

2019/20 QUALITY ASSURANCE PROCESS AUDIT CAMOSUN COLLEGE

The Summary was prepared by the Degree Quality Assessment Board Secretariat using the Institutional Report, the Expert Panel Report, and the Response to the Expert Panel Report. Camosun College was one of four public post-secondary institutions to undertake the Quality Assurance Process Audit in 2019/20.

Introduction

The Terms of Reference for the Degree Quality Assessment Board establish that audits will be based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented.

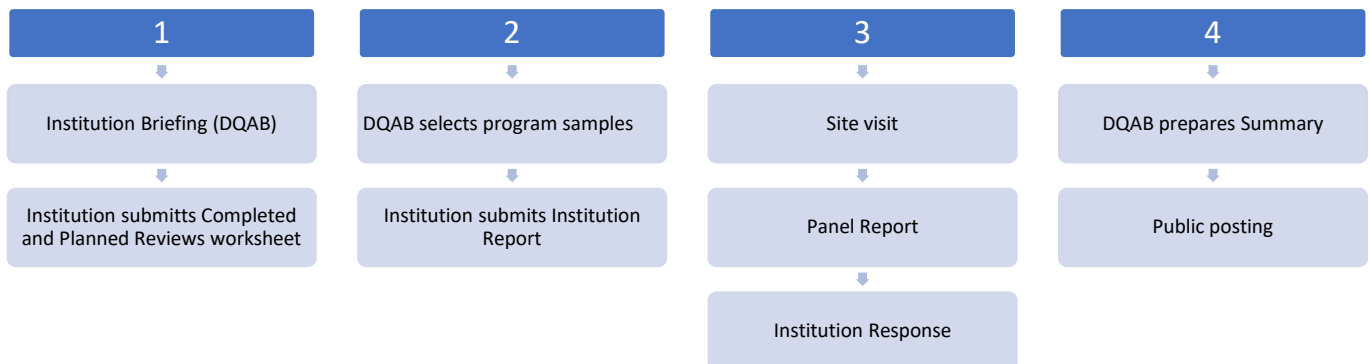
The main objectives of the quality assurance process audit (QAPA) are to ascertain that the institution:

- a) Continues to meet the program review policy requirements outlined in the DQAB's *Exempt Status Criteria and Guidelines* and the *Degree Program Review Criteria and Guidelines*, as applicable to the institution;
- b) Has and continues to meet appropriate program review processes and policies for all credential programs; and
- c) Applies its quality assurance process in relation to those requirements and responds to review findings appropriately.

The QAPA assessment is focused on answering questions in two categories:

1. Overall process
 - a. Does the process reflect the institution's mandate, mission, and values?
 - b. Is the scope of the process appropriate?
 - c. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?
 - d. Does the process promote quality improvement?
2. Review findings
 - a. Were the responses to the sample program review findings adequate?
 - b. Does the process inform future decision making?
 - c. Are the review findings appropriately disseminated?

Figure 1: QAPA Process



Camosun College – Institutional Context

Camosun College (Camosun, the College) is a comprehensive college located in Victoria, BC. The name ‘Camosun’ is from the Lkwungen (Songhees) and means “where different waters meet and are transformed.” Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located on the traditional territories of the Lkwungen (Esquimalt and Songhees), Malahat, Pacheedaht, Scia'new, T'Sou-ke and W̱SÁNEĆ, (Pauquachin, Tsartlip, Tsawout, Tseycum) peoples.

Camosun is guided by its vision to “inspire life-changing learning” and its mission to “...build a better future for [its] community with relevant, innovative and applied education.”

Table 1: Student enrollment

	Undergraduate	Graduate	Degree Programs	Non-Degree Programs
Full-time equivalent (FTE)	10,273	N/A	1,250	9,022

Camosun delivers programming across two campuses: Lansdowne and Interurban.

Table 2: Program offerings

Credential Type	# of Programs
Degree	3
Associate Degree	5
Diploma	27
Advanced Diploma	1
Post Degree Diploma	6
Certificate	33
Advanced Certificate	5
Access (0-level) Certificate	5
Trades Foundation Certificate	14
Continuing Education Certificate	7

Institution Self-Study

The Camosun QAPA review was initiated with an Institution Briefing on May 13, 2019 at the Interurban campus. The Institution Briefing provides an overview of the QAPA process and the documentation institutions are requested to submit.

At its meeting on July 31, 2019, the Quality Assurance Audit Committee reviewed the Completed and Planned Review worksheet submitted by Camosun and selected three program reviews for sampling. The selected samples are those that the DQAB considers to be representative of various areas of the institution’s educational activities. The program reviews

selected were: Diploma in Criminal Justice; Diploma in Early Learning and Care; and Diploma in Hospitality Management.

Self-Evaluation Approach

In 2018, Camosun established a Quality Assurance Process Audit Steering Committee to guide the College's preparation for the Quality Assurance Process Audit. Executive sponsorship for this Steering Committee was John Boraas, Vice President of Education, and the Chair was Peter Moroney, Director Educational Policy and Planning. The steering committee included representatives from all Schools and related administrative units:

- Bijan Ahmadi (Chair, Education Council)
- Cynthia Smith (Dean, Health and Human Services)
- Gillyan Hayden (Associate Registrar)
- Heather Del Villano (Associate Dean, Access)
- Janice Simcoe (Director, Eyē? Sqā'lewen)
- Ken Kosik (Associate Dean, Trades and Technology)
- Nasr Khalifa (Associate Dean, Arts and Science)
- Patti Odynski (Team Leader, Curriculum Development and Program Renewal, CETL)
- Rashed Al-Haque (Education Policy Specialist, Office of Education Policy and Planning)
- Richard Stride (Dean, Business and Centre for Sport and Exercise Education)
- Sybil Harrison (Director, Learning Services CETL)

The QAPA Steering Committee also assumed oversight of the development of the Program Quality Assurance policy.

The self-study component of the Camosun Quality Assurance Process audit was significantly informed by the recommendations of the Degree Quality Assessment Board's response to the College's 2018 application for Exempt Status at the Baccalaureate applied degree level.

Camosun College developed a draft Program Quality Assurance policy in recognition of the need to establish a formal program review cycle that incorporates external review. In support of the College's commitment to continuous improvement of the student learning experience and outcomes, a draft policy was created during the winter term of 2019, with engagement continuing into Spring/Summer 2019. The Program Quality Assurance policy received endorsement at the October 2019 Education Council meeting and is scheduled for the Board of Governor's agenda for discussion and approval.

Quality Assurance Policy and Practices

The College has developed new frameworks and policies:

- The new Policy Framework went through extensive College-wide engagement and commits the College to cyclical policy review to ensure continuous improvement of College practices. The new Policy Framework also clarifies the role policy, directives, procedures, requirements, standards, and policy-informed practices play in respect to the governance of teaching and learning practices. The new Policy Framework is expected to be approved by the Board of Governors.

- A Program Quality Assurance policy will be submitted to the Board of Governors for approval. In this policy Camosun commits to broadening the scope and depth of existing quality assurance practices including the addition of external academic reviews and a required five- to seven- year cycle of reviews.

Camosun's quality assurance is rooted in the following practices:

Achievement of Learning Outcomes: Camosun has endorsed an outcomes-based approach to learning and assessment, with the expectation that all curriculum leading to a credential granted by Camosun adheres to the standard. All new or renewed programs and courses have been written to reflect an outcomes-based approach to learning that describe what it is that students are expected to know and do upon successful completion of a course or program. An Assessment for Learning Working Group has been established to examine assessment at Camosun and to provide recommendations for enhancing and developing the College's assessment practices.

New Program Development and Major Revisions to Programs: Camosun is committed to ensuring a sustainable mix of quality programming aligned with its mandate, and responsive to the needs of learners, the community, and the employers who hire Camosun graduates. A process for new program approval is in place. The Education Approvals policy identifies types of programming, levels of credentials, and governs the requirements for review if partnerships are a component of the program. Checks and balances throughout the process ensure that new programs meet or exceed institutional and Ministry of Advanced Education and Skills Training requirements for educational quality.

Program Review and Renewal (current and future practices): Camosun College policy pertaining to program review currently states: "Programs will be reviewed in a rigorous and open manner in order to ensure quality while addressing educational needs of the Camosun College region." A new Program Quality Assurance policy will broaden the scope and depth of the existing program review and renewal process with the incorporation of an in-depth program evaluation, and a required five- to seven- year cycle of review for all credentialed programs. Additionally, the inclusion of an external academic review component will strengthen Camosun's current practices of consultation and review from industry, professional, licensing and accreditation bodies.

Camosun's program review and renewal process is distinct from an evaluative approach to program review. A developmental and transformative model focuses on the strengths of a program, with a view to creating a positive future and goals. Reflections on current practices help to inform development and renewal. At the core of this faculty-driven, peer-based review process is a commitment to a learning-centred approach to quality programming. It provides opportunities for reflection, is future oriented, and strives to improve and enhance the quality of the students' learning experiences. The College recognizes that the incorporation of external academic reviews into a renewed program review process will serve to strengthen the intended learning experience for students.

Camosun's Centre of Excellence for Teaching and Learning supports the review process through its Program Review Facilitators who are experienced in program review, facilitation, change processes, collaborative work, and curriculum development. As peers, Facilitators

work with faculty and staff to promote positive and respectful dialogue within and across programs and disciplines, departments, schools and the college community. Facilitators assist program/discipline teams as they design and navigate through their individual review and renewal initiatives. They also assist teams with curricular development and renewal.

The program or discipline Chair, faculty and staff members of the School plan and participate in the program review and renewal process in consultation with the Dean. Representatives from the Office of the Registrar, Eyē? Sqā'lewen (Centre for Indigenous Education and Community Connections) or other College service areas may also be included in the review process as determined by the needs and goals of the review team. A designated member of the team ensures the Dean or designate is receiving regular updates on the review process, and that a Portfolio of Progress is maintained within the School.

The schedule for program reviews is planned within each school through a process of consultation between the Dean, Chair, and faculty. Program areas are encouraged to undertake a formalized review approximately every five years.

Data and Evidence Informed: Institutional Research and Planning (IRP), housed within the Office of the Registrar, provides expertise in the collection and analysis of data. In support of ongoing course and program review, IRP provides educational research and statistical reporting for the College community and support for planning cycles, including strategic information, provincial government reporting, and survey research. Assistance is provided with other research and information needs, including needs assessment and environmental scanning. Institutional research and analyses regularly support program areas with the provision of specific data on applicants, enrolments, student engagement, student outcomes and FTEs that are required for various phases in the planning, development and review processes. Student Outcomes survey data are accessed and summarized to meet the internal needs of programs and departments.

Indigenization: Camosun's Strategic Plan situates Indigenization as a core value for the College and recognizes Camosun's educational relationship with Indigenous communities. Eyē? Sqā'lewen: The Centre for Indigenous Education and Community Connections provides culturally relevant and pedagogical sound leadership to the College's Indigenization work. The centre's Indigenous Advisory Council, with community representatives, provides direction to the College regarding Indigenous programming, partnerships and services.

In response to the Truth and Reconciliation Commission's Calls to Action, a College-wide task force for Indigenization and reconciliation was formed in 2016. As a result of the task force work, all submissions to Education Council must now provide a response to a question asking how the curriculum and teaching practices have been Indigenized. The Calls to Action identified areas where Indigenous content should be required and Camosun courses in criminal justice, social work, nursing, early learning and care were renewed to address this recommendation. The college's annual Student Experience Survey now asks students if the College has helped enhance their understanding of Indigenous culture and issues.

Applied Learning: Camosun's applied learning model is based on eight principles of experiential education as identified by the National Society for Experiential Education. Incorporating the College's curricular practices, guiding principles, concepts and approaches, and building on current practices, the model provides a flexible, scalable framework for the

consistent definition, development, and delivery of quality applied learning experiences. The College is currently working to document existing quality assurance practices in experiential/applied learning opportunities for students across programs at the College, and to develop or improve those opportunities where needed.

Industry, Employer and Professional Engagement: The College requires both in policy and practice that applied program areas be responsive and engaged with their respective communities through Program Advisory Committees (PACs). PACs will be established for all applied programs as well as other program areas that would benefit from formal linkages to the community, with the purpose of: a) advising the College on program outcomes and on program development, review and renewal; b) advising the College on current trends in the field; and c) providing a valuable link to the communities we serve.

The following initiatives also support quality assurance and practice:

- assessment and measurement of student progress;
- Student Experience survey and participation in the provincial student outcomes surveys;
- scholarship, professional development, and research; and
- student services.

QAPA Review

The QAPA panel conducting the assessment were Dr. Beverlie Dietze, panel chair, and panel members Dr. Maureen Wideman and Ms. Sandra Bailey. The site visit was held on January 16 and 17, 2020. In addition to the panel, Ms. Dao Luu, a member of the DQAB Secretariat, also attended the site visit. The QAPA panel submitted its report on January 30, 2020. Camosun provided a response on April 28, 2020.

The panel noted that “Camosun College has created policies, frameworks and procedures that illustrate their commitment to continuous improvement and evidence-informed program reviews.” The panel further noted that “the Self-Study completed by Camosun College clearly articulates the strengths of their current quality assurance processes. In response to their self-assessment, Camosun identified gaps in their processes and have initiated policies and processes to address many of those gaps.” The panel report provided commendations, affirmations and recommendations.

Commendations are areas where the institution has shown exemplary practice. Areas of exemplary practice:

1. Camosun College Culture for and Commitment to Continuous Improvement
Throughout the Self-Study document, embedded in policies, and during the site visit, the Panel observed - from the leadership team to faculty - the positive culture across the institution around continuous improvement. Using a strength-based approach, program review teams and their various stakeholders are led through a process that enables them to explore and envision how to strengthen their program and learning experiences for students.

2. Program Quality Assurance Policies, Processes and Frameworks

Camosun College has an array of approved policies that were provided in the Self-Study, as well as newly approved policies and frameworks that were provided at the site visit, such as the *Program Review: New Program Development: Quality Assurance Framework*, and *A Guide to Program Review: A Framework for Renewal and Leading Practices in Curriculum*. The latter document outlines the peer-to-peer, faculty driven process and sets the direction and approach as one that focuses on student learning and success, and program improvement through research, engagement and reflection. The work and support that the Centre for Teaching and Learning (CETL) group extend to faculty teams engaged in the program review process is an integral part of the positive experience and strength of the program review model.

3. Program Advisory Committees

Camosun College has active Program Advisory Committees (PAC) for all programs. PACs are viewed as an essential part of the review process, currently acting in the capacity of providing a version of external review for programs to ensure that curricula is relevant, current, and reflective of real world knowledge needed for graduates. PACs are engaged on average twice per year to provide advice and oversight for program review and program development.

4. Indigenization of Curriculum

Camosun College has embedded indigenization as a core value and has established the Centre for Indigenous Education and Community Connections which provides direction regarding programming, partnerships and services through the Indigenous Advisory Council. Camosun has clearly demonstrated a strong commitment to Indigenization and Reconciliation. The Panel observed an array of resources and approaches used by leadership and faculty to advance indigenization within programs, course curricula, policies, practices, teaching and learning approaches, and the overall college community.

5. Appreciative Inquiry

As outlined in the Self-Study and as observed throughout the discussions during the site visit, the appreciative inquiry model that forms the foundation for the program quality assurance process provides the basis for faculty groups to engage in exploration and reflection. This process clearly enables faculty groups to examine their programs to determine how they can be strengthened to reflect learning-centered principles and the overall student learning experience. As reported to the Panel, this strengths-based approach underpins the positive experience for those involved in program review process.

6. The Centre of Excellence for Teaching and Learning (CETL)

One of the strengths that is evident both from the Self-Study and in meeting with faculty groups is the role of and expertise in program review, facilitation, appreciative inquiry and curricula development that the CETL facilitators bring to the program review process. Their approach, assistance and expertise is an asset to the process and contributes to the structure of and exploratory aspects of Camosun's program review.

Affirmations are areas where the institution has identified weaknesses and intends to correct it. Areas the institution identified for improvement:

1. External Academic Reviews

The Panel supports the incorporation of external reviews beyond the Program Advisory Committees, as outlined in various sections of the Self-Study. External reviews will support

Camosun College in receiving further input into program strengths and opportunities of further development that may further contribute to the currency and relevancy of the curricula and overall student experience and success. The Panel has provided recommendations on the membership of the external review panel in the next section of the report.

2. Program Advisory Committees

As outlined in the Self-Study and during the site visit, Camosun College recognizes that one of the key roles of their Program Advisory Committees is to provide input on currency and relevancy of curricula, learning experiences and the necessary job-ready skills required of graduates in their respective programs.

3. Documentation of Existing Quality Assurance Practices in Experiential and Applied Learning

The College identified in their Self-Study that they are currently documenting the existing quality assurance practices in experiential and applied learning opportunities extended to students and strengthening those opportunities where appropriate. As part of that process, we encourage the CETL facilitators to incorporate dialogue with the program teams about experiential and applied learning during their program review meetings. Creating specific templates for recording the types of learning experiences that are embedded in programs will contribute to establishing consistency in the documentation that can then strengthen the analysis of the results and influence the types of future opportunities that are pursued.

4. The Establishment of a Formal Review Cycle

As identified in the Self-Study report and in the Program Quality Assurance Framework document provided during the site visit, establishing a formal review cycle that includes an external review is beneficial to programs as it supports faculty in reviewing their programs at strategic times between the formal review processes. This has the potential to contribute to faculty strengthening their commitment to and strategies used in identifying and implementing a continuous improvement philosophy and practice.

5. Consistency and Leadership Engagement

The College indicated in their Self-Study the need to develop consistency across the Schools for aspects of the review process to ensure there is the appropriate level of follow-up and leadership involvement. The Panel supports this initiative. In addition to the guidelines outlined in the Quality Assurance Framework presented at the site visit, there is merit in the College developing and using templates to document the relevant action plans that include the activities, responsibilities, dates, resources and follow-up mechanisms that should occur with key stakeholders.

6. Assessing Operational Impacts

As outlined in the Self-Study document, the assessment of how operational considerations impact the quality of student learning is important to the learning experience and health of a program. The Panel concurs that the operational impacts may be addressed through an Education Approval Renewal project, especially with having both academic and operational expertise as part of the consultation process.

7. Gap in Formalizing a College-wide Response to Recommendations from Program Reviews

As the College notes in their Self-Study, one gap in the program quality assurance process is not having a formal process for a College-wide response to the recommendations that evolve from the program reviews. The Panel encourages the College to address this gap in the near

future by creating a central repository to archive core program review documentations including program reviews, actions plans and college-wide responses to the recommendations made within the reviews (see recommendation #5).

Recommendations are areas needing improvement. Areas for the panel identified for improvement:

1. Affirmations within the Self-Study Document

As presented throughout the Self-Study and highlighted in the Affirmations section above, Camosun College has identified a number of initiatives that are newly developed or under development that are intended to strengthen their program quality assurance processes. The Panel recommends that each affirmation identified have an action plan developed that includes intended dates of completion, action required, responsibility, and a timeframe and strategy for reporting back to key stakeholders. The documentation process will strengthen accountability strategies that in turn will contribute to continuous improvement.

2. Prioritizing Recommendations from Program Reviews

As outlined in the Self-Study, a schedule of program reviews in process or scheduled has been established. Recognizing the number of program reviews that will be in various stages of completion over the next five years, the Panel recommends that a framework be developed to support the Leadership team in determining how the recommendations will be prioritized and used to inform an array of decision making processes including those around strategic directions, human resources, facilities and budget allocations within programs and operational areas that influence program quality assurance practices.

3. Curriculum Mapping

The program review samples provided as part of the Self-Study provided one program sample of curriculum mapping. During the site visit, the CETL team indicated that basic curriculum mapping was part of the program review process. The purpose of curriculum mapping is to illustrate the strengths of the program by indicating the students' learning progress through the acquisition of outcomes on a course-by-course basis and year-over-year progression. It is through curriculum mapping that program teams identify gaps or overlaps in content, outcomes or learning experiences. The Panel recommends that a more robust standardized curriculum mapping process be implemented that will strengthen the program quality review process. This generally results in a more transparent view of how content, learning outcomes and assessment strategies are aligned. This may require the CETL team to provide programs with specific training in curriculum mapping and how learning outcomes should be scaffolded and aligned with assessments.

4. Human Resource Allocations

Based on the Panel's review of the Self-Study report and policies and documents such as the *Program Review New Program Development Quality Assurance Framework* presented during the site visit, there are a number of revised or new processes, expectations and results expected through the program quality assurance process. The Panel recommends that an inventory of current human resources and financial allocations be identified and a gap analysis be completed to determine how to align the current human resources with what is needed to meet the expectations, such as more faculty release time and staff in the Centre for Teaching and Learning, with budgetary requirements to achieve the intended outcomes identified in the Framework.

5. Central Repository for all Program Quality Review Documents

As outlined during the site visit, some program quality reviews are stored in program offices, while other program's reviews are stored on a shared drive. The Panel is recommending that a central repository system be established where all program review documents, reports from external reviewers, validation plans, action plans and progress reports derived from the internal and external reviews be located. This would support increasing the transparency, evidence and accountability of actions taken to address findings from the program review process.

6. External Review Panel

As outlined in the Affirmations above and in the Self-Study document, the Panel recommends that the External Review members include a Dean and faculty from other institutions with similar programs, and an industry member who is familiar with the program. We encourage the external review process to include opportunities for the reviewers to meet with the Dean and Associate Dean, Program Teams, the Vice President, Education and the CETL team.

Establishing guidelines and templates for use by the External Review panel, such as the intention of the review, the structure for the review, to whom the reports should be submitted, the report content and how the report will be utilized within the program and the College will bring consistency to the process. When establishing the guidelines and template for the External Committee process, the Panel recommends that a procedure be established to determine who and how the external report is used and made visible to the program and across the college.

Camosun acknowledged the recommendations in its response to the panel's report and addressed each of the recommendations.