



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 for: Follow-up (18-month)

#### LOYALIST COLLEGE

**DATE SINCE LAST UPDATE TO OCQAS:** January 26, 2017

**DATE OF PREPARATION OF REPORT:** October 5, 2018

**REPORT PREPARED BY:** Office of the Vice-President Academic & Chief Learning Officer



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.*

* What has been identified as needing to be done? (stipulations)	1. The College develop and introduce a standardized five-year PQA Report template, one that ensures that each program review addresses the same information and presents it in a standard format for easy comparison and cross-department/cross-program awareness. (Requirement 1.2)
What deliverables are associated with addressing the stipulations?	<ul style="list-style-type: none"> <li>• Produce a standardized five-year PQA report template for programs participating in the five-year cyclical PQA review</li> </ul>
What tasks are associated with addressing the deliverable?	<ul style="list-style-type: none"> <li>• Develop a five-year PQA report template</li> <li>• Roll-out template to program teams through the five-year review cycle</li> </ul>
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> <li>• Office of Vice-President Academic</li> <li>• PQA Committee</li> <li>• Office of Teaching and Learning</li> <li>• Program Teams</li> <li>• Deans</li> </ul>
When is the completion deadline of the specific deliverable/ task?	May 2018
What is the current status of each specific deliverable/ task? (include a completion percentage)	100% complete. Leveraging the College's existing learning management system e-portfolios, each program team going through their five-year program quality assurance (PQA) review populates their given template for each Quality Standard and the associated Requirements, as well as provides an Introduction and Executive Summary, the composition of which has been standardized. To clearly demonstrate the evidence provided, an evidence map is also required from each program team. In addition, a standard presentation template has been developed to further increase the ease of comparison and cross-department/cross-program awareness.



<b>* What has been identified as needing to be done? (stipulations)</b>	2. The College should develop a standardized program map to be used across programs and disciplines. (Requirement 2.2)
<b>What deliverables are associated with addressing the stipulations?</b>	<ul style="list-style-type: none"> <li>• Produce a common mapping template for programs participating in the five-year cyclical PQA review</li> </ul>
<b>What tasks are associated with addressing the deliverable?</b>	<ul style="list-style-type: none"> <li>• Develop a standard mapping template</li> <li>• Roll-out template to program teams through the five-year review cycle</li> </ul>
<b>Who is responsible for the specific deliverable/ task?</b>	<ul style="list-style-type: none"> <li>• Office of the Vice-President Academic</li> <li>• PQA Committee</li> <li>• Office of Teaching and Learning</li> <li>• Program Teams</li> <li>• Deans</li> </ul>
<b>When is the completion deadline of the specific deliverable/ task?</b>	May 2018
<b>What is the current status of each specific deliverable/ task? (include a completion percentage)</b>	<p>100% complete. In addition to the program overview map that demonstrates the levels, semesters, themes, position of general education courses, and pre- and co-requisites for each program that is published in program manuals, the College has introduced a number of standard maps that programs are required to complete as part of their five-year PQA review. Programs are required to complete:</p> <ul style="list-style-type: none"> <li>• Detailed Curriculum map: demonstrates where in a program outcomes are taught, reinforced and assessed</li> <li>• Program map for Renewal and Change: demonstrates alignment between courses, vocational learning outcomes and essential employability skills</li> <li>• Assessment map: illustrates the evaluation load for students to help identify where there might be overlap</li> <li>• Universal Design for Learning: demonstrates the methods that are used throughout a program to ensure there are multiple means of representation, engagement and expression</li> </ul> <p>In addition to the standardized maps, the Office of Teaching and Learning provides additional mapping templates to suit individual program needs.</p>



* What has been identified as needing to be done? (stipulations)	3. The College develop a strategy to ensure the on-going conformity of programs with the EES requirements, ensuring that graduates have, in fact, reliably demonstrated the outcomes as outlined in the Credentials Framework. (Requirement 3.2)
What deliverables are associated with addressing the stipulations?	<ul style="list-style-type: none"> <li>• Produce a means for programs to demonstrate their ongoing conformity with EES requirements</li> </ul>
What tasks are associated with addressing the deliverable?	<ul style="list-style-type: none"> <li>• Develop a report to illustrate where essential employability skills are taught and assessed throughout a program</li> <li>• Create a mechanism for program teams to report on their alignment with the Credentials Framework</li> </ul>
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> <li>• Office of the Vice-President Academic</li> <li>• Office of Teaching and Learning</li> <li>• IT Services</li> <li>• Program Teams</li> <li>• Deans</li> </ul>
When is the completion deadline of the specific deliverable/ task?	January 2017
What is the current status of each specific deliverable/ task? (include a completion percentage)	100% complete. Working in collaboration, the Office of Teaching and Learning and IT Services developed a report based on information documented in course outlines that demonstrates where essential employability skills are taught and assessed throughout a program. This report is sent to all program teams each year for programs to review and analyze as part of their annual quality assurance review.

* What has been identified as needing to be done? (stipulations)	4. The Panel recommends the addition of a section to the PQA reports that assesses the program's ongoing alignment with the criteria for the credential awarded, as outlined in the credentials framework. (Requirement 3.2)
What deliverables are associated with addressing the stipulations?	<ul style="list-style-type: none"> <li>• Include a section in the annual PQA reports for program teams to reflect on their ongoing alignment with the criteria for the credential awarded, as outlined in the credentials framework</li> </ul>



<b>What tasks are associated with addressing the deliverable?</b>	<ul style="list-style-type: none"> <li>Amend the annual PQA report template to accommodate the additional section</li> </ul>
<b>Who is responsible for the specific deliverable/ task?</b>	<ul style="list-style-type: none"> <li>Office of the Vice-President Academic</li> <li>PQA Committee</li> <li>Program Teams</li> <li>Deans</li> </ul>
<b>When is the completion deadline of the specific deliverable/ task?</b>	January 2017
<b>What is the current status of each specific deliverable/ task? (include a completion percentage)</b>	100% complete. The annual PQA report was amended for spring 2017 to include a section called "Alignment with the criteria for the credential(s) awarded, as outlined in the Credentials Framework" which asks programs teams to demonstrate the team's ongoing alignment with the credential(s) it awards, as outlined in the credentials framework. Program teams achieve this by reporting on how and when this was last reviewed with the team, by identifying any gaps and providing details on planned action to address those gaps.

<b>* What has been identified as needing to be done? (stipulations)</b>	5. When new standards are provided, the College should prepare a development plan and target timelines to ensure the deadlines for implementation and necessary communication strategies are followed to meet Ministry requirements. (Requirement 3.5)
<b>What deliverables are associated with addressing the stipulations?</b>	<ul style="list-style-type: none"> <li>Implement a standardized process for alignment with new program standards to ensure that required Ministry deadlines are met and appropriate communication is made to all stakeholders</li> </ul>
<b>What tasks are associated with addressing the deliverable?</b>	<ul style="list-style-type: none"> <li>Develop a process for implementing new program standards</li> <li>Roll-out process to program teams</li> </ul>
<b>Who is responsible for the specific deliverable/ task?</b>	<ul style="list-style-type: none"> <li>Office of the Vice-President Academic</li> <li>Deans</li> <li>Program Teams</li> <li>Office of Teaching and Learning</li> </ul>
<b>When is the completion deadline of the specific deliverable/ task?</b>	September 2018



<p><b>What is the current status of each specific deliverable/ task? (include a completion percentage)</b></p>	<p>90% complete/ongoing. The process for implementing new program standards needs to be formalized in documentation however, the proposed process is:</p> <ol style="list-style-type: none"> <li>1. The Office of the Vice-President Academic is made aware of the publication of new standards by the Ministry of Training, Colleges and Universities (MTCU) via the PFAAM system</li> <li>2. The Office of the Vice-President Academic advises the appropriate Dean and Chair of the new standards</li> <li>3. The Dean meets with the faculty team to review the new program standards and works collaboratively to create an action plan to implement the new standard</li> <li>4. The program team works with the Office of Teaching and Learning to map the course learning outcomes to the vocational learning outcomes of the new program standard. The mapping is reviewed and any identified gaps are addressed</li> <li>5. The Office of the Vice-President Academic reviews the changes to determine if there is a requirement for the program to be reviewed by the Credential Validation Service (CVS) or by the Ministry for funding purposes</li> <li>6. The program team works collaboratively with the Dean's Office and the Office of the Vice-President Academic to update all necessary documentation to reflect the new program standard</li> </ol>
<p><b>* What has been identified as needing to be done? (stipulations)</b></p>	<ol style="list-style-type: none"> <li>6. The College implement changes to the PQA process as planned to ensure that all modes of delivery are held to the same quality assurance standards and processes. (Requirement 4.1)</li> </ol>
<p><b>What deliverables are associated with addressing the stipulations?</b></p>	<ul style="list-style-type: none"> <li>• Include all delivery modalities in the five-year PQA review schedule</li> </ul>
<p><b>What tasks are associated with addressing the deliverable?</b></p>	<ul style="list-style-type: none"> <li>• Work with the appropriate deans and managers to ensure that the quality assurance objective for programs with multiple delivery modalities is that all modalities be held to the same standards and processes</li> <li>• Incorporate credential programs with alternate delivery modalities into the five-year PQA review schedule</li> <li>• Advise all affected program teams of the revised presentation schedule and inform them of the required process</li> </ul>



<p><b>Who is responsible for the specific deliverable/ task?</b></p>	<ul style="list-style-type: none"> <li>• Office of the Vice-President Academic</li> <li>• Deans</li> <li>• Manager of Distance Studies</li> <li>• PQA Committee</li> <li>• Office of Teaching and Learning</li> </ul>
<p><b>When is the completion deadline of the specific deliverable/ task?</b></p>	<p>October 2017</p>
<p><b>What is the current status of each specific deliverable/ task? (include a completion percentage)</b></p>	<p>100% complete. The Chair of the PQA Committee worked collaboratively with the affected Dean and the Manager of Distance Studies to incorporate alternate delivery modalities of credential programming into the five-year PQA review schedule. All program teams that are scheduled to present are invited to PQA information sessions each spring and fall to learn about the process and are extended support for the process through the Office of the Vice-President Academic and the Office of Teaching and Learning.</p>
<p><b>* What has been identified as needing to be done? (stipulations)</b></p>	<p>7. The College develop and adopt a policy that clearly identifies and communicates the “trigger points” and limits around program changes to all involved in the review, maintenance and recording of program development/evolution. The policy should identify a threshold at which the program must be fully reviewed and submitted for review by the Ministry. (Requirement 5.5)</p>
<p><b>What deliverables are associated with addressing the stipulations?</b></p>	<ul style="list-style-type: none"> <li>• Implement a policy regarding the review, maintenance and recording of program development/evolution</li> </ul>
<p><b>What tasks are associated with addressing the deliverable?</b></p>	<ul style="list-style-type: none"> <li>• Develop a policy for program development, renewal and change</li> <li>• Roll-out the policy to the academic sector</li> </ul>
<p><b>Who is responsible for the specific deliverable/ task?</b></p>	<ul style="list-style-type: none"> <li>• Office of the Vice-President Academic</li> <li>• Enrolment Management Team</li> <li>• Academic Leadership Team</li> <li>• Program Teams</li> </ul>
<p><b>When is the completion deadline of the specific deliverable/ task?</b></p>	<p>October 2017</p>



<b>What is the current status of each specific deliverable/ task? (include a completion percentage)</b>	100% complete. The <i>Program of Study Development, Renewal and Change</i> policy (AOP 212) outlines the process for program development as well as the various catalysts for program renewal and change. The policy outlines the process for each scenario with associated deadlines and aligns with the thresholds identified in Appendix A to MTCU funding approvals (more than 25% change to learning outcomes, total program length, total program hours or instructional settings) for programs that require Ministry review.
<b>* What has been identified as needing to be done? (stipulations)</b>	8. The College continue to provide clarification regarding PLAR, transfer credit and other terminology and provide ongoing professional development for faculty and staff around such terminology to ensure all relevant stakeholders are aware of and trained on the processes. (Requirement 5.6)
<b>What deliverables are associated with addressing the stipulations?</b>	<ul style="list-style-type: none"> <li>• Provide professional development for stakeholders to ensure awareness of PLAR and transfer credit processes</li> </ul>
<b>What tasks are associated with addressing the deliverable?</b>	<ul style="list-style-type: none"> <li>• Develop an educational plan for stakeholders to ensure awareness of PLAR and transfer credit processes</li> <li>• Roll-out the plan</li> </ul>
<b>Who is responsible for the specific deliverable/ task?</b>	<ul style="list-style-type: none"> <li>• PLAR subject matter experts</li> <li>• Pathways Coordinator</li> <li>• Office of Teaching and Learning</li> <li>• Office of the Vice-President Academic</li> </ul>
<b>When is the completion deadline of the specific deliverable/ task?</b>	September 2018
<b>What is the current status of each specific deliverable/ task? (include a completion percentage)</b>	100% complete/ongoing. Through the support of the Ontario Postsecondary Access and Inclusion Program (OPAIP), the College’s two resident PLAR subject matter experts, in collaboration with the Pathways Coordinator and the Office of the Teaching and Learning, are implementing an annual professional development series specifically around PLAR in the form of “PLAR Cafés”. They are also working toward the development of the 30 <sup>th</sup> annual Loyalist PLAR Conference in spring 2019 which is free to attend for all Loyalist staff and students.



* What has been identified as needing to be done? (stipulations)	9. The College should review and determine the gap in professional development needs and develop a plan to close this gap review in the context of budget planning. (Requirement 6.5)
What deliverables are associated with addressing the stipulations?	<ul style="list-style-type: none"> <li>Allot budgetary funds for professional development</li> </ul>
What tasks are associated with addressing the deliverable?	<ul style="list-style-type: none"> <li>Include professional development in the 2017-2018 budget</li> <li>Develop an institutional plan for professional development</li> <li>Roll-out the plan to all College stakeholders</li> </ul>
Who is responsible for the specific deliverable/ task?	<ul style="list-style-type: none"> <li>President</li> <li>Office of the Vice-President Academic</li> <li>Office of Teaching and Learning</li> </ul>
When is the completion deadline of the specific deliverable/ task?	June 2018
What is the current status of each specific deliverable/ task? (include a completion percentage)	100% complete. Under the direction of the President and the Vice-President Academic and Chief Learning Officer, the Office of Teaching and Learning was charged with the task of putting together a planning committee to develop a two-day conference for all Loyalist employees. The first annual “Learn, Inspire, Flourish and Engage” (L.I.F.E.) Conference was held in June 2018 and had a heavy focus on Health and Wellness, a primary objective of the College’s strategic plan. The Conference was a success with over 200 employees participating in various key notes, sessions and activities over the two days. In addition to this new initiative, faculty are invited to participate in Eastern Region professional development programming, i.e. Aligning and Building Curriculum (ABC) and Focus on Learning (FOL).

Add (copy and paste from above) additional tables as required to complete the exercise.

**2. Provide additional comments (if applicable).**



During the January 2017 audit the Panel recognized that the College's Program Advisory Committees (PAC) are "fully engaged and active in promoting improvements in the programs, and the PAC members are committed to partnering with Loyalist to ensure the programs and the graduates are of the highest quality" however, the Panel made the following suggestion: *that the College establish a regular schedule for a meeting between the Executive Team and representatives from PACs and/or PAC clusters.*

The Office of the President is in the process of reviewing the College's policy and procedures regarding PACs. The above suggestion, will be fully considered in the review and revision of that process.

Overall, the College continues to work towards incorporating best practices to clarify policies, procedures, roles and responsibilities in order to highlight, measure and evaluate quality assurance efforts throughout the institution.