



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– FOLLOW-UP (18 MONTH) REPORT

ST-CLAIR COLLEGE

DATE SINCE LAST UPDATE TO OCQAS: September 21, 2021

DATE OF PREPARATION OF REPORT: March 13, 2023

REPORT PREPARED BY: Dr. Lindi Prendi, PhD, P.Eng.



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.

The OCQAS Management Board is looking for the following:

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

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

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

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



* What has been identified as needing to be done? (stipulation)	What deliverables are associated with addressing the stipulation?	What tasks are associated with addressing the deliverable?	Who is responsible for the specific deliverable/ task?	When is the completion deadline of the specific deliverable/ task?	What is the current status of each specific deliverable/ task? (include a completion percentage)
<p>AFFIRMATION # 1 (Requirement 1.2)</p> <p>Implement Sustainability Model</p> <ul style="list-style-type: none"> • Communicate/increased awareness of the new sustainability tool. • Develop better process checkpoints. • Attach due dates to check points. • Add dates to the College Planning Calendar. 	<p>The Centre for Academic Excellence and Quality Assurance (CAE), the Institutional Data and Enterprise Analysis (IDEA) office along with the College Program Assessment Committee (CPAC) were tasked with re-engineering our program sustainability system. As the college system has moved to SMA3 and the new funding accountability model, we have aligned our sustainability process accordingly to a better understanding of the “impact” to the College as it relates to SMA3 metrics.</p> <p>We recognize the need to communicate and increase awareness of the new sustainability tool and how</p>	<p>The following tasks are associated with the implementation of the new process.</p>	<ul style="list-style-type: none"> • The implementation of the sustainability model is an inter-departmental effort. The responsibility of ensuring the system is in alignment with College’s Quality Assurance Framework resides with the CAE. • The responsibility for ensuring inclusion of effective data points resides with the CAE, IDEA and Academic sector. • The responsibility of ensuring effective communication and awareness strategies as well as update of relevant policies, process and protocols resides with the CAE. 	<p>The College started working on this affirmation shortly after the completion of the CQAAP audit.</p> <p>Overall completion date for Affirmation #1 is December 2024</p> <p>Deadlines for each task are shown below.</p>	<p>Progress on each task is indicated below.</p>



	<p>it impacts individual programs within SMA3. We also recognize the need to develop a stricter schedule for this process. The main goal for the College is to successfully implement the new sustainability process and ensure that the systems are in place for monitoring and closing the loop on identified action items.</p>		<ul style="list-style-type: none"> • The implementation of the system is the responsibility of the Vice President Academic & Registrar and the Co-Chairs of the College Program Assessment Committee (CPAC). • Persons responsible for each task are noted below. 		
		<p>1. Review Academic Program Quality Assurance Reviews policy (1.6.2) and the Sustainability Review of Academic Programs policy (1.6.26) to identify strategic alignment.</p>	<ul style="list-style-type: none"> • Senior Vice President, Academic (SVPA) • Vice President Academic & Registrar (VPA&R) • Executive Director, Academic Excellence (EDAE) 	<p>April 2022</p>	<p>Completed – 100% A review of both policies revealed the need to sunset the Sustainability Review of Academic Programs policy and combine it with policy 1.6.2.</p> <p>In addition, it was identified that nomenclature of the sustainability review and in specific the system called Program Sustainability Metrics System (PSMS) needed revising in order to better reflect its intent. As a result, the system is now called Program Metric Analysis (PMA) and the sustainability process is replaced with the Impact Review Process. The policy review also revealed the need</p>



					for enhancing the process flow and program selection criteria.
		<p>2. Identify the need for a separate Impact Review process or incorporate with existing Annual Reviews.</p>	<ul style="list-style-type: none"> • Senior Vice President, Academic (SVPA) • Vice President Academic & Registrar (VPA&R) • Executive Director, Academic Excellence (EAE) 	January 2023	<p>Completed – 100% The process and selection criteria have been reviewed by Senior Operations Group (SOG) and discussed in multiple Quality Assurance Panel meetings. The decision was to review the PMA data during the Annual Review process and modify the template to include the PMA data review</p> <p>Developed action plans should address PMA data concerns.</p>
		<p>3. Revise Policy 1.6.2 and modify Annual Review Template</p>	<ul style="list-style-type: none"> • Executive Director, Academic Excellence (EAE) 	March 2023	<p>Completed – 100% The policy was revised to clarify the responsibilities associated with Impact Reviews and include the established system for identifying academic programs whose sustainability or viability are of concern.</p> <p>The Annual Review Final Report and Action Plan Template is revised to add the Program Metric Analysis (PMA) section.</p>
		<p>4. Develop clear Impact Review process flow protocol</p>	<ul style="list-style-type: none"> • Senior Vice President, Academic (SVPA) 	March 2023	<p>Completed - 100% Discussions have occurred to identify a more efficient way for implementing the Impact</p>



		including checkpoints, due dates that will ensure efficient implementation of this process.	<ul style="list-style-type: none">• Vice President Academic & Registrar (VPA&R)• Executive Director, Academic Excellence (EAE)• Director, Academic Operations• IDEA Manager		<p>Review process and desired outcome to streamline institutional focus, understanding and effort.</p> <ul style="list-style-type: none">• IDEA office will provide PMA data at the same time each year.• The CAE will be the point of contact for reviews and will upload the data and reports on the Action Plan Database allowing sufficient time for program teams to analyze the data, as well as provide necessary training and resources.• IDEA office will provide support in data interpretation.• Program Chairs will ensure efficient completion of the review and identify action items.• SVPA and VPA&R have determined that a separate Impact Review is no longer required as PMA data will be reviewed as part of the Annual Program Reviews.• Academic sector in collaboration with the CAE and IT will ensure
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					<p>modification of the Action Plan Database to enable reporting capabilities. The database will be used to house the template reports and action items generated through the Annual Reviews and the Cyclical Reviews.</p> <ul style="list-style-type: none">• The interdepartmental consultation is complete.
		<p>5. Develop a clear communication structure, provide training, resources and increase awareness on the Impact Review process.</p>	<ul style="list-style-type: none">• Executive Director, Academic Excellence (EADAE)	<p>August 2023</p>	<p>In Progress – 60% The CAE has started raising awareness about the significance of Impact reviews. Revisions that led to the Impact Review process and revisions to the policy and these have been presented at QA Panel, Chairs meeting, Chairs and Senior Operations Group (CHOG) meeting.</p> <p>Training and resources have been provided on the use of the Action Plan Database.</p> <p>Additional training and resources will be provided after the process flow is solidified and the process is approved by SOG.</p>



					Dates will be included in the College Planning Calendar and distributed to all stakeholders
		<p>6. Implement first cycle of Impact Review</p>	<ul style="list-style-type: none"> • Vice President Academic & Registrar (VPA&R) • Director, Academic Operations • Program Chairs • College Program Assessment Committee (CPAC) 	June 2023	<p>In Progress – 80%</p> <p>The revised Annual Program Review is planned to commence in Spring 2023, which will now include the PMA data from the historically Impact Reviews.</p>
		<p>7. Conduct a review of the Impact Review Process results to determine its feasibility and identify areas for improvement.</p>	<ul style="list-style-type: none"> • Senior Vice President, Academic (SVPA) • Vice President Academic & Registrar (VPA&R) • Executive Director, Academic Excellence (EPAE) • Director, Academic Operations • IDEA Manager • College Program Assessment Committee (CPAC) 	December 2024	<p>In Progress – 20 %</p> <p>Preliminary work has started on putting together a plan for how the feasibility review will be conducted.</p> <p>Analysis of the results from the revised Annual Program, which will include the PMA data, will be conducted during Fall 2023 with the plan for full review in Fall 2024 for potential improvement opportunities.</p>



<p>AFFIRMATION # 2 (Requirement 2.3)</p> <p>Enhance documentation of links between T&L activities with other components of program's curriculum</p> <ul style="list-style-type: none"> • Conduct an inventory of learning activities in course outlines • Research information on best-documentation practices • Identify feasible solutions for implementation and communication 	<p>The Centre for Academic Excellence and Quality Assurance (CAE) will lead a process for documenting alignment of teaching and learning (T&L) activities in our course outlines. It is expected that this process will assist in providing further clarity to the course outline by expanding and verifying links between learning activities, learning outcomes (CLOs), Essential Employability Skills (EESs), and assessment in each program of study, which in turn will lead to enhanced learning experiences for students.</p>	<p>The following tasks are associated with the process for enhancing the documentation of teaching and learning activities (T&L) and communication to stakeholders.</p>	<ul style="list-style-type: none"> • The responsibility for ensuring that there is a clear link between components of an integrated course design resides with the CAE. 	<p>The CAE started working on this affirmation a few months after the completion of the CQAAP audit.</p> <p>Overall completion date for Affirmation #2 is September 2024</p> <p>Deadlines for each task are shown below.</p>	<p>This project was added as one of the CAE's annual goals and is progressing well.</p> <p>Progress on each task is indicated below.</p>
		<p>1. Conduct an inventory and environmental scan of T&L activities in current course outlines.</p>	<ul style="list-style-type: none"> • QA & Curriculum Coordinator • Executive Director, Academic Excellence (EAE) • CAE Staff 	<p>May 2022</p>	<p>Completed – 100%</p> <p>An inventory was conducted to identify T&L activities currently used in our course outlines. Thousands qualitative data points were analyzed, and major categories of T&L were identified.</p> <p>The environmental scan revealed strengths, gaps and areas for improvement.</p> <p>The categories were reviewed and feedback collected by the CAE staff.</p>
		<p>2. Research information on best-</p>	<ul style="list-style-type: none"> • QA & Curriculum Coordinator 	<p>June 2022</p>	<p>Completed – 100%</p> <p>Literature and samples from other colleges were collected</p>



		documentation practices			<p>and reviewed to identify documentation practices that best meet our needs.</p> <p>Even though this task is completed for the purpose of this project, we will continue to look for ways to improve the documentation system.</p>
		3. Modify Course Outlines to include T&L categories and enhance documentation.	<ul style="list-style-type: none">• QA & Curriculum Coordinator• IT Manager	September 2022	<p>Completed – 100%</p> <p>Several meetings occurred between the CAE and IT to determine the best way to implement the T&L categories on our course outlines. There were a number of pilot outlines created before a final model was agreed upon. A separate section was created for T&L activities that includes the list of categories and enables faculty to provide additional information for students. This also allows for generating reports on T&L activities for each program.</p> <p>The IT department was instrumental in modifying the PeopleSoft – our course outline system – to enable documentation of T&L categories.</p>



					Changes were communicated to faculty to ensure transparency and identify any areas of concern.
		4. Transfer information from current field to the new area created for T&L activities on the course outlines.	<ul style="list-style-type: none">• QA & Curriculum Coordinator• CAE Secretary	December 2023	<p>In Progress – 10 %</p> <p>The transfer the T&L information from the current field to the new area is a labor-intensive process. The plan is to start the process in April after the outlines roll over for the new academic year and continue during the summer months to complete fall outlines and continue during the fall semester to complete winter outlines.</p> <p>The transfer has started, and it is completed for one of our programs.</p>
		5. Provide training and resources for academic sector.	<ul style="list-style-type: none">• QA & Curriculum Coordinator with support from the CAE staff	September 2023	<p>In Progress – 20 %</p> <p>The CAE Team has started work on creating resources and materials for PD sessions related specifically to Teaching and Learning Activity categories that were updated as part of this affirmation.</p>



					<p>The next step is to offer training sessions and provide resources to faculty Training and PD will focus on technical aspects of documentation by providing how to guides related to PeopleSoft as well as on the pedagogical aspects such as integrated course design. Training will also be provided through our Cyclical Review process.</p> <p>This training is in addition to what we currently provide to faculty in relation to teaching and learning activities. The format of training and resources may include workshops, how to guides, infographics, consultations, etc.</p>
		6. Incorporate review of T&L activities in the Cyclical Review Process	<ul style="list-style-type: none">• QA & Curriculum Coordinator• Executive Director, Academic Excellence (EDAE)	September 2024	<p>In Progress – 30 % Currently the Cyclical Review process involves analysis of CLOs, EESs, assessment and Experiential Learning activities.</p> <p>There were a few programs that were analyzed for Teaching and Learning Activities, so we could test the new categories.</p>



					In Fall 2023 we will continue with the pilot review of T&L activities for all programs scheduled for the review. The plan is to formally incorporate in the Cyclical Review Process protocol for 2024-2025 academic year.
<p>RECOMMENDATION #1 (Requirement 4.4) As confirmed in the Self Study Affirmations and during our site visit, we recommend the college continue their 'pilot' work to <i>'enhance documentation of Capstone/Experiential Learning/Work Integrated Learning in program's curriculum'</i>.</p> <p>AFFIRMATION # 3 (Requirement 4.4) Enhance documentation of Capstone/EL/WIL in program's curriculum.</p> <ul style="list-style-type: none"> • Complete the tagging of EL/Capstone/WIL assessment in the course outlines • Investigate effective reporting practices for 	Relative to Recommendation 1 and Affirmation 3, it is recognized that we will complete the pilot project related to documentation of Capstone/Experiential Learning/Work Integrated Learning. The Centre for Academic Excellence and Quality Assurance (CAE) will conduct analysis, complete tagging of all course outlines to reflect various Experiential Learning (EL) opportunities and associated assessment in course outlines for all credentials offered at the College. This will include procedural documents, resources, and PD made available to various stakeholders withing the	The following tasks are associated with enhancing documentation of Capstone/EL/WIL in program's curriculum in an effort to provide enhanced opportunities for our students and at the same time strengthening our relations with community partners.	<ul style="list-style-type: none"> • Experiential Learning (EL) is an institutional priority that requires collaboration between multiple departments. • The responsibility for curriculum and quality assurance aspects of experiential learning resides with the CAE. The responsibility for operationalizing EL resides with the academic sector. 	The CAE continued working on the pilot project and included work on this affirmation immediately after the completion of the CQAAP audit.	This project was added as one of the CAE's annual goals and is progressing well.
		<ol style="list-style-type: none"> 1. Review and analyze all outlines tagged as EL and report findings in 	<ul style="list-style-type: none"> • QA & Curriculum Coordinator 	December 2021	<p>Progress on each task is indicated below.</p> <p>Completed – 100% Tagging of all course outlines is completed. A report is created outlining findings and identifying courses that require</p>



<p>decision making in providing more opportunities for students.</p>	<p>organization. In addition, the College will identify and implement best practices for operationalizing EL opportunities, enhance operational flows, and create an efficient repository of EL opportunities in an effort to provide better opportunities for students and strengthen our community partnerships in relation to experiential learning.</p>	<p>relation to assessment and its alignment with learning outcomes, T&L, and MCU EL requirements.</p>			<p>modifications in order to meet EL criteria.</p>
		<p>2. Develop minimum requirements and best practices for different EL categories (i.e. WIL, capstone, placement, mandatory, optional).</p>	<ul style="list-style-type: none"> • QA & Curriculum Coordinator • Executive Director, Academic Excellence (EAE) 	February 2023	<p>Completed – 100% The CAE has created three documents based on the three major EL categories and is in the process of finalizing these documents.</p>
		<p>3. Develop an SMA3 EL Metric – Exception Report Review</p>	<ul style="list-style-type: none"> • Vice President Academic & Registrar (VPA&R) • Executive Director, Academic Excellence (EAE) 	March 2023	<p>Completed – 100% The CAE and RO worked together to align the reports and ensure corrective action for programs that have inaccurate EL data are addressed. The CAE has a process to track EL through program charts and a report has been established from IT to collect information from course outline tagging.</p> <p>The RO has created an internal process to ensure the MCU</p>



					<p>reporting has accurate data. The IDEA office has provided reporting timelines and the process flow will incorporate these dates.</p> <p>Exception Report review process is finalized.</p>
		<p>4. Determine an enhanced course outline approval system for EL course outlines.</p>	<ul style="list-style-type: none"> • Executive Director, Academic Excellence (EADAE) • Vice President Academic & Registrar (VPA&R) • Program Dean/Chairs 	April 2023	<p>Complete – 100% The modified course outline approval process for EL outlines involves the following steps:</p> <ol style="list-style-type: none"> 1. Faculty develops with CAE guidance and sets to Ready for Approval. 2. CAE coordinator CO Approves 3. Executive Director, Academic Excellence reviews and approves. 4. VPA & Registrar, Dean or Chair finalizes. <p>The CAE worked with IT to determine if there is need to adjust the current course outline approval workflow on PeopleSoft. The process is the same no need for changes in the system.</p>
		<p>5. Produce separate</p>	<ul style="list-style-type: none"> • Vice President Academic & Registrar (VPA&R) 	February 2023	<p>Completed –100 %</p>



		<p>flowcharts for different types of EL (i.e., Placements, Clinical Placements, Job Shadowing, Co-Op, Internships)</p>	<ul style="list-style-type: none"> • Director, Academic Operations 		<ul style="list-style-type: none"> • WIL flowchart for mandatory and optional WIL (paid and unpaid co-op/placement are SOG approved) • Job Shadowing flowchart is SOG approved.
		<p>6. Create a depository system for EL opportunities.</p>	<ul style="list-style-type: none"> • Vice President Academic & Registrar (VPA&R) • Director, Academic Operations 	<p>June 2023</p>	<p>In Progress – 60%</p> <ul style="list-style-type: none"> • Depository for work-term placements launched in Orbis January 2023. • Depository for study-term placements in Orbis scheduled to launch April 2023. • Career Services to oversee existing WIL employer data into Orbis depository by May 2023.
		<p>7. Develop training and resources for faculty and academic sector.</p>	<ul style="list-style-type: none"> • QA & Curriculum Coordinators 	<p>December 2023</p>	<p>In Progress – 80%</p> <p>The CAE will continue to create resources and provide PD related to EL. Some specific resources include:</p> <ul style="list-style-type: none"> • Development of a template for course outline development proposal that outlines the requirements and criteria to consider,



					<ul style="list-style-type: none"> development of a branching scenario document, development of featured summer PD, and EL PD series.
<p>RECOMMENDATION #2 (Requirement 5.1) As confirmed in the Self Study Affirmations and during our site visit, we recommend the college continue their work to <i>'review and revise program specific handbooks and guides'</i>.</p> <p>AFFIRMATION # 4 (Requirement 5.1) Review and revisions of program specific handbooks and guides.</p> <ul style="list-style-type: none"> Design a system to monitor revisions and updates to departmental guidelines and handbooks. Develop a formal time frame and process for review of Departmental 	<p>Relative to Recommendation 2 and Affirmation 4, it is recognized that we will formalize the approval of faculty handbook and orientation materials given to students each year to ensure adherence to College policies. As part of our efforts for continuous improvements in quality assurance processes and practices, we will implement a more rigorous review and approval mechanism for program specific handbooks and guides.</p>	<p>The following tasks are associated with the development process for review and revisions of program specific handbooks and guides.</p>	<ul style="list-style-type: none"> The responsibility for this process resides with the academic sector. 	<p>Work on Recommendation 2 and Affirmation 4 started in October 2021.</p> <p>Overall completion date for Recommendation #2 and Affirmation #4 is June 2024</p> <p>Deadlines for each task are shown below</p>	<p>Progress on each task is indicated below.</p>
		<p>1. Conduct an inventory of program handbooks.</p>	<ul style="list-style-type: none"> Program Chairs 	<p>April 2022</p>	<p>Completed – 100%</p> <p>Each program was asked to provide a copy of their program handbook and orientation materials, where available, and a list was generated.</p>
		<p>2. Develop a time frame for process review</p>	<ul style="list-style-type: none"> Vice President Academic & Registrar (VPA&R) 	<p>March 2023</p>	<p>Completed – 100%</p> <p>The time frame for reviewing handbooks and orientation</p>



Handbooks and orientation materials.		of handbooks and orientation materials as well as a depository system.	<ul style="list-style-type: none"> • Director, Academic Operations • Program Chairs • Program Coordinators 		materials has been established. It has been determined that the May/June period will be used for formal review, approval, and collection by the coordinators. These will then be collected and stored in a depository on an ongoing basis. A depository system has been identified for program handbooks.
		3. Submit process and templates to SOG for approval	<ul style="list-style-type: none"> • Vice President Academic & Registrar (VPA&R) 	April 2023	<p>Completed – 100 %</p> <p>Protocol has been created. The purpose of the protocol is to outline the process, timelines and people responsible for reviewing and revising the program handbooks as well as maintaining the depository.</p> <p>A template for handbooks has been created to ensure consistency of information provided to all students.</p> <p>Both the protocol and template are approved.</p>
		4. Implement review of handbooks and orientation	<ul style="list-style-type: none"> • Director, Academic Operations • Program Chairs 	June 2023	<p>In Progress – 40%</p> <p>Communication process has started with Program Chairs to prepare the groundwork for</p>



		materials process	<ul style="list-style-type: none">• Program Coordinators		implementing review of handbooks in May/June 2023.
		5. Follow up on the new process	<ul style="list-style-type: none">• Director, Academic Operations• Program Chairs	June 2024	Follow up and evaluation of the Handbook Review and Approval process will be done by June 2024.

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

8. Provide additional comments (if applicable).

Quality Assurance at St. Clair College is ingrained in our institutional culture. The College has placed expended efforts toward evaluation and improvement of our quality assurance processes. We continue to monitor and review our quality assurance processes to support our commitment to academic and service excellence while monitoring audit requirements as the Ontario College Quality Assurance Service fine tunes and improves the audit process.