



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 for: **Follow-up (18-month)**

ST-CLAIR COLLEGE

DATE SINCE LAST UPDATE TO OCQAS: April 28, 2017

DATE OF PREPARATION OF REPORT: November 29, 2018

REPORT PREPARED BY: Daniel M. Rorai



This report aims to provide updated information regarding the quality assurance activities that the college is implementing to address the identified gaps (affirmations, recommendations and other) since the college's last submitted report to the OCQAS.

1. Provide the continuous improvement plan (action/ implementation plan) and results to date.

** The college must provide (at the very least) the affirmations made by the college and the recommendations made by the audit panel at the time of the last audit. These stipulations (affirmations and recommendations) should be listed, verbatim as they appear in the audit report.*

<p>* What has been identified as needing to be done? (stipulations)</p>	<p>Recommendation 1: That a benchmark be established to measure the performance of all programs across SCC.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Prior to the 2017 CQAAP Audit, St. Clair College was following an informal system to identify program sustainability issues. This system employed a review process combined with reliable criteria to determine if a given program was experiencing issues affecting its sustainability. The system had two weaknesses. First, the system consisted of a number of processes which produced data. The data from these separate processes was not easily analyzed holistically. Second, the system lacked formal benchmarks against which each program can be measured.</p> <p>After the 2017 Audit, the College committed itself to a more robust system to measure and maintain program sustainability. The College Program Assessment Committee (CPAC) along with the Centre for Academic Excellence (CAE) is now tasked with the creation and implementation of a more formalized program sustainability system that uses benchmarking. The system under development is called the Program Sustainability Metrics System (PSMS). The process involves establishing an index on which each academic program is scored. The index uses a number of data points in establishing a score. Index scores along with program contribution margins are then used to identify programs for sustainability review. Once identified, selected programs are validated for review through an analysis of the College's SMA2 metrics and qualitative data collected from program staff. Once validated, programs are put before the College Program Assessment Committee for recommendations, implementation of a sustainability plan, and a monitoring plan.</p>
<p>What tasks are associated with addressing the deliverable?</p>	<p>The following tasks are associated with the development and implementation of the PSMS:</p>



	<ul style="list-style-type: none"> • Creation of the of the PSMS process steps. • Development of metrics and composite index for PSMS Phase 1. This involves the development of the program evaluation factors, weights, and formulas used to calculate the index value. • Program selection process. • Development of metrics for PSMS Phase 2. This involves the validation of the selected programs by applying SMA2 criteria and the consideration of qualitative data submitted by program staff. • Development of CPAC decision structure and monitoring methods. This involves creating decision templates for CPAC members. • Consultation with stakeholders. • Pilot first cycle of PSMS. 														
<p>Who is responsible for the specific deliverable/ task?</p>	<p>The development and implementation of the PSMS is an inter-departmental effort. The responsibility for ensuring the system is developed with relevant and effective data points resides with the Centre for Academic Excellence. The implementation of the pilot system and subsequent system cycles is the responsibility of the Associate Vice President, Academic and the Chair of the College Program Assessment Committee. Specifically:</p> <table border="1" data-bbox="575 824 1957 1338"> <thead> <tr> <th data-bbox="575 824 1268 862">Task</th> <th data-bbox="1268 824 1957 862">Responsibility</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 862 1268 964"> <ul style="list-style-type: none"> • Creation of the PSMS process steps. </td> <td data-bbox="1268 862 1957 964"> <ul style="list-style-type: none"> • Vice President, Academic • Director, CAE • Coordinator of Educational and Curricular Systems </td> </tr> <tr> <td data-bbox="575 964 1268 1032"> <ul style="list-style-type: none"> • Development of metrics and composite index for PSMS Phase 1 – program evaluation factors and weights. </td> <td data-bbox="1268 964 1957 1032"> <ul style="list-style-type: none"> • Coordinator of Educational and Curricular Systems </td> </tr> <tr> <td data-bbox="575 1032 1268 1101"> <ul style="list-style-type: none"> • Program selection process. </td> <td data-bbox="1268 1032 1957 1101"> <ul style="list-style-type: none"> • Vice President, Academic • Associate Vice President, Academic </td> </tr> <tr> <td data-bbox="575 1101 1268 1203"> <ul style="list-style-type: none"> • Development of metrics for PSMS Phase 2 – validation of selected programs including the application of SMA 2 criteria. </td> <td data-bbox="1268 1101 1957 1203"> <ul style="list-style-type: none"> • Vice President, Academic • Director, CAE • Coordinator of Educational and Curricular Systems </td> </tr> <tr> <td data-bbox="575 1203 1268 1305"> <ul style="list-style-type: none"> • Development of CPAC decision structure and monitoring methods. </td> <td data-bbox="1268 1203 1957 1305"> <ul style="list-style-type: none"> • Coordinator of Educational and Curricular Systems • Director, CAE • Vice President, Academic </td> </tr> <tr> <td data-bbox="575 1305 1268 1338"> <ul style="list-style-type: none"> • Consultation with stakeholders. </td> <td data-bbox="1268 1305 1957 1338"> <ul style="list-style-type: none"> • Vice President, Academic </td> </tr> </tbody> </table>	Task	Responsibility	<ul style="list-style-type: none"> • Creation of the PSMS process steps. 	<ul style="list-style-type: none"> • Vice President, Academic • Director, CAE • Coordinator of Educational and Curricular Systems 	<ul style="list-style-type: none"> • Development of metrics and composite index for PSMS Phase 1 – program evaluation factors and weights. 	<ul style="list-style-type: none"> • Coordinator of Educational and Curricular Systems 	<ul style="list-style-type: none"> • Program selection process. 	<ul style="list-style-type: none"> • Vice President, Academic • Associate Vice President, Academic 	<ul style="list-style-type: none"> • Development of metrics for PSMS Phase 2 – validation of selected programs including the application of SMA 2 criteria. 	<ul style="list-style-type: none"> • Vice President, Academic • Director, CAE • Coordinator of Educational and Curricular Systems 	<ul style="list-style-type: none"> • Development of CPAC decision structure and monitoring methods. 	<ul style="list-style-type: none"> • Coordinator of Educational and Curricular Systems • Director, CAE • Vice President, Academic 	<ul style="list-style-type: none"> • Consultation with stakeholders. 	<ul style="list-style-type: none"> • Vice President, Academic
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<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>The original planning for the PSMS proposed the completion of development of the system by June 2018 with a completed pilot cycle by the end of June 2019. However, a number of factors have caused extensions of deadlines including the faculty work stoppage and the embargo on the 2017 KPI data. The PSMS is a new formalized process that requires careful integration with existing quality systems to ensure it does not negatively affect the existing cultural attitudes toward program review, which are very positive at the College. For this reason, the College administration is meeting with stakeholders to review the PSMS prior to implementation. This has also delayed implementation.</p> <p>Completion of the development of the PSMS is June 2019. Completion of the pilot cycle is December 2019.</p>																	
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* What has been identified as needing to be done? (stipulations)	Recommendation 2: A mechanism (policy/procedure/practice) that articulates the timelines of curriculum changes be made publicly available to representatives within the organization and applied consistently.
What deliverables are associated with addressing the stipulations?	<p>Relative to recommendation two, it is recognized that a procedural document outlining the timelines of curriculum changes is required to articulate the timelines for curriculum changes. The Centre for Academic Excellence will produce a procedural document and make it publicly available to representatives within the organization through various communication methods.</p> <p>It should be noted that although a formal document articulating the timelines of curriculum changes has not existed at the College, timelines and schedules have been applied consistently. All curriculum changes, regardless of level, are managed and validated by the Centre for Academic Excellence. Curriculum documents, including course outlines, are locked and unlocked by the CAE staff. The CAE sends out regular emails to staff reminding them of curricular deadlines. Changes outside of deadlines are not processed except in exceptional circumstances. It is expected that formalization of the process through documentation will assist in the communication of deadlines and ensure the cycles are better embedded in the teaching culture.</p>
What tasks are associated with addressing the deliverable?	<p>The following tasks are associated with the creation of the Curriculum Timelines procedural document and its communication to stakeholders:</p> <ul style="list-style-type: none">• Creation of the Curriculum Timelines document. The document will outline the cycles of curriculum change events and provide timeframes for those cycles. Timeframes are described generically by the week in which cycles begin and end. For example, course outline changes for Fall semester courses must be submitted by the third week of June each year. Exact dates will be provided in the Academic Calendar and through announcements on the CAE website and newsletter.• Modification of the CAE website and posting of Curriculum Timelines document. The CAE website is a public site that all staff can access.• Add curriculum completion dates on the College's Academic Calendar. The College's Academic Calendar is a master schedule that lists all important dates and deadlines for the entire organization. Staff have access to the Academic Calendar.• Include curriculum completion dates in future issues of the new CAE newsletter. The CAE is in the process of creating a small newsletter for staff to be published at the beginning of each semester.



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<p>What deliverables are associated with addressing the stipulations?</p>	<p>Relative to recommendation three, it is recognized that a procedural document articulating the process for communicating changes in standards be created and made available to representatives. The Centre for Academic Excellence will produce a procedural document and make it publicly available to representatives within the organization through a number of communication methods.</p> <p>It should be noted that an informal procedure for processing standards changes has been in place at the College. Although not sufficiently documented, the informal process assured that the stakeholders were notified and appropriate curriculum changes applied to meet the new standards. Application of the procedure was fairly consistent, but wider communication of changes was inconsistent.</p> <p>The existing procedure has been modified and documented to better ensure programs meet newly released standards and to ensure better communication with all relevant stakeholders.</p>
<p>What tasks are associated with addressing the deliverable?</p>	<p>The following tasks are associated with the creation of a procedural document to articulate the process for communicating changes in standards:</p> <ul style="list-style-type: none">• Creation of the Procedure for Changes in Provincial Standards. The document will outline the steps to be followed when new standards are released from the time the notification is received by the Vice President, Academic to the preparation of the compliance letter.• Modification of the Program Advisory Counsel (PAC) template to include a review of program standards and modifications. The PAC meeting template serves as an agenda and minutes document for each PAC meeting. Adding a quick review of program standards will ensure that PAC members are notified of changes and can speak to those changes within the context of the existing curriculum.• Modification of CAE website and posting of procedural document on the website. The CAE website is a public website.• Posting of updated VLOs on College Website (on-going process).



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<p>* What has been identified as needing to be done? (stipulations)</p>	<p>Recommendation 4:</p> <p>A mechanism (policy/procedure/practice) that articulates the levels of curriculum changes be made publicly available to representatives within the organization and applied consistently throughout the quality assurance process.</p>							
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Relative to recommendation four, it is recognized that a procedural document defining the levels of curriculum changes would be helpful in both managing the curricular change processes and in educating staff, including faculty, of the intricacies of curriculum management. The Centre for Academic Excellence will produce such a procedural document and make it publicly available to representatives within the organization through a number of communication methods.</p>							
<p>What tasks are associated with addressing the deliverable?</p>	<p>The following tasks are associated with the creation of a procedural document to articulate the levels of curriculum changes:</p> <ul style="list-style-type: none"> • Creation of a document that defines levels of curriculum changes. The document will eventually be combined with the procedural document to define curriculum change timelines discussed in Recommendation 2. • Modification of CAE website and posting of procedural document on the website. The CAE website is a public website accessible by all staff. 							
<p>Who is responsible for the specific deliverable/ task?</p>	<table border="1"> <thead> <tr> <th data-bbox="575 1010 1268 1042">Task</th> <th data-bbox="1276 1010 1950 1042">Responsibility</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 1049 1268 1114"> <ul style="list-style-type: none"> • Creation of a document that defines levels of curriculum changes. </td> <td data-bbox="1276 1049 1950 1114"> <ul style="list-style-type: none"> • Coordinator of Educational and Curricular Systems • Reviewed by all CAE staff </td> </tr> <tr> <td data-bbox="575 1120 1268 1185"> <ul style="list-style-type: none"> • Modification of CAE website and posting of procedural document on the website. </td> <td data-bbox="1276 1120 1950 1185"> <ul style="list-style-type: none"> • Coordinator Professional Development, Teaching and Learning </td> </tr> </tbody> </table>		Task	Responsibility	<ul style="list-style-type: none"> • Creation of a document that defines levels of curriculum changes. 	<ul style="list-style-type: none"> • Coordinator of Educational and Curricular Systems • Reviewed by all CAE staff 	<ul style="list-style-type: none"> • Modification of CAE website and posting of procedural document on the website. 	<ul style="list-style-type: none"> • Coordinator Professional Development, Teaching and Learning
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<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>The task will be considered complete with the posting of the completed document on the CAE website in the second week of January, 2019.</p>							



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* What has been identified as needing to be done? (stipulations)	<p>Affirmation 1:</p> <p>For the Annual Review, expansion of the process to assist Chairs and faculty in identifying optimal enrolment targets and to support evidence-based decisions regarding operational costs.</p>
What deliverables are associated with addressing the stipulations?	<p>Affirmation one is based on the College's desire to continuously improve the Annual Review process. This is an ongoing effort. The deliverable associated with this affirmation is to improve the data collection and analysis for those programs identified with sustainability issues. This deliverable is closely tied to the PSMS process discussed under Recommendation 1.</p>
What tasks are associated with addressing the deliverable?	<p>The affirmation is partially satisfied through the development of Phase 1 and 2 of the PSMS process. There are two tasks associated with improving data collection and analysis for the Annual Review:</p> <ul style="list-style-type: none"> Development of Phase 1 of the PSMS process. As previously mentioned, this process involves assigning an index score to each academic program. Phase 1 of the PSMS process uses a more granular costing model allowing for increased analysis of costs. Development of Phase 2 of the PSMS process. Phase 2 of the PSMS was previously discussed. This phase validates programs with sustainability issues that have been selected for further review. It does this by providing additional program data. Included in the additional data is a detailed costing graph indicating projected program contribution margins at various enrolment levels using current delivery structures. Development and delivery of training workshops to assist program faculty in interpreting the program data and writing appropriate, meaningful action items.



<p>Who is responsible for the specific deliverable/ task?</p>	<table border="1"> <thead> <tr> <th data-bbox="573 298 1270 334">Task</th> <th data-bbox="1270 298 1965 334">Responsibility</th> </tr> </thead> <tbody> <tr> <td data-bbox="573 334 1270 435"> <ul style="list-style-type: none"> Development of Phase 1 of the PSMS process. </td> <td data-bbox="1270 334 1965 435"> <ul style="list-style-type: none"> Coordinator of Educational and Curricular Systems Director, CAE Vice President, Academic </td> </tr> <tr> <td data-bbox="573 435 1270 535"> <ul style="list-style-type: none"> Development of Phase 2 of the PSMS process. </td> <td data-bbox="1270 435 1965 535"> <ul style="list-style-type: none"> Coordinator of Educational and Curricular Systems Director, CAE Vice President, Academic </td> </tr> <tr> <td data-bbox="573 535 1270 586"> <ul style="list-style-type: none"> Development and delivery of training workshops. </td> <td data-bbox="1270 535 1965 586"> <ul style="list-style-type: none"> Coordinator of Educational and Curricular Systems </td> </tr> </tbody> </table>	Task	Responsibility	<ul style="list-style-type: none"> Development of Phase 1 of the PSMS process. 	<ul style="list-style-type: none"> Coordinator of Educational and Curricular Systems Director, CAE Vice President, Academic 	<ul style="list-style-type: none"> Development of Phase 2 of the PSMS process. 	<ul style="list-style-type: none"> Coordinator of Educational and Curricular Systems Director, CAE Vice President, Academic 	<ul style="list-style-type: none"> Development and delivery of training workshops. 	<ul style="list-style-type: none"> Coordinator of Educational and Curricular Systems
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<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>The completion of the PSMS system is expected by June 2019 with a pilot cycle of the system completed by December of 2019.</p>								
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<table border="1"> <thead> <tr> <th data-bbox="573 834 1270 870">Task</th> <th data-bbox="1270 834 1965 870">Status</th> </tr> </thead> <tbody> <tr> <td data-bbox="573 870 1270 906"> <ul style="list-style-type: none"> Development of Phase 1 of the PSMS process. </td> <td data-bbox="1270 870 1965 906">100% complete</td> </tr> <tr> <td data-bbox="573 906 1270 1005"> <ul style="list-style-type: none"> Development of Phase 2 of the PSMS process. </td> <td data-bbox="1270 906 1965 1005">100% complete but PSMS is still in consultation with stakeholder groups and one step is still in development (see Recommendation 1).</td> </tr> <tr> <td data-bbox="573 1005 1270 1105"> <ul style="list-style-type: none"> Development and delivery of training workshops. </td> <td data-bbox="1270 1005 1965 1105">100% complete. Workshops to assist faculty in completing the Annual Review are modified and delivered every May/June period.</td> </tr> </tbody> </table>	Task	Status	<ul style="list-style-type: none"> Development of Phase 1 of the PSMS process. 	100% complete	<ul style="list-style-type: none"> Development of Phase 2 of the PSMS process. 	100% complete but PSMS is still in consultation with stakeholder groups and one step is still in development (see Recommendation 1).	<ul style="list-style-type: none"> Development and delivery of training workshops. 	100% complete. Workshops to assist faculty in completing the Annual Review are modified and delivered every May/June period.
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<p>* What has been identified as needing to be done? (stipulations)</p>	<p>Affirmation 2: For the Cyclical Review, expansion of the process to improve decision-making regarding non-vocational issues and content.</p>								



<p>What deliverables are associated with addressing the stipulations?</p>	<p>Affirmation 2 is based on the CAE's desire to improve the non-vocational components of programs, specifically essential employability skills and co and pre-requisites. The deliverable associated with this affirmation is to modify the Cyclical Review of Curriculum by developing processes that better analyze the non-vocational components so that better programming decisions can be made.</p>									
<p>What tasks are associated with addressing the deliverable?</p>	<p>There are a number of specific tasks associated with modifying the Cyclical Review Process:</p> <ul style="list-style-type: none"> • Modification of the current co and pre-requisite policy. The modification is intended to better articulate the rationale and procedure to be followed when designating co and pre-requisites. • Development of a co and pre-requisite template. The template assists in the review and validation of existing and future co and pre-requisite courses identified by program faculty. • Modification of the Essential Employability Skills (EES) template. The EES template will be used to analyze and determine the degree to which essential employability skills are evaluated and incorporated into an academic program. 									
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<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>The modifications to the Cyclical Review Process were implemented for the 2018/19 Cyclical Reviews.</p>									
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(include a completion percentage)	<ul style="list-style-type: none"> Modification of the current co and pre-requisite policy. 	<ul style="list-style-type: none"> 95% complete. The policy modifications are complete but must be approved by the Quality Assurance Panel and the Senior Operating Group to become official.
	<ul style="list-style-type: none"> Development of a co and pre-requisite template. 	<ul style="list-style-type: none"> 100% complete
	<ul style="list-style-type: none"> Modification of the Essential Employability Skills template. 	<ul style="list-style-type: none"> 100% complete

<p>* What has been identified as needing to be done? (stipulations)</p>	<p>Affirmation 3:</p> <p>Expand feedback from the Program Advisory Committees (PACs) by ensuring specific issues and content is presented to, and considered by, the PACs.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Affirmation three is the result of an inconsistency in what was presented to PAC members at meetings and a desire to improve the quality of the feedback received from PACs. After discussion with a number of coordinators, it was discovered that there were great assumptions being made regarding the knowledge individual PAC members had about the academic programs. The deliverable associated with this affirmation is to ensure PACs are presented with all relevant program data during PAC meetings and given a chance to provide feedback on that data.</p>
<p>What tasks are associated with addressing the deliverable?</p>	<p>There is a single task associated with this deliverable:</p> <ul style="list-style-type: none"> Modify the PAC Minutes Template. The PAC Minutes Template is used to set the agenda for PAC meetings and it provides a structured form to record the minutes resulting from the meeting.
<p>Who is responsible for the specific deliverable/ task?</p>	<p>The responsibility for modification of the PAC Minutes Template is the Executive Director, Degree and Accountability.</p>



When is the completion deadline of the specific deliverable/ task?	The task is completed.
What is the current status of each specific deliverable/ task? (include a completion percentage)	100% complete.

* What has been identified as needing to be done? (stipulations)	Affirmation 4: The College is committed to the evolution of the use of our SharePoint site to facilitate and improve our quality assurance workflow and processes. To this end, the CAE, VPA, and Academic Chairs will constantly review its effectiveness and efficiency to achieve those goals.
What deliverables are associated with addressing the stipulations?	<p>Two years before the 2017 audit, the CAE automated its Annual Review process. SharePoint was the tool selected to automate the process. SharePoint exponentially increased the efficiency and communication within the Annual Review Process. Affirmation four is based on the CAE's desire to expand the use of SharePoint to other quality systems. The deliverable associated with this stipulation is the creation of an automated system to track and manage new program development and documentation processes. The documentation generated during development of new programs has been difficult to track and manage. A contributing factor to challenges in tracking and managing documentation is related to numerous levels of approvals with many people able to change and create new versions of the documents. The goal is to allow access to centrally stored documentation to those involved with the development of the program. The system also tracks roles associated with the process and indicates tasks completed.</p> <p>Originally, the plan was to develop the system directly in SharePoint. After a number of consultations with various College departments, it was decided to build the system in Planner, which is a subset of functionality available in SharePoint. It has not been decided if or when the system will be migrated to a full SharePoint site.</p>



<p>What tasks are associated with addressing the deliverable?</p>	<ul style="list-style-type: none"> • Development of a new program development tracking and management system in Planner. • User review of system. Since the system development began in Planner, the users have bumped into a number of limitations that could be eliminated if the system were redeployed as a full SharePoint site. This decision will be made after a more detailed review of the Planner based system. 						
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<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>The development of the system was completed in July of 2018. Due to current demands on CAE staff, the review of the newly implemented system is not expected until Fall of 2019.</p>						
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<p>* What has been identified as needing to be done? (stipulations)</p>	<p>Affirmation 5:</p> <p>The College affirms its ongoing exploration and support for the incorporation of technology in the delivery of curriculum.</p>						



<p>What deliverables are associated with addressing the stipulations?</p>	<p>Affirmation five is based on the College's acknowledgement of the importance of supporting faculty as they incorporate technology into curriculum. The deliverable associated with this affirmation is to strengthen support by offering more faculty PD activities and support materials.</p>											
<p>What tasks are associated with addressing the deliverable?</p>	<ul style="list-style-type: none"> • Create a process for online course development. • Create a quality assurance document for online and blended courses. • Create various user guides for Blackboard and other technology tools. • Implement ISW training. 											
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<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>All current tasks associated with supporting integration of technology are complete or ongoing. The implementation of ISW training is expected to be complete in June 2019.</p>											
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* What has been identified as needing to be done? (stipulations)	Affirmation 6: The CAE was thrilled to launch its curriculum resource and faculty support website in January 2017. The College affirms its commitment to this important communication and education tool through continuous improvement and expansion to this site.
What deliverables are associated with addressing the stipulations?	The deliverable associated with this affirmation is to expand the CAE website and to make it an integral PD and quality system resource for faculty.
What tasks are associated with addressing the deliverable?	Expansion of the CAE website is an ongoing endeavour. Since the 2017 audit, the CAE website has expanded to support the Faculty Mentoring program, the College Educator Development Program and all its activities, faculty training initiatives, and LMS support. The newest expansion is an effort to get CAE protocol and guideline documents posted on the site. These include protocols for all quality review processes and the protocols mentioned in the Recommendations section of this document.
Who is responsible for the specific deliverable/ task?	The responsibility for the newest expansion of the CAE website is the: <ul style="list-style-type: none">• Director, CAE• Lead Coordinator of Quality Assurance• Coordinator of Educational and Curricular Systems



When is the completion deadline of the specific deliverable/ task?	Completion of the newest expansion of the CAE website is mid-January 2019.
What is the current status of each specific deliverable/ task? (include a completion percentage)	Expansion is 75% complete. All of the documents have completed drafts. Some editing is required and then the documents will need to be posted to the CAE site.

* What has been identified as needing to be done? (stipulations)	Affirmation 7: The College affirms its ongoing commitment to reviewing and improving student services, including accessibility to those services.
What deliverables are associated with addressing the stipulations?	This affirmation is based on the College's commitment to improving students' services and providing opportunities and resources for students' success. The deliverables associated with this affirmation include: <ol style="list-style-type: none"> 1. Creation of a modular online training program with the goal of giving new students a comprehensive introduction to student services and provide a resource for building essential skills for success. The THRIVES (Toolbox for Help and Resources to Increase Value and Empower Students) module will help students develop actions and attitudes that are present in successful students. With wellness in mind during the development, each portion of THRIVES is intended to help ease stress and provide beneficial resources for first year students. 2. Creation of an online training module for new faculty to give step-by-step instructions on accessing Student Services such as counselling, accommodations, tutoring and testing for their students.
What tasks are associated with addressing the deliverable?	There are a number of specific tasks associated with the creation and implementation of both THRIVES Modules and the online training module for new faculty: <ul style="list-style-type: none"> • Work with college stakeholders to collect content that will most benefit students. • Creation of good video content to engage students. • Create modules in Blackboard Course Management System for students to access. • Determine specific student groups (SAA, Residence, SWAC) to pilot initial launch.



	<ul style="list-style-type: none"> Create LMS training module and tracking system for new faculty training. 	
Who is responsible for the specific deliverable/ task?	Task	Responsibility
	<ul style="list-style-type: none"> Development of THRIVES modular student success toolkit. 	<ul style="list-style-type: none"> Director, Student Services Retention Coordinator
	<ul style="list-style-type: none"> Creation of online training module for new faculty. 	<ul style="list-style-type: none"> Director, Student Services
When is the completion deadline of the specific deliverable/ task?	Task	Deadline
	<ul style="list-style-type: none"> Development of THRIVES modular student success toolkit. 	<ul style="list-style-type: none"> January 2019
	<ul style="list-style-type: none"> Creation of online training module for new faculty. 	<ul style="list-style-type: none"> May 2019
What is the current status of each specific deliverable/ task? (include a completion percentage)	Task	Status
	<ul style="list-style-type: none"> Development of THRIVES modular student success toolkit. 	<ul style="list-style-type: none"> 85% complete
	<ul style="list-style-type: none"> Creation of online training module for new faculty. 	<ul style="list-style-type: none"> Not started. Scheduled for Winter 2019.

* What has been identified as needing to be done? (stipulations)	<p>Affirmation 8:</p> <p>The College affirms its ongoing commitment to evaluating and improving the use of information and communication technology to support student learning, student services, faculty development, and operational performance. The purpose is to improve all aspects of College processes and functions.</p>
What deliverables are associated with addressing the stipulations?	<p>Affirmation eight is a broad statement that confirms St. Clair College's commitment to information communication technology (ICT) in the completion of its mission. The commitment to evaluating and improving ICT technology is a continuous, ongoing activity at St. Clair College.</p>



<p>What tasks are associated with addressing the deliverable?</p>	<p>Specifically, the following tasks are associated with Affirmation eight:</p> <ul style="list-style-type: none"> • Implementation of the MyStclair portal. MyStclair is a single sign on portal that allows students to login once to a common landing page where access is provided to the most used systems with a single click. • Implementation of Alertus. Alertus is an emergency notification system that supports mobile phones. In the event of an emergency, such as an active shooter, the College has the capability of informing all students and staff through mobile messaging. • Review of usage and user satisfaction of College's LMS. 									
<p>Who is responsible for the specific deliverable/ task?</p>	<table border="1"> <thead> <tr> <th data-bbox="579 630 1270 662">Task</th> <th data-bbox="1276 630 1961 662">Responsibility</th> </tr> </thead> <tbody> <tr> <td data-bbox="579 667 1270 699"> <ul style="list-style-type: none"> • Implementation of the MyStclair portal. </td> <td data-bbox="1276 667 1961 699"> <ul style="list-style-type: none"> • Manager, I.T. Client and Enterprise Services </td> </tr> <tr> <td data-bbox="579 704 1270 764"> <ul style="list-style-type: none"> • Implementation of Alertus. </td> <td data-bbox="1276 704 1961 764"> <ul style="list-style-type: none"> • Manager, I.T. Client and Enterprise Services • Manager, Occupational Health and Safety </td> </tr> <tr> <td data-bbox="579 769 1270 867"> <ul style="list-style-type: none"> • Review of usage and user satisfaction of College's LMS. </td> <td data-bbox="1276 769 1961 867"> <ul style="list-style-type: none"> • Coordinator of Educational and Curricular Systems • Director, CAE • Manager, I.T. Systems Services </td> </tr> </tbody> </table>		Task	Responsibility	<ul style="list-style-type: none"> • Implementation of the MyStclair portal. 	<ul style="list-style-type: none"> • Manager, I.T. Client and Enterprise Services 	<ul style="list-style-type: none"> • Implementation of Alertus. 	<ul style="list-style-type: none"> • Manager, I.T. Client and Enterprise Services • Manager, Occupational Health and Safety 	<ul style="list-style-type: none"> • Review of usage and user satisfaction of College's LMS. 	<ul style="list-style-type: none"> • Coordinator of Educational and Curricular Systems • Director, CAE • Manager, I.T. Systems Services
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<p>When is the completion deadline of the specific deliverable/ task?</p>	<p>Implementation of the MyStclair portal is complete. Implementation of Alertus is expected to be completed by January 2019. The review of the College's LMS is expected to be complete by July 2019.</p>									
<p>What is the current status of each specific deliverable/ task? (include a completion percentage)</p>	<table border="1"> <thead> <tr> <th data-bbox="579 1120 1270 1153">Task</th> <th data-bbox="1276 1120 1961 1153">Status</th> </tr> </thead> <tbody> <tr> <td data-bbox="579 1157 1270 1190"> <ul style="list-style-type: none"> • Implementation of the MyStclair portal. </td> <td data-bbox="1276 1157 1961 1190">100% complete</td> </tr> <tr> <td data-bbox="579 1195 1270 1227"> <ul style="list-style-type: none"> • Implementation of Alertus. </td> <td data-bbox="1276 1195 1961 1227">50% complete</td> </tr> <tr> <td data-bbox="579 1232 1270 1281"> <ul style="list-style-type: none"> • Review of usage and user satisfaction of College's LMS. </td> <td data-bbox="1276 1232 1961 1281">Not started. Expected completion in July 2019.</td> </tr> </tbody> </table>		Task	Status	<ul style="list-style-type: none"> • Implementation of the MyStclair portal. 	100% complete	<ul style="list-style-type: none"> • Implementation of Alertus. 	50% complete	<ul style="list-style-type: none"> • Review of usage and user satisfaction of College's LMS. 	Not started. Expected completion in July 2019.
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3. Provide additional comments (if applicable).

The 2017 CQAAP audit provided an opportunity to examine the remarkable progress St. Clair College has made in the development and implementation of practices and systems to enhance and ensure quality. The recommendations and affirmations contained in the audit report were welcomed indicators that the College's quality practices have matured. The College remains absolutely committed to continuous improvement of those practices and systems vital to providing students and the community with high quality services. In 2015, the senior administration of the College embedded the demonstration of academic excellence in all we do directly into the College's strategic directions. As the St. Clair College community strives to meet this principle, the concept of continuous improvement has rooted itself deeply in the culture. Resistance to change is dramatically reduced, and the expectation that the next cycle of a process will be improved seems intrinsic in the thinking of stakeholders.

St. Clair is proud of the progress it has made in the last few years regarding quality improvements and processes. We look forward to our next audit when we expect to again be in full compliance with all CQAAP criteria.