



Ontario College Quality Assurance Service

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

COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

AUDIT REPORT

CAMBRIAN COLLEGE

**DATE OF AUDIT VISIT: October 29, 30, November 1,
2024**

SUBMISSION DATE: December 2, 2024

PREPARED BY: David Veres, Don Duclos, Jill Pateman



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APPROVAL OF THE AUDIT REPORT

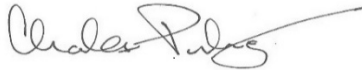
This report represents the findings of the College Quality Assurance Audit Process for **Cambrian College**.

This report has been prepared, reviewed, and accepted by all parties to the Audit, including the college President, members of the audit panel, and the Chair of the OCQAS Management Board. The signatures of the representative parties demonstrate their acceptance of the content of this report.




COLLEGE PRESIDENT

Signature: 	Date: March 10, 2025
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CHAIR- OCQAS MANAGEMENT BOARD

Signature: 	Date: February 18, 2025
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AUDIT PANEL MEMBERS

Chair David Veres Signature: 	Date: December 13, 2024
Panelist Don Duclos Signature: 	Date: December 13, 2024
Panelist Jill Pateman Signature: 	Date: December 13, 2024



STIPULATIONS

1. Commendations

The following commendations are areas where the college has shown exemplary practices in quality assurance and improvement.

Requirement 5.2

Academic Policies

Cambrian College has demonstrated a strong commitment to ensuring its academic policies are current and relevant by implementing a robust Policy Development Framework that guides the cyclical review, maintenance, development, or suspension of policies. This framework clearly outlines the roles and responsibilities of involved groups and emphasizes communication of policy updates to the college community.

The Policy Development Working Group has demonstrated a high level of effectiveness in ensuring that regular policy review is completed in a timely and comprehensive manner. The established template and writing guide are two excellent tools that support consistency and efficiency in policy development and review.

Requirement 4.2

Faculty Development Support

The teaching and learning innovation Hub provide valuable support and resources to faculty. The value of the resources and programs led and/or mentored by the Hub team were evident through their extensive use and positive feedback from faculty. The activities were equally beneficial in support of curriculum and faculty development.

Specifically, the special initiative around trauma informed delivery enabled by a faculty member's Professional Development activity, was noted as valuable by not only that faculty member, but also by their peers who engaged in this training. The use of Communities of Practice was also noted as an excellent approach to emerging issues such as Artificial Intelligence. Your leadership teams promote an environment of open communication that places quality assurance efforts and student success at the centre of professional development.

Requirement 6.2

Accessibility of Academic Related Services

Cambrian College committed to enhancing the access to services using technology-driven approaches. By example, the Enrolment Centre have effectively leveraged technology to



allow students quicker and more self-directed access to actions such as course add/drops. Based on interviews with students and staff, the implementation of Cognito Forms with automated workflows, and a virtual queuing system have significantly streamlined processes and reduced wait times for students.

The use of QR codes, is another example of a technology-enhanced solution that meets the needs of the students. Queueing systems have aided in the prioritization of requests, ensuring that time-sensitive student requests are managed first. Additionally, informal feedback from staff and students is utilized to quickly address issues that may arise, as evident by operational changes made to forms.

Requirement 6.3

Support Staff Assessment and Development

Cambrian College has demonstrated a high level of commitment to performance reviews for support staff. The policy requiring annual assessment formal process is current and up to date. Support staff commented that their supervisors pursue provided effective feedback utilized the reviews as an opportunity to support their personal as well as professional development.

Support staff supervisors create an environment of open communication puts staff at ease in having developmental conversations. This has allowed for the informal and formative assessment and development discussions to be utilized.

2. Affirmations

The following affirmations have been formulated from Cambrian College's Self-Study Critical Assessment. The content has been developed in consultation with the college to better align these statements in an actionable and measurable manner. The committee supports each of these affirmations as continuous improvement opportunities for the college, which will support quality assurance.

Standard 1

Requirement 1.2

1. Cambrian College will reconstitute the Program Quality Assurance Committee (formerly the Curriculum Review Committee) as a mechanism to evaluate the effectiveness of our QA policies and procedures as it relates to program development, review, and suspension.
2. The college will design a comprehensive and independent procedures for Tier II review with specific report-back requirements to monitor recommendations and action items.



3. Cambrian will update the Academic Program Suspension and Cancellation Operating Procedure to detail the data points considered when looking at the suspension of a program.
4. Cambrian will design a program re-activation procedure for programs which have not run in several years but have not formally been suspended via the MCU, ensuring alignment with course learning outcomes, PVLOs and EES's.

Requirement 1.5

5. Cambrian's PIRQ department will scan the Program Strategies section in the annual program plans prior to Dean/Chair approval, to assist with monitoring recommendations and action items.
6. Cambrian will review and update the operating procedure for Comprehensive Program Review (CPR) process and specify steps for reporting back on recommendations and action items.

Requirement 1.6

7. The college will develop and implement a mechanism to communicate course and program changes to students and staff in a timely manner.

Standard 2

Requirement 2.2

8. The college will revise and apply the updated Teaching and Learning Framework. The new framework will emphasize that course learning outcomes and essential employability skills are disseminated from the PVLOs.

Standard 3

Requirement 3.1

9. Cambrian will conduct a program title audit to confirm compliancy with CVS and MCU and action any required changes through the program modifications operating procedure.

Standard 4

Requirement 4.4

10. The college will formulate mechanisms to effectively map Program Vocational Learning Outcomes (PVLOs) to the learning outcomes of work-integrated learning courses, demonstrating a deliberate and attentive approach to ensure alignment with the college's program quality management system.

Standard 5

Requirement 5.1



11. Cambrian will create a mechanism to improve communication and ensure timely updates on policy changes.

Requirement 5.2

12. Cambrian will review and update the Program Quality Assurance Policy and relevant operating procedures as per the 2024-25 policy review schedule.

Standard 6

Requirement 6.2

13. The college will develop mechanisms to assess student services in terms of capacity to deliver, effectiveness of the services and monitoring.

3. Recommendations

As an organization with a mature approach to quality assurance, the following recommendations incorporate both opportunities to support requirements not fully met, as well as requirements that are fully met, but may benefit from continuous improvement.

Recommendation #1:

Requirement 1.3

The audit panel recommends Cambrian College formalize the approaches being used by departments outside of Planning, Institutional Research, and Quality when collecting data that could be used to support program quality. The college may wish to investigate how the amalgamation of these practices could augment and enhance the existing data used to support program quality.

Recommendation #2:

Requirement 1.6

To strengthen communication to ensure the timely sharing of information on program changes, the audit panel recommends that Cambrian College identify and review existing communication mechanisms. This review should include:

- Ensuring that information flows to the appropriate stakeholder (staff, student, community)
- Identifying ways to enhance communications about program changes to make them more purposeful and directed.
- Enhancing student understanding of program changes by clearly communicating differences between programs of instruction and current program standards.
- Prioritizing communication with impacted, out-of-sequence students to ensure they have the information they need.

Recommendation #3:

Requirement 3.3



To provide clear guidelines regarding the roles, terms of tenure, and responsibilities of Program Advisory Committees (PAC), the audit panel recommends that Cambrian College review the existing PAC bylaws and/or establish a policy that addresses these topics. The policy should consider the unique challenges that the college may face in recruiting PAC members.

Recommendation #4:

Requirement 4.4

The audit panel recommends that Cambrian College investigate a more integrated approach for incorporating holistic activities into specific program courses. When exploring opportunities for integration, the college should ensure that such opportunities are connected to the formal assessment of PVLOs.



CONCLUSION

Cambrian College has demonstrated a consistent and concerted effort in their approach to quality assurance. They have effectively addressed past audit feedback, and provided a mature self-assessment that not only builds on perceived areas of where requirements may not be met, but also on areas where the college wishes to enhance.

Cambrian College has well-developed policies and frameworks to guide their decision-making. Ensuring that these tools are used in a consistent manner that provides for the best use of committees and balances centralized vs decentralized decision-making that suits the situation will further enhance their efforts.

It was evident throughout the audit that numerous informal and anecdotal approaches to data collection were utilized. Also, there was evidence of department level data collection that was not part of a college-wide process. Reviewing some of these best practices, along with a balancing of anecdotal and quantitative data will further enrich student success decisions.

The evidence obtained through all aspects of the audit highlights the college’s commitment to its students, community and staff teams. The culture at Cambrian College exemplifies a collaborative and student-first approach to quality assurance.

Audit Results

Standard	Result		
1	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
2	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
3	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
4	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
5	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
6	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met

Audit Decision:

- Mature Effort
- Organized Effort
- Formal Effort