



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

DURHAM COLLEGE

DATE OF SITE VISIT: June 19 – 21, 2023

PREPARATION DATE: July 28, 2023

SUBMISSION DATE: July 28, 2023

**PREPARED BY: Geoffrey Cudmore, Loretta Howard,
Helen Pearce**



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APPROVAL OF THE AUDIT REPORT


This report represents the findings of the College Quality Assurance Audit Process for Durham 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 13, 2023
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CHAIR- OCQAS MANAGEMENT BOARD

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

<i>Chair- Geoffrey Cudmore</i> Signature: 	Date: August 9, 2023
<i>Panelist- Helen Pearce</i> Signature: 	Date: August 9, 2023
<i>Panelist – Loretta Howard</i> Signature: 	Date: August 9, 2023



EXECUTIVE SUMMARY

1. Conclusions

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

It is the finding of the audit panel that Durham College has demonstrated an overarching dedication to quality that permeates everything that they do. The panel was, time and time again throughout the virtual site-visit, impressed by the authentic understanding of, and commitment to, quality and quality processes that was shared by all levels and parts of the organization.

The College submitted an excellent and very comprehensive Self-Study report. The thoroughness of the narrative, the volume of appropriate evidence provided offered the panel a compelling snapshot of an institution that truly is “Leading the Way, Together”.

The Current State of Quality Assurance Activities contained in the Self-Study, shows a college that in the last audit, embraced continual quality improvement through a challenging set of 22 Affirmations touching almost every part of College operations. The majority of these were completed since the audit and the few, still “in process” are mostly completed and following a schedule and a plan. AS well, the 3 Recommendations from the last audit are reported as 100% complete. The current Self-Study sets out a further way forward though 7 new Affirmations that have been noted by the audit panel.

Although mentioned in the last audit report, the “culture of collaboration” continues to impress as a major strength. This authentic sharing of institutional knowledge meant that every stakeholder group that the audit panel met during the virtual site-visit was able to share their role in the College’s quality assurance processes. The most compelling example of this was the wide range of people across the college that spoke of their engagement with the Program Proposal and Review Committee (PPRC).

During the exit interview the audit panel shared Commendations relating to the overall culture of the organization. The audit panel was impressed with the positive, “can-do” mindset that we encountered at all levels. The framing of the challenges brought about by the pandemic as “opportunities”, leading to positive developments was characterized as “a big win” for the organization. The panel also commended the College on the quality of the faculty interactions with students. The students we spoke to provided compelling examples of how faculty were caring, how they reached out during the pandemic, how they were innovative in supporting student learning, and how they were seen as going “above and beyond” student



expectations to provide support and guidance. Finally, the College was commended on the value it places on the authentic evaluation of all full and other than full-time faculty in accordance with DC policy. The audit panel heard from students, faculty and associate and executive deans how the evaluation process supported teaching and learning in a meaningful way, how it supported faculty development and departmental goals, and how it made faculty feel valued and supported in being as good as they can be.

Through the careful assessment of the Self-Study, the Additional Evidence provided, and the information gathered during the virtual site visit, the Audit Panel is pleased to advise that Durham College has continued to meet all of the OCQAS Standards and congratulates the College on its exemplary quality assurance approaches and practices.

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.)

1. **Commendation #1 (College Submission of Self-Study)** The audit team would like to commend Durham College on a well-researched, well-presented, and probably the most evidence-rich Self-Study that the auditors have encountered to date.
2. **Commendation #2 (R1.1)** The audit panel commends the College on their Board of Governors level of engagement with Quality Assurance processes at Durham, and the enthusiastic way they approached their roles. They were proud of the diverse make-up of the Board, as well as their processes and activities to engage with their own members and the rest of the college. They used Quality Assurance terminology naturally, and they clearly understood the Quality Assurance processes at Durham.
3. **Commendation #3 (R3.3)** The audit panel commends the College on the many ways that PAC members were engaged and enthusiastic about their roles. Many of them mentioned that they felt valued and that they saw evidence of their recommendations being followed up on by the program teams. Several members mentioned that the Durham students they took on for work experience performed better than students from the same program from other colleges in the same region.
4. **Commendation #4 (R6.1)** The audit panel commends the College on the value it places on the authentic evaluation of all full and other than full-time faculty in accordance with DC policy, which clearly demonstrates the College's deep commitment to teaching and learning as the centre of all you do.
5. **Commendation #5 (R6.2)** The audit panel commends the college on your excellent faculty. The panel saw clear evidence of the dedication faculty have to their practice and their students. Student success was at the forefront of what they do and all the professional development they are involved in. The panel heard it clearly from the students --- they felt supported by their faculty and listened to. As one student put it, "They don't just teach the course, they actually want us to learn!" Another student agreed and said, "And not only do they want us to learn, they want us to have our mental health as well." The panel also had some great conversations with faculty. Clearly, they are committed to their practice and to their students. They are dedicated, creative, and inspiring.



- 6. Commendation #6 (R6.3)** The audit panel commends the College on the overall culture of the organization which came across as very positive, collaborative, and aligned with best practices of quality assurance processes. This positive mind set was best demonstrated by the framing of the challenges brought about by the pandemic as “opportunities”, leading to positive developments which were characterized as “a big win” for the organization. At each level of the audit - from students and alumni to faculty, administration at all levels, and service areas - there was a clear and demonstrated understanding of how each specific “piece” of QA fit within the overall organizational “pie”.

7. 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.

- 1. Affirmation #1 (R1.4)** Revise comprehensive program review processes and timelines to better align with external accreditation and/or governing professional bodies or associations, to ensure programs continue to meet standards and requirements and support efficient workload for program teams.
- 2. Affirmation #2 (R1.5)** Develop a means by which faculty and program teams reflect upon and share program progress towards EDI initiatives and generate ideas and strategies for development and implementation in alignment with commitments for which DC is a signatory.
- 3. Affirmation #3 (R2.3)** Enhance the PLAR process by expanding curricular and evaluation resources, guidelines, and templates to support equitable and consistent assessment of PLAR applications to ensure relevant and meaningful achievement of PVLOs through experiences outside of formal education.
- 4. Affirmation #4 (R3.2)** The General Education committee will refresh their membership and processes to ensure relevant, current, and high-quality GNED courses are offered to all programs across the institution.
- 5. Affirmation #5 (R4.2)** Assemble a taskforce comprising various institutional stakeholders to explore the wants, needs, and opportunities for both faculty and students pertaining to the use of generative artificial intelligence in teaching and learning in higher education. This will inform the subsequent development of a suite of professional development resources for faculty, and appropriate workshops and aligned resources for students.



6. **Affirmation #6 (R4.3)** Development of an Assessment and Evaluation policy to guide assessment opportunities, grade allocation and weighting, and creation of evaluation plans that are equitable, transparent, and consistent with industry requirements or guidelines, while maintaining appropriate academic rigor and alignment with CLOs and PVLOs.

7. **Affirmation #7 (6.2)** Developing a framework and set of best practices to be leveraged for Faculty Orientations held at semester start to ensure all faculty are apprised of new or revised policies, supports, resources and procedures, as well as institutional initiatives, professional development opportunities and issues trending in higher education. A consistent approach will help to ensure information is transparent, current, consistent, and supportive of innovative teaching and learning practice for both full-time and part-time faculty.

8. 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. **Recommendation 1 (R1.3)** The audit panel recommends that the College continue to refine the Student Feedback Questionnaire (SFQ) to respond to the request made by both students and faculty that the SFQ provide more opportunities for written feedback, and that the College will continue to develop strategies to improve the response rate for the SFQ.

2. **Recommendation #2 (R1.7)** That the College continue to proceed with the timely completion of the project undertaken as Affirmation #3 in the last audit, to ensure that all program maintenance records arising from program lifecycle QA processes, especially all final APR and CPR reports, are maintained in a central, secure, and accessible repository.

3. **Recommendation #3 (R4.3)** The audit panel recommends that the College proceed as planned with the development of a comprehensive Assessment and Evaluation policy that strongly supports the provision of timely and useful feedback on student performance.