Ontario Universities’ Council on Quality Assurance (Quality Council) was established July 1, 2010

- No more OCGS appraisals; no more UPR
- Quality Assurance Framework (QAF)
- Institutional Quality Assurance Process (IQAP)

The new framework covers the approval and review of all new and existing undergraduate and graduate programs as well as major modifications to existing programs.
The Purpose of QA

OCGS and UPR
- Accountability
- Exam-like
- External oversight
- Set format

IQAP
- Program improvement
- Self-reflective
- Internal oversight
- Adaptable
Towards a Quality Culture

- ‘The intent of Ontario’s quality assurance system is to foster a culture of quality in all university programs across the Province’


- A CHANGE IN CULTURE
Cyclical Program Review is an opportunity for reflection, critical analysis, and forward planning to strengthen programs that are currently of good quality or can achieve good quality as part of an overall process of continuous improvement.

Not just an exam to be passed and forgotten!
Why the Change in Culture?

- Internationalization, massification, diversification
- Contribution to social, economic and cultural development
- Quantity, variety and complexity of programs
- Flexible, innovative teaching and learning
- Decline in private and public funding
What’s Our Role?

- Our objective is program improvement
- We work with programs to support them
- We are here to help!
- We are not the QA police!!
- Who Is This ‘We’?
Carleton’s Office of the Vice-Provost and Associate Vice-President (Academic) (OVPAVPA):

- Vice-Provost and Associate Vice-President (Academic)
- Assistant Vice-President (Academic)
- Manager
- Program Review Officer
- Program Officer
- Program Assessment Specialist
- Academic Initiatives Coordinator
- Executive Assistant

The Carleton University Committee on Quality Assurance (CUCQA):

- Vice-Provost (Chair)
- Provost (ex officio)
- Assistant Vice-President (Academic)
- Associate Dean (Programs and Awards), FGPA (ex officio)
- Associate University Librarian
- 7 senior faculty members
- 1 Dean
Cyclical Program Review

- Self-assessment of a program’s strengths and areas for improvement
- Simultaneous review of graduate and undergraduate programs
- Consultative – informed by input from faculty, staff, students, associate dean(s), dean(s), and external reviewers
- Occurs on an 8 year cycle
  - 20-month process
The review team must include as a minimum:

- Department chair or equivalent;
- The graduate and/or undergraduate supervisors as appropriate;
- The graduate and/or undergraduate administrators as appropriate;
- At least one graduate and/or undergraduate student as appropriate
Timeline and Milestones

- Self-Study (3 volumes)
- Site Visit
- External Reviewers’ Report
- Action Plan
- Final Assessment Report
Timeline and Milestones

1. Establish Review Team
2. Attend Cyclical Review Information Session
3. Attend Learning Outcomes Workshop
4. Prepare Volumes I, II, & III

Consultation on drafts with dean(s), associate dean(s), faculty, staff, and students.
OVPA/VPA available to consult on drafts

5. Review of self-study by CUCQA
   - External reviewers prioritized

6. Two-day site visit by external reviewers

External reviewers submit report

7. Unit and dean(s) respond to the external reviewers’ report
8. Unit and dean(s) prepare action plan
9. Approvals

Executive Summary and Action Plan are posted on Carleton’s website

Updated August 2, 2016
Critical, self-reflective, and program-centric

- Program history – response from the last review
- Program structure and delivery
- Program Learning Outcomes and Assessment
- Students: Enrolment, retention, satisfaction, advising and mentoring
- Faculty, staff, and other resources
- Program improvements
Effective Self-Studies are:

- Reflective, analytical, self-critical, and evaluative
- Aimed at quality improvement. Self-appraisal includes an analysis of strengths and weaknesses, and outlines how improvements can be made
- Focused on the programs under review
- Expresses Degree Level Expectations and learning outcomes that operationally drive admission requirements, curriculum content, modes of delivery, bases of evaluation of student performance and commitment of resources.
- Data are analyzed and contribute to the evaluation of strengths and weaknesses of the program.

Adapted from: Quality Assurance Framework: Creating an Effective Self-Study for Program Reviews
The CVs of all faculty associated with the program need to be included.

- **Flexibility in format.**
  - All CVs must be in the same format.
  - Format to be approved by OVPAVPA
10 external academic reviewers.

(5 external professional reviewers.)

An internal reviewer will be nominated by OVPAVPA, in consultation with the unit and Dean(s)
Our objective is program improvement! – We are here to help!

- Customized template for program review
- Coordination of data, reports and other materials to inform program review
- Compilation of data into the required tables. Customized data and reports may be available upon request.
- Electronic document sharing site – cuCollab
- Meetings with Review Team members
- Review of full and partial drafts of the self-study

Require other assistance? Just ask!
Section B: Learning Outcomes

- Learning outcomes are at the centre of Quality Assurance in Ontario
- Learning outcomes must be capable of being observed and assessed
- External reviewers to comment on learning outcomes and assessment
Degree Level Expectations

1. Depth and breadth of knowledge
2. Undergraduate: Knowledge of methodologies
   Graduate: Research and scholarship
3. Application of knowledge
4. Communications skills
5. Awareness of the limits of knowledge
6. Autonomy and professional capacity

COU Report: Ensuring the Value of University Degrees in Ontario - November 2011
Degree Level Expectations and Learning Outcomes

Generic abilities of all graduates at each degree level
- e.g., **Depth and breadth of knowledge**

Discipline-specific skills and abilities all graduates of each degree program
- e.g. Able to read and analyze texts and their genres accurately, contextually, and critically.

Subject-specific skills and abilities all course participants
- e.g. Able to read and analyze Chaucer in Middle English and Shakespeare in Early Modern English.
Learning Outcomes Assessment

Learning Outcomes
- Describe the knowledge, ability and values acquired upon graduation
- Outline clearly and concisely how learning is demonstrated

Program Improvement
- Use of assessment findings
- Program changes informed by information gathered

Curriculum Mapping
- Identify opportunities for developing the learning outcomes of the program
- Highlight curriculum strengths & weaknesses

Assessment
- Investigate the achievement of program learning outcomes
- Methods determined by informational needs and available resources
Who Owns Learning Outcomes?

- Programs Own:
  - Learning outcomes
  - Methods of assessment (Not Standardized)
  - Information collected

- Our Role is to Advise and Support
  - Workshops, templates, advice and feedback

- We Will Not Infringe Academic Freedom
Dr. Peter Hodgins

School of Canadian Studies
“Carleton University has produced a very thorough and well-organized IQAP, and has demonstrated an enviable level of commitment to supporting the quality-assurance agenda...The Office of Quality Assurance has provided significant support and assistance to units undergoing review and those seeking to propose new programs.

“The Office of Quality Assurance is to be commended for its commitment to the process and especially for its strong support of academic units undergoing review and proposing new programs...the Office of Quality Assurance itself must surely be held up as an example of institutional best practice.”

Quality Assurance Audit, September 2014
Office of the Vice-Provost and Associate Vice-President (Academic)
421 Tory Building

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