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DEGREE PROGRAM REVIEW
Quality Assessment Report Workbook

BRITISH COLUMBIA PUBLIC INSTITUTIONS

Institution: Thompson Rivers University

Proposed Program:
          Bachelor of Technology (Trades and Technology Leadership)

Quality Assessment Review Panel Member(s):

          Wayne Welsh

          Jack Doan

          Scott Richardson

Date: December 19th, 2006

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Institution:	Thompson Rivers University

Proposed Program:
Bachelor of Technology (Trades and Technology Leadership)

Quality Assessment Review Panel Member(s):

Wayne Welsh

Jack Lewis

[illegible]

Date: December [??], 2006

Overall Assessment

Program Information:

Applicant _____*Thompson Rivers University* _____

Proposed Program Name: _____*Bachelor of Technology* _____
(Trades and Technology Leadership)

Assessment Summary Table:

Standard		Fails	Meets	Conditional
1.	*Degree Level Standard*		YES	
2.	*Credential Recognition and Nomenclature*		YES	
3.	*Curriculum/Program Content*		YES	
4.	*Learning Methodologies/ Program Delivery*		YES	
5.	*Admission and Transfer/Residency*		YES	
6.	*Faculty*		YES	
7.	*Program Resources*		YES	
8.	*Program Consultation*		YES	
9.	*Program Review and Assessment*		YES	

Overall Assessment:

Following its assessment of the proposed program, the Quality Assessment Panel has determined that the proposed program

_____	*fails to meet the Degree Quality Assessment Board's Standards*
YES	*meets or exceeds the Degree Quality Assessment Board's Standards*
_____	*meets the Degree Quality Assessment Board's Standards, on the condition that the following required actions are undertaken:*

Rationale for Determination:
The panel's determination was based on their collective experience and knowledge in academic, trades and administrative work in post-secondary institutions and the industry/business workplace after reviewing the proposal together with the material and evidence collected during the site visit. One member of the panel was a long time university and college faculty member & senior administrator, one was a long time trades & technology administrator, and one was an engineer & consultant with a Master's degree in leadership.

After reviewing the DQAB standards & criteria and the proposal, the panel had four general questions (and several lesser specific points) related to the specific criteria upon which they sought clarification during the visit:
- the proposal was innovative in proposing to accept into third year level students with a trades foundation and experience; would the program meet baccalaureate standards and at the same time could students with the entry foundation succeed?
- the proposal contained hints of confusion related to the TRU and OL collaborative effort and merger; for example what institutional polices & procedures applied and what impact, if any, would the merger have on the program, particularly at the outset?
- the level and type of consultation seemed appropriate initially but was there any follow-up done during the (long) period since the proposal was submitted that was supportive?
- the proposal contains some existing courses that are part of a BTech(Technology Management) program; is the proposed degree sufficiently distinctive in leadership?

The panel referred to the workbook criteria during development of the site visit agenda to ensure that it could garner during the visit the necessary evidence it needed in order to make a decision on each of the nine individual categories as well as the over-all assessment. The panel asked to speak to some prospective students and prospective employers to get some direct (and admittedly primarily anecdotal) evidence on their knowledge of the proposal, their interest in it, and their perspective on the value of the program and credential to their needs. The panel received consistent and highly supportive comments. The panel also interviewed senior administrators, program coordinators, faculty developers and the head librarian to gather evidence on institutional policy, practice, commitment, and readiness to delivery and support the program. In each case the evidence supported a positive conclusion.

The panel unanimously recommends that the DQAB approve this proposal based on their assessment. It feels that this program is of high quality, is distinctive and would be attractive for many people in British Columbia and possibly across Canada due to the on-line delivery mode built into the design. The panel recognizes that the TRU and OL combination and specialized mandates will bring significant strengths to the program and a very positive environment within which to house it. For example, TRU recently appointed a Canada Research Chair, Dr. Norm Friesen, whose research on e-learning technologies should have a positive impact on this and other predominantly online programs.

Signed:

Chair of the Quality Assessment Panel:

_____ _____
          (Signature)   (Date)
_____
        (Printed Name)

Quality Assessment Panel Members:

_____ _____
          (Signature)   (Date)
_____
        (Printed Name)

_____ _____

_____ _____
          (Signature)   (Date)
_____
        (Printed Name)

Standards Assessment Worksheets

1.   Degree Level Standard

Standard

The institution must demonstrate that the proposed program meets or exceeds the proposed degree level standard (refer to Appendix).

Determination of Quality Assessment Panel

The Applicant:

	fails to meet this standard
YES	meets or exceeds this standard
	meets this standard provided that the following requirements are addressed:

Rationale for Determination:
The panel recognized that this program would meet the general "rule of thumb" for baccalaureate degree programs requiring graduates to complete a minimum of 120 credits, including about 45 upper level credits. The panel spent considerable time during the assessment on this criterion because the program consists of a unique combination of technical education and experience with a "core" set of leadership courses, rounded out with general education coursework. All administrators, program developers, students and industry people that were interviewed were questioned on various aspects of this criterion. While there was a good deal of diversity in the knowledge of the specifics of the program, those interviewed did supply comments that indicated the program would provide graduates with an appropriate level of knowledge, core competencies and transferable skills to meet this standard. The panel did a detailed cross reference of the learning outcomes against these three areas and concluded the program met the standard.

Criteria for Assessing Satisfaction of Degree Level Standards

Criteria	Comment
The program meets or exceeds specified learning outcomes (see appendix).	The design of the degree requires graduates to have a combination of technical and leadership knowledge, general education coursework, and workplace experience. The panel felt that this design provided a good structure for the standard required and followed up with an investigation of the learning outcomes and coursework. The panel reviewed and discussed the program learning objectives and individual course content with the program coordinators. The panel cross referenced the program and course outcomes and assessed them against the core competencies listed in the workbook standard. The panel concluded that there was a high degree of correlation between the program learning objectives & standard, as well as between the program learning objectives & content from the courses. Many of the upper level courses require students to apply the concepts to their work setting thus building a good base for them to be able to transfer the learned theory to practice in general. The program was deemed by the panel to be of baccalaureate level (through comparison with other programs (see criteria #3). The panel concluded this criteria was met.

2.   **Credential Recognition and Nomenclature**

Standard

The institution must demonstrate that the credential is or can be recognized and accepted by professional and licensing bodies and employers. The name of a degree should convey long-term meaning; the content of a degree program should be consistent with the name; and the reputation of the institution and of post-secondary education in British Columbia should be enhanced by the quality of the offering. Beyond that is the value to graduates of having a professional credential recognized by appropriate licensing and accrediting bodies as the basis for entry to practice.

Determination of Quality Assessment Panel

The Applicant:

_____	fails to meet this standard
Yes	meets or exceeds this standard
_____	meets this standard on the condition that the following requirements are addressed:

Rationale for Determination:

The panel concluded that there are no licensing or accrediting bodies applicable to this program. However, based on evidence of consultation with professional organizations, occupational groups/employers and interested bodies the panel agreed that the credential is appropriately descriptive and will be recognized by those groups. As well the name was debated and supported widely within the institution. The panel agreed that the name reflects both the program content and the intended audience. Finally the panel noted in discussions with the VP Academic (and referenced in the proposal) the specialized university mandate legislated for TRU which embraces innovation and "a culture of change". This program appears to be aligned to institution values in a significant way given that the program is designed to adapt and apply the theory and practice of leadership, including the management of change, to the Trades and Technology sector.

Criteria for Assessing Satisfaction of Credential Recognition and Nomenclature Standard

Criteria	Comment
Evidence that relevant occupational and professional groups will recognize the credential and their assessment of whether the credential will contribute to the professional advancement of the graduate.	The Institution provided sufficient evidence of appropriate consultation with industry through: - the composition of and consultation with an advisory committee; TRU policy on Advisory committees (www.tru.ca/assets/policy/adm/adm20-0.pdf) was reviewed for a requirement of active and ongoing consultation; - the panel interviewed three members of the committee and one additional industry representative representing a large employer in the region and also a member of the Heavy Industry Training Advisory Committee (each of them offered assurance of "professional" recognition for this degree and the value it would provide graduates); - the panel further asked for and received comments and sample correspondence from the Dean and Program Coordinator about follow-up consultation with these and other relevant groups and individuals; for example the "Okanagan Technology Industry Study 2005" commissioned by Industry Canada, The Okanagan Science & Technology Council and EDC (Central Okanagan) provides data and arguments that support the need for such a program and credential.
Evidence that the institution is making provisions for credential recognition and course transfer, and that the institution will advise students of any changes to credential recognition or course transfer in a timely manner.	. The panel reviewed the TRU policy on Transferability of University Credits (www.tru.ca/assets/policy/ed/ed02-4.pdf) which supports the Pan Canadian Protocol on Transferability of University Credits, and the policy on PLAR (…/ed02-0.pdf) which provides for a high quality and significant assessment and recognition of prior learning; the integration of OLA policies and experience, including their renewed work on a credit bank, will strengthen this area even further. The Registrar's office has a standard operating procedure to inform students of any changes in credential recognition or course transfer in a timely manner.

3:   Curriculum/Program Content

Standard

The institution must demonstrate that the program offers an education of sufficient breadth and rigour to be comparable to similar programs at the proposed degree level offered by recognized provincial, national and international post-secondary institutions. The curriculum must be current and reflect the state of knowledge in the field, or fields in the case of interdisciplinary and multidisciplinary programs.

Determination of Quality Assessment Panel

The Applicant:

	fails to meet this standard
Yes	meets or exceeds this standard
	meets this standard on the condition that the following requirements are addressed:

Rationale for Determination:

The framework for this standard is addressed for proposals from TRU within their degree program approval process which utilizes broad university consideration of proposals. The panel checked that this process was used and did not result in unresolved issues. The panel also reviewed the leadership core component of the program relative to the MA(Leadership) program at Royal Roads and the over-all program to the three Bachelor of Technology programs listed in the full proposal. The comparisons relative to breadth and rigour were favourable.   In addition, the panel checked, through interviews with four industry members and the Dean, that continuing consultation took place with employers and other stakeholders in industry to ensure the curriculum content and program design are current and responsive to their needs for managers. They were supportive of the combination of technical, leadership and general education requirements in the proposal towards this end.

Criteria for Assessing Satisfaction of Curriculum/Program Content Standard

Criteria	Comment
Approval by the institution's senior academic governance body (i.e., Senate, Education Council, or equivalent), or an academic planning and priorities committee to which it has delegated authority and which has sufficient qualifications to ensure that the curriculum is current and reflects the state of knowledge in the field and the needs of the field in practice. If an external review is undertaken before submission of the degree proposal, the external review committee's report should be included in an appendix.	The panel discussed the overall program approval process with the VP Academic and reviewed the minutes of the Education Planning and Program Review committee (16-02-2006) and Senate (27-03-2006) to confirm appropriate approvals were obtained. These groups are constituted and mandated appropriately to ensure academic quality. The panel also reviewed the Program Advisory Committee minutes (28-14-2005) and interviewed three members to confirm industry relevance and currency.
Learning outcomes and standards for the program demonstrate how graduates will be prepared with a sound basis in theory, as well as the intellectual, communications and other skills necessary to be effective in the workplace upon graduation, and to remain current in their field.	The panel reviewed the program learning outcomes and individual course outlines and discussed them with the Program Coordinators and developers. They also reviewed the BTech(Technology Management) offered by TRU-OL, The BTech(Manufacturing) offered by BCIT, the BTech(Marine) offered by Memorial, and compared overall leadership courses with the Royal Roads MA(Leadership) program. The review and comparisons were positive relative to this criterion.
Learning outcomes and standards meet the requirements of the field of practice and the standards set by any relevant professional or accrediting body.	The panel also questioned industry members of the Program Advisory Committee about outcomes and standards relative to industry needs and potential barriers to success for potential students. All comments were positive.
Courses provide exposure to increasingly complex theory, and in applied programs, the application of that theory to practice in the field.	During this review the panel felt that more attention to the skills of change management for those in leadership positions should be included in the program for completeness. It was agreed to move ADMIN 466 from an elective category to a required course. Pre-requisites for all courses (and the introductory leadership course, LEAD 310, and capstone course, LEAD 490, in particular) were reviewed against this criterion. Courses are sequenced so that increasing complexity is encountered by the students as they progress through the program. The panel concluded that this criterion was met.
Time allotments assigned to the program as	Course credits and hours for existing courses

a whole, and to components in the program, are appropriate to the stated learning outcomes.	were deemed appropriate. These were discussed for the LEAD courses developed specifically for this program with the program coordinators and were also deemed appropriate.
The type and frequency of evaluations of student learning are commensurate with the stated learning outcomes and provide appropriate information to students about their achievement levels.	The panel reviewed TRU policy on student evaluation (Ed-03-5) and individual course outlines. The outlines met the requirements of the policy which was deemed appropriate.
Admission requirements and levels of student achievement for promotion or graduation are appropriate to the learning outcome goals and degree level standard.	The admission requirements stated in the proposal (Grade 12 graduation (or equivalent), a Trades credential and 4 years experience) were deemed appropriate by the panel. Students will be assessed individually relative to their credentials and experience to assess initial credit assignment and bridging coursework needed. Credit allocation for graduation is consistent with provincial standards and the graduation standards must meet TRU standards which were deemed appropriate.
Programs with work experiences, field placements etc., and have appropriate articulated learning outcome goals and a method for joint instructor and employer evaluation leading to the assignment of a grade.	Individual courses and the program do not require specific work experiences or field placements however students are expected to bring work experience as an admission requirement and to apply most coursework to their work. No joint evaluation was in place nor deemed necessary by the panel.

4. Learning Methodologies/Program Delivery

Standard

Learning methodologies are the methods of delivery that will be used to achieve the desired learning outcomes at an acceptable level of quality. The institution must demonstrate that it has the expertise and resources to support the proposed method of delivery and ensure its effectiveness. In some cases, it may be more appropriate for the institution to demonstrate that it has a realistic plan to put the necessary expertise and resources in place.

Determination of Quality Assessment Panel

The Applicant:

_____	fails to meet this standard
YES	meets or exceeds this standard
_____	meets this standard on the condition that the following requirements are addressed:

Rationale for Determination:

The panel viewed this as a key section given the on-line nature of the program design and the collaborative and combined resources & experience of TRU and OL to offer it. Consequently documentation and comments were solicited by the panel throughout the site visit on this area. The panel noted the commitment of senior administration, the active involvement of several areas during the development (Trades & Technology, Business & Economics, Education and OL Business Management), and the overall transition planning that had an impact on the potential delivery of this program. The proposal was somewhat vague on how the initial third year leadership course and final capstone leadership course would be delivered however the panel felt there were several reasons, including bridging, orientation and final summation features, that favoured a mainly face-to-face approach. This was accepted by the program developers and administrators so will be adopted in the course outlines. Prospective students and employers felt the delivery system was appropriate and did not raise barriers (including the face-to-face components). The panel felt tat the combination of OL experience, TRU resources and new library features for support of on-line students will positively affect all students taking TRU-OL courses.

Criteria for Assessing Satisfaction of Learning Methodologies/Program Delivery Standard

Criteria	Comment
The delivery method(s) and quality assurance policies facilitate and/or enhance the proposed learning outcomes and are appropriate to course content.	For the upper level courses the delivery is predominantly on-line with introductory and capstone courses being face-to-face. OL experience in on-line development of courses and delivery is extensive and was utilized for development of most of the courses in this proposal. TRU approval and review policies are in place for quality assurance. The panel reviewed the course development work flow process, course outlines and program outcomes. They also reviewed the relevant Senate minutes and the Education Planning and Program Committee mandate (www.tru.ca/senate/committees/eppr.html) And relevant minutes. They concluded the delivery methods are appropriate for this program and that appropriate quality assurance policies are in place.
Evidence that the applicant has the expertise and resources to support the proposed method of delivery and ensure its effectiveness or demonstrates a viable plan to put the necessary expertise and resources in place..	To better understand how the merger of TRU and OL would impact this program, and in particular how their joint expertise and resources would combine to support it, the panel interviewed several TRU administrators, two OLA coordinators and the TRU head librarian. During a review of the Project Schedule and IT Services Project Timeline it was confirmed that the computing services for WEBCT and other instructional support were already moved and working. Full transition of IT systems will be completed by July. Library licenses and databases have been integrated and are in use. The library belongs to COPPUL and CRKN thus providing students with borrowing privileges in university libraries across Canada. The librarian commented that they subscribe to a significant number of on-line databases and journals and showed the panel the introductory web pages of a web based support system they have developed for on-line students that will also serve some orientation purposes. Adequate library resources are in place for existing courses and additional budget for new courses has been identified. OL has several instructors (tutors) in place for existing courses and identified senior tutors for this program. Technical assistance is provided for them. TRU provided a draft posting for an initial faculty hire and commitment for additional hires as the program is implemented and grows.

	Administrative capacity is in place. Provision has been made for satisfactory physical resources including offices and classrooms in existing and new facilities.
Where applicable, policies pertaining to technology-based, computer-based and web-based learning and modes of delivery ensure: ➢ student and faculty preparation and orientation; ➢ reliable, and sufficient course management systems; ➢ accessible technical assistance for students and faculty; ➢ appropriate hardware, software and other technological resources and media; and, ➢ well-maintained and current technology and equipment.	Given that this program is based significantly on web-based learning and delivery this criterion is basically addressed above. The panel noted from interview comments that orientation for faculty is provided through employee handbooks and orientation sessions. WEBCT is the course delivery and management software; it is maintained at the latest version and faculty from both partners keep current on other web-based instructional systems. TRU computing equipment is kept up-to-date via partnership agreements that provide excellent equipment replacement cycles.

5.   **Admission and Transfer/Residency**

Standard

The institution should demonstrate that the program is designed to provide flexible admission and transfer arrangements[1].

Determination of Quality Assessment Panel

The Applicant:

_____	fails to meet this standard
YES	meets or exceeds this standard
_____	meets this standard on the condition that the following requirements are addressed:

Rationale for Determination:

The panel discussed admission, transfer and assessment arrangements with the program coordinators from both TRU and OL and reviewed the relevant policies on the website. Residency was also discussed with the VP Academic and Dean during a review of that policy in relation to Senate and EPRC motions approving the proposal. Prospective students that were interviewed were questioned about their understanding of these arrangements. While they had not explored exact admission procedures, they had a good sense of their potential for admittance and a sense of what might be transferable from their individual backgrounds. One student wanted an online technology teacher (education) program which this program would not satisfy.

The panel noted some short term confusion on admittance for students is likely to occur as a result of the current status of web based information on both TRU and TRU-OL policies and procedures, but these areas appear to be easy to navigate and student advising help is available, so the overlap was not deemed critical. The panel was assured that new information specific to the program will be provided as part of implementation if the program was approved. Further it was pointed out that TRU's institutional values include a commitment to diversity and to First Nations inclusion which resulted in representation of an aboriginal member on their advisory committee. The panel interviewed this member. He had a two trade's tickets and significant business experience; he felt the admission requirements and procedures would not be barriers to applicants from First Nations.

The panel concluded this criteria was met.

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[1] It is highly desirable, yet not essential, that an applicant meet this standard.

Criteria for Assessing Satisfaction of Admission and Transfer/Residency Standard

Criteria	Comment
Evidence that the institution has clearly established policies on admissions and transfer and will inform students of these provisions.	The panel noted that TRU is a member of BC Council for Admissions & Transfer and participates as a "receiving" and "sending" institution. TRU subscribe s to the Pan-Canadian protocol on transfer of credits. The panel discussed TRU-OL general policies and procedures on admissions, transfer credit and PLAR with the program administrators and were deemed appropriate. Students are referred to TRU Admissions Office web pages and library web pages for information. Morse prospective students at this stage are receiving information through the Dean's and Coordinator's offices.
Appropriate residency requirements.	The panel flagged this requirement prior to the site visit as a potential issue given the difference between requirements in the policies of TRU (50%) and OL (6 credits) and given the program design which is based on up to 60 credits initial transfer. The panel was provided with Senate minutes (27-03-2006) which approved the proposal under an assumption (substantiated through comments) that the policy applied to the last two years. Effectively this means the program has a 25% residency requirement which the panel felt was appropriate.

6. **Faculty**

Standard

The institution must demonstrate that it has the human resources necessary to develop and deliver a quality degree program. In some cases, it may not be feasible for an institution to hire faculty until it receives program approval. In these cases, the institution should provide the specific faculty selection criteria that will be used to ensure new faculty hires have the necessary qualifications for the degree level being offered.

Determination of Quality Assessment Panel

The Applicant:

_____	fails to meet this standard
YES	meets or exceeds this standard
_____	meets this standard on the condition that the following requirements are addressed:

Rationale for Determination:

The panel reviewed qualifications and experience of faculty from OL who are teaching existing courses that would be part of the program. It discussed hiring policies and plans for faculty for this program at TRU with the VP Academic and Dean, including details of an initial hire. Administrative and coordination personnel are in place. While the panel had no issues with policies, procedures or qualifications to be met, if felt that priority should be given to more faculty hires in future to complement the more teaching intensive role of part-time or contract instructors. A commitment was received on this point which the panel accepted in order to meet this criteria.

Criteria for Assessing Satisfaction of Faculty Standard

Criteria	Comment
Faculty and instructors in sufficient numbers, and with the appropriate credentials to develop and deliver the degree level being offered.	Courses in the program currently offered by TRU-OL are staffed by 13 tutors, 2 of which are full-time (senior). One senior tutor would be identified for this program and additional tutors would be hired as required. TRU provided a draft posting for an initial faculty hire which specified appropriate experience and qualifications (Ph.D. preferred, Masters required). The VP Academic and Dean committed to hiring additional faculty as the program developed and grew.
Evidence that the institution's policies and practices on the type of academic appointment of faculty are appropriate to sustain the degree program.	TRU's policy (HDM 4-0) and practice (selection advisory committee process in CA) were deemed appropriate. Qualifications of tutors at OL who currently teach courses that would be part of this program were reviewed and all but one were at the Masters or higher level.
Faculty teaching graduate courses will normally have the terminal academic degree credential in the field in which they are teaching.	N/A
Faculty providing doctoral supervision are expected to have an active research program in their discipline or field of study.	N/A
For any proposal involving human research, a statement that a Research Ethics Board is in place.	An appropriate institutional policy and board is in place (…/senate/committees/ethics_human.html)
For any proposal involving animal research, a statement that an Animal Care Committee is in place.	An appropriate institutional policy and board is in place (…/ethics_animal.html)

7.   **Program Resources**

Standard

The institution must demonstrate that it has the physical resources, both start-up and development, needed to assure a program of acceptable quality. These include facilities, equipment, library resources, laboratories, computing facilities, shops, specialized equipment, etc., and cooperative work placements where this is a component of the program. In some cases, an institution may not be able to ensure resources are in place until after it receives program approval. In these cases, the institution may bring forward a proposal based on a realistic plan for putting the appropriate resources in place as an alternative to demonstrating that all resources are in place.

Determination of Quality Assessment Panel

The Applicant:

	fails to meet this standard
Yes	meets or exceeds this standard
_____	meets this standard on the condition that the following requirements are addressed:

Rationale for Determination:

Because the last two years of this program received the majority of the panel's attention during this assessment, and it is predominantly online in nature, most of this criteria has been addressed in point 4 above (favourable). TRU (and its predecessors, Cariboo University College and Cariboo College) enjoys a reputation of providing high quality trades and technology programming. Therefore support for the philosophy of a degree based on this foundation, which the panel identified as institution-wide during this assessment, was evident. Based on interviews with the head librarian and senior administrators, and through a guided tour of facilities, the panel concluded all other resources required by the program are also in place or planned to be available. The panel noted a significant contribution from the Industry Training Authority for development and implementation of the program.

Criteria for Assessing Satisfaction of Program Resources Standard

Criteria	Comment
Evidence that the physical plant, equipment, technology, and support services adequately support the organization's educational and student activities.	Administration of the program will be housed with Trades and technology and is the responsibility of that Dean. Classrooms, offices, equipment and support for faculty and students seemed excellent. New facilities are under construction for OL faculty and staff. IT services have moved to larger facilities and upgraded. The online technology and support services appear to be strengths. General campus facilities and features are excellent and include new residences, international student and athletic facilities.
Submission of any agreements with other institutions where resources and services are shared.	Details of the shared resources and services between TRU and OL were described in section 4.
Evidence of commitment to provide and maintain necessary learning and other resources specific to the program and to supplement them as necessary.	The panel interviewed the VP Academic, Dean of Trades and Technology, Dean of Business and Economics, Dean of Education, program coordinators from TRU and OL, Head Librarian, and key faculty involved in program development. The panel felt that this proposal resulted from a collaborative effort based on significant institution wide and industry support. This should provide the basis for an institutional priority for the success of the program and complements the comments heard about such a commitment. The panel also noted a commitment to develop additional electives in partnerships with industry.
Evidence of reasonable student and faculty access to information resources (such as library, databases, computing, classroom equipment and laboratory facilities) sufficient in scope, quality, currency and type to support students and faculty in the program.	Given the on-line nature of the program, this criteria is addressed in section #4

8.   **Program Consultation**

The institution must demonstrate that it has consulted appropriate individuals and organizations in the development of the program proposal.

Determination of Quality Assessment Panel

The Applicant:

_____	fails to meet this standard
YES	meets or exceeds this standard
_____	meets this standard on the condition that the following requirements are addressed:

Rationale for Determination::

The panel was aware of the formation and initial consultation with an industry advisory group, called a "Pan-Canadian Council" and of the feedback from Kwantlen University College during the earlier stages of the DQAB process. The panel investigated the follow-up on these consultations and sought evidence of additional consultations through interviews with the Dean, Program Coordinator and several industry people. Minutes of meetings with other industry groups and correspondence with individuals was provided in addition to the comments received from those interviewed. The panel concluded that there has been a long standing interest from a broad range of industry sectors in this degree and the consultation is ongoing and appropriate. A sample comment indicated that many technicians, identified as having potential for promotion and leadership qualities, suffer burn-out if they cannot progress, and that company (contracted) short-course training is inconsistent and insufficient for this issue (and that this program appeared very promising). The panel concluded that there were no unresolved issues relative to KUC's comments based on the follow-up from TRU with them. The panel also reviewed the TRU policy on advisory committees (.../assets/policy/adm/adm20-0.pdf) which specifies ongoing consultation.

Criteria for Assessing Satisfaction of Program Consultation Standard

Criteria	Comment
Evidence that the institution has done its due diligence in consulting with employers, students, program advisory committees, other post-secondary institutions, etc.	The panel read the minutes of the advisory committee meeting attached to the proposal and interviewed three committee members which confirmed that ongoing consultation was underway and that follow-up items were being dealt with. The advisory committee will be expanded as program options develop. The committee also read minutes of the 08-06-2006 Heavy Industry Training Advisory Committee meeting and noted discussion and support from them. This was confirmed in an interview with one industry member. The Dean and Program Coordinator pointed out several correspondences with industry members. The Dean and faculty at TRU are active participants in the BC post secondary technical deans and vocational instructor groups respectively and received support from those groups during discussions of the proposal. Four students were interviewed who supported the proposal.
Evidence of support for the program and in cases where consultation feedback results in negative comments, a clear response addressing those comments.	The evidence was very positive with the exception of some comments in the initial KUC response. The panel reviewed the TRU response, subsequent e-mails between the Deans and a prior joint conference presentation on the degree by the two Deans. The panel was satisfied that there were no unresolved issues.

9.   Program Review and Assessment

Standard

In order to ensure the ongoing currency of the program and the quality of its learning outcomes, the institution must show evidence that a program review and assessment procedure is in place.

Determination of Quality Assessment Panel

The Applicant:

_____	fails to meet this standard
YES	meets or exceeds this standard
_____	meets this standard on the condition that the following requirements are addressed:

Rationale for Determination:

The panel reviewed TRU policy on institutional program review and discussed the practice and experience in this area with the Dean. The policy and practice were deemed appropriate. In addition, for this program the Advisory Committee annual review provides some assurance that the program will remain current and continue to maintain high quality and relevance, in part through their experience with graduates.
The panel felt this would be an ongoing strength for the program.

Criteria for Assessing Satisfaction of Program Review and Assessment Standard

Criteria	Comment
Evidence of a formal, institutionally approved policy and procedure for the periodic review of programs that includes the following characteristics: ➢ Formative and ongoing reviews and a summative review every five to seven years; ➢ Ensures that the program remains consistent with the organization's current mission, goals, and long-range plan; ➢ Learning outcomes achieved by students/graduates meet the program's stated goals and standards and the degree level standard; ➢ Where appropriate, assessment of graduate employment rates, graduate satisfaction level, employer satisfaction level, advisory board satisfaction level, student satisfaction level, and graduate rate; ➢ Adequacy of, and efficient and effective use of resources (physical, technological, financial and human); ➢ Continuing appropriateness of the program's structure, method of delivery and curriculum for the program's educational goals and standards; ➢ Continuing adequacy of the methods used for evaluating student progress and achievement; and, ➢ Indicators of faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization.	The panel reviewed the TRU Program and Service Review Policy (BRD 08-3) which lists a requirement for a summative review within a 10 year cycle but encourages program reviews every 5 years. The basic criteria spelled out in the policy requires that all of the criteria in this area be addressed. The policy on advisory committees is consistent with this policy in areas of overlap. The Dean commented that the Collective Agreement requires faculty assessment at set time periods by student evaluations, a self-evaluation, and two peer evaluations. The Dean's office initiates formative program assessment each year by through a written evaluation that is both anonymous and confidential.