Program Review

NORTH ISLAND COLLEGE
NIC

Quick Start Guide

Your Support Team

Institutional Research and Planning Department

Institutional Research and Planning provides:

- Data packages of standard reporting data including summaries of BC Student Outcomes data if available
- Consultation on the development and implementation of tools for gathering feedback from various groups (e.g., survey questions, survey development, summaries)
- Assistance in interpreting and displaying data for including in Self-Study

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Centre for Teaching and Learning Innovation

The Centre for Teaching and Learning Innovation provides:

- Leadership and direction for entire process
- Resources (guides, templates, and exemplars)
- Guidance and facilitation of the Self-Study, Final Report and Action Plan, One-Year Follow-Up Report
- Assist in follow-up actions and related program, teaching and learning enhancements

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Purpose and Process

INQUIRE
What is working?
Discover and appreciate program strengths.

IMAGINE
What might be?
Envision future possibilities and desired path forward.

INNOVATE
What is next?
Translate vision into action statements.

IMPLEMENT
Who and when?
Put the plan into action.
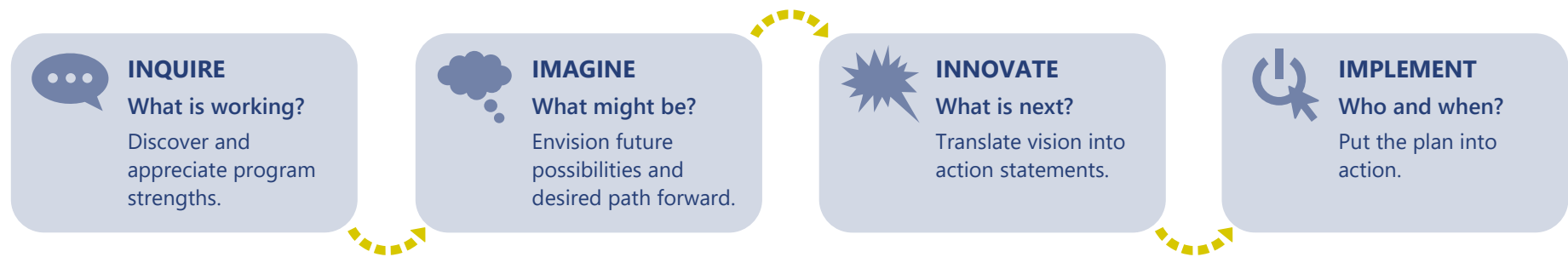
What is Program Review?

The institutional program review process is a faculty-led, collaborative, and evidence-based examination of a program's quality including curriculum, student learning experiences and community relationships.

Program review is an ongoing inquiry process where interest groups, including students, alumni, faculty, and employers reflect on the strengths of educational programs and identify areas for enhancement.

The program review process engages all participants in an assessment of how well programs and departments are providing quality experiences for student learning.

The process is part of an ongoing curriculum renewal and review process whereby all learning experiences are continually reviewed for reshaping, renewing, and rethinking how best to provide for the needs of learners, employers, and the communities NIC servers.

Program reviews give departments an opportunity to answer any burning questions, fill in gaps with data and obtain timely feedback from students, faculty, alumni, employers, community members etc.

Examples of Questions to Explore

- What do students feel were the most important parts of their learning experience?
- What aspects of our program or courses do students find most valuable to their learning?
- What knowledge and skills do students feel they are missing to be successful in employment or further education?
- How responsive is our program to the current and emerging needs of employers and community agencies?
- Are our students applying new learning and retaining it many years after graduating or leaving for new pursuits?
- Is our program aligned with and contributing to the vision and direction of the institution?
- Are we gathering suitable evidence of student learning aligned with our program and course learning outcomes?
- Is our program and courses flexible and adaptable for all learners?
- Are we appropriately integrating Indigenous and intercultural perspectives, knowledge, and relevant competencies into our program?

Quality Assurance Process Audit and Program Review

What is the Quality Assurance Audit (QAPA)?

The Quality Assurance Process Audit (QAPA) is an external review process based on information provided by the institution along with an external panel site visit to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented and are producing quality academic programming. The program review process and policy form a key part of audit.
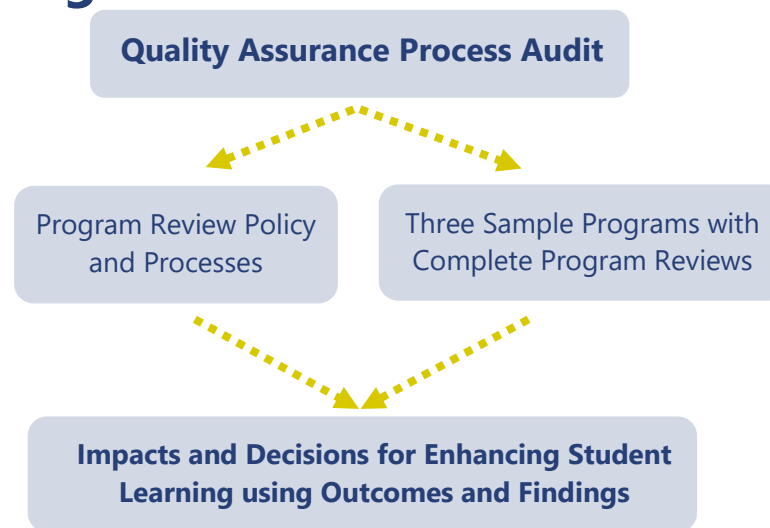
The audit feedback provides the Ministry with insights as to how aligned institutions are with the provincial standards and expectations. The Ministry also uses this information to share with other provinces and countries to provide a smoother transition for student mobility while promoting quality learning.

All British Columbia public institutions participate in QAPA once every seven years. The audit ensures an institution:

- continues to meet the program review policy requirements outlined in the DQAB's Exempt Status Criteria and Guidelines and the Degree Program Review Criteria and Guidelines, as application to the institution;
- has and continues to meet appropriate program review processes and policies for all credential programs; and
- applies its quality assurance process in relation to those requirements and responds to review findings appropriately.

QAPA is also an opportunity to explore how the institution is making academic quality a top priority using a critical lens and reflective activities. The audit also encourages conversations and engagements about improvements.

The QAPA process provides the institution a chance to take stock of what is going well and where plans need to be put in place for enhancement to ensure ongoing reflective activities contribute to quality student learning.

Quality Assurance Process Audit

Program Review Policy and Processes

Three Sample Programs with Complete Program Reviews

Impacts and Decisions for Enhancing Student Learning using Outcomes and Findings

How does QAPA Impact NIC's Program Review Process?

The Quality Assurance Process Audit (QAPA) asks the institution to detail all components of their program review process and identify three to five programs who have completed the program review phases. For the three chosen programs, reports detailing the program review process are submitted to the QAPA Panel. The QAPA Panel members, via their site visit, thoroughly investigate the processes and policy components of program review and interview the three program areas to understand the impacts and changes that took place because of the program review.

The QAPA Panel is looking for a variety of key components to be present in all BC public post-secondary program review processes as well as appropriate outcomes and impacts of the process on improvement to the quality of student learning experiences.

Key Interest Groups

Faculty Members
- key contributors and drivers of self-reflective process
- led internally by the Program Lead, Program Chair, or faculty member

Students
- current students and alumni contribute feedback on their learning experiences and perceptions about value of programming and courses

Dean
- provide support, feedback, and oversight at the program level

Administration
- undertakes actions outlined in NIC Policy 3-11
- oversees the College's program review processes, responsibility to Quality Assurance Process Audit and ongoing program review and renewal

External Review Team
- three-person team comprised of two peers external to NIC and one NIC peer from another department
- provide objective feedback and offer recommendations

Program Advisory Group
- employers who hire graduates and/or support internships, practica, or placements
- community members and agencies involved in supporting the program area
- provide objective feedback and offer recommendations for enhancements

Institutional Support Team
- Centre for Teaching and Learning Innovation to facilitate overall process and support program leads, chairs and faculty members
- Department of Institutional Research and Planning to provide data packages, support on survey development, data gathering and analysis

Program Review is a faculty-led process involving many key interest groups.
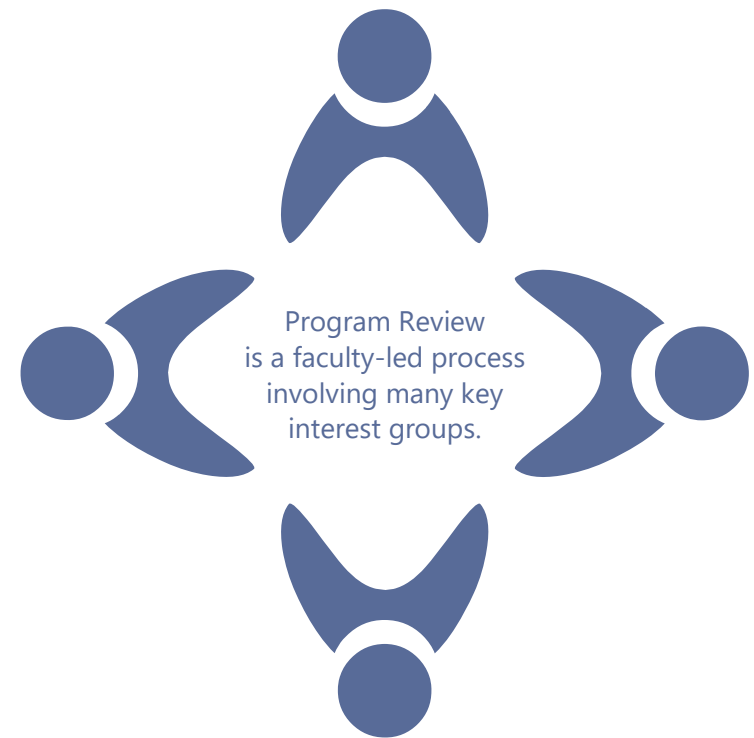
Program Review Phases: One-Year Plan

#	Phases	Year 1 Program Review			Year 2 Program Review			Year 3 Program Review			Year 4 Ongoing Renewal Activities			Year 5 Ongoing Renewal Activities			Year 6 Ongoing Renewal Activities			Year 7 Ongoing Renewal Activities		
		Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.	Fall	Win.	Spr.
1	Planning Phase	X																				
2	Data Gathering and Analysis Phase		X																			
3	Self-Study Phase		X	X																		
4	External Review Phase			X	X																	
5	Final Report and Action Plan Phase				X																	
6	One-Year Follow-Up Phase					X	X	X														
7	Ongoing Curriculum Renewal Phase								X	X	X	X	X	X	X	X	X	X	X	X	X	X

(Shaded cells are marked with X.)

Note:
- There are seven phases part of the Program Review process. This process repeats every seven years.
- The first five phases of program review take about one academic year (~10 months) with a follow-up report a year later, at the end of Year 2.

Program Review Phases: Two-Year Plan

	Phases	Year 1 Program Review			Year 2 Program Review			Year 3 Program Review			Year 4 Ongoing Renewal Activities			Year 5 Ongoing Renewal Activities			Year 6 Ongoing Renewal Activities			Year 7 Ongoing Renewal Activities		
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4	External Review Phase					■	■															
5	Final Report and Action Plan Phase						■	■														
6	One-Year Follow-Up Phase								■	■												
7	Ongoing Curriculum Renewal Phase										■	■	■	■	■	■	■	■	■	■	■	■

Note:
- There are seven phases that are part of the Program Review process. This process repeats every seven years.
- The first five phases of program review can take place over two years. A year later there is a follow-up report due at end of Year 3.
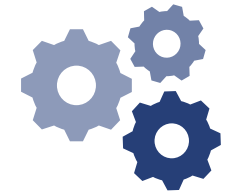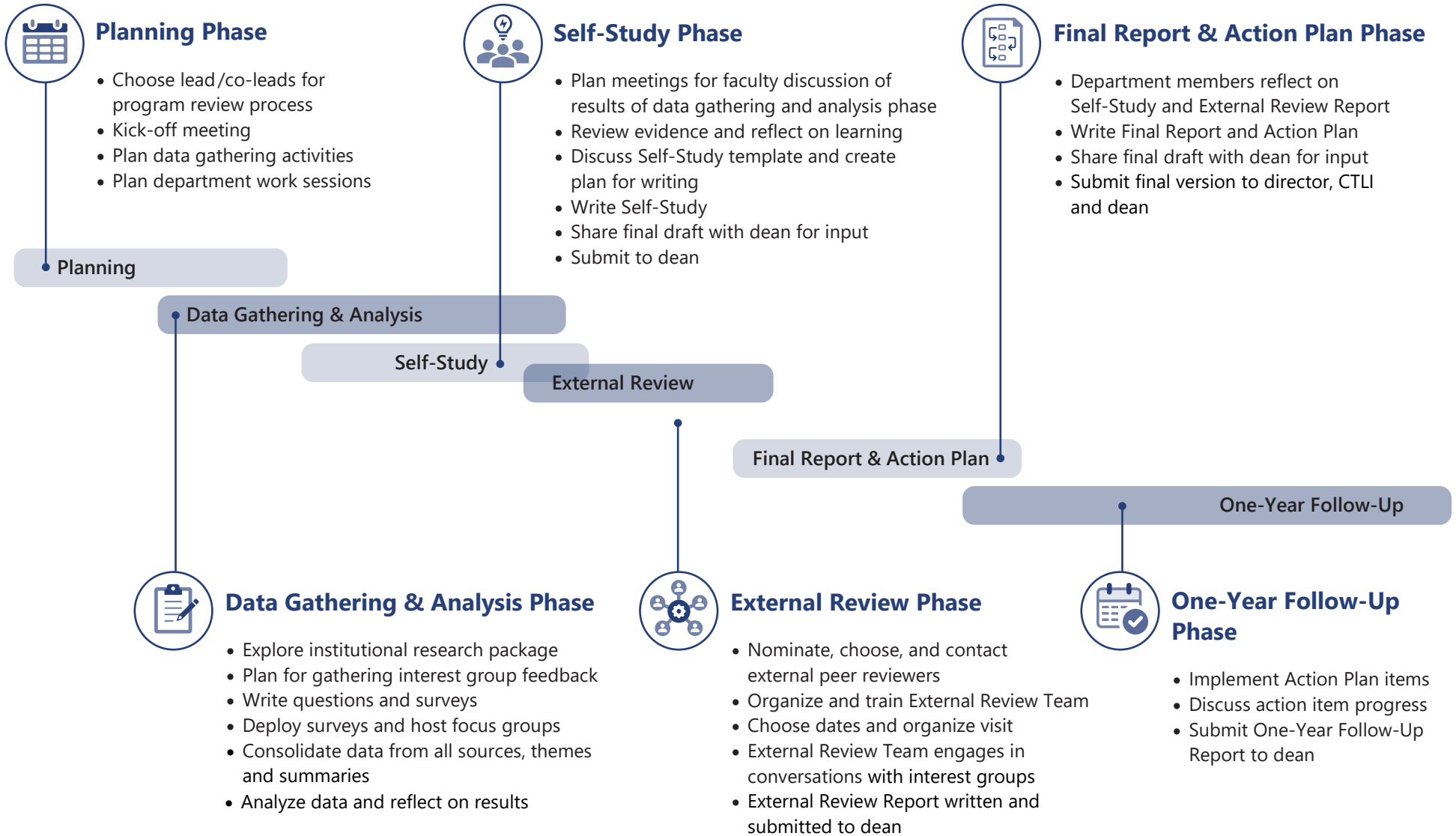
Instructor Time Commitments for Each Phase

For each phase of the review, instructors work in large or small group gatherings to progress through each phase. Support and facilitation are available from CTLI.

1. **Planning Phase** (Instructor Commitment: ~ 3-4 hours)

   Set up timelines for completion, ensure clarity on expectations, develop a plan, and explore areas to focus during the review.

2. **Data Gathering and Analysis Phase** (Instructor Commitment: ~ 6-8 hours)

   Gather feedback including past and current student evaluations, employers, industry, community members etc. Feedback summarized to identify trends, strengths, and areas for improvement.

3. **Self-Study Phase** (Instructor Commitment: ~ 10-20 hours)

   Reflection on the feedback collected, share details on program, impacts of student learning, teaching and assessment practices, questions etc.

4. **External Review Phase** (Instructor Commitment: ~ 4 hours)

   External reviewers provide an unbiased assessment of the program including feedback and recommendations for improvement.

5. **Final Report and Action Plan Phase** (Instructor Commitment: ~ 8-10 hours)

   Summarize the findings and feedback from the previous phases and develop an action plan to address areas for improvement.

6. **One-Year Follow-Up Phase** (Instructor Commitment: ~ 3-4 hours)

   Review progress made on the action plan and identify any additional steps that need to be taken.

7. **Ongoing Curriculum Renewal Phase** (Instructor Commitment: ~ TBD)

   Between the completion of the one-year follow-up and the next review, instructors monitor, assess, and make changes as needed to ensure that program remains up-to-date, relevant, and of the highest quality

Phases & Action Items

Planning Phase

- Choose lead/co-leads for program review process
- Kick-off meeting
- Plan data gathering activities
- Plan department work sessions

Self-Study Phase

- Plan meetings for faculty discussion of results of data gathering and analysis phase
- Review evidence and reflect on learning
- Discuss Self-Study template and create plan for writing
- Write Self-Study
- Share final draft with dean for input
- Submit to dean

Final Report & Action Plan Phase

- Department members reflect on Self-Study and External Review Report
- Write Final Report and Action Plan
- Share final draft with dean for input
- Submit final version to director, CTLI and dean

Planning

Data Gathering & Analysis

Self-Study

External Review

Final Report & Action Plan

One-Year Follow-Up

Data Gathering & Analysis Phase

- Explore institutional research package
- Plan for gathering interest group feedback
- Write questions and surveys
- Deploy surveys and host focus groups
- Consolidate data from all sources, themes and summaries
- Analyze data and reflect on results

External Review Phase

- Nominate, choose, and contact external peer reviewers
- Organize and train External Review Team
- Choose dates and organize visit
- External Review Team engages in conversations with interest groups
- External Review Report written and submitted to dean

One-Year Follow-Up Phase

- Implement Action Plan items
- Discuss action item progress
- Submit One-Year Follow-Up Report to dean

Phase One: Planning

This phase focuses on the department planning how they'll undertake the components of program review. This phase also identifies key questions and areas the department wishes to explore for future improvements or enhancements.

Who	Action
CTLI	• Host program review kick-off meeting • Create a plan for upcoming phases, in consultation with instructors as to what would work best for support and engagement in the process • Facilitate initial (and possibly ongoing) instructor meetings to assist in the process • Discuss key questions and help uncover program or department needs • Discuss with faculty members about what data and feedback is required
Dean & Associate Dean	• Work with CTLI and instructors to schedule program review kick-off meeting • Attend program review kick-off meeting • If applicable, identify a faculty member to act as a program review lead (or co-leads) - liaison between CTLI and department for communication and scheduling purposes
Faculty Members	• Ask questions • Share thoughts on successes and areas for enhancement • Review this guide and program review handbook • Review past program reviews, reports, and summaries

ⓘ Further details can be found on the CTLI Program Review website: https://teachanywhere.opened.ca/program-review/

Phase Two: Data Gathering and Analysis

This phase is about looking at data that has already been gathered, exploring what it means and finding items that will help in writing the self-study. This phase is also about creating questions for surveys and focus groups to gather additional data from interest groups.

Who	Action
Faculty Members	• Explore data and feedback items provided by Institutional Research and Planning (IRP) • Work with CTLI and IRP to plan and create feedback opportunities from students, faculty, alumni, employers, community members etc. • With CTLI and IRP, analyze, synthesize, and consolidate feedback and data from all sources, consider themes and summaries • Include an anonymized summary of the data in the Self-Study on pages that support the written content
Program Review Lead	• Work with CTLI and IRP to schedule focus groups, surveys, and meeting times.
CTLI	• Assist faculty in writing survey and focus group questions • Assist faculty in analyzing feedback and data • Conduct focus groups with assistance of IRP
Institutional Research and Planning	• Assist faculty in writing survey and focus group questions • Assist faculty in analyzing feedback and data • Deploy surveys and host focus groups • With assistance of CTLI, conduct focus groups

Possible interest group data gathering activities could include:
• Current Student Survey and Current Student Focus Group(s)
• Graduate Student Survey and Graduate Student Focus Group
• Current Faculty Survey and Current Faculty Focus Group
• Program Advisory Group Survey and Program Advisory Group Focus Group

ⓘ Further details can be found on the CTLI Program Review website: https://teachanywhere.opened.ca/program-review/

Phase Three: Self-Study

This phase is about writing a summary about your program area referencing feedback from data gathering and analysis phase, while considering future directions, recommendations, and actions.

Who	Action
Faculty Members with assistance of CTLI	• Plan meetings for department discussion of results of data gathering and analysis phase • Review feedback and reflect on Self-Study components • Write the Self-Study following the guide, template, and exemplar • Submit final draft version of Self-Study to dean for review • Take dean's feedback and incorporate into the final version, send to dean and CTLI
Dean & Associate Dean	• Provide written feedback to program area within one month of receiving final draft version • Review final version before confirming with CTLI for external review process

The Self-Study is a reflective open-ended narrative, telling the story of student learning in the program area. It is a reflective document professionally written for an audience external to the College. It includes:

- **Our commitment to learners** – Reflection on the values, philosophy and alignment components of program outlining the needs and expectations of students, the institution, and the discipline, industry, or profession

- **Our program structures** – Reflection on the development of the program, student learning journey through the program, how the program has evolved and is currently delivered and scheduled

- **Our learning community** – Reflection on the interactions and relationships between and among faculty and students within the program, as well as engagement with broader communities to establish a learning community

- **Our practices** – Reflection on teaching and learning practices; the methods or approaches used to fulfil the stated commitments and engage in reflective practice

- **Our collective impact** – Reflection on the accomplishments and contributions of faculty and students from the program including learning experiences, opportunities, and outcomes

The Self-Study is written collaboratively by all the faculty members. With the support of the Centre for Teaching and Learning Innovation, the Program Review Lead/Chair directs the work of faculty to collectively pull together ideas, analyze the data gathered, collate, and synthesize information, and identify possible future directions for development of the program area.

ⓘ Further details can be found on the CTLI Program Review website: https://teachanywhere.opened.ca/program-review/

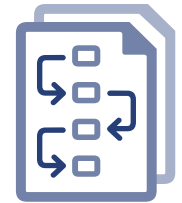# Phase Four: External Review

The External Review Team considers the Self-Study recommendations and along with their findings from their interviews and writes a summary report with recommendations and next steps.

Who	Action
Faculty Members	• Provide dean a list of suggested external peer reviewers (external faculty members, experience in the program area from another BC institution) a few months before end of Self-Study • Provide dean a list of suggested internal peer reviewers (NIC faculty members, awareness of the program area but are not from the department) a few months before end of Self-Study • Provide dean with possible dates for conducting the External Review (virtually or in-person) • Engage in training session with CTLI to learn about external review process and tips for success (approx. 1 hour) • Engage in conversations with External Review Team (approx. 1 – 1.5 hours)
Program Lead	• Work with CTLI to arrange External Review schedule and suggested timings for faculty and student conversations
Dean & Associate Dean	• Invite people to an External Review team of 2 external and 1 internal peer reviewers – approx. 2-3 months ahead • If suggested names are not available for serving on the External Review Ream, work with island/area deans and institutions to locate suitable external reviewers • Engage in conversations with External Review Team (approx. 1 – 1.5 hours)
CTLI	• Organize and plan the External Review Team visit (communications with all team members, travel/meals, schedule, day of management, follow up) • Provide training sessions to NIC employees and members of External Review Team

The External Review Team will make an on-campus site visit (or take part in a virtual online visit) over 1-2 days. They will meet interest groups and ask them questions (e.g., they will meet the faculty in one meeting, the students in another etc.). They will inquire about what is working well in the program area, what are some of the identified challenges and where improvements could be made. Approximately 2-4 weeks after the site / virtual visit, the External Review Team will submit their report, which will include recommendations for future development and improvement of the program area along with an assessment of the Self-Study.

ⓘ Further details can be found on the CTLI Program Review website: https://teachanywhere.opened.ca/program-review/

Phase Five: Final Report and Action Plan

This phase is about writing a final report reflecting on the data gathered, the Self-Study, the External Review Team's Report, and reflections about the entire student learning experience within the program or department area. Most of this phase is about creating a realistic set of action plan items to carry out in the upcoming years to enhance and improve the student learning experience and program components.

Who	Action
Faculty Members	• Reflect on Self-Study and External Review Report components and other input from groups • Identify key action items to improve program and learning based on the recommendations from external team • Write a Final Report and Action Plan document following guide, template, and exemplar • Take dean's feedback and incorporate into the final version
Program Lead	• Submit a final draft version to dean for feedback and input • Submit final version to the dean and director, Centre for Teaching and Learning Innovation
CTLI	• Support faculty on completing Final Report and Action Plan
Dean & Associate Dean	• Provide written feedback to program area within one month of receiving final draft version • Review final version before confirming with CTLI

The Final Report is a short document consolidating everything faculty members have learned and reflected upon from the beginning. The report focuses on the Self-Study's recommendations, the External Review Team's recommendations along with department discussions about the whole experience.

The Action Plan captures all the specific actions the faculty would like to undertake going forward. The Action Plan has dates, deliverables and milestones for each item allowing the department to track activity.

Over the course of the next year and at times agreed on in the Action Plan, the Program Review Lead will check on the progress being made on each action item. They will report to the dean and the Director for the Centre for Teaching and Learning Innovation, identifying if / what extra supports might be necessary.

ⓘ Further details can be found on the CTLI Program Review website: https://teachanywhere.opened.ca/program-review/

Phase Six: One-Year Follow-Up Report

This phase is about providing an update on the progress of the action plan items and creating an updated plan for addressing the remaining action items

Who	Action
Faculty Members	• Gather throughout the year to update and reflect on progress with action items • Discuss past years' work and reflect on progress and impacts • Discuss action plan items not yet completed, adjust timing and responsibility • Write One-Year Follow-Up Report following template and guide • Incorporate dean feedback into final version
Program Lead	• Submit final draft version of One-Year Follow-Up Report to dean • Submit final version of One-Year Follow-Up report to dean
Dean & Associate Dean	• Discuss action plan item progress with faculty throughout the upcoming years at key times • Provide written feedback to program area within one month of receiving final draft version of One-Year Follow-Up Report • Review final version before sending to CTLI
CTLI	• Support faculty in completing the report

This One-Year Follow-Up Report forms the foundation for ongoing curriculum review and renewal until it is time for the program area to undergo the Program Review process again. Each term or at least twice during the year, the department should revisit the action item list, update it with progress summaries and consider other actions and activities to enhance the student learning experience.

Curriculum review and renewal is cyclical. The whole process lasts approximately 7 years, at which point the program area undergoes the next Program Review.

ⓘ Further details can be found on the CTLI Program Review website: https://teachanywhere.opened.ca/program-review/

Resources and Supports

These resources (and others) are found on the Teach Anywhere website https://teachanywhere.opened.ca/program-review/:

Phase 1: Planning
- Overview of Program Review
- Quick Start Guide

Phase 2: Data Gathering and Analysis
- Guide including Sample Survey and Focus Group Questions

Phase 3: Self-Study
- Guide
- Word Template
- Exemplar

Phase 4: External Review
- Guide for External Review Members
- Guide for NIC Employees
- Word Template
- Exemplar
- Sample emails

Phase 5: Final Report and Action Plan
- Guide
- Word Template
- Exemplar

Phase 6: One-Year Follow-Up
- Guide
- Word Template
- Exemplar

Terms and Definitions

Academic Quality Enhancement

Quality enhancement activities ensure programs and courses are designed and revised in accordance with NIC Education Council policies, in alignment with the College's strategic plans and adhere to the Ministry of Post-Secondary Education and Future Skills' credential expectations. Quality assurance processes engage North Island College employees, students, alumni and community members in discussions, reflections and examinations of evidence and feedback about the quality of educational programming and student learning experiences and produce recommendations for improvement or confirm continued excellence.

BC Student Outcomes

Each year, BC Student Outcomes collects information from tens of thousands of former British Columbia post-secondary students. Former students have the opportunity to evaluate their education and are asked about their subsequent employment and further education. Student Outcomes Surveys are conducted with funding from the Ministry of Post-Secondary Education and Future Skills, SkilledTradesBC, and from B.C.'s public post-secondary institutions. More Info: Link

CTLI

The Centre for Teaching and Learning Innovation (CTLI) is North Island College's teaching, learning and technology teaching commons for faculty, support staff and administration. The Centre staff assist the programs, people and places engaged in designing and facilitating student learning experiences.

Curriculum Renewal

Curriculum design and renewal is an ongoing, cyclical, and analytical process that continually strives to find new and effective ways to offer students learning experiences that are transformational, inspiring, and intellectually challenging. Curriculum renewal activities can come out of a program review or be undertaken before a program review.

DQAB

The Degree Quality Assessment Board (DQAB) is an independent advisory board that ensures legislated quality assurance requirements are met for post-secondary education in BC. There are up to 13 voting members appointed by the Minister. The Board has a standing committee to develop and implement the Quality Assurance Process Audit (QAPA).

Focus Group

Focus groups are a type of qualitative research. They rely on data that is produced through semi-structured group interaction in an informal environment facilitated by a trained moderator. A focus group is composed of a collection of people from one or more stakeholder groups brought together to discuss key questions specific to the program. Focus groups use open ended questions as a method to uncover and explore more deeply student, alumni, employer, faculty, and community network perspectives on your program offerings.

IRP

The Institutional Research and Planning (IRP) office is North Island College's department that assists in the Program Review process by providing data packages on programs, assists in interpreting the data, aids in building surveys and data gathering instruments and supports the Quality Assurance Process Audit.

Ministry of Post-Secondary Education and Future Skills

The Ministry of Post-Secondary Education and Future Skills provides leadership and direction for post-secondary education and skills training systems in British Columbia as well as labour market information and programs. More info: Link

Policy 3-11

The North Island College policy and procedures about program review. Policy Statement: North Island College (NIC) is committed to supporting student success through the provision of high-quality educational programs. Regular and systematic program review supports ongoing educational excellence and institutional accountability. More info: Link

Terms and Definitions

Program Advisory Group

Program Advisory Group (or Committee) aids a department in developing and providing feedback on programs such as trends that may affect programming, options, and opportunities for employment of graduates, changes in the field or discipline etc. They may also have a role in reviewing significant changes proposed for programs and providing constructive critiques to aid in enhancing the program.

Program Lead

Appointed by the Dean, this faculty member leads the program review process. This person is the direct liaison with the Centre for Teaching and Learning Innovation. In some departments there may not be a program lead if there is only one instructor, or the situation doesn't warrant such a role (in these cases one or all faculty members assume the role of the program lead).

Program Review

Program review is a faculty-led, collaborative, and evidence-based examination of a program or program area's quality including things like curriculum, student learning experiences, assessments, teaching practices, collaborative activities, instructor qualifications and professional learning. Institutional program review is one of NIC's quality enhancement functions and is required by the Ministry's Degree Quality Assessment Board (DQAB). DQAB conducts an audit of NIC's Program Review process every seven to eight years to ensure compliance with the Ministry's quality assurance requirements and details outlined in Policy 3-11 - Program Review. Policy Link. More info: Link

QAPA

The Quality Assurance Process Audit (QAPA) is an external review process to ensure that public post-secondary institutions periodically conduct rigorous, ongoing program and institutional quality assessment. All BC public institutions participate in the QAPA once every seven years. The QAPA was launched as a two-year pilot in Fall of 2016. The QAPA was developed by the Quality Assurance Audit Committee, a standing committee of the Degree Quality Assessment Board (DQAB), under the Ministry of Post-Secondary Education and Future Skills. More info: Link

Self-Study

The Self-Study is a program's reflection on the key dimensions of quality informed by data and research. NIC's Self-Study includes five dimensions including: commitments, structures, community, practices, and impact/outcomes. A sixth section provides an opportunity to summarize key learning and identify next steps.

SkilledTradesBC

SkilledTradesBC is a provincial government agency in the province of British Columbia, Canada. It was established in 2004 as Industry Training Authority to replace the Industry, Training and Apprenticeship Commission after the Government of BC abolished mandatory certification for skilled trades in 2003. In 2021, the Government of BC announced the reintroduction of mandatory skilled trades certification, and the ITA was renamed to SkilledTradesBC in December 2022. More info: Link

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BRITISH COLUMBIA

Quality Assurance Process Audit

The Quality Assurance Process Audit (QAPA) is an external review process to ensure that public post-secondary institutions periodically conduct rigorous, ongoing program and institutional quality assessment. All B.C. public institutions participate in the QAPA once every seven years.

Background

The QAPA was developed by the Quality Assurance Audit Committee, a standing committee of the Degree Quality Assessment Board. The Committee is comprised of representatives from the public institutions and the Board. Use the resources below to find out more:

- QAPA Handbook (PDF)
- QAPA Process Map (PDF)

The QAPA was launched as a two year pilot in Fall of 2016. Following the pilot, the Committee undertook an evaluation of the process. The Committee considered feedback from the pilot institutions as well as the QAPA assessors. The QAPA documents were updated after the evaluation was completed.

In the interest of transparency and accountability, the results of the QAPA and institutional responses will be posted on both the institution's website and the DQAB's website.