



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

#### SAULT COLLEGE

**DATE OF SITE VISIT:** April 10, 2019

**PREPARATION DATE:** July 8, 2019

**SUBMISSION DATE:** July 10, 2019

**PREPARED BY:** Richard Rush



## Table of Contents

APPROVAL OF THE AUDIT REPORT .....	3
COLLEGE PRESIDENT .....	3
EXECUTIVE SUMMARY .....	4
1. Conclusions.....	4
2. Results .....	5
STIPULATIONS .....	6
1. Commendations .....	6
2. Affirmations.....	6
3. Recommendations .....	9



### APPROVAL OF THE AUDIT REPORT

This report represents the findings of the College Quality Assurance Audit Process for **Sault 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>Oct 29, 2019</u>
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### CHAIR- OCQAS MANAGEMENT BOARD

Signature: 	Date: October 18, 2019
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### AUDIT PANEL MEMBERS

<i>Chair: Richard Rush</i> Signature: 	Date: July 9, 2019
<i>Panelist: Tracy Gedies</i> Signature: 	Date: July 9, 2019
<i>Panelist: Kelly Fox</i> Signature: 	Date: July 9, 2019



## EXECUTIVE SUMMARY

### 1. Conclusions

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

Sault College has a number of established quality assurance policies, processes, and practices. The college has committed effort and resources to achieve its current level of quality assurance. Reasons for the college's success include two primary factors:

A commitment to the Annual Review Process for programs which includes:

- Significant support from the QA Office
- Attention to KPI data and incorporation of findings from the data into strategies for improvements
- A recognition of the importance of QA processes

Collaboration and work from various supporting groups and tools which include:

- The effective work undertaken Student Support Services
- Program Advisory Committees
- A commitment to frequent informal sharing across the college to facilitate formal efforts

The college submitted a comprehensive Self-Study report, which included a vast array of supporting documentation to accompany the Self-Study document. The Self-Study report demonstrated the reflections of the college to the efforts that need to be undertaken to continue to advance its QA processes.

The site visit was organized and provided the audit panel with excellent opportunities to validate the information provided in the self-study. The panel found that it provided confirmation of the self-study information as well as additional information beyond what was in the self-study.

During the site visit, the audit panel met with a broad cross-college representation of stakeholders: students, graduates, Board of Governors, faculty, executive, deans and directors, chairs and academic managers, various service staff, Program Advisory Committee members, etc. There was a high level of engagement with these different groups and the participants were forthcoming and helpful in providing information.



## 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.

First, it has been identified as an exemplary practice that Sault college's focus on services to students and this was particularly evident in counselling services (consistently described by students as fantastic) and the use of scenarios during the first week of class to help students understand support resources that were available.

Second, the College leveraged all the advantages of being a small college with established QA mechanisms that are used and reviewed for continuous improvement. This was evidenced based on practices observed in facilities and IT which used KPI and other data to make improvements. For example, access during late hours for the International Students.

Third, Professional Development is made available despite limited resources and creative approaches were used to find opportunities.

### 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 presented by Sault College in its self-study (described in each section) are summarized below in italics as they were presented in the self-study and their inclusion here expresses the audit panel's affirmation for each of them.

Note that the relatively large number of self-identified areas of improvement are considered as evidence of the college's commitment to addressing opportunities for improvement. They are presented in order of requirement.

**Standard 1:**

Requirement 1.2: *Consider development of a policy for new program development and provide more detail to the steps within the procedure*

Requirement 1.2: *Further develop the criteria and process for Comprehensive Program Review. This will be a joint effort by the QA manager and Chairs and Deans.*

Requirement 1.3: *For continued improvement in collection of student feedback:*

1. *Consider alternative online options for the Student Feedback Questionnaire in order to garner higher response rate*
2. *Develop a plan for the facilitation of student focus groups as a means of collecting student feedback*

Requirement 1.5: *Improve the connection of Program Reviews to business and budget planning*

1. *Augment the Annual Program Review template to clearly identify resource needs*
2. *Consider augmenting the Program Review Procedure to include a report back on action items carried to the business planning process from the program review*

Requirement 1.6: *For continued improvement to the management of program maintenance records:*

1. *Develop an Academic File Retention Policy*
2. *Digitize curriculum records management (connected to the automation of the modification process)*

Requirement 1.6: *For continued improvement of curriculum management:*

1. *Digitize the curriculum modification process*
2. *Investigate options for a tracking system for course outline changes and for curriculum modifications*

**Standard 2:**

Requirement 2.1: *For continued improvement of the new program development process:*

1. *The College will articulate the steps involved in creation of a clear set of program vocational learning outcomes as the starting point for new program development.*
2. *Document the steps involved in doing a provincial scan and inventory of related program learning outcomes*



Requirement 2.2: *For continued improvement of program mapping: The Quality Assurance Office will update and maintain a tracking mechanism to ensure current VLO and EES maps are kept current for all programs.*

Requirement 2.3: *For continued improvement of College-wide use of Teaching and Learning Plans: The College will continue to support professors in their use of Teaching and Learning Plans to add to course information provided to students*

**Standard 4:**

Requirement 4.2: *For continued improvement in the support of teaching and learning:*

1. *Develop an E-Learning Plan which will incorporate principles of instructional design for E-Learning course development*
2. *Add resources that are specifically intended to support faculty who are facing the need to adapt their teaching methods to international students.*

Requirement 4.3: *For continued improvement in ensuring fair and equitable evaluation: A College-wide requirement of a Teaching and Learning Plan will ensure that all students are best supported for success by seeing the planned learning activities and assessment methods and timing for each course. This will create further consistencies across the College, complementing the improvements made to course outlines*

**Standard 5:**

Requirement 5.6: *For continued improvement of policy communication flow:*

1. *Develop a policy or procedure document for the posting of policies—academic and corporate—including guidelines on which policies are to be publicfacing*
2. *Develop a procedure document formalizing the chain of communication of and publishing of policies*

Requirement 5.7: *For improvement with policy oversight: Establish criteria for identifying which policies and procedures should be vetted through the APC*

**Standard 6:**

*For further improvement in the provision of supports for academic success:*

1. *Development of a procedures guideline for the Student Success Office*
  - a. *Define the at risk indicators for Sault College and provide a list of resources and supports available.*
  - b. *Clearly outline of the role of Faculty in supporting student success in partnership with Success Office*
2. *Create a form for faculty to fill out and send to SSO rather than an email. The form would include a list of indicators for the faculty member to identify from*



### 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 1.2)

We recommend that the college actively follow through on the affirmation to develop a policy to govern new program development. Furthermore, we recommend that the college ensure that new program development consistently follow existing procedures and the new policy when created.

#### RECOMMENDATION #2 (Requirement 1.5)

We recommend that the college consistently follow the established processes and procedures to ensure that recommendations from previous program reviews have been consistently considered and addressed. Furthermore, we recommend that the college ensure that the documentation demonstrates what is being done.

#### RECOMMENDATION #3 (Requirement 2.1)

We recommend that the college actively follow through on the affirmation to ensure VLO and EES requirements are met for programs and to put VLOs at the centre of the policy governing the use of VLOs.

#### RECOMMENDATION #4 (Requirement 2.3)

We recommend that the college actively follow through on the affirmation to make Teaching and Learning Plans mandatory in September of 2020 to ensure program vocational learning outcomes are being used consistently in the day-to-day work by program faculty across all programs.

#### RECOMMENDATION #5 (Requirement 2.3)

We recommend that the college establish a clear method to inform students and potential students about PLAR opportunities. Furthermore, we recommend the college ensure PLAR policies and procedures clarify how VLOs are, and should consistently be, used in PLAR.

#### RECOMMENDATION #6 (Requirement 4.2)

We recommend that the college improve its tracking of the incorporation of new teaching methods to ascertain if the professional development opportunities are benefitting staff or students. Furthermore, we recommend the college expand its methodology to share best practices across the institution.

#### RECOMMENDATION #7 (Requirement 5.4)

We recommend that the college formalize its process on how it governs formal arrangements



with external bodies to ensure appropriate oversight and tracking.

**RECOMMENDATION #8 (Requirement 6.1)**

We recommend that the communication be more consistent, clear and fulsome to faculty in the expectation of the faculty review process. Furthermore, we recommend that there is increased consistency to faculty evaluations across all programs. Finally, we recommend that the onboarding for non-full-time faculty be enhanced and consistently implemented across the college.