



COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

AUDIT REPORT

ST-CLAIR COLLEGE

DATE OF SITE VISIT: February 27 & 28, 2017

PREPARATION DATE: February 29, 2017

SUBMISSION DATE: April 29, 2017

PREPARED BY: Raynie Wood



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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

Signature: 	Date: May 25, 2017
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CHAIR- OCQAS MANAGEMENT BOARD

Signature: 	Date: May 16, 2017
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AUDIT PANEL MEMBERS

<i>Chair</i> Signature: 	Date: April 25, 2017
<i>Panelist</i> Signature: 	Date: April 25, 2017
<i>Panelist</i> Signature: 	Date: April 25, 2017



EXECUTIVE SUMMARY

1. Conclusions

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

St. Clair College (SCC) submitted a comprehensive Self-Study report supported by an extensive list of resource documents. In advance of the site visit, the panel requested additional clarifying documentation, which the college was very responsive in providing.

The site visit was well organized and provided the Audit Panel the opportunity to meet with college representatives and external stakeholders. The interviews provided the panel the opportunity to fully understand SCC's quality assurance processes, and to clarify and validate the Audit Panel's understanding.

The site visit verified that there was a significant amount of investment in SCC's quality assurance process. The interviews confirmed that SCC had developed a culture of quality demonstrated through the value and respect for the work of the Centre for Academic Excellence (CAE). As follow up to this audit, please find attached the results and recommendations.

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:

- 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.

1. Commitment to quality assurance processes, specifically the Accountability Office. The creation and institutional support of the Executive Director, Program and Degree Accountability position. The responsibility of this position is to ensure the established quality control processes and procedures are initiated, followed-up and completed on time, ensuring that the intended quality evaluations are taking place. The position is unique in its autonomy and influence with a reporting structure directly to the President.
2. Commitment to the college's hiring processes, onboarding, orienting and evaluating full-time and non-full-time faculty to ensure quality assurance is alive and well.
3. Centre for Academic Excellence was described as "top notch" and we agree! As demonstrated through their ability to own the processes and share them throughout the college which has earned them the respect of their colleagues.

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.

SCC has identified the following areas of Affirmation that it plans to address:

1. For the Annual Review, expansion of the process to assist Chairs and faculty in identifying optimal enrolment targets and to support evidence-based decisions regarding operational costs. (Requirements 1.3, 1.4)
 - For programs below the established benchmarks, provision of additional data – e.g. a more detailed costing graph indicating projected program contribution margins at variable enrolment levels using current delivery structures.
 - Increased training for faculty on data analysis and creation of appropriate, meaningful action items.
2. For the Cyclical Review, expansion of the process to improve decision-making regarding non-vocational issues and content. (Requirements 1.2, 1.3)
 - The modification of the current co and pre-requisite policy to better articulate the rationale and procedure to be followed when designating co and pre-requisites.



- Creation of a template to review and validate current and future co and pre-requisites during the Cyclical Review process.
 - Modification of the EES template and analysis method to better determine the degree to which essential employability skills are incorporated and evaluated within an academic program.
3. Expand feedback from the Program Advisory Committees (PACs) by ensuring specific issues and content is presented to, and considered by, the PACs. (Requirement 3.3)
 - Modify the PAC Minutes template to add a “check box” area that ensures PACs have reviewed entrance requirements, co and pre-requisites, progression requirements, graduation requirements, pathways and transfer agreements, and program VLOs bi-annually (at a minimum).
 4. The College is committed to the evolution of the use of our SharePoint site to facilitate and improve our quality assurance workflow and processes. To this end, the CAE, VPA, and Academic Chairs will constantly review its effectiveness and efficiency to achieve those goals. (Requirement 1.6)
 - Expansion of the Curriculum Documentation SharePoint site to include links to review documents.
 - Annual user reviews of the SharePoint system to elicit suggestions for improvement.
 5. The College affirms its ongoing exploration and support for the incorporation of technology in the delivery of curriculum. (Requirement 4.2)
 - Modification of existing policy to better articulate in-house “guidelines and protocols” for faculty to use when creating online and blended courses.
 - Increased collaboration with the University of Windsor regarding in-house training program for faculty wishing to offer online and blended courses.
 6. The CAE was thrilled to launch its curriculum resource and faculty support website in January 2017. The College affirms its commitment to this important communication and education tool through continuous improvement and expansion to this site. (Requirements 6.1, 6.4)
 7. The College affirms its ongoing commitment to reviewing and improving student services, including accessibility to those services. (Requirements 6.4)
 - Development of a business plan to determine the feasibility of an expanded writing lab to assist students struggling to write at an appropriate academic level.
 - Creation of a college preparatory course to assist students with transitional issues including the development of strategies to succeed in College. This course to be made available to “at risk” students.
 8. The College affirms its ongoing commitment to evaluating and improving the use of information and communication technology to support student learning,



student services, faculty development, and operational performance. The purpose is to improve all aspects of College processes and functions.

(Requirement 6.6)

- Development of metrics to monitor the levels of Blackboard and Collaborate use within courses and the degree of student engagement.

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 (R1.4) That a benchmark be established to measure the performance of all programs across SCC.

Recommendation #2 (R1.5) A mechanism (policy/procedure/practice) that articulates the timelines of curriculum changes be made publicly available to representatives within the organization and applied consistently.

Recommendation #3 (R3.5) A mechanism (policy/procedure/practice) that articulates the process for communicating changes in standards be made publicly available to representatives within the organization and applied consistently throughout the quality assurance process.

Recommendation #4 (R5.5) A mechanism (policy/procedure/practice) that articulates the levels of curriculum changes be made publicly available to representatives within the organization and applied consistently throughout the quality assurance process.