Exciting News: On January 15th 2019, the OCQAS Management Board reviewed the 18 month follow-up report titled the *Current State of Quality Assurance Activities*. This report is part of the audit process that our college went through in 2017. The Board's feedback was that this report was very well written and the Board was pleased with our quality assurance achievements.

CAE – A BRIEF HISTORY
Dan Rorai, Executive Director, CAE

Welcome to the Centre for Academic Excellence Newsletter! In this inaugural issue, we hope to share some of the activities in which the CAE is involved. To kick things off, we thought it might be interesting to retrace the story of how the current configuration of the CAE came to be.

Since its inception in 1967, the College has always employed staff to manage program curricula. The ways in which this management function manifested itself within the College evolved over the years, but I think it is safe to generalize that up until the creation of the CAE, each academic school managed their own curriculum and course outlines. Although there was always some form of centralized "curriculum area" with knowledgeable staff to deal with the minutiae of Ministry requirements on all matters related to program curricula, much of the curriculum management occurred within the academic schools.

At various points in our history, there were separate initiatives and projects launched to implement assorted Ministry curricular directives that arose as the Colleges branch of the Ministry matured. One example, occurred in the early 1990s when the Ministry began to implement Outcome-based program standards for use within all Colleges. In response, the College seconded three faculty members to work with other College faculty to convert their course outlines from objective-based to outcome-based. Other examples include initiatives in general education, program review, and generic skills (now called essential employability skills to better distinguish the term from general education). So, curriculum management and quality assurance was largely decentralized with sporadic centralized efforts to move the College toward various Ministry initiatives and goals. This all changed in 2010.

In 2010, recommendations from the Program Quality Assurance Process Audit (PQAPA) made it clear that the College needed to implement more formal methods of curriculum management and ensure that its curriculum was solidly outcome-based. It was the results of this audit, and the recommendations that flowed from it, that planted the seeds for the CAE as we now know it.

In 2011, two faculty were given time on their SWF to develop St. Clair's conceptual framework of outcome-based education that could be presented to all faculty. Workshops and presentations followed. After a year of efforts, it became clear that the current course outline process would not effectively support the outcome-based framework that had been developed. The format and content of course outlines along with the decentralized processes in which they were managed had to change. As the plan to make these changes was finalized, the decision to create the Quality Assurance Office was made. Room 272 was designated as the home for this new entity. In 2012, one of the originally selected faculty along with the existing curriculum unit was moved there; an Executive Director, Quality Assurance was appointed; and the Quality Assurance Office was off to a great start.

A year later, in 2013, two more faculty were added to assist with a complete audit and overhaul of all 2300 course outlines. As outlines were improved to better reflect the outcomes-based approach, they were added to the updated course outline system. At this time, the entire program review process was re-engineered and launched. In 2015, another faculty member was added to assist with faculty PD in teaching and learning. In 2016, the name was officially changed from the Quality Assurance Office to the Centre of Academic Excellence to better reflect the expanded role of the office.

The number of new programs being developed at the College increased dramatically in 2016, and as a result, a faculty position was added to the CAE in 2017 to assist in curriculum development for new programs. The latest addition to the CAE occurred in 2018 with the creation of an Academic Integrity and Part-time Faculty PD Coordinator. Also in 2018, the CAE became responsible for delivery of the IFS and KPI surveys.

The CAE is a speeding train I jumped on eight years ago. The various efforts of the CAE have had long high-speed runs and sudden emergency stops. They've navigated uneven twisty curves and sometimes had to slowly chug to the top of a hill, but the ride has been the greatest learning experience of my life.

You may have noticed that I have purposefully omitted people's names in this brief history. The CAE was and always will be a team effort. Its success is truly the result of the entire St. Clair community. From the earliest efforts of the CAE, the entire academic management and staff cooperated, assisted, and was patient. Support staff and management has always been unwavering in their support and quick response to the needs of the CAE. We built this Centre together, and we look forward to a future of service to the College community.

MIND THE KPI GAP
Corey Pyne

With the release of 2017 KPIs, we can start thinking about which aspects of our programs we do well and identify areas for improvement. We often focus on satisfaction scores, but every student question can be rated for satisfaction and importance. When we analyze how satisfaction scores relate to importance scores we are able to identify surprising gaps that give us important information on which areas need priority attention. Let's look at the 2016 Knowledge & Skills results for the entire system. The importance and satisfaction scores for the ten questions are plotted on the following radar chart; each circle represents 20%.
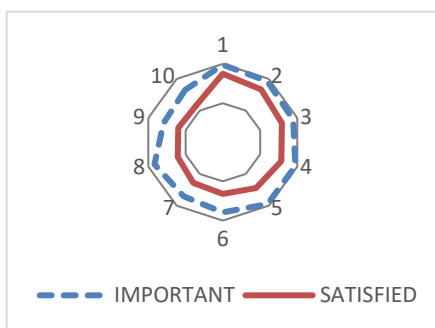
KPI Knowledge & Skills, All Colleges

With only 60% satisfaction score, Questions 10 would normally be the focus of most improvement plans. But its importance score is relatively low at 80%, producing a gap of 20%. The amount of space between the two plots for Question 10 is about the same as the amount of space between the plots at Question 4, so they have the same room for improvement. Now look at Question 8; you can see the distance between the plots is the largest of all of the questions. The satisfaction score is also 60%, but it's rated much more important at 90%. This gap of 30% shows there is more room for improvement for Question 8 out of all the questions, so this question should be the priority.

If you have 5 minutes to spare, look at your program's KPI Program Analytics Tool; there is a page devoted to gap analysis for each of the four main capstone categories. You may not be surprised with the satisfaction scores, but you'll likely be surprised by what questions produce the largest gaps. In case you are curious, Question 8 in this scenario is about how the program provides further educational opportunities.

NEWS FROM THE QA FRONT
Lindi Prendi

St. Clair College is committed to high quality in all areas of the college. As a result, practices and systems have been developed and implemented to enhance and ensure quality. Audit results of the 2017 CQAAP confirmed that St. Clair has demonstrated effectiveness and adequacy in quality assurance processes and has been able to foster a culture of quality.

Cyclical Reviews - Cyclical reviews are a significant component of our quality assurance processes. Slowly they have become part of our institutional culture. Some statistics:

- *2017/2018 academic year*: **19** programs in the Final Report and Action Plan stage of the review.
- 2018/2019 academic year: **13** programs started the second cycle of the 5-year review. The first cycle was completed for the majority of these programs in the 2013/2014 academic year.

Program Standards - Ministry (MTCU) directed changes include program standards updates. Some statistics:

- New standards are released for:
  - Social Worker-Gerontology
  - Business-Marketing
  - Business Administration-Marketing

Each program is working with the CAE to map the new standards and identify their attainment in our curriculum. The new VLOs will be posted on each of these program's website.

- New standards are being developed for:
  - Internet Applications and Web Development
  - OTA/PTA
  - Interior Design

The MTCU is coordinating consultation process that will lead to creation of the new standards.

Program Charts - Feedback from all our quality assurance processes (Cyclical Review, Annual Review, PAC) often leads to curriculum changes. There are around **22** programs going through program chart changes for the 2019 2020 academic year. After the charts are approved, the new curriculum will be posted on the program's website and the program chart emailed to the academic department. *Reminder: the deadline is January 31, 2019*

JOURNAL DISCUSSION
James Lapeer

St. Clair's CAE is hosting a variety of journal discussions on teaching and learning topics. Any St. Clair faculty or academic staff member is welcome to participate in these conversations. Join us to engage in one of the synchronous conversations that occur in partnership with other campuses or contribute asynchronously in a thoughtful conversation housed within the SCC Training Centre Teaching & Learning Discussion Forum.

Face-to-Face Journal Discussions are scheduled the last Thursday of each month. On January 31st, 2019 we will discuss a pod cast published by Teaching in Higher Education - Tolman, A. Why Students Resist Learning. Teaching in Higher Education Podcast Series. September 2017, Episode 171(37minutes). http://teachinginhighered.com/podcast/students-resist-learning/

To view upcoming topics or learn more visit our CAE website.

INTENTIONAL TEACHING
Jill Jones

As educators, we can't approach lesson planning and assessment the way we always have. Technological advancements, larger classroom sizes, and increasingly diverse student populations are forcing educators to rethink their approaches to teaching, to ensure inclusivity (Gannon, 2018).

Change can cause disruption to the way we do things, the way we have *always* done things. But, change can also be used as a catalyst, to rethink the reasoning behind what we do and why we do it.

Mindfulness and critical reflection can prove fruitful in generating new activities for the classroom and developing assessment strategies to engage students.

Snowball Fight Icebreaker
http://www.leadershipchallenge.com/resource/snowball-toss.aspx

One way to activate mindful, critical thought is to read about the topic under consideration. Along this train of thought, I offer some suggested readings:

1) **How Learning Works: Seven Research-Based Principles for Smart Teaching** (2010) By Susan Ambrose, Michael Bridges, Michele Dipietro, Marsha Lovett, & Marie Norman

2) **The Spark of Learning: Energizing the College Classroom with the Science of Emotion** (2016) By Sarah Rose Cavanagh

3) **Mindset:** The New Psychology of Success (2016) by Carol Dweck

4) **Teaching Interculturally**: A Framework for Integrating Disciplinary Knowledge and Intercultural Development (2017) By Amy Lee.

5) **Cheating in College: Why Students Do It and What Educators Can Do About It** (2012) By Donald McCabe, Kenneth Butterfield, & Linda Trevin

6) **Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses** (2013) By Dee Fink

7) **Small Teaching: Everyday Lessons from the Science of Learning** (2016) By James M. Lang

8) **How Humans Learn: The Science and Stories Behind Effective College Teaching** (2018) By Joshua Eyler.

CREATING BLACKBOARD GUIDELINES
Franco Iacobacci

As a lot of you have seen, I've created several blackboard help guides from various questions asked from faculty. What you probably don't know is how easy they are to create! I used a program called Greenshot which is free to capture and edit the screen shots. You can find Greenshot here http://getgreenshot.org/.

What it does is configures the print screen key to put you in a selection mode allowing you to capture the region of the screen you want. Once you have the region of the screen you want, you can use the built-in editor which lets you add boxes to highlight areas, blur text and many other options. You can then export screen shots right to your clipboard and paste them into your favourite word processor to build a document or in this case guide. So if you ever find yourself needed to create a screen shot based guide or manual for your classes check out Greenshot it may speed up the process.

NEW PROGRAM DEVELOPMENT
Linda Hill

To meet the strategic goal of expanding the learning horizons for our students, St. Clair College currently has over **15** new programs in various stages of program development. The additions to our program mix include two-year and three-year college diploma programs, one-year and two-year graduate certificates, as well as a number of applied degree programs. While some of these offerings are in the earliest stages of concept approval, most are in the midst of curriculum development. This year, St. Clair launched three new programs:

- Data Analytics
- Esports Administration and Entrepreneurship
- International Business Management – Systems

With this blend of new program offerings and delivery methods, St. Clair continues to make significant headway towards our goal of becoming a year-round destination college

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