



Ontario College Quality Assurance Service

Service de l'assurance de la qualité des
collèges de l'Ontario

Cambrian College November 2020

COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

CURRENT STATE OF QUALITY ASSURANCE ACTIVITIES REPORT for: **Follow-up (18-month)**

CAMBRIAN COLLEGE

DATE SINCE LAST UPDATE TO OCQAS: November 1, 2018

DATE OF PREPARATION OF REPORT: November 1, 2020

REPORT PREPARED BY: Sherrill McCall, Dean Planning and Institutional Research



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>Affirmations:</p> <ol style="list-style-type: none"> 1. Cambrian, upon review of its overall processes, has determined that a revitalized Strategic Enrolment Management (SEM) Committee is necessary to facilitate more effective long-term Program Planning. This Committee had been in place since 2012 but not active during the past two years. Effective October 2018, a SEM Committee has been reactivated comprised of the following membership- VP Academic (Co-Chair), AVP Student and Employee Development (Co-Chair), AVP Strategic Enrolment and College Advancement, VP International, Finance and Administration, Dean Planning and Institutional Research, Director International, Director Student Success and Recruitment, Registrar, Director Financial Services, Deans (2), and the Director Facilities Management. As per its Terms of Reference the committee supports the development and implementation of an ongoing strategic enrolment management plan for the College. It will be responsible for participating in the review of the New Program Approval Operating Procedure and in the approval process. The procedure has been amended for the 2018-19 cycle as presented to the Academic Leadership Team and Academic Advisory Council. For the purposes of Cambrian's Self-Study Report, the newly revised operating procedure has not been referenced; however, the new approval process has been provided. (Requirement 1.2) 2. Recent advances in deploying automated applications for curriculum review have enabled the College to enhance its quality assurance for this critical process. Although the founding principles and practices governing the review process have not altered, the improved capabilities of tracking, managing workflow, verifying and validating curriculum revisions have resulted in a far more steam-lined and efficient mechanism. Adhering to a 'one source
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of data' approach, the newly launched CIM-CAT application allows tighter controls for publishing and accessing curriculum. CAT pushes the updated program catalogue to Banner which in turn becomes the source of data for the next review cycle. This project was the culmination of over three years of development and testing undertaken by a small working group of the Registrar, Manager, Reporting and Systems, Dean, Planning and Institutional Research and Manager Enterprise Applications Support. The Curriculum Review Committee continues to play a key role in advising and reviewing the CIM-CAT as it progresses through its iterative stages towards full production. The pilot was successfully implemented in the spring of May 2018 with a full deployment planned for 2019. PIR is presently using the new program development application within CIM (CIM Program) to set up new program curriculum. Based on the deliverables to date, the College is confident that this application fully emulates its proven review process to greater effect and outcomes (Requirement 2.2).

3. Through the curriculum review process, realignment of courses to program vocational learning outcomes occurs. These changes are captured as recommendations in the curriculum mapping report and as per current process, are also to translate to actions within the Program Plan. Faculty are to use the adjusted curriculum map to ensure that the course outlines reflect these changes. Although this process is applied, it is recognized that this is not an ideal final state for ensuring curricular changes stemming from curriculum mapping activities are implemented. To remedy this, the Curriculum Review Committee has identified this as a project within its work plan for 2018-19. The review by the committee will inform with the IT project currently underway to upgrade the program map feature. The anticipated completion date for the review is February. The upgraded program map is targeted for April 2019. For the next review of the Curriculum Mapping Operating Procedure, the Curriculum Review Committee will examine the replacement of 'Introduced, Reinforced and Assessed' terminology with 'Foundational, Developmental, and Proficiency' terms that are considered the best practice in the system. (Requirement 2.3)



4. Review and update the Program Delivery Policy to ensure relevancy and to improve articulation of roles therein. This policy was originally slated for review in 2016-17 but it was rescheduled to occur in 2018-19 (Requirement 4.1).
5. Through the review of the current suite of academic policies, the College determined that it may be more effective to have a stand-alone Transfer Credit Policy. The Policy Development Working Group has initiated the review of the Advanced Standing and Transfer Credit Policy (2013) to ascertain, in keeping with best practise, the construct of this new policy and its impact on the provision of advanced standing status (Requirement 5.2).
6. In 2018-91, review, update and implementation of the following policies (Requirement 5.2):
 - a. Admissions
 - b. Advanced Standing and Transfer Credit
 - c. Course Assessment Feedback
 - d. Submission of Electronic Grades
 - e. Credit Allocation
 - f. Program Delivery
7. Develop an online academic policy guide for students as a means of providing students with a tool that will be easy to access, navigate and reference. A Project Request Form is in development as this work will involve the resources of Cambrian's Enterprise Application Support, Planning and Institutional Research, Policy Development Group and Academic Leadership Team. The projected implementation date is fall 2019. (Requirement 5.6)
8. The Policy Development Working Group will initiate the development of a process to provide assurance that all procedure documents referenced within College policies are reviewed in concert with the review of policies. Presently, this secondary level of review is being completed but not tracked or monitored formally. The process will require



consultation with various College departments prior to implementation. Target for completion is August 2019. (Requirement 5.7)

9. The College places high value on the employment of this key process and strives to ensure a process for its continual improvement. A work plan (VPA) involving the review and updating of the faculty review process was to have unfolded during the 2017-18 cycle. In keeping with past practice, a working group comprised of members of the Academic Advisory Council (AAC) and led by two co-Chairs (faculty and VPA) was to be struck to carry this work out. Due to the timing and length of the faculty labour strike, this plan was deferred to the fall of 2018. Accordingly, the VPA is leading the discussion with members of AAC to initiate the review process. (Requirement 6.1)
10. In recognition of ensuring timely access to required orientation sessions for part-time faculty, the academic division has initiated the development of online training modules as alternative options. Full deployment of these is slated for fall 2019. (Requirement 6.1)

Recommendations:

1. Review and align the operation of PACs with the College's Program Advisory Committee Operating Procedure (Requirement 1.3):

- a. The audit panel's review of PAC minutes suggests that participation by the different categories of PAC members mentioned in the College's Program Advisory Committee Operating Procedure (e.g. students, recent graduates, employers, professional and trade organizations, other education intuitions, social and government agencies) does not always align with the present PAC membership. In particular, it appears that the advisory committees for the Pre-Health Sciences Certificate (PHPG) and Pre-Trades Certificate (PRET) do not have direct industry representation in accordance with Cambrian's Operating Procedure of 5 to 8 community members for PACs. This also does not align with the MTCU's Framework for Programs of Instruction which requires that advisory committees be made up of a cross-section of persons external to the College. We recognize that there are a number of factors to be considered in constituting PAC's for "Pre" programs but the current



misalignment between the Procedure and practice should be rectified. The other categories of membership should also be reviewed for adherence to procedure.

- b. The Operating Procedure allows a 3-year maximum for an individual to be a member of a PAC but there are individuals who have been PAC members considerably longer than that.
- c. The review of PAC minutes suggests that the preponderance of agenda items at some PAC meetings involved program staff providing information to the PAC membership. The College should ensure that PAC practice align with the requirement of the Procedure that there should be ample opportunity for industry feedback to the program through the PAC.

2. Establish expectations and support for more consistent assessment practices with regard to the number and weighting of assessments within the broader categories and increased use of common rubrics (Requirement 4.1):

The College has mechanisms to enforce consistency of the weighting of each general evaluation assessment category in a course through the connection between course outlines and the eGrades system. However, there is significant leeway for how an instructor determines the number of assessments and weighting of each of those assessments within the category. Although rubrics are used in some courses and the College provides training and support for the use of rubrics, there does not seem to be formal support or expectation regarding common rubrics across sections of a course or standard rubric templates that could be used across multiple courses.

3. Establish a formal procedure regarding the expectation that programs have appropriate assessment activities near the end of the program that provide for integrated, holistic demonstration of the mastery of program VLOs (Requirement 4.4):

Although there were examples provided that showed that programs had a variety of integrated, holistic cumulative experiences/assessments in the final terms of their programs and there is mention of experiential learning in the College's strategic priority, there currently does not seem to be a formal requirement for programs to have either experiential learning opportunities or other holistic demonstrations of mastery of program VLOs.



	<p>4. Create a consistent place where students in any program can access written school and program-specific regulations (Requirement 5.6): Currently, these regulations are communicated in different ways (e.g. program orientations, administrator visits to classrooms, course outlines at the discretion of the instructor, etc.) but there does not seem to be a consistent place across the College where the written version of the regulations can be found.</p> <p>5. Ensure that policies are reviewed as frequently as required by College policy (Requirement 5.7): The College's Policy Development Framework requires its policies to be reviewed every 3 years. Although the College has recently made progress in reviewing its policies, there is still a significant gap in having all policy reviews up to date.</p> <p>6. Consider a different approach for assessing the quality of student services (Requirement 6.4): Currently, there are numerous different surveys, comment cards and other mechanisms whereby various student service areas elicit student feedback on their services. This may lead to survey or feedback fatigue. The College is encouraged to explore an approach to quality assurance that is more consistent across the service areas and moves multiple variations of eliciting student feedback for different services. A process that is somewhat parallel to the process for academic program review should be considered. Such an approach would entail a broader, more holistic view of services on a cycle of several years.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<p>Please see tables below</p>
<p>What tasks are associated with addressing the deliverable?</p>	<p>Please see tables below</p>



Who is responsible for the specific deliverable/ task?	Please see tables below
When is the completion deadline of the specific deliverable/ task?	Please see tables below
What is the current status of each specific deliverable/ task? (include a completion percentage)	Please see tables below

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



AFFIRMATIONS

Requirements	Deliverables	Tasks	Responsibility	Deadline	Status
1. Approval of updated New Program Development Operating Procedure	New Program Development Operating Procedure updated	1. Submit to the Strategic Enrolment Management (SEM) Committee for annual review and approval.	Dean, Planning and Institutional Research (PIR)	Annual process	Complete: 1. Updated operating procedure approved by SEM Dec. 17, 2019 2. Approved operating procedure posted, communicated and implemented
2. Full implementation of CIM-CAT interface for annual curriculum review	Fully deployed CIM-CAT process	1. Assess pilot performance 2. Refine process documents 3. Move to full implementation	Registrar	Spring 2019	Complete: 1. Fully operational spring 2019 cycle https://cambriancollege-curr.courseleaf.com/
3. Upgrade of the program map feature to include the replacement of 'Introduced, Reinforced and Assessed' terminology with 'Foundational, Developmental, and Proficiency' terms that are considered the best practice in the system.	Updated Program Map tool	1. Review enhancement requirements with IT and set work plan for completion 2. Test and assess upgraded program map feature 3. Finalize and implement new Program Map feature	Dean, PIR Manager Quality Assurance	Spring 2019	Complete: 1. Updated maps available for all programs effective April 30, 2019
4. Review and update of the Program Delivery Policy	Updated policy	1. Follow operating procedure for review, update and approval of policy	Policy Development Working Group	2019	Complete: 1. Approved by Senior Team March 9, 2019



Requirements	Deliverables	Tasks	Responsibility	Deadline	Status
5. Review of the Advanced Standing and Transfer Credit Policy	Updated policy	1. Follow operating procedure for review, update and approval of policy	Policy Development Working Group	2019	Complete: 1. Approved by Senior Team June 4, 2019 2. Renamed Transfer Credit and Advanced Standing Policy
6. Review, update and implement the following policies: <ul style="list-style-type: none"> • Admissions • Advanced Standing and Transfer Credit • Course Assessment Feedback • Submission of Electronic Grades • Credit Allocation • Program Delivery 	Reviewed policies and updated as required	1. Follow operating procedure for review, update and approval of policy	Policy Development Working Group	As per review cycle	Complete: <ul style="list-style-type: none"> • Admissions Policy 2020 approved by Senior Team December 9, 2019. • Transfer Credit and Advanced Standing Policy 2019 approved March 9, 2019. • Grading Policy 2019 (replaced Course Assessment Feedback and Submission of Electronic Grades policies) approved by Senior Team Feb. 27, 2019. • Credit Allocation policy – suspended by Senior Team Feb. 27, 2019; credit allocation table posted • Program Delivery Policy 2020 approved by Senior Team March 9, 2019. • All policies posted on Cambrian's intranet as well as website https://cambriancollege.ca/about/official-documents-and-policies/academic-policies/



Requirements	Deliverables	Tasks	Responsibility	Deadline	Status
7. Development of an online academic policy guide for students	Online Policy Guide for Students	<ol style="list-style-type: none"> 1. Project charter developed and submitted for prioritization by IT project committee 2. Draft template developed as guide 3. Review IT solution and sign off for implementation 	Dean PIR	Fall 2020	Complete: <ol style="list-style-type: none"> 1. Project request submitted as per process for review and approval to proceed. 2. Project delayed to 2020 fall term due to reprioritization of resources and projects as a result of COVID. 3. Link live for students effective October 29, 2020.
8. Development of a process to provide assurance that all procedure documents referenced within College policies are reviewed in concert with the review of policies	<ol style="list-style-type: none"> 1. Revised Policy Development Framework 2. Operating procedure template implemented 3. Revised procedures posted 	<ol style="list-style-type: none"> 1. Revise operating procedure to incorporate simultaneous review and/or development of key operating processes 2. Communicate revision to College community 3. Post revised procedures 	Dean PIR Policy Development Working Group	Fall 2019	Complete: <ol style="list-style-type: none"> 1. Revised Policy Development Framework in place and operational (p.6). 2. The following operating procedures were developed/reviewed in concert with related policies: <ol style="list-style-type: none"> a. Contract Management Operating Procedure 2019 b. New Program Development and Approval Operating Procedure (Dec. 2019) c. Computer Lab Use process (January 2020)



Requirements	Deliverables	Tasks	Responsibility	Deadline	Status
					<ul style="list-style-type: none"> d. Off-Campus Activities Operating Procedure (June 2020) e. Advertising and Promotion Calendar Procedure (in process) f. Marketing Materials Procurement Procedure (in process) g. Signage Procedure (in process)
9. Review of the Faculty Performance Review process and policy	Fully developed and operational faculty review process and policy	<ol style="list-style-type: none"> 1. Set up working group as sub-committee of Academic Advisory Council with representation from HR 2. Develop Terms of Reference, scope, and work plan for project 3. Recommendations to AAC 	Vice President Academic	Spring 2019	<p>Complete:</p> <ol style="list-style-type: none"> 1. New Academic Employee Performance Review Operating Procedure in place and operational for 2020 cycle along with associated forms 2. Academic Employee Performance Review Policy 2020 approved by Senior Team Dec. 9, 2019 (replaces previous Faculty Evaluation and Professional Development Policy)
10. Implementation of online orientation modules for new full time and contract faculty	Online orientation modules	<ol style="list-style-type: none"> 1. Set production/development schedule. 2. QA review/beta test pilots 	Chair, Teaching and Learning Hub	Fall 2020	<p>Complete:</p> <ol style="list-style-type: none"> 1. Online orientation modules for contract faculty introduced fall 2019. 2. Fully online orientation for full time faculty launched fall 2020.



Requirements	Deliverables	Tasks	Responsibility	Deadline	Status
		3. Launch modules for full online faculty orientation			

RECOMMENDATIONS

1. Review and align the operation of PACs with the College's Program Advisory Committee Operating Procedure (Requirement 1.3):

Requirements	Deliverables/ Actions	Responsibility	Deadline	Status
The audit panel's review of PAC minutes suggests that participation by the different categories of PAC members mentioned in the College's Program Advisory Committee Operating Procedure (e.g. students, recent graduates, employers, professional and trade organizations, other education intuitions, social and government agencies) does not always align with the present PAC membership. In particular, it appears that the advisory committees for the Pre-Health Sciences Certificate (PHPG) and Pre-Trades Certificate (PRET) do not have direct industry representation in accordance with Cambrian's Operating Procedure of 5 to 8 community members for PACs. This also does not align with the MTCU's Framework for Programs of Instruction which requires that advisory committees be made up of a cross-section of	Appropriate PAC membership representation	Vice President Academic Deans/Chairs	April 2021	In 2018-19, the College undertook a comprehensive review and update of the existing Program Advisory Committee practice to ensure alignment with the operating procedure. As part of the review, membership of PACs was assessed and adjusted where necessary to reflect the required representation as per the Ministry's guidelines. Both the Pre-Health Sciences (PHPG) and Pre-Trades (PRET) Certificates are preparatory in nature, designed specifically to provide students with the foundational knowledge and skills required to progress to a subsequent post-secondary program. As such, they are purely avocational in focus not intended for preparing their graduates for a specific occupation/employment.



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<p>persons external to the College. We recognize that there are a number of factors to be considered in constituting PAC's for "Pre" programs but the current misalignment between the Procedure and practice should be rectified. The other categories of membership should also be reviewed for adherence to procedure.</p>				<p>The PAC membership, therefore, is representative of the program areas to which these preparatory programs lead. This ensures that learning outcomes align with the entry skill requirements of the pathway programs to support students in achieving their ultimate educational and vocational goals.</p> <p>PAC membership for these programs has been updated and invitations made to external members linked with the secondary school environment or referring agencies.</p>
<p>The Operating Procedure allows a 3-year maximum for an individual to be a member of a PAC but there are individuals who have been PAC members considerably longer than that.</p>	<p>Standardized templates</p>	<p>Vice President Academic</p>	<p>December 2020</p>	<p>A standardized template was introduced for schools to track PAC membership information including start and end dates of their terms.</p> <p>The Operating Procedure makes allowance for re-appointments for additional terms under exceptional circumstances to be made at the determination of the Dean/Chair. Review of the operating procedure highlighted an opportunity to improve this practice. Language has been added as follows:</p> <ul style="list-style-type: none"> • Under exceptional circumstances, re-appointments for additional terms



Requirements	Deliverables/ Actions	Responsibility	Deadline	Status
				<p>may be made at the determination of the Dean/Chair.</p> <ul style="list-style-type: none"> ○ <i>These may include expertise and experience of the individual are deemed to be necessary to guide the program over the next cycle, position of the individual within a certain agency, organization or community, continuation of activity key to the work of the PAC,</i> ○ <i>Re-appointment letters, defining the circumstance and the term of extension, are issued by the VP Academic.</i> ○ <i>The extension deadline is noted in the appropriate Membership list.</i> <p>A standardized re-appointment letter has been developed and the Membership list template adjusted to make provision for recording of extension deadlines where necessary.</p> <p>The updated operating procedure is in effect as of January 1, 2021.</p>



Requirements	Deliverables/ Actions	Responsibility	Deadline	Status
<p>The review of PAC minutes suggests that the preponderance of agenda items at some PAC meetings involved program staff providing information to the PAC membership. The College should ensure that PAC practice align with the requirement of the Procedure that there should be ample opportunity for industry feedback to the program through the PAC.</p>	<p>Review of PAC agenda template to convey the purpose with respect to communication/participation of each agenda item.</p>	<p>Deans/Chairs</p>	<p>Fall 2020</p>	<p>Standardized agendas were introduced in 2019 to ensure consistency of actions related to PAC committees across all programs.</p> <p>Annual review, in 2020, of the procedure and accompanying templates resulted in a few changes to various pieces. As a means of improving not only the flow of discussion at the PAC meetings but also the recording of these and decisions arising from the deliberations, the Agenda template was re-structured to identify/record the purpose of each item, categorized as information, discussion, and decision. Discussion items are those that are open to all PAC members to provide their comments/input. This identification of agenda items also assists PAC members with preparation for the meetings, informing where their input and participation is being requested.</p>



2. Establish expectations and support for more consistent assessment practices with regard to the number and weighting of assessments within the broader categories and increased use of common rubrics (Requirement 4.1):

Requirements	Deliverables/ Actions	Responsibility	Deadline	Status
<p>The College has mechanisms to enforce consistency of the weighting of each general evaluation assessment category in a course through the connection between course outlines and the eGrades system. However, there is significant leeway for how an instructor determines the number of assessments and weighting of each of those assessments within the category. Although rubrics are used in some courses and the College provides training and support for the use of rubrics, there does not seem to be formal support or expectation regarding common rubrics across sections of a course or standard rubric templates that could be used across multiple courses.</p>	<p>Explore avenues to enhance assessment practice</p>	<p>Dean, PIR Curriculum Review Committee</p>	<p>April 2020</p>	<p>Cambrian is in the process of migrating to Banner V.9. As part of this migration, all associated applications that derive from, or input data to, Banner are being reassessed to ensure relevancy and optimal functionality for the end users. eGrades is one such application. The planned go-live date for Banner V.9 is April 1, 2021.</p> <p>As part of the Curriculum Review Committee's annual review of various academic operating procedures, revisions were made to the Curriculum Review Operating Procedure to incorporate the College's Minimum Requirements. These requirements include the following specific to Assessments –</p> <ul style="list-style-type: none"> a. "To address diverse student strengths and to support student success, curriculum provides for a minimum of two types of assessments, with the exception of placement courses. b. Assessment types are selected to directly reflect the requirements of the course learning outcomes in correlation with the program vocational learning outcomes. Where appropriate, authentic assessment



Requirements	Deliverables/ Actions	Responsibility	Deadline	Status
				<p>should be the default form of a culminating demonstration of required skills.</p> <p>c. Assessments are scheduled across the semester to provide for a balanced and reasonable workload for the student.</p> <p>d. All assessments are to be validated with rubrics or grading criteria.”</p> <p>The new requirements were presented to the Academic Advisory Committee on May 4, 2020 and relayed to faculty to coincide with the annual curriculum review period. Training opportunities for faculty were provided by the Teaching and Learning Hub.</p> <p>The College provides faculty with the academic freedom to best determine the rubric most appropriate for their course (s). Where there are multiple sections of one course, faculty are encouraged to collaborate on common rubrics for assessments.</p>



3. Establish a formal procedure regarding the expectation that programs have appropriate assessment activities near the end of the program that provide for integrated, holistic demonstration of the mastery of program VLOs (Requirement 4.4):

Requirements	Deliverables/ Actions	Responsibility	Deadline	Status
Although there were examples provided that showed that programs had a variety of integrated, holistic cumulative experiences/assessments in the final terms of their programs and there is mention of experiential learning in the College's strategic priority, there currently does not seem to be a formal requirement for programs to have either experiential learning opportunities or other holistic demonstrations of mastery of program VLOs.	Articulation of College's expectations and requirements regarding culminating activities within curricula.	Dean, PIR Curriculum Review Committee	April 2020	Cambrian's updated Curriculum Review Operating Procedure Minimum Requirements (as mentioned above) for all programs stipulates the following (p.4): "Applied and Experiential Learning a. Practical, skills based technical learning is the hallmark of a college education. College programs, from their inception, have distinguished themselves from those offered by their university colleagues by embedding, within their construct and curriculum, theory enforced with applied learning opportunities. These take the guise of applied research, collaborative and reflective learning experiences, simulations, lab work, fieldwork, clinical placements and co-operative work experiences. Through these experiences, students are able to gain valuable problem-solving and critical thinking skills – skills to help them successfully transition to, and stand out in, a competitive job market.



Requirements	Deliverables/ Actions	Responsibility	Deadline	Status
				<p>Curriculum embeds applied and experiential learning opportunities for students.</p> <p>b. The program provides holistic, integrated activities for imminent graduates to demonstrate their capabilities—e.g. capstone projects, placements.”</p> <p>Additionally, the College ‘s Director Student Success and Recruitment facilitates the support for, and the tracking of, work integrated learning (WIL) activities of Cambrian programs. An integrated tracking tool was developed to identify WIL in all programs. This tool assists the College in ministry reporting and in assessment of holistic WIL practice at the institution.</p>



4. Create a consistent place where students in any program can access written school and program-specific regulations (Requirement 5.6):

Requirements	Deliverables/ Actions	Responsibility	Deadline	Status
<p>Currently, these regulations are communicated in different ways (e.g. program orientations, administrator visits to classrooms, course outlines at the discretion of the instructor, etc.) but there does not seem to be a consistent place across the College where the written version of the regulations can be found.</p>	<p>Enhance current practice to reinforce consistent process for communication of program regulations where applicable.</p>	<p>Dean Planning and Institutional Research</p>	<p>TBD</p>	<p>Not all programs have program-specific regulations. Where they are required, they are displayed in applicable Course Outlines as standard text. School regulations appear as standard text in all course outlines.</p> <p>Additionally, as part of the College’s digitization priority of its new 2019-2025 Strategic Plan, the academic division initiated the development of a standardized digital Program Handbook for all programs. This handbook, that will require the approval of the relevant Dean, will list all school and program-specific regulations for each program, where applicable. Once implemented, it will be available for students/applicants on the College’s website.</p> <p>A project charter for the digital Program Handbook project was submitted in early August 2020 for consideration and prioritization by the IT Project Committee. To note, re-prioritization of proposed IT projects has been undertaken to address new requirements arising from the impact of COVID. Consequently, it is anticipated that the implementation of program handbooks will be deferred to fall 2021.</p>



5. Ensure that policies are reviewed as frequently as required by College policy (Requirement 5.7):

Requirements	Deliverables/ Actions	Responsibility	Deadline	Status
<p>The College’s Policy Development Framework requires its policies to be reviewed every 3 years. Although the College has recently made progress in reviewing its policies, there is still a significant gap in having all policy reviews up to date.</p>	<p>On-track policy review schedule.</p>	<p>Dean PIR Policy Development Working Group</p>	<p>Ongoing</p>	<p>Over the last two years, the Policy Development Working Group has reviewed over 40 policies as a means of achieving full review status by the end of the 2020-21 cycle for all those outstanding. Among those updated and approved were policies in excess of 5-years between review, including Cambrian’s Student Rights and Responsibilities Policy (1990). The updated policy is available on Cambrian’s website https://cambriancollege.ca/about/official-documents-and-policies/academic-policies/</p> <p>Further, a number of policies were suspended or consolidated within other policies as a result of the review process. Several new policies were developed and introduced in the same period – Smoke Free Policy, Information Technology Acceptable Use Policy and Contract Management Policy.</p> <p>The Policy Development Working Group is on track for initiating the review of those on the approved policy schedule for 2020-21.</p>



6. Consider a different approach for assessing the quality of student services (Requirement 6.4):

Requirements	Deliverables/ Actions	Responsibility	Deadline	Status
<p>Currently, there are numerous different surveys, comment cards and other mechanisms whereby various student service areas elicit student feedback on their services. This may lead to survey or feedback fatigue. The College is encouraged to explore an approach to quality assurance that is more consistent across the service areas and moves multiple variations of eliciting student feedback for different services. A process that is somewhat parallel to the process for academic program review should be considered. Such an approach would entail a broader, more holistic view of services on a cycle of several years.</p>	<p>Explore different approaches for assessing QA of support services.</p>	<p>Dean PIR Vice President Academic</p>	<p>August 2021</p>	<p>In 2019, the MCU ceased its requirement for the collection of feedback from students regarding academic programming, support services and facilities via its annual KPI Student Satisfaction Survey. For this particular cycle, the majority of colleges continued the use of the Student Satisfaction Survey as an interim measure while other options were explored.</p> <p>While these options are being considered within the provincial context, Cambrian has engaged, this fall, in internal conversations regarding its overall institutional survey process as well as the potential introduction of a standardized service area QA model. Preliminary discussions regarding a consistent QA approach point to consensus among the Deans/Directors and members of Cambrian's Senior Team that the development and/or adoption of such a model would be relevant and welcomed.</p> <p>The next stage involves the creation of a working group to be tasked with assessing current practices within the postsecondary environment, reviewing available business solutions and making</p>



Requirements	Deliverables/ Actions	Responsibility	Deadline	Status
				<p>recommendations regarding the adoption of an institutional service area QA model.</p> <p>Additionally, the College has recently introduced a new Data Governance sub-committee of the Strategic Enrolment Management Committee. The work of this committee will serve to inform, in part, the foundation for the evolution of a service area QA model.</p>

2. Provide additional comments (if applicable).

Cambrian’s QA management system continues to evolve and mature. While the pandemic may have altered several of our timelines as they relate to addressing the recommendations of the CQAAP Audit Fall 2018, they have not altered our commitment to continuous improvement or our students’ success, as evidenced by the attached response to the Audit Panel’s recommendations and our own affirmations.

As the College launches its new Strategic Plan, 2020-2025, it looks forward to continuing to imagine the impossible, to inspire one another and to innovate in ways that will transform and enhance the learning experience fully embracing the power of collaboration.