree Approval Process was launched in 2010 in order for government to review processes and criteria currently employed for evaluating and approving new degree proposals. The Advisory Panel's Report, submitted to government on March 31, 2011, made 35 recommendations to government on how to improve the degree approval process including many recommendations that impact on the work of the DQAB.

Throughout 2011/12, the Board worked closely with the Ministry to assess the implications and feasibility of the panel's recommendations and develop a plan to implement any changes that may result.

The Board passed motions on a number of the Review of the Degree Approval Process recommendations including:

- That the Board support the principles recommended in the Report to guide the degree program approval process.
- That when DQAB appointments are made in the future, the Board give consideration to an appropriate diversity with respect to demographics, background, and experience when consulting with the BRDO and that the Terms of Reference be updated to reflect this diversity and develop a skills matrix to provide to BRDO.
- That the Board recognize the importance of a full arm's length review of its activities at least once every 8-10 years and begin preparing for the initial review that will take place in 2013.
- That the Board recognizes that it is important that all relevant academic information should be publicly available and draft a definition to inform proposed changes to the degree, organization and exempt status review processes.
- That the Board recognize that it is important for institutions nominating potential reviewers to continue to ensure that nominees are academically well respected in their field, and have no real or perceived conflict of interests; the Board will also encourage institutions with limited experience in seeking degree program approval to consult in advance with others in their sector which have an established track record of experience with external academic program review.
- That the Board support the inclusion of out-of-province expert reviewers for expert panels reviewing degree proposals that have the potential to duplicate existing programs in the province.
- That the Board support implementation of a more structured orientation process for all review teams, and the requirement that a member of the DQAB secretariat attend review panel site visits.
- That the Ministry: develop processes for an expert panel review orientation; establish requirement for DQAB staff to attend expert review panel site visits in official policy; and, explore possibility of procuring a DQAB Secretariat staff connectivity device for expert panel review site visits.
- That the Board recognize the importance of including more junior, well qualified reviewers on review teams, and, at a future Board meeting, develop guidelines establishing what sort of junior faculty can be considered, when they should be considered, and in what capacity they should act.
- That the Board support the augmentation of the pool of reviewers by canvassing the post-secondary sector every few years seeking nominations of qualified candidates from the offices of the Vice Presidents Academic/Education.
- That the Board explore and consult with other Canadian quality assurance

agencies (e.g., Alberta and Ontario) on their policies and practices in relation to the proposed change to terminology and implementation of an expedited review framework (including audit) as recommended in the Advisory Panel Report, and that the Board review the June 2010 revisions to the Exempt Status Criteria for applicability.

- That the Board provide advice to the Ministry on the appropriateness/ implications of the following issues as they pertain to both public and private institutions with either a specialized purpose or provincial (legislated) mandate:
 - range of programming as it pertains to institutions' eligibility for expedited review; and
 - exemptions or exceptions to the criteria for expedited review.
- That the Board review in its entirety, the *Framework for Gaining and Maintaining the Status of "Qualified for Expedited Reviews of New Degree Program Proposals"* for inclusion in the criteria.
- That the Board, recognizing the benefits and importance of joining the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) and as part of the process of moving to an audit system, proceed toward obtaining full membership in INQAAHE.
- That the Board examine the renewal of consent process and develop guidelines to take into account those institutions that have maintained a good track record since the last consent was approved.
- That the Board review and make more prominent the Canadian Degree Qualification Framework requirements for graduate level programs and update the criteria and guidelines where necessary.
- That the Board review British Columbia's degree program criteria regarding how generic skills can be given more attention and update materials accordingly.
- That the Board review the June, 2010 approved changes to the use of the word "university" with respect to the details recommended in the Review of the Degree Approval Process Report for strengthening the standards.

International Degree Programs

In December, 2011, the DQAB was asked by the Minister to review materials and make recommendations on next steps with regards to Douglas College's standards and operations of their business programs in China. At its January, 2012 meeting, the Board moved to conduct a full quality assessment review of Douglas College's joint programs in Shanghai and Harbin, China and it was agreed that the review would occur in 2012/13 and that the team would consist of a minimum of three reviewers and include site visits.

Looking Towards the Future

In the 2012/13, the DQAB will continue to review applications for new degree programs, use of "university" and exempt status. With the increasing number of new degree proposals given consent under the *Degree Authorization Act (DAA)*, the DQAB has experienced a gradual shift in workload from new applications to monitoring existing programs based on evidence-based outcome reviews and established reporting mechanism. This includes reviewing and making recommendations on applications for renewal of consent submitted by institutions whose period of consent is about to expire.

In the coming year, the DQAB will also work to strengthen the peer and public consultation processes as the Board is committed to an open and accountable quality assessment process. Institutional participation in peer and public review is central to the quality assessment process and the Board will review current review procedures to

identify barriers to institutional participation in the system consultative process.

The Board will continue to actively seek opportunities for communication and dialogue with bodies and agencies whose mandate is similar to the DQAB, and whose work also falls in the area of education quality assurance. This includes continuing to work with the Pan-Canadian Committee on Quality Assurance and other provincial bodies. The Board will also investigate strategic partnership initiatives to increase public awareness of the DQAB both within and beyond the BC post-secondary system.

The Board will engage with the Ministry on work related to a more province-wide view of quality assurance.

The Board members look forward to working with the Minister of Advanced Education, Innovation and Technology and Minister Responsible for Multiculturalism and Ministry staff as well as stakeholders and students to ensure the Province of British Columbia continues to build a reputation as a jurisdiction of post-secondary educational excellence.

Appendix 1 – Board Members

DQAB Member Biographies

Nicholas Rubidge, Chair

Nicholas Rubidge is the president and chief executive officer of College of the Rockies. He has more than 30 years' experience in the post-secondary system. Before joining the College of the Rockies, Rubidge served 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. Rubidge serves as chair of the Post-Secondary Employers Association. 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.

Richard Tees, Vice-Chair

Richard Tees is a professor emeritus of psychology at the University of British Columbia (UBC). He has acted in UBC management and advisory roles for 40 years, serving as head of the psychology department and on its senate for 15 years. Tees was a member of the executive of the UBC Okanagan transition management team that oversaw the establishment of a second campus of UBC in Kelowna, serving as its acting deputy vice-chancellor and academic vice-president until July 2006. He is the past president of the Canadian Society for Brain, Behaviour and Cognitive Science and the Canadian Council of Departments of Psychology, and a past chair of the Natural Sciences and Engineering Research Council grant selection committee. Tees received his doctor of philosophy in psychology (biopsychology) from the University of Chicago and a bachelor of arts with honours from McGill University. His academic honours include election as a Fellow in each of the three major North American scholarly societies: the Canadian Psychological Association, the American Psychological Association and the American Psychological Society.

Garth M. Evans

Garth M. Evans lives in Burnaby BC and practices law with the Vancouver law firm of Barbeau Evans & Goldstein concentrating on real estate, commercial and corporate matters. He graduated from the University of British Columbia in 1971 with a bachelor of arts (economics) and in 1974 with a bachelor of laws and was called to the British Columbia Bar in 1975. In 1981 he was awarded the Canadian Medal of Bravery. He was the chair of the Solicitors' Issues Committee of the BC Branch of the Canadian Bar Association from 2003 to 2007. He was a Burnaby city councillor from 2005 to 2008 and is a member of the Burnaby Board of Trade. He is actively involved in the management of a number of small businesses. He is a member of the B.C. Medical Association Environmental Health Committee and chair of its Water Quality Subcommittee and a director of a number of non-profit societies including Fairhaven United Church Homes Society and L'Arche Greater Vancouver Society.

Thomas Johnstone

Thomas Johnstone is chair of the advisory board of the International Property Tax Institute. He has led commissions of inquiry in real property taxation for the provinces of New Brunswick and Alberta and delivered a workshop on valuation for 10 Eastern European countries in Prague, and consulted for the Ministry of Finance in Poland, and the governments of Tanzania and Uganda. Previous to this position, he was chief executive officer of the BC Assessment Authority and the assessment commissioner for the Province of British Columbia. Johnstone is a former director of the United Way in Victoria and a former director of the Quality Council of BC. He is currently a trustee and

chair of finance with the Islands Trust board. Johnstone received the award of excellence in process management from the Quality Council of British Columbia and is published in Canadian and international journals on assessment, valuation, management and administrative issues. He holds a diploma in urban land economics from the University of British Columbia

Tim McEwan

Since February 2008, Tim McEwan has served as president and CEO of Initiatives Prince George, a corporation owned by the City of Prince George that is responsible for facilitating economic development in Prince George and Northern B.C. Before this, he was principal of T. M. McEwan Consulting Ltd., a firm providing management and public policy consulting services in Vancouver. McEwan previously served as founding executive director of the B.C. Progress Board, provided key leadership for the B.C. Business Summit and served as director of programs and policy with the Business Council of British Columbia. He holds a master of public administration and a bachelor of arts, both from the University of Victoria.

Donald M. Page

Don Page is currently Trinity Western University's Senior Fellow and Professor Emeritus in the Master of Arts in Leadership (MAL) program. He served as the university's academic vice president for ten years before establishing the MAL program and the Laurentian Leadership Centre in Ottawa. He has also served as the program director for the Executive Leadership Institute for training new university presidents and chief academic officers. Before joining the university in 1989, he was a foreign policy analyst and speech writer in the Department of Foreign Affairs and International Trade. He has conducted workshops on leadership and team building for non-profit and business organizations and government departments throughout Canada and in the United States, Kenya, South Africa, and China. He has published more than six dozen studies on foreign affairs, public history, and leadership, the most recent being his book on Servant Empowered Leadership: A Hands-On Guide to Transforming You and Your Organization. He holds his B.A., M.A., and Ph.D. degrees in history from the University of Toronto.

Frank Pasacreta

Frank Pasacreta has over 30 years of experience in Industrial Relations. Prior to his retirement in December 2007 he spent 18 years with the BC Maritime Employers Association (BCMEA), most recently as President and CEO, and before that as Executive Vice-President and Vice-President of Operations. As CEO he was responsible for all of the BCMEA activities including, Health & Safety, Collective Bargaining, Labour Relations, Recruitment and Training, Claims Management, Information Services, Payroll & Benefits, Legislative Advocacy and the Longshore Despatch Centres. Prior to joining the BCMEA in 1987 he held a variety of senior positions in the Human Resources field with the Provincial Department of Labour, BC Labour Relations Board, Construction Labour Relations and Canada Post. Frank, who lives in Kelowna, has served as a fundraiser for the Lions Gate Hospital 911 Relay for 10 years and volunteers as an account executive for the United Way. Pasacreta currently serves as a Director and Chair of the Board of the Industry Training Authority and as Director of the Templeton Secondary School Education Foundation. He is a former Director of Family Services of Greater Vancouver, Greater Vancouver Gateway Council, Western Marine Community and Federal Employers Transportation & Communications (FETCO).

Robert Rogerson

Robert Rogerson is president of Rogerson Academic Services Inc., Victoria BC. He is former vice-president academic at University Canada West, and the former Dean of Arts and Science at the University of Lethbridge. He has also held academic appointments at Memorial University of Newfoundland, where he served as head of geography, assistant director to the Labrador Institute for Northern Studies and executive director of Oceans 2000. At the University of Lethbridge he completed two terms as professor and chair of

the geography department. In 2001, he was awarded the Canadian Association of Geographers Award for Excellence in Teaching Geography, and in 2005 was presented with the J. L. Robinson Award for Meritorious Service to the Discipline of Geography by the Western Division of the Canadian Association of Geographers. He was president (2007-2009) of the Western Division of the Canadian Association of Geographers. Rogerson holds his bachelor of arts (honours) from the University of Liverpool in the U.K., his master of science from McGill University, and his doctor of philosophy from Macquarie University in Sydney, Australia.

Carolyne Smart

Carolyne Smart is professor emeritus of business strategy and former dean of the Faculty of Business Administration at Simon Fraser University. She has spent the last 25 years as an academic and senior administrator at Simon Fraser University. Carolyne is academically trained in the discipline of strategic analysis and planning and she has developed a deep understanding and appreciation of management processes within not-for-profit and entrepreneurial organizations. She has published extensively on issues relating to improving organizational decision-making processes, particularly during crises, and the quality of strategic decisions made by entrepreneurial enterprises. She also is the former director of the Scotia Bank Centre for Women Entrepreneurs and she works extensively with female business owners. Carolyne served as a member of the Board of Directors of the Vancouver Arts Stabilization Team and she has a particular interest in strategic decision-making in arts and cultural organizations. She holds the degrees of bachelor of commerce (marketing), master of business administration (organizational theory) and doctor of philosophy (strategy) from The University of British Columbia.

John Stubbs

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.

Michelle Lawrence

Michelle Lawrence is a Trudeau Scholar enrolled in the doctoral program at Simon Fraser University's School of Criminology. She previously practiced law as a partner in the Litigation Department of McCarthy Tétrault LLP. Ms. Lawrence holds a Master of Law from Cambridge University and a Bachelor of Laws from the University of Victoria, as well as a Master of Arts from Simon Fraser University and a Bachelor of Arts from the University of Western Ontario. She currently serves as an Associate Director of the FREDA Centre for Research on Violence Against Women and Children. Active in her community, Ms. Lawrence is a Co-Founder and former Co-Chair of the Forensic Mental Health Research Group and a volunteer for the UBC Innocence Project.

Rob Fleming, *Executive Director and Co-chair, British Columbia Council on Admissions and Transfer.*

The mandate of the British Columbia Council on Admissions and Transfer is to facilitate admission, articulation and transfer arrangements among institutions, public and private, that are members of the BC transfer system. The Council provides information and assistance to private institutions that are seeking baccalaureate degree approval and that anticipate articulating their courses for transfer credit. The Council's collaborative approach to the planning and administration of policies, practices and projects helps to ensure an accessible and responsive system.

Karin Kirkpatrick, Registrar, Private Career Training Institutions Agency (PCTIA).

In January of 2011, Karin began as the Registrar and CEO of PCTIA, a BC Provincial Crown Agency regulating the private post-secondary career training sector. Previously, as CEO of the Real Estate Foundation of BC, Karin worked with senior provincial ministries officials on housing issues, and key members and organizations in the real estate industry across British Columbia, funding and planning sustainable and responsible land use projects. For six years Karin was Assistant Dean at the Sauder School of Business and Director of the Centre for CEO Leadership in the University of British Columbia. Karin continues to be regularly featured in Canadian media on issues related to business management, employment issues, and women in business. Currently she sits on the Board of the BC Council for International Education and is an ex-officio Board member with the Provincial Degree Quality Assessment Board. She is a professional member of the Certified Management Accountants Society of BC, the Real Estate Institute of BC, and the BC Human Resource Management of Association. Following in the footsteps of her entrepreneurial family, she was President of the Kirkpatrick Staffing Group, a company she founded in 1994 and sold in 2001. Karin holds a Master of Business Administration degree in Human Resources as well as being a Certified Management Accountant (CMA) and a Certified Human Resource Professional (CHRP). The non-traditional start to her business career was as a musician and song-writer.

Mark Gillis

Acting Assistant Deputy Minister, Students, Institutions and Programs Division, Ministry of Advanced Education. The Students, Institutions and Programs Division provides program co-ordination for the public post-secondary education system, provides co-ordination and support to the private post-secondary education system in the province and is responsible for governance and legislation and StudentAid BC.

Appendix 2

Annual Performance and Monitoring Report – 2010/11 Summative Information February 2012

INTRODUCTION

This report has been prepared by the Ministry of Advanced Education (AVED) and the Degree Quality Assessment Board (DQAB) Secretariat and provides a summary of the outcomes of the 2010/11 reporting cycle.

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

Prior to the 2010/11 reporting cycle, the DQAB approved new guidelines for determination of whether an Annual Performance Meeting will be held. Institutions are assessed against these guidelines upon receipt of their Annual Reports and Annual Performance Meetings are then scheduled accordingly. Annual 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 an Annual 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 quality assessment 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.

The Board reserves the right to adjust the timing and depth of ongoing monitoring of institutions operating under consent based on an institution's track record of maintaining quality assurance standards. Institutions that have maintained high-quality standards and have shown a commitment to continuous improvement may be exempted from Annual Performance Meetings.

Sixteen private and non-BC public institutions had consent under the DAA to offer degree programs during the 2010/11 reporting year. Consent is normally for five years and is specific to the activity, program and site described in the Minister's letter of consent.

The reports and meetings focus on evidence-based outcomes related to the institution's current performance and as a means to follow up on any issues that were raised during the previous year in relation to quality assurance standards. They also provide an avenue for an institution to review its operations and programs with the view of continuous improvement.

AVED develops individual performance reports for each consent holder requiring an Annual Performance Meeting and these institutions are given the opportunity to provide comments before the reports go before the DQAB for review and determination of whether further actions are required.

Annual Reports were received from sixteen institutions and performance meetings were held with eight of these institutions. Institutions and degree programs that were not operating or being offered for at least 12 months under Ministerial consent as at July 31, 2011 have not been included in this report.

SECTIONS OF THE REPORT

The *Institutional Profile* section of this report provides an overview of the data provided by consent holders in their annual reports and observations made following the interviews with the various stakeholder groups during the performance meetings. Observations are made following an analysis of the data for year-over-year trends. Detailed data is provided in *Appendix I* and corresponding data tables are linked within the *Institutional Profile* sections.

The *Issues/Trends* section summarizes the main issues and trends across the sector based on information provided by consent holders and the analysis of the key issues identified by stakeholders either as part of their annual reports or during performance meetings.

Appendix I provides detailed data and a breakdown of the outcomes of the annual performance reports. Examples are highlighted of good practices that the institutions have exhibited and are encouraged to continue. Recommendations were also given that the institutions may consider regarding quality assurance and the ongoing enhancement of quality standards. Several institutions had specific follow-up actions required for either the institution or degree program(s) under consent that will need to be acted upon prior to the next reporting cycle.

Appendix II contains a full report provided by the BC Council on Admissions and Transfer (BCCAT) in response to the information reported by each institution in the Transfer and Articulation section of their Annual Reports. BCCAT's comments specific to each institution were included in the individual performance reports to allow institutions an opportunity to respond.

REPORTING INSTITUTIONS / PROGRAMS

<u>INSTITUTION</u>	<u>CONSENT GRANTED</u>	<u>EXPIRY DATE</u>
Adler School of Professional Psychology	Master of Arts in Counselling Psychology	11/14/16
	Master of Arts in Organizational Psychology	09/02/14
	Master of Arts in Community Psychology	06/06/15
Alexander College	Associate of Arts	06/09/14
	Associate of Science	05/19/16
Art Institute of Vancouver	Bachelor of Applied Design in Graphic Design	03/31/15
Athabasca University	Use of university	04/06/14
	Exempt Status to the Master Degree Level	n/a [†]
	Master of Counselling: Art Therapy	04/09/14
City University of Seattle	Use of university	04/11/12
	Master of Counselling	04/11/12
	Master of Education in Leadership	04/11/12
Columbia College	Associate of Arts	09/02/14
	Associate of Science	09/02/14
Fairleigh Dickinson University	Use of university	05/27/16
	Bachelor of Science in Business Administration	05/27/16
	Bachelor of Science in Information Technology	05/27/16
	Bachelor of Arts in Individualized Studies	01/12/16
	Master of Administrative Science	04/27/16
Fraser International College	Associate of Arts	05/28/15
Gonzaga University	Use of university	04/11/12
	Master of Counselling	04/11/12
	Master of Arts in Leadership and Administration	04/11/12
New York Institute of Technology	Master of Business Administration	04/11/12
Queen's University	Use of university	06/26/13
	National Executive Master of Business Administration	06/26/13
	Accelerated Master of Business Administration for Business Graduates	06/26/13
	Cornell-Queen's Executive Master of Business Administration	05/19/15
Quest University Canada	Bachelor of Arts and Science	08/26/16
Sprott-Shaw Degree College	Bachelor of Business Administration (Generalist, Human Resource Management and Marketing)	06/08/14

<u>INSTITUTION</u>	<u>CONSENT GRANTED</u>	<u>EXPIRY DATE</u>
	Bachelor of Business Administration (Accounting and International Business)	05/20/15

<u>INSTITUTION</u>	<u>CONSENT GRANTED</u>	<u>EXPIRY DATE</u>
Trinity Western University	Exempt Status to the Master Degree Level	n/a [†]
	Bachelor of Science in Biotechnology	04/04/16
	Bachelor of Arts in Sociology	03/05/13
	Bachelor of Arts in Leadership	04/28/13
	Minor in Gender Studies	09/14/14
	Bachelor of Arts in Corporate Communication	05/27/15
	Bachelor of Fine Arts in Acting	05/27/15
	Master of Arts in Interdisciplinary Humanities	03/31/15
	Master of Arts in Linguistics	04/04/16
	Master of Business Administration	07/05/16
	Master of Arts in Marriage and Family Therapy	03/11/13
	Master of Science in Nursing	04/28/13
	Master of Arts in Leadership (Mandarin)	10/13/14
University Canada West	Use of university	08/09/14
	Bachelor of Commerce (General)	01/12/16
	Bachelor of Arts, Media and Communications	01/12/16
	Master of Business Administration	08/09/14
University of Oregon	Use of university	10/01/12
	Master of Science in Educational Leadership	10/01/12

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

The following institution chose to teach out students and discontinue offering programs in BC during 2010/11 and Ministerial consent has subsequently expired:

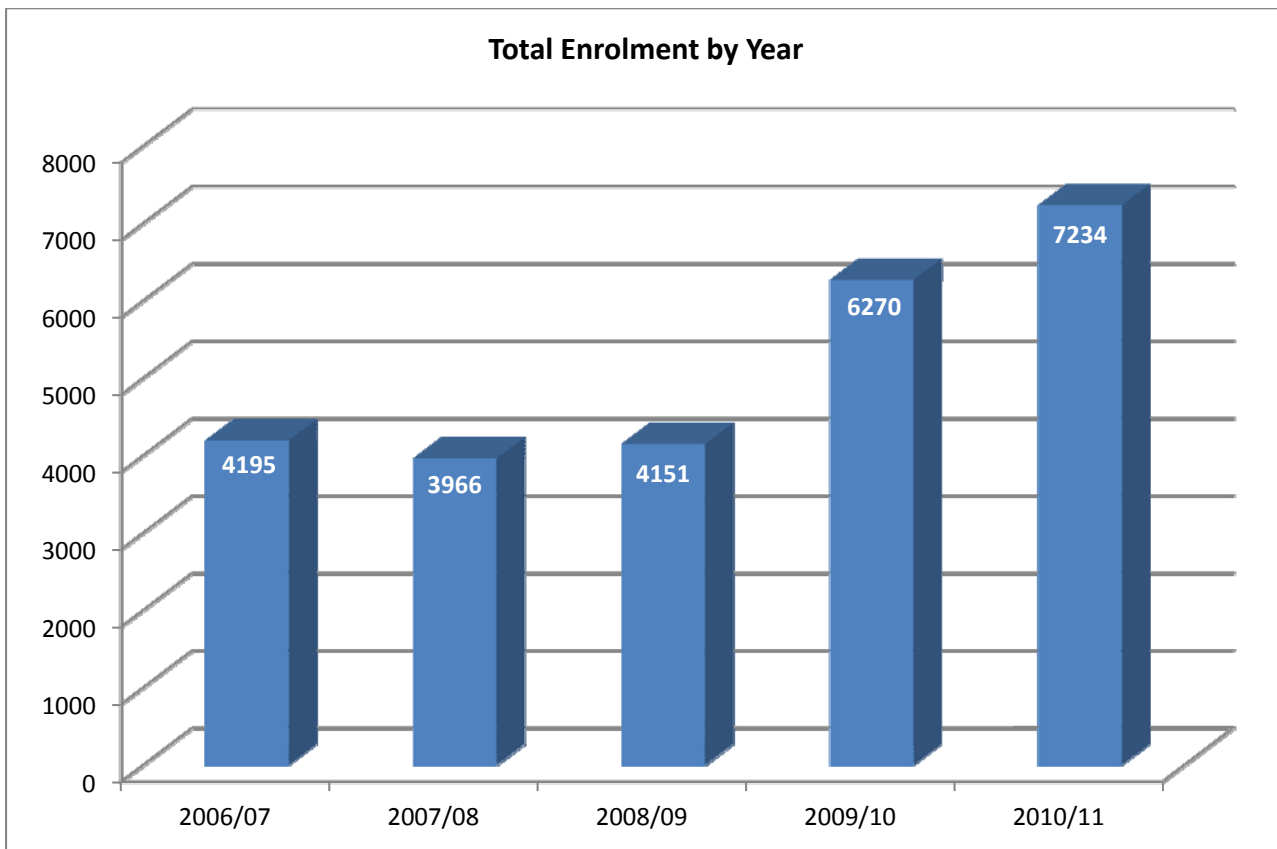
<u>INSTITUTION</u>	<u>DEGREE PROGRAM</u>	<u>CONSENT EXPIRED</u>
University of Phoenix	Use of University	2011-Jan-14
	Bachelor of Science in Business	2011-Jan-14
	Master of Business Administration	2011-Jan-14
	Master of Arts in Education	2011-Jan-14

Trinity Western University notified the Ministry that no students had been enrolled in the Bachelor of Arts in Canadian Studies since consent was granted in 2008. Consent for this program was subsequently withdrawn on August 26, 2011.

INSTITUTIONAL PROFILES

ENROLMENTS

Enrolment has increased steadily since data has been collected starting with the 2006/07 academic year. Most degree programs that have been offered since the 2006/07 academic year 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 and the departure of several institutions from the Province.

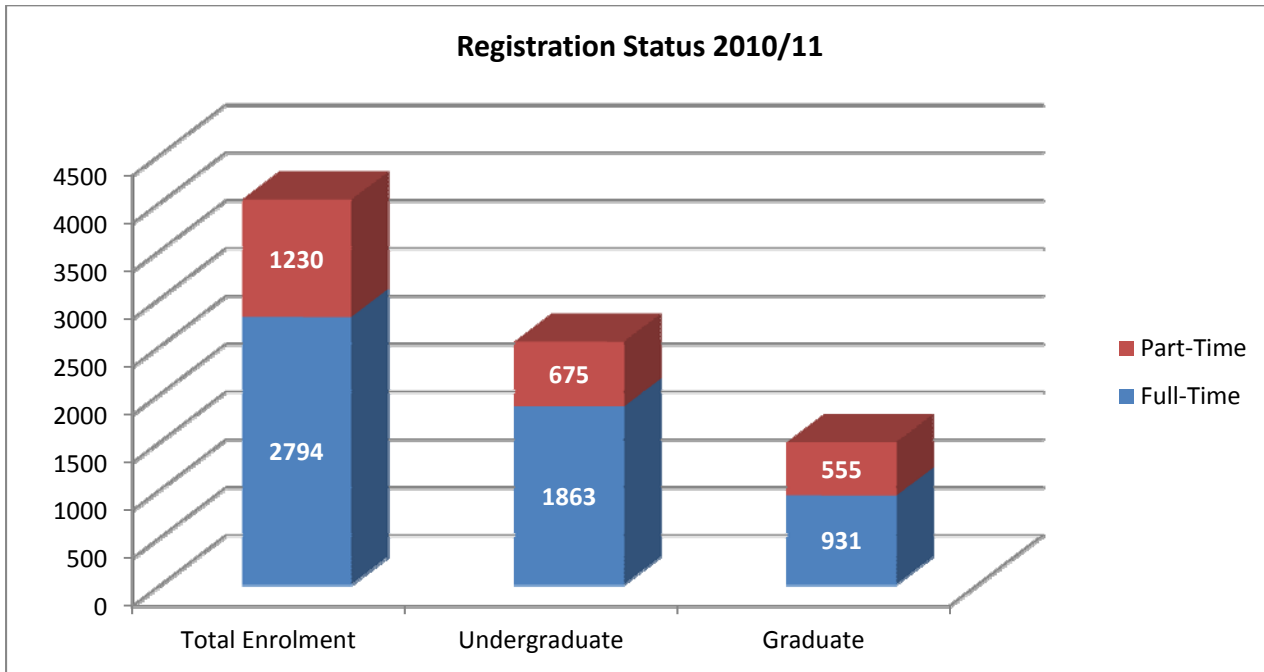


Notes: Total Enrolment figures include the total number of students enrolled in degree programs at Trinity Western University. The University is only required to report enrolment breakdown by registration status, residency status and program level for degrees that have received Ministerial consent. The University is also not required to report details on any degree programs offered prior to 2003. 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 as BC public institutions, the total student numbers are increasing each year. The number and type of degree program offerings are expanding across the sector and several new institutions have received authority to operate as degree-granting institutions in BC for the first time.

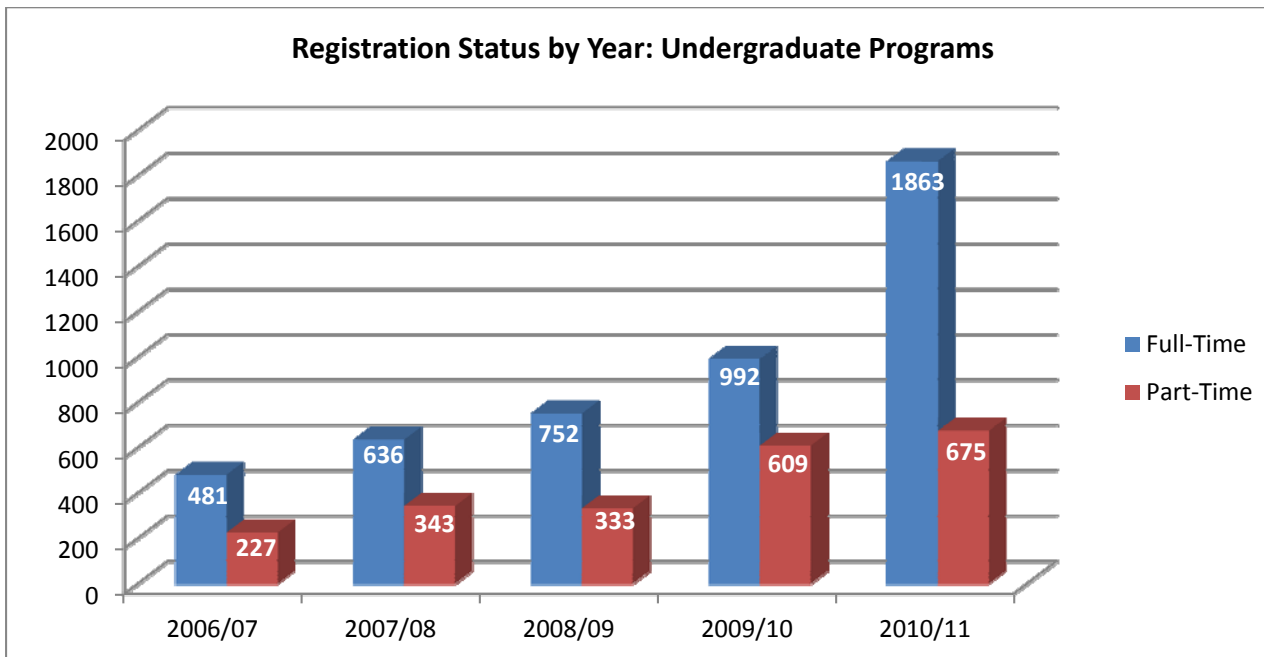
Registration Status: Full-Time / Part-Time Students

The total number of students enrolled in degree programs on a full-time basis increased from 58% of total enrolment in 2009/10 to 69% in 2010/11. The 2010/11 academic year saw a significant increase in the percentage of students enrolled in full-time studies in both undergraduate and graduate programs.

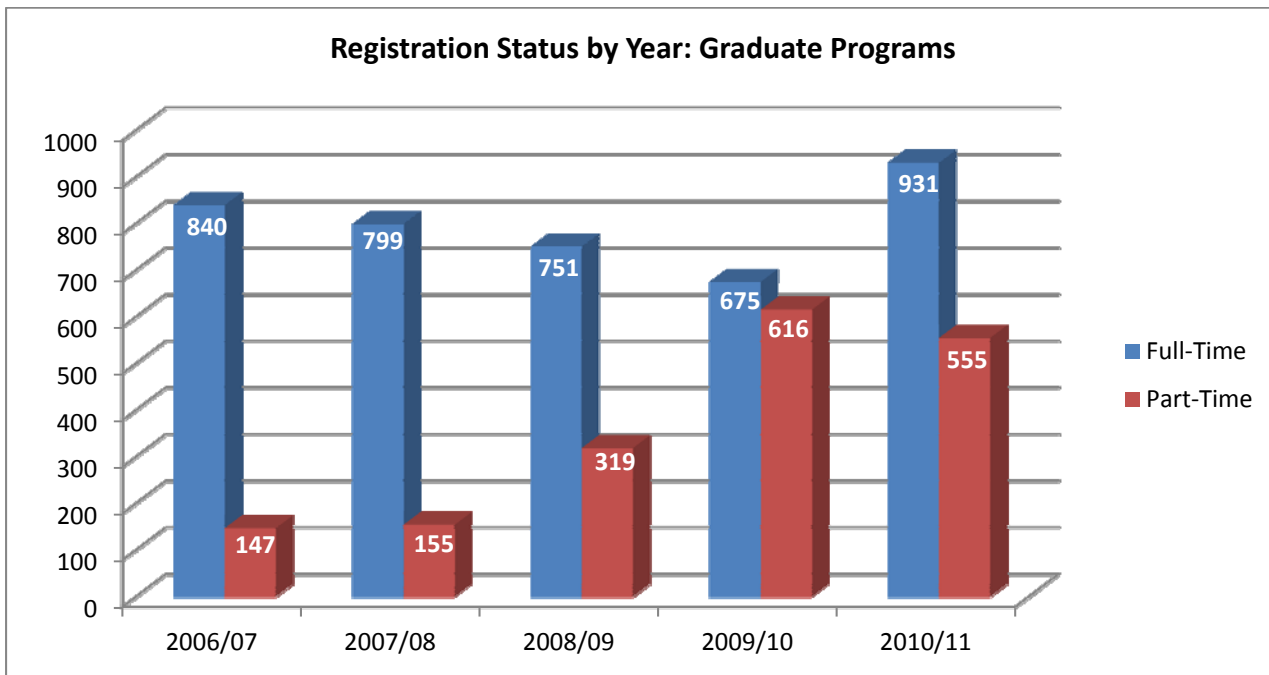


Note: Data for Registration Status does not include the total number of students enrolled in degree programs at Trinity Western University. The University is only required to report enrolment breakdown by registration status, residency status and program level for degrees that have received Ministerial consent. The University is also not required to report details on any degree programs offered prior to 2003.

Full-time enrolment in undergraduate programs grew from 62% of total enrolment in 2009/10 to 73% in 2010/11.



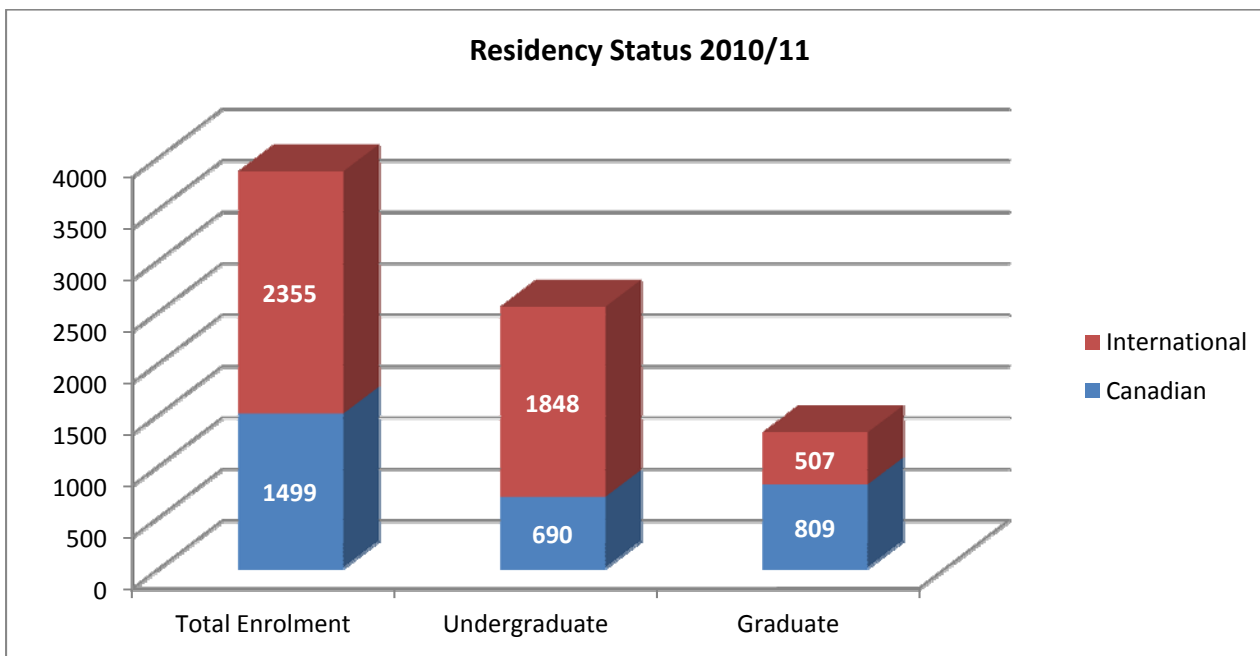
Full-time enrolment in graduate programs went from 52% in 2009/10 to 63% in 2010/11.



Residency Status: Canadian / International Students

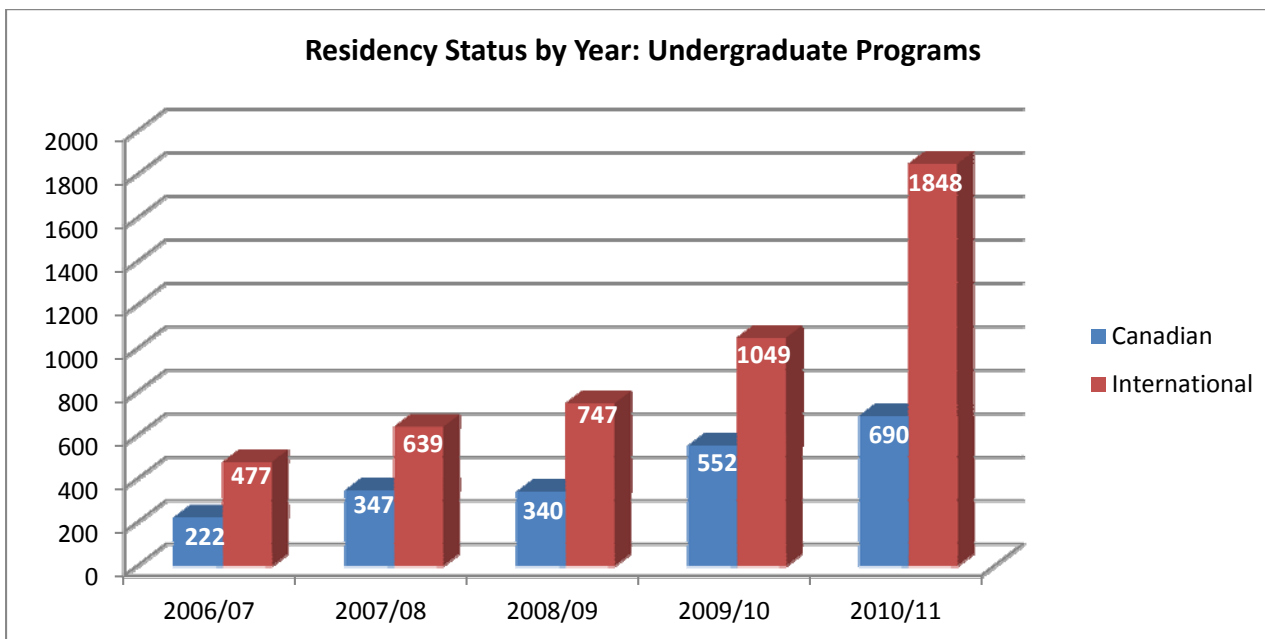
Institutions that primarily target international students have found that the majority of incoming international students are already in BC attending other institutions, both private and public, either transferring in from other institutions or English as a Second Language programs upon recommendations from other students. They note that word of mouth is the most reported factor that admitted students expressed regarding their choice to attend a particular institution. Many institutions noted that prospective students are more aware of the institutions and programs offerings within this sector. An increasing number of prospective students are self-selecting these institutions rather than being actively recruited.

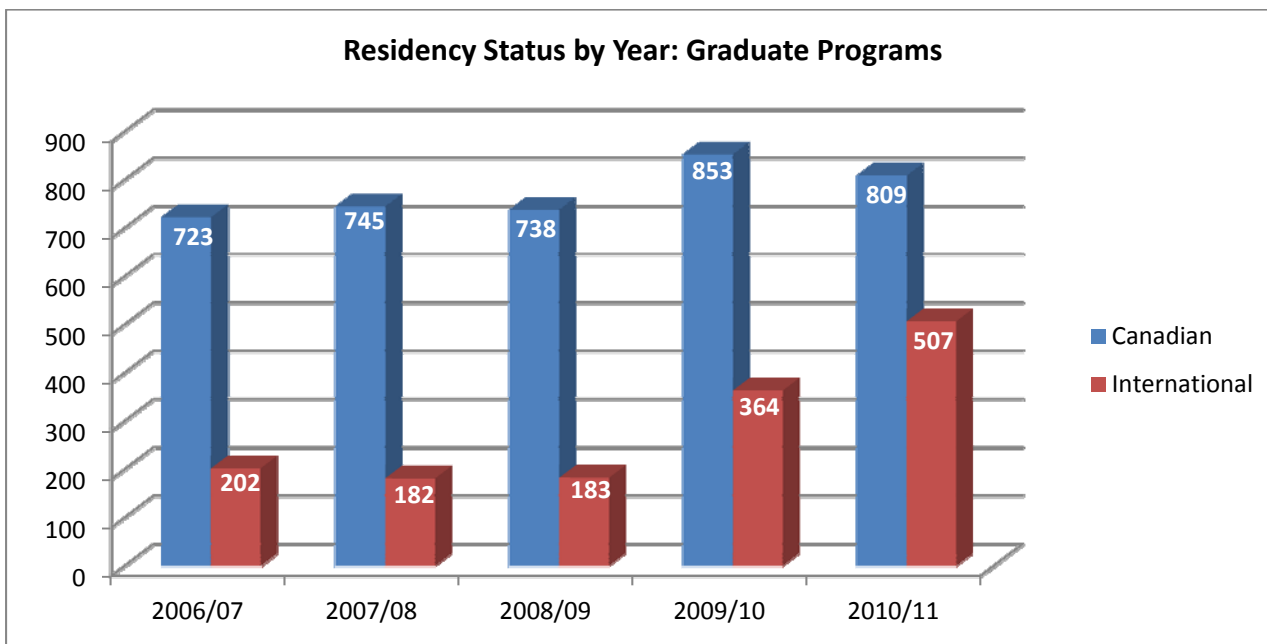
The student body for all degree programs offered under the DAA was equally split between domestic and international students in 2009/10. 2010/11 saw a dramatic increase in international students across all programs, going from 50% of total enrolment to 61%. However, undergraduate programs have a substantially higher international student population (73%) than graduate programs (39%).



Note: Data for Residency Status does not include enrolment for either Gonzaga or Queen's since they do not require this information for admission and do not collect information on residency status. Data for Residency Status also does not include the total number of students enrolled in degree programs at Trinity Western University. The University is only required to report enrolment breakdown by registration status, residency status and program level for degrees that have received Ministerial consent. The University is also not required to report details on any degree programs offered prior to 2003.

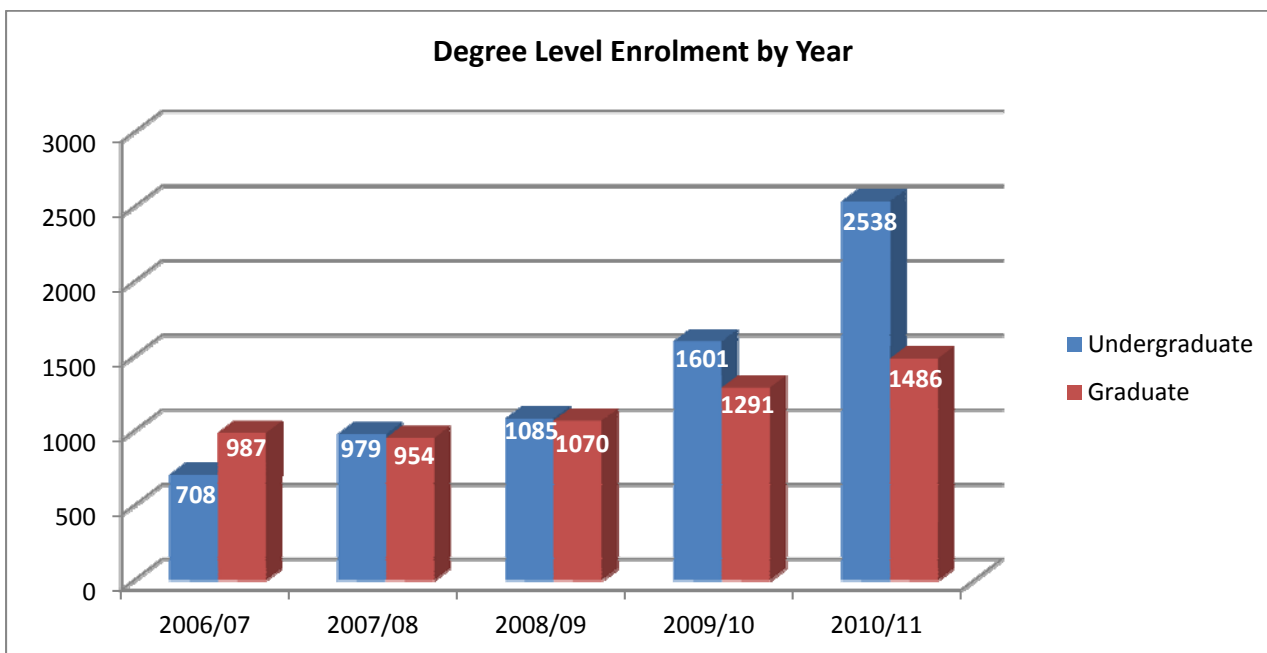
Graduate students are generally enrolled in applied professional programs to progress in their field. A large majority of international students are enrolled in undergraduate degree programs or graduate business programs whereas domestic students constitute almost the entire enrolment in graduate education and counselling programs.





Degree Level: Undergraduate / Graduate Students

In the 2010/11 academic year, total enrolment in undergraduate programs increased by almost 60% from the previous year. This may be partially attributed to the addition of several new undergraduate programs from the previous reporting year. Graduate enrolment also increased by approximately 15% from the previous year.



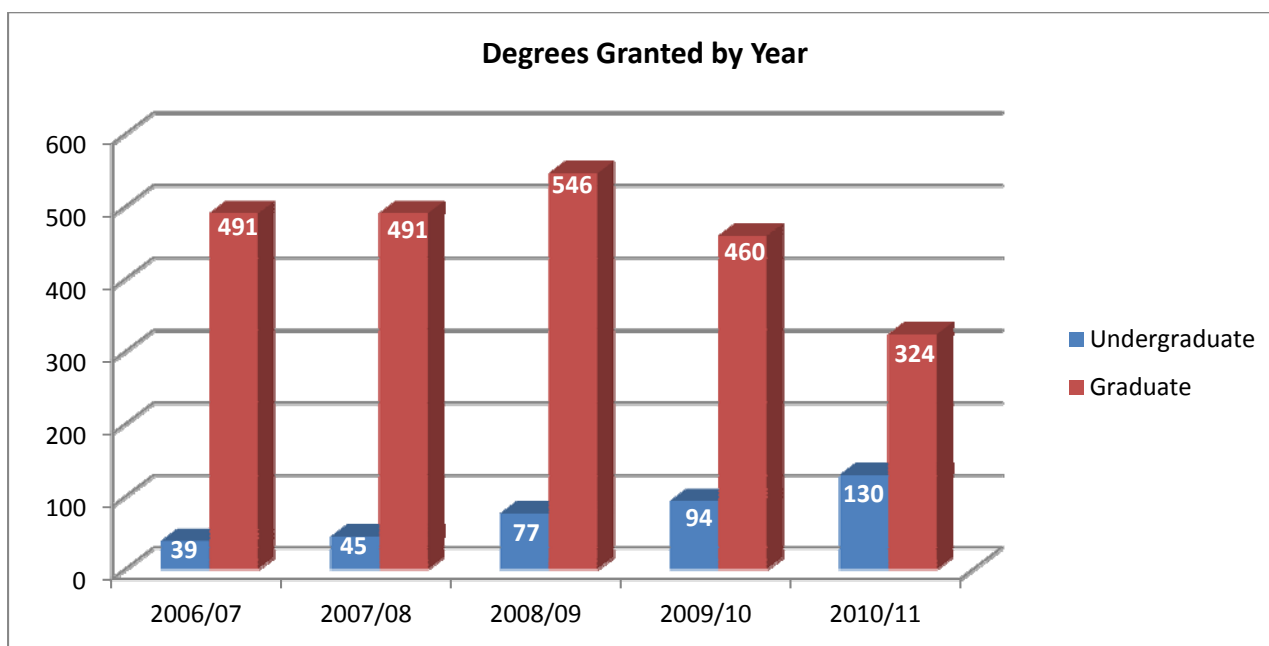
Note: Data for Degree Level does not include the total number of students enrolled in degree programs at Trinity Western University. The University is only required to report enrolment breakdown by registration status, residency status and program level for degrees that have received Ministerial consent. The University is also not required to report details on any degree programs offered prior to 2003.

Degrees Granted

The total number of degrees granted in 2010/11 still remains relatively low compared to total enrolment. This may be due to the fact that many degree programs were only implemented within the past five years. The total number of undergraduate degrees granted has steadily increased since 2006/07 but graduate degrees still constitute the overwhelming majority of credentials granted within this sector.

Until 2007, institutions were able to operate in BC through registration with the Private Post-Secondary Education Commission (now operating as the Private Career Training Institutions Agency [PCTIA]). Institutions that were registered with PCTIA, but granting degrees from outside BC when the DAA was introduced in 2002, were able to continue to do so for up to five years, if they maintained registration status with PCTIA. This explains the large number of degrees being granted from the first year data was first collected for this sector in 2006/07. It also shows that the majority of programs being offered prior to the introduction of the DAA were at the graduate level.

It is also relevant to note that graduation rates in associate degree programs may remain low as many students may not intend to complete an associate degree, but are using it as a vehicle to meet admissions requirements for transfer into a baccalaureate degree program at another institution.



Note: Data for Degrees Granted does not include the total number of students enrolled in degree programs at Trinity Western. The University is only required to report enrolment breakdown by registration status, residency status and program level for degrees that have received Ministerial consent. The University is also not required to report details on any degree programs offered prior to 2003.

Attrition Rates

Attrition rates at most institutions have been fairly consistent from year to year. Most institutions noted that the data may not accurately reflect the student success rates due to the variety of reasons prompting students to withdraw that may not be program related (i.e. financial, work-related, family or personal reasons, etc.). Small enrolment numbers in some programs may also result in higher attrition rates being reported since the withdrawal of a few students may significantly impact the overall attrition rate.

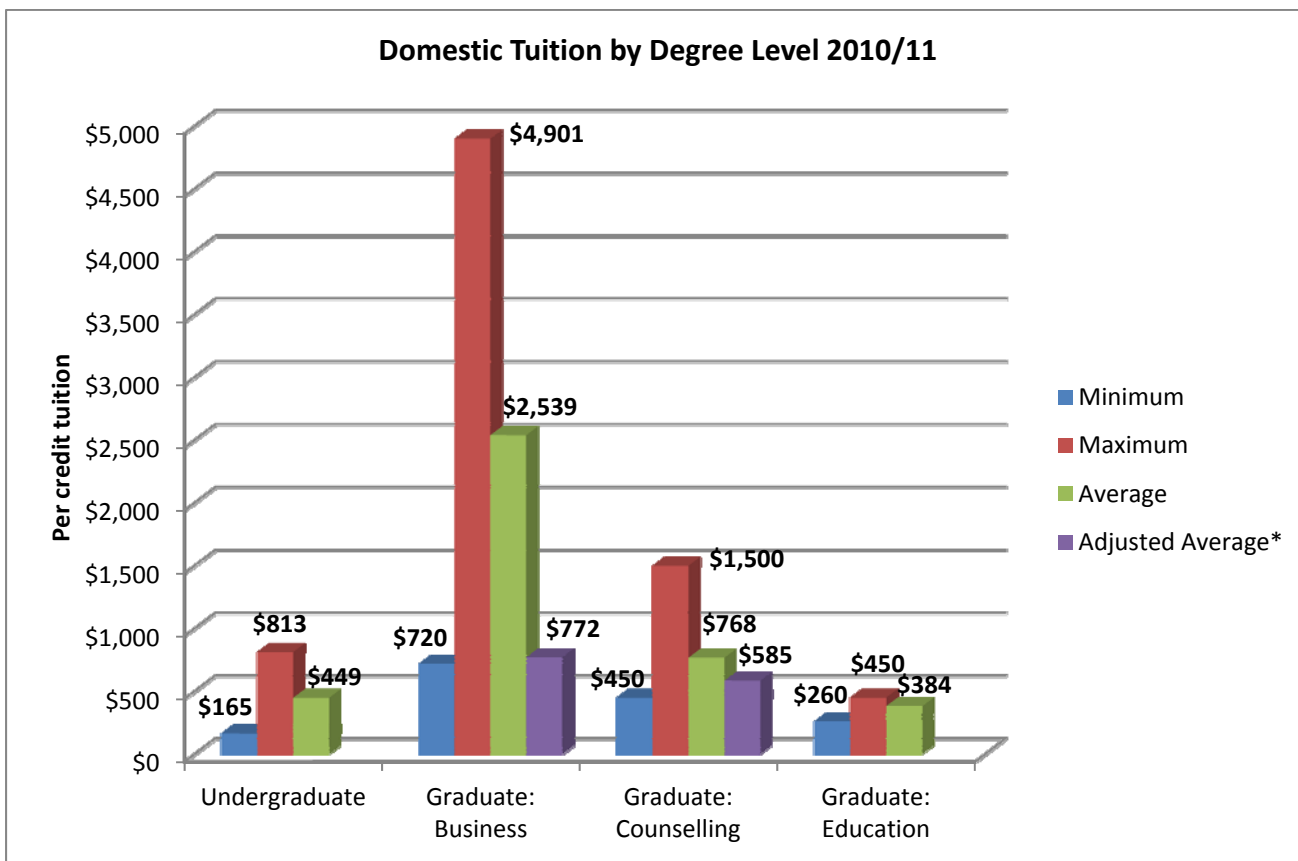
Again, it is relevant to note that attrition rates in associate degree programs may be significantly higher than other degree programs as many students may not intend to complete the associate degree, but instead seek transfer into a baccalaureate degree program at another institution.

TUITION

Less than half of all programs saw an increase in tuition between 2009/10 and 2010/11. The average increase was approximately 6%. The only program reported to have seen a decrease in tuition was domestic tuition for Sprott-Shaw’s BBA program (reduced by 35% from 2009/10).

The University of Oregon, Queen’s University and Athabasca University receive government funding in their home jurisdiction. There is an expectation that tuition fees at other institutions operating under consent may be higher than equivalent programs at publically-funded institutions that are not cost-recovery. However, 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 and most do not charge differential tuition for international students.

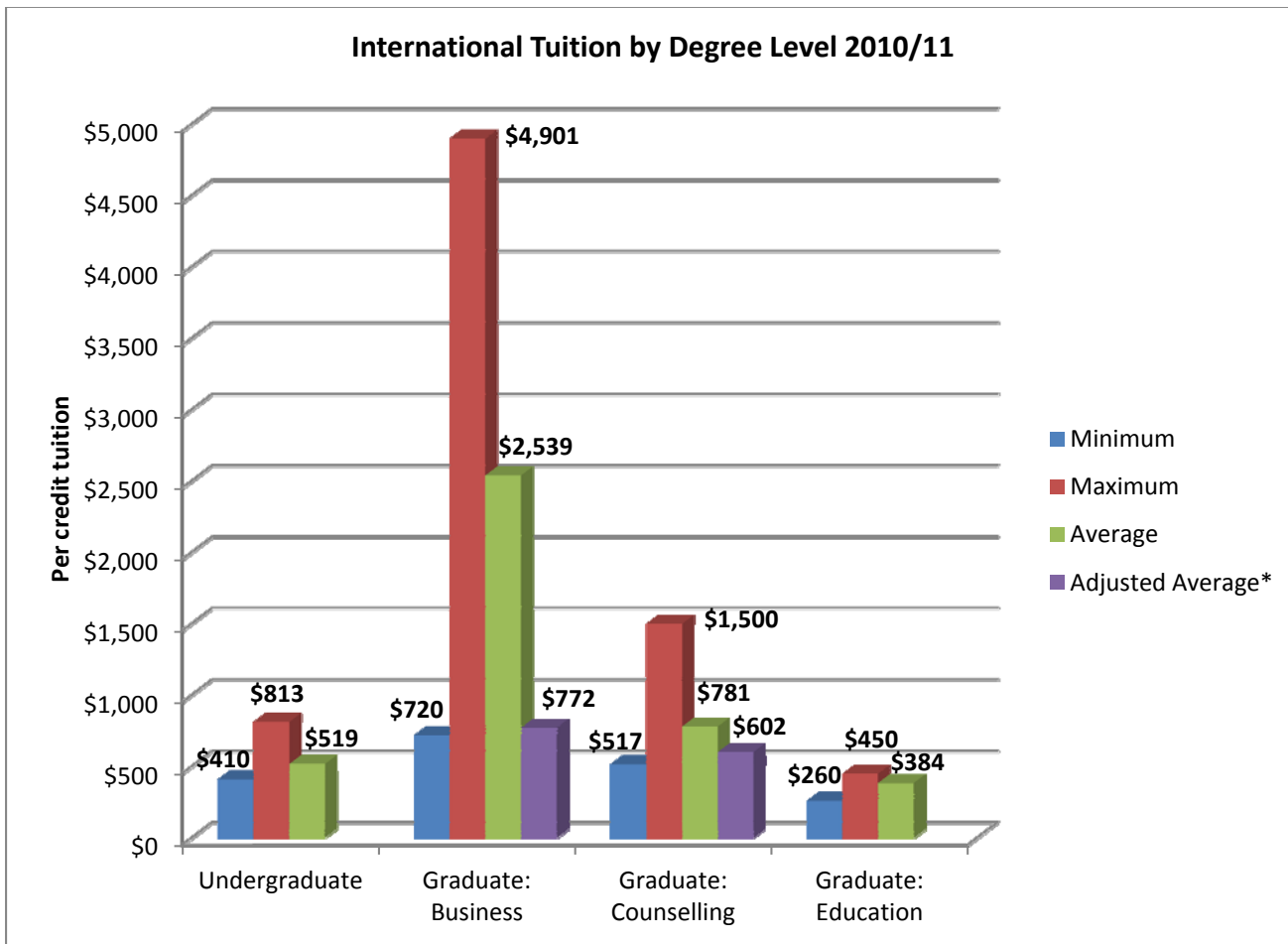
Domestic tuition for graduate level business programs was the highest with an average of \$772 per credit and graduate level education programs was the lowest with an average of \$384 per credit (even lower than the average across all undergraduate programs of \$449 per credit).



** Adjusted average has removed the extreme outliers: Queen’s University’s three programs and the Vancouver Art Therapy Institute courses as part of Athabasca University’s Master of Counselling: Art Therapy degree.*

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 negligible.



* Adjusted average has removed the extreme outliers: Queen’s University’s three programs and the Vancouver Art Therapy Institute courses as part of Athabasca University’s Master of Counselling: Art Therapy degree.

Only 5 out of the 16 reporting institutions charge a higher rate of tuition for international students. All but one of the programs where a differential tuition is charged are at the undergraduate level and international students in these program pay on average \$70 more per credit than domestic students. This equates to a 15% differential tuition rate for international students.

All BC’s public institutions that have approval to offer at least one undergraduate degrees charge differential tuition for international students. The average differential for baccalaureate degrees at BC’s public institutions is 3.4 times the domestic tuition rate (340%).

However, differential tuition fees are not as common for graduate degree programs at BC’s public institutions. Of the 9 BC public institutions that have approval to offer graduate degrees, only 5 charge differential tuition for international students and the rate is much lower at 1.5 times the domestic tuition rate (15%).

TRANSFER AND ARTICULATION

Many of the institutions and programs under consent have signed formal transfer and articulation agreements with other post-secondary institutions in BC and abroad. Many are also active in the transfer system through the BC Council on Admissions and Transfer (BCCAT). Participation in articulation committee meetings serves as a forum to build relationships with other post-secondary institutions in BC, but this is only one step in working towards a coordinated and successful transfer system.

All institutions that receive Ministerial consent are eligible for inclusion as members in BCCAT where courses in those undergraduate degree programs under consent are eligible for transfer to other institutions in the BC transfer system. Most institutions send representatives to attend BCCAT's articulation committee meetings.

The sections in the Annual Reports pertaining to transfer and articulation were compiled and reported to BCCAT for comment. Comments received from BCCAT on individual institutions were included in the individual performance reports to allow institutions to respond prior to the review of the reports by the DQAB (see *Appendix II* for the full report from BCCAT).

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.

[Undergraduate Programs](#)

The faculty profile for undergraduate programs remained relatively unchanged from 2009/10. The majority of faculty teaching in all undergraduate degree programs had at least a master's degree.

The percentage of courses being taught by full-time faculty ranged from 0% to 90% and averaged approximately 45% across all undergraduate programs.

The percentage of courses being taught by continuing faculty ranged from 0% to 100% and averaged approximately 47% across all undergraduate programs.

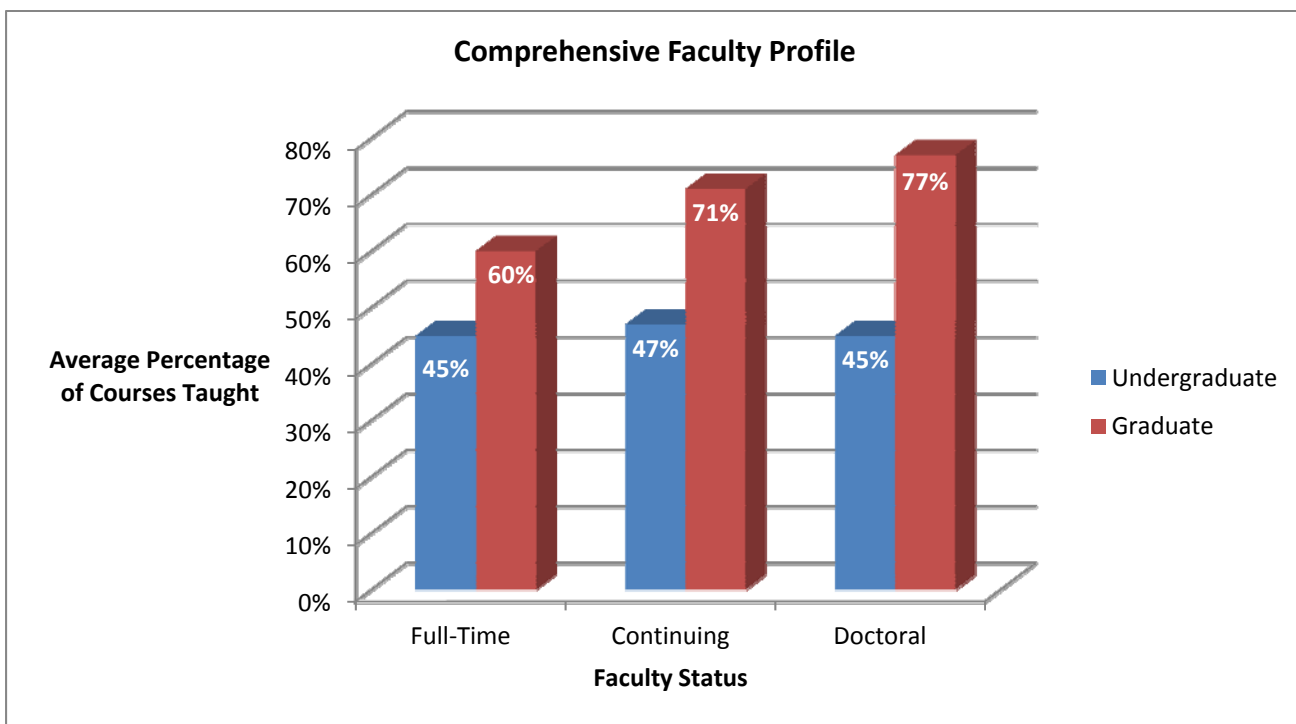
The percentage of courses being taught by doctoral faculty ranged from 0% to 88% and averaged approximately 45% across all undergraduate programs. This average was 51% for faculty teaching in bachelor degree programs only (excluding associate degrees).

Graduate Programs

The percentage of graduate courses being taught by full-time faculty ranged from 4% to 100% and averaged approximately 60% across all graduate programs. This reflects an increase of 5% over the past year.

The percentage of graduate courses being taught by continuing faculty ranged from 2% to 100% and averaged approximately 71% across all graduate programs. The averaged in 2009/10 was 50%, so continuing faculty are teaching a much larger percentages of courses across all graduate programs in 2010/11.

The percentage of courses being taught by doctoral faculty ranged from 13% to 100% and averaged approximately 77% across all graduate programs. This reflects a 7% increase over the previous year. Graduate programs in education had the widest range of variability in the percentage of doctoral faculty and the lowest average across all professional graduate programs.



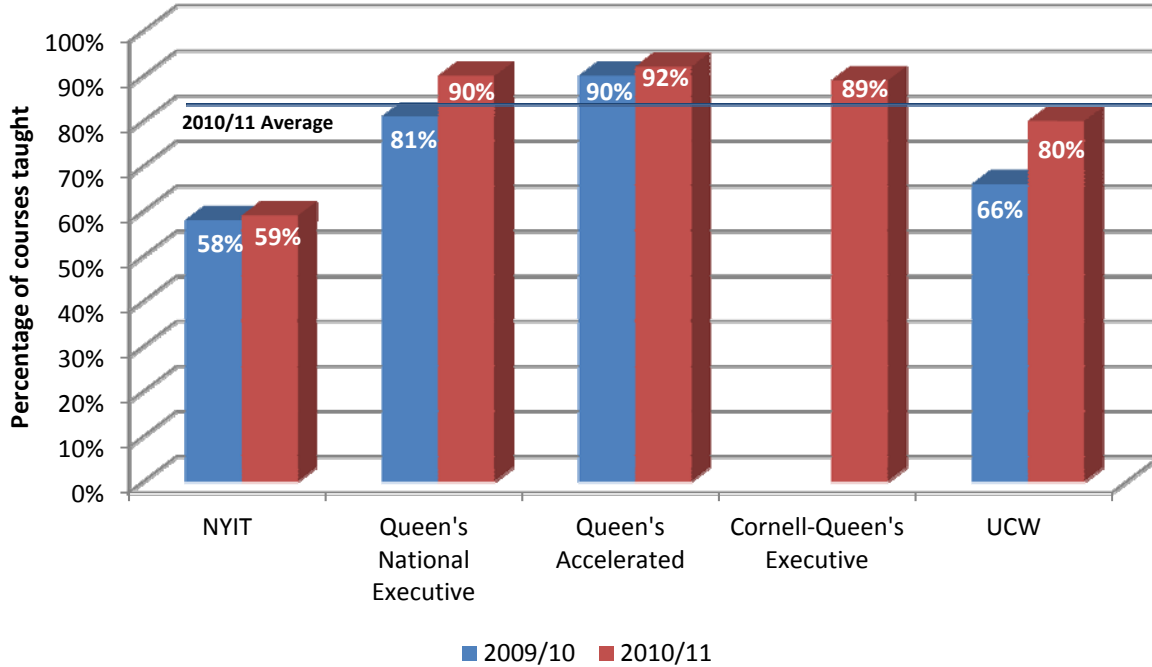
Note: Data on Faculty does not include Trinity Western or Athabasca University as both institutions have Exempt Status.

Professional Graduate Programs

The three main professional program areas offered at the graduate level under the DAA are in business (5 programs), counselling (5 programs) and education (3 programs).

The percentage of courses being taught by doctoral faculty in graduate business programs ranged from 59% to 92% and averaged approximately 82% across all graduate business programs. This reflects a 21% increase over the previous year.

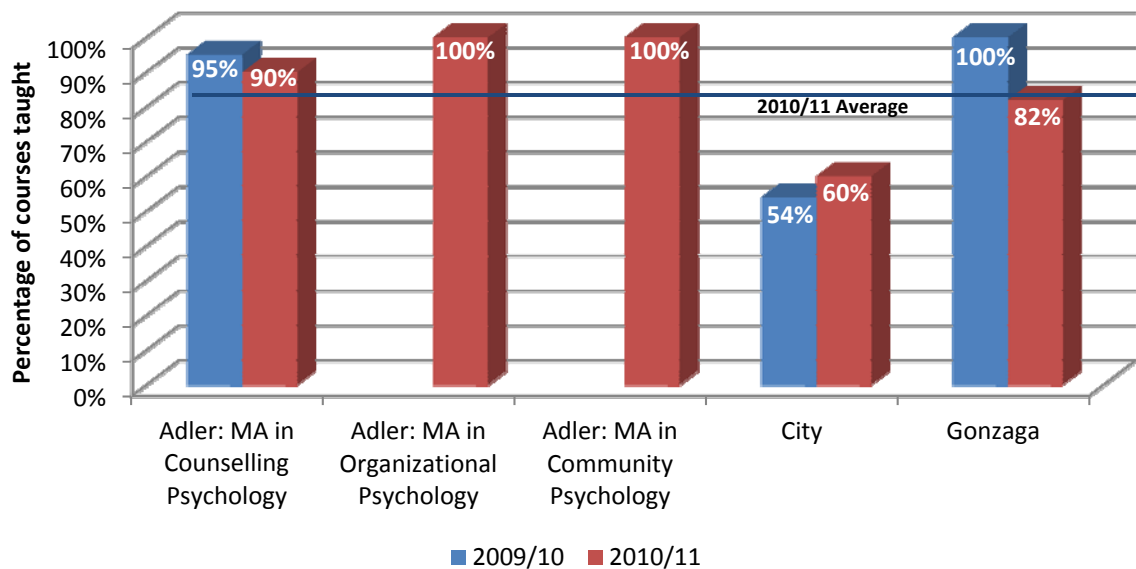
Graduate Business Programs: Doctoral Faculty



Note: Trinity Western's MBA is not included as the institution has Exempt Status.

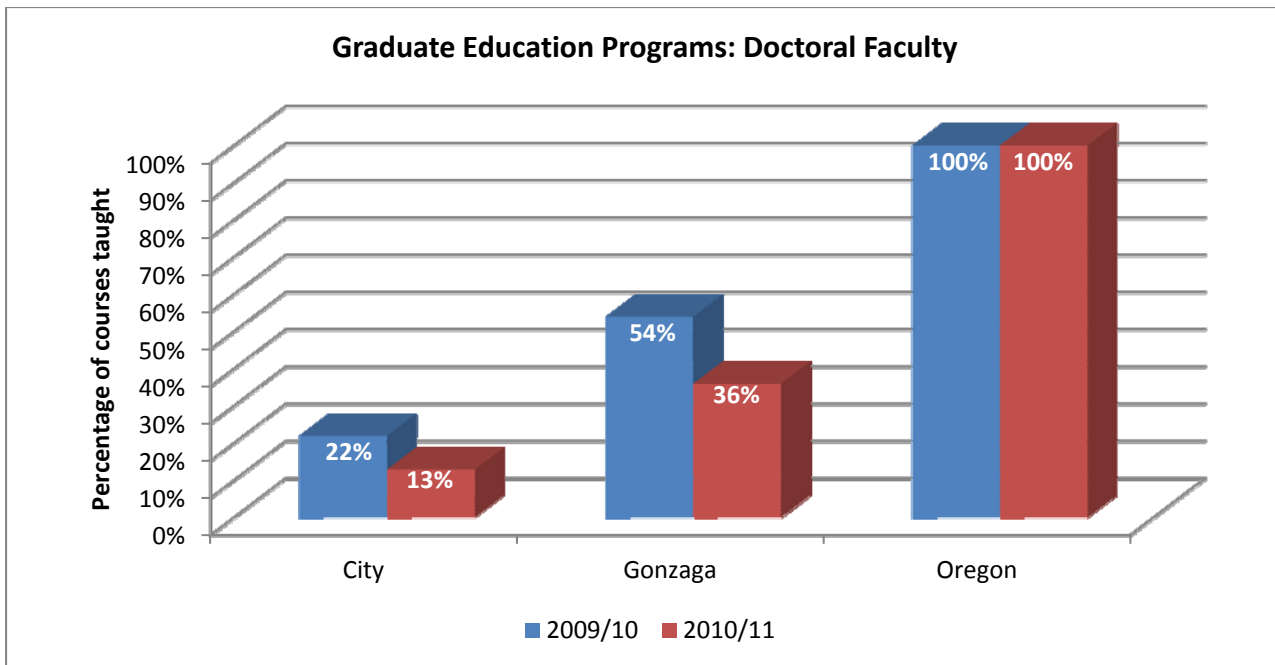
The percentage of courses being taught by doctoral faculty in graduate counselling programs ranged from 60% to 100% and averaged approximately 86% across all graduate counselling programs. This reflects an increase of 5% from the previous year.

Graduate Counselling Programs: Doctoral Faculty



Note: Trinity Western and Athabasca's graduate programs in counselling are not included as both institutions have Exempt Status.

The percentage of courses being taught by doctoral faculty in graduate education programs ranged from 13% to 100% and averaged approximately 50% across all graduate education programs. This is the only percentage that has shown a decrease from the previous year, going from 59% to 50%. This may be due in part to the discontinuation of the University of Phoenix's MA in Education.



Note: Trinity Western's graduate programs in education are not included as the institution has Exempt Status.

The majority of faculty teaching in professional degree programs have a combination of professional qualifications, academic credentials and experience in the field. It is unclear how institutions determine professional qualification and experience related to the courses taught. The balance between these different types of qualifications differ by institution and by the field of study and/or professional practice area and only academic credentials are required to be reported.

ISSUES / TRENDS

English Language Proficiency Requirements

Most institutions have developed and implemented in-house tests for assessing the level of English language proficiency of prospective students to ensure the student's skill level is appropriate for the type and level of degree program they wish to pursue. The majority of institutions found that the results of the formal tests that are usually the standard for the sector did not accurately reflect the level of proficiency and many admitted students who scored well within the given range of acceptable scores still struggled to succeed at the degree level.

Degree Nomenclature

There is a recent trend within BC's post-secondary system, narrowing the nomenclature for new degree programs to identify a specific focus of study. All new degree programs in BC are required to meet the same criteria that stipulate a breadth requirement, regardless of whether the degree program is applied in nature or has a specific focus. Degree names that are too narrow may pose some unintended challenges for graduates. The degree may be viewed as a "terminal" degree that may bar potential graduates from transitioning to post-graduate studies in jurisdictions outside of BC. Graduates may also face difficulties finding employment opportunities outside of the very specific focus of the degree title.

Academic Culture

Several of the institutions that have received consent to offer degree-level programming previously operated or continue to operate as a career-training institution as well. These institutions have the challenge of shifting the culture of the institution to one with an academic foundation. This transition is often not easy. The educational experience and expected learning outcomes at the degree level are categorically different than those of applied and/or technical career training. These institutions must ensure critical thinking, breadth in the curriculum and exposure to other ideas and points of view by supporting an interdisciplinary approach to faculty working together to envision how applied knowledge and skills fit within the larger picture of higher education.

Recognition and Barriers

Evidence suggests that British Columbia's, and Canada's, post-secondary degree-granting sector still remains inherently biased towards these institutions. Institutions operating under consent encounter barriers to full participation in BC's post-secondary sector. Institutions are still being denied recognition based on the fact that they are private institutions and not based on their legislative or regulatory authority.

Many DAA institutions still note barriers to inclusion in recruiting events and informational resources targeted to potential students that market the opportunities available for post-secondary education in BC. The local market and recruitment event organizers have been resistant to having private institutions involved in events that historically have only included public institutions.

Institutions also note a barrier to full participation in the BC Electronic Library Network Consortium (ELN). The membership fee structure of ELN is prohibitive for smaller institutions where the flat fee works out to a substantial amount per student. However, ELN has created an Associate Membership status to include private institutions to participate in resource sharing. Although Quest University Canada and Columbia College have received Associate Membership, concerns have been raised about why the services and resources available to full members are still unavailable to them.

Students at institutions operating under the DAA are not eligible for scholarship programs offered through several BC foundations and trusts. Although the foundations were established to expand educational opportunities available to students throughout the province, the eligibility criteria limit consideration only to students who choose to attend a publicly-funded institution in BC.

Ultimately it is the student who is affected by these barriers. Concerns have been raised by students at a variety of different institutions during the annual visits for several years in regards to these issues. The perception is that they are treated as second-class citizens simply based on their choice of institution, all of which have the equivalent legislative authority to operate as degree-granting institutions in BC.

The Ministry is currently reviewing these issues to identify opportunities to assist in working towards a truly integrated post-secondary system in BC.

2011/12 REPORTING CYCLE

Reporting Institutions 2011/12

The 2011/12 reporting cycle will include more institutions and programs under consent. The following table includes the list of institutions required to provide reports for the 2011/12 cycle.

Adler School of Professional Psychology	Gonzaga University
Alexander College	New York Institute of Technology
Art Institute of Vancouver	Queen's University
Athabasca University	Quest University Canada
City University of Seattle	Sprott-Shaw Degree College
Columbia College	Trinity Western University
Corpus Christi College	University Canada West
Fairleigh Dickinson University	University of Oregon
Fraser International College	

Reporting Timeline 2011/12

<u>DATE</u>	<u>ACTION</u>
April 1, 2012	Notification of institutions regarding upcoming reporting requirements and deadlines
July 31, 2012	Deadline for institutions to provide annual reports and updated financial security calculations to AVED
August 2012	AVED review of institutional annual reports and scheduling of annual performance meetings
September 2012 – February 2013	Performance meetings conducted by AVED representatives
	AVED review and evaluation of data from reports and performance meetings
	Annual performance reports developed by AVED and sent to each institution for feedback and comments
January – March 2013	Individual performance reports submitted to the DQAB for review
April 2013	Comprehensive consent holder report submitted to the DQAB for review

Appendix 3



NEW MEMBERS OF THE BC TRANSFER SYSTEM

REPORT to the DEGREE QUALITY ASSESSMENT BOARD (DQAB)

November 2011

BCCAT supports the Ministry of Advanced Education review of the annual reporting by institutions with consent under the Degree Authorization Act (DAA) by providing input on their reports. BCCAT's comments pertain to an institution's articulation activities, its adherence to the *Letter of Assurance* with BCCAT and to the *Principles and Guidelines for Transfer*, and any other matters relevant to its membership in the BC Transfer System. This document constitutes BCCAT's input for the 2010/2011 academic year.

OVERALL COMMENTS

This is the first full year of participation by Fraser International College and the Art Institute of Vancouver in the BC Transfer System and our first reporting on their transfer and articulation activities.

As we move towards a system that fully enables all institutions to determine both their sending and receiving roles within the BC Transfer Guide as appropriate to their context, thirteen institutions are already acting in a dual capacity and a number of additional private and public institutions have expressed interest in and / or are already engaged in acquiring both functions. Discussion on appropriate conditions and necessary institutional business practices is continuing across the system over the next year.

BCCAT interactions with new members this year have been positive and productive, and we look forward to continuing to work with them as they integrate into the BC Transfer System. BC-specific articulation has generally increased in 2009/10 with Alexander College, Fairleigh Dickenson University, and University Canada West significantly increasing the number of agreements in the BC Transfer System, likely as a result of the time taken by these institutions to develop articulation relationships.

Importantly, however, it is not a general goal of BCCAT or the BC Transfer System to increase the number of agreements as a matter of course. Rather, what is desired is that institutions focus on relationship building and developing articulations where relevant to the programs they offer and where student mobility is likely to occur. Therefore, member institutions are not necessarily failing to meet an obligation if they have relatively few agreements. In general, though, greater involvement in articulation committee activity will help to build the necessary inter-institutional relationships and broad understanding of programs in other institutions. Of the new members, Alexander College has done particularly well in meeting its articulation committee attendance obligations. Increased participation in articulation committees is highly recommended for the other new members as it is the basis for creating trust and goodwill, as well as understanding the dynamics of credit equivalency.

BCCAT is pleased to see increases in the volume of course-to-course articulations being published in the BC Transfer Guide. However, we hope that consent holders will increasingly find that other articulation tools such as block transfer agreements or Flexible Pre-Major agreements are appropriate to their academic and business environments. A firm understanding of the transfer system's purpose, core values, and operations will encourage new member institutions to fulfill their obligations in the way that is appropriate to their own situations.

BCCAT will continue to assist consent holders, especially new members, in constructing the kind of transfer processes and articulation relationships that work best for them and for their students and allow them to play an appropriate role as members of the BC Transfer System.

STUDENT MOBILITY

BCCAT currently has no means to gather information on the actual mobility of transfer students into or out of the private institutions covered by this report. We look forward in the next few years to the participation of some or all of these institutions in a project to assign personal education numbers (PENs) to their students, which will facilitate the tracking of student mobility among both public and private member institutions of the BC Transfer Systems.