



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)

MOHAWK COLLEGE

DATE SINCE LAST UPDATE TO OCQAS: March 20, 2019

DATE OF PREPARATION OF REPORT: May 14, 2021

*Amended for submission June 3, 2021

REPORT PREPARED BY: Janet Shuh, Dean, Continuing Education and Academic Development



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 affirmations and recommendations should be listed, verbatim as they appear in the audit report.

* What has been identified as needing to be done? (recommendation/ affirmation/ other)	What deliverables are associated with addressing the recommendations/ affirmation/ other?	What tasks are associated with addressing the deliverable?	Who is responsible on addressing the specific deliverable/ task?	When is the completion deadline of the specific deliverable/ task?	What is the current status of each specific deliverable/ task? (include a completion percentage)
<p>Affirmation #1 (Standard 1)</p> <p>Mohawk's focus on increasing the effectiveness of its program review processes.</p>	<p>1. Involve the non-academic areas such as marketing, counseling, and financial aid.</p> <p>2. Implement an external evaluation process.</p>	<p>1.1. Continue to hold non-academic sessions for 2019-2020 program review cycle and subsequent comprehensive review cycles.</p> <p>2.1. Pilot external evaluation for minimum of 2 programs completing the comprehensive</p>	Dean, Academic Quality	<p>August 30, 2021</p> <p>September 1, 2022</p>	<p>100% Complete. Non-academic areas involvement is now a part of the process having completed a pilot.</p> <p>20% Complete. A examination of different external review models has been undertaken. Implementation of a Pilot external review process was put on hold due to Covid in the 20-21 PR cycle.ⁱ A Pilot External Review Process for two programs</p>



	3. Create an academic quality website to make all QA documents available to the College community.	program review in 2018-2019. 3.1. Develop and launch academic quality website.		July 15, 2020	is being implemented for the 2021-2022 program review cycle which is being launched this June 2021. Pending the outcomes of the Pilot, the College will assess whether and how a permanent enhancement of external review will be incorporated in the 22-23 PR cycle. Budget discussions and allocations would be required, but sufficient funds exist in the budget to implement the Pilot. 100% Complete. Mohawk's Academic Quality website has been fully launched. https://www.mohawkcollege.ca/academic-quality-at-mohawk/academic-quality-processes
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Recommendation #1 (Requirement 1.6) The program lifecycle records are currently dispersed over numerous online	1. Implement a new program life cycle system.	1.1. Review software options.	Dean, Academic Quality	March 31, 2023	20% Complete. The full implementation of a new program life cycle system will be dependent on the fulsome review of: specialized software and platform options available in the marketplace; as compared to functionality of existing and/or customized Mohawk enterprise systems



<p>locations. In the supplementary materials, the College indicated that they are looking into an integrated program lifecycle management system. We recommend the College develop a QA management system that holds all documents in one location for easier access and management.</p>		<p>1.2. Evaluate internal systems to see if anything will fit the document management needs.</p> <p>1.3. Develop and release Request for Proposal (RFP) (if needed)</p> <p>1.4. Evaluation RFP, and select vendor (if needed).</p>		<p>January-September 2021</p> <p>October 15, 2021</p> <p>January 3, 2022</p>	<p>including MS Teams, Microsoft 365, and SharePoint. This assessment is underway Academic Quality is working with Corporate Information Technology, to document use cases and workflow processes for a possible RFP.</p> <p>The project is being reviewed as part of the broader College Enterprise Systems Strategy which has resources earmarked for continuous technology improvements and the adoption of new platforms.</p> <p>1.2. 80% Complete. Reviewing user requirements and workflow for new program development.</p> <p>1.3. 0% Complete. If required (as per milestone) this can be done through an invitation RFP, as advised by the CIO, which would be made to selected vendors in Fall 2021 depending on user requirements analysis.</p> <p>1.4. 0% Complete. If RFP initiated then the review and vendor selection would occur about 4 months after the issue.</p>
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		<p>1.5. Develop contract and have signed (if needed).</p> <p>1.6. AOPM (Project Management) support the implementation process, and arrange for appropriate training needs for users.</p> <p>1.7. Ensure relevant materials are transferred to the software.</p>		<p>February 1, 2022</p> <p>April 15, 2022</p> <p>September 15, 2022</p>	<p>1.5. 0% Complete. If RPF initiated and vendor successfully selected contract will be issued.</p> <p>1.6. 0% Complete. Implementation support will be established as required.</p> <p>1.7. 0% Complete. Transfer of files will be undertaken when needed.</p>
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<p>Affirmation #2 (Standard 1)</p> <p>Develop an Academic Dashboard to support evidence-based decision making - related to program sustainability.</p>	<p>1. Fully functioning dashboard design to specifications for academic managers to use in program management.</p>	<p>1.1. Hold stakeholder consultation sessions.</p> <p>1.2. Work with Corporate Reporting and IT to develop dashboard.</p> <p>1.3. Implement full working version of dashboard.</p> <p>1.4. Communicate to management team.</p>	<p>Dean, Academic Quality</p>	<p>February 15, 2022</p> <p>September 1, 2021</p> <p>February 28, 2022</p> <p>February 28, 2022</p>	<p>75% Complete. All stakeholder sessions are completed and design elements defined by a small group led by Corporate Reporting and Academic Quality. Full launch of viable database targeted for Winter 2022.</p> <p>1.2. 80% Complete. The dashboard created is in an integrated Oracle database that draws from different internal data sets and using Power BI ®and Cognos®. The dashboard will enable visualization of real-time data on different aspects of student retention, program viability and other measures of interest for stakeholders and users across the College.</p> <p>1.3. 0% Complete. Implementation will occur once the dashboard is complete and user tested.</p> <p>1.4. 0% Complete. Communications will be initiated once the dashboard is implemented.</p>
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<p>Affirmation #3 (Standard 2)</p> <p>The College is committed to continuous improvement of the mapping processes and the development of course outlines for co-op placements.</p>	<p>1. Placements/Co-ops to be shown on mapping template in COMMS.</p>	<p>1.1. Work with Curriculum Development Specialists (CDSs) and Director, Co-op and Experiential Learning for discussion on development of co-op/placements guide.</p>	<p>Dean, Academic Quality</p>	<p>May 1, 2021</p>	<p>100% Complete. A course outline has been developed in consultation with the Centre for Teaching and Learning and the Co-operative Education department. This singular course outline will be used for all Co-operative Education work terms. The course outline will be in effect commencing in Spring, 2021.</p>
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<p>Affirmation #4 (Standard 3)</p> <p>To improve the College's QA effectiveness and conformity of program</p>	<p>1. Increasing engagement with partners and employers through applied research activities to provide additional</p>	<p>1.1. Co-ordinate with IDEAWORKS and the Co-op Work Integrated Learning (WIL) Office to support the development of</p>	<p>Dean, Academic Quality</p>	<p>August 30, 2021</p>	<p>100% Complete. Several projects have been fully implemented and work and commitments ongoing in this space.</p> <ul style="list-style-type: none"> Total number of partnerships for 2019/2020 fiscal is 254 Total number of students (paid and unpaid) engaged in



<p>of study with relevant government requirements and to effect continuous improvement the College is committed to the following.</p>	<p>learning hubs and project learning activities.</p>	<p>additional applied research activities.</p>			<p>applied research (no curriculum related) projects</p> <ul style="list-style-type: none"> ○ Paid 349 ○ Unpaid 67 <p>There have been lots of opportunities for Mohawk students to connect with industry partners and this activity and commitment will be ongoing.</p> <ul style="list-style-type: none"> • Industry & Employers website - encourages employers, agencies, and industries to partner with the college for hiring students, training, projects, and applied research. For more information visit Industry and Employers website • Future Ready Premium Program – The College has joined forces with 10 leading employers in the Hamilton Region to create a new program designed to more actively engage industry and community partners in the training of job-ready college graduates. For more information please visit our Future Ready Premium Employer Program
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		2.3. Commence implementation plan.		January 15, 2024	2.3. 0% Complete. Implementation will be initiated once the recommendations are endorsed and resourced by the College.
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<p>Recommendation #2 (Requirement 3.3)</p> <p>During the site visit the PAC members we interviewed were very enthusiastic about their role as a member of a program PAC. They indicated that they did not have a formal orientation but other PAC members and faculty were helpful in defining their role. We recommend the college develop a mechanism to ensure</p>	<p>1. Enhance PAC onboarding and orientation documents and processes including:</p> <p>Review and evaluate current practice for PAC onboarding at the College.</p> <p>Conduct research on other institutions practice for PAC onboarding.</p>	<p>1.1. Work with Mohawk's Accreditation Support area to review work already completed (including research) and develop a work plan Sept - Dec 2019.</p> <p>1.2. Update the documents, and present for feedback January - March 2020 to</p>	Dean, Academic Quality	<p>December 18, 2020</p> <p>December 20, 2019</p>	<p>100% Complete. PAC Orientation Handbook to support consistent and collaborative onboarding was implemented December 2020.</p> <p>https://www.mohawkcollege.ca/academic-quality-at-mohawk/program-advisory-committees</p> <p>1.2. 100% Complete.</p>



<p>PAC members enter their roles well informed of the responsibilities that it entails.</p>	<p>Draft consistent onboarding processes and materials.</p>	<p>Academic Schools and AMT.</p>		<p>March 31, 2020</p>	<p>1.3. 100% Complete.</p>
	<p>Share the materials for review and feedback to the academic schools.</p>	<p>1.3. Update documents, and present for feedback April to June 2020 to Deans and MEG.</p>			
	<p>Update the materials from consultation feedback.</p>	<p>1.4. Update documents and present to MEG for approval September 2020.</p>		<p>June 30, 2020</p>	<p>1.4. 100% Complete.</p>
	<p>Present draft materials to AMT and MEG for review and approval.</p>				
	<p>Approval by Board of Governors.</p>	<p>1.5. Implementation September-December 2020.</p>		<p>September 16, 2020</p>	<p>1.5. 100% Complete.</p>
	<p>Implementation and communication of new process.</p>	<p>1.6. Communication September - December 2020.</p>		<p>December 18, 2020</p>	<p>1.6. 100% Complete.</p>



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Affirmation #5 (Standard 4) Improve the quality of program delivery and promote continuous improvement.	1. Expand and implement templates and models to assist in the integration of UDL.	1.1. Support the Centre for Teaching and Learning (CTL) UDL specialist to coordinate with program areas to update course content on LMS. Including LMS governance to ensure UDL inclusion.	Dean, Academic Quality	April 30, 2020	100% Complete. The College has now migrated to a new Learning Management System 'MyCanvas'. The UDL course templates have been redeveloped and implemented for the new MyCanvas LMS environment.
	2. Expand technology-enabled learning platforms	2.1. Work with the College Student Success Innovation Centre and the Center for Experiential Learning to support these projects.		April 30, 2020	100% Complete. As part of the support for faculty shifting to remote delivery during Covid, an Online Teaching Toolkit was developed that promotes UDL and other better practices for remote and online teaching. Further a number of College-wide tools have been implemented and integrated into the LMS, include: <ul style="list-style-type: none"> • Zoom and MS Teams – video conferencing;



	3. Conduct research on these activities for their effectiveness.	3.1. Undertake continuous evaluation and enhancements of UDL and experiential learning practices and supports.		April 30, 2020	<ul style="list-style-type: none"> • Respondus Monitor – remote proctoring; • Panopto and Kaltura – AV recording, editing and production; <p>Other technology-enabled tools adopted in other programs:</p> <ul style="list-style-type: none"> • interactive instructional tools • Nearpod • H5P • Flippity • Simulation tools • SIMTICS • Affinity Learning • Elsevier Clinical Learning Suite • Visible Body <p>Riipen – The College has been utilizing an experiential-learning, web-based platform used to connect students with companies by facilitating projects where students demonstrate workplace skills companies look for in their employees.</p> <p>100% Complete. The College is committed to ensuring continuous improvements and evidence-informed decision making vis-à-vis technology enabled platforms. The College continues to work with the Academic Schools to promote and assess effectiveness of these tools. Faculty and student user experience surveys and focus</p>
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					group sessions have been undertaken in Spring 2021 as a part of the development of a Digital Learning Strategy.
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<p>Recommendation #3 (Requirement 4.1)</p> <p>A number of students complained about inconsistent quality of online courses including those delivered by a third party. They found the course materials and the online teaching processes outdated and unhelpful. We recommend the college review the courses that are now being delivered online to ensure they meet the college's current</p>	<p>1. Complete a review of the online courses offered through Mohawk, and identify courses in need of assistance to meet quality standards, including:</p> <p>Develop a work plan for each of the courses for alignment with online quality assurance standards.</p> <p>Engage with Ontario Learn (QM Framework) supports related to quality of course materials offered through platform.</p>	<p>1.1. QA systems implemented through Academic Quality and CTL, especially through program reviews.</p> <p>1.2. College wide review through opportunities of online delivery presented during Covid.</p> <p>1.3. Continuous training in Quality Matters framework, in addition to principles supported by</p>	<p>Dean, Academic Quality</p>	<p>April 30, 2020</p> <p>June 15, 2020</p> <p>June 15, 2020</p>	<p>100% Complete. With the adoption and implementation of the new LMS, 'MyCanvas', a significant number of courses underwent redevelopment during the transition process.</p> <p>1.2. 100% Complete. A new UDL course template was developed for MyCanvas and was used widely for redeveloped courses. An Online toolkit was developed to support faculty during the shift to fully online and remote delivery.</p> <p>1.3. 100% Complete. Curriculum Development support for course development promotes Quality Matters standards; Mohawk's UDL Standard and other better practices in online course design.</p>



standards for online delivery.	Enhance Student Feedback Survey questions related to online teaching modalities.	student engagement and success. 1.4. Update the Student Feedback Survey questions related to online teaching modalities.			1.4. 100% Complete. The 'Student Feedback on Teaching' Survey has been updated with increased focus on effective online teaching and application of UDL principles.
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Recommendation #4 (Requirements 4.3) During the site visit, both faculty and students noted there were sometimes inconsistent practices in assessment and evaluation. They noted that sometimes faculty did not return tests and exams within timelines set out in the policy, did not explain	1. Work with CTL and AMT to develop updated guidelines use for assessment rubrics and evaluation expectations	1.1. To explore ways to find continued training to faculty on assessment CTL workshops on assessment.	Dean, Academic Quality	December 30, 2020	100% Complete. Ongoing efforts to enhance assessment design and processes. Workshops were offered through CTL on <ul style="list-style-type: none"> • Designing Assessment to Elicit Critical Thinking • Sharing Assessment Strategies • Authentic Assessment Strategies for Online Delivery CTL workshops related to assessment of student learning emphasize Fink's <u>Integrated Course Design</u> , including the Educative (aka Authentic) Assessment, FIDeLiTy Feedback (Frequent, Immediate, Discriminating, Loving/Empathetic, and



<p>to the students the rationale for their grade and sometimes had different standards than others teaching the same course. The college has an excellent policy but it appears a number of faculty are either unaware or choose not to follow it. Although the college has put in place policies and procedures and training to mitigate this concern additional strategies are required. We recommend faculty are made aware of the policy and the importance of providing prompt comprehensive feedback for student learning.</p>	<p>2. Communication strategy for faculty on the importance of consistency and policy compliance</p>	<p>2.1. A proposal made that students should have a percentage of their grade in by mid-term week and they should know what their in-course grade is by final exam.</p> <p>2.2. Student Assessment Policy to be revised to include language with timeframe of assessment.</p>		<p>September 2, 2022</p>	<p>Timely), and active learning as well as Universal Design for Learning (UDL).</p> <ul style="list-style-type: none"> • Teaching for Success (contract faculty/instructors), Fall 2019/Winter 2020/Fall 2020/Winter 2021 • Course redesign, Spring/Summer 2019 & 2020 • Online Teaching Toolkit on MyCanvas (open access) <p>In routine interactions with faculty/instructors, members of CTL discuss the 4 Principles outlined in the Student Assessment Policy, Assessment Planning, and the use of rubrics for grading.</p> <p>2.1.-2.2. 30% Complete. Discussions with CTL curriculum development team, the Academic Schools and other key stakeholders have been started to assess opportunities for strengthening the Student Assessment Policy. This policy change will explicitly address timeframes for assessments in course delivery. Work will be undertaken in Fall 2021 in alignment with the Mohawk Policy Committee revision governance structure.</p>
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<p>Affirmation #5 (Standard 5)</p> <p>The College noted in the submission that it is in the process of reviewing its academic policies, at this time 47% of the policies have been completed, the remainder to be completed by 2021.</p>	<ol style="list-style-type: none"> Review list of polices to see which ones need to be reviewed. To be fully compliant for all policies by next CQAAP audit process. 	<ol style="list-style-type: none"> Continue to review policies as requiring updates and aligned with review timeframe. 	Dean, Academic Quality	September 30, 2022	85% Complete. The College continues to use its Policy Committee and other governance bodies to update and commit to continuous improvement of all College policies.



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<p>Recommendation #5 (Requirement 5.7)</p> <p>We recommend the college continue with their affirmation and be consistent with the policy of reviewing policies every five years.</p>	<p>1. Academic Project Manager to monitor the timelines for the Academic Policies, and ensure they are updated accordingly.</p>	<p>Ongoing</p>	<p>Dean, Academic Quality</p>	<p>Ongoing – no final date (ongoing according to the year cycle of policy review)</p>	<p>In Progress. As committed to above revisions to policies are ongoing under Mohawk College's Policy Committee framework and five-year cycle. The College commits to be fully compliant at, or before, the next audit cycle.</p>

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<p>Affirmation (Standard 5)</p> <p>Develop policy for the development of</p>	<p>1. Complete environmental scan for other institutions related to development of agreements policy</p>	<p>1.1. Support policy development, approval and process over the implementation period, with an implementation</p>	<p>Dean, Academic Quality</p>	<p>December 13, 2021</p>	<p>85% Complete. Policy has been developed to be reviewed by VPA then taken to Policy Committee for approval.</p>



articulation agreements.	content. Support the Pathways department in the development of a policy to govern articulation agreements.	goal of September 2021.			
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Affirmation (Standard 5) Develop program handbooks - in alignment with policies.	1. Work with external consultant for an environmental scan of other institutions program handbooks: Consult with internal stakeholders on program handbooks. Identify benefits for use of program handbooks. Develop structure and layout for new handbooks.	1.1. Work with external consultant starting in September 2020. 1.2. Research for other institutions September & October 2019.	Dean, Academic Quality	August 30, 2024 October 1, 2020 October 1, 2020	15% Complete. Consultant was hired in 2019 to start working with Schools, however, project was placed on hold due to Covid and campus closure as academic partners needed to redirect their resources and attention to remote delivery and operations. Work will be reinitiated. ⁱⁱⁱ 1.1. 15% Complete. The consultant was retained but work did not proceed. Intention post Covid, after return to normal operations, to reengage the consultant and work towards full project completion and implementation by 2024. 1.2. 85% Complete. The scan of other institutions' best practices in program



	<p>Work with program areas to develop updated handbooks, Implement updated program handbooks.</p>	<p>1.3. Interview program areas at Mohawk November, December 2019.</p> <p>1.4. Develop updated draft for review and feedback from AMT and program areas by March 2020.</p> <p>1.5. Update with feedback and have approved by VPA, MEG.</p> <p>1.6. Publish new program handbooks for September 2020 student cohort.</p>		<p>September 4, 2023</p> <p>January 1, 2024</p> <p>April 1, 2024</p> <p>August 30, 2024</p>	<p>handbooks was undertaken. This research will need to be updated once the consultant is reengaged.</p> <p>1.3. 15% Complete. The consultant did begin informational interviews with the Academic Schools, as noted above this was interrupted by Covid, however, work will be reinitiated.^{iv}</p> <p>1.4. 0% Complete.</p> <p>1.5. 0% Complete.</p> <p>1.6. 0% Complete.</p>
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<p>Affirmation # 6 (Standard 6)</p> <p>To improve the alignment of IT strategy and investment and to improve decision making regarding meeting institutional objectives the College is implementing an IT Governance and Collaboration Framework.</p>	<p>1. Work with the Chief Information Officer (CIO) and IT for the implementation of the governance framework.</p>	<p>1.1. Implementation to be completed by next CQAAP audit process June 2024.</p>	<p>Chief Information Officer</p>	<p>March 31, 2021</p>	<p>100% Complete.</p> <p>New IT Governance Framework – Designed to improve collaboration and integrated decision-making, strategic alignment across the College.</p> <p>A new governance model being introduced by Mohawk’s IT team will bring clarity and consistency to IT related decisions and ensure IT can support each areas needs and make decisions that are in the best interest of the college.</p> <p>Under the new governance model, six advisory groups have been established to make recommendations and help prioritize IT investment requests within their areas. They will also propose IT policies, standards, guidelines and procedures related to their area of expertise.</p>



					<p>The advisory groups are be made up of representatives from the following areas:</p> <ul style="list-style-type: none">• Academic and Student Services (includes: LMS, Orbis, registration)• Applied Research and Emerging Technology (includes: IDEAWORKS, The Joyce Centre)• Enterprise Data Governance (self-service reporting, standards, classification)• Enterprise Solutions & Services (includes: Banner, Fast)• Administration Services (includes: communications, one-card, Alumni)• Enterprise Core (standard and policy) <p>For more information, visit IT Governance.</p>
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<p>Recommendation # 6 (Requirement 6.1)</p> <p>During the site visit we heard from faculty that they received excellent support for establishing and expanding their teaching skills, however they did not perceive that there were adequate opportunities to keep up their industry or vocational skills. We recommend the college develop a mechanism to ensure faculty get the encouragement and support they need to feel confident that they are up-to-date in the areas they teach.</p>	<p>1. Work with HR and the Academic Management Team (AMT) to update the PD policy, develop opportunities with our industry partners and develop a communications plan for sharing information with faculty.</p>	<p>1.1. Meetings with HR.</p> <p>1.2. Adding a system to create checks and balances.</p> <p>1.3. Developing a communications plan.</p>	<p>Director Organizational and Professional Development</p>	<p>December 31, 2021</p>	<p>1.1-1.3. Complete 50%. HR and Academic Managers are working on a process for engaging faculty in industry PD opportunities on a broader scale across the college. This includes an annual call for requests for PD opportunities and leaves which are paid 1-12 months and available to full-time Faculty, Support and Administrative employees as well as regular part-time.</p> <p>Professional development is further supported through the Human Resources department with learning sessions to expand their expertise in relevant and current competencies such as Enterprise Design Thinking, Virtual Facilitation, and workplace equity, diversity and inclusion. Annually a call for Professional Development Leaves are announced.</p> <p>Further dialogue with the Policy owner is required to determine the scope of changes planned.</p>



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<p>Recommendation # 7 (Requirement 7) The college carries out an annual performance review for non-probationary full-time faculty. It appears that non-full-time faculty do not receive any type of performance evaluation. Since non-full-time faculty play a large role in teaching students, we recommend the college develop a performance evaluation mechanism for non full-time faculty with links to professional development.</p>	<p>1. Development of a more robust process for evaluating non-full-time faculty across the college.</p>	<p>1.1. Meeting with HR and Academic Managers to discuss process.</p> <p>1.2. Share process with Academic Union.</p> <p>1.3. Obtain approval for implementation.</p>	<p>Director Organizational and Professional Development</p>	<p>August 30, 2024</p> <p>April 30, 2024</p> <p>July 1, 2024</p>	<p>40% Complete. There is a project underway currently to review the hiring practices associated with part time, partial load, and sessional faculty. HR is leading this project and the working group is comprised of various Associate Deans, Operations Managers and technical experts. As an offshoot of this project, there will be discussions by the working group and a focus related to technology access, onboarding and performance assessments and reviews.</p> <p>The working group will be able to provide recommendations regarding performance review and creation of a protocol and documentation to support this initiative. An update on this will be available once the team and project are fully underway and make recommendations on processes.</p> <p>1.2. 0% Complete. Full process and approaches need to be formalized.</p> <p>1.3. 0% Complete. See above</p>



* What has been identified as needing to be done? (recommendation/ affirmation/ other)	What deliverables are associated with addressing the recommendations/ affirmation/ other?	What tasks are associated with addressing the deliverable?	Who is responsible on addressing the specific deliverable/ task?	When is the completion deadline of the specific deliverable/ task?	What is the current status of each specific deliverable/ task? (include a completion percentage)
<p>Affirmation (Standard 6)</p> <p>College will continue to review the policy and processes regarding all ancillary fees to ensure compliance with updated ministry regulations.</p>	<p>1. Review of associated policy and processes.</p>		Registrar	March 31, 2021	<p>100% Complete. Associated policy, processes, in alignment with Ministry directives, were updated in March 2021 Compulsory Ancillary Fees Mohawk College.</p>

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

2. Provide additional comments (if applicable).



Covid Related Impacts

ⁱ Covid Impact: The Program Review External Review (PR) Pilot was not initiated in the 20-21 Program Review cycle as originally planned. Given the many pressures on the CTL curriculum development team, other College stakeholders, and the academic programs. This Pilot will be implemented for two programs in the 2021-22 PR cycle which kicks off in June and starts in Fall 2021.

ⁱⁱ Covid Impact: The Competencies-Based Education (CBE) project was put on hold because of competing priorities, in part, due to Covid. This project will be reinitiated in 2022-23.

ⁱⁱⁱ Covid Impact: Due to Covid related impacts, largely a lack of people resources, impacting consultations and work within the Academic Schools the program handbook project was put on hold. A consultant was hired and began collecting information and meeting with internal stakeholders to set a framework and approach for program handbooks.