



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

### SENECA COLLEGE

**DATE OF SITE VISIT: June 17 -18 2022**

**PREPARATION DATE: June 21, 2028**

**SUBMISSION DATE: June 29, 2022**

**PREPARED BY: Janice Mawhiney Priest**



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**APPROVAL OF THE AUDIT REPORT**

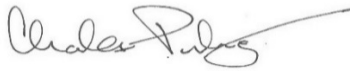
This report represents the findings of the College Quality Assurance Audit Process for Seneca College.

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.

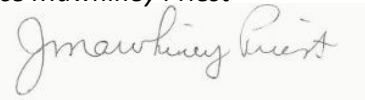


**COLLEGE PRESIDENT**

Signature: 	Date: October 18, 2022
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**CHAIR- OCQAS MANAGEMENT BOARD**

Signature: 	Date: September 23, 2022
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**AUDIT PANEL MEMBERS**

<i>Chair – Janice Mawhiney Priest</i> Signature: 	Date: July 26, 2022
<i>Panelist – Helen Pearce</i> Signature: 	Date: July 26, 2022
<i>Panelist – Deidre Bannerman</i> Signature: 	Date: July 26, 2022



## EXECUTIVE SUMMARY

### 1. Conclusions

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

An OCQAS audit of Seneca College was conducted in spring 2022. The audit panel included a panel Chair, two panel members, an observer who works at a college that will be audited in an upcoming audit, and a staff member from OCQAS.

The panel reviewed comprehensive quality assurance (QA) documents, reflecting policies, and practices throughout Seneca College in all stages of this audit. The significance of QA at Seneca College has been elevated based in part on the recommendations made by previous audit panels. QA is a constant part of the daily business throughout the institution. Seneca College has fully embraced QA and is committed to continuous improvement.

The Self Study provided detailed information about QA processes, policies, practices, and resources. The site visit provided additional information that confirmed the depth of commitment to QA and the range of ways that QA is resourced and supported throughout the organization.

During the site visit approximately 160 people were interviewed by the panel. The panel found considerable evidence of a strong commitment to quality assurance throughout the institution. Substantial resources are dedicated to the daily work of employees to ensure excellence in the quality of programs and services.

### 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.

Seneca College is commended for:

1. The Board of Governors structure, including the APSA and that QA processes are discussed at most BOG meetings. (Requirement 1.1)
2. The Recommended Action Plans which will be a required aspect of Deans' Individual Development Plans and will be part of formal and informal performance discussions with the Vice-President Academic and Students. (Requirement 1.5)
3. The College requirement that if an assessment of student learning has a weight of more than 20% of the final grade it must be approved by the Chair or Program Manager using the course learning outcomes and Bloom's Taxonomy. (Requirement 4.1 and 4.3)
4. The use of portfolios for faculty to reflect on their work and document their development as Professors. (Requirement 6.1)
5. The support offered College wide for professional development in general and specifically for the paid Professional Development leaves available to support staff and administrators that are in addition to requirements of the Collective Agreements. Additionally, the panel notes that tuition rebates are available to all staff and that the value of the rebates was recently increased. (Requirements 6.1 and 6.4)
6. The supports available to international students throughout the College and in particular the support offered by the International Department. (Requirement 6.3)
7. The quality assurance frameworks and work of the Library Users Services and the Teaching and Learning Centre departments for supporting students and staff. (Requirements 6.3)

### 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 panel affirms Seneca college's plan to:

1. Consolidate where data are available to stakeholders. (Requirement 1.3 and 1.7)
2. Require formative program reviews annually instead of every two years. (Requirement 1.2)



### 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.

The audit panel recommends that Seneca College:

1. Formalize a more frequent process of gathering feedback from students and alumni about the whole program. (Requirement 1.3)
2. Review the communication of credit transfer and Prior Learning Assessment and Recognition information that students receive and the timing of the communication to ensure that those students who are eligible for the services are aware of them in a timely way. (Requirements 2.3 and 5.5)
3. Ensure that the Terms of References for Program Advisory Committees are known and followed. (Requirement 3.3)
4. Provide a consistent recruiting framework and onboarding to PAC members. (Requirement 3.3)
5. Ensure that feedback is provided to students on their final assessments. (Requirements 4.3 and 4.4)
6. Ensure that formal performance feedback sessions for post-probation full time faculty are conducted on a regular schedule. (Requirement 6.1)