



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 – FOLLOW-UP (18-MONTH) REPORT

SAULT COLLEGE

DATE SINCE LAST UPDATE TO OCQAS: July 10, 2019

DATE OF PREPARATION OF REPORT: April 1, 2021

REPORT PREPARED BY: Jill Pateman, Academic Development and Quality Manager



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.

➤ **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.*

<p>* What has been identified as needing to be done? (stipulations)</p>	<p>(R1.3) 1. We recommend that the college 1) actively follow through on the affirmation to develop a policy to govern new program development. Furthermore, we recommend that 2) the college ensure that new program development consistently follow existing procedures and the new policy when created.</p> <p>College Affirmations: (R1.2) Consider development of a policy for new program development and provide more detail to the steps within the procedure</p> <p>(R2.1) The College will articulate the steps involved in creation of a clear set of program vocational learning outcomes as the starting point for new program development.</p> <p>(R2.1) Document the steps involved in doing a provincial scan and inventory of related program learning outcomes</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Deliverables to support a New Program Development Policy: 1. Develop a New Program Development Policy</p> <p>Deliverables to ensure that new program development consistently follow existing procedures 1. Update the New Program Development Procedure 2. Develop a Curriculum Development Guide</p>
<p>What tasks are associated with addressing the deliverable?</p>	<p>Tasks to support the development of a New Program Development Policy: 1. Identify lead and working group members to develop policy 2. Review ministry directives, OCQAS and CQAAP quality standards; scan other</p>



	<p>Ontario colleges for samples of new program development policies, collect best practices</p> <p>3. Draft policy</p> <p>Tasks to support the updating of the New Program Development Procedure</p> <ol style="list-style-type: none"> 1. Document all steps in current program development work flow 2. Review work flow with key stakeholders and adjust as appropriate for improvement <p>Tasks to support the development of a Curriculum Development Guide</p> <ol style="list-style-type: none"> 1. Develop practice document, supplemental to the Procedure, guiding program developers and SMEs to best practices in program and curriculum development. Include: <ol style="list-style-type: none"> a. Program Standards and VLO as starting place b. PAC engagement and Labour Market Research c. Inventory of similar programs in province d. Course development and mapping to VLOs and EES <ol style="list-style-type: none"> a. Writing course outcomes b. Writing learning objectives c. Designing assessments d. Developing a Teaching and Learning Plan; learning activities
<p>Who is responsible for the specific deliverable/ task?</p>	<p>Manager Academic Development and Quality</p>
<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>Development of a New Program Development Policy:</p> <ol style="list-style-type: none"> 1. <i>Identify lead and working group members to develop policy</i>: October 2019 2. Review directives, quality standards; <i>Scan other Ontario colleges for samples of new program development policies, collect best practices</i>: January 2020 3. <i>Draft policy</i>: July 2021 <p>Updating of the New Program Development Procedure:</p> <ol style="list-style-type: none"> 1. <i>Document all steps in current program development work flow</i>: December 2019 2. <i>Review work flow with key stakeholders and adjust as appropriate for improvement</i>: March 2020



	<p>Development of a Curriculum Development Guide: 1. <i>Develop practice document, supplemental to the Procedure, guiding program developers and SMEs to best practices in program and curriculum development:</i> August 2021</p>
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<p>Development of a New Program Development Policy: 1. <i>Identify lead and working group members to develop policy:</i> Complete (100%) 2. <i>Scan other Ontario colleges for samples of new program development policies, collect best practices:</i> Complete (100%) 3. <i>Draft policy:</i> Not started – priority interrupted by pandemic (0%)</p> <p>Updating of the New Program Development Procedure: 1. <i>Document all steps in current program development work flow:</i> Complete (100%) – Full Program Development tracking sheet with each step in the development process to track status of each program 2. <i>Review work flow with key stakeholders and adjust as appropriate for improvement:</i> In-progress (70% complete)</p> <p>Development of a Curriculum Development Guide: 1. <i>Develop practice document, supplemental to the Procedure, guiding program developers and SMEs to best practices in program and curriculum development:</i> Guide outline created; content at early stages (15% complete)</p>
<p>* What has been identified as needing to be done? (stipulations)</p>	<p>(R1.5) 2. We recommend that the college 1) consistently follow the established processes and procedures to ensure that recommendations from previous program reviews have been consistently considered and addressed. Furthermore, we recommend that the college 2) ensure that the documentation demonstrates what is being done.</p> <p>College Affirmations: (R1.2) Further develop the criteria and process for Comprehensive Program Review.</p>



	<p>This will be a joint effort by the QA manager and Chairs and Deans.</p> <p>(R1.5) Improve the connection of Program Reviews to business and budget planning:</p> <ul style="list-style-type: none">a. Augment the Annual Program Review template to clearly identify resource needsb. Consider augmenting the Program Review Procedure to include a report back on action items carried to the business planning process from the program review.
What deliverables are associated with addressing the stipulations?	<p>Deliverables to ensure that recommendations from previous program reviews have been consistently considered and addressed; and that the documentation demonstrates what is being done:</p> <ul style="list-style-type: none">1. An updated Annual Program Review template which has a summary section at the end to consolidate the new recommendations made throughout the various sections of the program review; and to summarize the recommendations employed through the past year, with their impact.2. A Recommendations Summary Sheet for each Academic Chair, which consolidates all recommendations from all programs into one summary, for reference during business and budget planning.3. Annual Program Review Procedure is updated to include that Chairs are to indicate in the Recommendations Summary Sheet which recommendations/resource needs have been planned for in the business and budget planning process. <p>Deliverable to further develop the criteria and process for Comprehensive Program Review:</p> <ul style="list-style-type: none">4. A Program Health Matrix to determine which programs require comprehensive program review
What tasks are associated with addressing the deliverable?	<ul style="list-style-type: none">1. Tasks to support an updated the Annual Program Review template:<ul style="list-style-type: none">a. Review current Annual Program Review process alongside completed



	<p>program reviews from each program team in order to identify misalignments between defined procedure and practiced procedure</p> <ul style="list-style-type: none"> b. Add a summary section to end of each review to consolidate the report-backs on recommendations made throughout the various sections of the program review <p>2. Develop a Recommendations Summary Sheet for each Academic Chair</p> <p>3. Update the Annual Program Review Procedure to include that Chairs are to indicate in the Recommendations Summary Sheet which recommendations/resource needs have been planned for in the business and budget planning process.</p> <p>4. Comprehensive Program Health Matrix:</p> <ul style="list-style-type: none"> a. Develop a comprehensive program health matrix with weights given to data sets; inclusive of enrolment and retention data, program revenue, program-specific SMA metric values b. Using the weightings given to each data set, determine overall score for each program, identifying those lowest performers
<p>Who is responsible for the specific deliverable/ task?</p>	<p>Academic Development and Quality Manager Academic Chairs Academic Deans VPA</p>
<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>1. Updated Program Review template: August 2019 2. Recommendations Summary Sheet: July 2019 3. Updated the Annual Program Review Procedure: April 2020 4. (a) January 2020 4. (b) March 2020</p>
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<p>1. Updated Program Review template: Complete (100%) 2. Recommendations Summary Sheet: Complete (100% complete; ongoing and cyclical) 3. Updated Program Review Procedure: Complete (100%) 4. a) Develop Program Health Matrix: Complete (100%) 4. b) Populating program health matrix is in-progress (75% complete)</p>



<p>* What has been identified as needing to be done? (stipulations)</p>	<p>(R2.1) 3. We recommend that the college actively follow through on the affirmation to 1) ensure VLO and EES requirements are met for programs and 2) to put VLOs at the centre of the policy governing the use of VLOs.</p> <p>College Affirmation: (R2.2) Quality Assurance Office will update and maintain a tracking mechanism to ensure current VLO and EES maps are kept current for all programs.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Deliverables to ensure VLO and EES requirements are met for programs:</p> <ol style="list-style-type: none">1. Master VLO and EES tracking database and storage site to account for whether each postsecondary program has an up-to-date map of EESs to courses2. Repository of current VLO and EES maps – accessible to program coordinators, QA, Academic Chairs <p>Deliverables to put VLOs at the centre of the policy governing the use of VLOs:</p> <ol style="list-style-type: none">3. New Program Development Policy (with a clear requirement of the role of VLOs)
<p>What tasks are associated with addressing the deliverable?</p>	<ol style="list-style-type: none">1. Create a master VLO and EES tracking database and storage site:<ol style="list-style-type: none">a. Create tracking sheet to account for whether each postsecondary program has an up to date map of VLOs to coursesb. Create tracking sheet to account for whether each postsecondary program has an up to date map of EESs to courses2. Create a site in which VLO and EES maps can be stored, reviewed, updated (Office 365)



	<p>3. Include provision in the New Program Development Policy and procedure which requires VLOs to be the starting place</p>
Who is responsible for the specific deliverable/ task?	Academic Development and Quality Manager
When is the completion deadline of the specific deliverable/ task?	<p>1. Master VLO and EES tracking database: August 2019</p> <p>2. Repository of current VLO and EES maps: August 2019</p> <ul style="list-style-type: none">➤ Move site to Office 365 for easiest access and updating – May 2021 <p>3. New Program Development Policy (with a clear requirement of the role of VLOs): See Recommendation #1</p>
What is the current status of each specific deliverable/ task? (include a completion percentage)	<p>1. Master VLO and EES tracking database: Complete (100%)</p> <p>2. Repository of current VLO and EES maps: Complete (100%)</p> <ul style="list-style-type: none">➤ Transfer to Office 365 not complete (0%) <p>3. New Program Development Policy (with a clear requirement of the role of VLOs): See Recommendation #1</p>
* What has been identified as needing to be done? (stipulations)	<p>(R2.3)</p> <p>4. We recommend that the college actively follow through on the affirmation to make Teaching and Learning Plans mandatory in September of 2020 to ensure program vocational learning outcomes are being used consistently in the day-to-day work by program faculty across all programs.</p> <p>College Affirmations: (R2.3) The College will continue to support professors in their use of Teaching and Learning Plans to add to course information provided to students.</p>



	<p>(R4.3) A College-wide requirement of a Teaching and Learning Plan will ensure that all students are best supported for success by seeing the planned learning activities and assessment methods and timing for each course. This will create further consistencies across the College, complementing the improvements made to course outlines.</p>
What deliverables are associated with addressing the stipulations?	<p>Deliverables to establish College-wide requirements for Teaching and Learning Plans (effective September 2020):</p> <ol style="list-style-type: none">1. Develop a policy on Teaching and Learning Plans with clearly defined expectations and guidelines2. Develop a Teaching and Learning Plan template for use by faculty across the College3. Establish program of ongoing support for development and renewal of quality Teaching and Learning Plans
What tasks are associated with addressing the deliverable?	<p>Tasks to support development of a Teaching and Learning Plan Policy:</p> <ol style="list-style-type: none">1. Merge the Teaching and Learning Plans policy/guidelines with the Course Outline Policy; include clearly defined expectations <p>Tasks to support development of a Teaching and Learning Plan template:</p> <ol style="list-style-type: none">1. Gather samples of Learning Plans and Syllabi used by faculty across the College; review for common elements, best practices2. Determine minimum requirements for the Teaching and Learning Plan3. Draft a template which is general enough to server faculty teaching in any field of study <p>Tasks to provide ongoing support to faculty for the development and renewal of T&L Plans:</p> <ol style="list-style-type: none">1. Develop a how-to guide for creating a T&L Plan2. Identify faculty leads to lead peer-to-peer support sessions



	3. Host peer-to-peer tutorials
Who is responsible for the specific deliverable/ task?	Academic Development and Quality Manager Academic Chairs VPA
When is the completion deadline of the specific deliverable/ task?	<p>Policy development: 1. <i>Merge the Teaching and Learning Plans policy/guidelines with the Course Outline Policy</i>: September 2020</p> <p>Template development: 1. <i>Gather samples of Learning Plans and Syllabi used by faculty across the College</i>: April 2019 2. <i>Determine minimum requirements for the Teaching and Learning Plan</i>: May 2019 3. <i>Draft a template which is general enough to server faculty teaching in any field of study</i>: May 2019; updated May 2020</p> <p>Ongoing support to faculty for the development and renewal of T&L Plans: 1. <i>Develop a how-to guide for creating a T&L Plan</i>: May 2019 2. <i>Identify faculty leads to lead peer-to-peer support sessions</i>: May 2020 3. <i>Host peer-to-peer tutorials</i>: May 2019, May 2020, August 2020, December 2020</p>
What is the current status of each specific deliverable/ task? (include a completion percentage)	<p>1. Teaching and Learning Plan Policy: a) Remote Learning Guidelines released May 2020; included requirement of T&L Plans for Fall 2020 semester and Winter 2021 semester. Complete (100%) b) Course Outline Policy in revision phase – it is evolving into a Course Outlines and Teaching and Learning Plans Policy with clear expectations for each (80% complete) c) Requirements for Fall 2020 and Winter 2021 communicated to all faculty; communication strategy ongoing. Complete (100%, ongoing)</p> <p>2. Teaching and Learning Plan template created and made accessible for use by faculty. Complete (100%)</p> <p>3. Program of ongoing support for Teaching and Learning Plans development: a) Peer network established in May 2020 dedicated to supporting faculty to develop and improve Teaching and Learning Plans. Complete (100%)</p>



	<p>b) Teaching and Learning Plans development and improvement is a Community of Practice topic at appropriate times through the academic year (May, June, August, December). Complete (100%, ongoing)</p>
<p>* What has been identified as needing to be done? (stipulations)</p>	<p>(R2.3) 5. We recommend that the college 1) establish a clear method to inform students and potential students about PLAR opportunities. Furthermore, we recommend the college 2) ensure PLAR policies and procedures clarify how VLOs are, and should consistently be, used in PLAR.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Deliverables to establish a clear method to inform students and potential students about PLAR opportunities:</p> <ol style="list-style-type: none"> 1. PLAR information is clearly posted to the College website and internally on the student portal 2. PLAR course eligibility is clearly posted on course outlines <p>2. Students have a first point of contact and guidance throughout the process</p> <p>Deliverables to ensure PLAR policies and procedures clarify how VLOs are, and should consistently be, used in PLAR:</p> <ol style="list-style-type: none"> 3. Updated PLAR Policy with clear expectation of VLOs at center of PLAR assessments 4. Defined criteria for faculty to determine PLAR eligibility of a course 5. Database of PLAR eligible courses
<p>What tasks are associated with addressing the deliverable?</p>	<p>Tasks related to deliverables related to PLAR updating and accessibility:</p> <ol style="list-style-type: none"> 1. Review current procedures and responsibilities 2. Inventory all front-facing locations PLAR information is posted 3. Determine gaps in current procedures and policy statements 4. Draft updated PLAR policy and procedure 5. Incorporate expectation of VLOs assessment in updated policy and procedure



	<p>6. Set criteria for PLAR eligibility of a course and communicate that to faculty in the course outline database (there's a PLAR checkbox in each course outline)</p> <p>7. After PLAR policy has been updated; course criteria established; course outlines updated to reflect criteria – generate database of PLAR eligible courses</p>
<p>Who is responsible for the specific deliverable/ task?</p>	<p>Academic Chairs Student Services Academic Development and Quality Manager</p>
<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>1. <i>Clear method to inform students/potential students:</i> July 2019</p> <p>2. <i>Students have a first point of contact and guidance throughout the process:</i> July 2019</p> <p>3. <i>Updated PLAR Policy:</i> April 2021</p> <p>4. <i>Defined criteria for faculty to determine PLAR eligibility of a course:</i> March 2021</p> <p>5. <i>Database of PLAR eligible courses:</i> April 2021</p>
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<p>1. <i>Clear method to inform students/potential students:</i> Complete (100%)</p> <p>2. <i>Students have a first point of contact and guidance throughout the process:</i> Complete (100%)</p> <p>3. <i>Updated PLAR Policy:</i> Draft completed; final reviews and approval process in motion (90%)</p> <p>4. <i>Defined criteria for faculty to determine PLAR eligibility of a course:</i> In progress. Per Framework of Programs of Instruction, PLAR is to be made available for as many credit courses as possible. Faculty education about PLAR and expectations underway (80%)</p> <p>5. <i>Database of PLAR eligible courses:</i> List generated based on current identifiers. To be regenerated after criteria is refined and faculty update courses (40%)</p>



* What has been identified as needing to be done? (stipulations)	(R4.2) 6. We recommend that the college (1) improve its tracking of the incorporation of new teaching methods to ascertain if the professional development opportunities are benefitting staff or students. Furthermore, we recommend the college (2) expand its methodology to share best practices across the institution.
What deliverables are associated with addressing the stipulations?	Deliverables to improve tracking of new teaching methods: 1. An updated Faculty Reflection Form (part of the Faculty Reflection and Review process) to include a section specific to experimentation with teaching methods. Here, faculty would list and review new methods introduced in the past year and would indicate areas of interest for incorporation in lesson planning in the upcoming year 2. A Teaching Methods Experimentation tracking sheet - all faculty input in the new section in the Faculty Reflection Form, along with the professional development activities identified by each program team in the annual program review, will be collated into a Teaching Methods Experimentation tracking sheet Deliverables to expand methodology to share best practices: 4. Foster a robust community of practice with engaged and active faculty from across the college 6. Create a repository for sharing resources among faculty
What tasks are associated with addressing the deliverable?	Tasks to support tracking of new teaching methods: 1. Add a section to the Faculty Reflection Form specific for experimentation with teaching methods. 2. Collate all faculty input about teaching methods and PD activities into the Teaching Methods Experimentation tracking sheet 3. Incorporate themes identified in the Teaching Methods Experimentation tracking sheet into planning of the Spring PD series and in community of practice sessions



	<p>Tasks to support expanding the methodology to share best practices:</p> <ol style="list-style-type: none">1. Identify a Lead to build a Community of Practice, engaging faculty members college-wide2. Host regular lunch n learn style discussion sessions open to all faculty on specific, current, and relevant topics3. Research current and relevant topics in teaching and learning, gather and collate resources, and share with the College community
Who is responsible for the specific deliverable/ task?	Academic Development and Quality Manager VPA
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none">1. <i>Updated Faculty Reflection Form</i>: April 20212. <i>Teaching Methods Experimentation tracking sheet</i>: July 20213. <i>Community of practice</i>: May 20204. <i>A repository of resources</i>: May 2020
What is the current status of each specific deliverable/ task? (include a completion percentage)	<ol style="list-style-type: none">1. <i>Updated Faculty Reflection Form</i>: The proposed section had been added to the Faculty Reflection Form in draft; the entire Form and Faculty Reflection and Review Policy and Procedure are under review for currency and continued appropriateness as we navigate new expectations in teaching and learning. This is tied to Recommendation # 8. In-progress (80% complete)2. <i>Teaching Methods Experimentation tracking sheet</i>:<ol style="list-style-type: none">a) The professional development activities identified by each program team in the annual program review are summarized in a list for each Chair. Next step is to collate into a master tracking sheet along with the input collected from faculty reflection. In-progress (40% complete)



	<p>b) The professional development series is currently based on key stakeholder surveys. The collated list from faculty input to self-reflection exercise and program review has not been a part of this planning process yet (0%)</p> <p>3. <i>Community of practice:</i></p> <p>a) The College seconded a position to act as Faculty Development Lead in May 2020. Complete (100%)</p> <p>b) The Faculty Development Lead hosts sessions on a regular schedule (weekly). Complete, ongoing (100%)</p> <p>4. <i>A repository of resources:</i></p> <p>a) The Faculty Development Lead researches current and relevant topics in teaching and learning, gathers and collates resources, and shares with the College community. Complete, ongoing (100%)</p> <p>b) A repository has been created in a) an LMS course site for faculty sharing and enrichment; and, b) in a Microsoft Teams channel specifically for remote learning collaboration. Complete (100%)</p>
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* What has been identified as needing to be done? (stipulations)	(R5.4) 7. We recommend that the college formalize its process on how it governs formal arrangements with external bodies to ensure appropriate oversight and tracking.
What deliverables are associated with addressing the stipulations?	Deliverables to formalize processes to govern formal arrangements with external bodies: 1. Develop an Articulations Policy 2. Develop a Program Delivery Offsite Policy
What tasks are associated with addressing the deliverable?	Tasks to support development of the two new policies: 1. Identify working group members 2. Identify scope, purpose, key policy statements 3. Draft policies
Who is responsible for the specific deliverable/ task?	1. Articulations Policy – Registrar, VPA 2. Program Delivery Offsite Policy – Academic Development and Quality Manager
When is the completion deadline of the specific deliverable/ task?	1. <i>Articulations Policy:</i> June 2021 2. <i>Program Delivery Offsite Policy:</i> June 2021



<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<p>The Academic Policy Committee committed to the development of these policies during the academic year 2020-2021.</p> <ol style="list-style-type: none"> 1. <i>Articulations Policy</i>: In-progress (20% complete) <ol style="list-style-type: none"> a) Working group has been formed and is led by the Registrar b) Committee to define scope and outcomes; draft policy 2. <i>Program Delivery Offsite Policy</i>: In-progress (50% complete) <ol style="list-style-type: none"> a) Working group has been formed and is led by the Academic Development and Quality Manager b) Quality Assurance section of the policy has been drafted
<p>* What has been identified as needing to be done? (stipulations)</p>	<p>(R6.1)</p> <p>8. We recommend that 1) the communication be more consistent, clear and fulsome to faculty in the expectation of the faculty review process. Furthermore, we recommend that 2) there is increased consistency to faculty evaluations across all programs. Finally, we recommend that 3) the onboarding for non-full-time faculty be enhanced and consistently implemented across the college.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Deliverable to improve communications about the faculty review process:</p> <ol style="list-style-type: none"> 1. Finalized and published Faculty Review Policy and supporting Procedure <p>Deliverable to increase consistency in the faculty review process:</p> <ol style="list-style-type: none"> 2. (In addition to #1 above), Schedule of Review Cycle with completion tracking <p>Deliverables to enhance onboarding for new faculty:</p> <ol style="list-style-type: none"> 3. New Faculty Orientation program 4. New Faculty Orientation Package
<p>What tasks are associated with addressing the deliverable?</p>	<p>Tasks to support the Faculty Reflection and Review Policy and Procedure (Deliverables 1 and 2):</p> <ol style="list-style-type: none"> 1. Review the drafted Faculty Reflection and Review Policy and Procedure in its current form to ensure continued relevance and appropriateness



	<p>2. Flow completed draft policy through formal approval process</p> <p>3. Pilot the drafted procedure and accompanying forms with a representative selection of faculty</p> <p>4. Implement faculty reflection and review system cross-college upon completion of the pilot and consequential adjustments</p> <p>Tasks to support the New Faculty Orientation Program and Package:</p> <ol style="list-style-type: none"> 1. Onboarding orientation sessions 2. Package of introductory information about the College and to the practice of teaching
Who is responsible for the specific deliverable/ task?	<p>Academic Development and Quality Manager Academic Chairs Academic Dean VPA</p>
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. <i>Finalized and published Faculty Reflection and Review Policy and Procedure:</i> April 2021 2. <i>Schedule of Review Cycle with completion tracking:</i> April 2021 3. <i>New Faculty Orientation program:</i> December 2020 4. <i>New Faculty Orientation Package:</i> December 2020
What is the current status of each specific deliverable/ task? (include a completion percentage)	<ol style="list-style-type: none"> 1. <i>Finalized and published Faculty Reflection and Review Policy and Procedure:</i> The drafted Policy and Procedure are being reviewed one final time, with a fresh lens, and with the involvement of the Faculty Development lead, to ensure all requirements and points for reflections are current and relevant. In-progress (80% complete) 2. <i>Schedule of Review Cycle with completion tracking:</i> The Schedule has been defined and is accompanied by a completion tracking function within an Excel file. Complete (100%). The schedule/tracking sheet will be shared to a folder (in One Drive) accessible to all Deans and Chairs, VPA, and QA Manager in time for the Spring 2021



	<p>Pilot.</p> <p>3. <i>New Faculty Orientation program</i>: The College has been building on its structured orientation for new faculty since August 2019. In November 2020, new faculty orientation became a deliverable of the Faculty Development Lead and structured as a peer-to-peer orientation to the practice of teaching, resources to support one's development; and to Sault College in general. Complete, ongoing (100%)</p> <p>4. <i>New Faculty Orientation Package</i>: The College did a full overhaul of the New Faculty Orientation guide in 2018. The materials in that package (a series of PowerPoint/PDFs) is housed in the Curriculum and Faculty Enrichment site in LMS, with a sample of the selection provided to new faculty via email at the time of hiring – with information about where to find more information. The information package was further refined throughout 2020, by the Faculty Development Lead, with the addition of content to support remote delivery and experimentation with new teaching methods, and with updated information about the College and operations/protocols during the pandemic lockdown. Complete, ongoing (100%)</p>
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College Affirmations not connected to specific Audit Panel recommendations

* What has been identified as needing to be done? (stipulations)	<p>College Affirmation (R1.6) For continued improvement of curriculum management:</p> <ol style="list-style-type: none"> 1. Digitize the curriculum modification process 2. Investigate options for a tracking system for course outline changes and for curriculum modifications
What deliverables are associated with addressing the stipulations?	<p>Deliverables to improve curriculum management:</p> <ol style="list-style-type: none"> 1. Automated Curriculum Modification Request System (replacement of paper forms)



	2. Automated Course Outlines Revision System so that changes year over year are clear and tracked
What tasks are associated with addressing the deliverable?	<p>Tasks to support the improvement (automation) of curriculum modifications and course outline updates:</p> <ol style="list-style-type: none"> 1. Engage key stakeholders in review of current forms with lens of updating 2. Define project requirements and intended outcome 3. Review system opportunities with Applications Services 4. Design curriculum management request system 5. Test the curriculum management request system 6. Implement the system for use across Academic division
Who is responsible for the specific deliverable/ task?	Academic Development and Quality Manager with Curriculum and Data Technician
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. <i>Automated Curriculum Modification Request System</i>: July 2020 2. <i>Automated Course Outlines Revision System</i>: July 2020
What is the current status of each specific deliverable/ task? (include a completion percentage)	<p>Status of tasks to support <i>Automated Curriculum Modification Request System</i>:</p> <ol style="list-style-type: none"> 1. <i>Engage key stakeholders in review of current forms with lens of updating</i>: Complete (100%) 2. <i>Define project requirements and intended outcome</i>: Complete (100%) 3. <i>Review system opportunities with Applications Services</i>: Interrupted (pandemic) 4. <i>Design curriculum management request system</i>: An email request system was initiated when staff migrated to working from home in March 2020. All curriculum modification requests were to be submitted via email and to include details of the request and reason for the request. The coding system formerly used in the paper forms was replaced by a system of “tell us a story” in a brief email. This enabled the Curriculum Office to serve the needs of the academic departments while getting a much better understanding of the tone and purpose of



	<p>curriculum modifications submitted; it also removed the chance of error based on wrong interpretations of the required fields and coding system in the old forms.</p> <p>Following six months of the request via email system, The Curriculum and Data Technician created digital curriculum modification request forms using Microsoft Forms (as interim solution while ITS manages remote delivery priorities)</p> <p>5. <i>Test the curriculum management request system:</i> MS Forms being tested currently with Academic Assistants</p> <p>6. <i>Implement the system for use across Academic division:</i> MS Forms to be used as curriculum modification submission mechanism in short-medium term</p> <p>Status of tasks to support <i>Automated Course Outlines Revision System:</i></p> <p>1. <i>Define project requirements and intended outcome:</i> Complete (100%)</p> <p>2. <i>Review system opportunities with Applications Services:</i> Complete (100%)</p> <p>Tracking is not possible in the course outline database in its current environment. Program teams (Academic Chair's Office and the Program Coordinator) are responsible for tracking changes to course outlines year over year.</p>
<p>* What has been identified as needing to be done? (stipulations)</p>	<p>College Affirmation (R1.6) For continued improvement to the management of program maintenance records:</p> <ol style="list-style-type: none"> 1. Develop an Academic File Retention Policy 2. Digitize curriculum records management (connected to the automation of the modification process)
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Deliverables to improve management of program maintenance records:</p> <ol style="list-style-type: none"> 1. Develop a Student Records Policy



	<p>2. Develop an Academic File Retention Policy</p> <p>3. Automated Curriculum Modification System and the maintenance of curriculum records</p>
What tasks are associated with addressing the deliverable?	<p>Tasks to support the development of a Student Records Policy and an Academic File Retention Policy:</p> <ol style="list-style-type: none"> 1. Identify project lead and policy development working group for each 2. Review existing guidelines and practices for file retention in the academic division 3. Review file retention and student records policies from other postsecondary institutions; collect best practices 4. Inventory all file and records types retained in offices throughout the College 5. Draft Student Records Policy, followed by Academic File Retention Policy
Who is responsible for the specific deliverable/ task?	<p>VPA and Academic Policy Committee Chair and key stakeholders: Registrar Director Student Services</p>
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. <i>Student Records Policy</i>: August 2021 2. <i>Academic File Retention Policy</i>: December 2021 3. <i>Automated Curriculum Modification System and the maintenance of curriculum records</i>: this is part of the curriculum system automation addressed in the Affirmation section above.
What is the current status of each specific deliverable/ task? (include a completion percentage)	<p>Status of tasks to support development of the Student Record Policy and the Academic File Retention Policy:</p> <ol style="list-style-type: none"> 1. <i>Identify project lead and working groups identified</i>. Complete (100%) 2. <i>Review of existing guidelines and practices for file retention in the academic division</i>. Complete (100%) 3. <i>Review of file retention and student records policies from other postsecondary institutions; best practices collected</i>. Complete (100%) 4. <i>All file and records types retained in offices throughout the College have been inventoried</i>. Complete (100%) 5. <i>Draft Student Records Policy, followed by Academic File Retention Policy</i>. In-progress (20%)



* What has been identified as needing to be done? (stipulations)	College Affirmation (R1.3) For continued improvement in collection of student feedback: 1. Consider alternative online options for the Student Feedback Questionnaire in order to garner higher response rate 2. Develop a plan for the facilitation of student focus groups as a means of collecting student feedback
What deliverables are associated with addressing the stipulations?	Deliverables for improvement in collection of student feedback: 1. Online administration of Student Feedback Questionnaire (SFQ), linked to course sites in LMS 2. Updated Student Feedback Procedure which includes Focus Groups as a mechanism for collecting feedback
What tasks are associated with addressing the deliverable?	Tasks to support the online administration of SFQ: 1. Define project specifications – requirements of an online evaluation mechanism 2. Review solutions used/recommended by other Ontario colleges 3. Determine College resources capacity to support transition to new course evaluation solution 4. Prepare and post RFQ based on project requirements 5. Pilot and implement course evaluation solution Tasks to support the formalization of Student Focus Groups as a QA mechanism/inclusion in the Student Feedback Procedure: 1. Update the Student Feedback Procedure with a section specific to Focus Groups 2. Establish purpose and intended outcomes of student focus groups 2. Identify impartial third party to facilitate student focus groups and document key discussion points 3. Communicate to Academic Chairs the opportunity to gather student feedback via focus group
Who is responsible for the specific deliverable/ task?	Academic Development and Quality Manager
When is the completion deadline of the specific deliverable/ task?	Online administration of Student Feedback Questionnaire (SFQ): 1. <i>Project specifications defined:</i> January 2020 2. <i>Solutions used/recommended by other Ontario colleges reviewed:</i> February 2020



	<p>3. <i>College resources capacity to support transition to new course evaluation solution reviewed</i>: May 2020</p> <p>4. <i>Prepare and post RFQ based on project requirements</i>: April 2020</p> <p>5. <i>Pilot and implement course evaluation solution</i>: July 2020</p> <p>Updated Student Feedback Procedure:</p> <ol style="list-style-type: none">1. <i>Student Feedback Procedure updated</i>: October 20202. <i>Purpose and outcomes defined</i>: October 20202. <i>Focus Group Facilitator identified</i>: October 20203. <i>Communicated to Academic Chairs</i>: November 2020
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<p>Online administration of Student Feedback Questionnaire (SFQ):</p> <ol style="list-style-type: none">1. <i>Project specifications defined</i>: Complete (100%)2. <i>Solutions used/recommended by other Ontario colleges reviewed</i>: Complete (100%)3. <i>College resources capacity to support transition to new course evaluation solution reviewed</i>: Complete (100%) Decision made Spring 2020 to not proceed with purchase and implementation of the new solution at that time, as it had heavy resource requirements – both fiscal and of the ITS and QA departments – due to priorities brought on by the pandemic. To be reviewed again 2021.4. <i>Prepare and post RFQ based on project requirements</i>: Three quotes received and weighted.5. <i>Pilot and implement course evaluation solution</i>: Decision made to continue with status quo in 2020-2021. Online student feedback questionnaire hosted in all PS courses in each of the three semesters in 2020-2021 but our long time service provider. Link for questionnaire distributed via student email addresses (each student has a unique link). <p>Updated Student Feedback Procedure:</p> <ol style="list-style-type: none">1. <i>Student Feedback Procedure updated</i>: Complete (100%)2. <i>Purpose and outcomes defined</i>: Complete (100%)2. <i>Focus Group Facilitator identified</i>: QA Technician onboard October 2020. Complete (100%)



3. *Communicated to Academic Chairs: Complete, ongoing (100%)*

<p>* What has been identified as needing to be done? (stipulations)</p>	<p>College Affirmation (R4.2)</p> <p>For continued improvement in the support of teaching and learning:</p> <ol style="list-style-type: none"> 1. Develop an E-Learning Plan which will incorporate principles of instructional design for E-Learning course development 2. Add resources that are specifically intended to support faculty who are facing the need to adapt their teaching methods to international students.
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Deliverables to incorporate principles of instructional design in online course development:</p> <ol style="list-style-type: none"> 1. Dedicated instructional design support for traditionally face-to-face postsecondary courses to transition to a hybrid/remote delivery format <p>Deliverables to support faculty to adapt teaching methods to meet learning style and needs of international students:</p> <ol style="list-style-type: none"> 1. Education sessions and shared literature for faculty
<p>What tasks are associated with addressing the deliverable?</p>	<p>Tasks to increase instructional design support as faculty transition courses to a hybrid/remote delivery format:</p> <ol style="list-style-type: none"> 1. Secure fulltime staff compliment to support faculty to learn about and incorporate new course design concepts 2. Pursue additional instructional design resources <p>Tasks to support increases effectiveness with teaching international students:</p> <ol style="list-style-type: none"> 1. Community of practice sessions/topics oriented specifically to teaching to international students 2. Seminars hosted by International Services to teach faculty and College staff



	<p>about the cultural and educational philosophies and systems in the country of origin of a large proportion of our international students</p> <p>3. Articles with best practices and resources about teaching to an increasingly diverse student demographic posted to the resource repository in the Curriculum and Faculty Enrichment site</p>
<p>Who is responsible for the specific deliverable/ task?</p>	<p><i>Instructional design support:</i> Academic Development and Quality Manager VPA</p> <p><i>Faculty support for adapting teaching methods particular to the learning needs of international students:</i> International Services Manager Faculty Development Lead Academic Development and Quality Manager VP International VPA</p>
<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>1. <i>Instructional design support:</i> May 2020</p> <p>Adaptation of teaching methods for international students: 1. <i>Community of practice sessions about teaching to international students:</i> Begin August 2020, ongoing</p> <p>2. <i>Seminars hosted by International Services:</i> May 2019, ongoing</p> <p>3. <i>Best practices for teaching to an increasingly diverse student demographic shared:</i> August 2020, ongoing</p>
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<p>1. <i>Instructional design support for transition of courses to hybrid/remote delivery:</i></p> <ul style="list-style-type: none"> a) Faculty Development Specialist – fulltime Support staff position effective March 22, 2021 (seconded effective May 2020) Complete (100%) b) eCampusOntario grant secured to onboard additional resources to support faculty with instructional design and media development until March 2022 Complete (100%) <p>Adaptation of teaching methods with international students: 1. <i>Community of practice sessions about teaching to international students:</i></p>



	<p>Complete, ongoing (100%)</p> <p>2. <i>Seminars hosted by International Services</i>: Complete, ongoing (100%)</p> <p>3. <i>Best practices for teaching to an increasingly diverse student demographic shared</i>: Complete, ongoing (100%)</p>
<p>* What has been identified as needing to be done? (stipulations)</p>	<p>College Affirmations (R5.6): For continued improvement of policy oversight and communication flow:</p> <ol style="list-style-type: none"> 1. Develop a policy or procedure document for the posting of policies – academic and corporate – including guidelines on which policies are to be public facing 2. Develop a procedure document formalizing the chain of communication of and publishing of policies <p>College Affirmation (5.7)</p> <ol style="list-style-type: none"> 3. Establish criteria for identifying which policies and procedures should be vetted through the APC
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Deliverables for the improvement of policy oversight and communication:</p> <ol style="list-style-type: none"> 1. Create an institutional metapolicy 2. Process flow for policy communication and publishing 3. Academic Policies Committee (APC) Terms of Reference updated and clarified
<p>What tasks are associated with addressing the deliverable?</p>	<p>To support development of a metapolicy:</p> <ol style="list-style-type: none"> 1. Lead and working group identified to lead metapolicy development 2. Research on metapolicies and best practices collected 3. Draft metapolicy 4. Flow metapolicy through formal approval process and publish metapolicy to internal sites <p>To support development of a process flow for policy communication and publishing:</p>



	<p>1. Inventory and document all sites where each College policy is posted 2. Establish consistent set of criteria for determining whether a policy is published for public access or internal 3. Document all steps in current flow from policy approval through to posting; review and adjust as required upon review</p> <p>To support updating of the APC terms of reference: 1. Review and update APC terms of reference to clarify policies vetted through the Committee</p>
<p>Who is responsible for the specific deliverable/ task?</p>	<p>Academic Development and Quality Manager (as Chair of Academic Policy Committee) Corporate Communications Coordinator</p>
<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>Development of a metapolicy: 1. <i>Lead and working group identified to lead metapolicy development:</i> October 2020 2. <i>Research on metapolicies and best practices collected:</i> December 2020 3. <i>Draft metapolicy:</i> February 2021 4. <i>Flow metapolicy through formal approval process and publish metapolicy to internal sites:</i> April 2021</p> <p>Development of a process flow for policy communication and publishing: 1. <i>Inventory and document all sites where each College policy is posted:</i> March 2021 2. <i>Establish consistent set of criteria for determining whether a policy is published for public access or internal:</i> March 2021 3. <i>Document all steps in current flow from policy approval through to posting; review and adjust as required upon review</i> March: 2021</p> <p>To support updating of the APC terms of reference: 1. Review and update APC terms of reference to clarify policies vetted through the Committee: September 2020</p>
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<p>Development of a metapolicy: 1. <i>Lead and working group identified to lead metapolicy development:</i> complete (100%) 2. <i>Research on metapolicies and best practices collected:</i> Complete (100%) 3. <i>Draft metapolicy:</i> In-progress (70% complete)</p>



	<p>4. <i>Flow metapolicy through formal approval process and publish metapolicy to internal sites:</i> To be completed following finalization of draft policy (0%)</p> <p>Development of a process flow for policy communication and publishing:</p> <ol style="list-style-type: none"> 1. <i>Inventory and document all sites where each College policy is posted:</i> Completed (100%) 2. <i>Establish consistent set of criteria for determining whether a policy is published for public access or internal:</i> In-progress; part of metapolicy drafting process 3. <i>Document all steps in current flow from policy approval through to posting; review and adjust as required upon review:</i> In-progress; part of metapolicy drafting process <p>To support updating of the APC terms of reference:</p> <ol style="list-style-type: none"> 1. Review and update APC terms of reference to clarify policies vetted through the Committee: Complete (100%)
<p>* What has been identified as needing to be done? (stipulations)</p>	<p>For further improvement in the provision of supports for academic success:</p> <ol style="list-style-type: none"> 1. Development of a procedures guideline for the Student Success Office (SSO) <ol style="list-style-type: none"> a) Define the at-risk indicators for Sault College and provide a list of resources and supports available. b) Clearly outline the role of Faculty in supporting student success in partnership with the Success Office 2. Create a form for faculty to fill out and send to SSO rather than an email. The form would include a list of indicators for the faculty member to identify from
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Deliverables for the improvement in supports for academic success:</p> <ol style="list-style-type: none"> 1. List of resources for students – Student Support Services 2. Procedures guideline and reporting form for faculty
<p>What tasks are associated with addressing the deliverable?</p>	<p>Tasks to develop a resource guide for students:</p> <ol style="list-style-type: none"> 1. Create survey to identify risk factors for students 2. Inventory all student supports in the College; gather contact information and brief description of support available 3. Compile into clean resource document and make available to students



	Tasks to support development of the Reporting Form: <ol style="list-style-type: none"> 1. Categorize risk factors into themes 2. Review current faculty reporting process 3. Identify pain points in process 4. Improve process based on review 5. Communicate new process to faculty 6. Create reporting form based on them
Who is responsible for the specific deliverable/ task?	Student Success Manager
When is the completion deadline of the specific deliverable/ task?	<ol style="list-style-type: none"> 1. Student Services Quick Guide: August 2020 2. At Risk Faculty Report Form – October 2019
What is the current status of each specific deliverable/ task? (include a completion percentage)	Responsibility for Student Success transitioned in November 2020. A new team is in place, including a manager focused entirely on student success and retention. <ol style="list-style-type: none"> 1. Student Services Quick Guide: Complete (100%) 2. At Risk Faculty Report Form –Complete (100%)

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

The 2020 pandemic brought challenges to the College and interrupted some planned improvement goals and regular activities, with priority focussed on emergency remote learning throughout 2020. This shift to remote learning introduced Sault College to a new way of meeting the diverse and evolving needs of our students, an evolution that will continue and is supported by an investment in teaching and learning excellence.

Sault College has continued to refine our Quality system since the 2019 Audit. Policies have been created and others updated and refined; the program review process continues to improve and provide important insight to program health; and supports for both students and faculty have increased.

Advancements in teaching excellence is supported by an investment in a fulltime staff position, the Curriculum and Faculty Development Specialist. Teaching and Learning Plans have become a planned-for part of every course delivery and peer support networks foster a culture of continuous improvement.