

CQAAP Standards

STANDARDS	REQUIREMENTS	GUIDING INFORMATION	QUALITY ASSURANCE MECHANISMS	EXAMPLES OF SUPPORTING EVIDENCE
<p>1. PROGRAM QUALITY MANAGEMENT SYSTEM</p> <p>Effective quality assurance mechanisms ensure the existence of a quality assurance system.</p> <p>A comprehensive self-evaluation of each requirement should include:</p> <ul style="list-style-type: none"> • Identification of strengths and areas requiring improvement; • Identification of changes made in the spirit of continuous improvement. 	<p>A college-wide program quality management system:</p>	<p>The guiding information describes the different dimensions of each requirement.</p>	<p>Mechanisms are policies, procedures, and/or practices.</p>	<p>Evidence that could be used to demonstrate this requirement. Evidence might include but are not limited to these examples. These examples are not mandatory if the requirement is demonstrated.</p>
	<p>1.1 Has established mechanisms that operationalize the Board of Governors' (BOG) responsibility to ensure quality assurance is embedded in the strategic direction of the organization.</p>	<p>This requirement is broad and overarching; it covers the significant issues, and you will be required to include more details as you address subsequent requirements.</p> <ul style="list-style-type: none"> • The quality assurance (QA) system as it is incorporated into the governance and strategic direction of the organization. • The strategic organizational documents (Institutional Strategic Plan, Institutional Academic Plan, Institutional Business Plan, Enrolment Plan, Indigenous Action Plan) showcasing alignment to the institutional QA system and the accountability measures of the institution. 	<ul style="list-style-type: none"> • <i>Mechanisms for regulating QA at the Board level.</i> • <i>Strategic documents that define and guide the operationalization of QA in the institution.</i> 	<ul style="list-style-type: none"> • BOG agendas and minutes. • QA Reports for the BOG • Terms of reference for committees of the BOG that have a role in the program quality lifecycle processes. • Annual reporting measures of strategic organizational documents that have a role in QA (e.g., the Truth or Reconciliation calls for action). • Orientation, training and/or support given to the Board to ensure they understand their role in program QA. • Last review of mechanisms the Board uses for operationalizing program quality. Who was involved? What were the key takeaways?
	<p>1.2 Ensures that there are established mechanisms that are applied consistently to maintain currency and relevancy of programs throughout their lifecycle (development, review, revision, suspension, cancellation, and reactivation).</p>	<ul style="list-style-type: none"> • Clearly defined and structured processes for the development, review, maintenance, suspension, cancellation, and reactivation of suspended programs which: <ul style="list-style-type: none"> • are effective (workable); • are regularly monitored; • are reviewed and revised appropriately; • are consistently applied; • exist to facilitate regular assessment of the strengths and areas for improvement for the programs. • Include a timeline and execution plan. 	<ul style="list-style-type: none"> • <i>Mechanisms for managing program lifecycle and regulating program quality.</i> • <i>Mechanisms that ensure the program quality assurance processes are working effectively and applied consistently.</i> 	<ul style="list-style-type: none"> • Guides and templates used to support program development, review, revision, suspension, cancellation, and reactivation. • Orientation, training and/or support given to the program leads and faculty to ensure they understand their role in program QA. • High-level program development or review plans, (e.g., review schedule). • Other materials that demonstrate consistent implementation of program QA activities– forms, emails to support processes such as CVS validations, attestation letters, cancellations submitted to MTCU. • Terms of reference for institutional structures/committees that have a role in the different stages of the program quality lifecycle processes. • Last review of mechanisms for managing and regulating program quality. Who was involved? What were the key takeaways?

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	<p>1.3 Has mechanisms for gathering, collating, and analyzing data and information from various sources and invested parties that are related to program quality.</p>	<ul style="list-style-type: none"> Activities, documents and resources to gather, collate and analyze program data and information. Methods and processes to gather, collate and analyze program data from various invested parties. 	<ul style="list-style-type: none"> <i>Mechanisms, systems, infrastructure, and tools for collecting, collating and analyzing data and information from, but not limited to:</i> <ul style="list-style-type: none"> <i>Invested parties: professional bodies, program advisory committees (PAC), employers, community liaisons, graduates, faculty, students (e.g., domestic, Indigenous, international).</i> <i>Program indicators: graduation rates, Key Performance Indicators (KPI), placement rates, retention rates, progression rates and completion rates.</i> <i>Program records: previous program review outcomes (e.g., recommendations, action plans).</i> <i>Other data: Labour market analysis/costs.</i> 	<ul style="list-style-type: none"> Qualitative and quantitative data and information gathered, collated and including sources. Data analysis: report cards, score cards, program health matrixes, program dashboards, environmental scans, labor market analysis, latest research in the given discipline, program data/program lifecycle packages. High level data collection processes, and/or college survey calendar. Last review of mechanisms systems, infrastructure, and tools for analyzing and presenting program data. Who was involved? What were the key takeaways?
	<p>1.4 Uses data and information collected from various sources and invested parties to assess program performance and inform recommendations.</p>	<ul style="list-style-type: none"> Program lifecycle processes which use the data gathered, collated and analyzed to inform the programs' strengths and/or areas for improvement. Decisions/recommendations made based on the data and information gathered, collated and analyzed from invested parties, program records, and program indicators. 	<ul style="list-style-type: none"> <i>Mechanisms and documents that show how the program data or information (in R1.3) is being used to inform decisions during program development, review, maintenance, suspension and cancellation and reactivation.</i> 	<ul style="list-style-type: none"> Documents/reports showing the use of the data and information gathered, collected, and analyzed (in R1.3) for the program QA processes. Demonstration of the alignment between data and recommendations with the respective action items that arise from the use of the gathered data and information referenced in R.1.3. Resources, documentation, and personnel to support in the implementation of these QA program activities. Last review of program data and its effectiveness informing program QA processes. Who was involved? What were the key takeaways?
	<p>1.5 Has mechanisms for ensuring that recommendations and action plans arising from program QA processes have been implemented.</p>	<ul style="list-style-type: none"> Processes to monitor and follow up on recommendations and action items that arise from program lifecycle activities. Identify the party responsible for monitoring and/or addressing recommendations arising from program QA processes. 	<ul style="list-style-type: none"> <i>Mechanisms to ensure that program level recommendations are monitored and addressed (i.e., tracking).</i> 	<ul style="list-style-type: none"> Measures taken to implement and follow up on recommendations. Document that outlines which recommendations the decision maker intends to act upon, and which ones will not be pursued. Documents that identify the oversight and responsibility for monitoring and/or follow-up of recommendations. Last review of accountability measures (e.g., tracking). Who was involved? What were the key takeaways?

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	<p>1.6 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.</p>	<ul style="list-style-type: none"> Clearly defined and structured processes to manage program and course changes that are: <ul style="list-style-type: none"> effective (workable). Monitored. consistently applied. clearly communicated. 	<ul style="list-style-type: none"> <i>Mechanisms for regulating changes to programs and/or courses.</i> <i>Mechanisms for communicating changes to programs and courses to all invested parties.</i> 	<ul style="list-style-type: none"> Documents/templates that demonstrate the consistent use of the mechanisms. Documents detailing program and/or course updates being shared with all invested parties (e.g., student announcements, Program Advisory Committees (PACs)- PAC meeting agendas and minutes). Resources, documentation, and personnel to support deans, program coordinators, and/or faculty to make program and/or course changes. Last review of program and/or course change their effectiveness. Who was involved? What were the key takeaways?
	<p>1.7 Manages program maintenance records arising from program lifecycle QA processes.</p>	<ul style="list-style-type: none"> Location, access protocols and security methods in place to store program records relating to the lifecycle of the programs of study. Program records stored and maintained to inform program decisions. 	<ul style="list-style-type: none"> <i>Mechanisms for managing access (i.e. conserving and protecting their integrity and safeguarding access) to important records of a program lifecycle.</i> 	<ul style="list-style-type: none"> Documents/screen shots/video of centralized repository/storage of records (such as): <ul style="list-style-type: none"> CVS validations. attestation letters. program reviews. curriculum documents. Other processes for record management and communication. Resources, documentation, and personnel to support deans, program coordinators, and/or faculty to access and store program maintenance records arising from program QA processes. Last review of the effectiveness of the program maintenance centralized repository of QA program lifecycle records. Who was involved? What were the key takeaways?

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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. A comprehensive self-evaluation of each requirement should include: <ul style="list-style-type: none"> • Identification of strengths and areas requiring improvement; • Identification of changes made in the spirit of continuous improvement. 	A college-wide use of vocational learning outcomes at the centre of the program lifecycle:	The guiding information describes the different dimensions of each requirement.	Mechanisms are policies, procedures, and/or practices.	Evidence that could be used to demonstrate this requirement. Evidence might include but are not limited to these examples. These examples are not mandatory if the requirement is demonstrated.
	2.1 Ensures the existence, relevance and dissemination of program Vocational Learning Outcomes (VLO) as the starting point for any program lifecycle activity regardless of the program location or delivery method.	<ul style="list-style-type: none"> • Clearly defined and structured processes for the development and review of VLOs that check for measurability and relevance through the different stages of the lifecycle of the program. • Activities and committees to review clear statement writing for VLOs. • Processes to regularly and systematically communicate VLOs to program applicants, students, faculty, PACs, employers, placement/internship preceptors. 	<ul style="list-style-type: none"> • <i>Mechanisms that purposefully put VLOs at the centre of program lifecycle activities.</i> • <i>Mechanisms that review VLOs and ensure they remain measurable and relevant.</i> • <i>Mechanisms for communicating VLOs to all relevant invested parties.</i> 	<ul style="list-style-type: none"> • Sections of documents/ templates dedicated to the development and review of VLOs in program QA activities. • Lists of initial, revised and final versions of program VLOs. • Minutes from group or committee meetings held for the purpose of reviewing VLOs. • Flowcharts that illustrate the processes used to review VLOs at various stages of the program lifecycle and identify responsible parties at each stage. • Resources, documentation, and personnel to support program coordinators and/or faculty in writing clear VLOs.
	2.2 Ensures that program course structure, course sequence, and course learning outcomes (CLO) are derived from, and flow coherently from, the program Vocational Learning Outcomes (VLO) and Essential Employability Skills (EES) and are disseminated.	<ul style="list-style-type: none"> • Processes to regularly and systematically communicate program course structure to invested parties. • Processes that ensure VLOs and EESs are mapped to courses to reliably demonstrate opportunities for students to develop knowledge, skills and attitudes. • VLOs and EES are mapped to courses to reliably demonstrate opportunities for students to develop knowledge, skills and attitudes. • Progression of courses and experiential learning opportunities (when available) to enable students to achieve the learning outcomes. 	<ul style="list-style-type: none"> • <i>Mechanisms that review program course sequence, CLOs, and ensure the leveling and progression are adequate and properly scaffolded to meet the VLOs and EESs.</i> 	<ul style="list-style-type: none"> • Completed program curriculum maps. • Maps that clearly illustrate the course path students need to follow from admission requirements to completion. • Student handbooks displaying program information. • Documents and established locations where invested parties have access to program course structure including VLOs. • Resources, documentation, and personnel to support program coordinators, and/or faculty with the creation and revision of program mapping process. • Last review of the effectiveness of the program curriculum mapping process. Who was involved? What were the key takeaways?

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	<p>2.3 Ensures that course learning activities, assessments, including Prior Learning Assessment Recognition (PLAR) are consistent with and appropriate to the course learning outcomes (CLO), program Vocational Learning Outcomes (VLO) and Essential Employability Skills (EES), and support meaningful acquisition of the required skills and knowledge.</p>	<ul style="list-style-type: none"> • Processes demonstrating that CLOs stem from the VLOs and EESs. • Content and learning activities of each course that are learning-centered and that engage with knowledge and inquiry consistent with the level of study and the expected CLOs and VLOs. • Methods of assessment are consistent with the CLOs and support all the specified VLOs are achieved and reflect the level of student attainment. • Design of teaching strategies stems from learning-centered learning activities/assessments that are arranged in a logical and sequential fashion to facilitate in-depth learning that allows learners to reliably demonstrate CLOs and VLOs. • PLAR is based on the course learning outcomes. 	<ul style="list-style-type: none"> • <i>Mechanisms to develop and review program/course activity and ensure that the learning activities and assessments (including PLAR) are aligned with CLOs, VLOs and EESs.</i> • <i>Mechanisms to design course and learning activities including assessments.</i> 	<ul style="list-style-type: none"> • Program course outlines, syllabi, learning plans, and/or lesson plans related to CLOs and relevant VLOs. • Documents identifying and/or explaining PLAR, specifically related to a course and the expected CLOs and VLOs. • Resources, documentation, and personnel to support program coordinators, and/or faculty in the design, development and review of course components, such as learning activities and assessments (Including PLAR). • Last review of the effectiveness of the design, development and review of course components, such as learning activities and assessments (Including PLAR). Who was involved? What were the key takeaways?

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3. CONFORMITY WITH GOVERNMENT REQUIREMENTS Effective quality assurance mechanisms ensure the conformity of programs of study with relevant government requirements. A comprehensive self-evaluation of each requirement should include: <ul style="list-style-type: none"> • Identification of strengths and areas requiring improvement; • Identification of changes made in the spirit of continuous improvement. 	A college-wide conformity with government requirements:	The guiding information describes the different dimensions of each requirement.	Mechanisms are policies, procedures, and/or practices.	Evidence that could be used to demonstrate this requirement. Evidence might include but are not limited to these examples. These examples are not mandatory if the requirement is demonstrated.
	3.1 Ensures that program titles are consistent with established CVS Titling Protocols.	<ul style="list-style-type: none"> • Activities, documents and people that support program faculty in selecting or determining titles that meet titling protocols, for all programs following Program Descriptions or Provincial Program Standards. • Processes to monitor program titles throughout the program lifecycle. 	<ul style="list-style-type: none"> • <i>Mechanism to select and review program titles and ensure they are conforming to title requirements throughout the lifecycle.</i> 	<ul style="list-style-type: none"> • Flowcharts that illustrate the processes used to review program titles during the program lifecycle activities and identify the responsible parties. • Sections of documents/ templates dedicated to the review of titles. • Last review of the college's program titles compliance. Who was involved? What were the key takeaways?
	3.2 Ensures that programs of instruction meet or exceed the Minister's Binding Policy Directive – Framework for Programs of Instruction (MBPD-FPI).	<ul style="list-style-type: none"> • Activities, documents and structures to support faculty in following Minister's Binding Policy Directive – Framework for Programs of Instruction (MBPD-FPI) elements during the lifecycle of the program: <ul style="list-style-type: none"> • program VLOs are aligned with standards, and they meet or exceed the professional bodies' requirements, expectations of the institution and the labour market. • EESs requirements are met. • General Education requirements are met. • specified admission requirements are met. 	<ul style="list-style-type: none"> • <i>Mechanisms to develop and review programs and their alignment with the Minister's Binding Policy Directive – Framework for Programs of Instruction (MBPD-FPI) (e.g., admission requirements, General Education).</i> 	<ul style="list-style-type: none"> • Flowcharts that illustrate program life cycle documents/reports where EES, General Education and admission requirements are reviewed and identify the responsible parties. • Results from the last audit of General Education course compliance across programs. • Last review of the college's admission requirements compliance. Who was involved? What were the key takeaways?
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.	Program Advisory Committee (PAC) policy and terms of reference aligns with Government requirements as per Ministers' Binding Policy Directive. <ul style="list-style-type: none"> • Methods to ensure a Program Advisory Committees (PAC) exists for every program/cluster of programs. • Processes to ensure PACs inform on trends and current workplace/industry expectations. • Processes for using PAC input to inform program content, e.g., essential vocational skills, attitudes, knowledge, and competencies. • Processes for selection of PAC members and PAC terms of reference. 	<ul style="list-style-type: none"> • <i>Mechanisms for PAC creation and terms of reference.</i> • <i>Mechanisms to ensure PAC are working according to the expectations set in the Minister's Binding Policy Directive – Framework for Programs of Instruction.</i> 	<ul style="list-style-type: none"> • PAC meeting agendas and minutes. • Report to BOG on PAC activity. • Schedule of recent PAC meetings and membership. • Program review documents/reports where PAC input was gathered and actioned. • Resources, documentation, and personnel to support PAC activities. • Last review of the college's PAC compliance. Who was involved? What were the key takeaways? 	

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	<p>3.4 Ensures that changes to provincial program standards are communicated to all relevant invested parties and implemented in a timely manner to assure that all programs are current.</p>	<ul style="list-style-type: none"> Timely implementation and communication of changes made to provincial program standards. 	<ul style="list-style-type: none"> <i>Mechanisms to implement revisions made to provincial program standards in a timely manner.</i> <i>Processes and structures to communicate changes and implications to all relevant invested parties.</i> <i>Processes and resources in place to respond to the Ministry.</i> 	<ul style="list-style-type: none"> Internal communications to inform college staff of timelines to complete Program Standard updates. Measures taken to implement and complete the revisions of program standards within the given timelines. Gap analysis and changes required between old and new released program standard. Documents detailing program standard updates being shared with all invested parties e.g., students (announcements), Program Advisory Committees (PACs). Resources, documentation, and personnel to support the timely implementation of changes arising from the revision or development of provincial program standards. Last review of the implementation of program standards. Who was involved? What were the key takeaways?

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4. PROGRAM DELIVERY AND STUDENT ASSESSMENT Effective quality assurance mechanisms ensure the quality of program delivery and student assessment. A comprehensive self-evaluation of each requirement should include: <ul style="list-style-type: none"> • Identification of strengths and areas requiring improvement; • Identification of changes made in the spirit of continuous improvement. 	A college-wide program delivery and assessment of students:	The guiding information describes the different dimensions of each requirement.	Mechanisms are policies, procedures, and/or practices.	Evidence that could be used to demonstrate this requirement. Evidence might include but are not limited to these examples. These examples are not mandatory if the requirement is demonstrated.
	4.1 Ensures that instructional activities and assessments are consistent with and appropriate to the course Learning outcomes (CLO), and well suited to all locations and delivery methods.	<ul style="list-style-type: none"> • Process reliably demonstrating consistent delivery and assessment of CLOs, regardless of location or program delivery strategies. 	<ul style="list-style-type: none"> • <i>Mechanisms that ensure that students can reliably and consistently demonstrate capacity to meet CLOs regardless of course offerings, delivery mode or strategies.</i> 	<ul style="list-style-type: none"> • Processes used to ensure course components (CLO, content and type of assessment) are consistent independent of the mode of delivery, sites and/or offerings. • Course outlines used across different delivery modes, sites and/or offerings. • Resources, documentation, and personnel to support course design (such as learning activities and assessments for different modes of delivery. For example, checklists to review course components and their adequacy in relation to delivery mode. • Last review of course delivery alignment. Who was involved? What were the key takeaways?
	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.	<ul style="list-style-type: none"> • Activities, documents and people to support faculty in the exploration of new teaching and learning methods. • Processes used to monitor the results of these explorations. • Processes the college uses to encourage and support the sharing of the impact and/or results. 	<ul style="list-style-type: none"> • <i>Mechanism for engaging faculty in the exploration of new methods for teaching, learning and assessment.</i> • <i>Mechanism for sharing results.</i> • <i>Mechanism for reflecting on and reviewing new teaching experiences.</i> 	<ul style="list-style-type: none"> • List of offerings and attendance for forums to explore and explore new teaching and learning practices. • Methods used to share the results obtained from exploration of new teaching and learning approaches. • Reports of learnings from faculty experimenting with new methods of teaching and learning. • Resources, documentation, and personnel to support faculty in the exploration of new teaching and learning strategies. • Last review of approaches used to encourage faculty experimentation. Who was involved? What were the key takeaways?

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	<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>	<ul style="list-style-type: none"> Documents and structures to ensure that assessment methods are valid, and the grading is fair and equitable. Assessment methods and grading schemes used are explained to students. Documents and structures to ensure that the feedback on student work is timely and comprehensive. Processes used to help faculty: <ul style="list-style-type: none"> review the leveling of assessments, progress and scaffolding across the entire program. develop assessments and learning activities that help students reliably demonstrate their learning. provide prompt and constructive formative feedback. 	<ul style="list-style-type: none"> <i>Mechanisms to ensure that assessment methods and grading schemes (e.g., rubrics) are aligned to Course learning Outcomes (CLO).</i> <i>Mechanisms to ensure that faculty have the resources and supports to develop assessments and grading schemes (e.g., rubrics).</i> <i>Mechanisms to ensure that students are provided with comprehensive, timely, and constructive feedback on assessments.</i> 	<ul style="list-style-type: none"> Assessments and grading schemes (e.g., rubrics) used by faculty to provide comprehensive feedback to students. Course outlines/ syllabi/ learning plans that showcase a timely turnaround of assessment activities. Timely feedback given to students on assessments. Comprehensive feedback given to students on a graded learning activity. Resources, documentation, and personnel to support faculty in the development of grading schemes that enable constructive/comprehensive feedback. Resources, documentation, and personnel to ensure that expectations for evaluation are clearly specified (posted, stated and reviewed) for each assessment component of the course and the program. Last review of assessment methods, timeliness and constructiveness of the feedback provided. Who was involved? What were the key takeaways?
	<p>4.4 Provides imminent program graduates with holistic activities that assess their skills and knowledge to demonstrate the achievement of the program Vocational Learning Outcomes (VLO).</p>	<ul style="list-style-type: none"> Assessment methods to reliably determine that the imminent program graduates have acquired the knowledge, skills and behaviours required for entry to practice in the field of study. 	<ul style="list-style-type: none"> <i>Mechanisms to ensure imminent program graduates have opportunities to practice, and be assessed on, culminating* performance of the VLOs.</i> <p><i>*Terminal, proficient, mastery of</i></p>	<ul style="list-style-type: none"> Capstone projects, learning activities/assessments and grading schemes (e.g., rubrics) used in programs across the college which demonstrate alignment with the program VLOs and Essential Employability Skills (EES). Employer's evaluations from clinical placement, internships, co-ops that assess both program VLOs and EES. Resources, documentation, and personnel to support faculty in the development of learning activities to assess the achievement of program VLOs and EES for imminent graduates. Last review of assessment methods used to evaluate the achievement of program VLOs and EES for imminent graduates. Who was involved? What were the key takeaways?

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<p>5. EXISTENCE, MONITORING AND COMMUNICATION OF POLICIES, PROCEDURES 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 comprehensive self-evaluation of each requirement should include:</p> <ul style="list-style-type: none"> • Identification of strengths and areas requiring improvement; • Identification of changes made in the spirit of continuous improvement. 	<p>A college-wide monitoring and communication system of existing academic policies and practices:</p>	<p>The guiding information describes the different dimensions of each requirement.</p>	<p>Mechanisms are policies, procedures, and/or practices.</p>	<p>Evidence that could be used to demonstrate this requirement. Evidence might include but are not limited to these examples. These examples are not mandatory if the requirement is demonstrated.</p>
	<p>5.1 Ensures that all applicable college, department, and program academic policies, procedures and/or practices are published and communicated to all relevant invested parties and applied consistently.</p>	<ul style="list-style-type: none"> • Policies, procedures and/or practices that govern programs of instruction are accessible, communicated and applied consistently across all programs. 	<ul style="list-style-type: none"> • <i>Mechanisms communicating and ensuring compliance of program policies and/or guidelines.</i> • <i>Procedures/protocols for communicating policies to management, faculty, support learning services employees, and students.</i> • <i>Mechanisms that ensure students have access to policies and practices regarding their program of instruction.</i> 	<ul style="list-style-type: none"> • Documents that identify the oversight and responsibility for communicating academic policies and procedures. • Documents and established locations where students access published policies (e.g., website, program handbooks, course outlines, Learning Management System (LMS), student portal). • Documents and/or established locations where students are informed of departmental and/or program specific policies (if they exist). • Last review of the communication plan for academic policies and procedures. Who was involved? What were the key takeaways?
	<p>5.2 Ensures that established academic policies and procedures are reviewed and monitored regularly and consistently.</p>	<ul style="list-style-type: none"> • Academic policies and procedures that govern programs of instruction and are monitored and revised regularly using a consistent and established process. • Organizational structure, methods of management, and means of reviewing the academic policies and procedures are well-articulated and widely known. • Processes for engaging relevant invested parties to contribute to policy review. 	<ul style="list-style-type: none"> • <i>Mechanisms for monitoring and reviewing academic policies and/or procedures.</i> • <i>Procedures for monitoring and reviewing departmental rules, guidelines, and policies (if they exist).</i> 	<ul style="list-style-type: none"> • Documents that identify the oversight and responsibility for monitoring that the review and update of academic policies and procedures is being followed. • Policy review plan schedule/calendar. • Policy review committee(s) meeting schedules, agendas and minutes.
<p>5.3 Ensures that academic policies and procedures regarding admission are established and applied for all programs offered by the college.</p>	<ul style="list-style-type: none"> • Institutional academic policies and procedures that govern admissions and the following elements: <ul style="list-style-type: none"> • admission requirements, • application process, • program specific criteria, • language specific criteria, • appeals process. 	<ul style="list-style-type: none"> • <i>Mechanisms for managing the admission processes and criteria.</i> 	<ul style="list-style-type: none"> • Documents that identify the oversight and responsibility for monitoring that the admission policies and procedures are being followed. • Last review of the admission policies and procedures. Who was involved? What were the key takeaways? 	

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<p>5.4 Ensures that academic policies and procedures regarding student progression are established and applied for all programs offered by the college.</p>	<p>Institutional academic policies and procedures that govern progression and the following elements:</p> <ul style="list-style-type: none"> • comparative course grades, • retention rates and graduation rates, • maximum periods for program completion, • the impact of pre- and co-requisites, • mandatory and optional/elective components, • practical/integrated/work- based components, • alternative entry and exit points. 	<ul style="list-style-type: none"> • <i>Mechanisms for monitoring and managing student progression.</i> 	<ul style="list-style-type: none"> • Documents that identify the oversight and responsibility for monitoring that the progression policies and procedures are being followed. • Last review of the progression policies and procedures. Who was involved? What were the key takeaways?
<p>5.5 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>Institutional academic policies and procedures that govern recognition and the following elements:</p> <ul style="list-style-type: none"> • provisions for awarding credit towards a credential, • exemptions from specific course requirements as a result of credit transfer, • recognition for prior learning and prior learning assessment protocols/guidelines. 	<ul style="list-style-type: none"> • <i>Mechanisms for recognizing formal and informal learning.</i> • <i>Mechanisms for transfer credit.</i> • <i>Mechanisms for recognition of prior learning.</i> 	<ul style="list-style-type: none"> • Documents that identify the oversight and responsibility for monitoring that the recognition policies and procedures are being followed. • Last review of the recognition policies and procedures. Who was involved? What were the key takeaways?
<p>5.6 Ensures that academic policies and procedures regarding accommodation and assessment are established and applied for all programs offered by the college.</p>	<p>Institutional academic policies and procedures that govern accommodation and assessment and the following elements:</p> <ul style="list-style-type: none"> • grading standards, • learning accommodations, • assessment accommodations, including provisions for re-assessment and grade appeals. 	<ul style="list-style-type: none"> • <i>Mechanisms for assigning grades.</i> • <i>Mechanisms to manage academic appeals, re-assessment, accommodations, and special assessments.</i> 	<ul style="list-style-type: none"> • Documents that identify the oversight and responsibility for monitoring that the accommodation and assessment policies and procedures are being followed. • Last review of the accommodation and assessment policies and procedures. Who was involved? What were the key takeaways?

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REQUIREMENTS	GUIDING INFORMATION	QUALITY ASSURANCE MECHANISMS	EXAMPLES OF SUPPORTING EVIDENCE
<p>5.7 Ensures that academic policies and procedures regarding awarding of credentials (certification) are established and applied for all programs offered by the college.</p>	<p>Institutional academic policies and procedures that govern certification and the following elements:</p> <ul style="list-style-type: none"> requirements for awarding a credential (e.g., title of programs or series of courses), requirements for awarding the credential (e.g., credits, grade point average) and the administrative processes for evaluation of eligibility, rules and criteria governing awards of merit, distinction, etc. 	<ul style="list-style-type: none"> <i>Mechanisms for conferring credentials and awards.</i> 	<ul style="list-style-type: none"> Documents that identify the oversight and responsibility for monitoring that the certification policies and procedures are being followed. Last review of the certification policies and procedures. Who was involved? What were the key takeaways?
<p>5.8 Ensures that appropriate academic policies and procedures exist regarding the establishment and review 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.</p>	<ul style="list-style-type: none"> Institutional academic policies and procedures that govern agreements with other institutions that may or may not have an effect on admission, progression, and certification practices. Institutional academic policies and procedures that govern quality assurance practices of the academic entities the college is partnering with. Organizational structure, methods of management, and means of establishing agreements with external educational entities. 	<ul style="list-style-type: none"> <i>Mechanisms for developing and implementing agreements.</i> <i>Mechanisms for regulating program quality for activities that are subcontracted to or carried out by other parties.</i> 	<ul style="list-style-type: none"> Documents that identify the oversight and responsibility for monitoring that the policies and procedures to establish and review informal and formal arrangements with external educational bodies are being followed. Last review of the policies and procedures used to establish and review informal and formal arrangements with external educational bodies. Who was involved? What were the key takeaways? Documents that identify how quality assurance elements are managed with external educational bodies when an informal and formal arrangement exists. Who was involved? What were the key takeaways?

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STANDARDS	REQUIREMENTS	GUIDING INFORMATION	QUALITY ASSURANCE MECHANISMS	EXAMPLES OF SUPPORTING EVIDENCE
<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.</p> <p>A comprehensive self-evaluation of each requirement should include:</p> <ul style="list-style-type: none"> • Identification of strengths and areas requiring improvement; • Identification of changes made in the spirit of continuous improvement. 	<p>A college-wide planning system for allocation of resources:</p>	<p>The guiding information describes the different dimensions of each requirement.</p>	<p>Mechanisms are policies, procedures, and/or practices.</p>	<p>Evidence that could be used to demonstrate this requirement. Evidence might include but are not limited to these examples. These examples are not mandatory if the requirement is demonstrated.</p>
	<p>6.1 Ensures that faculty:</p> <ul style="list-style-type: none"> • possess the combination of experience and qualifications appropriate for their roles; • undergo appropriate selection and hiring processes; • receive appropriate academic guidance and onboarding; • are provided with professional development opportunities, • engage in a review process and are provided with developmental feedback. 	<ul style="list-style-type: none"> • Clear, fair, and transparent mechanisms for faculty, relating to: <ul style="list-style-type: none"> • faculty recruitment, • hiring, • orientation, • conditions of employment, • professional expectations/responsibilities, and • on-boarding. • Structured and intentional efforts aimed at enhancing the skills, knowledge, and effectiveness of faculty: <ul style="list-style-type: none"> • continuous improvement, • reflective practice and/or continuous conversations. • Clearly defined procedures to maintain and develop faculty motivation and skills. 	<ul style="list-style-type: none"> • <i>Mechanisms for recruitment</i> • <i>Mechanisms for hiring.</i> • <i>Mechanism for providing orientation.</i> • <i>Mechanisms that communicate expectations to faculty.</i> • <i>Mechanisms for onboarding.</i> • <i>Mechanisms to support faculty in continuing to develop their skills and knowledge in their field of practice and in teaching and learning.</i> • <i>Mechanism for engaging in reflective practice.</i> 	<ul style="list-style-type: none"> • Faculty postings. • Documents that identify expectations of faculty. • Resources, documentation, and personnel to support faculty development. • Resources, documentation, and personnel to orient/onboard new faculty. • High-level faculty review process (e.g., review schedule). • Last review of approaches used to select, hire, orient, onboard, review faculty. Who was involved? What were the key takeaways?
	<p>6.2 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>	<ul style="list-style-type: none"> • Clearly defined and structured processes for the academic support and advising services to ensure that: <ul style="list-style-type: none"> • services are communicated to the student body, • are effective, • are monitored, • are consistently applied, • are reviewed. 	<ul style="list-style-type: none"> • <i>Mechanisms to ensure students have access to information on academic support and advising services.</i> • <i>Mechanisms for reviewing and aligning academic support and advising services with the needs of students.</i> • <i>Mechanisms that ensure the academic support and advising services are working effectively and are applied consistently.</i> 	<ul style="list-style-type: none"> • Documents that identify the oversight and responsibility for communicating about all the academic support and advising services available to students. • High-level academic support and advising services review plans (e.g., review schedule). • Last review of the all the academic support and advising services. Who was involved? What were the key takeaways?

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STANDARDS	REQUIREMENTS	GUIDING INFORMATION	QUALITY ASSURANCE MECHANISMS	EXAMPLES OF SUPPORTING EVIDENCE
	<p>6.3 Ensures that support learning services employees 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 professional development opportunities, engage in a review process and are provided with developmental feedback. 	<ul style="list-style-type: none"> Institutional responsibility for student support services. Clear, fair and transparent mechanisms for: <ul style="list-style-type: none"> support employee recruitment, hiring, orientation, conditions of employment, professional expectations/responsibilities, on-boarding, professional development, continuous improvement, performance appraisal. Clearly defined procedures to maintain and develop motivation and skills of support employees. 	<ul style="list-style-type: none"> <i>Mechanisms for recruitment.</i> <i>Mechanisms for hiring.</i> <i>Mechanism for providing orientation.</i> <i>Mechanisms that communicate expectations to support employees.</i> <i>Mechanism for onboarding.</i> <i>Mechanism for supporting employee development.</i> <i>Mechanisms to determine that support employees continue to develop their skills and knowledge in their field of practice.</i> <i>Mechanism for evaluation (performance appraisal).</i> 	<ul style="list-style-type: none"> Support learning services employee postings. Documents that identify expectations of support learning services employees. Resources, documentation, and personnel to support learning services employees development. Resources, documentation, and personnel to orient/onboard new support learning services employees. High-level support learning services employees review process, (e.g., review schedule). Last review of approaches used to select, hire, orient, onboard, review support learning services employees. Who was involved? What were the key takeaways?
	<p>6.4 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 employees. 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. 	<ul style="list-style-type: none"> Processes for identifying and assessing needs. Review of existing resources, as well as the creation of action plans to address identified gaps. Allocation of resources aligned with the institutional plan's objectives. Budget allocation for teaching facilities, equipment and other material resources has been optimized according to the available resources. Optimization of financial resources to ensure the proper operation of the college. 	<ul style="list-style-type: none"> <i>Mechanisms for identifying and addressing gaps.</i> <i>Mechanisms for making decisions and allocating resources.</i> <i>Procedures for developing, implementing, and reviewing:</i> <ul style="list-style-type: none"> annual institutional priorities risks institutional, management, departmental and program work plans management dashboards. <i>Mechanisms to aggregate college 'budget' requirements.</i> <i>Follow-up mechanisms that track indicators and progress measured against expected results.</i> <i>Procurement and maintenance plans for new or upgraded specialized equipment.</i> <i>Plans for future development (e.g., IT, physical infrastructure).</i> 	<ul style="list-style-type: none"> Documents that describe the most recent budget exercise. Budget plan schedule/calendar. Flowcharts that illustrate how budget request are collected, reviewed and considered. Documents that describe the guiding principles of recent budget exercise. Terms of reference for institutional structures/committees that have a role in the different stages of the budget process. Last review of the all the budget process. Who was involved? What were the key takeaways?