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

HUMBER COLLEGE

DATE OF SITE VISIT: June 6 and 7, 2017

PREPARATION DATE: July 4, 2017

SUBMISSION DATE: August 23, 2017

PREPARED BY: Sandra Bailey

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APPROVAL OF THE AUDIT REPORT

This report represents the findings of the College Quality Assurance Audit Process for Humber 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.
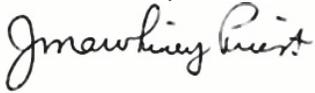
COLLEGE PRESIDENT

Signature: Chris Whitaker	Date: January 12th, 2018

CHAIR- OCQAS MANAGEMENT BOARD

Signature: *L. Joy Warkentin*	Date: October 17th, 2017

AUDIT PANEL MEMBERS

Chair Sandra Bailey Signature: *Bailey*	Date: September 5th, 2017
Panelist Janice Mawhiney Priest Signature: *Mawhiney Priest*	Date: September 5th, 2017
Panelist Alice Clark Signature: *Alice Clark*	Date: September 5th, 2017
Panelist Dennis Dowker Signature: *Dennis A. Dowker*	Date: September 5th, 2017

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EXECUTIVE SUMMARY

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

   Humber College provided the initial self-study and supplementary documentation that was reviewed by the audit team. The site visit was well organized and afforded the opportunity for the audit team to verify the self-study information as well as to acquire clarification for some of the material provided by the college.   The panel found that the site visit provided confirmation, in most cases, that actual practice lived up to the information provided in the self-study.

   There was a high level of engagement with the various constituency groups with whom the audit panel met. The participants in the site visit were forthcoming and helpful in providing information.   The agenda was organized to permit specific meetings with representatives from: Senior Leadership, Board of Governors, Program Advisory Committee, students, graduates/imminent graduates, faculty/coordinators, associate deans, deans, directors of services, student support services, associate vice presidents, front-line service staff, and; Program Planning Development and Renewal.

2. **Results**
   a. **Audit Results**

Standard	Result		
1	☒ Met	☐ Partially Met	☐ Not Met
2	☐ Met	☒ Partially Met	☐ Not Met
3	☒ Met	☐ Partially Met	☐ Not Met
4	☒ Met	☐ Partially Met	☐ Not Met
5	☒ Met	☐ Partially Met	☐ Not Met
6	☒ Met	☐ Partially Met	☐ Not Met

   Audit Decision: *(select one)*

   ☐ Mature Effort
   ☒ Organized Effort
   ☐ Formal Effort

On October 18, 2019 the OCQAS Management Board changed Humber College's Audit Decision from 'Organized Effort' to 'Mature Effort', after a thorough review of the work done by the college in the last two years to address the panel's recommendations.

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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.

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1. Humber College has developed a comprehensive Risk Management Framework. Risk Management is a strategy at the heart of the planning and decision making at the college.
2. The college has demonstrated that the Strategic Plan is the nucleus to guide and inform other plans of the college such as the Business Plan, Academic Plan and Operational Plans. The college is committed to evidence based decision making and plans are adopted with a 5 year outlook.
3. The college has demonstrated a commitment to the professional development of all college staff and has created numerous learning opportunities through their Centre of Teaching and Learning as well as providing funding to support external activities and conferences to enrich the professional teaching of their faculty. Their faculty have 5 year action plans for professional development which is highly organized, mapped onto a calendar and has faculty buy in.

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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 areas of improvement that were identified by Humber College in its self-study (summarized in the college's "*Strengths/Areas for Ongoing Improvement"* document) are itemized below.   The self-identified areas of improvement should be seen as evidence of the college's commitment to constant improvement.

Standard 1
R 1.5 Program Action Plans
Previously inconsistencies in the follow up to program review action plans were noted. As a result, these plans are now attached to the Annual Program Quality Assessments. In addition, PPDR holds annual meetings with Deans to follow up on the action plan items and reports progress to the SVPA. The action plans are also included in the self-studies of subsequent program reviews.

R1.3 Graduate and Employer Data

Currently, program reviews lack robust graduate and employer input. Although KPI Graduate and Employer Satisfaction reports are available for all programs, the response rates are so low that the data can only be considered anecdotal. Graduates are invited to the external assessment of a program, but again, there may be only two or three graduates who participate. In order to strengthen graduate and employer feedback, the Office of Advancement and External Affairs (OAEA) has initiated a number of alumni engagement strategies to solicit better stakeholder data. PPDR will continue working with OAEA to identify areas of synergy in order to access authentic feedback from alumni.

Standard 2

R2.2 Alignment VLOs-CLOs

Humber has identified the alignment of VLOs to CLOs as an area of continuous improvement. The COSSID system will assist by informing faculty of which program learning outcomes relate to their specific courses. COSSID incorporates PLOs into the course outline development and revision process to create an understanding of how a course fits within the larger program context. This will enable students and faculty to make connections across the program curriculum. COSSID will additionally prompt faculty members to critically think about how CLOs help achieve and support program learning outcomes. Through COSSID, the CLOs will also directly link to assessments. A critical path will appear on each course outline linking learning topics, activities, readings, outcomes and assessments. This will illustrate for students a clear learning path through the course. The use of COSSID will formalize a consistent process across the College.

UPDATE: A schedule of the COSSID roll out has been established and begins this fall. Programs from all Schools are represented as part of Phase I.

R2.2 Mapping

At present, curriculum mapping is not applied consistently in all programs. Humber is undertaking a curriculum mapping project with the goal of developing a common template for use throughout the College. These maps will guide curriculum changes, assist in program review processes, create an articulated program overview and inform the development and revision of program standards or descriptions. It is intended that during the review process, programs will consistently map their courses to the Program Learning Outcomes. PPDR is engaging programs in a deeper analysis of learning outcomes during the program review process.

UPDATE: Deeper analysis at the front end, during program development, and through annual program reviews, is occurring. In addition to providing an inventory and gap analysis, the curriculum mapping project will include a needs analysis (professional development, support, financial and time commitments), prior to rollout.

R2.3 PLAR

As noted in Section 2.3, Humber's PLAR process formally acknowledges that learning does not only take place in a classroom environment, but that individuals learn and develop skills in informal ways. With the renewed provincial emphasis on creating and supporting pathways

for students, the College recognizes the need for improvements to its PLAR processes. Recently a Pathways Task Force was established to ensure students have access to pathways and transfer opportunities, including PLAR, while reducing barriers for student mobility. In addition to the efforts of the Pathways Task Force, Humber uses a Co-Curricular Record to assist students in the articulation of essential skills learned as an extension of their academic experience. The College is developing a PLAR process that will incorporate both curricular and co-curricular learning opportunities.

Standard 3

R3.2 and 3.1 Admission Requirements and Titling for Graduate Certificates

PPDR recently recommended to the senior administration that any new Humber Graduate Certificates would not impose barriers to applicants who hold diplomas or advanced diplomas. In the past, some of Humber's graduate certificate programs had an admission requirement of a bachelor's degree in cases where this was not an industry or accreditation requirement. However, this practice is being phased out to ensure consistency with the OQF requirements. In Fall 2016, some of Humber's promotional materials used "Post-graduate Certificate" titling rather than "Graduate Certificate". In consultation with the Curriculum Change working group and the Marketing department, updates to those materials are underway.

R3.3 Improvement in Monitoring of PAC Involvement

Through program review, compliance against Humber's Program Advisory Committee Policy is monitored. The process has shown inconsistencies in adhering to this policy with some programs having stronger PACs than others. By identifying these inconsistencies through the review process, the SVPA Office is working on ensuring every program has an effective and engaged PAC.

Industry engagement and partnerships take place at the level of the academic schools as well as the college-level. Given Humber's size and complexity, and given the fact that it has hundreds of industry partners involved at multiple levels within the organization, ensuring consistent support and relationship building can be a challenge. The College has identified the need to better coordinate customer relationship management and is working on implementing appropriate tools and processes for this.

R3.3 Program Advisory Committees (PAC)

The program review process has revealed some inconsistent application of the PAC Policy and some uneven reporting of PAC activities and recommendations. The College is continuing to look at ways to improve mechanisms for the PACs to inform its ongoing improvement of quality. Strengthening Humber's connections and links with community partners has been identified as one of the goals for the 2016 – 2021 Academic Plan (Goal 14, p. 10). Relevant strategies include reviewing and updating procedures for the functioning of PACs and tracking, archiving and monitoring processes for PAC membership, meeting minutes and recommendations.

Standard 4

R4.1 Consistent Course Outlines

A critical assessment of Standard 4 has identified the need to have the most current approved course outline templates readily available for all faculty to ensure consistency. The full implementation of COSSID will address this need. All assessments will be linked to specific CLOs and VLOs with a corresponding critical path. Regardless of the differing faculty or delivery modes these elements will remain consistent. The software will provide guidance and tips on using best practices in instructional design and universal design methodologies to promote consistency.

Through this system, course outlines will still need to be approved by the corresponding Associate Dean and any curriculum changes will still be subject to the Curriculum Change Policy and Procedure. This system will facilitate the central storage of all course outlines ensuring one consistent source of curriculum documents for the purposes of oversight and quality improvement processes.

Standard 5

R5.4 Pathway Agreements

While a new transfer option website has been developed that communicates to students and other stakeholders Humber's transfer options for inbound, outbound, and between programs, there is room for improvement. For example, the development of consistent practices regarding the currency and application of pathway policies is an area for growth. In recognition of this need several actions have been taken:

•	A Pathways Committee is working to establish general guidelines for pathways. This committee is endeavoring to improve consistency and adherence to a shared purpose for pathways that are attractive and beneficial for students while maintaining the integrity of credentials.

•	The Manager of Student Transfer Services within the RO manages existing block transfers and facilitates the implementation and communication of newly created block transfers. A team of student mobility advisors support students in their pursuit of credit transfer.

•	The Credit Transfer Consultant within PPDR supports academic schools with articulation agreements. The development of a workflow process defines the key steps in the development of inbound and outbound articulation agreements.	The implementation of this workflow is currently in process to improve consistency and communication of agreements.

R5.6 Consistent implementation of Policies

Another area for improvement is the need to more intentionally monitor the consistent application of some policies that support student success and academic integrity. Currently the program review process monitors adherence to policies regarding academic misconduct, academic appeals, graduation requirements, and admission requirements. During the review process, programs are required to disclose any issues concerning student misconduct and how they were handled.

 PPDR recognizes a need for the College to be more overt in its monitoring of data concerning, in particular, pathways and interventions for non-academic voluntary/involuntary withdrawal. It will work with internal stakeholders and relevant committees to strengthen Humber's position in this area. As well, through policy work, it will formalize a process for linking School-based guidelines to College policies, in order to ensure consistent alignment.

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Standard 6

R6.1 HR Management

Humber is developing a new HR Management System that will address some existing shortcomings. In Standard 6.1, the Faculty Academic/Professional Credential Policy is highlighted as a mechanism to ensure that teaching staff possess the appropriate combination of experience and credentials. This policy has been applied to full-time faculty. An area for improvement is to more consistently apply this policy to all teaching staff in the College, regardless of status.

Creating increased consistency in methods of hiring, orientation, and evaluation practices as well as creating a centralized repository of CVs that are updated annually and reflect ongoing professional development activities, are two goals for improvement that will be facilitated by the implementation of Humber's new HR Management system.

In the case of full-time faculty, there is variation regarding their performance reviews and professional development plans beyond the probationary period. It is important to develop mechanisms that apply a consistent, quality assurance process for full-time, non-probationary faculty that goes beyond the current review of KPIs and SFQs.

In the case of part-time faculty, Humber intends to improve the consistency of our methods for engaging them in dialogue regarding the ways in which their course(s) align with the larger curriculum. In addition to strengthening their participation in the program review process, The CTL, HRS and academic schools are working together to design an onboarding matrix for new part-time faculty. Roles and responsibilities are being mapped out, and plans are being developed for training and supports. Ultimately, Humber will establish a method to document each part-time faculty member's on-the-job performance as part of the centralized HR system.

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 2.2)

Ensure that consistent curriculum mapping for all programs of study are completed using the vocational learning outcomes as the developmental foundation.

As identified in the self-study, Humber College recognized that curriculum mapping is not applied consistently across all programs and as such is developing a common template for use throughout the college.   Vocational Learning Outcomes are what drives; courses, work placements, and admission requirements for programs of study.   It is imperative then that curriculum mapping be accurate and in place for all programs of study at the college.

Recommendation #2   (Requirement R2.2 Alignment of VLOs-CLOs)
(R4.1 Consistent Course Outlines)

Continue the development and implementation of a system (e.g. COSSID) to ensure the alignment of VLOs-CLOs as per requirement 2.2 as well as provide for consistent course outlines as per requirement 4.1.

During the self-study and the site visit it was noted by the audit team that aligning the VLOs and CLOs is an area that Humber needs to address and that the most current approved course outline templates need to be readily available for all faculty to ensure consistency within the program. It was identified by Humber that the COSSID system is going to be relied upon heavily to meet these needs.

Recommendation #3 (Requirement 2.3)

Complete the curriculum mapping project for all programs within the college and use that mapping to provide sound basis for curriculum development, the design of teaching and learning activities, and assessment of student learning.

Without a consistent cross-college system of curriculum mapping fully in place, it was not evident to the audit team that vocational learning outcomes were being consistently evaluated and were the foundation for the curriculum in all College programs.

Recommendation #4   HR Management System (Requirement 6.1)

Ensure college wide implementation of the HR Management System creating increased consistency in methods of hiring, orientation, and evaluation practices as well as creating a centralized repository of CVs that are updated annually and reflect ongoing professional development activities.

Requirement 6.1 speaks specifically to teaching staff and through review of the self-study and the site visit, it was noted that part time faculty comprise a great number of teaching positions within the college.   There is a policy stipulating that all teaching staff possess the appropriate combination of experience and credential but the college did acknowledge that the application of this policy across the college needs to be more consistent especially as related to part time faculty.

The audit team also heard that there is inconsistency in how part time faculty are evaluated as compared to those with a full time position. For part time faculty decentralized evaluations takes place at the school level and there is not a consistent format or expectation of what this entails.

The college also acknowledged that It is important to develop mechanisms that apply a consistent, quality assurance process for full-time, non-probationary faculty that goes beyond the current review of KPIs and SFQs.

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During the site visit the audit panel heard that the college's self-study had been compromised due to the retirement of a key person in PPDR and also heard that other vacancies are current or imminent in other areas of the college. For this reason the audit team recommends that the college include succession planning as an initiative within the human resource management system.

Recommendation #5 (Requirement 5.7)

Establish mechanisms for college oversight of department- and program-specific academic policies regarding matters such as grades required for progression, GPA requirements for graduation and continuance, etc. Although there is often good reason for program-specific variance in these matters, the college still needs to govern this variance by stipulating parameters for these types of department- and program- specific policies and the conditions which must be met for variance to be allowed.