

COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

CURRENT STATE OF QUALITY ASSURANCE ACTIVITIES REPORT for: [Follow-up \(18-month\)](#)

SENECA COLLEGE

DATE SINCE LAST UPDATE TO OCQAS: [March 31, 2017](#)

DATE OF PREPARATION OF REPORT: [September 28, 2018](#)

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Recommendation 1	
* What has been identified as needing to be done? (stipulations)	<p>Provision for review and evaluation of significant new teaching/learning methods or initiatives. The college provides good opportunities for experimentation with teaching and learning. However, the panel did not hear of examples of systematic review/evaluation of particular new teaching methods or learning initiatives. The college may be leaving itself at risk of having the implementation of significant new teaching and learning initiatives not have the positive impact expected.</p> <p>It is recommended that the college ensure that appropriate review and evaluation of significant new teaching and learning initiatives is undertaken before broader adoption and implementation to ensure that the initiative results in the improvement expected and that the benefits outweigh the drawbacks.</p>
What deliverables are associated with addressing the stipulations?	<ul style="list-style-type: none"> • Review frameworks designed to evaluate teaching/learning initiatives appropriate to a postsecondary applied learning context. • Select a framework for review and evaluation of significant new teaching and learning methods or initiatives. • Develop resources to provide faculty with the tools and knowledge to apply the framework, increasing capacity. • Introduce the framework to academic areas, and form teams with representatives from each of Seneca's Faculties. A minimum of three faculty teams across Faculties will participate in using the evaluation framework in order to ensure that new initiatives are enhancing student learning.
Who is responsible for the specific deliverable?	<ul style="list-style-type: none"> • Director, Teaching and Learning • Academic Deans and Chairs • Dean, Academic Quality
When is the completion deadline of the specific deliverable?	<ul style="list-style-type: none"> • Environmental scan of existing frameworks: December 2017. • Framework selection: February 2018. • Development of faculty resources: February to May 2018. • Introduction of framework to faculty. Target start date: March 2018. • Phase one: Implementation of framework with three projects. Target start date: September 2018. • Phase two: Continuation (year two) of the three projects identified in phase one. Three new additional projects identified and implemented. Target start date: September 2019.
What is the current status of each specific deliverable? (include a completion percentage)	<ul style="list-style-type: none"> • 100% complete: Framework for Collaborative Inquiry (CI) introduced and presented at Seneca's on Feb. 26, 2018 after an environmental scan. Seneca selected the Collaborative Inquiry (CI) framework for evaluation of significant new teaching and learning initiatives. The CI framework provides a process to guide reflection and evaluation, and is designed to promote faculty discussion of student-learning issues or challenges shared by a faculty team, program, school, Faculty or institution. As part of the CI process, teams create action plans to address the identified issues / challenges, implement the action plans, and evaluate them based on data. CI can be applied to a new teaching method or learning initiative and faculty teams will have the tools to work together to evaluate its effectiveness before the initiative is scaled more broadly. • 100% complete (and ongoing): CI faculty resources posted on the Teaching and Learning website. Resources will be updated continuously based on ongoing feedback from faculty.

	<ul style="list-style-type: none"> • 100% complete: Faculty CI teams identified by Academic Deans and Chairs with the Director, Teaching and Learning at faculty administrative meetings (April - September, 2018). Three projects have been identified for phase 1. • Phase 1: As of September 2018, three faculty groups have been chosen to assess teaching and learning initiatives that have institution-wide implications. <ul style="list-style-type: none"> ○ The Communications Working Group is to evaluate the effectiveness of a new institution-wide communications course. The CI project will assess the impact on student learning following major curricular changes in a first-semester communications course. ○ Mastery learning in mathematics: The CI project will assess the impact on student success in mathematics in applied science students with the implementation of mastery learning approach. ○ Impact of technology integration: A faculty group will integrate Adobe Creative Cloud tools in their respective courses and engage in the CI process to assess the impact on student learning. ○ Projects scheduled to begin in fall 2018: <ul style="list-style-type: none"> ▪ 30% complete: First-semester communications course. Faculty lead and team identified. Scope of the project has been determined. The faculty lead submitted an application to Seneca's Research Ethics Board (REB) in July 2018. Approval was received in September 2018. First round of faculty questionnaires distributed on September 24, 2018. ▪ 15% complete: Mastery learning in mathematics: Faculty lead and faculty team identified. Scope of the project determined. REB application is currently being written for submission by mid-October 2018. ▪ 10% complete: Technology tools have been identified (Adobe Creative Cloud). Faculty team (n=20) has been identified. Scope of the project determined. REB application is currently being written with target date for submission late October 2018.
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Recommendation 2	
* What has been identified as needing to be done? (stipulations)	Creation of a student assessment policy. Although student assessment practices at the college appear to be going well, it is prudent to support good practice through a formal policy that provides college-wide direction. The policy should identify general expectations for assessment practices (assignments and tests) such as relative weighting of assessments, assessment methods reflecting the skills required of employees in the field, variety of assessment methods, adequate assessment and feedback by certain points of the course (e.g. before the withdrawal deadline), promptness of communicating assessment marks, provision of constructive, developmental feedback.
What deliverables are associated with addressing the stipulations?	<ul style="list-style-type: none"> • Development of a policy re: student assessment practices that account for: <ul style="list-style-type: none"> ○ Timely and constructive feedback in advance of critical dates ○ Weighting of assessments ○ Range of assessment methods

	<ul style="list-style-type: none"> ○ Promptness of feedback ○ Constructive and developmental feedback ● Implementation of the student assessment policy.
Who is responsible for the specific deliverable?	<ul style="list-style-type: none"> ● Academic College Council (review and endorsement) ● Dean, Academic Quality (policy development) ● Vice-President Academic
When is the completion deadline of the specific deliverable?	<ul style="list-style-type: none"> ● Policy developed and approved by the Senior Executive Committee on February 14, 2018. ● Implementation date: September 2018.
What is the current status of each specific deliverable? (include a completion percentage)	<ul style="list-style-type: none"> ● 100 % complete: A new student assessment policy was introduced and discussed at the Academic College Council (ACC) meeting on January 29th, 2018, and approved by the Senior Executive Committee on February 14, 2018. The policy directly addresses – and outlines – assessment practices re: timely feedback, assessment weights and methods, as well as the nature of the feedback given to students. The new policy came into effect across the institution in September 2018.

Recommendation 3	
* What has been identified as needing to be done? (stipulations)	<p>Regular Policy Review and Updating. The panel did not find evidence that the college has systematically tracked its policy reviews or that substantive reviews of all academic-related policy have been undertaken in recent years. As stated in Seneca College's Affirmation #5, there is an initiative by the Strategic Planning and Public Affairs Office that should go some way in addressing these matters.</p> <p>The panel recommends that the following be undertaken:</p> <ul style="list-style-type: none"> ● A systematic and comprehensive tracking mechanism created to document the history of policy reviews and updates ● Provide a schedule for reviews going forward ● Responsible administrator identified as the one who has accountability for monitoring policy reviews and the tracking mechanism ● Seneca ensure that its policies are reviewed and updated as required by its Academic Policy Review and Development Policy.
What deliverables are associated with addressing the stipulations?	<ul style="list-style-type: none"> ● New policy template with fields that include: <ul style="list-style-type: none"> ○ Approval date(s) ○ Approval authorities ○ Revision history ○ Review timelines **Policies must be consistent with Seneca's Academic Policy Review and Development Policy (2015) ● Identification of administrator(s) responsible for monitoring and tracking policy reviews.

Who is responsible for the specific deliverable?	<ul style="list-style-type: none"> • Strategic Initiatives and Media Productions (design of template and policy hub) • Academic College Council (collaborative review of policies) • Dean, Academic Quality (policy review schedule) • Vice-President, Academic
When is the completion deadline of the specific deliverable?	<ul style="list-style-type: none"> • Policy review and renewal: Start March 2017 and ongoing. • New template for policies and procedures: March 2017. • Policy hub: Developed and executed: August 2018.
What is the current status of each specific deliverable? (include a completion percentage)	<ul style="list-style-type: none"> • 100% complete and ongoing. (Policy reviews are ongoing, and will be updated based on environmental changes and/or feedback from stakeholders). The Academic College Council (ACC) has been engaged in regular policy reviews in the 2017-18 academic year. As a standing item in each meeting, policies have been reviewed and updated. As part of the process, academic policies have been re-written into a new policy template, and procedures have been clarified and re-written into a new procedure template. • A policy hub has been developed by Strategic Initiatives and Media Productions to ensure that all stakeholders including students, staff, industry partners and community members. The policy hub went live in August 2018.

Affirmation 1

* What has been identified as needing to be done? (stipulations)	<p>Seneca is implementing, as part of the summative review process, a follow-up phase that includes items identified in the Recommended Action Plan (RAP) one year following the end of the summative review. This will be followed by the continuation of the integration of outstanding RAP items, such as developing additional pathways for graduates and/or expand events with industry experts to network with students, into the formative review two years after the summative review. Program Quality is the body that will manage the process, in collaboration with the academic programs.</p> <p>Panel comment: Although the panel heard evidence to suggest that program review recommendations were followed up on, it also noted lack of a formal mechanism for follow up. This implementation of the RAP and further follow up provides an appropriate mechanism.</p>
What deliverables are associated with addressing the stipulations?	<ul style="list-style-type: none"> • Recommended Action Plan (RAP) template for communication • Organizational site to post the RAP templates for chairs and deans
Who is responsible for the specific deliverable?	<ul style="list-style-type: none"> • Academic Deans and Chairs • Director, Program Quality • Dean, Academic Quality

When is the completion deadline of the specific deliverable?	<ul style="list-style-type: none"> The Recommended Action Plan (RAP) template has been developed and populated with data from the 2016-17 academic year; organizational site has been set up for chairs and deans (May 2017). The RAP was distributed in the 2017-18 and will continue annually with each program review cycle.
What is the current status of each specific deliverable? (include a completion percentage)	<ul style="list-style-type: none"> 100% complete (and ongoing): The Director of Program Quality emails the RAP annually to each chair and dean to remind them of the commitments made during the formative and summative reviews. The program reviews and RAPs are posted on the program review site that is accessible to all Senecan staff. The VPA aligns the most recent formative review and action plan with those being presented as part of the summative process and engages the program review team in discussion about the trajectory of improvement as part of the summative review meeting. As part of a continuous improvement cycle, during the 2019 review cycle, RAPs will be given a “score” as to the progress made towards the programs’ commitments.

Affirmation 2

* What has been identified as needing to be done? (stipulations)	<p>To further enhance the program development process, a Program Planning Costing Tool currently is being developed that includes the cost of curriculum development. This tool will provide additional financial information to develop a business case for a new program proposal.</p> <p>Panel comment: This will strengthen an already robust program development process.</p>
What deliverables are associated with addressing the stipulations?	<ul style="list-style-type: none"> Refinement of the Program Planning Costing Tool for each credential level
Who is responsible for the specific deliverable?	<ul style="list-style-type: none"> Academic Deans and Chairs (testing and feedback) Associate Vice President – Academic Pathways and Partnerships (design of tool) Director of Finance (review of tool) Associate Vice President – Academic Planning (incorporating feedback, maintenance of tool)
When is the completion deadline of the specific deliverable?	<ul style="list-style-type: none"> Final tool to support program development: May 2018.
What is the current status of each specific deliverable? (include a completion percentage)	<ul style="list-style-type: none"> 100% complete: <ul style="list-style-type: none"> Beta version of the Program Planning Costing Tool was presented to Deans and Chairs on January 10, 2018 by the Associate Vice-President – Academic Pathways and Partnerships. It has been implemented for new program development. Feedback on the beta version was collected in order to refine the tool. The tool was refined in order to account for different delivery models and released in May 2018. Support on how to use the tool is provided by the Academic Planning office.

Affirmation 3

* What has been identified as needing to be done? (stipulations)	<p>Seneca has implemented a college-wide English and Liberal Studies Committee that comprises administrators and faculty from the Schools of English and Liberal Studies, as well as the vocational programming schools, and the Program Quality unit and Centre for Teaching and Learning. This body will oversee the development and delivery of non-vocational curriculum to ensure consistency and high-quality programming. A course development process is currently being developed that can be scaled to college-wide implementation.</p> <p>Panel comment: The development and quality assurance of non-vocational courses can sometimes lag behind since the vocational courses are so central in programs. It is commendable that the college is putting focused effort into maintaining the quality consistency of the non-vocational curriculum college-wide.</p>
What deliverables are associated with addressing the stipulations?	<ul style="list-style-type: none"> • Development of a course development: <ul style="list-style-type: none"> ○ template ○ process ○ organizational site with resources • Implementation of the course development process
Who is responsible for the specific deliverable?	<ul style="list-style-type: none"> • Chairs, English and Liberal Studies • Dean, Academic Quality
When is the completion deadline of the specific deliverable?	<ul style="list-style-type: none"> • Course development template and process have been developed, and organizational site with resources have been set up (June 2017). • The initial iteration of the process was implemented in May-June 2017. • A further refined second iteration was implemented in May-June 2018.
What is the current status of each specific deliverable? (include a completion percentage)	<ul style="list-style-type: none"> • 100% complete (and ongoing): The second iteration of the course development process was completed July 2018. New courses are being delivered in fall 2018 and planned for winter 2019. • A Communications Working Group has been developed (September 2017) and worked with their colleagues to develop, implement and evaluate a new first-semester communications course (see Recommendation 1 above).

Affirmation 4

* What has been identified as needing to be done? (stipulations)	<p>Academic Quality and Seneca Libraries are collaborating to leverage this database to increase the repository to include an e-site for student work. This will provide an electronic means for programs to store student work electronically and centrally to work more efficiently to ensure that students' capabilities are aligned with course learning outcomes, and graduates' capabilities are meeting program learning outcomes. To further facilitate this, Seneca is exploring other technologies to map assessments to course learning outcomes, and map course learning outcomes to program learning outcomes.</p>
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	<p>Panel comment: This is an innovative approach to reviewing the alignment of student work as produced with the objectives of courses as stated through the learning outcomes. It takes the quality assurance processes for teaching and assessment methods to a higher level.</p>
<p>What deliverables are associated with addressing the stipulations?</p>	<ul style="list-style-type: none"> • Online database that stores student work and allows for program- and course-specific tags. • Creation of a mapping tool that facilitates linking of collected student work to individual courses and mapping of courses to program learning outcomes.
<p>Who is responsible for the specific deliverable?</p>	<ul style="list-style-type: none"> • Director, Program Quality • Director, Libraries
<p>When is the completion deadline of the specific deliverable?</p>	<ul style="list-style-type: none"> • Initiate partnership with Seneca Libraries and determine goals by October 2016. • Conduct environmental scan of similar practices in Ontario college system by May 2017. • Investigate, create and pilot tool for repository of student work by December 2018. • Create mapping tool by January 2018.
<p>What is the current status of each specific deliverable? (include a completion percentage)</p>	<ul style="list-style-type: none"> • 100 % completed: Determined plan of action in partnership with Seneca Libraries. Documentation to facilitate tagging and archiving of student work created and distributed to academic areas (see attached). October 2016. • 100% completed: Environmental scan completed. May 2017. Ongoing discussions with Conestoga. • 35% completed: Investigated tools to house repository and preliminary decision to pilot Sharepoint. Repository being created but not yet piloted. September 2018. • 40% completed: Tool that maps courses to program learning outcomes created (see Excel too) in March 2018. Currently determining best method to add component that links collected student work to courses.

Affirmation 5

<p>* What has been identified as needing to be done? (stipulations)</p>	<p>A revised Chair Development Program (CDP) is in the planning stages for implementation in 2017. The CDP will strengthen Chair training by providing a program that integrates key knowledge areas in both the academic and management realms (e.g., teaching and learning activities, program development and quality mechanisms, Program Advisory Committee composition and activities, navigating difficult conversations, coaching for high performance). This initiative will increase capacity for Chairs to address the multiple, and competing tasks that they need to address in their roles at Seneca.</p> <p>Panel comment: In the site visit, the panel noted that the Chairs are an engaged group who are central to the actual delivery of curriculum and to program operation. Providing the group with further professional development support is a worthy initiative as long as care is taken that this does not create more than reasonable expectations of a group that is already bearing a considerable load of responsibility.</p>
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<p>What deliverables are associated with addressing the stipulations?</p>	<ul style="list-style-type: none"> • The Chair Development Program is planned to be part of the Seneca Leader Program (SLP) that will be rolling out in the 2018-19 academic year. The SLP is intended for all managers across Seneca. • The SLP framework is based on the Seneca Leader model that outlines the central aspect of a Seneca leader (<i>Acts with respect, integrity and courage</i>), and three pillars (<i>Thinks strategically and innovates; Achieves high-quality results; Fosters individual and team development</i>). The SLP framework comprises of a self-assessment and identification of key areas of development moving forward. • The development of workshops and online resources that target the central aspect and the three pillars are planned. For example, workshops/online resources to support: <ul style="list-style-type: none"> ○ <i>Acts with respect, integrity and courage</i> will include understanding your strengths, Emotional Intelligence and multi-rater feedback; ○ <i>Thinks strategically and innovates</i> will include facilitation skills for leaders and learning change resources; ○ <i>Achieves high-quality results</i> will include planning, organizing and delegating resources; ○ <i>Fosters individual and team development</i> will include employee relations, coaching conversations, and employee engagement workshops.
<p>Who is responsible for the specific deliverable?</p>	<ul style="list-style-type: none"> • Director, Leadership and Employee Development • Associate Vice President Academic Planning • Vice President Academic
<p>When is the completion deadline of the specific deliverable?</p>	<ul style="list-style-type: none"> • Most workshops and online (video and self-paced programs) resources to be curated and developed for implementation: August 2018. • Additional workshops are to be created and implemented in 2019.
<p>What is the current status of each specific deliverable? (include a completion percentage)</p>	<ul style="list-style-type: none"> • 90% complete. Seven workshops and 11 online (video and self-paced programs) resources have been curated and developed for implementation: July 2018. • Additional four workshops are to be created and implemented in 2019.