

# DEVELOPING TALENT: THE MEANS TO BUILD CREDIBILITY AND PROMOTE TRUST

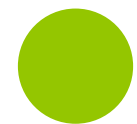
INQAAHE 2019 (COLOMBO, SRI LANKA)

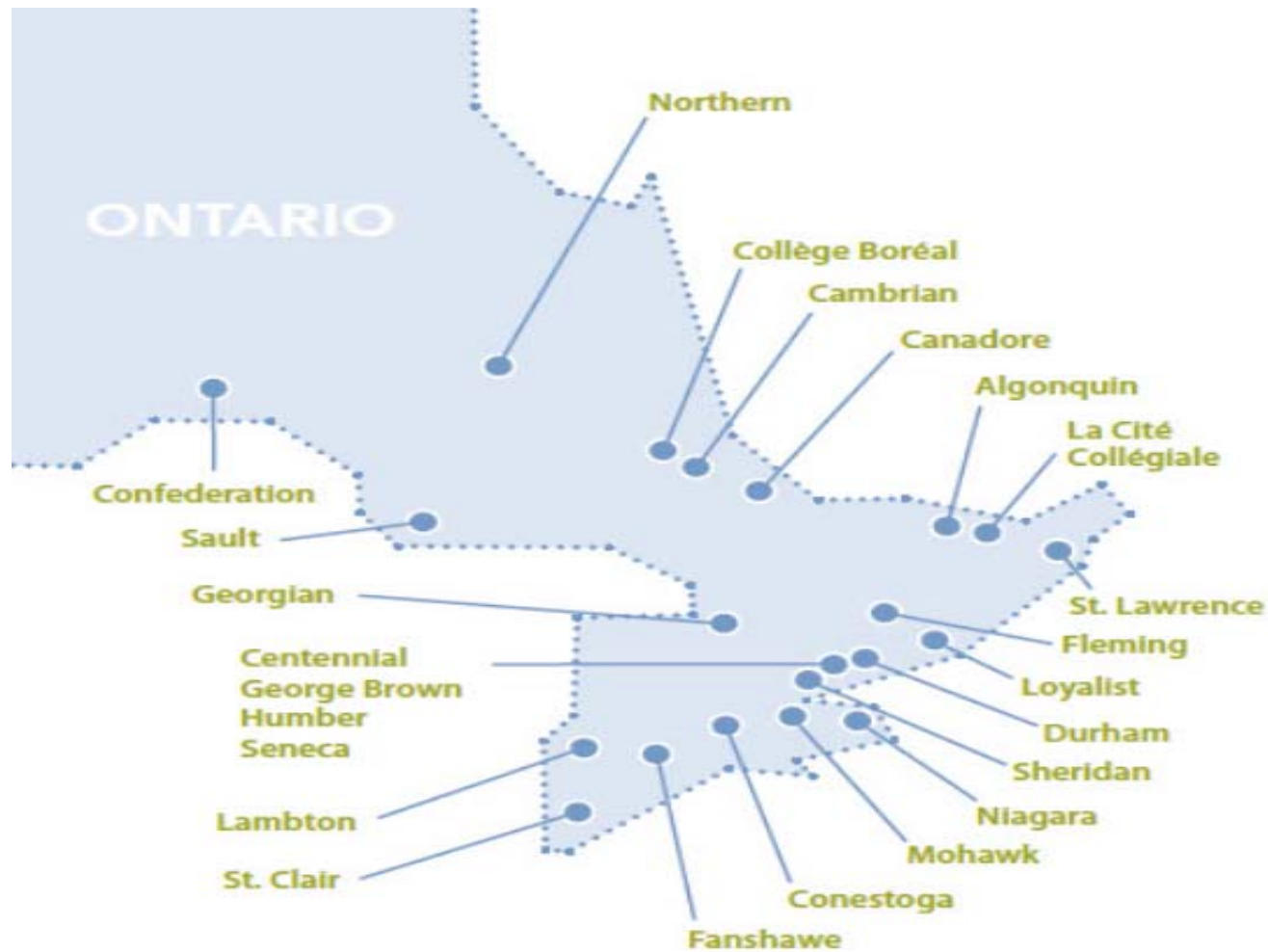


Ontario College Quality Assurance Service

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Service de l'assurance de la qualité des  
collèges de l'Ontario





**Northern Region:**

Collège Boréal  
Cambrian  
Canadore  
Confederation  
Northern  
Sault

**Central Region:**

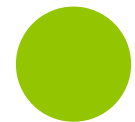
Centennial  
George Brown  
Georgian  
Humber  
Seneca  
Sheridan

**Western Region:**

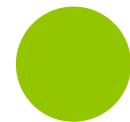
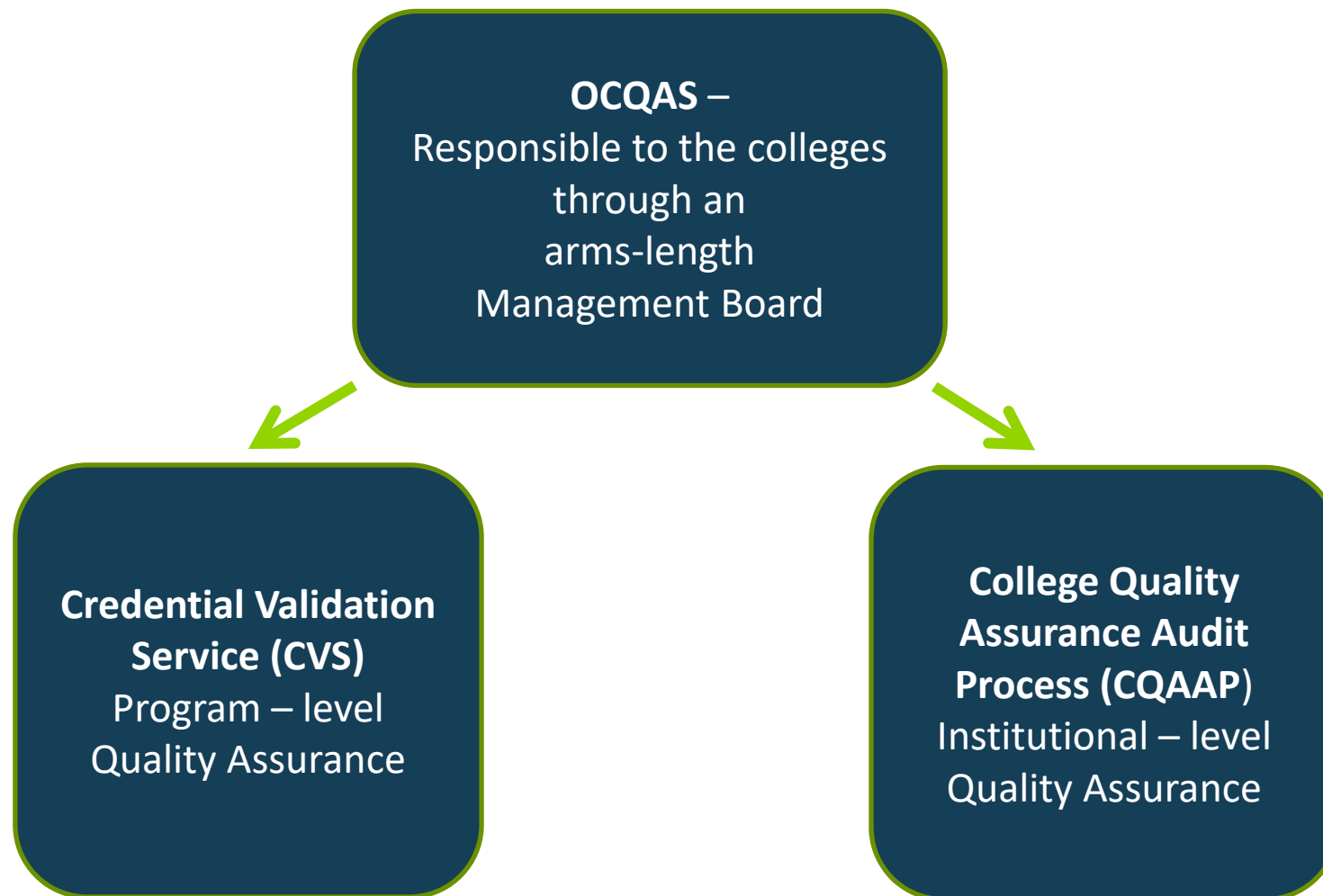
Conestoga  
Fanshawe  
Lambton  
Mohawk  
Niagara  
St. Clair

**Eastern Region:**

Algonquin  
Durham  
Fleming  
La Cité Collégiale  
Loyalist  
St. Lawrence

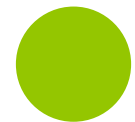


# ONTARIO COLLEGE QUALITY ASSURANCE SERVICES (OCQAS)



## AGENDA

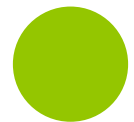
- This presentation showcases four discrete strategies we have implemented to engage distinctive stakeholder groups in performance development activities.
  - **Strategy #1 : Auditor Training**
  - **Strategy #2: Observations of Audit Panel work**
  - **Strategy #3: Process Review (CQAAP)**
  - **Strategy #4: Secondments**





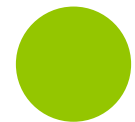
# VALUES

**Transparency - Accountability - Consistency**



# STRATEGY #1 : AUDITOR TRAINING CONTEXT (AUG 2014)

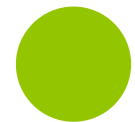
- Auditor Training
  - Diverse audience
- Auditor Selection
  - 10% of the auditor roster was doing 90% of the audits
- Tour of the 24 Colleges
  - Lack of consistency
    - Process
    - Results
- Final Reports
  - Some comments were out of scope



## STRATEGY #1 : AUDITOR TRAINING CONVERGENT PARTICIPATION MODEL

- Developed in 2001
  - To evaluate the reliability of 10 criteria to evaluate Learning Objects\*
  - To determine the effect of collaboration on reliability

\*Knowledge element, learning resource, online material, and instructional component are all terms that have been used to mean much the same as “learning object”.



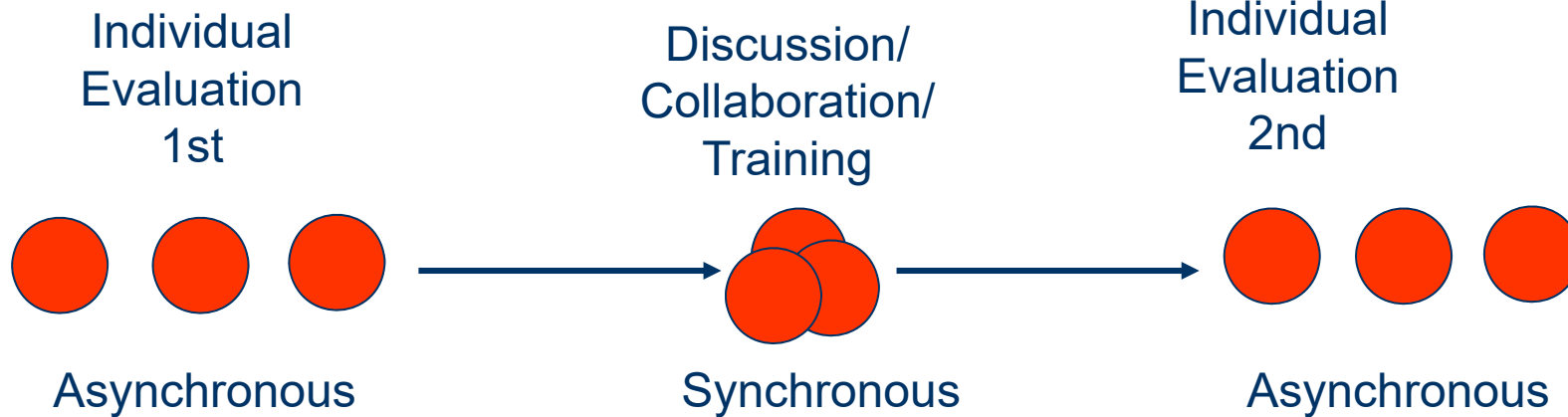


# STRATEGY #1 : AUDITOR TRAINING

## CONVERGENT PARTICIPATION MODEL: DESIGN

R= With discussion, inter-rater reliability increased significantly

### Experiment



R= Without training inter-rater reliability is too low

### Control

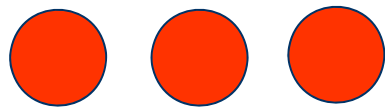


## STRATEGY #1 : AUDITOR TRAINING CONVERGENT PARTICIPATION MODEL

- Implemented in 2015
  - To increase auditor's understanding of OCQAS criteria

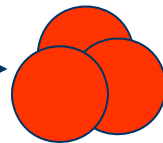
### College's Self-Study

1<sup>st</sup> Individual evaluation  
(using OCQAS criteria)



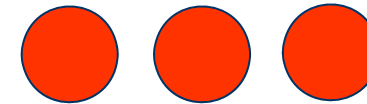
Asynchronous

Discussion/  
Collaboration/  
Training  
lead by OCQAS



Synchronous

2<sup>nd</sup> Individual evaluation



Asynchronous



# STRATEGY #1 : AUDITOR TRAINING

## QUALITATIVE OUTCOMES

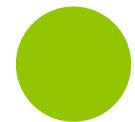
### ○ Intended:

- Consistency of audit results improved; and
- better understanding of the criteria and their purpose.

### ○ Unintended:

- Auditors are better prepared when they get to the site-visit;
- the focus of the audit stays around the criteria used;
- we have cohesive audit panel teams, and
- renewed the trust and credibility in the work of OCQAS.

- Potential auditors appreciate and respect the selection process (independent of the time involved in the training 18-22 hrs and the relative low compensation \$500).



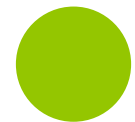
## STRATEGY #2: OBSERVATIONS OF AUDIT PANEL WORK

- OCQAS has encouraged all its stakeholders to observe all aspects of the College Quality Assurance Audit Process (CQAAP)
  - From the beginning of the process – self-study auditor training, preparation for the site-visit, site-visit interviews, all the way to conversations between members during the writing of the report.



## STRATEGY #2: OBSERVATIONS OF AUDIT PANEL WORK

- In the last two years we have had:
  - Members of the Ministry's unit responsible for Degree granting approvals (PEQAB).
  - Heads of Quality (college personnel)
  - Members of our Board
  - Potential auditors



## STRATEGY #2: OBSERVATIONS OF AUDIT PANEL WORK

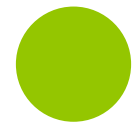
### QUALITATIVE OUTCOMES

#### ○ Intended:

- Observers have found the exercise invaluable to their understanding of the CQAAP;
- increased confidence in the work that they have to do for our process, and the work that we do in QA; and

#### ○ Unintended:

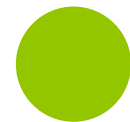
- Ministry launched and expedited review process for the renewal consent of Degrees;
- increase appreciation for the work and commitment of the audit panel members; and
- renewed trust and credibility in the work of OCQAS.





## STRATEGY #3: PROCESS REVIEW

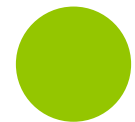
- In 2017 we conducted a review of all aspects of the CQAAP.
  - Content, process and performance of the QA audits.
- We have been collecting both quantitative and qualitative data for five years on the experiences of both participating colleges, and audit team members.
- We developed themes from these data to probe and design solutions through stakeholder consultations.
  - OCQAS Management Board
    - CQAAP Review Committee
      - CCVPA
      - HoQM
        - HoQ CQAAP Review working Group
        - HoQ 2017-2018 Audit Group
    - Auditors



## STRATEGY #3: PROCESS REVIEW

### QUALITATIVE OUTCOMES

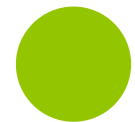
- Intended:
  - Reviewed and updated audit processes and criteria.
- Unintended:
  - Buy in; and
  - renewed trust and credibility in the work of OCQAS.



## STRATEGY #4: SECONDMENTS

- Over the last three years, the OCQAS has seconded one person from the College system to work as a member of the organization for one day a week.
  - The individual participates in all the activities of the office by providing training and support to their peers across the 24 Ontario colleges.

Secondments are well known for providing career development opportunities to the people that come in by helping them develop certain skills, which will benefit their current position. These opportunities also benefit the QA system.



## STRATEGY #4: SECONDMENTS

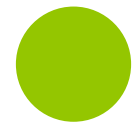
### QUALITATIVE OUTCOMES

#### ○ Intended:

- Individuals seconded developed skills, which benefited their current position; and
- encouraged a collaborative spirit toward constructive engagement in QA.

#### ○ Unintended:

- The secondment provided another channel of direct input from stakeholders on the things that work are and are not working;
- individuals seconded developed a deeper understanding of the role of the agency and therefore, support for the decisions that are made; and
- renewed trust and credibility in the work of OCQAS.



## SUMMARY

- These four processes have generated more involvement of stakeholders in the QA work that we do.
- **As the transparency and consistency of the work of our unit increased, so did our accountability and credibility.**



# Questions





**THANK YOU!**

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[www.ocqas.org](http://www.ocqas.org)

