



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

LAMBTON COLLEGE

DATE OF SITE VISIT: November 10 -12, 2020

PREPARATION DATE: December 15, 2020

SUBMISSION DATE: February 5, 2021

**PREPARED BY: Geoffrey Cudmore, Sherrill McCall,
Lisa Sinclair**



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APPROVAL OF THE AUDIT REPORT


This report represents the findings of the College Quality Assurance Audit Process for **Lambton 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

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| Signature:  | Date: April 28, 2021 |
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CHAIR- OCQAS MANAGEMENT BOARD

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| Signature:  | Date: April 20 th , 2021 |
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AUDIT PANEL MEMBERS

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|--|------------------------|
| <i>Chair: Geoffrey Cudmore</i> Signature:  | Date: February 5, 2021 |
| <i>Sherrill McCall</i> Signature:  | Date: February 5, 2021 |
| <i>Lisa Sinclair</i> Signature:  | Date: February 5, 2021 |



EXECUTIVE SUMMARY

1. Conclusions

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

Lambton College submitted a straight-forward Self-Study Report.

Additional evidence was requested and received from the College. The virtual site visit afforded the opportunity for the audit team to verify the information presented in the Self-Study and additional materials. The panel found that the site visit was instrumental to confirming that actual practice lived up to the cumulative evidence provided.

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 Committees; students; recent graduates/imminent graduates; faculty/program coordinators; program/curriculum development/review staff & quality lead teams; student support service providers; deans, associate deans, program or department chairs or heads of academic departments; directors or heads of services departments.

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.

- **The audit panel commends the college for its strong culture of collaboration and inclusivity exemplified not only by the level of engagement internally throughout the institution but also by the strength of its ties with industry, and the community. This culture has been instrumental in providing a platform to quickly launch an effective and college-wide response to COVID to ensure support for students as well as staff.**
- **The audit panel commends the college on the development in 2018 and the full implementation in 2019 of the *Standards of Teaching Practice* as a way of ensuring the clear and consistent documentation and communication of the college's expectations of the requirements of faculty in the execution of their professional responsibilities. It is noted that a *Standards of Teaching Practice Checklist* is being rolled out to help both faculty and their supervisors measure how the expectations of the standards are being met.**
- **The audit panel commends the college on the development and implementation of the Program Prioritization, Revitalization and Rationalizations process as a strong, evidence-based approach to dealing proactively with programs with identified performance shortfalls.**

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.

- **Affirmation 1.2: The audit panel affirms the College's plan beginning in 2020 to enhance the Triennial Review process to include an assessment of the recommendations made in the last Comprehensive Review that were unresolved following the one-year report.**
- **Affirmation 1.3: The audit panel affirms the College's plan, in light of the Provinces decision that it would no longer facilitate the Student Satisfaction**



survey process, to have the Quality Assurance/Decision Support department explore options and implement an improved platform for collecting, analyzing, and acting on student experience data.

- **Affirmation R1.7:** The audit panel affirms the creation of the Program Records Repository Advisory Team and their work to create a central repository for all program and QA records.
- **Affirmation R2.1:** The audit panel affirms the college's undertaking that with more and more of Lambton's new program development utilizing program descriptions rather than Ministry-generated program standards, the writing and vetting of PVLO's rests with the College and its program development personnel. Lambton College's Learning Development Committee as well as the ad hoc teams that support new programs through the development phase, need to take on a greater role in the vetting of PVLOs. This vetting process will become formalized in 2020.
- **Affirmation R2.3:** The audit panel affirms the college's undertaking that all Academic Teams as well as the Assessment Working Group continue to work together to strengthen the connection between outcomes and how assessment takes place. It is the goal of these efforts to make assessment transparent for learners: students should easily see how the assessment is tied to the PVLO's, EES and course outcomes.
- **Affirmation R3.3:** The audit panel affirms that Lambton College has challenges in its ability to recruit and retain PAC membership especially within some niche program areas. This challenge can impact the frequency of PAC meetings as well as the breadth and depth of "Industry" feedback and input. The Academic Division has recognized this ongoing challenge, has implemented a process to verify PAC meeting frequency via the annual program prioritization process, and is committed to exploring alternative methods of meeting participation for PAC members.
- **Affirmation R4.3:** The audit panel affirms that Lambton College needs to provide greater support to faculty in developing, and checking for, assessment methods that consistently have characteristics of authenticity, transparency, and alignment with course outcomes.
- **Affirmation R5.2:** The audit panel affirms the colleges finding that the timely review and maintenance of academic policies is an area for improvement. The current processes are labour intensive and are person dependent. The College has identified an opportunity to adopt a "Policy Management" software system, which will provide for seamless central administration of policy review and update. The QA/ Decision Support department will be implementing this advancement in the 20/21 fiscal year.



- **Affirmation R6.2: The audit panel affirms the colleges view that engaging faculty in structured professional development activities provided by the College is an ongoing challenge. Ongoing and relevant professional development opportunities that result in a strong uptake by faculty are important to ensure that the College maintains its innovative and forward focused edge. The Director, Teaching and Learning Commons, is focused on addressing this opportunity to provide broad engagement of faculty in locally provided professional development.**

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 R1.2: The audit panel recommends the college put in place a mechanism that clearly articulates and communicates all of the components and associated accountabilities and responsibilities of their program quality assurance system for all stakeholders.**
- **Recommendation R1.5: The audit panel recommends that the College put in place a process to monitor and track recommendations coming out of QA reviews.**
- **Recommendation R1.7: The audit panel recommends that the College fulfils its affirmation.**
- **Recommendation R.3.3: The audit panel recommends that the college develop a mechanism to ensure PACs are operating in alignment with their policy and takes steps to regularly evaluate membership to ensure it aligns with the policy.**
- **Recommendation R4.2 The audit panel recommends that the college put into place mechanisms that ensure that innovation, and the sharing and evaluation of new strategies, methods and tools for teaching and learning are made an integral part of Lambton's teaching and learning practice.**



- **Recommendation R5.8: The audit panel recommends that the College develop appropriate academic policies and procedures governing the establishment of informal and formal arrangements with external educational bodies regarding program admission, progression, laddering, awarding of additional credits, certification, and QA.**