



## **COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)**

### **AUDIT REPORT**

#### **CENTENNIAL COLLEGE**

**DATE OF SITE VISIT:** May 15-16, 2018

**PREPARATION DATE:** June 12, 2018

**SUBMISSION DATE:** July 11, 2018

**PREPARED BY:** Charles Pankratz



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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.



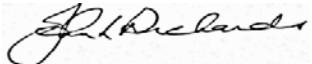
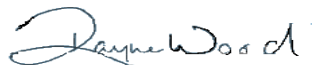
### COLLEGE PRESIDENT

Ann Buller  Signature: 	Date: November 7, 2018
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### CHAIR- OCQAS MANAGEMENT BOARD

Signature: 	Date: October 30, 2018
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### AUDIT PANEL MEMBERS

Charles Pankratz Signature: 	Date: July 11, 2018
Alice Clark Signature: 	Date: July 11, 2018
John Richards Signature: 	Date: July 11, 2018
Raynie Wood Signature: 	Date: July 11, 2018



## EXECUTIVE SUMMARY

### 1. Conclusions

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

The cumulative evidence gained through the various components of the audit process of Centennial College collectively demonstrated that Centennial College has a well-developed quality assurance approach that has extensive reach across college activities. The audit panel saw evidence that quality assurance mechanisms were in play in areas ranging from the delivery of learning outcomes by instructors and the services the students had access to. It is evident that Centennial has responded to the needs of the diverse student demographic that they serve in order to assist students in meeting their goals.

Centennial has a broad range of policies that provide guidance to the areas that require them to assure quality. In addition it has a range of other guiding documents and tools that lay out and support strong processes that support curriculum and course outline development, hiring and development of qualified and knowledgeable faculty and staff, budgeting and other important aspects of instructional and college activity. Of particular note are strong program review processes that are well spelled out. Numerous monitoring processes and tools, such as student surveys, are in place to ensure the maintenance of the quality of program delivery, student services, and the physical and technological components of the student experience. The Self-Study report and follow up information provided ample documentation that the quality assurance processes and mechanisms were working. In the site visit, the audit panel heard many comments from students, graduates, faculty, service personnel, administrators, program advisory committee members, executives and board members about the quality of program delivery and other aspects of the student experience.

As a result, the audit panel gave the top rating to all requirements of the OCQAS standards. To achieve these results, it is clear that the College has had a strong, longstanding commitment to quality assurance and that it has put in significant effort and resourcing over an extended period of time.



## 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.

1. In the site visit session with the Board, the panel was impressed with the level of engagement in evidence. The board was knowledgeable of quality assurance processes and clearly supported the college's efforts in this regard. This reflects the college's intentional integration of the Board into the College's approach to quality assurance.
2. There was a variety of evidence heard by the panel that instructors, program coordinators, and chairs made themselves accessible one-on-one to students. This availability of individual attention can have a very positive effect on student experience and success.
3. The panel applauds COLT (Centre for Organizational Learning and Teaching) for its work in supporting and enhancing the delivery of programs and services through orientation and professional development of faculty and staff. During the site visit, the panel heard numerous positive references to the work of COLT by a variety of stakeholder groups.
4. The college is applauded for its development and implementation of COCO (Centennial Online Course Outline Tool). This powerful and robust tool ensures the consistent development of curriculum and course outlines with regard to mapping learning outcomes and explicitly providing direction for appropriate and consistent assessment and guidance for weekly structuring of course delivery.
5. The panel was impressed with the culture of sharing that the college has nurtured. The panel heard numerous comments about more experienced faculty providing assistance to new and contract/part time faculty as well as other examples of cooperative activity among faculty.
6. The college's Strategic Investment Plan and Strategic Initiatives Fund are important mechanisms that allows the college to articulate its priorities and support the development of those priorities with appropriate resourcing. This mechanism for allocating resources is critical to supporting the quality of identified initiatives and the panel views this as an important element to an overall commitment to quality.
7. The college has created a Student Advising Model that utilizes "Success Advisors" to provide academic advising for students. This allows program coordinators to concentrate on supporting delivery and quality assurance in their programs. There are also "Pathways Advisors" for students that have questions or issues regarding their program choice or pathways within and beyond their current program.



## 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.

In the Self-Study report, Centennial College identified an extensive set of further improvements it is implementing to enhance its quality assurance. The audit panel affirms these improvements and views them as positive measures to further develop an already strong approach, underscoring the college's commitment. The following are the improvements identified by the college:

1. Formally include the Board in the process of program suspensions and cancellations. (Requirement 1.1)
2. Streamline the new program development process to reduce the time it takes to bring new programs on stream without compromising quality. (Requirement 1.2)
3. Further develop the metrics dashboard to include more KPI information. (Requirement 1.3)
4. Transfer responsibility for part-time learning to the academic schools to capitalize on the strengths academic schools bring to program development, quality, and teaching. (Requirement 1.3)
5. More explicitly integrate the Competitive Analysis Report and Graduate Survey Report into the annual program reviews. (Requirement 1.4)
6. Have deans formally report on implementation of program review recommendations to Program Quality Review Coordinating Committee or College Council. (Requirement 1.5)
7. Include minor action items in program review reports to make sure they are tracked. (Requirement 1.5)
8. Implement a program lifecycle database to better handle program maintenance records. (Requirement 1.6)
9. Strengthen the development of course curriculum by fuller involvement of curriculum developers from the Centre for Academic Quality. (Requirement 2.3)
10. Provide self-service capacity for faculty access to program maps contained in the Centennial Online Course Outline system. (Requirement 2.3)
11. Add an explicit review of program titling in the comprehensive program review process. (Requirement 3.1)
12. Strengthen the appreciation of the role and importance of PACs. (Requirement 3.3)
13. Make program mapping a mandatory part of major curriculum modifications. (Requirement 3.4)
14. Further monitor and ensure compliance with single, unified course codes within programs, regardless of delivery mode. (Requirement 4.1)
15. Continue to increase the capacity of faculty to deliver web-facilitated learning. (Requirement 4.2)
16. Expand experiential learning opportunities for students and implement a tool to capture all instances of experiential learning in programs. (Requirement 4.4)



17. Implement better tracking of students who have returned to programs after leaving for a period. (Requirement 5.1)
18. Create a formal admissions committee of relevant stakeholders. (Requirement 5.2)
19. Establish a centralized tracking system for grade appeals. (Requirement 5.3)
20. Continue the review of the Academic Partnerships Policy and Procedures. (Requirement 5.4)
21. Make Student Program Handbooks available to new students before the start of classes which would support proactive engagement with services and processes. (Requirement 5.6)
22. Explore an efficient mechanism to actively notify the college community of new policies and policy revisions. (Requirement 5.6)
23. Explore a mechanism for having employees and students attest to reading and understanding policies and procedures. (Requirement 5.6)
24. Investigate the possible acquisition of policy management software which would automatically flag review deadlines and provide workflow management. (Requirement 5.7)
25. Implement an automated process for tracking faculty credentials and verification of credentials through transcripts. (Requirement 6.1)
26. Review in-person reference service and information literacy instruction in the library to address gaps and priorities. (Requirement 6.3)
27. Develop an initiative to provide more intentional and meaningful feedback for support staff, building on the Reflective Practice Guide. (Requirement 6.4)
28. Develop a process for analyzing usage of digital resources in the library to assist in managing those resources. (Requirement 6.5)

### 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.

1. As was seen in the information provided, the college has not consistently kept up to date in its review and updating of policies. The college is taking steps to improve the policy review process and timeliness. The panel recommends that the college monitor its policy review process closely and gives priority to making sure policy reviews are completed within the timeframes required. (Requirement 5.7)
2. During the site visit, the panel heard evidence that faculty reflective practice was taking place. However, there seemed to be considerable variation in the manner and frequency in which reflective practice was happening and the panel did not see evidence that the college had a means of ensuring reflective practice was taking place as expected. The panel recommends that the college establish a centralized mechanism





for monitoring and tracking that faculty reflective practice is taking place as set out in the Reflective Practice Guide. (Requirement 6.1)

3. It is good to see that the service areas of the college have some processes in place for determining the quality and adequacy of their services. However, these are quite varied and it seems to be up to each area to determine what it wants to do in this regard. The panel recommends that the college develop a centralized overall framework and systematic approach for determining the quality and adequacy of key areas of services (e.g. counselling, disability services, co-op placement, etc.). The means for determining quality and adequacy may vary, or alternatively be measured through one encompassing mechanism (e.g. omnibus survey) but the point of this recommendation is that appropriate metrics be established and tracked through a centralized repository and reporting function. (Requirement 6.4)
4. There is evidence that some performance review for support staff is taking place. However, as noted above, there seems to be considerable variation in practice. The College has noted the need for improvement in this area (see Affirmations section above) and the panel recommends that it be a priority for the college to establish explicit expectations for the means and frequency of support staff performance review along with a mechanism to monitor that it is carried out as expected. Support staff play an important role in student success and delivering a quality experience to students and this should be reflected in a commitment to providing staff with a consistent opportunity for developmental feedback. (Requirement 6.5)
5. The panel credits the college for its IPT (Integrated Planning Tool) that provides a mechanism for a systematic handling of requests for financial resources to meet identified needs. However, as mentioned above, the panel did not hear mention of a discussion or clarification process whereby the decision makers (the Executive Team) had an opportunity to engage directly with the leader making the request to make sure the request was fully understood and reviewed. The panel recommends that the college make explicit a process whereby the Executive Team has an opportunity to be fully briefed and ask clarifying questions of the leader bringing forward major requests through the IPT. (Requirement 6.7)