



Ontario College Quality Assurance Service

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

COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

CURRENT STATE OF QUALITY ASSURANCE ACTIVITIES REPORT – FOLLOW-UP (18-MONTH) REPORT

CANADORE COLLEGE

DATE SINCE LAST UPDATE TO OCQAS: January 14, 2019

DATE OF PREPARATION OF REPORT: April 12, 2021

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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.*

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RECOMMENDATION 1 & AFFIRMATION 6				
Recommendation 1: It is recommended that the College explore the consolidation of all program documents in one place. <i>(Standard 1- Requirement 1.6)</i>				
Affirmation 6: Implement mechanisms/system to track, and maintain curriculum changes (minor and major changes). <i>(Standard 5, Requirement 5.5)</i>				
DELIVERABLES	TASKS	RESPONSIBLE	COMPLETION DEADLINE	CURRENT STATUS (%)
Assess and revise the annual review of curriculum (ARC) process.	Each year the Office of VPA and the Academic Centre of Excellence (ACE) will review the ARC process to make improvements where needed.	Office of VPA and the ACE	Fall 2020 and ongoing	100%
Develop a program modification workflow approval and curriculum management system.	Develop and implement a curriculum modification form: <ul style="list-style-type: none"> Program Modification Form developed in Fall 2019. Form was rolled out to faculty in Spring 2020 which was used to modify delivery of programming for Fall 2020, required as a result of COVID-19. Program Modification form adapted after initial use, for implementation in the ARC cycle for Fall 2021. 	ACE, Academic Leadership Team (ALT), program areas	Spring 2020 and ongoing	100%
	Investigate the need to adopt or develop a CIM (Course Information Management system) and implement it.	Collaboration between ALT, program areas, Registrar's Office and ACE, supported by IT.	Fall 2021 (pilot implementation ~ 12 programs)	35%



	<ul style="list-style-type: none">• Submission of a proposal for an in-house build of a CIM to Senior Executive Team (SET)• Internal project 'award' for Curriculum Management initiative (Spring 2019)• Stakeholder group meeting held (Sept 2019)• Primary working group formed. Common curriculum template confirmed and curriculum revision process and approval workflow established.• "Curriculum form" built in-house by ITS developer. Form includes typical curriculum sheet components and maps to program learning outcomes, program codes, course data import from SIS, etc.• Modification form to be integrated with the curriculum management system to include a workflow process.• Delays were encountered by the working group due to COVID-19 and a malfunction with the form building software.• New timelines established and a pilot of 3 programs from each Faculty portfolio will be implemented for ARC 2022 cycle.		Fall 2022 (full implementation)	
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RECOMMENDATION 2				
It is recommended that the College develop a mechanism to ensure students receive timely formative/summative feedback on their performance. (Standard 4- Requirement 4.3)				
DELIVERABLES	TASKS	RESPONSIBLE	COMPLETION DEADLINE	CURRENT STATUS (%)
Specify the interpretation of timely feedback, deliver a detailed description of timelines, and assure its consistent application.	Update the “Assessment and Evaluation of Student Learning” policy to specifically identify the turnaround time for feedback to students (Ex. Change from “timely feedback” to specific identification of time. For example “two (2) to three (3) weeks”).	ALT and policy review sub-group	Spring/Summer 2021	0%
	Include timely feedback improvement plan in the program review cycle. Any program areas that rate poorly in this category, will have to include a 3 year improvements implementation plan item to address accordingly.	ACE and program areas	February 2020	100%
	Communication of policy requirements (training and triggers) <ul style="list-style-type: none"> Reinforce the timely feedback goals during new faculty orientation (both full-time and part-time). Provide reminders about the feedback expectations, at program/school/faculty start-up meetings, and/or during ALT meetings for dissemination. Reinforce the message during training sessions and PD Opportunities Week sessions. 	ACE and program areas	Upon adoption of policy update	0%
Establish a consistent data collection mechanism to identify if students perceive they are receiving timely feedback	Introduce a question on the Student Course Feedback survey to provide students opportunity to identify if feedback is received in a timely manner.	ACE, ALT	October 2020	100%



RECOMMENDATION 3

It is recommended that the College formalize its process on how it governs formal arrangements with external bodies to ensure appropriate oversight and tracking. (Standard 5 - Requirement 5.4)

DELIVERABLES	TASKS	RESPONSIBLE	COMPLETION DEADLINE	CURRENT STATUS (%)
Establish an academic quality assurance framework for Canadore College.	<p>Create The Academic Effectiveness and Quality Management (AEQM) Framework.</p> <ul style="list-style-type: none"> • Implement the AEQM Framework – Planning Phase • Educate the college community about the AEQM – provide PD, drop-in/ information, Q&A sessions, etc. 	VPA, ALT, ACE	February 2021 Ongoing	90%
Establish a role responsible for administration of the AEQM Framework and to work closely with College partner institutes to acquire and/or restructure meaningful data required to measure academic effectiveness.	<p>A full-time position (AEQM Officer) is to be created within ACE to coordinate, monitor, execute, and drive the various activities within the framework. The incumbent will also work closely with the Vice President, Academic and actively engage with all concerned College constituents.</p> <ul style="list-style-type: none"> • Hire an AEQM Officer • The incumbent is accountable for driving the implementation of the assessment schedule and reporting on the progress. They actively participate in the data collection, analysis, evaluation, and reporting as well as tracking the implementation of any identified corrective actions. 	Organizational Development and Talent Management (ODTM), ACE	Spring 2021	90% ODTM conducted interviews for the position and the process expected to be finalized by April 2021.
	Create a role at private partner institution to act as primary point of contact with Canadore College on matters related to program quality, delivery, assessment and review.	Partner institution, VPA, ACE	January 2021 and ongoing	100%



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| <ul style="list-style-type: none">• A full-time position (Academic Quality Assurance Manager) at private partner institution has been created and filled. The AQA Mgr works with ACE to ensure compliance with the requirements of the Public College-Private Partnerships: Minister's Binding Policy Directive (published by the MCU on December 23, 2019) and Canadore College's quality assurance mechanisms.• Bi-weekly meetings with Director, ACE to review, develop, implement QA policies, practices and implement AEQM Framework. | | | |
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RECOMMENDATION 4 & AFFIRMATION 7

Recommendation 4: It is recommended that the College work on its affirmation to develop a Meta policy for academic policy to define the terms and frequency for the tracking and review of existing academic policies, while also developing a system to monitor academic policies in case there is a need for an expedited review outside the schedule specified in the Meta policy. (Standard 5 - Requirement 5.7)

Affirmation 7: Launch a Meta Policy, align responsibility of academic policy monitoring. (Standard 5 - Requirement 5.7)

DELIVERABLES	TASKS	RESPONSIBLE	COMPLETION DEADLINE	CURRENT STATUS (%)
Develop and implement a new Meta Policy.	The Meta Policy (C-39) Policy has been created, approved/adopted, communicated and posted publicly.	Office of the President	January 2019	100%
Ensure the academic policy review, updating and approvals are being tracked from the Office of the VPA.	Office of the VPA to work with ALT and internal stakeholders to ensure the VPA is aware and remains advised of the policy review cycle. <ul style="list-style-type: none"> 20 academic policies were revised/developed in 2019/2020. 	Office of the VPA, ALT, policy review sub-groups	Fall 2020	100%
	Adopt overarching institutional quality assurance framework <ul style="list-style-type: none"> Create an Academic Effectiveness and Quality Management (AEQM) Framework to ensure cyclical reviews are established and implemented. 	VPA, ALT, ACE	Winter 2021	100%
Align the responsibility of monitoring the academic policy.	The Office of the VPA has temporary oversight. However, once the AEQM Officer role is in place, monitoring will transition to ACE.	Office of the VPA and ACE	Spring 2021	90%.



AFFIRMATION 1				
Program Development Process: Consider process efficiencies, create program development guide, and develop capacity internally for program development participation. (Standard 1-Requirement 1.2)				
DELIVERABLES	TASKS	RESPONSIBLE	COMPLETION DEADLINE	CURRENT STATUS (%)
Implement a Program Development module in the College's learning management system to guide and streamline the process.	Launch the tool (called PRO100) and make it available to SMEs (Subject Matter Experts), staff and faculty involved in the program development process.	ACE and ALT	Fall 2020	100%
Develop a Program Development Guide.	Create a guide and make it available to the staff and faculty on the ACE website.	ACE and Office of the VPA	Spring 2021	80%. Guide is created and currently under review.



AFFIRMATION 2				
Program Review 5-Year Implementation Plan: Process for tracking, review and improving the Program Review 5-year implementation plan follow up. (Standard 1 - Requirement 1.5)				
DELIVERABLES	TASKS	RESPONSIBLE	COMPLETION DEADLINE	CURRENT STATUS (%)
Undertake an assessment of the program review cycle.	Update and implement changes to the Program Review cycle and approval process as per the working group recommendations. <ul style="list-style-type: none"> Programs now undergo a comprehensive review every three years (formerly a five-year cycle). Modified implementation improvement plan to be completed by faculty (program review team) then approved by the Dean, then workflow pushes the report forward for ACE completeness review, prior to VPA review and approval. 	ACE, program areas (feedback from programs undergoing program review), and the Office of the VPA	June 2019	100%
	Meet with schools to discuss change and inform about the program review process updates.	ACE and program areas	June 2019	100%
	Communicate the new cycle list to the Deans and Directors.	ACE and program areas	June 2019	100%
	Update the Program Review Policy	Office of the VPA	January 2020	100%
	Update the Program Review guide(s)	ACE and the Office of the VPA	February 2020	100%



AFFIRMATION 3

Continue to engage PAC members, continue to ensure broad industry PAC representation, continue to support and extend PAC influence. (Standard 3 - Requirement 3.3)

DELIVERABLES	TASKS	RESPONSIBLE	COMPLETION DEADLINE	CURRENT STATUS (%)
Develop a comprehensive Program Advisory Committee (PAC) Guideline document.	Design a guideline to outline the procedures and practices to be followed by PACs, with the intent of ensuring successful outcomes and consistent minimum standards across all programs. <ul style="list-style-type: none">The guideline available on iCan (employee portal) and had its first revision in March 2021.	Office of the VPA	January 2020	100%
Ensure that PAC's feedback is established in the Program Review cycle.	Explicit instructions are now incorporated in the Program Review guide and the Program Review report template to ensure inclusion of PAC feedback as a step in multiple topics.	Program areas	February 2020	100%



AFFIRMATION 4				
Develop the Facilitating Learning in Higher Education (FLHE) certificate for online delivery: Conduct inventory of content currently developed and design courses for self- or peer-directed learning. (Standard 4 - Requirement 4.2)				
DELIVERABLES	TASKS	RESPONSIBLE	COMPLETION DEADLINE	CURRENT STATUS (%)
Develop a Teaching and Learning hub (online PD and website hub)	<p>Develop a Teaching and Learning resource hub on Canadore's iCan employee portal.</p> <p>Upon further consideration (Summer 2020) it was determined that ACE should have a fulsome outward facing website with teaching and learning resources.</p> <ul style="list-style-type: none"> After hiring an Instructional Designer (with website development experience) design of an outward facing department micro-site was approved and completed. 	ACE, Curriculum Specialists	<p>Spring 2019</p> <p>February 2021</p>	100%
Migrate FLHE content for online hybrid and/or self-directed delivery.	<p>Gather all content and teaching materials used in f2f delivery of FLHE courses.</p> <p>Design, write and develop 8 courses.</p>	<p>ACE, Curriculum Specialist</p> <p>ACE (Instructional Designer), VLS staff</p>	<p>June 2021</p> <p>February 2022</p>	<p>80%</p> <p>0%</p>
Submit, be awarded and implement the eCO VLS Digital Capacity – Targeted project.	<p>Submit proposal to eCampusOntario.</p> <ul style="list-style-type: none"> The project was officially awarded by eCampusOntario on March 23rd, 2021. 	ACE, Curriculum Specialists	February 2021	100%.



<p>Hire three new roles: an Instructional Designer, an Online Education Support Person, and a Media Designer and Developer to support the following activities:</p> <ul style="list-style-type: none">• Redesign the College's current face-to-face faculty orientation course into a comprehensive HyFlex training course.• Redevelop the ACE website into a public virtual teaching hub.• Develop a virtual space for students to learn how to use the College's educational technologies and how to be successful online learners.• Develop training material, lead professional development opportunities, and provide one-to-one support to assist faculty to comfortably embrace online education and accrue the knowledge and skills they need to be effective virtual teachers.	<p>ODTM, ACE</p> <p>ACE, Faculty Curriculum Specialist</p>	<p>April 2021</p> <p>September 2021 and ongoing</p>	<p>0%</p>
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AFFIRMATION 5				
Investigate an Experiential Learning tracking system to solve several needs and issues arising from experiential opportunities (student and EL type tracking, agreements consolidation, reporting, etc.) - Broaden EL types in all programs: Expand the number of types of EL in each program. (Standard 4 - Requirement 4.4)				
DELIVERABLES	TASKS	RESPONSIBLE	COMPLETION DEADLINE	CURRENT STATUS (%)
Assemble a sub-committee of faculty, program area staff and Academic Leadership to lead the development of an Experiential Learning (EL) policy, procedure and develop an online EL tracking system.	Establish an Experiential Learning Working Group (ELWG).	VPA, ACE	August 2019	100%
	Develop an EL Policy and Procedure for approval and posting on the public website	ELWG, ALT, SET	December 2019	80% Draft of the policy and procedure are completed – have not been submitted for ALT review and SET approval.
	Develop an EL tracking form.	ELWG	February 2020	100%
	Participate in the design, development, testing and implementation of an online EL tracking procedure/system using iCan (SharePoint);	ELWG	Fall 2021	15% (currently on hold). To develop the system, the committee was meeting routinely (tri-weekly). The last meeting was March 2020, but current on hold as a result of COVID-19 and its impact on certain EL activities.
Create mechanisms to facilitate the design of creative of EL opportunities for students.	Incorporate EL steps to the Program Review template review and guide, included a comprehensive reflection tool related to student experience.	ACE, program areas	February 2020	100%
	Establish a partnership with Riipen, an Experiential Learning Platform, to enhance project-based opportunities for programs.	ACE	January 2021	100% and Ongoing



	Deliver PD sessions to introduce Riipen to the College community, and continue with the onboard process.	ACE, Riipen, program areas	June 2021	50% The first PD session was offered in March 2021. Will continue with onboarding initiatives in May and June, 2021.
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AFFIRMATION 8

General Improvement to onboarding process: Improve communications, coordination, consistency and timing of onboarding process(es) and activities.
- Online version of New Faculty Orientation: Review content, develop iLearn shell for delivery in S'19. (Standard 6 - Requirement 6.1)

DELIVERABLES	TASKS	RESPONSIBLE	COMPLETION DEADLINE	CURRENT STATUS (%)
Equip the faculty with easy access to quality and current onboarding content.	Include onboarding resources to new faculty on the ACE website. <ul style="list-style-type: none"> Website content is developed. Currently in progress with Web & Social Media Developer. 	ACE and Office of the VPA	Fall 2021	80%
	Create onboarding/employee modules in iLearn (Canadore's Learning Management System): <ul style="list-style-type: none"> New Employee Orientation (NEO100) created for onboarding of all employees. Develop the NUT100 module (faculty introduction to course set up, the Learning Management System, and provide support to the LMS policy). Develop the FAC100 module (faculty introduction to current adopted technology and teach & learn support). Develop the DCO100 module (faculty introduction to Dual Credit) 	ODTM and ACE	Summer 2020	100%. Ongoing updates as needed.
	Develop a workflow for academic onboarding and implement for the Fall 2021 hiring process.	Office of the VPA	Develop in Spring 2021 and Implement in Fall 2021	50%



	Coordinate efforts between multiple departments to unify communication and onboard process, and improve faculty account access to iLearn.	ACE, program areas and ODTM	Fall 2021	50%
	Provide ongoing onboarding support for the faculty during the Semester: <ul style="list-style-type: none"> • Offer drop in sessions twice a week and 101s meetings. • Offer PD week sessions every semester. 	ACE, Faculty Curriculum Specialist	Fall 2020	100% and ongoing.
Development of an LMS usage policy.	Conduct analysis of the college system, develop policy and procedure for implementation. <ul style="list-style-type: none"> • The Policy is adopted and published publicly. Policy Effective Date: September 9, 2020. Communicated to college community September 2020. 	ACE and Academic IT Committee (AITC)	Fall 2020	100%
Provide an online version of the new faculty orientation.	Develop a course in iLearn for new faculty orientation (CPD208 - New Faculty Orientation). <ul style="list-style-type: none"> • Initially implement in Summer 2019 • Further improved and redesigned upon hiring of an Instructional Designer December 2020 	ACE and Faculty Curriculum Specialist	Summer 2019	100%



COMMENTS

Provide additional comments (if applicable).

Canadore College has seen significant change and growth in quality assurance practices since its first Program Quality Assurance Audit in 2009, and again even since the 2019 Colleges Quality Assurance Audit Process. Academic quality remains the highest priority for the core operations of the institution.

In November 2019 Canadore College welcomed a new Vice President Academic, Dr. Ahmed Obaide. An academic re-alignment was implemented swiftly, with the goal to effectively and efficiently facilitate attainment of the College's strategic goals. In particular, the Quality Learning, Teaching and Innovation department, was to report directly to the VPA and was renamed, Academic Centre of Excellence (ACE). While the functions of the department were not significantly altered, the focus on quality assurance and teaching and learning excellence was affirmed as the long term strategy. Soon thereafter, the academic Faculties were also reorganized to balance portfolios and reassign academic leadership based on their expertise. The academic structure includes four Faculties:

- Faculty of Aviation, Trades and Technology
- Faculty of Environmental Studies and Health Science
- Faculty of Human and Social Science
- Faculty of Arts, Design and Entrepreneurship

A centralized unit, the Centre for Access, Interdisciplinary Studies and Lifelong Learning, was established in January 2021.

The title of "Associate Dean" was replaced with: "Director, Academic Operations", "Director, Academic Operations and Business Development", and "Director, Academic and Campus Operations". The new titles are at the same level and were implemented to better reflect the roles and responsibilities of each position. The reorganization of Faculties necessitated recruitment and hiring of a few academic leadership roles. One position remains vacant at this time, however, the College is working deliberately to ensure the ideal candidate is acquired. Finally, the Academic Group was rebranded as the Academic Leadership Team (ALT).

As can be noted in the previous sections of the CQAAP follow-up report, a few tasks and timelines have been delayed. The unprecedented challenges experienced due to COVID-19 caused a shift in prioritization of responsibilities. Despite the challenges that COVID-19 presents, Canadore College is confident all recommendations and affirmations in the 2019 CQAAP audit will be addressed within this audit cycle (i.e. prior to our next scheduled CQAAP audit in 2024).