



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:** April 22 and 23, 2015

**DATE OF PREPARATION OF REPORT:** May 20, 2015

**DATE OF SUBMISSION OF REPORT:** May 30, 2015

**REPORT PREPARED BY:** Charles Pankratz



## Table of Contents

APPROVAL OF THE AUDIT REPORT .....	3
EXECUTIVE SUMMARY .....	4
1. Conclusions .....	4
2. Results .....	5
STIPULATIONS .....	6
1. Commendations .....	6
2. Affirmations .....	8
3. Recommendations .....	10

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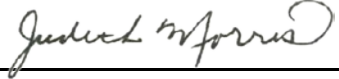


### APPROVAL OF THE AUDIT REPORT


This report represents the findings of the Program Quality Assurance Process Audit 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

Signature: 	Date: <u>October 16, 2015</u>
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#### CHAIR- OCQAS MANAGEMENT BOARD

Signature: 	Date: October 14, 2015
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#### AUDIT PANEL MEMBERS

<i>Chair: Charles Pankratz</i> Signature: 	Date: August 25, 2015
<i>Member: Jason Galea</i> Signature: 	Date: August 25, 2015
<i>Member: Roberta Burke</i> Signature: 	Date: August 25, 2015



## EXECUTIVE SUMMARY

### 1. Conclusions

*Generally summarize the findings of the audit panel and provide summary comments for the college.*

Lambton College has invested significant effort and resources into its quality assurance processes and practices since its 2010 audit. The result is that the college now has a mature level of quality assurance. The college took seriously the recommendations of the 2010 audit and created an office responsible for quality assurance that has supported the implementation of thorough on-going quality assurance measures broadly across the college. Other notable achievements in response to the 2010 recommendations are systematic completion and tracking of faculty performance reviews, inclusion of students into review processes, publication of adequate student information on the college's website and the completion of program and course mapping.

Lambton College submitted a very well-done Self-Study for the current audit and provided ample good quality supporting documentation to accompany the Self-Study document. The site visit was well-organized and provided the audit panel with ample, quality opportunities to validate information provided in the Self-Study. The panel found that the site visit provided good, positive confirmation of the Self-Study information and strongly supported that actual practice lived up to the description provided in the self-study and, in some cases, exceeded it.

The audit panel met with a broad cross-college representation of stakeholders: students, faculty, executive, deans and directors, service areas, Program Advisory Committees, etc. There was a high level of engagement with these different groups and the participants were forthcoming and helpful in providing information.

Quality of the self-study: Lambton did a very thorough job of its Self-Study and it was well written and the documentation well-organized. The college provided great deal of documentary evidence to support the narrative in the self-study.



## 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
- Reactive Effort
- Minimal Effort



## STIPULATIONS

### 1. Commendations

Identify and comment on specific areas or practices where the college has shown exemplary practice and / or leadership in the field of quality assurance and improvement. These may be practices, policies, procedures that the Panel believes to be especially good and worthy of emulation by other colleges in the system.



1. Quality of the self-study: Lambton did a very thorough job of its Self-Study and it was well written and the documentation well-organized. The college provided a great deal of documentary evidence to support the narrative in the self-study. This did a good job of facilitating and supporting the audit process.
2. Lambton has a very strong process for utilizing vocational learning outcomes and making sure its programs meet industry requirements. At the onset of program development, as well as in program review, employers play a significant role in shaping the program and determining the learning outcomes. The college also uses the provincial vocational learning outcomes, when available, as the basis for its curriculum development. Lambton has a very effective process for linking the vocational and essential employability skill outcomes to course learning outcomes and, in turn, the detailed course learning objectives. These provide very clear direction for instruction and evaluation by faculty. The college has an effective evaluation policy that ensures a variety of assessment methods are used to measure and evaluate learning. Finally, there is good evidence that the curriculum development process is working because the students' comments in the on-site visit clearly indicate that they were well-prepared for going into jobs in the fields. The college also receives good employer satisfaction results.
3. Lambton has a good quality formal performance evaluation process for its faculty. The process begins with a pre-observation meeting between the faculty member and the dean to set the stage for the observation and provide focus for the classroom observation. The meeting gives the teacher an opportunity to describe the dynamics of the particular class and state the purpose of the planned instruction activity. The dean then does a classroom observation which helps centre the performance management process on instructional skills. After the observation, the dean meets with the faculty member and does the formal evaluation. Lambton encourages a positive, strength-based approach to this discussion.
4. Lambton College does a good job of incorporating service, infrastructure, and capital requirements into its annual planning and budgeting processes. Its annual planning templates include identification of these elements. The decision-making process for annual plans and budgets incorporates joint sessions which provide opportunities for discussion and input from deans and directors and allow for the leaders of the areas responsible for service and infrastructure to be "at the table" in this important decision-making process. These processes enable the college to maximize the quality of service, infrastructure, and facilities it provides for its students.
5. Lambton College utilizes Program Advisory Committees effectively and uses



- them proactively to ensure the industry relevance and currency of its programs. The college has PACs for all of its ministry-approved programs and these have annual input into program quality and currency. The college shares quality indicator data with the PACs and PACs make recommendations for adjustments to programs. The panel's onsite discussion with PAC members underscored the vital engagement and support that the college receives from its PAC members.
6. There is a well-designed hiring process for teaching staff and Lambton College provides good orientation, training and professional development for teachers and staff. The hiring process is prescribed through the "Selection Committee Guidelines" and the college requires hiring the best qualified person and stipulates that the elected candidate must have the industry qualifications necessary for their area of instruction. To assist in that, the HR department maintains a "Minimum Credentials and Experience for New Full-time Faculty Hires" document that includes program-specific requirements. The process also involves mandatory credentials and reference checks. Faculty credentials and experience are also reviewed in the regular comprehensive program reviews. Once hired, the college requires that new teaching staff to complete the College Educator Development Program and the college provided evidence that this is consistently practiced, even when there is need to hire new teaching staff "off cycle". There is a growth in the number of part-time teachers and the College indicated that it offers a 3 day orientation to teaching for these individuals. The college states that it provides a significant amount of professional development to its staff and the onsite discussion with coordinators and faculty validated the value of this support.
  7. Finally, and very importantly, the discussions with students during the onsite visit suggest the college is doing a commendable job of preparing its students for their fields of work. Students were happy with their programs and indicated that they had good access to college services such as tutoring and counseling and one-on-one time with faculty. Students said that they were given avenues to provide feedback on various aspects of the experience at Lambton and felt that college administration took student input seriously and made changes based on student input. They gave numerous examples of how they had been provided with job-related experiential learning opportunities and felt very optimistic that they were well prepared for jobs in their field. This speaks very well of the quality of Lambton's instructional delivery and services for students.

## 2. Affirmations

Identify any areas in the current policies and practices used by the College requiring further development that the college itself has identified. This would include the areas where the Panel is in agreement with the documented weakness or problem area. Be





sure to commend the college for its insight and honesty in identifying such areas and encourage them to develop specific plans to redress the issues in the near future.

1. Succession plan for the director of quality assurance: Part of Lambton College's success in achieving a high level of compliance with the OCQAS requirements is the leadership that has been provided by the director. He has not only put in place significant quality assurance processes but has actively influenced a quality assurance culture that infuses college processes and work generally. The current director indicates that he will likely retire within the foreseeable future. The director and the college are aware that succession for this important quality assurance position is something that will need to be addressed in order to keep the quality assurance impetus going.
2. GenEd compliance: Lambton College realizes that only 60% of its courses meet the provincial GenEd requirement of having elective GenEd course offerings that do not contain required vocational learning outcomes. The panel deems this a concern, but not a significant one. The reason that Lambton has retained a mandatory GenEd course approach, in which some of its GenEd courses still contain vocational learning outcomes, is that dropping the vocational outcomes from these GenEd courses without transitioning those outcomes to core courses would mean that not all the required vocational outcomes would be covered in the associated programs. However, this is a matter of compliance with provincial requirements and Lambton will need to continue to address making the change from mandatory, vocationally-focused GenEd courses to elective GenEd courses in all non-compliant programs.
3. Monitoring of quality assurance at offsite locations: The College has been in the business of offsite delivery for some time and has developed many exemplary quality assurance policies and practices for offsite programs. However, the college has identified further recommended quality assurance improvements for specific offsite programs and the college needs to be diligent about monitoring those recommendations to make sure they are followed through on and implemented. This is important for the college in order to maintain its reputation as a leader in offsite delivery and the integrity of the credentials awarded to program graduates.
4. Counselling services: As mentioned above under Standard 6, the college has identified that there seems to be an increase in identified mental health issues among students and that this is something the college will want to address. Also, the 11/28 initiative places a certain amount of demand on counselling services. The college is already tracking and reporting on counselling activity



(e.g. 7-16: Counselling Dashboard, 7-15: 5 Year Counselling Report) and the panel encourages the college to monitor how well its counselling services are meeting demand and to take steps to address demand if these services appear insufficient.

### 3. Recommendations

List straightforward and feasible recommendations for the college to implement that are specifically proposed to correct any shortfalls related to the criteria and requirements of the PQAPA. It is understood these recommendations will be neither prescriptive nor exhaustive in nature or content. Specific areas of potential risk arising from any “partially met” and “not met” characteristics should be commented on.

1. Systematic review and evaluation of policies: This is one area in which Lambton College did not fully meet the OCQUAS requirement (2.7). It is recommended that the college put in place policy governance that requires regular review and evaluation of “college-wide” policies. Also, the college should review when all of these policies have last been reviewed and undertake a process of updating the policies that are not current. Finally, it is suggested that the college implement a master tracking document, listing all of the “college-wide” policies and the dates on which the policies have been developed, reviewed and revised.

With regard to “board” policies, Lambton has policy governance and tracking in place. The college realized it had fallen behind schedule in reviewing and updating board policies and has already made significant strides in policy review. The college also has plans in place to become fully compliant with its board policy review schedule in the near future. The audit panel recommends that the college continue to be vigilant in its board policy review and revision process.

2. Enhanced tracking of professional development: Lambton demonstrated satisfactory professional development and tracking to enhance teaching and learning for its teaching staff. During the site visit, the panel noted that the college had supported very significant industry-related professional development for full-time staff (e.g. participation in esthetics industry event in the United States, completion of job related credentials, etc.). In the PD tracking document that the college provided for its Self-Study, industry-related PD appears not to be tracked. The panel recommends systematic tracking of this area of PD since it is significant both in terms of keeping teaching staff current in their field and also representing significant financial investment on the part of the college.

There is a significant number of part-time faculty teaching at Lambton College



and some program areas rely quite heavily on part-time faculty. It is recommended that the tracking of internal and industry-related PD identify which faculty members are full-time and which are part-time. This is not to say that all part-time faculty need to participate in the same amount of PD as full-time faculty but it gives the college an opportunity to better monitor and make adjustments to PD for its part-time faculty.

Finally, the panel also suggests the college consider tracking faculty PD by program area. This is not to suggest that the amount of PD should be the same across programs but this tracking could help to identify possible gaps in PD for programs and provide the ability to reflect more accurately a cost factor for programs that require more extensive PD.

3. Governance of the incorporation of facility, service and infrastructure components into the annual planning and budget cycle: Although Lambton has commendable processes and practices for involving and considering facility, service and infrastructure needs and components to its annual processes, it appears that the college does not have very explicit policy requiring these good processes and practices. As noted above, the Budget and Expenditures policy stipulates that the budget must provide “adequate resources to maintain the integrity of the College programs and services and assets.” The audit panel recommends that the college elaborate and provide more specific direction regarding the processes and practices for incorporating facility, service and infrastructure components into the annual planning and budget cycle. The thought is not to bureaucratize something that is already working well, but to provide future “protection” of good practices and processes for future administrators.