



Ontario College Quality Assurance Service

Service de l'assurance de la qualité des
collèges de l'Ontario

COLLEGE QUALITY ASSURANCE ACCREDITATION PROCESS (CQAAP)

CURRENT STATE OF QUALITY ASSURANCE ACTIVITIES REPORT for: **Follow-up (18-month)**

ALGONQUIN COLLEGE

DATE SINCE LAST UPDATE TO OCQAS: June 2016

DATE OF PREPARATION OF REPORT: May 2018

REPORT PREPARED BY: Academic Development



This report aims to provide updated information regarding the quality assurance activities that the college is implementing to address the identified gaps (affirmations, recommendations and other) since the college's last submitted report to the OCQAS.

1. Provide the continuous improvement plan (action/ implementation plan) and results to date.

* *The college must provide (at the very least) the affirmations made by the college and the recommendations made by the audit panel at the time of the last audit. These stipulations (affirmations and recommendations) should be listed, verbatim as they appear in the audit report.*

Recommendation #1

<p>* What has been identified as needing to be done? (stipulations)</p>	<p>Ensure that the review of course outlines and learning objectives mapping is tight enough to identify and address overlaps, gaps, and extraneous content in courses. Also, ensure that student feedback on course content is taken into consideration in ACRs and PQRs. As mentioned above under Standard 2, the panel heard comments from students and grads that there was overlapping, missing, and irrelevant content in some of their courses.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<ol style="list-style-type: none"> 1. Continue to maintain and enhance curriculum support through the Course Outline Mapping and Management System (COMMS) functionality. 2. Implement the 'map locking' feature in COMMS following the approval of new programs, Program Quality Reviews and program modifications. 3. Extend implementation to Essential Employability Skills maps. 4. Ensure additional oversight for the review of mapping during Annual Curriculum Review activities.
<p>What tasks are associated with addressing the deliverable?</p>	<ol style="list-style-type: none"> 1. Ensure COMMS functionality support and training is available. 2. Develop roll-out plan for COMMS functionality. 3. Develop oversight measures for the review of mapping during Annual Curriculum Review.
<p>Who is responsible for the specific deliverable/ task?</p>	<p>Chair of Academic Development and Chair of Learning and Teaching Services; with input from the Curriculum Administrator and Program Quality Assurance Administrator</p>
<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>COMMS functionality in place as of Spring 2017 Additional oversight for the review of mapping will be in place in Fall 2018</p>
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<ol style="list-style-type: none"> 1. 100% and ongoing- The Course Outline Mapping and Management System continues to be developed with additional features added on a regular basis.



	<ol style="list-style-type: none"> 2. 100% and ongoing - The 'map locking' feature was implemented in Spring 2017 and programs are using the feature following curriculum mapping development and review activities. 3. 100% - The 'map locking' feature was extended to Essential Employability Skills. 4. 50% - Support for the review of maps, and using the 'map locking' feature will be provided through three major mechanisms in Fall 2018: <ol style="list-style-type: none"> a. COMMS training and support included in the revised job description for an Instructional Designer in Learning and Teaching Services in order to provide additional assistance to faculty. b. A new Curriculum Consultant position added to Academic Development to assist with Program Quality Reviews and Annual Curriculum Review activities, including the reviewing and locking of curriculum maps. c. Additional steps have been added to the Annual Curriculum Review process to ensure the rationale for changes, including to curriculum mapping, is included and signed off by both Chairs and Deans.
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Recommendation #2

* What has been identified as needing to be done? (stipulations)	Ensure the PACs (Program Advisory Committees) are positioned to fulfil their role in curriculum and program quality reviews. This could be facilitated through a review of the College's Advisory Committee policy to clarify membership requirements and roles. As mentioned above under Standard 3, the panel found that in some programs, part-time instructors were acting as PAC members, which may compromise the effectiveness of the PAC to exercise its external advisory function on program content and quality.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Establishment of a Program Advisory Committee Review Working Group to review current Program Advisory Committee composition, responsibilities and activities.
What tasks are associated with addressing the deliverable?	<p>The Program Advisory Committee Review Working Group reviewed all aspects of the functions of Program Advisory Committees. Specifically, tasks included:</p> <ol style="list-style-type: none"> 1. Reviewing the College policy AA01 – Program Advisory Committees, and propose revisions, as necessary; 2. Developing overarching principles related to Program Advisory Committees; and 3. Developing a Program Advisory Committee Procedural Guide that included guidelines on membership, roles and responsibilities related to the Program Advisory



	Committee's external advisory function on program content and quality.
Who is responsible for the specific deliverable/ task?	The Program Advisory Committee Review Working Group is Chaired by the Dean, Faculty of Arts, Media and Design.
When is the completion deadline of the specific deliverable/ task?	The draft Procedural Guide was provided in Fall 2017; the final Procedural Guide to be in place by Fall 2018.
What is the current status of each specific deliverable/ task? (include a completion percentage)	90% - The Program Advisory Committee Review Working Group is in the final stages of revising the draft Procedural Guide.

Recommendation #3

* What has been identified as needing to be done? (stipulations)	Take further steps to make sure that faculty are complying with the college's Evaluation of Student Learning policy stipulation that faculty are to provide the feedback on evaluation within 10 working days. As mentioned above under Standard 4, the audit panel heard comments from students that they were not receiving prompt evaluation feedback. The 10-day stipulation should also be better communicated to students who will also then have this as a tool to address promptness concerns with their faculty. Finally, the college should ensure that issues like this that are identified in a PQR are followed up on.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Ensure sufficient mechanisms for the communication of academic policies, including timelines for feedback on the evaluation of student learning and develop additional ones, if necessary. 2. Ensure academic policy issues that are identified as a result of Program Quality Reviews are communicated and addressed.
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Review mechanisms for the communication of academic policies, including timelines for feedback on the evaluation of student learning and develop additional ones, if necessary. <ol style="list-style-type: none"> a. Academic policies are embedded in all faculty development training, as relevant. This includes New Faculty Orientation programming, as well as relevant policies as they relate to specific workshop topics. b. Specific to the timelines associated with the evaluation of student learning, this information was implemented in New Faculty Orientation, New Part-time Faculty Orientation, and in the Assessment Strategies workshop for faculty. 2. Ensure academic policy issues are identified and meaningfully addressed as a result of Program Quality Reviews.



	<ul style="list-style-type: none"> a. Recently, the College created a new Program Quality Assurance Committee to receive reports of self-studies and action plans in order to provide both constructive feedback and to make recommendations to the College on common academic quality assurance challenges. This committee would be ideal to identify and make recommendations regarding academic policies, as issues may be identified in Program Quality Reviews. b. Additionally, the College has initiated an environmental scan of academic policy review processes across the province, and recommendations will be forthcoming in Fall 2018. While complementary to the existing Policy AD01: Administration of College Policies, the recommendations may include additional processes for academic policies (see Recommendation 4).
Who is responsible for the specific deliverable/ task?	Dean, Academic Development
When is the completion deadline of the specific deliverable/ task?	The majority of the communication to faculty through faculty training and development has been completed; however, additional work regarding academic policies is ongoing.
What is the current status of each specific deliverable/ task? (include a completion percentage)	<ul style="list-style-type: none"> 1. 100% - The review of mechanisms for communication academic policies was completed, and timelines for feedback on the evaluation of student learning was included in all relevant faculty training and development activities. 2. 50% - The mandate for the new Program Quality Assurance Committee was approved to move forward for Fall 2018. Included within its mandate is to provide recommendations to the College on common academic quality assurance challenges.

Recommendation #4

* What has been identified as needing to be done? (stipulations)	Establish mechanisms for college oversight of department- and program-specific academic policies regarding matters such as grades required for progression, GPA requirements for graduation and continuance, etc. As mentioned above under Standard 5, such mechanisms are not currently in place. Although there is often good reason for program-specific variance in these matters, the college still needs to govern this variance by stipulating parameters for these types of department- and program- specific policies and the conditions which must be met for variance to be allowed. This should be accompanied by appropriate college-wide approval processes for such policies. Though the college may not technically label such matters as policies, they de facto act as academic policies for specific programs.
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What deliverables are associated with addressing the stipulations?	The assurance of processes for college oversight of department- and program-specific academic policies.
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Review existing mechanisms for establishing and reviewing department- and program-specific academic policies. 2. Review existing department- and program-specific academic policies. 3. Ensure appropriate college-wide approval process for department- and program-specific policies is in place.
Who is responsible for the specific deliverable/ task?	Deans and Registrar; guided by Dean, Academic Development and the Senior Vice-President Academic
When is the completion deadline of the specific deliverable/ task?	Ongoing
What is the current status of each specific deliverable/ task? (include a completion percentage)	<ol style="list-style-type: none"> 1. 100% - A review of existing mechanisms was completed, and affirmed in policy AD01: Administration of College Policies. 2. 15% - Review of existing department- and program-specific academic policies was planned for Fall 2017; but deferred due to the academic employees work stoppage. 3. 50% - Policy AD01: Administration of College Policies does provide for a college-wide approval process, and will be further enhanced following a review of existing department- and program-specific academic policies.

Recommendation #5

* What has been identified as needing to be done? (stipulations)	Establish policy and consistent practice for evaluation and performance management of part-time, partial load, and sessional faculty. As mentioned above under Standard 6, the college does not currently have this in place. It is a very important matter since this group of faculty is responsible for a very significant portion of the college's course delivery.
What deliverables are associated with addressing the stipulations?	The development of a performance management framework for all other than full-time faculty (to be referred to as part-time for the remainder of this section), including the different categories of faculty.



What tasks are associated with addressing the deliverable?	In addition to this recommendation, Human Resources had already identified a review of the College's support to its part-time employees and launched a Part-Time Task Force in Fall 2016 that made recommendations in Winter 2017. As well, in 2016, Human Resources had begun work on a People Plan that it additionally published in Spring 2017. As a result of this work, and as identified in the People Plan, the development of a performance management framework for the academic area has been identified for 2019-20.
Who is responsible for the specific deliverable/ task?	Human Resources
When is the completion deadline of the specific deliverable/ task?	The performance management framework to be completed in 2019-20.
What is the current status of each specific deliverable/ task? (include a completion percentage)	<ol style="list-style-type: none"> 1. 100% - Part-Time Task Force report 2. 100% - Creation of the People Plan 3. 100% - In anticipation of the development of a performance management framework for part-time academic employees, a performance management process pilot for part-time faculty was completed 4. 0% - Completion of a part-time performance management and feedback tool finalized for the academic area (as noted, to be completed in 2019-20)

Recommendation #6

* What has been identified as needing to be done? (stipulations)	Review the efficacy of processes for monitoring the adequacy of instructional resources. As mentioned above under Standard 6, the audit panel heard comments from students in 3 programs regarding outdated texts and software.
What deliverables are associated with addressing the stipulations?	Ensure that processes are in place for monitoring the adequacy of instructional resources.



<p>What tasks are associated with addressing the deliverable?</p>	<ol style="list-style-type: none"> 1. Review the current processes for the selection of instructional resources. <ol style="list-style-type: none"> a. This review was undertaken in tandem with the review of the eText Institutional Pay Model data analysis. The recommendations of this review included the strengthening of the rigour in the review of required course resources. b. Further, in Winter 2018, the College Academic Council established a subcommittee to undertake defining 'required resources' and providing additional recommendations to ensure adequate oversight for the review and adoption of required course resources. 2. Implement modifications resulting from the review, as necessary.
<p>Who is responsible for the specific deliverable/ task?</p>	<p>Dean, Academic Development in collaboration with College Academic Council and Ancillary Services</p>
<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>Ongoing</p>
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<p>50% - Once the College Academic Council finalizes the definition of 'required resources' and makes its recommendations to the College, these will be operationalized and implemented for 2019-20.</p>

Affirmation #1

<p>* What has been identified as needing to be done? (stipulations)</p>	<p>Enhancements to the Cognos reporting portal: Algonquin College has a very good data reporting portal (Cognos) that allows users to access and analyze program data and monitor program quality. The college is going to enhance the data and metrics available through the system which will further strengthen its quality assurance processes.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Continue to enhance program data and metrics available through the Cognos reporting system.</p>
<p>What tasks are associated with addressing the deliverable?</p>	<ol style="list-style-type: none"> 1. Review PQR-specific reports for possible enhancements <ol style="list-style-type: none"> a. A new analysis tool was released in February 2018 that allows all Program Quality Review team leaders to examine unique and equivalent courses across all programs of study to support curriculum analysis and the development of internal pathways to assist with student mobility.



2. Explore a dashboard view for Deans that provides a consistent program quality health framework
 - a. The Program Quality Review dashboard was released in June 2017. Since then, all stakeholders continue to make enhancements that are released on a monthly or bi-monthly basis.
3. Review program quality data that are used across academic quality assurance activities to reduce duplication/ensure consistency/standard use
 - a. With the Program Quality Review dashboard, this consolidated all relevant data required by stakeholders.
 - b. Additional efforts are made to incorporate the use of additional tools, such as Power BI, to provide additional features and reporting capabilities
 - c. Additional efforts were made to establish a common data governance platform. With the adoption of Collibra, the College has initiated the process of embedding governance to all existing and new program quality data with the goal of providing stakeholders with transparent and consistent metrics and data traceability. The current efforts will ensure achievement of Collibra Report Certification of quality assurance related reports by 2020.
4. Creation of a Strategic Enrolment Management dashboard
 - a. The Strategic Enrolment Management dashboard was completed in October 2017, with a Phase 2 implementation scheduled to be completed in Fall 2018.
5. Ongoing integration of data into a centralized data warehouse to facilitate report functionality
 - a. Additional integrations are planned in 2018-19, including a Customer Relationship System (SalesForce), a Human Resources/Finance System (Workday), and a Learning Management System (Brightspace by D2L).
6. Ensure that Centre for Continuing and Online Learning data has been incorporated into Cognos
 - a. Efforts were made to migrate legacy and manual sources of data to Cognos, with Phase 1: Course Section Registrations completed in March 2018.
 - b. Phase 2: Admissions is currently under development to be released in Fall 2018.

Who is responsible for the specific deliverable/ task?

Business Intelligence Team with input from Academic Operations and Planning, and the Program Quality Assurance Administrator; in consultation with the Academic Area



When is the completion deadline of the specific deliverable/ task?	Data reporting will continue to be ongoing work ensuring that as systems change, data governance and integration remains strong.
What is the current status of each specific deliverable/ task? (include a completion percentage)	100% and ongoing - With the consolidation of program data, this strengthened the College's ability to: <ol style="list-style-type: none"> 1. Review all relevant program metrics on a single program page 2. Extend the display of reports from single delivery program view to multiple delivery 3. Provide additional curriculum reporting, particularly as it relates to shared courses

Affirmation #2

* What has been identified as needing to be done? (stipulations)	Creation of an automated centralized program lifecycle tracking system: The college is currently embarking on this project and it will assist with the challenging work of tracking the development and review processes for the many programs the college offers. It will also increase the college's management of program standard releases, titling changes, and communication of program curriculum information and updates.
What deliverables are associated with addressing the stipulations?	The implementation of a centralized system, called the Program Lifecycle Management System, by Spring 2018.
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Complete the business requirements analysis. 2. Solicit and confirm vendor for system development. 3. Design, build and configure system to meet the business requirement. 4. Test and validate processes and data. 5. Implement and train users on the system.
Who is responsible for the specific deliverable/ task?	Dean, Academic Development
When is the completion deadline of the specific deliverable/ task?	Spring 2018
What is the current status of each specific deliverable/ task? (include a completion percentage)	75% - The Program Lifecycle Management System has been fully designed, built and configured, and is due for process and data testing by June 2018. Implementation and training is also scheduled for June 2018.



Affirmation #3

* What has been identified as needing to be done? (stipulations)	Exploration of a new Student Information System (SIS): Algonquin College has identified that its current SIS (GeneSIS) has limitations and is embarking on an exploratory project to acquire a new SIS. Though the panel did not note any areas in which the current SIS was impacting program quality, it is important that the college ensure that the quality of such a fundamental system is being given attention.
What deliverables are associated with addressing the stipulations?	1. A new Student Information System – recognizing that this is a multi-year system transformation project.
What tasks are associated with addressing the deliverable?	1. Establish a Student Information System Steering Committee. 2. Complete and post the results of a Request for Information proposal. 3. Complete data analysis of the content of the current Student Information System. 4. Complete College-wide business requirements gathering.
Who is responsible for the specific deliverable/ task?	Board of Governors approval due to the significant investment; Vice-President, Student Services, and Vice-President, Innovation and Strategy are the co-executive sponsors, and the Registrar is leading the activities.
When is the completion deadline of the specific deliverable/ task?	Not yet determined, pending completion of College systems prioritization.
What is the current status of each specific deliverable/ task? (include a completion percentage)	1. 100% - The Student Information System Steering Committee was established in 2016. 2. 100% - A Request for Information was issued by the College. 3. 33% - Data analysis of the content of the current Student Information System is nearing completion; a system was adopted for this data mapping. 4. 95% - College-wide business requirements gathering was disrupted due to the work stoppage; however, 106 meetings were held in 2017-18 for this gathering.

Affirmation #4

* What has been identified as needing to be done? (stipulations)	Addition of Program Quality Assurance Associate position: There is a considerable workload associated with maintaining quality assurance and program review processes and it is commendable that the college is adding staff to support these processes.
What deliverables are associated with addressing the stipulations?	1. Secure funding for a new Program Quality Assurance Associate position.



What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Determine the scope of the proposed new position and complete a job profile. 2. Post, hire and onboard a new Program Quality Assurance Associate.
Who is responsible for the specific deliverable/ task?	Program Quality Assurance Administrator
When is the completion deadline of the specific deliverable/ task?	Completed Fall 2016
What is the current status of each specific deliverable/ task? (include a completion percentage)	<ol style="list-style-type: none"> 1. 100% - The job profile determined the importance of this role in ensuring continuity between Program Quality Reviews and Annual Curriculum Review activities. 2. 100% - The role was filled for one year, between Fall 2016-Fall 2017. There have been changes to the staffing infrastructure within Academic Development subsequent to the hiring of the Program Quality Assurance Associate, allowing further reflection on the optimal role of the position. The position continues, and has been recast into a curriculum consultant role, with primary focus on supporting curriculum review and mapping for annual and cyclical quality assurance processes.

Affirmation #5 (aligned with Recommendation #1)

* What has been identified as needing to be done? (stipulations)	Enhancement and professional development for COMMS: Algonquin College is already recognized for the strengths of its COMMS system which manages its course outlines and maps learning outcomes. These further refinements coupled with the ongoing professional development plans for faculty will ensure Algonquin College's continued strengths in outcome-based education and the comprehensive process of mapping course and program learning outcomes and other components of outcome-based education.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Continue to maintain and enhance curriculum support through the Course Outline Mapping and Management System (COMMS) functionality. 2. Implement the 'map locking' feature in COMMS following the approval of new programs, Program Quality Reviews and program modifications. 3. Extend implementation to Essential Employability Skills maps. 4. Ensure additional oversight for the review of mapping during Annual Curriculum Review activities.
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Ensure COMMS functionality support and training is available. 2. Develop roll-out plan for COMMS functionality.



	3. Develop oversight measures for the review of mapping during Annual Curriculum Review.
Who is responsible for the specific deliverable/ task?	Chair of Academic Development and Chair of Learning and Teaching Services; with input from the Curriculum Administrator and Program Quality Assurance Administrator
When is the completion deadline of the specific deliverable/ task?	COMMS functionality in place as of Spring 2017 Additional oversight for the review of mapping will be in place in Fall 2018
What is the current status of each specific deliverable/ task? (include a completion percentage)	<ol style="list-style-type: none"> 1. 100% and ongoing- The Course Outline Mapping and Management System continues to be developed with additional features added on a regular basis. 2. 100% and ongoing - The 'map locking' feature was implemented in Spring 2017 and programs are using the feature following curriculum mapping development and review activities. 3. 100% - The 'map locking' feature was extended to Essential Employability Skills. 4. 50% - Support for the review of maps, and using the 'map locking' feature will be provided through three major mechanisms in Fall 2018: <ol style="list-style-type: none"> a. COMMS training and support included in the revised job description for an Instructional Designer in Learning and Teaching Services in order to provide additional assistance to faculty. b. A new Curriculum Consultant position added to Academic Development to assist with Program Quality Reviews and Annual Curriculum Review activities, including the reviewing and locking of curriculum maps. c. Additional steps have been added to the Annual Curriculum Review process to ensure the rationale for changes, including to curriculum mapping, is included and signed off by both Chairs and Deans.

Affirmation #6

* What has been identified as needing to be done? (stipulations)	Review of college certificate program Vocational Learning Outcomes (VLOs): As part of maintaining program quality, it is good that the college is reviewing the VLOs for the certificate programs.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Finalize College Certificate VLOs 2. Ensure College Certificate VLOs are visible via web publications
What tasks are associated with addressing the	<ol style="list-style-type: none"> 1. Conduct a review of College Certificate VLOs prior to web publications



deliverable?	2. Ensure ongoing publication of College Certificate VLOs to the web as VLOs finalized.
Who is responsible for the specific deliverable/ task?	Curriculum Administrator with Program Quality Assurance Administrator and program Academic Administrators; with assistance from Marketing for publishing to the web
When is the completion deadline of the specific deliverable/ task?	Fall 2019
What is the current status of each specific deliverable/ task? (include a completion percentage)	Of the 65 College Certificates offered: 1. 54% - 35 College Certificates have been reviewed, VLOs confirmed and published to the web 2. 46% - Additional efforts will be made over the next year to complete the review and establish VLOs in the remaining College Certificates

Affirmation #7

* What has been identified as needing to be done? (stipulations)	Ensuring that the college's distinctive Sustainability and Internationalization VLO is fully embedded in Ontario College credential programs: This reflects a definite commitment to ongoing attempts to ensure compliance with the Credentials Framework through provision of instructional resources and related professional development for faculty.
What deliverables are associated with addressing the stipulations?	Ensure that the College's distinctive Sustainability and Internationalization VLO is fully embedded in Ontario College credential programs. This will be enhanced following the International Education Strategic Plan refresh activities, and the issuance of the College's Indigenization Strategy.
What tasks are associated with addressing the deliverable?	1. Ensure Course Outline Mapping and Management System (COMMS) reporting includes the College's Sustainability and Internationalization VLO is embedded in all Ontario College credential programs. 2. Develop additional training materials for faculty. 3. Review of program standards to gauge the pervasiveness of sustainability as a new component of program standards 4. Ongoing review of status of implementation through Program Quality Review self-studies.
Who is responsible for the specific deliverable/ task?	Dean, Academic Development and the Program Quality Assurance Administrator



When is the completion deadline of the specific deliverable/ task?	Ongoing; to be reviewed and enhanced following the International Education Strategic Plan refresh activities (due Spring 2018), and the issuance of the College's Indigenization Strategy (Spring 2018).
What is the current status of each specific deliverable/ task? (include a completion percentage)	100% and ongoing - The College's Sustainability and Internationalization VLO is fully embedded in Ontario College credential programs. As enhancements are made, faculty training materials will be augmented.

Affirmation #8

* What has been identified as needing to be done? (stipulations)	Enhancing compliance with the ministry's Guidelines for General Education Courses through further review of GenEd courses, and stronger embedding of those courses into PQRs: The alignment across the college of General Education courses with the ministry guidelines is an important initiative to ensure compliance with ministry directives, college policy, and the Credentials Framework.
What deliverables are associated with addressing the stipulations?	Increase visibility of ongoing reviews and updates to General Education courses, and their alignment to ministry guidelines.
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Reinforced General Education Committee governance through mandate and policy revisions. <ol style="list-style-type: none"> a. The General Education Committee reviewed its mandate and the policy AA27: General Education Courses in 2017. A further analysis of recommendations led to an environmental scan of the practices in Ontario Colleges, the recommendations of which informed the establishment of the Program Quality Assurance Committee beginning Fall 2018. 2. Development and implementation of sign-off procedures. <ol style="list-style-type: none"> a. Sign-off procedures were implemented in Fall 2016 but were found to not be of significant value. b. An additional attempt to include sign-off procedures is being implemented in Fall 2018 that includes General Education course reviews as part of the overall Annual Curriculum Review activities. 3. Plan for the use of the Program Lifecycle Management System to track reviews of elective and mandated General Education courses. <ol style="list-style-type: none"> a. This will be implemented in Phase 2 of the development of this system,



	<p>scheduled for development in 2019-2020.</p> <p>4. Review academic oversight of General Education.</p> <p>a. The environmental scan of Ontario Colleges provided additional insights that highlighted the need for additional academic oversight of General Education. Recommendations have been drafted that will enhance this for Fall 2019.</p>
Who is responsible for the specific deliverable/ task?	General Education Committee and the Dean, Academic Development
When is the completion deadline of the specific deliverable/ task?	Many of the activities noted, particularly 1 and 2, will be realized in Fall 2018. Additional efforts for system tracking and enhanced academic oversight will begin in Fall 2019.
What is the current status of each specific deliverable/ task? (include a completion percentage)	50% - Visibility of General Education courses has grown as a result of the provincial environmental scan, and the establishment of the mandate of the Program Quality Assurance Committee, as well as the sign-off procedures. Additional work is forthcoming to full realize this affirmation.

Affirmation #9

* What has been identified as needing to be done? (stipulations)	Enhancing collaboration for program delivery across multiple sites and/or delivery modes: This is a good initiative to support the college maintaining its strength and commitment to assuring consistency of program delivery quality across different sites and modalities.
What deliverables are associated with addressing the stipulations?	1. Establish and maintain collaborative curriculum review periods for each program with multiple sites/deliveries
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Develop and present a Program Alignment Framework to support ongoing collaborative curriculum review and integrate with ongoing awareness of ministerial, provincial and college requirements. 2. Restructure the Annual Curriculum Review cycle to allow for review at the program level, rather than the departmental level, including all owners of all deliveries in each program-wide curriculum meeting to ensure collaboration and consensus. 3. Update PQR process documentation to explicitly reflect review expectations and requirements for multi-site/modalities reports.
Who is responsible for the specific deliverable/ task?	Curriculum Administrator and Program Quality Assurance Administrator
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. Fall 2017 2. Fall 2017 3. Winter 2019



<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<ol style="list-style-type: none"> 1. 100% - Program Alignment Framework presented to Deans and Departmental Chairs in October, 2017 for approval. 2. 80% - Program-wide Annual Curriculum Review meetings impacted in Fall 2017 due to the work stoppage. The Annual Curriculum Review timeline was restructured in December, 2017, with all multi-delivery programs reviewed simultaneously to ensure consistency. Ad hoc meetings with programs owners held to discuss alignment considerations and to ensure consensus on program curriculum changes for the 2018-19 academic year. 3. 0% - Collaborative program reviews have continued for programs delivered across different sites/in different modalities. Updates to PQR process documentation to reflect Program Alignment Framework, and the procedure for multi-site review, including facilitating focus groups, data collection and analysis and sign off procedure are pending.
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Affirmation #10

<p>* What has been identified as needing to be done? (stipulations)</p>	<p>Implementation of a common HOQAS compliant Blackboard course shell: This is a good step in the direction of consistent delivery of courses that utilize online course instances.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<ol style="list-style-type: none"> 1. Implement a common Brightspace by D2L* course design template that is AODA-compliant and includes common navigation and mandatory course components. 2. Revise policy AA42: Course Outlines and Course Section Information to align with the mandatory course components of the common course design. <p><i>* In Winter 2018, the College completed its review and selection of a new Learning Management System, and is in the process of migrating from Blackboard Learn to Brightspace by D2L.</i></p>
<p>What tasks are associated with addressing the deliverable?</p>	<ol style="list-style-type: none"> 1. Ensure that faculty and student consultation informs the design of a common course template. 2. Ensure that all Brightspace by D2L courses are using the common course template. 3. Develop training for all faculty on effective and optimal use of the common course template and Brightspace by D2L features. 4. Establish a mechanism to implement satisfaction measures of training efforts. 5. Establish an ongoing Learning Management System Steering Committee to inform best practices and to inform training efforts.
<p>Who is responsible for the specific deliverable/ task?</p>	<p>Learning Management System Steering Committee; for ongoing efforts, both the Learning and Teaching Services and Centre for Continuing and Online Learning will</p>



	be active leaders
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. Common course design template has been developed and is being piloted prior to the full migration to the new Learning Management System for Fall 2018. 2. The revisions to policy AA42 Learning Management System Information are being finalized and will be in place for Fall 2018, in alignment with the new system expectations of faculty.
What is the current status of each specific deliverable/ task? (include a completion percentage)	<p>75% - As the common course design template is being piloted, it is anticipated that changes may be required in time for Fall 2018.</p> <p>50% - Revisions to the policy AA42 Learning Management System are being finalized, and do need to be reviewed by several committees prior to approval.</p>

Affirmation #11

* What has been identified as needing to be done? (stipulations)	Increasing research on the implementation of new learning technology initiatives and strengthen dissemination of the results of that research and best practices: The college has a commendable record of initiatives to improve program delivery and quality through technology. That has given rise to the challenge of having faculty adopt and support these technology initiatives in line with best practices. It has also presented the challenge of addressing situations where the implementation outcomes have fallen short of expectations. It is critical that the college continue to pay attention to supporting effective implementation of technology initiatives and continue researching and reviewing the implementation to assure that expected outcomes are achieved and best practices are followed.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Establish a framework that ensures appropriate review of educational technology, including the use of pilots and establishing evaluation measures
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Define framework components. 2. Seek and support research opportunities of learning technology initiatives. <ol style="list-style-type: none"> a. In Winter 2017, Learning and Teaching Services was awarded two Research and Innovation Project funds to review the College-wide implementation of eText on student achievement, as well as to review the College's efforts in implementing Hybrid and Online Quality Assurance Standards. Both projects are nearing completion and have helped to inform both initiatives, and will be disseminated through channels both at the College, and externally



	through conferences.
Who is responsible for the specific deliverable/ task?	Chair, Learning and Teaching Services
When is the completion deadline of the specific deliverable/ task?	Winter 2018
What is the current status of each specific deliverable/ task? (include a completion percentage)	75% - A framework for the selection and review of educational technologies was developed in Fall 2017. Due to the academic employees' work stoppage, this has only been informally implemented, with the intent to implement fully in Fall 2018.

Affirmation #12

* What has been identified as needing to be done? (stipulations)	Increasing information available to students regarding internal pathways for further study within the college: It is good to see that the college is taking seriously the quality assurance requirement to establish and communicate alternative entry and exit points for programs.
What deliverables are associated with addressing the stipulations?	Establish mechanisms to annually review and confirm internal program pathways.
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Create a functional area dedicated to the development and enhancement of both internal and external academic pathways. <ol style="list-style-type: none"> a. This area was created in April 2017, but was challenged to implement the mechanisms necessary to complete this activity. A review is underway to assess and improve the alignment of this activity with other related College processes and support areas. 2. Develop maps of internal pathways. <ol style="list-style-type: none"> a. The College received funding through the Credit Transfer Institutional Grant to map internal pathways. b. This is currently being validated by the academic area, and efforts are underway to ensure the review of internal pathways annually. c. Information provided by Cognos of common courses across programs supports these efforts. 3. Provide information of internal pathways to students on the College website.
Who is responsible for the specific deliverable/ task?	Dean, Academic Development with support from Marketing for web publications.
When is the completion deadline of the specific deliverable/ task?	Internal pathways have been identified and are in the process of being validated for publication in Fall 2018.



What is the current status of each specific deliverable/ task? (include a completion percentage)	50% - Initial efforts have produced maps of internal pathways. It will be critical to ensure that these maps can be validated annually and communicated to students.
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Affirmation #13

* What has been identified as needing to be done? (stipulations)	Developing a Work-Integrated Learning (WIL) policy and an initiative to have all eligible programs include a work-integrated learning opportunity: Work-integrated learning is clearly an area of critical focus in today's postsecondary education and is very important in effective and comprehensive student learning. In the site visit, the audit panel heard from PAC members about the importance of work experience as part of the students' learning experience and its role in hiring students as future employees. The initiative to improve and extend WIL is important to enhancing the overall quality of programs.
What deliverables are associated with addressing the stipulations?	<ol style="list-style-type: none"> 1. Ensure that all postsecondary programs have a Work-Integrated Learning component so that 100% of students have a Work-Integrated Learning experience. 2. Support the College's Strategic Plan goal of growing student participation in co-op to achieve a true north target of 50% of students completing co-op.
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Ensure Work-Integrated typology is established and re-affirmed. <ol style="list-style-type: none"> a. The College developed a typology that is in the process of being updated as a result of the Ministry's Career Ready Fund announcement in Fall 2017. 2. Annually assess and ensure that all postsecondary programs have a Work-Integrated Learning component. <ol style="list-style-type: none"> a. Currently captured manually, business requirements are being established to ensure this can be validated annually either through the Program Lifecycle Management System, or through another system. b. Support Work-Integrated Learning in all programs through the collaborative eCampusOntario project that includes the development of 31 Work-Integrated Learning support modules for learners and faculty. 3. Confirm and support processes to create additional co-op options in new and existing programs. <ol style="list-style-type: none"> a. A new process was defined, with parameters that include meeting established benchmarks for the support of co-op placement feasibility.
Who is responsible for the specific deliverable/ task?	Dean, Academic Development with the Academic Manager of Work-Integrated



	Learning and the Manager of the Co-op Department
When is the completion deadline of the specific deliverable/ task?	Ongoing; while the College has made great strides in implementing Work-Integrated Learning in all postsecondary programs, through the Ministry's Career Ready Fund, there are increased efforts to enhance quality measures, tracking, and student support.
What is the current status of each specific deliverable/ task? (include a completion percentage)	<ol style="list-style-type: none"> 100% - All postsecondary programs have a Work-Integrated Learning component as a result of the previous 2012-2017 Strategic Plan that prioritized this goal. 20% - Efforts are underway in the support of the new 2017-2022 Strategic Plan to grow student co-op participation. This will form a significant basis of effort in the upcoming years and will be aligned to the College's plans for the use of the Ministry's Career Ready Fund eligible projects.

Affirmation #14

* What has been identified as needing to be done? (stipulations)	Increasing response rates to the Student Course Feedback surveys: Since surveys are an integral part of monitoring course and delivery quality, this is a positive initiative.
What deliverables are associated with addressing the stipulations?	1. Determine target response rate for student course feedback surveys, and increase participation to meet or exceed that target
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> Review of other higher education institutions and research informed a target response rate of 25% or higher. Improve the promotion and awareness of Student Course Feedback surveys with students. <ol style="list-style-type: none"> Videos, signage, and promotional materials were made available to students including starting with new student orientation activities. Weekly response rate tracking was provided to Schools during the survey period to encourage promotion within each School. Response incentives were provided (e.g., random draws for gift cards).
Who is responsible for the specific deliverable/ task?	Executive Director, Academic Operations and Planning
When is the completion deadline of the specific deliverable/ task?	Ongoing
What is the current status of each specific deliverable/ task? (include a completion percentage)	1. 100% - Promotion initiatives have resulted in year-over-year response rate increases in the past three terms.



Affirmation #15

<p>* What has been identified as needing to be done? (stipulations)</p>	<p>Continuing to support facility and technological improvements through business plan processes; in particular, plan for bringing on a new student information system: The inclusion of forward-looking technology and facility upgrades into core business planning processes is fundamental to maintaining the quality of student learning and experience.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<ol style="list-style-type: none"> 1. Development of a Data Governance framework and the acquisition and implementation of data governance software, completed in 2017 2. Renewed mandate for the College Technology Committee (CTC), completed in 2017 3. Student Relationship Management Plan updated and presented to Strategic Enrolment Management Committee by June, 2018 4. IT Modernization Plan presented to leadership by September, 2018 5. New Learning Management System (LMS) launched by September, 2018 6. HR-Finance-Payroll system launched by March, 2019 7. Options analysis for conversion to a new Student Information System presented to the leadership by March 2019.
<p>What tasks are associated with addressing the deliverable?</p>	<ol style="list-style-type: none"> 1. Benchmark for measuring student and employee satisfaction with Learner Driven technology systems established by September, 2018 2. Cyber security audit completed by June, 2018 3. Renewed mandate and membership for the College Technologies Committee approved by September, 2018 4. Data Governance sub-committee created by June, 2018 5. Training in support of new LMS and HR-Finance-Payroll completed by September and December, 2018 respectively 6. Data governance, analysis, scoping and infrastructure documentation reached final stages of readiness by March, 2019
<p>Who is responsible for the specific deliverable/ task?</p>	<p>These deliverables are shared by the Algonquin College Executive Team with the Senior Vice-President Academic holding responsibility for the Learning Management System, the Vice-President Student Services holding responsibility for the Student Information System and the Vice President Innovation and Strategy holding responsibility for the remaining items, with the College's Chief Digital Officer providing support to all.</p>



When is the completion deadline of the specific deliverable/ task?	Ongoing; and as noted above.
What is the current status of each specific deliverable/ task? (include a completion percentage)	90% - College Technology Committee mandate renewal 100% - Date Governance Strategy presented to the College Technology Committee 75% - Student Relationship Management Plan 25% - IT Modernization Plan 50% - Learning Management System migration 50% - HR-Finance-Payroll system (Workday) 0% - Options analysis for conversion to a new Student Information System presented to the leadership team, to be determined (see Affirmation #3 for more details on the Student Information System progress)

Affirmation #16

* What has been identified as needing to be done? (stipulations)	Continuing and evolving the focus on faculty and staff professional development, particularly as it relates to technology integration: This is critical to maintaining the quality of instruction and program delivery because in order to achieve the benefits of new technology initiatives it is imperative to provide ample professional development to support implementation of technology and adoption of best practices.
What deliverables are associated with addressing the stipulations?	Ensure appropriate support for faculty in experimenting with and adopting educational technology to enhance the student learning experience.
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Consult with faculty to determine their professional development needs with respect to educational technology. <ol style="list-style-type: none"> a. A survey and focus groups were conducted leading to the development of the Faculty Educational Technology Integration Needs Analysis report, that highlighted five major recommendations to the College including provide both fundamental training on the best practices of common educational technology, as well as experimenting with emerging technologies. b. The recommendations have been included in the department's business plan and continues to be implemented and monitored. 2. Develop appropriate training and development initiatives for educational technology. <ol style="list-style-type: none"> a. Many new workshops, and types of training activities, were developed in



	<p>alignment with the Faculty Educational Technology Integration Needs Analysis. This included custom offerings specific to the needs identified by groups of faculty in departments.</p> <p>b. This additionally informed the training efforts currently underway for the implementation of the new Learning Management System.</p> <p>3. Continue to enhance the support for faculty in adopting educational technology.</p> <p>a. Further, the College affirmed the importance of faculty development as it relates to technology integration by using the opportunity of the new Discovery Applied Research and Entrepreneurship (DARE) District to also create a 'faculty teaching and technology support hub' (to be renamed) that brings together Learning and Teaching Services with Information Technology Services (including Learning Management System support), the Centre for Continuing and Online Learning and the Centre for Organizational Learning to support the professional development needs of all employees.</p> <p>b. One of the key features of this space is the Sandbox Classroom, developed with the intention of creating a safe space for faculty to experiment with both educational technology and furniture configurations, before the features are implemented in the general classroom pool.</p>
Who is responsible for the specific deliverable/ task?	Chair, Learning and Teaching Services
When is the completion deadline of the specific deliverable/ task?	Ongoing; particularly with the findings of the Faculty Educational Technology Integration Needs Analysis report and recommendations.
What is the current status of each specific deliverable/ task? (include a completion percentage)	75% - While good efforts are underway to provide support to faculty, further augmented due to the migration to a new Learning Management System, there will be enhancements made as a result of the new space in the DARE District and the opportunities afforded by the units coming together in support of faculty and employee development.

Affirmation #17

* What has been identified as needing to be done? (stipulations)	Supporting faculty and staff recruitment and succession planning through an implementation of findings of the recent Human Resources audit: The college's intent in this regard was supported in hearing at the site visit that the college was undertaking an employee engagement survey to create a 5-year people plan. Maintaining appropriate staffing with the
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	right skill sets is important to maintaining quality at the college.
What deliverables are associated with addressing the stipulations?	Finalization and implementation of the College's People Plan.
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"> 1. Finalize the People Plan. 2. Ensure recommendations include recruitment and succession plans, including: <ol style="list-style-type: none"> a. Establishing an internal website title myAC Career Hub to provide information, tools and resources available to all part-time and full-time employees on career planning b. Developing department-specific plans to address the March 2017 Employee Engagement Survey results c. Implementing Workday – this Enterprise Resource Planning (ERP) tool will provide an interface and data for all Human Resource functions, including informing workforce and succession planning d. Planning for the updating of the College's Succession Planning Framework e. Establishing the College Core Competency Framework, to be used in talent recruitment, selection, performance development and learning processes
Who is responsible for the specific deliverable/ task?	Human Resources
When is the completion deadline of the specific deliverable/ task?	The People Plan made recommendations that have been prioritized by academic year, to be implemented over the course of five (5) years. Many of the recommendations have begun to be implemented, including deliverables 'a' and 'b' noted above.
What is the current status of each specific deliverable/ task? (include a completion percentage)	20% - Following the completion of the People Plan, only the first year of five years of recommendations has been implemented.