



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

CONESTOGA COLLEGE

DATE OF AUDIT VISIT: April 1-3, 2025

SUBMISSION DATE: May 12, 2025

**PREPARED BY: Loretta Howard, David Veres, Mel
Young, Sally Heath**



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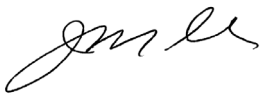


APPROVAL OF THE AUDIT REPORT


This report presents the findings of the College Quality Assurance Audit Process for **Conestoga 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.




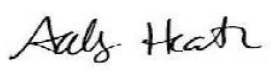
COLLEGE PRESIDENT

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

Signature: 	Date: September 16, 2025
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AUDIT PANEL MEMBERS

Chair: Loretta Howard Signature: 	Date: July 23, 2025
Panelist: David Veres Signature: 	Date: July 23, 2025
Panelist: Mel Young Signature: 	Date: July 23, 2025
Panelist: Sally Heath Signature: 	Date: July 23, 2025



STIPULATIONS

1. Commendations

The audit panel commends Conestoga College on:

1. The use of data analytics in decision making. Available dashboards support the ability of faculty and academic administrators to focus on quality assurance assessment and reflection in program review (APR/MPR) processes. (1.4)
2. Their robust systems to track and follow up on program changes and enhancements. (1.6)
3. The quality of learning outcomes evidenced in program mapping and the utilization of tools to track and scaffold outcomes. (2.2)
4. The breadth and scope of authentic, holistic, and relevant WIL and experiential learning activities integrated across programs. (4.4)
5. Their strong commitment to ensure timely feedback for students on their assignments. (4.3)
6. The development and implementation of policies that limit the number of assessments (max. seven assessments) and their distribution (40% of grade by mid-point), in a manner that promotes student success. (4.3)
7. The development of Chair tools that allow for effective monitoring of compliance with assessment policy and procedures. (4.3)

2. Affirmations

The following affirmations were articulated in Conestoga College's Self-Study Critical Assessment. The audit panel affirms the college's judgement and findings of its own self-study and confirms each of these affirmations as continuous improvement opportunities for the college to further support quality assurance.

1.4 Action Plan Application

Create an action plan application that provides a dynamic repository of all action items resulting from the program quality reviews to enable academic schools and service areas to share, monitor, and collaborate on shared action items.

1.7 Instructional Materials that Support Course Outline Development and Review

Create and promote instructional materials that support course outline development and review, available in a central site that is accessible to faculty.

3.3 Capturing Program Advisory Committee (PAC) Feedback in the Annual Program Reflection (APR)



Integrate a question on the APR PAC page to ask teams to identify PAC feedback provided in the last academic year.

4.2 Teaching Innovation Days

Create regular opportunities to showcase faculty innovation and excellence in key areas of teaching and learning practice.

4.3 Enhancing Rubrics/Grading Scheme Usage

Conduct an inventory of current practice and create a repository that will support faculty in the creation of valid, outcome-aligned, and reliable grading tools.

5.8 Pathways Process and Repository

Implement a comprehensive pathways system, encompassing development, articulation, renewal, and reporting to support student mobility into and across credentials.

6.1 Competency-Based Faculty Performance Review

Revise policy, tools, and templates to create a competency-based goal-oriented performance review process for faculty.

3. Recommendations

The audit panel recommends that Conestoga College:

1. *Standard Requirement 5.5:*
Ensure PLAR guidelines / framework have clearly defined criteria procedures, and decision-making process to determine course eligibility.
2. *Standard Requirement 5.5:*
Ensure the process for PLAR is timely, applicant-centred, and communicated clearly and consistently to reduce barriers to student achievement.
3. *Standard Requirement 6.1:*
Ensure procedural compliance is aligned with existing policy regarding timelines for post-probationary review.
4. *Standard Requirement 6.3:*
Ensure procedural compliance is aligned with existing policy regarding timelines for post-probationary review.
5. *Standard Requirement 6.4:*
Ensure clarity of workflow and decision-making during budget development processes, particularly where competing agendas and priorities are at play.



CONCLUSION

Since their last audit and current self-reflection, Conestoga College's efforts demonstrate a keen understanding of quality assurance (QA) and commitment to delivering programs and services that support student success.

Conestoga evidenced mature systems to support QA processes and strong data structures to inform evidence-informed decision-making (IR and LMS), including automated mechanisms to guide MPRs and APRs and monitor student performance. The institutional investment in QA processes, both human and technological, is evidence of a deep commitment and commendable.

Throughout the site visit, the audit panel saw evidence of a culture of collaboration created, in part, by the relationships forged among and between units working towards a shared institutional commitment to QA and student success.

Conestoga is encouraged to continue to invest in processes and people to support quality and student outcomes.

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 type="checkbox"/> Met	<input checked="" type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met

Audit Decision:

- Mature Effort
- Organized Effort
- Formal Effort