



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

DURHAM COLLEGE

DATE OF PREPARATION OF REPORT: January 7, 2025

REPORT PREPARED BY: Amanda Maknyik, Dean, Teaching, Learning & Academic Quality

Note: This template is used for the 18-month follow-up report and to demonstrate the current state of QA activities during a CQAAP submission.



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).

The OCQAS Management Board is looking for the following:

- 1. Completeness: Adequate information about implementation progress for each of the recommendations and affirmations from the Audit Report. This includes statements of the specific deliverables/tasks that the college is undertaking to implement each recommendation and affirmation. The current status should be stated in terms of percent of implementation completion for the specific deliverables/tasks. Where a specific deliverable/task is not complete, the expected completion date should be stated. If there has been slow progress in implementing specific deliverables/tasks, an explanation for why that is the case should be provided.*
- 2. Appropriateness of the college's chosen deliverables/tasks for achieving the intent of the Audit Report recommendation.*
- 3. Sufficient Progress: The college should have made overall substantial progress on all Audit Report recommendations with implementation of some of specific deliverables/tasks already completed.*

Note: When using acronyms, please include their unabbreviated form.



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? (stipulation)	What deliverables are associated with addressing the stipulation?	What tasks are associated with addressing the deliverable?	Who is responsible for the specific deliverable/ task?	When is the completion deadline of the specific deliverable/ task?	What is the status of each specific deliverable/ task? (include a completion percentage)
<p>Recommendation 1 (R1.3) The audit panel recommends that the College continue to refine the Student Feedback Questionnaire (SFQ) to respond to the request made by both students and faculty that the SFQ provide more opportunities for written feedback, and that the College will continue to develop strategies to improve the response rate for the SFQ.</p>	<p>1. Refined SFQ for distribution to students.</p>	<p>1.1 Assemble working group representative of all Durham College (DC) institutional stakeholders to review and redevelop the existing SFQ ahead of the distribution cycle.</p> <p>1.2 Revised SFQ administered to faculty.</p>	<ul style="list-style-type: none"> - Office of the Vice President, Academic & Students (OVPAS) - Dean, Teaching, Learning & Academic Quality - Institutional Research & Planning 	<p>1.1 Working group met May, June and October 2024</p> <p>1.2 Revised SFQ issued to students: November 2024</p>	<p>1.1 COMPLETE</p> <p>1.2 COMPLETE</p>
	<p>2. Revised SFQ report(s) distributed to faculty, Executive Deans, and other institutional stakeholders.</p>	<p>Distribution of revised SFQ results report.</p>		<p>Revised SFQ reports delivered to faculty: January 2025</p>	<p>COMPLETE</p>
	<p>3. Evidence of increased student response rate.</p>	<p>Analysis of student response rates: 38.3%, representing a 3.1% increase from the year prior (35.2%).</p>		<p>Student response rate reported: January 2025</p>	<p>COMPLETE</p>



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<p>Recommendation #2 (R1.7) That the College continue to proceed with the timely completion of the project undertaken as Affirmation #3 in the last audit, to ensure that all program maintenance records arising from program lifecycle QA processes, especially all final APR and CPR reports, are maintained in a central, secure, and accessible repository.</p>	<p>1. Storage of all application, approval, consent, funding and renewal documents, Comprehensive Program Reviews (CPR), Annual Program Reviews (APR) and program change documents in new secure, controlled curriculum management system.</p>	<p>1.1 Purchase, integration and launch of new, secure curriculum management system, Coursedog.</p> <p>1.2 Transfer of application, approval, funding, APR/CPR, accreditation, approval, consent, funding and renewal documentation from the DC Program Repository and PLOR into Coursedog. <i>NOTE: following launch, all program change documentation will be built into Coursedog, providing a secure, streamlined and consistent record of program change and QA processes.</i></p>	<p>CTL Academic Quality and Digital Learning teams (reporting to Dean, Teaching, Learning & Academic Quality)</p>	<p>1.1.1 Purchased: August 2024</p> <p>1.1.2 Integration: September 2024-May 2025</p> <p>1.1.3 Launch: May 2025</p> <p>1.2 Completion deadline for transfer and storage of documentation: May 2026</p>	<p>1.1.1 COMPLETE</p> <p>1.1.2 IN PROCESS – 50% complete</p> <p>1.1.3 NOT STARTED – <i>anticipated start May 2025</i></p> <p>1.2 NOT STARTED – <i>anticipated start May 2025</i></p>



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<p>Recommendation #3 (R4.3) The audit panel recommends that the College proceed as planned with the development of a comprehensive Assessment and Evaluation policy that strongly supports the provision of timely and useful feedback on student performance.</p>	<p>1. Development and implementation of a comprehensive Assessment and Evaluation policy.</p>	<p>1.1 Complete sector research to determine current policy approaches across the CAAT sector and complete needs analysis for DC faculty, students and administration. Assemble a working group to develop policy.</p> <p>1.2 Share draft policy with Academic Leadership Team and College Academic Council for feedback. Present final version of policy to Durham College Leadership Team (DCLT) for final approval and endorsement.</p> <p>1.3 Orient faculty to new policy</p> <p>1.4 Implement policy</p>	<p>- Dean, Teaching, Learning & Academic Quality - Associate Vice President Academic - Administration</p>	<p>1.1 Research, needs analysis & policy development: October 2024</p> <p>1.2 Assessment and Evaluation of Student Learning policy (ACAD 135) approved by DCLT: November 2024</p> <p>1.3 Policy orientation: January 2025</p> <p>1.4 Policy implementation: by September 2025</p>	<p>1.1 COMPLETE</p> <p>1.2 COMPLETE</p> <p>1.3 COMPLETE</p> <p>1.4 IN PROCESS – 50% complete</p>



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<p>Affirmation #1 (R1.4) Revise comprehensive program review processes and timelines to better align with external accreditation and/or governing professional bodies or associations, to ensure programs continue to meet standards and requirements and support efficient workload for program teams.</p>	<p>1. Revised Comprehensive Program Review (CPR) process and template.</p>	<p>1.1 Complete needs analysis to identify data requirements, accreditation needs and timelines.</p> <p>1.2 Gather external accreditation templates from representative bodies and work with Academic Faculties on gap analysis – identifying overlaps and gaps between accreditation requirements and Durham College’s (DC) CPR template.</p>	<ul style="list-style-type: none"> - CTL Academic Quality team (reporting to Dean, Teaching, Learning & Academic Quality) - Executive Deans - Associate Deans - Program Coordinators 	<p>1.1 Completion of needs analysis: July 2025</p> <p>1.2 Gathering of accreditation documentation: June 2025</p>	<p>1.1 IN PROCESS – 50% <i>complete</i></p> <p>1.2 NOT STARTED – <i>anticipated start May 2025</i></p>
	<p>2. Amended CPR schedule to align to re-accreditation timelines.</p>	<p>2.1 Consult with program stakeholders to inform development of modified template and adapted timelines to meet the needs and requirements of both DC and accrediting bodies.</p> <p>2.2 Develop and maintain revised schedule and template for accreditation specific programs.</p>		<p>2.1 Stakeholder consultation: October 2025</p> <p>2.2 Completion of revised schedule and template: January 2026</p>	<p>2.1 NOT STARTED – <i>anticipated start October 2025</i></p> <p>2.2 NOT STARTED – <i>anticipated start November 2025</i></p>



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<p>Affirmation #2 (R1.5) Develop a means by which faculty and program teams reflect upon and share program progress towards EDI initiatives and generate ideas and strategies for development and implementation in alignment with commitments for which DC is a signatory.</p>	<p>1. Revised APR and CPR report templates with areas to prompt program reflection.</p>	<p>Revise APR and CPR templates to include directed program reflection on Indigenous pedagogical strategy inclusion / decolonization opportunities and/or successes, and space for development of specific and measurable action items.</p>	<p>CTL – Academic Quality and Teaching & Learning teams (reporting to Dean, Teaching, Learning & Academic Quality)</p>	<p>Completion and launch of revised CPR and APR templates: June 2025</p>	<p>IN PROCESS: <i>APR is approximately 50% complete;</i> <i>CPR is approximately 25% complete.</i></p>
	<p>2. New position in CTL to support Indigenous ways of knowing and being and decolonization of curriculum</p>	<p>Hire new position in CTL to support faculty in Indigenization and decolonization of curriculum and pedagogy.</p>		<p>Teaching & Learning Consultant – Indigenous Pedagogies hired and started: October 2024</p>	<p>COMPLETE</p>
	<p>3. Faculty professional development (PD) as related to Equity, Diversity and Inclusion (EDI).</p>	<p>Creation and delivery of Equity, Diversity and Inclusion course as part of the College Teaching Certificate (CTC) and development of associated monthly PD workshops.</p>		<p>CTC course developed and PD workshops launched: September 2023</p>	<p>COMPLETE</p>



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<p>Affirmation #3 (R2.3) Enhance the PLAR process by expanding curricular and evaluation resources, guidelines, and templates to support equitable and consistent assessment of PLAR applications to ensure relevant and meaningful achievement of PVLOs through experiences outside of formal education.</p>	<p>1. Creation of PLAR framework, including development guidelines and evaluation rubric, and delivery of associated workshops for faculty.</p>	<p>1.1 Assemble working group representing all relevant DC stakeholders.</p> <p>1.2 Survey Academic Faculties and programs teams about current PLAR practices and obtain exemplars where possible.</p> <p>1.3 Develop and implement PLAR framework.</p> <p>1.4 Review and amendment of PLAR policy (ACAD-121).</p>	<ul style="list-style-type: none"> - CTL – Academic Quality team & Director, Teaching & Learning (reporting to Dean, Teaching, Learning & Academic Quality) - Registrar’s Office PLAR team - Academic Faculties 	<p>1.1 Working group implementation: May 2025</p> <p>1.2 Completion of stakeholder survey and exemplar gathering: May 2025</p> <p>1.3 Completion of PLAR framework: June 2025</p> <p>1.4 Completion of PLAR policy review & revision: August 2025</p>	<p>1.1 NOT STARTED – <i>anticipated start May 2025</i></p> <p>1.2 NOT STARTED – <i>anticipated start May 2025</i></p> <p>1.3 NOT STARTED – <i>anticipated start May 2025</i></p> <p>1.4 IN PROCESS – <i>25% complete</i></p>
	<p>2. Creation of an institutional PLAR repository.</p>	<p>Create PLAR repository.</p>		<p>Completion of PLAR repository: August 2025</p>	<p>NOT STARTED – <i>anticipated start June 2025</i></p>



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<p>Affirmation #4 (R3.2) The General Education committee will refresh their membership and processes to ensure relevant, current, and high-quality GNED courses are offered to all programs across the institution.</p>	<p>1. Established process for review and approval of new General Education (GNED) proposals.</p>	<p>Develop a process to review, evaluate and approve new GNED proposals to ensure alignment with strategic priorities, student demand and continuity of delivery, as well as enhancing offerings while mitigating redundancy.</p>	<ul style="list-style-type: none"> - Executive and Associate Deans, Faculty of Liberal Studies - Program Coordinator, General Education, Faculty of Liberal Studies 	<p>GNED proposal review process launched: September 2024</p>	<p>COMPLETE</p>
	<p>2. Revised nomenclature for Indigenous courses</p>	<p>Revise course code base from FNMI (First Nations, Metis & Inuit) to INDG (Indigenous Studies).</p>		<p>Revised nomenclature implemented: September 2024</p>	<p>COMPLETE</p>
	<p>3. Refresh GNED courses as required to meet student needs in response to feedback and demand and ensure academic quality and rigor.</p>	<p>3.1 Evaluate current GNED offerings for best practices in academic quality, currency, rigor, and student demand and feedback.</p>		<p>3.1 GNED evaluation completed: September 2024</p>	<p>3.1 COMPLETE</p>
<p>3.2 Determine viability of continued offerings and adjust as required.</p> <p>3.3 Identify high demand courses for expanded delivery offerings.</p>		<p>3.2 Viability assessment and offering adjustment completed: August 2024</p> <p>3.3 High demand course assessment completed: August 2024</p>	<p>3.2 COMPLETE</p> <p>3.3 COMPLETE</p>		



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<p>Affirmation #5 (R4.2) Assemble a taskforce comprising various institutional stakeholders to explore the wants, needs, and opportunities for both faculty and students pertaining to the use of generative artificial intelligence in teaching and learning in higher education. This will inform the subsequent development of a suite of professional development resources for faculty, and appropriate workshops and aligned resources for students.</p>	<p>1. Creation of a Generative AI taskforce.</p>	<p>Assemble working group representing all relevant DC stakeholders.</p>	<p><i>At the time of action and completion:</i></p> <ul style="list-style-type: none"> - CTL - Associate Dean, Teaching, Learning & Program Quality - CTL – Manager, eLearning 	<p>Taskforce implemented: May 2023</p>	<p>COMPLETE</p>
	<p>2. Create a library of professional development resources for faculty to access.</p>	<p>2.1 Complete a needs analysis; determine what resources and supports are required or desired. Research common Generative AI tools that are already being used or are prospective for use by faculty.</p> <p>2.2 Investigate existing external resources to determine what may be used or remixed under a creative commons license.</p> <p>2.3 Develop website to share resources and supports.</p>		<p>2.1 Needs analysis and tool use investigation completed: June 2023.</p>	<p>2.1 COMPLETE</p>
	<p>3. Delivery of workshops and PD events supporting the integration and use of Generative AI in teaching & learning.</p>	<p>Development and delivery of faculty directed workshops and related PD opportunities.</p>		<p>2.2 External resource investigation completed: August 2023.</p> <p>2.3 Generative AI website launched: September 2023</p>	<p>2.2 COMPLETE</p> <p>2.3 COMPLETE</p>
				<p>Launch of new GenAI workshops and PD: May 2025</p>	<p>IN PROCESS – 50% completed</p>



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Affirmation #6 (R4.3) Development of an Assessment and Evaluation policy to guide assessment opportunities, grade allocation and weighting, and creation of evaluation plans that are equitable, transparent, and consistent with industry requirements or guidelines, while maintaining appropriate academic rigor and alignment with CLOs and PVLOs.		<i>Please refer to Recommendation #3 above.</i>			
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Affirmation #7 (6.2) Developing a framework and set of best practices to be leveraged for Faculty Orientations held at semester start to ensure all faculty are apprised of new or revised policies, supports, resources and procedures, as well as institutional initiatives, professional development	1. Comprehensive Onboarding Checklist designed for faculty and management to ensure all critical areas are covered during orientations.	1.1 Initiate project consultancy team to review and map out and analyze current processes. 1.2 Assemble and initiate steering committee to inform checklist creation. 1.3 Develop and implement an onboarding checklist.	- HR – Project Specialist (reporting to AVP, Human Resources & Equity) - CTL – Director, Teaching & Learning (reporting to Dean, Teaching,	1.1 Consultancy team implemented, and review completed: May 2024 1.2 Steering Committee implemented: June 2024 1.3 Checklist implemented: September 2024	1.1 COMPLETE 1.2 COMPLETE 1.3 COMPLETE



opportunities and issues trending in higher education. A consistent approach will help to ensure information is transparent, current, consistent, and supportive of innovative teaching and learning practice for both full-time and part-time faculty.	2. Assessment and realignment of current academic faculty onboarding programming by CTL and Human Resources (HR)	Review faculty onboarding programming provided by both HR and CTL and establish division of focus responsibilities for both departments, as well as for the Academic Faculties.	Learning & Academic Quality)	Review and division of roles completed: August 2024	COMPLETE
	3. Launch enhanced new faculty orientation programming	3.1 Review current orientation programming to determine gaps and opportunities for enhancements. 3.2 Development and launch of enhanced new faculty orientation programming for both full-time and non-full-time faculty.		3.1 Review completed: October 2024 3.2 New program launched: December 2024	3.1 COMPLETE 3.2 COMPLETE

2. Provide additional comments (if applicable).

Durham College would like to extend our gratitude for the opportunity to engage in the CQAAP and look forward to continuing our work to meet our commitment to high quality academic programming and student support through continuous improvement through our quality assurance processes.