



Quality Break

Welcome to the OCQAS Newsletter- your triannual peek behind the quality scenes at the OCQAS with quality news, updates, resources and more!

INSIDE THIS ISSUE



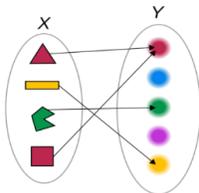
Introducing...

Join us in welcoming some new faces to the OCQAS Team.



OCQAS' Website Is Improving

The OCQAS has been working to improve ocqas.org to make it more user-friendly both for you, and for us!



How to Map to Outdated Program Descriptions

Sometimes Program Descriptions are more than a decade old! The OCQAS takes a look at how to navigate dealing with Program Descriptions which are outdated.



COP Accreditation Task Force: Update

A preview at the steps towards accreditation, and where the process is at now.



Hot Off the Press!

An exciting development with new partners: CIQG

Transparency • Collaboration • Growth • Potential
Ensuring quality and consistency across the post-secondary education system
Visit our website! WWW.OCQAS.ORG



Introducing...

As Geneviève Paquette, one of our Quality Assurance Associates, goes on maternity leave, the OCQAS has gathered a few more members to stand in the gap.

Manuel Dias is an Instructional Designer/Project Manager at the Centre for Teaching, Learning and Technology at UBC. He is fully bilingual joins us as the Quality Assurance Associate reviewing and validating programs for the French colleges.

Michelle Cole is seconded from Durham College, where her position as Manager, Program Development and Quality Assurance provides her with the knowledge and skills to support the Colleges' and the OCQAS team through both the CVS and CQAAP processes.

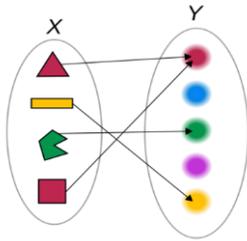
Tim Bryce is the Administrative Assistant brought on board to handle the care and upkeep of the APS and Program Description database. He also has the privilege of sending out validation notifications to the colleges upon Program validation. While his background lies in other fields, he's quickly learning the ins and outs of Education.



OCQAS' Website Is Improving

As you may have noticed, the OCQAS website has had some changes! The purpose behind these changes was to integrate the French and English versions of WordPress, making the website easier to maintain and update efficiently.

This allows our Team to make sure that the information on our website is up-to-date, providing you with the newest information, and latest resources, quickly and effectively!



How to Map to Outdated Program Descriptions

Author: Michelle Cole

Developing new programs based on old, or outdated, Program Descriptions can be challenging. However, the art of creating new or revising old Program Descriptions has certainly evolved *and* improved over the years. The OCQAS has on file hundreds of Program Descriptions initially created and prepared as guidelines for new program development, and in most cases include a program purpose, numerous goals for demonstration of learning objectives, and in some cases, an indication of admission requirements. Hardly enough to build an entire or robust curriculum against, but just enough to get colleges started in the development of a program.

Many of these Program Descriptions were created years ago with little oversight, but they are still considered the starting platform when creating a new or similar programs in a related field of practice. Thankfully, colleges have a great deal of flexibility in terms of revising the Program Description to suit their current needs. Further, in many cases, revising these goals to read appropriately as Vocational Learning Outcomes (VLOs) has become a practice in creative writing.

Things to determine when revising and mapping old Program Descriptions include:

1. Consider the program title. Who is the intended audience? What is current and relevant to the industry? What credential are you offering? If you're not sure about the program title, the OCQAS team can help you understand the principles and rationale for selecting the appropriate title for your program.

2. Describe the purpose of the program to ensure it is relevant and current with industry needs, and graduate expectations. Describe what skills and knowledge graduates will have upon completion of the program, and identify the types of employment opportunities available for graduates.
3. Use the program goals as a starting point for developing clear and concise VLOs. VLOs are statements of what the graduates will be able to do when they have completed instruction. They have their roots in the instructional analysis and the definition of entry behaviours. They also form the basis for subsequent instructional design activities. A learning outcome has three major components:
 - a. A description of what the graduate will be able to DO.
 - b. The context under which the graduate will perform the task.
 - c. The criteria for evaluating graduate performance.

Remember you are not alone in the pursuit to creating a more suitable and up-to-date Program Description. There are many resources available such as the Credentials Framework or Ontario Qualifications Framework and of course the friendly and reliable OCQAS team. If you're unsure, or need guidance when considering the program title, credential awarded, and depth and breadth of the VLOs, please contact us with your questions. We're happy to help.



COP Accreditation Task Force: Update

The Committee of Presidents (COP) formed the task force last January to provide recommendations on the sector's plan to move from an institutional quality audit process to an institutional accreditation model. The task force membership consists of representatives of COP, VPAs, the executive director of OCQAS, and Colleges Ontario. As part of its mandate, the task force is required to submit a draft report this fall and present it to COP at their November 2016 meeting.

Since January, the focus has been on consulting the college sector in seeking to advance opportunities which support a fuller depth of knowledge about current best practices in accreditation. Therefore, the task force has been looking at accreditation models used both internationally and locally, responding to key college issues about how the model would be implemented at individual institutions, as well as how accreditation would promote higher levels of educational excellence throughout the sector.

The task force has already helped OCQAS to provide more information about the [changes between the former PQAPA process and the current CQAAP process](#), allowing a smooth transition within that system.

With that spirit of consultation, a survey was circulated, in April, to gather individual opinions about institutional quality assurance audit and the accreditation model. The next step is to carry out focus groups with a smaller sample of representatives of several administrative areas in order to gather more detailed information on the sector's levels of support for the accreditation model.

We extend our appreciation and gratitude to all those who participated in that survey and look forward to your continued support as we recruit people to participate in the focus groups.



Hot Off the Press!

OCQAS and the CHEA International Quality Group (CIQG) sign a Memorandum of Affiliation. The purpose of this Memorandum of Affiliation (MOA) is to establish and promote partnerships with quality assurance/accreditation bodies world-wide, with a view to encouraging the use of the Principles as a foundation of shared understanding about quality at an international level.

These commitments are intended as a collegial agreement to serve and bring together academic professionals. [Link to the MOA on our website.](#)