



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

CENTENNIAL COLLEGE

DATE OF SITE VISIT: May 31 – June 2, 2023

PREPARATION DATE: June 30, 2023

SUBMISSION DATE: July 14, 2023

**PREPARED BY: Sandra Sukhan, Sara Barnes, Barry
Weese**



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APPROVAL OF THE AUDIT REPORT

This report represents the findings of the College Quality Assurance Audit Process for **Centennial 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 10, 2023
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CHAIR- OCQAS MANAGEMENT BOARD

Charles Pankratz Signature: 	Date: October 3, 2023
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AUDIT PANEL MEMBERS

Chair: Sandra Sukhan Signature: 	Date: July 17, 2023
Panelist: Sara Barnes Signature: 	Date: July 17, 2023
Panelist: Barry Weese Signature: 	Date: July 17, 2023



EXECUTIVE SUMMARY

1. Conclusions

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

Centennial College's Quality Assurance Audit Process was excellent. After a thorough review of evidence, combined with interviews with multiple stakeholders, the audit panel provided a **Met** rating for each of the six standards and an overall audit decision of **Mature Effort**.

Starting with the submission and review of the College's Self-Study Report and supporting evidence, to interviews with approximately one hundred and seventy (170) participants representing a broad cross-section of the college, it was clear that there is a lived, student-centred culture of quality assurance and continuous improvement, a culture of moving from surviving to thriving, so that every student gets a quality education, and every graduate is fully prepared to be a global citizen.

The quality of the Self-Study was exemplary, and it was apparent that great care was taken to write and format the document. The supporting documents as evidence (e.g., policies, processes, frameworks, program-related information) that were provided using embedded links, were also commendable, showing that attention to detail was not just reserved for the Self-Study report. Additionally, the web interface was excellent. It was easy to use and to query and find very specific information.

During the virtual site visit, the audit panel heard from participants about their involvement in quality assurance processes, and their satisfaction with the experiences. In the case of students and graduates, they provided formal (student satisfaction surveys for courses and services) and informal feedback (conversations with instructors, chairs, program coordinators), and some had opportunities to see that their feedback was addressed. In the case of staff, they could clearly verbalize the College's quality assurance processes both broadly, and specific to their roles and responsibilities. They confirmed what was communicated in the Self-Study and added some context for their specific roles.

The tremendous efforts by the Information Technology team are to be lauded. Across the college, staff and students rely on hardware and software to make their work and learning experiences effective. Two noteworthy software deserve special mention: the Centennial Online Course Outline (COCO) repository to support faculty, and the Learning through Experience, Achievement and Performance (LEAP) Support Staff Feedback and Coaching Program for support staff.

During the exit interview with the Executive Team, the audit panel shared the first three of the four commendations listed in this final report, that is: 1) Engaging the Learning and Engagement Committee as a standing committee at the Board of Governors; 2) Cross-



departmental synergy and collaboration in the interest of continuous quality improvement and student success; 3) Centennial College’s nimbleness with the implementation or enhancing of information technology capabilities. The fourth commendation was added during the drafting of the final report: the implementation of the Indigenous Strategic Framework to address the Truth and Reconciliation Report through thirteen institutional Calls to Action around Indigenous learning and its Global Citizenship Education to address such matters as global citizenship, diversity, social justice, inclusion, and equity. Of significant mention is visible representation of staff from these groups at the senior leadership levels.

The audit panel supported the seventeen (17) affirmations that were noted in the Self-Study. Some of these are works in progress, showing that the College, took seriously the recommendations from the previous audit and added others as they work toward quality enhancements and improvements.

The audit panel provided four recommendations for the following requirements: 1) Information related to Transfer Credits; Prior Learning and Recognition, and Pathways (R 5.1,) Membership terms for Advisory Committees (R 3.3); 3) Policy review (R 5.2); and 4) Pathways to further education (R 5.8).

To reiterate the results of the audit, the audit panel wishes to convey its thanks to everyone who participated in assembling, writing and submitting the Self-Study to all who participated in and were forthcoming with their input for an exemplary audit.

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. (Ensure that the commendable quality assurance mechanisms are provided within their context and have sufficient detail to be clear to any reader.)

Commendation 1 (R 1.1, R 1.2):

Centennial College is to be commended for establishing and actively engaging the Learning and Engagement Committee (LEC) as a standing committee of the Board of Governors. This committee plays a pivotal role in the college's commitment to a student-centered approach and maintaining academic excellence.

The audit panel is particularly impressed by the LEC's deep involvement in program quality assurance processes and ensuring that new programs and modifications align effectively with the college's objectives. Their comprehensive review process, recommendations to the Board of Governors, and adherence to regulatory requirements, including OCQAS validation, uphold the college's esteemed reputation for excellence.

The LEC's active participation and unwavering dedication significantly contribute to the college's success in delivering exceptional educational experiences and preparing graduates for successful careers.

Commendation 2 (all requirements)

The college is to be commended for its cross-departmental synergy and collaboration in the interest of continuous quality improvement and student success. The Academic Quality, Institutional Research, and Teaching and Learning departments work closely together to get a full picture of program quality, and to provide the supports and resources for faculty to maintain quality in the design and delivery of programs.

Student service areas, e.g., library, learning strategists, pathways, accessibility, co-op, career and success, continuously communicate and collaborate with academic departments through academic department meetings, facilitation and participation in workshops, so that everyone is on the same page. Student advisors are integrated as part of the academic team.

The Finance and Resource areas have clearly articulated their focus on student experience and success.

Commendation 3 (all requirements)



Centennial College is to be commended on its nimbleness in response to the global pandemic. This includes providing more online courses, modifying assessments and assignments, and offering training to faculty on how best to use the tools.

The audit panel heard from various stakeholders about the College's response to the global geopolitics impacting the availability of housing for international, domestic, and displaced students. Collaboration included working interdepartmentally and with agencies and other communities to assist students. The audit panel also heard about the timely responses for mental health support and accommodating students' learning needs.

The speed and agility with implementing or building out various technologies to support teaching and learning was evident and impressive. Notable mentions were: eCentennial, MyCentennial, Centennial Online Course Outline (COCO, Banner, Slack, Leading through Experience And Performance (LEAP), research gathering tools (e.g., student surveys, focus groups), LinkedIn Learning, Cornerstone (tracking support staff PD activities)

Commendation 4 (all requirements)

The College is to be commended for its efforts to address anti-Indigenous and Anti-Black racism. The College's Indigenous Strategic Framework recognizes the need to implement the Truth and Reconciliation Commission Report through institutional Calls to Action, thirteen of which address Indigenous learning. These included the College's commitment to decolonizing and Indigenizing its curriculum, hiring of a Professor of Indigenous Curriculum Development, its Indigenous Faculty Cluster hiring and supports, offering professional development to faculty on how to integrate traditional knowledges into their curriculum, providing core funding for student support staffing.

The subject matter experts in the Global Citizenship Education team are equally important in ensuring that programming and staffing includes such matters as global citizenship, diversity, social justice, inclusion, and equity. Using results of the Anti-Black Racism Task Force Report will help to inform changes and reinforce the College's commitment to ensuring a great learning experience for all students and a positive and inclusive space for staff.

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 audit panel supports the affirmations made by Centennial College in the Self-Study With respect to the following:



Standard 1: Program Quality Management System

Requirement 1.2

We will conduct an in-depth review of the Comprehensive Program Quality Review and Annual Program Review processes.

Requirement 1.5

We will explore a method to systematically track all APR and CPQR Action Items in one place to allow updating on progress and completion of these items, track historical action items overtime, and provide reporting functionality for deans, chairs, and service areas that may need to be accessed as a resource to program teams.

Requirement 1.7

We will continue the integration of the Quali CM software system for managing, maintaining, and tracking all programs throughout the lifecycle and acting as a repository to store permanent program records.

Standard 2: Vocational Learning Outcomes as the Centre of Program Development (Throughout the Program Lifecycle)

Requirement 2.3

We will finalize and implement enhancements to Centennial Online Course Outline (COCO) that are currently in development.

Standard 3: Conformity with Government Requirements

Requirement 3.3

We will devise new approaches to develop/renew resources to support the schools in meeting their Program Advisory Committee membership goals and operational needs of recruiting new members from innovative sectors and diversifying membership to improve representation.

Standard 4: Program Delivery and Student Assessment

Requirement 4.1

With the increased development and delivery of online and hybrid courses, the functionality of COCO will be reviewed and updated to allow for additional flexibility of the weekly topical portion of the course outline.

Requirement 4.2

Following our HyFlex pilot, we will develop a plan for adapting and implementing, and scaling more broadly, HyFlex or hybrid teaching in technology-enabled classrooms to even better “meet students where they are at”.

Standard 5: Existence, Monitoring and Communication of Policies and Practices that influence and impact Academic Quality

Requirement 5.2

With full implementation of the Policy Database, we will leverage the workflow process to engage stakeholders and approvers in the review process, efficiently tracking review activity



and supporting policy owners through the process, as well as the notification functionality to ensure policy updates are shared with stakeholders and the College community as policy changes are made.

Standard 6: Availability and Allocation of College-Wide Resources

Requirement 6.1

We will reassess the drafted Faculty Credentials Policy to include ways to equally recognize, value, and privilege non-conventional credentials (e.g., lived experience, Indigenous knowledges).

We are committed to ensuring the retention and success of new hires and we will further develop culturally appropriate on-boarding and transition supports, including mentoring and access to Traditionalists and Elders.

We will transform the reflective practice guide into an Open Educational Resource, making it accessible and easily customizable for faculty and academic departments.

Recognizing the need to keep pace with current realities, we will review the reflective practice process and revamp the reflective practice guide to ensure it continues to be meaningful.

Requirement 6.3

We will further implement the Student Success Quality Framework to maximize its impact on the quality of our services as well as adapt it to the realities of 2023 and beyond, including exploring potential tools which will enable us to collect and link student data throughout each student's unique journey.

We will create an institution-wide Workforce Development and Employment Strategy to address post-pandemic realities and the disproportionate impact on employment outcomes for the Centennial student population.

Requirement 6.4

We will implement the new college-wide employee onboarding program.

Requirement 6.6

We will conduct a comprehensive multicampus master planning process to incorporate new models of operation and service delivery and opportunities for campus space planning.

We will facilitate the process of defining the criteria and scoring methodology for a new business planning prioritization framework and a qualitative and quantitative scoring matrix used to rank strategic initiative proposals according to their institutional impact and effort.



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.

R 3.3: The audit panel recommends that the college align the policy and practices appointments and membership regarding Program Advisory Committees. The policy states that appointments “shall normally be three academic years, renewable once” but in conversations with some PAC members, the length of service has been much longer.

R 5.1: The audit panel recommends that the college strengthen its communication of potential pathways with its partners or other post-secondary institutions, and directly to students on how to transfer credit, use PLAR processes, and the pathways available for further studies.

R 5.2: Given the changing nature of education, the use of technology and more opportunities for colleges to be involved in research, the audit panel recommends that the College update some policies, procedures and guidelines that are more than five years old since creation or revision e.g. Academic Freedom Policy; Disruptive Student Behaviour in the Classroom and Other Learning Environments Policy; Research Ethics Review Procedures; Student Safety Policy; Testing Guidelines; Use of Mobile Electronic Communication Devices in a Learning and Working Environment Guidelines; Withdrawal from a Course, Program or College Procedures.

R 5.8: The audit panel recommends that the College provide information to students in a clearer, easier to find, and more consistent manner about potential pathways with partner or other post-secondary institutions.