



**COLLEGE'S ONTARIO - 2010  
HIGHER EDUCATION SUMMIT**

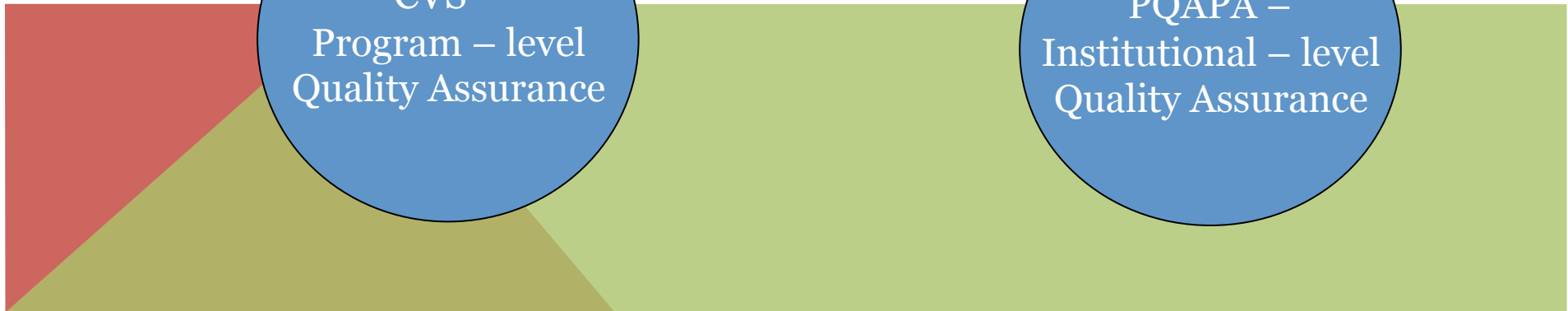
**ONTARIO COLLEGE QUALITY  
ASSURANCE SERVICE - AN  
OVERVIEW**

# ONTARIO COLLEGE QUALITY ASSURANCE SERVICE – WHAT AND WHO?

OCQAS –  
Responsible to the colleges through an  
arms-length  
Management Board and to CO for  
day-to-day operations

CVS –  
Program – level  
Quality Assurance

PQAPA –  
Institutional – level  
Quality Assurance



# CVS - MANDATE

## MANDATE:

1. To provide reasonable assurance that all postsecondary programs of instruction, regardless of funding source, conform to the Credentials Framework and system-wide titling principles
2. Maintain the integrity of College credentials province-wide



# CVS – ACTIVITY LEVELS TO DATE

- CVS receives, assesses, and validates about 200 proposals per year
- From February 1, 2005 to November 1, 2010 CVS dealt with 1114 applications for validation
  - 80% are applications for validation of new programs
  - 20% are applications for program modification
- By credential the breakdown is:
  - 33% - Ontario College Diploma
  - 25% - Ontario College Graduate Certificate
  - 24% - Ontario College Certificate
  - 13% - Ontario College Advanced Diploma
  - 4% - local college certificate



# CVS – LESSONS LEARNED

- CVS has been subject to two external reviews in the past five years
  - After 6-months of operation and after 5-years of operation
- Colleges are getting better at writing program-level learning outcomes that correspond to the requirements of the Credentials Framework for credentials being sought
- Customer service is ‘everything’ and enables an ‘iterative’ process towards validation
- CVS is seen as having a duality of purpose:
  - gatekeeper and consultant: “compliance vs. guidance”



# PQAPA: QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

- Academic audit model used to measure quality as present in the college against a set of internationally recognized criteria
- Purpose is continuous improvement for college
- The audit model is designed to be developmental in nature
- A *peer-review* process based on a self-study and a site visit by an external team of auditors
- Process is designed to emphasize self-reflection and self-improvement rather than strict compliance



# PQAPA: THE FOCUS

- For the self-study and the external review/audit panel the focus is on the “*extent to which*” the criteria is addressed/achieved/met
  - “*To what extent does your college’s quality assurance process\*\* ensure the criterion is met?*”
  - \*\* - by “quality assurance process” we mean the policies, practices or procedures in place in a college and designed to influence quality in the college
  - Each criterion is accompanied by a defining set of *requirements* to assist colleges with the gathering of *evidence*



# PQAPA: THE CRITERIA

1. Admission, credit for prior learning, graduation, and other related academic policies support program development and student achievement of learning outcomes.
2. Programs conform to the Framework for Programs of Instruction and the Credentials Framework, are consistent with accepted college system nomenclature / program titling principles, and maintain relevance.
3. Methods of program delivery and student evaluation are consistent with program learning outcomes.
4. Human, physical, financial, and support resources that support student achievement of program learning outcomes are available and accessible.
5. Regular program quality assessment that involves a variety of stakeholders, including faculty, students, industry representatives, and others as appropriate for the purpose of continual improvement is in place and happens.





# PQAPA: RESULTS TO DATE

- An external review (the Massy Report) was conducted after the first “pilot year” and resulted in some adjustments to the process while confirming the model and the criteria
- Another external review was completed after 5 years (the Randall Report)
- The second round of audits is commencing in 2010-2011 with the original five colleges who were part of the Pilot



# PQAPA: LESSONS LEARNED

- Results of the first round of audits:
  - 24 of 24 audits completed
    - 8 colleges were rated as having “Met” all 5 criteria
    - 3 colleges were rated as having “Met” 4 of the 5 (1 “Partially Met”)
    - 9 colleges were rated as having “Met” 3 of the 5 (2 “Partially Met”)
    - 3 colleges were rated as having “Met” 2 of the 5 (3 “Partially Met”)
    - 1 college was rated as having “Met” 2 of the 5, “Partially Met” 2, and “Not Met” 1 of the 5



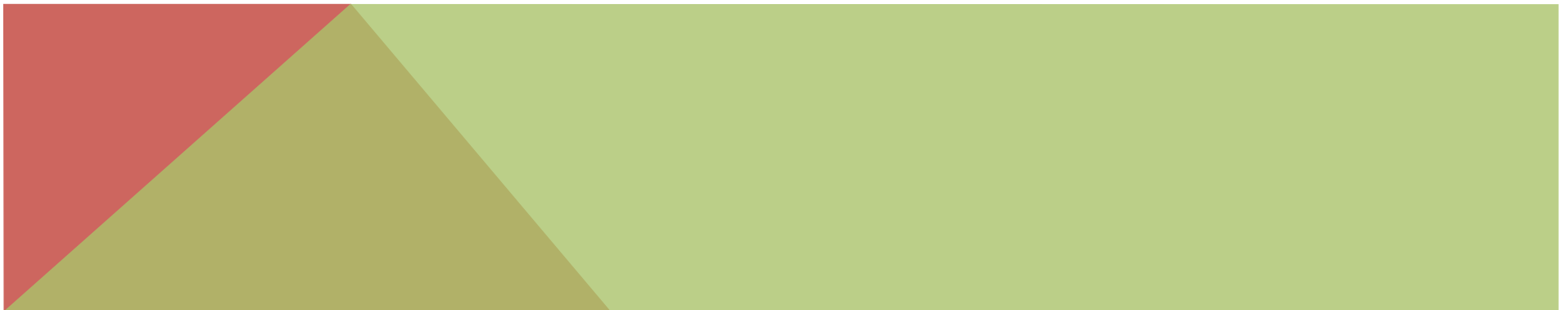
# PQAPA: LESSONS LEARNED

- Of the criteria rated as “Partially Met” or “Not Met”:
  - #1 = 3
  - #2 = 7
  - #3 = 4
  - #4 = 5
  - #5 = 14 (13+1)



# OCQAS: WHERE DO WE GO FROM HERE?

- Randall Report left a series of 20 recommendations for the consideration of the Management Board
  - The Management Board is developing a plan of action to address the recommendations
    - This plan will be prepared for CoP via CCVPA over the next few months with any changes being introduced to the system following this
- Recommendations range from structure and function, through governance, to ensuring that the Service use and maintain its national and international status to further solidify its position of leadership in higher education quality assurance
- *“The...OCQAS (has) been successful in meeting the goals and objectives set for them...[has] established [itself] with the Ontario Colleges...and [is] perceived as providing benefits, rather than imposing burdens.” (J. Randall, June 2010)*



# OCQAS: WHERE DO WE GO FROM HERE?

- However, the Report went on to say:
  - “OCQAS now needs to build on this initial success by further consolidating the audit service (PQAPA) in particular, and slightly expanding its scope in ways which will enhance its effectiveness, and continue to provide constructive challenges and stimulus to the colleges.”

