



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

**NIAGARA COLLEGE**

**DATE OF PREPARATION OF REPORT:** April 4, 2024

**REPORT PREPARED BY:** Jeffrey Post

**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 current status of each specific deliverable/ task? (include a completion percentage)
<b>Affirmations</b>					
<i>A1.2 - Update the program modification policy to better reflect the language used in the program modification process on the Centre for Academic Excellence webpage</i>	Update Program and Curriculum Modification Policy to align with program modification process	<ol style="list-style-type: none"> <li>Review policy and compare with Program Modification Process.</li> <li>Edit policy.</li> <li>Review and approve through the College Policy Procedure Committee (CPCC).</li> </ol>	<ol style="list-style-type: none"> <li>Centre for Academic Excellence (CAE)</li> <li>CAE</li> <li>CPCC</li> </ol>	<ol style="list-style-type: none"> <li>Fall 2023</li> <li>Fall 2023</li> <li>Winter 2024</li> </ol>	<ol style="list-style-type: none"> <li>100%</li> <li>100%</li> <li>75% </li> </ol>
<i>A1.5 - Modify the Program Review self-study template by adding a section for programs teams to complete a fulsome analysis of past actions, with discussion on the impact the action item had on continuous improvement within the program.</i>	Add section to self-study template to prompt programs to reflect on past action plans.	<ol style="list-style-type: none"> <li>Edit overview section of self-study template to include action plan section.</li> <li>Include directions of how to analyze action items.</li> <li>Implement during 2023 review cycle.</li> </ol>	<ol style="list-style-type: none"> <li>CAE</li> <li>CAE</li> <li>Academic Programs</li> </ol>	<ol style="list-style-type: none"> <li>February 2023</li> <li>February 2023</li> <li>May 2023</li> </ol>	100% complete



<p><i>A1.5 - Develop a user manual for the Action Item database, along with training materials and workshops to help key stakeholders use the database and understand its functions.</i></p>	<p>Develop a user manual and training materials for Action Item database.</p>	<ol style="list-style-type: none"> <li>1. Meet with internal stakeholders to find pain points when using database.</li> <li>2. Complete a review of database functions, and document the steps involved to enter and track action items.</li> <li>3. Complete a review on best practices when developing goals.</li> <li>4. Develop user manual and training materials based on feedback from internal stakeholders and literature review.</li> </ol>	<p>The CAE is responsible for all tasks associated with this deliverable.</p>	<ol style="list-style-type: none"> <li>1. Spring/summer 2023</li> <li>2. Spring/summer 2022</li> <li>3. Fall 2023</li> <li>4. Winter/spring 2024</li> </ol>	<ol style="list-style-type: none"> <li>1. 100%</li> <li>2. 100%</li> <li>3. 100%</li> <li>4. 100%</li> </ol>
<p><i>A2.1 - Continue to implement the newly developed Vocational Learning Outcome (VLO) review/revision process in the program review cycle.</i></p>	<p>Continue to review relevance of VLOs used in Provincial Program Descriptions and update during the review cycle.</p>	<p>Continue to use the process as described in section 2.1 of the 2021 CQAAP self-study.</p>	<p>CAE</p>	<p>There is no completion with this task as it is ongoing and happens every year as part of the 6-year program review cycle. 32 programs have been completed with 18 more to be reviewed over the next three years. Once these 18 are complete, the cycle will begin again.</p>	<p>The current status of this deliverable is being completed each year as part of cyclical programs review. It is never completed as it is ongoing with a new a cycle beginning each year.</p>



<p><i>A2.2 - Develop a process document for curriculum mapping by each Academic Quality Mechanism (New Program Development, Program Review, Program Modification or Standard Update).</i></p>	<p>Development of Process document that explains curriculum mapping.</p>	<ol style="list-style-type: none"> <li>1. Develop process map for each mapping mechanism.</li> <li>2. Create document .</li> <li>3. Post document to website once revised CAE website is rolled out in summer 2024.</li> </ol>	<ol style="list-style-type: none"> <li>1. CAE</li> <li>2. CAE</li> <li>3. CAE</li> </ol>	<ol style="list-style-type: none"> <li>1. Spring 2023</li> <li>2. Fall 2023</li> <li>3. summer 2024</li> </ol>	<ol style="list-style-type: none"> <li>1. 100%</li> <li>2. 100%</li> <li>3. 0%</li> </ol>
<p><i>A2.2- Continue to use the curriculum mapping portal by ensuring all new maps are uploaded to the SharePoint site.</i></p>	<p>Continue to add program maps completed during cyclical program reviews to the Program Review SharePoint site.</p>	<ol style="list-style-type: none"> <li>1. Continue mapping all programs in Sharepoint during cyclical program review</li> <li>2. Add maps to Sharepoint program review portal</li> </ol>	<ol style="list-style-type: none"> <li>1. CAE</li> <li>2. CAE</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing</li> </ol> <p>There is no completion with these tasks as it is ongoing and happens every year as part of the 6-year program review cycle. 69 maps programs have been completed with 40 more to be reviewed over the next three years. Once these 40 are complete, the cycle will begin again.</p>	<p>The current status of this deliverable is being completed each year as part of cyclical programs review. It is never completed as it is ongoing with a new cycle beginning each year.</p>
<p><i>A2.3 - Implement the Accessibility Hub to maturity to ensure that Niagara College and post-secondary</i></p>	<ol style="list-style-type: none"> <li>1. Ensure that all faculty and staff are aware of the Accessibility Hub</li> </ol>	<ol style="list-style-type: none"> <li>1. Spend time during full and part time teacher orientation sessions to onboard faculty to</li> </ol>	<ol style="list-style-type: none"> <li>1. CAE</li> <li>2. CAE</li> <li>3. CAE</li> <li>4. CAE</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing</li> <li>3. Ongoing</li> <li>4. Ongoing</li> </ol>	<p>100% complete.</p>



<p><i>stakeholders have access to resources that will assist faculty and staff in developing accessible content, learning materials, and learning experiences.</i></p>	<p>and understand the resources available. 2. Ensure the Accessibility Hub continues to operate in its current form, ensuring content is kept current with latest trends.</p>	<p>the Accessibility Hub and its uses. (deliverable 1) 2. Host weekly Accessibility drop-ins for faculty and staff where the Hub can be leveraged as a resource. (deliverable 1) 3. Maintain funding for the Accessibility Hub through operational budget within the Centre for Academic Excellence. (deliverable 2) 4. Complete yearly review of web content to ensure currency. (deliverable 2)</p>			
<p><i>A3.2 - Undertake a review of the language contained within the Program of Instruction Framework to ensure that the guide is conducive to College-wide compliance with relevant government requirements.</i></p>	<p>Ensure POI framework is compliant with relevant government documents.</p>	<p>1. Review Framework for compliance. 2. Make necessary changes. 3. Approval through Program Change and Development committee and Vice president, Academic.</p>	<p>1. PCD 2. PCD 3. PCD and VPA</p>	<p>1. Fall 2022 2. Fall 2022 3. Winter2023</p>	<p>100% complete.</p>
<p><i>A3.3 - The College acknowledges a need to review the PAC policy to better reflect the flexibility and authority given to programs to run these committees. Through this review, we will identify program and division-level</i></p>	<p>Consult with Deans and review current PAC policy and Board policy relating to PAC.  Update Program Advisory Committee policy to align with</p>	<p>1. Review policy and compare with current divisional processes. 2. Determine best practices and establish templates/exemplars. 3. Edit policy. 4. Review and approve through the College Policy Procedure Committee (CPCC).</p>	<p>1. VPA, Deans, President's Office 2. VPA office 3. BoG/CPCC via VPA 4. CPCC</p>	<p>1. Fall 2023 2. Fall 23/ Winter 24 3. Spring 2024 4. Fall 2024</p>	<p>1. 100% 2. 100% 3. 0% 4. 0%</p>



<p><i>best practices and share templates and exemplars that could be modified or adapted for use in other program PACs.</i></p>	<p>BoG policy and recommendations of PAC and Deans.</p>				
<p><i>A4.1 - As the College begins to reflect on the lessons learned from the pandemic and considering where to maintain content online, the Checklist for Course Sites will continue to be adopted as a framework to evaluate the quality of online learning experiences and digital learning materials in a course to ensure consistency, accessibility and connections to course outcomes. Recognizing that technology is an essential feature of most courses regardless of modality, the broader applicability of the tool will also be evaluated for face-to-face and hybrid delivery.</i></p>	<p>Continue to use the Checklist for Course Sites as a framework to evaluate the quality of learning experiences and materials in a course to ensure consistency, accessibility and connections to course outcomes.</p>	<ol style="list-style-type: none"> <li>1. During new LMS implementation (Brightspace) ensure all faculty that participate in LMS training are prompted to use the checklist to guide development of new course sites.</li> <li>2. At the beginning of each semester, send the checklist to all faculty reminding them of its usefulness when assessing the quality of their course.</li> <li>3. Continue to encourage Associate Deans to use the checklist when working with faculty on course development and revisions.</li> <li>4. When developing new programs, use checklist as a tool to help develop courses, and assess the quality of courses as faculty develop Teaching and Learning Plans (TLPs).</li> </ol>	<ol style="list-style-type: none"> <li>1. CAE</li> <li>2. CAE</li> <li>3. Associate Deans</li> <li>4. CAE and Program Development Team</li> </ol>	<p>All these deliverables are ongoing.</p>	<p>100% complete.</p>
<p><i>A5.2 - As a result of prioritizing processes and</i></p>	<p><i>Please see recommendation</i></p>				



<p><i>policy development and review due to the pandemic, there are a small number of policies that have not been reviewed according to schedule and within the five year timeframe. The college will resume the policy review schedule and prioritize the revision of policies currently outside of the five year review window.</i></p>	<p><i>below for full review of this affirmation .</i></p>				
<p>A5.3 and 5.5 - Implement the recently approved (February 2022) Admissions and Pathways policy and related procedures (Admissions Procedure, Prior Learning Assessment and Recognition procedure, Appeal of Admissions Decisions procedure, Transfer Credit - Advanced Standing procedure) to maturity.</p>	<p>Ensure that all staff are aware of, and consistently following new policy.</p>	<ol style="list-style-type: none"> <li>1. Compile list of all staff that are impacted through new policy and related procedures.</li> <li>2. Review policy and procedures with staff.</li> <li>3. Monitor policy compliance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Registrar Office</li> <li>2. Registrar Office</li> <li>3. Registrar Office</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall 2022</li> <li>2. Fall 2022</li> <li>3. Ongoing</li> </ol>	<p>100% Complete</p>
<p><i>A6.1 - Complete an environmental scan of best practices in non-probationary faculty appraisals taking into consideration collective agreement requirements and</i></p>	<p><i>Please see recommendation below for full review of this affirmation</i></p>				






<i>develop plan to align both of these in a faculty review process.</i>					
<i>A6.2 - Continue to develop a process to combine the Curriculum committee structure with Course Feedback survey data.</i>	Develop and implement process that utilizes course feedback survey data to inform curriculum committee focus groups.	<ol style="list-style-type: none"> <li>1. Interview key stakeholders to identify challenges associated with current process.</li> <li>2. Complete review of other college and university processes to identify solutions.</li> <li>3. Develop discussion paper for circulation to internal stakeholders summarizing challenges and identifying areas for improvement.</li> <li>4. Develop new process.</li> <li>5. Pilot new process with select programs across college.</li> <li>6. Revise as necessary based on feedback from pilot.</li> <li>7. Implement revised process throughout college.</li> </ol>	<ol style="list-style-type: none"> <li>1. CAE</li> <li>2. CAE</li> <li>3. CAE</li> <li>4. CAE</li> <li>5. CAE</li> <li>6. CAE</li> <li>7. CAE</li> </ol>	<ol style="list-style-type: none"> <li>1. Summer 2022</li> <li>2. Summer 2022</li> <li>3. Winter 2023</li> <li>4. Fall 2023</li> <li>5. Winter 2024</li> <li>6. Summer 2024</li> <li>7. Fall 2024</li> </ol>	<ol style="list-style-type: none"> <li>1. 100%</li> <li>2. 100%</li> <li>3. 100%</li> <li>4. 100%</li> <li>5. 100%</li> <li>6. 0%</li> <li>7. 0%</li> </ol>
<i>A6.2 - In an effort to improve response rates and have a better understanding of current issues, bring forward options for a revised course feedback survey to academic leadership for discussion and decision.</i>	Implement new survey tool to be used by all credit, post-secondary courses.	<ol style="list-style-type: none"> <li>1. Interview stakeholders to find limitations of current survey.</li> <li>2. Complete environmental scan of surveys used at other post-secondary schools.</li> <li>3. Develop criteria for selecting new survey.</li> </ol>	<ol style="list-style-type: none"> <li>1. CAE</li> <li>2. CAE</li> <li>3. CAE and working group</li> <li>4. CAE and working group</li> <li>5. CAE</li> <li>6. AASEC committee</li> </ol>	<ol style="list-style-type: none"> <li>1. Winter 2023</li> <li>2. Spring 2023</li> <li>3. Fall 2023</li> <li>4. Winter 2024</li> <li>5. Winter 2024</li> <li>6. Fall 2024</li> <li>7. Winter 2025</li> </ol>	<ol style="list-style-type: none"> <li>1. 100%</li> <li>2. 100%</li> <li>3. 100%</li> <li>4. 50%</li> <li>5. 50%</li> <li>6. 0%</li> <li>7. 0%</li> </ol>



		<ol style="list-style-type: none"> <li>4. Make recommendations on new survey to be used.</li> <li>5. Consult with key stakeholders on recommendations.</li> <li>6. Approve new survey instrument.</li> <li>7. Introduce new survey across college.</li> </ol>	7. CAE		
<i>Recommendations</i>					
<i>R2.3 Continue to implement the newly developed Vocational Learning Outcome (VLO) review/revision process in the program review cycle and through this identify and ensure that course learning outcomes are clearly mapped to the VLOs for all programs of instruction.</i>	Develop process for college to map Course Learning Outcomes to Vocational Learning Outcomes	<ol style="list-style-type: none"> <li>1. Identify challenges and solutions to existing model.</li> <li>2. Engage with relevant departments who can assist with associated solution requirements.</li> <li>3. Create method of consistency of numbering VLOs within Academic Logistics , so there is accuracy when referencing corresponding VLOs on the TLP.</li> <li>4. Incorporate Course Learning Outcomes (CLO) to VLO mapping on Teaching and Learning Plans.</li> <li>5. Introduce change in TLPS to Dean's, Associate Deans and Faculty.</li> </ol>	The CAE is responsible for all aspects of this deliverable.	<ol style="list-style-type: none"> <li>1. Summer 2023</li> <li>2. Summer 2023</li> <li>3. Fall 2023</li> <li>4. Winter 2024</li> <li>5. Spring/summer 2024</li> </ol>	<ol style="list-style-type: none"> <li>1. 100%</li> <li>2. 100%</li> <li>3. 100%</li> <li>4. 100%</li> <li>5. 0%</li> </ol>
<i>R4.3 and R 6.2 The panel recommends that the college</i>	Develop process, training materials,	<ol style="list-style-type: none"> <li>1. Interview keys stakeholders to better understand current</li> </ol>	<ol style="list-style-type: none"> <li>1. CAE</li> <li>2. CAE</li> </ol>	<ol style="list-style-type: none"> <li>1. Winter 2024</li> <li>2. Winter 2024</li> </ol>	<ol style="list-style-type: none"> <li>1. 100%</li> <li>2. 100%</li> </ol>



<p><i>develop processes whereby the policy that ensures “prompt and constructive” feedback to students is consistently applied and monitored and that these are clearly articulated to faculty.</i></p>	<p>workshops and other supports to assist faculty in consistency applying prompt and constructive feedback to students.</p>	<p>challenges with maintaining policy and process.                  2. Complete environmental scan of Ontario college practices related to providing student feedback.                  3. Develop working group to inform recommendations on improving process, including mechanisms to consistently monitor adherence to the process.                  4. Approve recommendations and implement revised process.                  5. Monitor accordingly.</p>	<p>3. CAE and Academic departments                  4. AASEC                  5. Associate Deans</p>	<p>3. Spring 2024                  4. Fall 2024                  5. Ongoing</p>	<p>3. 0%                  4. 0%                  5. 0%</p>
<p><i>R5.2 The college carry out the newly developed policy review schedule to ensure that the review of outstanding policies is completed. As per the previous audit the following is included in this recommendation: Maintain the work of the College Policy and Procedure Committee (CPPC) in reviewing policies that are due for renewal and converting them to the policy/procedure format, as well as implementing the regular cycle for updating.</i></p>	<p>Ensure the CPPC is following procedure as outlined in Terms of Reference</p>	<p>1. Schedule meetings with policy holders for review/revision as appropriate.                  2. Submit revisions to CPPC and Executive Team for approval.                  3. Post updated policies and procedures to the College website.                  4. Update the review schedule.</p>	<p>1. Policy Advisor                  2. Policy holders                  3. CPPC                  4. Executive Team</p>	<p>1. ongoing                  2. ongoing                  3. ongoing                  4. ongoing</p>	<p> 100% complete</p>



<p><i>R5.8 - Implement quality assurance processes for the Private Public Partnership (Toronto School of Management) to maturity and continue to monitor program quality, consistency, and alignment with Niagara College standards to ensure that students are experiencing the same quality of services and educational experience. In addition the College should ensure that quality assurance processes, as stated above, are applied to all programs offered by Niagara both at other institutions as well as other countries.</i></p>	<p>Implement and maintain all Quality Assurance Mechanisms in place at Niagara College including:</p> <ul style="list-style-type: none"> <li>• Cyclical program Review</li> <li>• Course Feedback Surveys</li> <li>• Curriculum Mapping and Visualization'</li> <li>• CQAAP Alignment</li> <li>• Program Modification process</li> </ul>	<ol style="list-style-type: none"> <li>1. Train NCT staff on all QA mechanisms, including sharing of templates, resources and guides.</li> <li>2. Conduct program review process including use of self-study template and site visit with assessors.</li> <li>3. Implement and conduct regular course feedback surveys.</li> <li>4. Ensure all programs offered at partner schools have all curriculum mapped.</li> <li>5. Ensure consistent delivery of Programs through the curriculum modification process</li> </ol>	<p>The Centre for Academic Excellence is responsible for all deliverables of this recommendation.</p>	<ol style="list-style-type: none"> <li>1. Fall 2021</li> <li>2. Winter 2026</li> <li>3. Fall 2021</li> <li>4. Fall 2025</li> <li>5. Ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1. 100%</li> <li>2. 5 of 7 programs have completed reviews.</li> <li>3. 100% complete</li> <li>4. 70% - 5 of 7 programs have been mapped</li> <li>5. Ongoing.</li> </ol> <p>Three programs have had program modifications and process was followed</p>
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<p><i>R6.1- The panel recommends that the college fulfill its affirmation in regards to this requirement. That affirmation states: “complete an environmental scan of best practices in non-probationary faculty appraisals taking into consideration collective agreement requirements and develop a plan to align both of these in a faculty review process”.</i></p>	<p>Develop and implement new faculty development process for all non-probationary full-time faculty.</p>	<ol style="list-style-type: none"> <li>1. Interview key stakeholders to identify challenges with current process and potential solutions.</li> <li>2. Complete scan of best practices across the sector.</li> <li>3. Interview faculty through focus groups and survey to gather feedback.</li> <li>4. Develop working group to assist in development of new process, including mechanisms to determine all expectations for faculty are being met.</li> <li>5. Develop process.</li> <li>6. Receive feedback through various committees.</li> <li>7. Revise and test process through pilot.</li> <li>8. Revise based on results of pilot.</li> <li>9. Implement new process for all non-probationary faculty.</li> </ol>	<ol style="list-style-type: none"> <li>1. CAE</li> <li>2. CAE</li> <li>3. CAE</li> <li>4. CAE</li> <li>5. CAE</li> <li>6. CAE</li> <li>7. CAE and Associate Deans</li> <li>8. CAE</li> <li>9. Associate Deans</li> </ol>	<ol style="list-style-type: none"> <li>1. Spring 2023</li> <li>2. Spring 2023</li> <li>3. Summer/fall 2023</li> <li>4. Winter 2024</li> <li>5. Winter/spring 2024</li> <li>6. Summer/fall 2024</li> <li>7. Fall 2024</li> <li>8. Winter 2025</li> <li>9. Spring 2025</li> </ol>	<ol style="list-style-type: none"> <li>1. 100%</li> <li>2. 100%</li> <li>3. 100%</li> <li>4. 100%</li> <li>5. 50%</li> <li>6. 0%</li> <li>7. 0%</li> <li>8. 0%</li> <li>9. 0%</li> </ol>
<p><i>R6.2 The faculty review process should include clear expectations of all faculty and mechanisms to determine</i></p>	<p><i>Please see affirmation above for full description of this deliverable.</i></p>				



<i>that those expectations are being met.</i>					
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*Add (copy and paste from above) additional tables as required to complete the exercise.*

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

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