COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

AUDIT REPORT

MOHAWK COLLEGE

DATE OF SITE VISIT: June 6 & 7, 2019

PREPARATION DATE: June 13, 2019

SUBMISSION DATE: July 16, 2019

PREPARED BY: Marjorie McColm

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APPROVAL OF THE AUDIT REPORT

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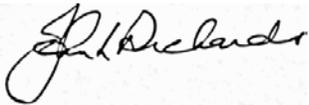
COLLEGE PRESIDENT

Ron McKerlie Signature:	Date: _October 29, 2019_

CHAIR- OCQAS MANAGEMENT BOARD

Signature:	Date: October 18, 2019

AUDIT PANEL MEMBERS

Chair: Marjorie McColm Signature:	Date: August 16, 2019
Panelist: John Richards Signature:	Date: August 16, 2019
Panelist: Alice Clark Signature:	Date: August 16, 2019

EXECUTIVE SUMMARY

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

The panel found that Mohawk College is committed to its quality assurance processes at every level. This was evidenced by the comprehensive self-study and supporting documentation and the support for quality assurance expressed at all levels of staff and the Board of Governors.

The college has committed significant resources to QA which includes a robust Institutional Research Department, a comprehensive support system for program development, review and renewal by the Centre for Teaching and Learning and technical resources such as the COMMS –Course Outline Management and Mapping System.

We found that one of Mohawk's biggest strength is its integration into many facets of the community. Most notable were:
- The outreach to high needs communities as exemplified by the "City School",
- Partnerships with local industry and other employers,
- Partnerships with McMaster University
- Partnerships with the Indigenous Community

Mohawk College provided an extensive, well organized Self-Study report that represented commitment to the audit process. In addition, the college provided useful follow up information when requested by the audit panel. The site visit by the audit panel strongly supported the evidence in the Self-Study and, in some instances, provided additional positive evidence that was not evident in the Self-Study. During the site visit, the audit panel met with both internal and external stakeholders. The groups were open in their comments regarding their experience with the college and its quality assurance processes and could speak eloquently to their role in the process.

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

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Audit Decision: (select one)

☒ Mature Effort
☐Organized Effort
☐Formal Effort

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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. <u>The college has outstanding support services for students.</u> The college is a leader in developing student success strategies. The college partners with the Education Policy Research Initiative and the Higher Education Quality Council to investigate student success initiatives to determine their efficacy. The college offers a wide range of support services including outreach to potential students in vulnerable communities. There is a commitment to seeking ongoing feedback from the students to ensure the services are adequate and appropriate. During the site visit the students and graduates spoke specifically about the services they received and how those helped them continue in their programs. This was most likely one of the reasons the college was able to increase its graduation rate by 5 points.

   a. <u>The college's respectful and targeted support for Indigenous students is commendable.</u> The breath of services and its proactive outreach approach is exemplary. The college works to overcome barriers that may prevent the participation of Indigenous students. Providing free transportation services and Indigenous services at every campus are just two examples of how they assist their students. The college routinely solicits feedback from stakeholders to expand and improve these services.

   b. <u>The college has a strong commitment to improving and expanding the students' opportunity for experiential learning</u>. The creation of the Centre for Work Integrated Learning is an example of this commitment. The college has set a target to grow at a rate of 10% each year and to reach a goal where 98% of programs have some type of experiential learning. Students commented that this was a strength of their programs.

2. <u>The college has very strong support for the program QA processes:</u>
   a. <u>Program development process</u>. There is a comprehensive handbook that outlines the timelines, steps and required information for each

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stage. Well-developed templates assist the developers and the CTL has personnel with the required knowledge and skills to assist in the process. The use of the COMMS system for Program Mapping and Course development strongly supports program development and review. The involvement of Program Advisory Committees and industry was evident.

b. <u>Program review process</u>. There is a well-defined policy, a handbook that outlines the procedures and robust templates. These resources combined with the CTL department, institutional research and the curriculum committees make for a strongly supported program review system.

c. <u>The College uses technology effectively to support program development and review.</u> The panel found that the use of the various reports produced by the COMMS system enabled stakeholders to easily track compliance with academic polices and government requirements related to program standards, course outcomes and content and assessment strategies.

3. <u>The college has a strong commitment to implementation of Universal Design for Learning in the delivery of its programs.</u> The college has dedicated UDL consultants that work with faculty to modify their courses including delivery and assessment to meet the needs of diverse learners. The faculty also have access to online resources to assist them with this work.

4. <u>The College has strong affiliations with the community and is well connected to industry.</u> From BOG and PAC members, faculty, students and graduates the panel heard of the many ways the college is embedded in the community and has excellent relationships with industry. These affiliations and partnerships support the college in keeping the college and the programs current and relevant. These connections also provided opportunities for co-ops and internships.

a. The City School is an innovate example of how the college reaches out to the Hamilton Community. The school offers mobile classrooms and free courses to introduce college to high need communities.

5. <u>The College supports and promotes a culture of collaboration among the senior leadership team.</u> During the site visit the panel noted that the members of the senior leadership team demonstrated a spirit of mutual respect and support for each other.

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2. **Affirmations**
   Provide a clear statement 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 (Standard 1)

Mohawk's focus on increasing the effectiveness of its program review processes is
three fold:
   - to involve the non-academic areas such as marketing, counseling, financial aid.
   - to implement an external evaluation process
   - to create of an academic quality website to make all QA documents available
     to the college community.

Affirmation #2 (Standard 2)

The college is committed to continuous improvement of the mapping process and the
development of course outlines for co-op placements,

Affirmation #3 (Standard 3)

To improve the college's QA effectiveness and conformity of program of study with
relevant government requirements and to effect continuous improvement the college
is committed to the following:
   - Increasing engagement with partners and employers through applied research
     activities to provide additional learning hubs and project learning activities.
   - Implement the results of their study of competency-based education after
     consultation with stakeholders.
In addition in 2018 the college established a liberal studies advisory committee.

Affirmation #4 (Standard 4)

To improve the quality of program delivery and promote continuous improvement
the college will:

- expand and implement templates and models to assist in the integration of UDL
- expand technology-enabled learning platforms
- conduct research on these activities for their effectiveness.

Affirmation #5 (Standard 5)

The college noted in the submission that it is in the process of reviewing its academic policies, at this time 47% of the policies have been completed, the remainder to be completed by 2021.

Affirmation #6 (Standard 6)

To improve the alignment of IT strategy and investment and to improve decision making regarding meeting institutional objectives the college is implementing an IT Governance and Collaboration Framework.

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 1.6)
The program lifecycle records are currently dispersed over a numerous online locations. In the supplementary materials the college indicated that they looking into an integrated program lifecycle management system. We recommend the college develop a QA management system that holds all documents in one location for easier access and management.

RECOMMENDATION #2 (Requirement 3.3)
During the site visit the PAC members we interviewed were very enthusiastic about their role as a member of a program PAC. They indicated that they did not have a formal orientation but other PAC members and faculty were helpful in defining their role. We recommend the college develop a mechanism to ensure PAC members enter their roles well informed of the responsibilities that it entails.

RECOMMENDATION # 3 (Requirement 4.1)

A number of students complained about inconsistent quality of online courses including those delivered by a third party. They found the course materials and the online teaching processes outdated and unhelpful. We recommend the college review the courses that are now being delivered online to ensure they meet the college's current standards for online delivery.

RECOMMENDATION #4 (Requirement 4.3)
During the site visit both faculty and students noted there was sometimes inconsistent practice in assessment and evaluation. They noted that sometimes faculty did not return tests and exams within timelines set out in the policy, did not explain to the student the rationale for their grade and sometimes had different standards than others teaching the same course. The college has an excellent policy but it appears a number of faculty are either unaware or choose not to follow it. Although the college has put in place policies and procedures and training to mitigate this concern additional strategies are required. We recommend faculty are made aware of the policy and the importance of providing prompt and comprehensive feedback for student learning.

RECOMMENDATION #5 (Requirement 5.7)
We recommend the college continue with their affirmation and be consistent with the college policy of reviewing policies every five years.

RECOMMENDATION #6 (Requirement 6.1)
During the site visit we heard from faculty that they received excellent support for establishing and expanding their teaching skills, however they did not perceive that there were adequate opportunities to keep up their industry or vocational skills. We recommend the college develop a mechanism to ensure faculty get the encouragement and support they need to feel confident that they are up-to-date in the areas they teach.

RECOMMENDATION #7 (Requirement 6.1)
The college carries out an annual performance review of non-probationary full-time faculty. It appears that non full-time faculty do not receive any type of performance evaluation. Since non full-time faculty play a large role in teaching students. We recommend the college develop a performance evaluation mechanism for non-full time faculty with links to professional development.