College Quality Assurance Audit Process (CQAAP)

QUALITY ASSURANCE PROCESS AUDIT: INITIAL LEARNING & CONTEXT FORUM
SIMON FRASER UNIVERSITY
HARBOUR CENTRE, VANCOUVER.
NOVEMBER 23, 2017

Ontario College Quality Assurance Service
Service de l’assurance de la qualité des collèges de l’Ontario
Preamble
The historical circumstances that shaped Ontario Public College’s approach to external quality assurance
BACKGROUND

2002

- Mandated under the “Ontario Colleges of Applied Arts and Technology (CAAT) Act 2002”
  - This legislation gave Ontario colleges the responsibility for autonomous program approval and development, with the requirement that processes be in place to ensure that they meet quality standards.

2003

- Framework for Programs of Instruction- Minister’s Binding Policy Directive- April 1, 2003 (section D-IV)
  - This policy defines the quality standards through a well developed Qualifications/Credential Framework.
BACKGROUND

2003

- A joint government – college sector group called CCVPA/MTCU Working Group decided to establish the **Ontario College Quality Assurance Service** to ensure programs of instruction, regardless of funding source, conform to the Credentials Framework.

2005

- OCQAS starts operations in February 1, 2005
ONTARIO COLLEGE QUALITY ASSURANCE SERVICES

OCQAS –
Responsible to the colleges through an arms-length Management Board

Credential Validation Service (CVS)
Program – level Quality Assurance

College Quality Assurance Audit Process (CQAAP)
Institutional – level Quality Assurance
The external quality assurance process for the Ontario Colleges
COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)
GUIDING PRINCIPLES

To ensure that any quality assurance and improvement model developed for Ontario’s colleges:

- are consistent with international best practices;
- are effective, efficient, and cyclical;
- give appropriate notice to colleges prior to review;
- are described and operate as an audit to provide a review of each college’s educational quality assurance processes and policies to ensure that minimum standards are met;
- follow a mandatory and clear process that identifies strengths and weaknesses, recommends improvements, and facilitates positive change;
- distribute the preliminary report to the college for their response and include the college response in the final report;
- provide for categories of approval;
- use an external, competent, mutually-agreeable, objective peer review panel;
- provide a method and system for appeals against its decisions and reports;
- provide for consistency of panel decisions; and,
- are sustainable and affordable for the system as a whole and for the individual colleges in the system.
Recognized for following “Good Practice Guidelines” as stated by the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), November 2011.
## Five Year Cycle

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<td>2015/2016</td>
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“The process is based on an understanding of the different ways colleges work”
“The main purpose of assessment is to improve performance”
Formative - Developmental

- Advance Self-regulation
- Advance Quality
COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP) AUDIT ELEMENTS

**Internal – by the College**

- To measure strengths and weaknesses of its own procedures against the standards and their respective requirements
- Documented through the Self-Study

**External – Conducted by a panel**

- To verify conformance to standards and their respective requirements
- To identify areas of opportunity for improvement
- Documented through an Auditors’ Report
STAGES OF THE AUDIT PROCESS

1. Notification of the Audit
2. Submission of the College Program List
3. Completing the Self-Study Package/Informal Review
4. Submission of the Self-Study Package
5. Confirmation of the Site Visit Dates and Audit Panel Members
6. Review of the Self-Study Package and Follow-up Questions
7. Preparation for the Site Visit
8. Site Visit
9. Submission of the College Program List
10. Completing the Self-Study Package/Informal Review
11. Notification of the Audit

Follow-up Reporting – 18 months

Release of the Final Report and Publication of the Audit Decisions

Appeal Process

Formal Board Approval

Submission of the Final Audit Report

Review of the Preliminary Audit Report

Preparation and Submission of the Preliminary Audit Report
“Good assessment requires clarity of purpose, goals, standards and criteria”
There are 32 Requirements, organized in six Standards:

1. Program Quality Management System;
2. Program Development;
3. Conformity with Government Requirements;
4. Program Delivery and Student Assessment;
5. Existence, Monitoring and Communication of Academic Policies and Practices;
6. Availability and Allocation of College-Wide Resources.

For each requirement the College must provide evidence that demonstrates:

- A critical assessment of areas of strengths and improvement of its quality assurance mechanisms;
- The implementation of corrective measures to address areas for improvement;
- An evaluation on their impact on continuous quality improvement.
College Quality Assurance Audit Process (CQAAP) Assumptions

Development of Policies/Procedures and Practices

Institutional Quality

Student Success across all programs
Lessons learned
• **OCQAS**
  - Consistency
    - Auditor Training, Program Selection, Site Visit Requirements, Guiding Questions and Mechanisms

• **Colleges**
  - Quality assurance processes in the colleges have matured over time
    - Colleges want to do well
  - Faculty are very committed to student success
  - Best practices
    - Every college has at least one best practice that they are well known for
    - Collaboration and sharing
What motivates the Ontario College system to continue to do this?
MTCU/CCVPA Working group unwritten agreement

The value/benefits
“On behalf of Niagara College, we would like to extend our sincere thanks for your leadership of a very engaging CQAAP site visit. We greatly appreciated the professionalism, preparation, and attention to detail of the panel, but more importantly, we appreciated the thoughtful, collegial and respectful conversations with the members of our college community. The process was an opportunity for our colleagues to pause and reflect on their work and all that we accomplish together to support excellence in teaching and learning at Niagara. The benefit of external review of our practices served to remind our community of our distinctive culture of caring and commitment to students and has, we are sure, validated that commitment and will serve to deepen and sustain our efforts.”

– Jeff Post, Manager, Academic Quality
THANK YOU!

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www.ocqas.org