



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

**SHERIDAN COLLEGE**

**DATE SINCE LAST UPDATE TO OCQAS:** May 30, 2019

**DATE OF PREPARATION OF REPORT:** September 27, 2021

**REPORT PREPARED BY:** Sean McNabney, Vice Provost, Academic Excellence and Transformative Learning



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.

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<b>RECOMMENDATION #1 / AFFIRMATION #1 (Requirement 1.6)</b>					
That the SAL project be prioritized and a development and deployment timeline regarding its second phase be developed and published with a “soon as possible” priority timeframe to ensure safekeeping and accessibility to program-wide information.	<b>Deliverable 1</b> Assign priority status to the SAL Phase 2 project for deployment as soon as possible.	Assess the capability of software implemented for Phase 1 of SAL deployment to meet the requirements of SAL Phase 2 (program maps, program learning outcomes, CLO to VLO mapping, and tracking of all major and minor curriculum changes and approvals).	Provost and Vice President, Academic  Director, Financial Planning & Analysis – Academic Division	March 2020	The capability of the software implemented for SAL Phase 1 was completed in March 2020 – <b>100% complete.</b>  Note: current solution was found to be insufficient. Work was halted due to the redirection of resources to respond to COVID.



		Include SAL Phase 2 in PVPA business plan for 2021-2022.	Provost and Vice President, Academic	April 2021	The <i>Curriculum Mapping Project</i> (includes SAL Phase 2) was included in the 2021-2022 Provost & VPA integrated business plan in spring 2021 – <b>100% complete</b>
		Collect business requirements from key stakeholders and identify potential Commercial Off the Shelf (COTS) products for SAL Phase 2.	Registrar  Vice Provost, Academic Resources and Planning	March 2022	Collection of business requirements and identification of potential Commercial Off the Shelf (COTS) solutions is in progress – <b>25% complete</b>
		Plan next steps as part of 2022-2023 business planning process.	Registrar  Vice Provost, Academic Resources and Planning	Late Winter 2022	Further planning and implementation of the <i>Curriculum Mapping Project</i> will be incorporated into the business planning process for 2022-2023 in winter 2022. Quarterly objectives will be set during the planning process – <b>0% complete</b>



	<b>Deliverable 2</b> Develop and publish the associated timeline for SAL Phase 2 rollout.	Develop timeline for SAL Phase 2 rollout.	Registrar  Vice Provost, Academic Resources and Planning	TBD	See above. Timeline will be developed and published following determination of additional project milestones during 2022-2023 business planning process – <b>0% complete</b>
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<b>RECOMMENDATION #2 / AFFIRMATION #2 (Requirement 2.3)</b>					
The audit panel recommends that the College develop both policy guidelines and an implementation timeframe to have program maps in place that show the clear connection and nexus of VLOs to the related CLOs and that these maps are retained in a central repository and readily available to users such as faculty and students.	<b>Deliverable 1</b> Guidelines are developed to ensure that course learning outcomes are mapped to program learning outcomes in all programs.	See Requirement 1.6  Mapping CLOs to VLOs and retaining maps in a widely accessible repository is included in the <i>Curriculum Mapping Project</i> and as part of the deployment of SAL Phase 2. Guidelines will be developed as part of this project.	Vice Provost, Academic Excellence and Transformative Learning  Director, Program Development and Quality Assurance	<b>Not Started</b> See Requirement 1.6. Timelines will be established as SAL Phase 2 deployment proceeds.	All deliverables/tasks related to this requirement will be incorporated into the business planning process for 2022-2023 (to be initiated in late winter 2022) once the scope of SAL Phase 2 deployment is better understood - <b>0% complete</b>



	<b>Deliverable 2</b> A timeframe is developed that sets out when program maps with associated CLO and VLO mapping will be complete.	Timeline will be developed as part of scoping SAL Phase 2 release.	Registrar  Vice Provost, Academic Excellence and Transformative Learning	See above	See above
	<b>Deliverable 3</b> A program map repository is established that is widely accessible, including to faculty and students.	Development of program map repository to be included in scoping of SAL Phase 2 release.	Registrar  Vice Provost, Academic Resources and Planning	See above	See above



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<b>RECOMMENDATION #3 (Requirement 3.3)</b>					
That the college design and implement a formal orientation session for new Professional Advisory Council members and that written documents are also provided outlining the PAC policy and procedures as well as articulating the roles and responsibilities of a PAC member.	<b>Deliverable 1</b> Development of written documents outlining the roles and responsibilities of PAC members that also highlights those elements of	Revise Sheridan's Standards and Practices for Professional Advisory Councils to delineate the primary and secondary responsibilities of PAC members more clearly.	Provost and Vice President, Academic	October 2019	Sheridan's Standards and Practices for Professional Advisory Councils were revised and subsequently approved by the Board of Governors in November 2019 – <b>100% complete</b>



	<p>Sheridan's Standards and Practices for Professional Advisory Councils pertinent to PAC members.</p>	<p>Develop summary information sheets based on the revised Standards and Practices for distribution to new PAC members, and to returning members on an annual basis. Store information sheets in an easily accessed repository for Associate Deans and Program Support Specialists.</p>	<p>Provost and Vice President, Academic</p>	<p>September 2020</p>	<p>A summary information sheet "Professional Advisory Council Member Information Sheet" to be distributed with new member welcome letters and to returning PAC members on an annual basis was developed in September 2020. The letter is stored in a newly created SharePoint site that is easily accessible by Program Support Specialists and Associate Deans – <b>100% complete</b></p>
	<p><b>Deliverable 2</b> Implement a formal orientation session for PAC members be designed and implemented.</p>	<p>Develop an orientation slide deck for Associate Deans and PAC Chairs to use at the first meeting of the year or orient new and returning PAC members.</p>	<p>Provost and Vice President, Academic</p>	<p>September 2021</p>	<p>A slide deck for Associate Deans and PAC Chairs to use for orientation in the first meeting annually was created and posted on the PAC SharePoint site. Deck and summary information sheet sent to PAC members annually. PAC onboarding best practices will be reviewed with Program Support Specialists and Associate Deans throughout September 2021 - <b>85% complete</b></p>





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<b>RECOMMENDATION #4 (Requirement 4.3)</b>					
In light of the inconsistent application of “timely feedback” across the college as well as within certain programs, timely feedback being defined at a program level in the current Assessment Policy and Procedures, and the anecdotal evidence received by the audit panel during the site visit, the panel recommends that the college review its policy regarding timely feedback, and develop standards that guide expectations of timely feedback and that can be applied across the programs.	<b>Deliverable 1</b> Review of the current Student Assessment and Evaluation Policy and Procedure for enhancement and clarification on the provision of timely feedback to students.	Review internal and external best practices with regard to timely feedback and seek information from programs regarding current standards or practices for timely feedback at the program level.	Vice Provost, Academic Excellence and Transformative Learning	October 2021	Delayed. Revised start date of Fall 2021 – <b>0% complete</b>
	<b>Deliverable 2</b> Develop standards for timely feedback that can be applied across all programs.	Draft proposed standards that can be applied across all programs, as well as proposed revisions to the policy and/or procedure.	Vice Provost, Academic Excellence and Transformative Learning	December 2021	See above



		Suggested revisions to the policy and/or procedure and draft standards to be presented to the Academic Leadership Team.	Vice Provost, Academic Excellence and Transformative Learning	January 2022	See above
		Revise the policy and/or procedure and draft standards based on feedback from the Academic Leadership Team.	Vice Provost, Academic Excellence and Transformative Learning	March 2022	See above



		<p>Internal approvals</p> <p>a. Policy revision (if applicable): Formal approval required (current process TBD, formerly approved by Sheridan Academic Senate which was dissolved in 2021 following an internal governance review).</p> <p>b. Procedure revision (if applicable): Approval by Provost and Vice President, Academic.</p>	<p>Provost and Vice President, Academic</p>	<p>Policy: TBD – dependent on implementation of revised governance structure for policy approvals</p> <p>Procedure: April 2022</p>	<p>See above</p>
		<p>Communicate standards and/or revisions to the policy and procedure (if applicable) for timely feedback.</p>	<p>Vice Provost, Academic Excellence and Transformative Learning</p>	<p>April – August 2022 for implementation Fall 2022 term</p>	<p>See above</p>



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<b>RECOMMENDATION #6 (Requirement 6.5)</b>					
<p>The college has identified the gap in the performance development review process and tools for unionized support staff and the audit panel supports the College's process and the projected timelines. In support of this initiative and the timelines, the panel recommends that the process be established and a pilot of that process be implemented December of 2019 with institution-wide roll out in April 2020.</p>	<p><b>Deliverable 1</b> Continue to develop the process and tool for performance evaluation of unionized support staff, pilot the process and tool, and implement institution wide.</p>	<p>Complete project charter.</p>	<p>Manager, Employee Development, Centre for People and Organizational Development (CPOD)</p>	<p>November 2019</p>	<p>The project charter has been written – <b>100% complete</b></p>
		<p>Develop initial version of Performance Review and Development (PFDR) tool for support staff for use in pilot.</p>	<p>Manager, Employee Development, CPOD</p>	<p>December 2019</p>	<p>The initial version of Performance Review and Development (PFDR) tool for support staff for use in pilot has been developed – <b>100% complete</b></p>
		<p>Work with HR to inform union leadership that a process for performance evaluation for support staff is under development.</p>	<p>Manager, Employee Development, CPOD</p>	<p>December 2019</p>	<p>Union leadership has been informed that a process for performance evaluation for support staff is under development – <b>100% complete</b></p>



		Seek feedback on draft tool and solicit manager and support staff pilot participants.	Manager, Employee Development, CPOD	February 2021	Feedback on draft tool has been gathered ahead of the pilot and manager and support staff volunteers have been identified for participation in the pilot – <b>100% complete</b>
		Hold information session for pilot volunteers to introduce process and tool.	Manager, Employee Development, CPOD	April 2021	Information session for pilot volunteers (managers and an employee) to introduce process and tool were held in June 2021 – <b>100% complete</b>
		Pilot the process and tool with select unionized support staff and their direct managers.	Manager, Employee Development, CPOD	May/June 2021	A pilot of the process and PFDR tool was held for select unionized support staff and their direct managers in the summer of 2021. Final submissions to be made by August 31 <sup>st</sup> – <b>100% complete</b>
		Update proposed PFDR process, forms and tools based on feedback from pilot participants.	Manager, Employee Development, CPOD	September 2021	Update proposed PFDR process, forms and tools based on survey experience feedback from pilot participants – <b>10% complete</b>



		Determine phasing of implementation, if necessary.	Manager, Employee Development, CPOD	September 2021	Determine phasing of implementation and potential integration with electronic performance management system – <b>0% complete</b>
		Institution-wide implementation of PFDR process for all unionized support staff.	Manager, Employee Development, CPOD	January 2022	Institution-wide implementation of PFDR process for all unionized support staff – <b>0% complete</b>



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<b>AFFIRMATION #3 (Requirement 3.5)</b>					
<p>There is currently a process to incorporate changes to provincial program standards at Sheridan which includes a gap analysis and a timeline for compliance. Reviewing required program standard changes, submitting attestations and working to actualize the curricular changes in compliance with the attested date are responsibilities shared by the program Associate Dean and the Associate Dean, Program Development and Quality Assurance. While Sheridan has instituted a practice of regular monthly tracking and communication of the status of program modifications along with program reviews, consent</p>	<p>Assess the effectiveness of existing processes to ensure that the actualization of program changes is consistently and formally documented.</p>		<p>Director, Program Development and Quality Assurance</p>	<p>Spring 2020</p>	<p>In spring 2020, a review of the Academic Resource Committee (ARC) follow-up process was completed, demonstrating its effectiveness in documenting the actualization of changes. Documentation is formalized through Follow-Up and Chair reports that are signed by the Program Coordinator, Associate Dean, Dean, and Vice-Provost (ARC Chair). These are forwarded to OTR for operationalization and documented in ARC minutes. The review of the ARC follow-up process led to the development of a tracking</p>



<p>renewals, program development and program implementation, it is recognized that the actualization of changes is documented using various means (e.g. email, status report). Therefore, considering continuous quality improvement, discussions began early fall 2018 on existing processes that could be used to consistently and formally document the actualization of changes (e.g. reported at the Academic Resource Committee and documented in minutes). In consultation with the Dean, Centre for Teaching and Learning, the Associate Dean, Program Development and Quality Assurance and the Faculty Deans, this area of enhancement will be formalized within existing processes during the winter 2019 semester.</p>					<p>mechanism to document progress and verify the finalization of the process, ensuring all changes were fully documented and archived – <b>100% complete</b></p>
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<b>AFFIRMATION #4 (Requirement 4.2)</b>					
<p>Although Sheridan promotes and disseminates new research in the Scholarship of Teaching and Learning (and to some extent, produces it too), along with new methods of teaching, through its educational development programs for new faculty (previously known as the Teaching and Learning Academies and now the Teaching and Learning Fundamentals Program), Professional Development opportunities and the Formative Faculty Reflection, there is currently no formal tracking of the intent to incorporate new teaching methods to ascertain if this dissemination is effective. The Centre for Teaching and Learning Educational Development team</p>	<p>Develop and implement additional opportunities for faculty to assess impact of new teaching approaches.</p>	<p>See deliverable</p>	<p>Director, Educational Development and Technology  Manager, Educational Development</p>	<p>Ongoing</p>	<p>Following the submission of the CQAAP self-study, Sheridan has expanded our formative feedback practices in all faculty programming to consistently include surveys in the SLATE Learning Management System and a variety of authentic assessment strategies and evaluative approaches (e.g., start-stop-continue exercises, reflection papers, individual interviews with faculty, portfolios, graffiti walls responding to critical reflection prompts). We have also informally and formally explored the longer-term impacts of evidence-informed approaches introduced through CTL programming on faculty practices in a recent program review using surveys,</p>



<p>has now introduced a consistent feedback tool used after every session and program in which they are involved. This tool extends beyond satisfaction, to explore not only perceived applicability or usefulness, but also what specific new learning the faculty intend to apply in their learning environments. The Scholarship of Teaching and Learning program under development will offer opportunities for faculty to assess not just implementation, but actual impact of new teaching approaches.</p>				<p>interviews, and learning and teaching artefacts. The program review will conclude this Fall 2021 with the summary of data findings, the development of a new competency-based framework, and revised program level outcomes for the Teaching and Learning Academy.</p> <p>This fall, we will also be formalizing our evaluation process for the Teach Well program, which is open to all faculty, staff, and administrators at Sheridan. This evaluative process will help our Educational Development team assess the influence of participant experiences in workshops, webinars, and modules on their teaching and learning approaches with Sheridan students. Data will be collected via polls, surveys, and focus groups with Teach Well participants in a triangulated, ongoing manner in the spirit of continuous enhancement.</p> <p>The Scholarship of Teaching and Learning (SoTL) is purposefully</p>
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					<p>integrated into all activities, events, and programs related to Educational Development at Sheridan. Both individually and collectively, we ensure that our practices have strong theoretical and philosophical underpinnings that are tied to contemporary scholarly literature and empirical research in teaching and learning. Our team participates in SoTL research and engages in ongoing professional development at local, national, and international levels to maintain currency in their practice.</p>
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<b>Standard 5</b> <b>Requirement 5.4 – See evaluative narrative</b>					
<p>The current process for review and approval of articulation agreements is currently under review (Requirement 5.4) therefore the audit panel expects that an update would be included in the 18-month report.</p>	<p>Review process for review and approval of articulation agreements.</p>	<p>Review process for review and approval of articulation agreements and make changes, if applicable.</p>	<p>Vice Provost, Academic Excellence and Transformative Learning  General Counsel</p>	<p>August 2022</p>	<p>The templates for MOUs and Articulation Agreements were updated following the 2018 audit and have been posted on Sheridan’s intranet. It has been identified that an effort to further streamline the review and approval of articulation agreements is warranted. Therefore, a review of the <i>Domestic and International Academic Documents Review and Approval Procedure</i> is planned for the 2021-2022 academic year – <b>50% complete</b></p>



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<b>Standard 6</b> <i>See evaluative narrative</i>					
In a previous report the College indicated that the PD Place software did not adequately meet the needs of tracking and reporting on PD activities, and thus is in the process of determining alternative technology to address this. The audit team requests that an update of this initiative be included in the College's 18-month report.	Review the efficacy of PD Place software for tracking and reporting on PD activities and determine alternate technology to address this need.	Investigate alternative software for registration and tracking of internal PD opportunities.	Director, Educational Development and Technology, Centre for Teaching and Learning  Manager, Employee Development	Winter 2019	Following research into products on the market and the associated costs, a decision was made to develop an in-house online solution (PD Connect) In lieu of purchasing third-party software – <b>100% complete</b>
		Sunset the PD Place software and implement replacement solution.	Director, Educational Development and Technology  Manager, Employee Development	August 2019	PD Connect was brought online to replace PD Place in September 2019 – <b>100% complete</b>
		Assess whether new system (PD Connect) is meeting the requirements for tracking and reporting of professional development.	Director, Educational Development and Technology  Manager, Employee Development	Ongoing	PD Connect is currently used primarily as a registration tool. Completion of CTL and CPOD PD offerings is manually tracked within the respective departments for reporting purposes. This is



					currently meeting Sheridan's needs – <b>100% complete</b>
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**Note:** The Centre for People and Organizational Development (CPOD) tracks professional development activities undertaken with CPOD funding (eligible employees may apply for up to \$1000 annually), attendance at CPOD professional development workshops from the Learning Calendar, as well as department-funded professional development across the college. The Centre for Teaching and Learning (CTL) tracks completion of mandatory FT and NFT faculty training and other CTL workshops.

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

Sheridan would once again like to again thank audit Chair Sandra Bailey, and panel members Geoffrey Cudmore, Diane Bergeron, and Jerry Selby for the thorough and thoughtful commendations and recommendations stemming from Sheridan's 2018 CQAAP self-study and site visit.

Sheridan's commitment to continuous quality improvement is a cornerstone of both our strategic and academic plans (2019-2024). Challenged by the significant constraints related to mitigating the impact of the COVID-19 pandemic and the attendant redirection of fundamental fiscal and human resources across the college, we have had to pause or delay the start of select recommendations. Despite a delay in action or implementation, we have not lost sight of quality assurance as a critical factor of student success and overall institutional health. As we begin to emerge from the all-encompassing impact of the pandemic in the 2021-2022 academic year, Sheridan is extremely well-positioned to make significant progress on the remaining recommendations from the 2019 final audit report. A renewed governance structure, increased focus on holistic approaches to program health and benchmarking, and the ongoing maturation of our business planning processes will meaningfully contribute to the prominence of continuous quality improvement in our work generally, and on the recommendations from the final audit report in particular.

We look forward to providing a favourable report back on incomplete recommendations and affirmations as part of our upcoming audit cycle.