



Ontario College Quality Assurance Service

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

COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

AUDIT REPORT

CANADORE COLLEGE

DATE OF SITE VISIT: March 21 and 22, 2019

PREPARATION DATE: March 30 and 31, 2019

SUBMISSION DATE: April 1, 2019

PREPARED BY: Dr. Raynie Wood



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APPROVAL OF THE AUDIT REPORT

This report represents the findings of the College Quality Assurance Audit Process for **Canadore College**.

This report has been prepared, reviewed, and accepted by all parties to the Audit, including the college President, members of the audit panel, and the Chair of the OCQAS Management Board. The signatures of the representative parties demonstrate their acceptance of the content of this report.

COLLEGE PRESIDENT

Signature: 	Date: October 21, 2019
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CHAIR- OCQAS MANAGEMENT BOARD

Signature: 	Date: October 18, 2019
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AUDIT PANEL MEMBERS

<i>Raynie Wood</i> Signature: 	Date: June 10, 2019
<i>Christine Boyko-Head</i> Signature: 	Date: June 10, 2019
<i>Lindita Prendi</i> Signature: 	Date: June 10, 2019



EXECUTIVE SUMMARY

1. Conclusions

General comments and summary of the findings of the audit panel.

The Audit team collectively established that the evidence presented by Canadore College demonstrated a developed quality assurance system. Additionally, it was confirmed on the site visit that Canadore College has demonstrated continual progress in advancing recommendations that were identified during the previous audit visit.

The narrative of the Self-Study report that outlined a strong QA system, while the evidence was very comprehensive (providing ample information) resulting in limited follow up for the purpose of clarification. The Audit team was then able to validate the Self-Study report during the site visit through scheduled meetings with various stakeholder groups: ranging from students, faculty, staff, administration, Program Advisory members, through to the Board of Governors.

The Audit team assures that Canadore College provided evidence of meeting a number of the quality assurance standards, by providing documentation and outlined examples of quality assurance mechanisms. The quality assurance system was demonstrated through mechanisms in the areas of program development and continuous quality improvement, program delivery and student assessment, and a college-wide monitoring and planning system. The report outlined a number of affirmations that required continuous improvement as identified by the college. There are some areas with opportunity for improvement as identified through our recommendations, and a number of areas were also identified as being a best practice.

2. Results

a. Audit Results

Standard	Result		
1	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
2	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
3	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
4	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
5	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
6	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met

Audit Decision: *(select one)*

- Mature Effort
- Organized Effort
- Formal Effort



STIPULATIONS

1. Commendations

Provide clear statements that articulate areas where the college has shown exemplary or leadership in the field of quality assurance and improvement. These are mechanisms that are especially good and may be worthy of emulation by other colleges in the system.

The Commendations are as follows:

- It was acknowledged that all of the faculty evaluations incorporate a reflective component. It was evident that there is an intentional focus on reflection around professional practice, specifically teaching and learning practices.
- While on site the Entrinsik tool was demonstrated for the Audit team. The tool captures and correlates all of the organization's KPIs. While the utilization of the tool is in early stages, access is being provided to managers to provide them the ability to correlate indicators and make evidence-based decisions in support of strategic planning.
- Teaching staff are encouraged to explore, monitor and disseminate new teaching and learning methods. Opportunities are made available around teaching and learning, a NutShell sandbox is made available to staff to practice within the learning management system, a newsletter outlining experiential learning is developed and distributed, content rooms are available, and there is a FLHE – Facilitating Learning in Higher Education program.
- Providing a professional development transcript to staff that engage in professional development activity, was recognized as a best practice for encouraging and motivating staff to engage in PD activities.
- Academic support and advising services use a screening, support, and follow up measures for at risk students through a triage process recognizing the immediacy of some student needs, demonstrating a reduction in wait time for students



2. Affirmations

Provide clear statements that articulate areas where the college itself has found a weakness, identified the weakness, and intends to correct it (a plan of action has already been articulated). In effect, this is affirming the college's judgment and findings of its own self-study.

The Affirmations as identified by the Audit Panel members are as follows:

R1.2 - Program Development Process: Consider process efficiencies, create program development guide, and develop capacity internally for program development participation.

R1.5 - Program Review 5-Year Implementation Plan: Process for tracking, review and improving the Program Review 5-year implementation plan follow up.

R3.3 - Continue to engage PAC members, continue to ensure broad industry PAC representation, continue to support and extend PAC influence.

R4.2 - Develop FLHE for online delivery: Conduct inventory of content currently developed and design courses for self- or peer-directed learning. Aim for completion by fall

R4.4 – Investigate an Experiential Learning tracking system to solve several needs and issues arising from experiential opportunities (student and EL type tracking, agreements consolidation, reporting, etc.)

- Broaden EL types in all programs: Expand the number of types of EL in each program.

R5.5 – Implement mechanisms/system to track, and maintain curriculum changes (minor and major changes).

R5.7 - Launch a Meta Policy, align responsibility of academic policy monitoring.

R6.1 -General Improvement to onboarding process: Improve communications, coordination, consistency and timing of onboarding process(es) and activities.

- Online version of New Faculty Orientation: Review content, develop iLearn shell for delivery in S'19.

3. Recommendations

Provide clear statements that articulate areas as needing improvement. Recommendations may also be made in relation to areas of concern identified by the college in its self-study, and for which no plan of action has been articulated by the college.



The Recommendations as identified by the Audit Panel members are as follows:

RECOMMENDATION 1 (Requirement 1.6):

It is recommended that the College explore the consolidation of all program documents in one place.

RECOMMENDATION 2 (Requirement 4.3):

It is recommended that the College develop a mechanism to ensure students receive timely formative/summative feedback on their performance.

RECOMMENDATION 3 (Requirement 5.4)

It is recommended that the College formalize its process on how it governs formal arrangements with external bodies to ensure appropriate oversight and tracking.

RECOMMENDATION 4 (Requirement 5.7)

It is recommended that the College work on its affirmation to develop a Meta policy for academic policy to define the terms and frequency for the tracking and review of existing academic policies, while also developing a system to monitor academic policies in case there is a need for an expedited review outside the schedule specified in the Meta policy.