SAIT

Program Quality Assurance: Inquiry Framework for the Self-Study

The *Program Quality Assurance (PQA) Inquiry* Framework assures that credit programs at SAIT are reviewed using consistent standards. The framework provides structure for program quality assurance review, as guided by policy and procedure. The inquiry framework is divided into five standards, some with multiple sub-sections. The framework insures alignment with SAIT's institutional priorities.

The PQA Inquiry Framework is organized by:

- **Standards:** The 5 main areas of focus for the review. The self-study is focused on responding to the standards. Standards are numbered.
- **Standard sub-sections**: Some of the standards are divided in sub-sections for ease of organization. Sub-sections have letters associated with them.
- **Enabling questions:** Bulleted questions listed below standards and sub-sections. These are intended to enable the inquiry process. Each enabling question **does not** require a specific answer and not all questions are applicable to all programs.

Revision Table		
Version	**Date**	**Description**
1.0	April 2015	Development of document
2.0	May 2016	Revisions
3.0	June 15, 2016	Revisions
4.0	August 29, 2017	Added SAIT Educational Plan to framework
5.0	August 23, 2019	Revisions
6.0	Feb 21, 2020	Revisions
7.0	March 10, 2022	Updated to include current SAIT strategic initiatives, current Tableau reporting, PSP to AQR and reflective of curriculum review.
7.1	May 16, 2022	Added a revision table

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1. Program goals

The program results in employability in a specific field and provides the graduate with the opportunity for career advancement and further learning. The program serves students, industry and SAIT.

A. INSTITUTIONAL ALIGNMENT	Suggested Data
The program aligns with SAIT's strategic direction through the achievement of SAIT's institutional priorities' outcomes.	
Enabling questions • How is the program achieving the desired outcomes of the strategic plan and academic plan(s)?	• Academic plans • Action plans (program and school level) • Annual Quality Review(s) (AQRs) • Key Performance Indicators (KPIs) (Program Scorecard)
B. INDUSTRY	**Suggested Data**
The program is relevant, current and responsive to market demands	
Enabling questions • How do industry trends and changing market demands inform program planning and continuous improvement/quality activities? • What is the employment outlook for graduates in the future? Does the program meet SAIT goals for graduate employment (nationally and internationally)? • How well are the program learning outcomes aligned with industry requirements, certification, and/or industry practice? • Do graduating students believe that they have achieved the program learning outcomes required to be successfully employed?	• Graduate Employment Surveys (GES) and comments • Program Advisory Committees (PAC) membership and action plans • Program growth and demand • Program intake management • Strategic Enrolment Management
C. RELATIONSHIPS	**Suggested Data**
The program has relevance for further studies and students are eligible for advanced educational opportunities.	
Enabling questions • Are alumni taking advantage of opportunities for continuing education and credential advancement? • What opportunities exist for students to expand their learning and succeed globally through articulation pathways, study abroad opportunities, work integrated learning, international learning, semester exchange, etc.?	• Articulation agreements • GES and comments • Program Scorecard • Learner Exit Surveys (LES) and comments • Retention reports • Student and alumni focus groups
D. FOCUSED APPLIED EDUCATION	**Suggested Data**
Program graduates are readily employed and eligible for industry certification or accreditation, when applicable.	
Enabling questions • How is the program recognized by accreditation and certification bodies? • How is the program evaluating long term graduate success in the workplace? How is this information used to inform program direction? • Describe graduates' success in obtaining external licenses, accreditation or credentials, as appropriate.	• Accreditation reports • Student and alumni focus groups

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2. Educational design

The program's educational design, including critical factors such as curriculum, instructional methods, and faculty qualifications, ensures that students meet expected goals and outcomes. These elements impact what happens in the learning environment among learners and faculty.

A. PROGRAM CURRICULUM	Suggested Data

Enabling questions
Admission and selection
• Have the current admission requirements and/or selection requirements been reviewed and/or changed during the timeframe of the review? What was the process for review, the rationale for change and the impact on student success?
 	
Over the review period, what has regular curriculum review shown?
   • How has the program utilized the curriculum log for course review?
   • How well does the program curriculum meet the outcomes of student-first culture as per the academic plan(s)?
   • How does course and program structure contribute to student progression in the program?
   • How do key assessment/capstone projects demonstrate that graduates meet program outcomes and current industry requirements?
   • Are evaluation methods balanced among the courses, measurable, and transparent for the learner? How do you know?
   • How are student assessments aligned with course learning outcomes as stated in course outlines?
   • How do the learning materials (i.e. textbooks, online resources, modules) support the achievement of program and course learning outcomes?
   • Describe the most recent student grades analysis findings. What does the trend show?
   • What changes to assessments have been made based on student feedback (i.e. SFQ)? What impact have the changes had and how do you know?
   • For **degree** programs, how does the program know that the standards for curriculum, as set by the Canadian Degree Qualifications Framework (CDQF), are being met?
 	
Work-integrated learning
   • What opportunities to engage in work-integrated learning exist for the students?
   • Have students taken advantage of these opportunities?
   • How are students supported throughout the work-integrated learning experience?
 	
Applied curriculum
   • What tools and technologies are used for instruction in the program and to what effect?
     ◦ Does the program have the equipment and technologies required to support the achievement of the learning outcomes?
     ◦ How are labs, shops, multi-purpose rooms, and student computer facilities effectively used to enable academic success?
	• Academic plans
	• Admission requirements
	• Articulation agreements
	• Course outlines
	• Curriculum Review Log
	• Employer satisfaction survey
	• Entrance survey
	• Grade analysis
	• GES and comments
	• Graduation rates
	• Intake management
	• Key Assessments/capstone projects
	• LES and comments
	• PQA program curriculum stakeholder feedback survey
	• PQA faculty survey
	• PAC documentation
	• Program demand and growth report
	• Program design documents
	• Program key assessments
	• Program map
	• Program outcomes
	• Program Portfolio Planning Tool
	• Program Scorecard
	• Retention reports
	• Student and alumni focus groups
	• Student Feedback Questionnaires (SFQs)

- Does the program's online delivery design (the learning modalities) support the achievement of the learning outcomes? - Is the LMS used consistently throughout the program? - How is the LMS used to provide a variety of learning opportunities for students (video, audio, class recordings, notes etc.)? - How have Open Education Resources (OER) been used to increase access to relevant, flexible learning content? - How is SAIT's safety culture evident in curriculum activities for students and staff?	

B. TEACHING AND LEARNING	**Suggested Data**
The quality of teaching is consistent with the achievement of the learning outcomes of the program. Faculty continue to develop in the areas of designing learning, instructional approaches, building relationships, and reflection.	
Enabling questions **Teaching methods** - How does the program faculty design learning opportunities that are relevant, current and continuously responsive? Universal Design Principles (UDL), backwards design, varied assessment and instructional techniques, etc. - How do the program faculty use teaching approaches that centre on student success? (foster supportive, inclusive and safe learning environments etc.). - Describe how faculty build relationships and connections for student success. - Describe how faculty use reflection for action (utilizing data) towards improvement of teaching practices. - Explain how the teaching and learning methods utilized result in industry aligned skills? **Scholarly activity in teaching, learning and applied research** - Summarize the applied research and scholarly activity (including research chairs) in which instructors in the program engage and how it is impacting student learning. - Describe participation in applied research projects across departmental initiatives. How has it impacted the program, SAIT, and/or the students?	- Action logs - CADI course completion rates through PeopleNOW transcripts - Curriculum log - Faculty meeting minutes

C. FACULTY, INSTRUCTIONAL STAFF AND LEADERSHIP	**Suggested Data**
The faculty and academic staff have the expertise to deliver the program and the quality of education necessary for the students to achieve the outcomes.	
Enabling questions **Faculty** - How does the collective expertise of the faculty, program staff and leadership contribute to maintain best-in-class teaching and program relevancy? - Describe how faculty leverage professional competencies in teaching and learning environments. - Describe the academic preparation of program faculty, as well as their applied industry experience, including certifications and industry relationships. - How do faculty connections with industry illustrate their industry-relevant knowledge? - Describe how the recognitions and awards earned by program faculty have contributed to student learning. - What ongoing faculty learning and development has been incorporated into the program curriculum?	- Accreditation documentation - Faculty professional development matrix and/or profiles - PQA faculty survey

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3. Educational experience

The student's experience is successful and leads to the possibility of lifelong learning and career progression. This includes program learning experience, SAIT experience, academic relationships, and industry application of learning.

	Suggested Data
Enabling questions **Student on-boarding** - What are the student demographics and how is it used for program planning? - What information has impacted student expectations of the program (program fit, workload, financial, study options, scheduling)? - What opportunities exist for students to engage with the program and/or at SAIT before their program begins and how effective are they? - Describe how the program/SAIT addresses gaps in skills and/or knowledge for incoming students. What changes have been implemented to respond? How effective are these activities? **Student-first culture (retention and engagement)** - How does the program embrace Equity, Diversity, Inclusion (EDI) for student success? - Do students believe that the expectations for students are consistent between classes? - Comment on faculty and student interaction. - Comment on student relationships with non-instructional staff - Comment on how students are asked to reflect on learning experiences. - How does the program guide students with diverse needs to services? How do you know it is working? International, students at risk, library, Lamb Learner Success Centre etc. - How are students inspired to engage in campus life, such as co-curricular activities (student clubs, networking, mentorship, and World Skills)?	- Active/Historic enrolment factbook report - Application annual review - Credit load report - EDI strategy - Enrolment Targets report - Entrance Survey - GES and comments - Intake Management report - LES and comments - Orientation material - Program Portfolio Planning tool - Retention reports - Strategic enrollment management - Student and alumni focus groups - SFQs

4. Technological, physical and financial resources and time

The existing technological resources, physical resources, financial resources and time are used effectively and appropriately given the program's anticipated goals and outcomes. This category includes learning materials, library materials, equipment, computer hardware, and other tools, specifically as they are used by and affect the program.

	Suggested Data
Enabling questions **Allocation of resources** Describe how the program's resources (budget, facilities, equipment, classrooms, common spaces, technology etc.) support the achievement of the program goals, educational design, and student educational experience.	- Faculty survey - GES and comments - Health and public safety audits - Key performance indicators (KPI) (budget) (Program Scorecard) - LES and comments - Student and alumni focus groups

5. Quality management

The program engages in regular quality review as per SAIT policy AC2.19 and procedure AC2.19.1 that involves faculty, students, industry representatives and other potential stakeholders to ensure continual improvement and enhancement.

Enabling questions	Suggested Data
Continuous improvement • What program review and evaluation activities have been undertaken during the scope of the review period? What evidence exists that the activities are effective? • How has data informed decision-making? Comment on the range of inputs and sources used to determine if stakeholders are satisfied/unsatisfied with overall program quality. • How have the trends in program demand, student completion, and graduation been used to inform program direction and continual quality enhancement? • Describe how the program continues to enhance quality through implementation of action plans and engagement of faculty in regular reviews. **External review** • Describe the inputs external to the program considered when making improvements in the program. • Describe the mechanism(s) used by the program to gather feedback from alumni and employers. • Summarize how recommendations from a previous accreditation and/or certification and/or quality review have been implemented during the review period, as applicable. **Program Advisory Committee** • Comment on how feedback provided by the advisory committee has been used as per SAIT's policy and procedures. (AC.2.4.1). **SAIT's enabling processes** • Describe how the program aligns to SAIT's enabling processes: reflection for action, stakeholder engagement, evidence-based decision making, strategic alignment, continuous improvement and quality.	• Accreditation process • Curriculum review process • PQA Faculty survey • PAC processes • PQA Action Plans • Program scorecard • AQRs

*SAIT Tableau reporting is responsive to SAIT needs. It is that expected programs/schools use the most current reports available within Tableau.