



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)

#### **CONESTOGA COLLEGE**

**DATE SINCE LAST UPDATE TO OCQAS:** May 22, 2015

**DATE OF PREPARATION OF REPORT:** March 14, 2017

**REPORT PREPARED BY:** Conestoga College – Academic Administration



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><b>* What has been identified as needing to be done? (stipulations)</b></p>	<p>Complete the commitment regarding the General Education compliance. The non-compliance is currently resulting in Requirement 5.2 being “Partially Met” with a recommendation that action for remediation is advisable. (Reference S5.R2)</p>
<p><b>What deliverables are associated with addressing the stipulations?</b></p>	<ol style="list-style-type: none"> <li>1. All diploma and advanced diploma programs contain three General Education courses.</li> <li>2. All General Education courses reflect one or more of the five Ministry-recommended themes (Framework for Programs of Instruction).</li> <li>3. All General Education courses are designed and offered discretely and separately from vocationally-oriented courses.</li> </ol>
<p><b>What tasks are associated with addressing the deliverable?</b></p>	<ol style="list-style-type: none"> <li>1.       <ol style="list-style-type: none"> <li>a. Monitor to assure that all diploma and advanced diploma programs contain three General Education courses. Generate an SIS report annually reporting on compliance.</li> <li>b. In conjunction with the college’s Curriculum Office, generate accurate reports of General Education requirements by program and provide feedback to program chairs as required.</li> <li>c. Create enhancements to the Student Information System (SIS) to track, create reports, and provide correct progress reports to students on General Education requirements.</li> </ol> </li> </ol>



2.
  - a. Review distribution of General Education by theme and identify gaps to ensure currency.
  - b. Develop and revitalize courses, including a focus on theme one (for example, LIBS1930 Science Fiction) and theme five (LIBS1980 Life Beyond Earth).
  - c. Establish rotational course offering of all five Ministry themes to assure even distribution of General Education offerings across the five MAESD themes each semester.
3.
  - a. Restructure and centralize administrative leadership within an independent School of Liberal Studies with a mandate to revitalize General Education.
    - i. New dean (Dec 2015) and new chair (Jan 2016) hired to provide leadership for General Education.
    - ii. Discussion among School of Liberal Studies and college academic and administrative leaders regarding future direction for General Education at Conestoga with a clear mandate for the School to provide leadership in offering relevant and rigorous General Education courses that meet or exceed Ministry guidelines.
    - iii. Comprehensive review and update of Conestoga's General Education offerings, policy, staffing and delivery model (distribution across the five themes, program restricted General Education courses, and specified General Education or free elective as a policy) at Conestoga College.
    - iv. Development of proposal for the restructuring of General Education at Conestoga and presentation to Vice President, Academic Administration (VPAA) for approval.
    - v. Presentation of approved proposal to executive deans.
  - b. Deliver General Education through three free open electives in all diploma and advanced diploma programs.
  - c. Establish a General Education and Degree Breadth Advisory Committee based on the college's PAC model with representation from students, alumni, program



	representatives and other colleges. The Advisory Committee will provide ongoing quality assurance feedback on General Education delivery at Conestoga.
Who is responsible for the specific deliverable/ task?	Dean of the School of Language & Communications Studies and the School of Liberal Studies; chair, Department of Liberal Studies
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"><li>1. <ol style="list-style-type: none"><li>a. Completed and ongoing (January 2016)</li><li>b. Completed and ongoing (January 2016)</li><li>c. Fall 2017</li></ol></li> <li>2. <ol style="list-style-type: none"><li>a. Completed and ongoing (June 2016)</li><li>b. Completed and ongoing (June 2016)</li><li>c. Fall 2017</li></ol></li> <li>3. <ol style="list-style-type: none"><li>a. Completed and ongoing (June 2016)<ol style="list-style-type: none"><li>i. December 2015 and January 2016</li><li>ii. March 2016</li><li>iii. March 2016</li><li>iv. June 2016</li><li>v. December 2016</li></ol></li><li>b. Fall 2018</li><li>c. Winter 2017</li></ol></li></ol>



What is the current status of each specific deliverable/  
task? (include a completion percentage)

1.
  - a. 100% – SIS compliance report is completed and ongoing (January 2016).
  - b. 100% – Met and communicated to provide feedback to program chairs, in conjunction with the Curriculum Planning and Operations department.
  - c. 70% – System design enhancement process initiated November 2016; meetings to provide input to technical consultants completed January 2017. Enhanced system launch set for Spring 2017.
  
2.
  - a. 100% – Reviewed distribution of General Education by theme and identified gaps to ensure currency. Reports presented to VPAA (June 2016) and executive deans (December 2016).
  - b. 100% – New courses in themes one and five have been run Fall 2016 and Winter 2017; new theme five course is currently in development for Fall 2017.
  - c. 60% – Rotation proposed to VPAA (June 2016); new General Education website now in development will provide information for students and include rotation.
  
3.
  - a. 100% – Restructure and centralize administrative leadership within an independent School of Liberal Studies with a mandate to revitalize General Education.
  - b. 40% – Initial proposal to VPAA (June 2016) and to executive deans (December 2016) has been accepted. Program design revisions will commence May-June 2017.
  - c. 40% – Nominations currently being solicited with first meeting this Winter.



## Recommendation #2

<b>* What has been identified as needing to be done?</b> (stipulations)	While the CCQI formalization appears to be comprehensive, the College needs to monitor the results of the MPR completion process to ensure its achievability within the College's established 5-7 year timeframe, as well as the sustainability in the longer term. (Reference S1.R1, S1.R4, S1.R5 & S3.R4)
<b>What deliverables are associated with addressing the stipulations?</b>	Monitor the completion rates of major program reviews (MPRs) on an annual basis.
<b>What tasks are associated with addressing the deliverable?</b>	CCQI is the framework through which quality activities and projects are monitored. There are a number of quality steps in place for monitoring MPR completions. Specifically: <ol style="list-style-type: none"><li>1. In conjunction with Affirmation 6, the Program Review Procedure (C6 V3) will be reviewed within 12 months of the audit completion (December 2016).</li><li>2. The program review administrator will meet and work with the program teams engaged in MPRs to assist in their completion.</li><li>3. The completion rates of MPRs will be monitored by the program review administrator, followed by a summary report prepared for the Vice President, Academic Administration (VPAA).</li><li>4. The completion rates of MPRs will be discussed with the CCQI Program Review Sub-Committee and Academic Forum.</li><li>5. The Master Schedule for MPRs will be reviewed by the VPAA on an annual basis to address sustainability for the longer term.</li></ol>
<b>Who is responsible for the specific deliverable/ task?</b>	Office of the Vice President, Academic Administration; lead, Institutional Quality; program review administrator; and executive deans, academic schools
<b>When is the completion deadline of the specific deliverable/ task?</b>	2016 and ongoing annual review



What is the current status of each specific deliverable/  
task? (include a completion percentage)

1. 100% – Next review scheduled for 2017 based on enhancements to the organizational structure, including the offices of Institutional Research and Planning and Curriculum Planning and Operations
2. 100% – Complete for 2016 and ongoing
3. 100% – Complete for 2016 and ongoing
4. 100% – Complete for 2016 and ongoing
5. 100% – Complete for 2016 and ongoing



### Recommendation #3

<b>* What has been identified as needing to be done? (stipulations)</b>	To ensure consistency it is recommended that the Comprehensive Program Map template be used as part of the MPR process across all program areas. This college-wide approach to mapping the Program Learning Outcomes to Course Learning Outcomes and mapping of the Essential Employability Skills should help achieve this uniformity. (Reference S3.R2 & S3.R4)
<b>What deliverables are associated with addressing the stipulations?</b>	Formalize the existing practice to update all program maps during a major program review.
<b>What tasks are associated with addressing the deliverable?</b>	<ol style="list-style-type: none"><li>1. Continue to include the Comprehensive Program Map (CPM) in the MPR online forms (supporting documents templates).</li><li>2. The program review administrator will monitor MPRs that require a revised CPM and connect the curriculum consultants to MPR teams to assist with the completion of the CPM.</li><li>3. Review the Program Review Procedure (C6 V3) to include the CPM as a requirement during the MPR process.</li><li>4. Further to the requested recommendation, it is noted that the CPM is currently required for new programs as per the Program Development Procedure (C3 V3). The CPM will be updated for existing programs undergoing an MPR.</li></ol>
<b>Who is responsible for the specific deliverable/ task?</b>	Program review administrator; lead, Institutional Quality (2015-2016); Institutional Research and Planning office (2017-onwards); Curriculum Planning and Operations department
<b>When is the completion deadline of the specific deliverable/ task?</b>	<ol style="list-style-type: none"><li>1. July 2016</li><li>2. This is an ongoing deliverable as per the Master MPR Schedule</li><li>3. December 2017</li><li>4. Not applicable</li></ol>





What is the current status of each specific deliverable/  
task? (include a completion percentage)

1. 100% – Completed (May 2016)
2. 100% – Completed for 2015 and 2016 MPR cycles and ongoing
3. Completed phase one review in October 2016. Phase two is 20% complete as of March 2017, and on-track for completion by December 2017.
4. Not applicable



## Recommendation #4

<p>* What has been identified as needing to be done? (stipulations)</p>	<p>To provide a college-wide system to determine ongoing program viability or suspension of programs, the college is encouraged to analyze the data from the MPR process and use this analysis in all program deliberations. (S1.R1)</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Provide documentation on the college-wide system that is in place to determine ongoing program viability or suspension of programs and how MPRs play a role in the deliberations.</p>
<p>What tasks are associated with addressing the deliverable?</p>	<p>As part of the continuous quality improvement process, continue communicating with the academic areas that program suspension or cancellation decisions are made as a result of APRs and MPRs (or at times due to low enrolment).</p> <p>As such, the tasks include:</p> <ol style="list-style-type: none"><li>1. Provide documentation and advisement college-wide to ensure the MPR data is considered in all program deliberations to determine program viability, and the decision to suspend or cancel a program.</li><li>2. Review the Program Review Procedure to ensure appropriate messaging is included and provided as advisement to teams during MPR in regard to role of MPR in program viability.</li><li>3. Review the APPM, scorecard templates and responses to enhance the integration of the information from the APPM and MPR to the scorecard.</li><li>4. Review the practice of program viability information being discussed at Academic Forum and Academic Coordinating Committee meetings, as well as SEM, to determine if the procedure, templates and analysis from program review processes are meeting program viability discussion and decision requirements.</li><li>5. Review the outcomes of the MPRs to determine if programs that are identified as no longer viable are using the program suspension and/or cancellation procedure.</li></ol>



<b>Who is responsible for the specific deliverable/ task?</b>	Deans or executive deans; lead, Institutional Quality; director, Institutional Research and Planning; program review administrator; Curriculum Planning and Operations and the chair of the Strategic Enrolment Management (SEM) Committee.
<b>When is the completion deadline of the specific deliverable/ task?</b>	Completion timelines are based on the academic year. Reviews for potential improvements will be done through internal committees in Fall 2017, with changes determined by December 2017. <ol style="list-style-type: none"><li>1. December 2017</li><li>2. December 2017</li><li>3. September 2017</li><li>4. December 2017</li><li>5. December 2017</li></ol>
<b>What is the current status of each specific deliverable/ task? (include a completion percentage)</b>	<ol style="list-style-type: none"><li>1. 100% – Complete and ongoing</li><li>2. 20% – On track for completion by December 2017</li><li>3. 50% complete as of March 2017</li><li>4. 100% – Complete and ongoing</li><li>5. 2015 and 2016 reviews completed (100%); reviews for 2017 and onward will be ongoing</li></ol>



## Affirmation #1

* What has been identified as needing to be done? (stipulations)	Expand and increase professional development opportunities focused primarily on vocational program learning outcomes (VPLO) (inclusive of General Education and EES), outcome writing, evaluation, and teaching tips.
What deliverables are associated with addressing the stipulations?	Determine optimal opportunities for further professional development that received a commendation in the PQAPA 2015 Auditor report.
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"><li>1. Assess current professional development (PD) offerings and develop new PD opportunities related to vocational program learning outcomes, general education, essential employability skills, outcome writing, evaluation and teaching tips.</li><li>2. Consider staffing resources required.</li></ol>
Who is responsible for the specific deliverable/ task?	Organizational Development, Curriculum Planning and Operations, the School of Language and Communications Studies and the School of Liberal Studies.
When is the completion deadline of the specific deliverable/ task?	January 2017 and ongoing.



What is the current status of each specific deliverable/  
task? (include a completion percentage)

1. 100% – Evaluation and Teaching Tips: Organizational Development has updated the mandatory new faculty orientation series to include five three-hour workshops: Assessment, Teaching at Conestoga, Creating a Positive Learning Environment, Conestoga Services to Support Faculty and Student Success and Providing Online Materials to Students. All faculty have been encouraged to take the Assessment workshop. Eighty-seven (87) faculty attended the new Assessment workshop; 297 attendees joined these sessions at the start of the Winter 2017 semester. Guidance on assessment, teaching, student success, and accessibility is provided throughout the series.

Teaching tips are sent out regularly. Recent topics include evaluating group work, encouraging academic honesty, authentic assessment, and best practices for rubrics. All full and part-time faculty have access to assistance with evaluation and teaching. Teaching and learning consultants provide team-based training and individual coaching, observations, and consultations on teaching skills, learning opportunities, assessment, and other aspects of the teaching and learning process. The Evaluation of Student Learning Policy (A44 V4) and Procedure (A45 V4) are highlighted and provide guidance on the expectations for fair, supportive, and valid evaluation of student learning. Organizational Development is currently conducting a review of all student appeals (from 2013 to the present) and all academic offenses (from 2015 to the present): data gathered through this process can be used to improve the set up and processes for evaluations. Organizational Development is also partnering with Institutional Research to analyze data from the Student Appraisal of Teaching (SATs) to identify and highlight themes that relate to evaluation and teaching skills so that support can be provided. The observation process (mandatory for all new full-time hires and conducted with some part-time hires) has been enhanced to highlight documentation and messaging related to evaluations and group collaboration opportunities. The observer now provides a comprehensive package of materials to the observed prior to the in-class visit. They meet prior to and after the observation to discuss enhancements to processes and delivery.



Our Online Learning Centre (OLC) has also increased offerings of sessions on assignment drop boxes, Turnitin, quizzes and marking online so that faculty are developing skills in technology-enhanced evaluations.

Curriculum Planning and Operations delivered more than 25 workshops on Rubrics, Curriculum Mapping; Interpreting Mapping; Integrated Course Design, Integrating Essential Employability Skills into Curriculum; Understanding Course Outline Module for Faculty; and Course Outcomes Design and Development.

2. 100% – An additional teaching and learning consultant has been hired, and a third now supports the observation process part-time; two new curriculum staff resources have been hired along with a new chair of Liberal Studies. The General Education area has been restricted and is now managed through the oversight of the dean of the School of Language and Communications Studies and the School of Liberal Studies. This structure provides oversight outside of the school and program area.



## Affirmation #2

<b>* What has been identified as needing to be done?</b> (stipulations)	Complete the development of policies and procedures to address off-campus activity and the relationship to program and course outcomes. They include: 1) Academic Field Trip Procedure (pending); 2) Off-Campus Academic Activity Policy (pending); and 3) Off-Campus Integrated Learning or Experiential Learning Procedure (pending). According to the information presented by the College, a review of this policy and two procedures will be conducted after two academic years to assess whether further alignment to evaluation is required.
<b>What deliverables are associated with addressing the stipulations?</b>	Complete the review and approval cycle for the policies and procedures for implementation.
<b>What tasks are associated with addressing the deliverable?</b>	<ol style="list-style-type: none"><li>1. Review the pending policy and procedure with the Policies and Procedures Academic Subcommittee for a recommendation to proceed.</li><li>2. Present the recommended policies and procedures to the Policies and Procedures Committee for approval.</li><li>3. Pending approval, it will then continue until approved by Academic Forum and the Academic Coordinating Committee.</li><li>4. Roll-out of the phase 1 in Winter 2017</li><li>5. Review again in AY 2017-18</li></ol>
<b>Who is responsible for the specific deliverable/ task?</b>	Lead, Institutional Quality and, through the Policies and Procedures Academic Subcommittee, the chairs representing their respective schools for review and implementation.



<b>When is the completion deadline of the specific deliverable/ task?</b>	<ol style="list-style-type: none"><li>1. September 2016</li><li>2. October 2016</li><li>3. November/December 2016</li><li>4. April 2017</li><li>5. January 2018</li></ol>
<b>What is the current status of each specific deliverable/ task? (include a completion percentage)</b>	<ol style="list-style-type: none"><li>1. Completed (100%)</li><li>2. Completed (100%)</li><li>3. Completed (100%)</li><li>4. Completed (100%)</li><li>5. Scheduled for AY 2017-18</li></ol>





### Affirmation #3

* What has been identified as needing to be done? (stipulations)	Create additional parameters for student evaluations to ensure each course is compliant with the Evaluation Policy. Specifically, SIS would be enhanced with a quality assurance step to not allow faculty to enter a single assessment with an evaluation of more than 40 percent.
What deliverables are associated with addressing the stipulations?	Consider the short and long-term options for compliance with the Evaluation of Student Learning Policy (A44 V4).
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"><li>1. Determine feasibility and options with the Information Technology Administrative Management team for implementation.</li><li>2. Determine review practices for outlines that could be provided by the curriculum records function in the Curriculum Planning and Operations department.</li></ol>
Who is responsible for the specific deliverable/ task?	Lead, Institutional Quality; manager, Curriculum Planning and Operations, chair of the Course Outline Committee and IT.
When is the completion deadline of the specific deliverable/ task?	Due to IT requirements mandated by the Ministry for deposits and net tuition billing, the deliverable due date has been appropriately set for December 2017.



What is the current status of each specific deliverable/  
task? (include a completion percentage)

1. 100% – Discussions to address how changes could be incorporated in the course outline module process were initiated in 2015. All course outlines flow through the Curriculum Planning and Operations records clerk, who sends course outlines that exceed 40 percent per item back to the approving Chair for adjustment.
2. 100% – The Course Outline committee has been engaged with Information Management Systems to design and implement changes to the course outline system that will not allow for setting of an evaluation item to more than 40 percent. The changes have been completed and the revision was rolled out in February 2017.

In addition, definitions and examples of a variety of evaluation types are now part of the system. Faculty can review and choose items that align with their course outcomes and ensure that the tenets of Universal Design for Learning are followed. This will also allow future research into the choices made as the new descriptors are more informative.



#### Affirmation #4

<b>* What has been identified as needing to be done? (stipulations)</b>	Implement a system for formal tracking of program accreditations across the institution to integrate internal program review processes to these external review requirements. By increasing the integration of these processes, the college can enhance quality through more efficient use of resources, management of data and timing of quality activities.
<b>What deliverables are associated with addressing the stipulations?</b>	Determine the options to gather the information on programs that are accredited. Share the information with the program review administrator to determine the potential for integration with internal program review processes.
<b>What tasks are associated with addressing the deliverable?</b>	<ol style="list-style-type: none"><li>1. As a part of the program review process, each program captures its accreditation schedule within the Annual Program Performance Monitor, if applicable.</li><li>2. Identify the programs that are accredited and their next accreditation date during the program review processes and consultations (i.e., through the documentation of the Annual Program Performance Monitor and/or the Annual Program Reflection or consultations between the academic chair and the program review administrator).</li><li>3. As a part of the program review process, the program review administrator consults with chair to ensure programs undergoing an accreditation achieve alignment with the MPR and external requirements and the comprehensive review schedule.</li><li>4. Implement tracking of accreditations within the online portal.</li></ol>
<b>Who is responsible for the specific deliverable/ task?</b>	Program review administrator under the supervision of the vice president, Academic Administration.



<b>When is the completion deadline of the specific deliverable/ task?</b>	<ol style="list-style-type: none"><li>1. Annually in January</li><li>2. March 2016</li><li>3. December 2016</li><li>4. December 2017</li></ol>
<b>What is the current status of each specific deliverable/ task? (include a completion percentage)</b>	<ol style="list-style-type: none"><li>1. 100% complete and ongoing.</li><li>2. 100% complete and ongoing.</li><li>3. 100% complete and ongoing.</li><li>4. 10% – On track for completion by December 2017.</li></ol>



**Affirmation #5**

<p><b>* What has been identified as needing to be done?</b> (stipulations)</p>	<p>Through its CCQI initiatives, utilize the expertise of the curriculum consultants during all stages of course and program development. This approach is now embedded in the Program Development Procedure for future program and course development and should continue.</p>
<p><b>What deliverables are associated with addressing the stipulations?</b></p>	<p>The quality assurance that the new Program Development Procedure is being followed as new programs and courses are developed.</p>
<p><b>What tasks are associated with addressing the deliverable?</b></p>	<ol style="list-style-type: none"> <li>1. Continue with the internal program approval process incorporating current tracking mechanisms as the program moves through the internal program approval process. Continue to use the curriculum database for tracking purposes.</li> <li>2. Continue to track external approvals using database.</li> <li>3. Modify the process to provide PPRC with a new program status as it moves through the internal approval process.</li> </ol>
<p><b>Who is responsible for the specific deliverable/ task?</b></p>	<p>The manager, Curriculum Planning and Operations with oversight by the vice president, Academic Administration.</p>
<p><b>When is the completion deadline of the specific deliverable/ task?</b></p>	<ol style="list-style-type: none"> <li>1. September 2016</li> <li>2. September 2016</li> <li>3. May 2017</li> </ol>
<p><b>What is the current status of each specific deliverable/ task? (include a completion percentage)</b></p>	<ol style="list-style-type: none"> <li>1. 100% complete</li> <li>2. 100% complete</li> <li>3. 75% complete</li> </ol>



**Affirmation #6**

<b>* What has been identified as needing to be done?</b> (stipulations)	Examine the procedures for degree renewal, apprenticeship, continuing education, accreditation renewal and major program reviews for enhanced best practices.
<b>What deliverables are associated with addressing the stipulations?</b>	A confirmation that the procedures identified have completed a review cycle by the department or role owner.
<b>What tasks are associated with addressing the deliverable?</b>	<ol style="list-style-type: none"> <li>1. Determining the scheduled review cycle of the procedures mentioned as per the five-year cycle of review outlined in the Review of Policies and Procedures Policy (A39 V1) and the Review of Policies and Procedures Procedure (A40 V1).</li> <li>2. Through the Policies and Procedures Committee, ask the owners of the procedures to complete their review or initiate a review of their associated procedures for opportunities for enhanced best practices.</li> </ol>
<b>Who is responsible for the specific deliverable/ task?</b>	Policies and Procedures Committee through the Policies and Procedures Academic Subcommittee. Specifically, the chair of the committee: the vice president, Academic Administration; and the chair of the sub-committee: associate registrar.
<b>When is the completion deadline of the specific deliverable/ task?</b>	<ol style="list-style-type: none"> <li>1. July 2016</li> <li>2. July 2018</li> </ol>
<b>What is the current status of each specific deliverable/ task?</b> (include a completion percentage)	<ol style="list-style-type: none"> <li>1. 100% – Complete and ongoing as per the five-year review cycle.</li> <li>2. Completed phase one in October 2016 with the review of the procedures and practices for degree renewal, apprenticeship, continuing education, accreditation renewal and major program reviews through the Academic Policies and Procedures Subcommittee. Phase two review for additional enhancements is scheduled to commence in Summer 2017.</li> </ol>



## Affirmation #7

* What has been identified as needing to be done? (stipulations)	Implement any identified opportunities to improve the analysis of the information contained in the completed program review documents by program teams. Continue the professional development related to this analysis of information.
What deliverables are associated with addressing the stipulations?	Identify formal and informal opportunities for analysis of information contained in program review documents.
What tasks are associated with addressing the deliverable?	<ol style="list-style-type: none"><li>1. Review the documented information in APRs in 2015 and 2016</li><li>2. Prepare a summary analysis</li><li>3. Determine categories of information for reporting back to the schools</li><li>4. Outline opportunities for professional development based on the results</li><li>5. Complete the same steps as above for MPRs; although a staggered MPR completion cycle requires an ongoing approach to the analysis</li></ol>
Who is responsible for the specific deliverable/ task?	Program review administrator; lead, Institutional Quality; vice president, Academic Administration; and executive deans/deans.
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"><li>1. Annually during October and November</li><li>2. Annually by December</li><li>3. Annually by December</li><li>4. Annually by December</li><li>5. Annually by calendar year</li></ol>



What is the current status of each specific deliverable/  
task? (include a completion percentage)

1. 100% completed
2. 100% completed
3. 100% completed
4. 100% completed
5. 100% completed, based on MPR schedule

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

Thank you for the opportunity to submit this report in response to the recommendations and affirmations indicated in the auditors' report.

We value the feedback received from OCQAS as we continue to invest in ongoing quality improvement initiatives and practices. The actions we have taken to address the recommendations and affirmations have benefitted Conestoga College and its students, and we are confident that Conestoga is well-equipped to continue to provide students with education of the highest quality.