



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

GEORGE BROWN COLLEGE

DATE OF SITE VISIT: May 4 and 5, 2016

PREPARATION DATE: June 1, 2016

SUBMISSION DATE: October 14, 2016

PREPARED BY: Hans van der Slagt, Alice Clark and John
Richards,



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APPROVAL OF THE AUDIT REPORT


This report represents the findings of the College Quality Assurance Audit Process for George Brown 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.

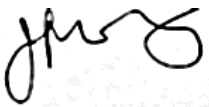

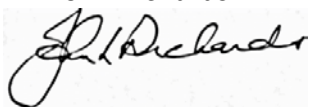
COLLEGE PRESIDENT

Signature: _____	Date: _____
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CHAIR- OCQAS MANAGEMENT BOARD

Signature: 	Date: October 14 th , 2016
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AUDIT PANEL MEMBERS

<i>Chair</i> <i>Hans van der Slagt</i>  Signature:	Date: November 1 st , 2016
<i>Panelist</i> <i>Alice Clark</i>  Signature:	Date: November 1 st , 2016
<i>Panelist</i> <i>John Richards</i>  Signature:	Date: November 1 st , 2016



EXECUTIVE SUMMARY

1. Conclusions

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

George Brown has implemented an impressive array of quality assurance processes that fully address all but a few of the requirements of PQAAP. The Self-Study material, including the evidence, and the on-site meetings demonstrate that the College regularly reviews, updates and improves its QA processes with the result that the College and its processes are at a very mature stage. Innovation in QA strategies, both formal and informal, appears to have been inculcated into all areas of the College's operations, both academic areas and those supporting academic activities.

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.

College-wide program retention action plan

The Office of the Dean of Academic and Student Affairs, in partnership with the Office of the Registrar, began (2013) focusing the attention of the entire College community on the need to build a College-wide student retention strategy in order to increase the number of students who continue through to graduation in the George Brown program in which they first enrolled. Student retention was declared by the senior academic officer to be a top priority of the College and resources were invested to improve the College's success in this area. Initiatives in this area include:

- The Student Characteristics Survey was launched in September 2013 to gather demographic data and to examine perceptions and attitudes towards College life and careers. This survey helped to inform George Brown's College-wide student retention strategy and, eventually, a College-wide 2015 Retention Plan.
- Boot Camp: how to organize yourself and be ready for College
- Strong relationship between student service providers and programs
- Career clarity activities: helping students better understand their program choice and what the industry expects
- A close examination of programs with the lowest retention rates: determine what is occurring, what is required and what changes the programs/College needs to make to address the issues
- Also worth noting is that the College has imbedded a staff member dedicated to retention within each of its divisions.

It was clear that many of these activities were made possible through a conscious effort by the College to move from the silo mentality typical of large institutions to a collaborative form of activity. This involved a number of subtle changes including a deliberate attempt to organize activities, meetings and communications across all functions, allowing each area to learn from the other.

Academic Policy Development Process



The College has implemented a comprehensive and highly collaborative academic policy development process that incorporates, among others, the following characteristics:

- Identification of high priority policy development/review needs
- A commitment to permit adequate time for the input and development process, typically up to a year
- Cross-College forums to obtain input
- High involvement of students
- The new policy is tracked for a year to ensure that it is meeting the objectives for which it was developed

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 College has provided a list of 9 affirmations indicating the nature of the affirmation, the deliverables, who in the College is accountable for overseeing the execution of the affirmation and dates by which action will be taken. The Audit Panel has reviewed the affirmations and agrees that each represents a substantial improvement in the College's QA processes and, in fact, illustrate the College's commitment to continuous quality improvement.

The following is a brief description of each of the affirmations:

1. Enhance the formalized Annual Program Quality Assurance Reporting Template and Process; program chairs agree to formalize, document and report on their annual program review activities using a new draft template.
2. Develop a Consolidated Quality Data Presentation or Dashboard for Academic Leaders; this will provide a single, consolidated reporting repository or "dashboard" for quality-related reports.
3. Implementation of COMMS; replace the existing Course Outline Management System (COMET) with the COMMS system (originally developed by Algonquin College).
4. Establish a College-wide Field Education Policy.
5. Develop a new "Meta" policy for academic policy review; policy will define terms and frequency for the tracking and review of existing academic policies
6. Include articulation agreements in program reviews.
7. Establish the Centre for Teaching and Learning; the Centre will consolidate and build on the wide array of existing teaching and learning resources that are currently provided by several College departments.



8. Incorporate Universal Design; the College has committed to developing a plan/framework to incorporate Universal Design into all applicable courses and programs.
9. Enhance Supports for Chairs as Academic Leaders; the Academic Plan calls for an evaluation of professional development needs by Chairs in 2016-17.

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.

RECOMMENDATION #1 (Requirement 4.2)

It is recommended that the College ensure that its quality assurance processes include a mechanism for monitoring new methods of teaching and learning and, ultimately, assessing the effectiveness of these various approaches. It is also recommended that the College ensure that there is a method for disseminating information about the relative success/usefulness of these new approaches to all academic areas of the College.

RECOMMENDATION 2 (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.

RECOMMENDATION 3 (Requirement 6.1)

It is recommended that the College implement a system that records performance evaluations for all regular full-time academic faculty as well as a monitoring system to ensure that all supervisors of academic staff adhere to the College's policy.

RECOMMENDATION 4 (Requirement 6.5)

It is recommended that the College develop professional development plans for all staff members providing services to students that support their areas of professional expertise. It is further recommended that the College ensure that these staff members have access and are aware of the professional development resources that exist to support these activities.

RECOMMENDATION 5 (Requirement 6.5)



It is recommended that the College develop a performance review process that includes non-teaching faculty similar in scope and timing to the process for teaching faculty.