



Highlights from Audits Carried Out Between Sep 2020 – Aug 2025 Mapped to New CQAAP Standards

Preamble

This document highlights the lessons learned from the audits that have been carried out between September 2020 up-to-date.

It is a compilation of the mechanisms recognized by the respective audit panel teams as best practice (Commendations) which were showcased in the CQAAP final report for these colleges. These 'best practices' may not be exclusive for the colleges that have been highlighted. Other colleges might have similar mechanisms to accomplish some of the same results, but were not, or not yet, mentioned by their respective audit teams. Each audit panel decides which processes to highlight for each particular college.

This document will be updated at the end of every academic year, to include the highlights of that year's audits. OCQAS is looking forward to showcasing those for the colleges that are up for audits in the years to come. It is a good reflection for each college to consider, "what mechanism to ensure quality will our college be showcased for?"

The last two pages of this document include a list of the requirements that colleges seem to struggle with, the areas where colleges are doing well, and lessons learned from the Self-Study submissions.

This document has been developed in response to requests from colleges to share lessons learned through the audit process available to the system.



STANDARDS	REQUIREMENTS	COMMENDATIONS (MECHANISMS RECOGNIZED BY THE RESPECTIVE AUDIT PANEL TEAMS AS BEST PRACTICE)
<p>1. PROGRAM QUALITY MANAGEMENT SYSTEM Effective quality assurance mechanisms ensure the quality of a program management system.</p>	<p>A college-wide program quality management system:</p>	<p>Overall quality assurance mechanisms for the management of programs of study:</p> <p><i>Mechanism to ensure relevance of programs of study; their effectiveness; their currency; and the quality of program management. Ability of these mechanisms to identify areas of strength or deficiency to ensure quality programs of study, and implement corrective measures to address areas of improvement.</i></p>
	<p>1.1 Has established mechanisms that operationalize the Board of Governor's (BOG) responsibility to ensure quality assurance is embedded in the strategic direction of the organization.</p>	<p>Quality Assurance (QA) policies and practices that connects QA with the role of the Board of Governors SENE: The Board of Governors structure, including the APSA and that QA processes are discussed at most BOG meetings.</p> <p>Training for Board of Governors NIAG: The full day onboarding, emphasis and support of the College Ontario Board training, and the Focus Spotlights are activities that the Board of Governors praised and enrich the relationship of the college with their Board..</p> <p>Self-Regulating Activity ALGO: The audit panel commends the College on the quality of engagement demonstrated by the Board of Governors (BOG), the work of the BOG committees and the quality processes that the BOG employs to monitor their own work. Example: The audit panel commends the College on the process of having new programs report to the Academic Affairs Committee of the BOG at the two-year mark, to assess all metrics to date.</p> <p>GRBR: There is a clear connection between what happens in the schools and departments at GBC and the strategic and business plans, and there is a deep level of commitment to the mission and vision of the College. This is a vital underpinning of a robust and widely adopted QA system. The governance of QA at GBC works well with no discernable discontinuities between the Board, administration, faculty and students</p>
	<p>1.2 Ensures that there are established mechanisms for:</p> <ul style="list-style-type: none"> • new program development; • program review; • program revision; • program renewal; • program suspension and cancellation that support program quality and are applied consistently across all programs. 	<p>Program Quality - Prioritization</p> <p>STCL: Cohesive institutional approach to quality - demonstrated through the Self-study report, interviews and established mechanisms. The commitment by CAE related to all aspects of quality assurance, while still leveraging the professional autonomy and experiential aspects of teaching and learning. Additionally, the commitment to establishing a role that has a systems approach to leading quality.</p> <p>GRBR: The system of QA is complex as would be expected for a large, urban institution, but people at all levels understood and appreciated the processes and controls. The culture of QA is deep, both in the formal processes and the informal approaches. The College has a robust New Program Development set of policies, procedures and tools, and it also engages in post-launch follow after 2 years to ensure that the program is on track as proposed</p> <p>Program Review Committee</p> <p>CONF: The establishment of the Academic Council Program Review Sub-Committee is a unique and innovative way of an inclusive approach to program quality. The committee provides cross-representation from all academic areas, and has a well-defined roll in making recommendations for quality improvement. The TOR frames roles and responsibilities in a manner that creates clarity and facilitates faculty engagement. This committee is leveraging the college's strength as collaborative and inclusive institution, contributing a culture of quality. An example shared was that there was 100% completion of APRs in 2020/21.</p> <p>HUMB: The strength of the Comprehensive Program Review model, in particular the development of a program Self-Study and the role of the two external reviewers. As well how the Action Plans arising from the reviews were made so central to the Faculties, supported by Program Planning Development and Renewal and the Centre for Innovative Learning.</p>



STANDARDS	REQUIREMENTS	COMMENDATIONS (MECHANISMS RECOGNIZED BY THE RESPECTIVE AUDIT PANEL TEAMS AS BEST PRACTICE)
	<p>1.3 Has mechanisms for gathering, collating and analyzing data and information from various sources and stakeholders that are related to program quality.</p>	<p>Multiple Sources of Data HUMB: The development and use of the Tableau Dashboard and its role in the college-wide culture of evidence-based decision making.</p> <p>Data Gathering for Decision Making</p> <p>Student feedback</p> <p>Strong connections between the QA office activities and Institutional Research (IR): GRBR: The emergence of an Academic Quality Dashboard, phase 1 of which is now in place, provides real-time and historical data to academic leaders on all of their programs. Further development of this is encouraged</p>
	<p>1.4 Uses data and information collected from various sources and stakeholders to assess program performance and inform recommendations.</p>	<p>Program Matrix – Dashboards</p> <p>Use of Data CONF: It was clear that evidence-based data driven decisions are being made and that staff understand the close linkage to Institutional Research and Strategic Planning that support the program life cycle. The Program Health Checklist showcases a consistent use of data that is embedded in the QA processes. The Program Improvement Plans (PIPs) are another example of how reports are data driven (developed based on the Annual Program Reviews [APR] and the Comprehensive Program Reviews [CPR]).</p> <p>Program Performance HUMB: Humber had developed a model of interdisciplinary horizontal and vertical integration & collaboration that ensures that nothing happens in silos, and everything connects. Described in the Self-Study as the “liaison model” each of the 6 Academic Faculties is assigned a Program Consultant from Program Planning and Renewal (PPDR), who provides support for the various program lifecycle and quality processes, a Curriculum Coordinator from the Office of the Registrar who, support the implementation and communication of curriculum and program changes and a member of the Teaching Excellence Team from the Centre for Innovative Learning, who supports faculty in the development and renewal of course outlines. During the virtual site-visit, the audit panel was witness to the full scope of this integration model as it learned that consultants, librarians, counsellors, and advisors, from all of the Student Support areas are also assigned to Faculties to provide their services and support.</p>
	<p>1.5 Has mechanisms for ensuring that recommendations and action plans arising from program QA processes have been implemented.</p>	<p>Monitoring – Accountability STCL: Established in 2013, the Accountability Office regularly monitors all College programs to ensure full compliance with College policies on quality assurance. The major function is the Quality Assurance Accountability Audit. This is an impartial, objective audit to ensure all programs are adhering to the established quality control review processes and acting on the action items coming out of those processes.</p> <p>SENE: The Recommended Action Plans which will be a required aspect of Deans’ Individual Development Plans and will be part of formal and informal performance discussions with the Vice-President Academic and Students.</p>
	<p>1.6 (previously 5.5)</p>	<p>Modifications to Existing Programs</p>



STANDARDS	REQUIREMENTS	COMMENDATIONS (MECHANISMS RECOGNIZED BY THE RESPECTIVE AUDIT PANEL TEAMS AS BEST PRACTICE)
	Has mechanisms for managing and communicating changes to programs and/or courses to keep them current and relevant with industry, provincial standards and professional body requirements.	NIAG: New and expanded role of the Academic Affairs and Strategic Enrolment Committee (AASEC) with Program Review reports, action plans and program suspensions. The work that this committee has done to engage internal stakeholders along with work by the Program Change and Development Committee (PCD) to streamline program changes are great examples of continuous improvement. Curriculum management
	1.7 Manages program maintenance records arising from program lifecycle QA processes.	ALGO: The development and implementation of the Program Lifecycle Management System (PLMS).



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<p>2. VOCATIONAL LEARNING OUTCOMES AS THE CENTRE OF PROGRAM DEVELOPMENT (THROUGHOUT THE PROGRAM LIFECYCLE) Effective quality assurance mechanisms ensure vocational learning outcomes are at the centre of the program's lifecycle activities.</p>	<p>A college-wide use of vocational learning outcomes at the centre of the program lifecycle:</p>	<p>Overall quality assurance mechanisms for the development of programs of study: <i>Mechanism to ensure alignment and coherence of programs of study; and the quality of the program development structure. Ability of these mechanisms to identify areas of strength or deficiency to ensure quality programs of study, and implement corrective measures to address areas of improvement.</i></p>
	<p>2.1 Ensures the existence, relevance and dissemination of Program Vocational Learning Outcomes (PVLOs) as the starting point for any program lifecycle activity regardless of the program location or delivery method.</p>	<p>Course Outline control and repository</p>
	<p>2.2 (includes 3.4 from previous version) Ensures that program course structure, course sequence, and course learning outcomes are derived from, and flow coherently from, the Program Vocational Learning Outcomes (VLOs) and Essential Employability Skills and are disseminated.</p>	<p>Program Mapping Tools: These colleges have excellent mapping tools and processes that allow faculty to identify Program Vocational Learning Outcomes and how they translate to Course Learning Outcomes, and Assessments. One can also see how courses are placed to ensure progression. HUMB: The development and implementation of COSSID and the completion of the mapping process for all programs. The leadership for creating the space, positions, and departments that enabled this process to occur.</p>
<p>2.3 Ensures that course learning activities, assessments, and Prior Learning Assessments Recognition (PLAR) mechanisms are consistent with and appropriate to the course learning outcomes, PVLOs and EESs, and support meaningful acquisition of the required skills and knowledge.</p>	<p>Course Outline control and repository ALGO: The quality of the curriculum documentation developed by the College, COMMS, Course Outlines, Course Section Information (CSI), and the consistency of application across locations and modes of delivery.</p>	



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<p>3. CONFORMITY WITH GOVERNMENT REQUIREMENTS Effective quality assurance mechanisms ensure the conformity of programs of study with relevant government requirements.</p>	<p>A college-wide conformity with government requirements:</p>	<p>Overall quality assurance mechanisms for the implementation of programs of study: <i>Mechanism to ensure quality, alignment, conformity and coherence of programs of study. Ability of these mechanisms to identify areas of strength or deficiency to ensure quality programs of study, and implement corrective measures to address areas of improvement.</i></p>
	<p>3.1 Ensures that program titles are consistent with established CVS Titling Protocols.</p>	
	<p>3.2 Ensures that programs of instruction meet or exceed the provincial credential validation framework (CVF).</p> <p>3.3 Ensures that programs of instruction have appropriate Program Advisory Committees (PAC) and that mechanisms exist for the PAC to provide meaningful input into program relevance and quality.</p>	<p>General Education:</p> <p>Effective use of PACs STCL: PAC (Program Advisory Committee) consistent understanding of their role and participation in the quality assurance process of the college. Additionally, consistent use of mechanisms (including templates) for the benefit of collecting evidence, to provide meaningful input contributing to program relevance and quality.</p>
	<p>3.4 (previously 3.5) Ensures that changes to provincial program standards are communicated to all relevant stakeholders and implemented in a timely manner to assure that all programs are current.</p>	<p>Mapping before Responding to the Letter from the Ministry for the revision of Standards</p>



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<p>4. PROGRAM DELIVERY AND STUDENT ASSESSMENT Effective quality assurance mechanisms ensure the quality of program delivery and student assessment.</p>	<p>A college-wide program delivery and assessment of students:</p>	<p>Overall quality assurance mechanisms for the delivery of programs of study and student assessment:</p> <p><i>Mechanism to ensure quality, consistency and value of teaching methods used to deliver programs of study; and, of the fair and equitable assessment of students. Ability of these mechanisms to identify areas of strength or deficiency to ensure quality of program delivery and student assessment, and implement corrective measures to address areas of improvement.</i></p>
	<p>4.1 Ensures that instructional activities and assessments are consistent with and appropriate to the course learning outcomes, and well suited to all locations and delivery methods.</p>	<p>Mechanism to ensure consistency of program delivery independent of location or delivery mode ALGO: The quality of the curriculum documentation developed by the College, COMMS, Course Outlines, Course Section Information (CSI), and the consistency of application across locations and modes of delivery.</p> <p>SENE: The College requirement that if an assessment of student learning has a weight of more than 20% of the final grade it must be approved by the Chair or Program Manager using the course learning outcomes and Bloom's Taxonomy.</p>
	<p>4.2 Engages faculty in regular experimentation, sharing and evaluation of new strategies, methods and tools for teaching and learning that are consistent with best practices and support ongoing development across all programs of instruction.</p>	<p>Mechanism to encourage teaching staff experimentation of new teaching methods</p> <p>GRBR: GBC has a very active Teaching and Learning Exchange (TLX), offering robust training programs, and the Panel heard from various employees that Universal Design for Learning was well understood and deployed as a framework for quality curriculum development and revision.</p> <p>NIAG: The Centre for Academic Excellence (CAE) has played an essential role in professional development, as well as teaching and learning activities. Training and professional development offerings were greatly appreciated by faculty. The CAE website is robust and houses a wealth of resources.</p>
	<p>4.3 Ensures fair and equitable evaluation of student achievement through valid assessment methods, accompanied by prompt and constructive feedback on student performance.</p>	<p>Assessment of Learning SENE: The College requirement that if an assessment of student learning has a weight of more than 20% of the final grade it must be approved by the Chair or Program Manager using the course learning outcomes and Bloom's Taxonomy.</p>
	<p>4.4 Provides holistic, integrated activities for imminent program graduates to demonstrate their capabilities with regard to the PVLOs.</p>	<p>Mechanisms to assess the capabilities of graduates or eminent graduates</p>



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<p>5. EXISTENCE, MONITORING AND COMMUNICATION OF POLICIES AND PRACTICES THAT INFLUENCE AND IMPACT ACADEMIC QUALITY</p> <p>Effective quality assurance mechanisms ensure the communication and monitoring of established academic policies and practices related to academic issues.</p>	<p>A college-wide monitoring and communication system of existing academic policies and practices:</p> <p>5.1 (previously 5.6) Ensures that all applicable college, department, and program academic policies and procedures are published and communicated to all relevant stakeholders and applied consistently.</p> <p>5.2 (previously 5.7) Ensures that established academic policies and procedures are reviewed and monitored regularly and consistently.</p> <p>5.3 (previously 5.2) Ensures that academic policies and procedures regarding admission are established and applied for all programs offered by the college.</p> <p>5.4 (previously 5.1) Ensures that academic policies and procedures regarding student progression are established and applied for all programs offered by the college.</p> <p>5.5 (previously 5.2) Ensures that academic policies and procedures regarding prior learning and transfer credit (recognition) are established and applied for all programs offered by the college.</p> <p>5.6 (previously 5.3) Ensures that academic policies and procedures regarding accommodation and assessment are established and applied for all programs offered by the college.</p> <p>5.7 (previously 5.3)</p>	<p>Overall quality assurance mechanisms for the monitoring and communication of academic policies and practices:</p> <p><i>Mechanism to ensure quality of programs of study. Ability of these mechanisms to identify areas of strength or deficiency to ensure quality programs of study, and implement corrective measures to address areas of improvement.</i></p> <p>Communication</p> <p>Collaborative development of academic policies</p> <p>GRBR: The College has embraced the “paradox of the pandemic” and the Audit Panel saw evidence many times of people seeing opportunity for positive change as a result, rather than dwelling on what may have been lost. For example, accommodations for students that might be continued, and the digitization of services and process for greater efficiency and flexibility for all.</p>



	Ensures that academic policies and procedures regarding awarding of credentials (certification) are established and applied for all programs offered by the college.	
	5.8 (previously 5.4) Ensures that appropriate academic policies and procedures exist regarding the establishment of informal and formal arrangements with external educational bodies (e.g., partner institutions) with regard to program admission, progression, laddering, awarding of additional credentials, certifications, and QA.	



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<p>6. AVAILABILITY AND ALLOCATION OF COLLEGE-WIDE RESOURCES</p> <p>Effective quality assurance mechanisms ensure the existence, availability and allocation of resources (human, physical, financial) and technological infrastructure to support student achievement of program vocational learning outcomes (PVLOs).</p>	<p>A college-wide monitoring and communication system of existing academic policies and practices:</p>	<p>Overall quality assurance mechanisms for the planning of programs of study:</p> <p><i>Mechanism to ensure the implementation of planning and following-up of result; the alignment of human, fiscal and material resources with education needs of programs of study. Ability of these mechanisms to identify areas of strength or deficiency to ensure quality programs of study, and implement corrective measures to address areas of improvement.</i></p>
	<p>6.1 Ensures that faculty involved in the program:</p> <ul style="list-style-type: none"> possess the combination of experience and qualifications appropriate to, and required by, the program credential, the field of study, and the curriculum they are hired to teach; undergo appropriate selection and hiring processes; receive appropriate academic guidance and onboarding; are provided with developmental feedback and are appropriately evaluated (performance appraisal). 	<p>Hiring</p> <p>Professional Development SENE: The support offered College wide for professional development in general and specifically for the paid Professional Development leaves available to support staff and administrators that are in addition to requirements of the Collective Agreements. Additionally, the panel notes that tuition rebates are available to all staff and that the value of the rebates was recently increased.</p> <p>Performance Reviews SENE: The use of portfolios for faculty to reflect on their work and document their development as Professors. (Requirement 6.1)</p>
	<p>6.2 Ensures that faculty execute their professional responsibilities by establishing and communicating appropriate expectations, using mechanisms to indicate whether expectations are being met, and are engaging in ongoing professional development activities.</p>	<p>Student Support</p> <p>SLAW: The focus on the success of students and on the processes to support student learning is exemplary. The Student Success facilitators, valued by both students and instructors, are an important component of this, as is the support provided through the Beacon software. It is clear that students value and respect their instructors, and that the collegial atmosphere evident among academic and non-academic staff promotes an effective integration of supports for students.</p> <p>Faculty Expectations NIAG: The use of the Curriculum committees in each program that were led by students really seemed to be making an impact on curriculum for the future cohorts.</p>
	<p>6.3 (previously 6.4) Ensures that there are established regular mechanisms for all academic support and advising services to determine the quality and adequacy of those services and to implement changes where required.</p>	<p>Service Reviews and Service Agreements</p> <p>ALGO: The quality of enhanced services provided to students at regional campuses and online with the use of the Net Promotion Score (NPS) data in evaluating all student support services.</p> <p>STCL: Service Charter Agreement – an established framework that governs practices around how academic and support areas integrate operations, working together in support of students.</p> <p>SENE: The quality assurance frameworks and work of the Library Users Services and the Teaching and Learning Centre departments for supporting students and staff.</p>



		<p>Response to student needs CONF: COVID presented some challenges, but also some opportunities such as increased access to services for students. There is a student-centered approach to providing individualized attention and support. Services have been adapted to meet the needs of students.</p> <p>SLAW: The coordination and integration across the three campuses resulting from the college's commitment to a "Tri-campus" approach to the delivery of programs and support services has made a significant contribution to the on-going improvement of quality assurance.</p> <p>International Students SENE: The supports available to international students throughout the College and in particular the support offered by the International Department.</p>
	<p>6.4 (previously 6.5) Ensures that support learning services staff providing student support services:</p> <ul style="list-style-type: none"> • possess the combination of experience and qualifications appropriate to their roles; • undergo appropriate selection and hiring processes; • receive appropriate orientation, guidance and onboarding; • are provided with continuous support in their professional development; • are provided with developmental feedback and are appropriately evaluated (performance appraisal). 	<p>Hiring and Onboarding</p> <p>Professional Development SENE: The support offered College wide for professional development in general and specifically for the paid Professional Development leaves available to support staff and administrators that are in addition to requirements of the Collective Agreements. Additionally, the panel notes that tuition rebates are available to all staff and that the value of the rebates was recently increased.</p> <p>Equity, Diversity and Inclusion HUMB: The on an institutional culture that promotes and celebrates, equity, diversity and inclusion.</p>
	<p>6.5 Ensures that support learning services staff execute their professional responsibilities by participating in continuing professional development or education.</p>	
	<p>6.6 Ensures that there are effective processes for identifying, reviewing and addressing needs related to:</p> <ul style="list-style-type: none"> • adequacy of faculty and support learning services staff; • adequacy and quality of learning resources; • adequacy of informational technology resources that relate to program delivery and student use; • adequacy and quality of equipment and facilities needed for instruction. 	



Common Challenges

- Requirement 1.2
- Requirement 3.3
- Requirement 5.2
- Requirement 5.8
- Requirement 6.1

Common Successes

- Standard 5.
- Commitment of faculty to the success of their students.
- Work of Quality Management Leads.

Self-study Submission

- Size of the report: approximately 100 pages.
- Accessible: in multiple media.
- Flow Charts: use of graphics to explain processes.
- Evidence: linked, numbered, easy to access.
- Affirmations: are required as part of the self-assessment of each Standard. They need to be SMART (Specific, Measurable, Aligned, Realistic/Relevant, and Time-bound).