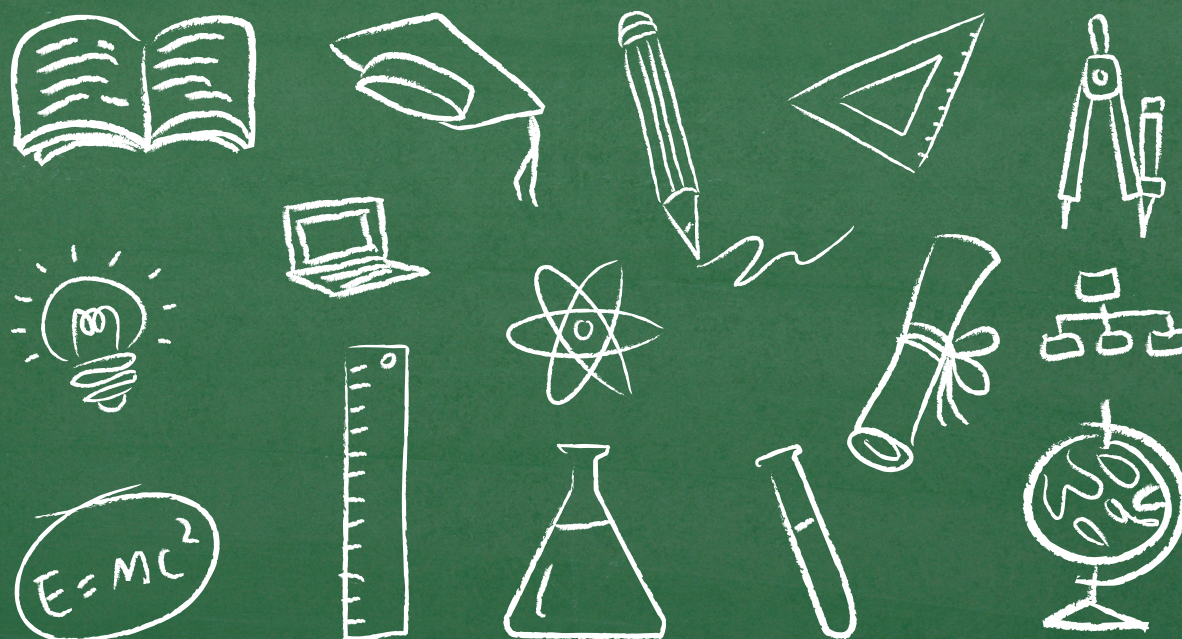


Ontario

A Global Leader in Quality Assurance

Annual Report 2009|2010



PEQAB

The Postsecondary Education Quality Assessment Board
Commission d'évaluation de la qualité de l'éducation postsecondaire

Our Vision

Inspiring excellence in education through leadership in quality assurance and enhancement

Our Guiding Principles

Accountable and responsive to the Minister and other stakeholders

Transparent about criteria and processes

Collaborative/collegial/consultative

Standards-based

Encourage ownership and responsibility for quality assurance and enhancement

Evidence-based decision making

Open to change

Fair and ethical

The Postsecondary Education Quality Assessment Board



Our Mandate

Assuring high-quality degree programs and providers

The Postsecondary Education Quality Assessment Board assesses all applications for ministerial consent referred by the Minister of Training, Colleges and Universities under the *Post-Secondary Education Choice and Excellence Act, 2000*, and makes recommendations to the Minister on the quality of programs and institutions.

The Act enables all organizations not empowered to offer degree programs or use the term “university” by an Ontario statute to apply to do so by ministerial consent. The Board establishes and implements internationally recognized standards for the review of programs and institutions.

In fulfilling its mandate, the Board helps expand the roster of high-quality degree programs for Ontarians coping with an increasingly complex, information-driven economy and culture. The quality of programs, and the success of the students who take them, are critical to the foundation of Ontario’s future.

By ensuring its standards reflect recognized practice, the Board serves as an Ontario source of information and reflection about national and international academic quality assurance standards and activities.

Commitment to Quality

The excellence Ontario expects and deserves

- Develop and maintain nationally and internationally recognized degree level standards.
- Establish clear benchmarks for assessing programs and organizations.
- Seek the advice of highly qualified experts on programs and organizations.
- Evaluate applications against high standards and the applicant’s commitments.
- Require applicants to conduct comprehensive internal reviews of their own programs.
- Include samples of individual student work in program assessments.

Commitment to Transparency

Independence, transparency and accountability

- Publish the Board’s standards, benchmarks and procedures.
- Seek the advice of independent, highly qualified experts.
- Protect the interests of students.
- Make applications available to the public on the Board’s website.
- Allow for stakeholder comments on applications.
- Publish recommendations on applications to the Minister and the Minister’s decision on them.

Chair's Message



Board Activities

This past year was one of review and reflection as the Board prepares itself for an external review of its operations. The Board continued to fulfill its advisory role to the Minister and held 11 meetings (10 in person and one by teleconference). Over 25 items pertaining to criteria, policy and procedures were presented to the Board, in addition to regular consideration of the Board's progress in meeting the recommendations of its self-study.

The Board established two new standing committees this year: a liberal arts committee and a distance education committee. Members of the liberal arts committee have expertise in the study of liberal arts/general education as a pedagogical issue. The Board strikes a panel from among the members of the liberal arts committee to review applications to offer undergraduate degree programs to assess if the programs include, in addition to the core field of study, a substantial liberal arts component. The Board also formed a standing committee on distance education, whose members have expertise in distance education and educational technology. The Board strikes a panel from among the members of the distance education committee to review applications that incorporate online delivery components.

In 2009-10, the Minister referred 30 applications to the Board for consideration: 16 applications from colleges of applied arts and technology; 13 from public organizations; and one from a private organization. The majority of applications, 16, were for consent to offer undergraduate or graduate programs; five applications were for renewal of existing consents; and nine were for amendments to existing consents.

This year, the Board approved 27 assessment panels. Board deliberations included review of 37 quality assessment reports and five organization review reports. The Board made 32 recommendations to the Minister.

Self-Study

At its December, 2008, meeting, the Board approved terms of reference for a self-study on all aspects of PEQAB's operations during its first seven years. The purpose of the study was to ensure the rigor and transparency of its criteria and processes, and to prepare the Board for an external review. The self-study was completed in December, 2009, and the Board considered the recommendations of the report in January. The 20 recommendations focused on PEQAB criteria; transparency of criteria, procedures and activities; criteria for continuous quality assurance of PEQAB; and PEQAB's contribution to quality assurance; and are detailed in the Chief Executive's message.

Criteria and Standards

Throughout the year, as part of the self-study, the Board conducted a comprehensive review of all of its criteria to ensure that they reflect standards recognized in Ontario and elsewhere. Revisions and clarifications to criteria will be communicated through new handbooks and submission guidelines that we expect to make available by the summer of 2010.

There were some notable updates to the Board's criteria in the past year, however, which were published on its website. The Board updated its nomenclature standard for private and public applicants, as well as the nomenclature standard for college applicants. Additional benchmarks for its distance education criteria and for the undergraduate liberal arts criteria were also developed. In addition to updating standards and criteria, the Board also reviewed its policies and procedures with the goal of increasing their effectiveness and the efficiency of the review process.

Comprehensive Survey

In previous annual reports, we have reported on the results of an annual survey of applicants and assessors. The annual survey was conducted by the secretariat and used to assess what was working and what could be improved.

For the first time, we asked a third party to undertake a comprehensive survey that included interviews with key stakeholders and a questionnaire survey of consent holders, assessors and quality assurance organizations in other provinces. A report on this comprehensive survey appears later in this report.



Board retreat

PEQAB's success rests on the willingness of highly qualified and very busy people to contribute to the deliberations of the Board. In November, the Board held a special retreat to examine its responsibilities, context and impact. We drafted a vision statement that appears at the beginning of this report; to support that vision, Board members revised our Guiding Principles:

- Accountable and responsive to the Minister and other stakeholders
- Transparent about criteria and processes
- Collaborative/collegial/consultative
- Standards-based
- Encourage ownership and responsibility for quality assurance and enhancement
- Evidence-based decision making
- Open to change
- Fair and ethical

This vision and guiding principles will serve us during our deliberations and will inform our recommendations to the Minister. In February, we adopted a set of commitments for PEQAB members. These commitments, published in full in the Board's Handbooks, are intended to maintain the effectiveness of PEQAB as a whole and to ensure the fairness of all PEQAB procedures, recommendations and decision making.

Algoma University

On May 29, 2008, legislation was passed establishing Algoma University as an independent, degree granting university. The legislation, which received Royal Assent on June 18, 2008, provided for a phased approach to degree granting authority, including the immediate authority to grant degrees in its existing undergraduate programs (those delivered in partnership with Laurentian University at the time Algoma's legislation was proclaimed); and the authority to grant any new degrees to be established later by proclamation.

Algoma does not have full degree granting authority under its Act and is, under the *Post-secondary Education Choice and Excellence Act, 2000*, required to seek Ministerial consent for new degree programs. All applications for consent must be referred to PEQAB for review and recommendation before the Minister decides whether or not to grant consent.

This year, the Board received three applications from Algoma and made two recommendations to the Minister. The Board is pleased to provide the expertise in assuring that appropriate elements are in place for the delivery of high-quality programs.

PSECE Review

The Minister's internal review of the *Post-secondary Education Choice and Excellence Act, 2000* was initiated in December, 2006. It was determined that the review was timely and appropriate to ensure that the PSECE Act fits properly and completely within the new, enhanced postsecondary framework for Ontario. The review is ongoing.

National Activities

The Board operates in the context of a national and international dialogue about quality assurance standards and practices. Since its inception, the PEQAB Secretariat has been engaged in ongoing discussions with other quality assurance bodies in Canada, including:

- British Columbia's Degree Quality Assessment Board;
- Campus Alberta Quality Council;
- The Maritime Provinces Higher Education Commission; and
- Ministry officials responsible for degree legislation in all provinces and territories.

One of the recommendations of the self-study is that the Board lead discussions with Canadian counterparts to establish a Canadian Quality Assurance Network. The need for such a network to share best practices, harmonize standards where appropriate, and enhance credit and credential recognition is pressing. I look forward to seeing this network come to fruition.



International Activities

Dr. Virginia Hatchette represented PEQAB at The Council for Higher Education Accreditation annual conference and accreditation forum, "Accreditation's Future: Building on Strengths... Creating Opportunities," in Washington, D.C., in January. The conference and international seminar addressed core concerns of PEQAB and postsecondary education administrators in Ontario including: quality and accountability; degree/accreditation mills; academic freedom; the future of accreditation; trends and activities in higher education; and changes in international quality assurance practices.

As a board member of the International Network for Quality Assessment Agencies in Higher Education, I look forward to the member's forum in Windhoek, Namibia, in May, 2010. The forum addresses core issues of relevance to PEQAB, and offers the opportunity to exchange ideas about best practices in quality assurance with global colleagues. It is an important component of PEQAB's ability to meet its mandate.

Board Members

We have been blessed with tremendous talent on the Board. I wish to thank four departing board members for their hard work and commitment. After serving on the Board for eight years, Ian Mugridge finished his term in June, 2009. Konata Lake, who first joined the Board in 2004, also left the Board in June. Richard Pinnock and Patricia M. Rowe served as board members until December, 2009. On behalf of my fellow board members, I thank each of these four departing colleagues for their contributions to the Board's deliberations over their respective terms.

In November, we welcomed Robert (Squee) Gordon to the Board. He has spent more than 45 years in public education, including seven as President of Dawson College in Montreal, and 25 as President of Humber Institute of Technology and Advanced Learning in Toronto. As well as having a long history of service to numerous boards and committees, Dr. Gordon is also a recipient of the Order of Ontario.

Lastly, I was pleased to be appointed to an additional two-year term. I am excited to have the opportunity to continue making a contribution to the quality of postsecondary education in Ontario into 2011.

Secretariat

I wish to thank the secretariat staff for their dedication during such a tremendously busy and productive year. In addition to managing the ongoing workload of applications and coordinating regular board meetings, staff organized a successful Board retreat and supported the Board's internal review. The self-study was a major undertaking, as all aspects of PEQAB's operations over the past seven years were reviewed. As part of the study, the secretariat undertook an impressive amount of research and produced a tremendous amount of material for the Board's consideration. The continuing review of the Board standards and criteria is made possible through the secretariat's diligent research of existing standards throughout other jurisdictions and an analysis of their appropriateness for Ontario. I and Board members offer our congratulations to the Chief Executive, Virginia Hatchette, who provided leadership to the secretariat throughout this challenging and rewarding year.

Dale Patterson

Chief Executive's Message



The secretariat has had a busy and productive year. Our major activity has been undertaking a comprehensive internal review of all PEQAB processes and criteria, as well as secretariat operations. We identified several areas for improvement or change and, as these are implemented, a final report will be developed and form the basis for an external evaluation that will be conducted in the coming year.

This year, I have structured my message using the recommendations of the internal review in order to report on our achievements for this year and communicate the future work of the secretariat.

PEQAB Criteria and Publications

The internal review identified that some of the Board's requirements were not well understood by applicants, while others required updating to account for new practices and expectations that had evolved since the Board was established. It was recommended that the Board:

- undertake a comprehensive review of all of its criteria to ensure it reflects standards recognized in Ontario and elsewhere; and
- review and release new versions of its Handbooks for Applicants; Submission Guidelines; Quality Assessor and Organization Reviewer Report Guidelines.

As the Chair noted in his message, we undertook a comprehensive review of all PEQAB standards and benchmarks to ensure that they reflect standards recognized in Ontario and other jurisdictions. This involved researching criteria in use in Canada, the United States, Australia, the United Kingdom and the European Union. In some instances, expert reports were procured to augment the secretariat's research and consultations with other jurisdictions.

Revisions were made to a number of criteria, most notably in the areas of college degree nomenclature, requirements for distance education and expected outcomes of liberal arts curricula. Stakeholders were informed of the updated standards and benchmarks on the Board's website throughout the year. Revised publications are being drafted and will be released next year.

Transparency of Criteria, Procedures and Activities

The Board's main vehicles for public disclosure are the PEQAB website and its publications

(including handbooks, submission guidelines and annual reports).

The Board posts its recommendations to the Minister, as well as the Minister decisions on consent, on the PEQAB website. The Board has made several improvements to its website since its inception, as a consequence of annual surveys and other feedback. The most recent update, launched in January 2009, incorporated feedback received from applicants, assessors and ministry staff.

At the conclusion of the internal review, handbooks and guidelines and the publications pertaining to renewal will be released in a new edition. While these formal vehicles for updating stakeholders are necessary, it was recommended that the Board develop an explicit communications and publications strategy.

Criteria for Continuous Quality Assurance of PEQAB

Since its inception, the Board has conducted annual surveys in order to inform its continuous improvement activities. The secretariat also receives informal feedback from applicants and assessors on a regular basis. This year, we had a third party conduct a comprehensive survey among stakeholders to evaluate the Board's criteria and processes, as well as PEQAB Secretariat's services. The survey results are highlighted in this report.

There is substantial and increasing discussion concerning continuous quality assurance of quality assurance agencies themselves. It is regarded as good practice for quality assurance agencies to review their missions and objectives; the efficiency and effectiveness of their approach to quality assurance; the consistency of implementation of criteria and procedures; and to ensure that criteria and procedures remain relevant to institutional, agency and, where appropriate, government objectives.

Accordingly, it was recommended that the Board:

- develop a comprehensive strategy for assuring its own continuous quality;
- develop a standard for ongoing quality assurance, including objectives and expected outcomes, against which it can review itself; and
- include, as part of its comprehensive quality assurance strategy, a requirement
 - for cyclical, comprehensive internal review;
 - to collect, track, and respond to internal feedback;



- for cyclical external evaluation;
- for the use of feedback from its external evaluations; and
- that a comprehensive survey of stakeholders be conducted every five to seven years.
- use the 2009 Comprehensive Survey to inform the design of an annual survey;
- align the annual survey with a more comprehensive continuous quality assurance strategy;
- require an independent party to administer and analyze the survey; and
- develop a strategy and procedure for reporting survey findings, responding to issues identified by respondents, and preserving these for the record.

This year's self-study is the key component to our continuous quality assurance. The final report from this study will form the basis for the external evaluation in the upcoming year.

PEQAB's Contributions to Quality Assurance

The PEQAB Secretariat is an active participant in the Canadian Ministers of Education Canada (CMEC) quality assurance subcommittee. In consultation with provincial and national stakeholders, the subcommittee drafted the *Ministerial Statement on Quality Assurance of Degree Education in Canada*. In addition to Ontario, five provinces (Alberta, British Columbia, New Brunswick, Nova Scotia, and Prince Edward Island) have implemented the CMEC Statement.

Regular teleconferences with the leadership of other quality assurance agencies with responsibilities similar to PEQAB, such as the directors of the British Columbia's Degree Quality Assessment Board (DQAB); Campus Alberta Quality Council (CAQC), and Maritime Provinces Higher Education Commission (MPHEC) allow us to share information on mutually relevant concerns and developments in our respective jurisdictions. It was recommended that:

- the secretariat lead discussions with Canadian counterparts to establish a Canadian Quality Assurance Network;
- the Chair and secretariat regularly attend the conferences of INQAAHE, CHEA and other quality assurance agencies; and
- the secretariat
 - participate in staff exchanges with other quality assurance agencies;

- meet face-to-face regularly with the DQAB, CAQC, and MPHEC secretariats to share best practice;
- demonstrate leadership in its contributions to the CMEC QAS; and
- maintain accurate and complete records of collaborative activities, communications and achievements.

I look forward to strengthening relationships with our quality assurance partners across Canada and internationally. One of the secretariat's major objectives this year will be the establishment of a Canadian Quality Assurance Network.

In January, I had the privilege of attending The Council for Higher Education Accreditation annual conference and accreditation forum, "Accreditation's Future: Building on Strengths... Creating Opportunities," in Washington, D.C. The conference and seminar presented an important opportunity to discuss strategic and operational issues related to degree granting, quality assurance, and student protection; share Ontario's challenges and successes; and establish new and maintain existing networks and relationships with key individuals in degree quality assurance and regulation.

Secretariat

I am pleased that we have been able to add new members of the secretariat staff. I would like to thank existing staff Irene Butenko and Rosaria Cioffi, as well as new members Helmut Reichenbächer and Janna Luettmann, for their hard work and dedication over the past year.

In closing, I would like to extend my gratitude to the members of the Board for input, advice and guidance as we conducted the self-study and implement its recommendations. We will be well positioned to greet the challenges of the upcoming year.

Virginia Hatchette

Applications to PEQAB

In keeping with PEQAB's commitment to transparency, a comprehensive list of completed applications, as well as those under review, is available on the PEQAB website. All supporting documents such as the applications, the Board recommendation and the Minister's decision can be viewed by accessing the website.

An overview of the 351 applications submitted to PEQAB since its inception in 2001 up to March 31, 2010, is presented below.

Type of Institution	Institutions	Completed applications	Withdrawn applications	Applications under review	Total applications received
Private	25	31	10	6	47
Public In-Province	6	79*	2	1	82
Public Out-of-Province	9	29	4	3	36
CAAT	21	177	2	7	186
Total	61	316	18	17	351

*The public in-province applications include 75 applications from University of Ontario Institute of Technology, which were reviewed by the Board prior to the university receiving its degree-granting authority in legislation.

Current-Year Activity

Referrals

The Minister referred 30 applications to the Board for consideration in 2009-10. Sixteen applications were from colleges of applied arts and technology, 13 from public organizations and one from a private organization. Sixteen applications were for consent to offer undergraduate or graduate programs; five applications were for renewal of existing consents; and nine were amendments to consent.

Recommendations

The Board made a total of 32 recommendations to the Minister with respect to 18 applications from colleges of applied arts and technology, 13 from public organizations and one from a private organization. There was one application withdrawn in the current year.

Applications under review

As of March 31, 2010, 17 applications are under review; seven from colleges of applied arts and technology, six from private organizations and four from public organizations.

Applications Referred from April 1, 2009, to March 31, 2010



Colleges of Applied Arts and Technology

Organization	Application Under the Act	Submission
Algonquin College of Applied Arts and Technology	To offer a degree program	Bachelor of Applied Business (Hospitality and Tourism Management)
Conestoga College Institute of Technology and Advanced Learning	To offer a degree program	Bachelor of Applied Technology (Architecture Interior Design)
Conestoga College Institute of Technology and Advanced Learning	Amendment (to change nomenclature)	Bachelor of Applied Technology (Integrated Advanced Manufacturing Technology)
Conestoga College Institute of Technology and Advanced Learning	To offer a degree program	Bachelor of Design & Entrepreneurship
Fanshawe College of Applied Arts and Technology	To offer a degree program	Bachelor of Applied Arts (Interior Design)
Georgian College of Applied Arts and Technology	Amendment (to revise curriculum)	Bachelor of Applied Business (Automotive Management)
Georgian College of Applied Arts and Technology	Amendment (to revise curriculum)	Bachelor of Applied Business (Golf Management)
Georgian College of Applied Arts and Technology	Amendment (to revise curriculum)	Bachelor of Applied Human Services (Police Studies)
Georgian College of Applied Arts and Technology	Amendment (to change nomenclature)	Bachelor of Applied Business (Automotive Management)
Georgian College of Applied Arts and Technology	Amendment (to change nomenclature)	Bachelor of Applied Business (Golf Management)
Georgian College of Applied Arts and Technology	Amendment (to change nomenclature)	Bachelor of Applied Human Services (Police Studies)
Humber College Institute of Technology and Advanced Learning	Amendment (to change nomenclature)	Bachelor of Applied Business (Accounting)
Humber College Institute of Technology and Advanced Learning	To offer a degree program	Bachelor of Journalism
Humber College Institute of Technology and Advanced Learning	To offer a degree program	Bachelor of Child and Youth Care
Humber College Institute of Technology and Advanced Learning	To offer a degree program	Bachelor of Public Relations
Sheridan College Institute of Technology and Advanced Learning	To offer a degree program	Bachelor of Applied Arts (Music Theatre Performance)

Applications Referred from April 1, 2009, to March 31, 2010 Continued



Private Institutions

Organization	Application Under the Act	Submission
Canadian Memorial Chiropractic College	Renewal of Consent	Doctor of Chiropractic

Public Institutions

Organization	Application Under the Act	Submission
Algoma University	To offer a degree program	Honorary Degrees
Algoma University	To offer a degree program	Bachelor of Science (Biology)
Algoma University	To offer a degree program	Bachelor of Social Work
Charles Sturt University	To offer a degree program	Bachelor of Business Administration (Accounting)
Charles Sturt University	To offer a degree program	Bachelor of Business Administration (Human Resource Management)
Charles Sturt University	To offer a degree program	Bachelor of Business Administration (Marketing)
Charles Sturt University	To offer a degree program	Bachelor of Science (Nursing)
Charles Sturt University	Renewal of Consent	Renewal Bachelor of Primary Education Studies
Dalhousie University	To offer a degree program	Master of Business Administration (Financial Services)
Mount Saint Vincent University	Renewal of Consent	Master of Education (Literacy Education)
Niagara University	Renewal of Consent	Master of Science (Education)
University of New Brunswick	Amendment (to revise curriculum)	Bachelor of Nursing Addition of Bridging Courses
University of New Brunswick	Renewal of Consent	Bachelor of Nursing

Board Recommendations from April 1, 2009, to March 31, 2010



Colleges of Applied Arts and Technology

Application Under the Act	Submission	Board Recommendation	Minister's Decision
Algonquin College of Applied Arts and Technology To offer a degree program	Bachelor of Applied Business (Hospitality and Tourism Management)	Grant Consent	Grant Consent
Conestoga College Institute of Technology and Advanced Learning To offer a degree program	Bachelor of Applied Arts (Public Relations)	Grant Consent	Grant Consent
Conestoga College Institute of Technology and Advanced Learning Amendment (to change nomenclature)	Bachelor of Applied Technology (Integrated Advanced Manufacturing Technology)	Grant Consent	Grant Consent
Fanshawe College of Applied Arts and Technology To offer a degree program	Bachelor of Applied Arts (Early Childhood Leadership)	Grant Consent	Grant Consent
Fanshawe College of Applied Arts and Technology To offer a degree program	Bachelor of Applied Arts (Interior Design)	Application Withdrawn	
George Brown College of Applied Arts and Technology To offer a degree program	Bachelor of Applied Arts (Early Childhood Leadership)	Grant Consent	Grant Consent
Georgian College of Applied Arts and Technology Amendment (to revise curriculum)	Bachelor of Applied Arts (Interior Design)	Grant Consent	Grant Consent
Georgian College of Applied Arts and Technology Amendment (to revise curriculum)	Bachelor of Applied Business (Automotive Management)	Grant Consent	Grant Consent
Georgian College of Applied Arts and Technology Amendment (to revise curriculum)	Bachelor of Applied Business (Golf Management)	Grant Consent	Grant Consent
Georgian College of Applied Arts and Technology Amendment (to revise curriculum)	Bachelor of Applied Human Services (Police Studies)	Grant Consent	Grant Consent
Georgian College of Applied Arts and Technology Amendment (to change nomenclature)	Bachelor of Applied Business (Automotive Management)	Grant Consent	Grant Consent
Georgian College of Applied Arts and Technology Amendment (to change nomenclature)	Bachelor of Applied Business (Golf Management)	Grant Consent	Grant Consent
Georgian College of Applied Arts and Technology Amendment (to change nomenclature)	Bachelor of Applied Human Services (Police Studies)	Grant Consent	Grant Consent
Humber College Institute of Technology and Advanced Learning To offer a degree program	Bachelor of Applied Business (Accounting)	Communicated to the Minister	Pending
Humber College Institute of Technology and Advanced Learning Amendment (to revise curriculum)	Bachelor of Applied Music (Contemporary Music)	Grant Consent	Grant Consent
La Cité Collégiale d'Arts Appliqués et de Technologie Renewal of consent	Baccalaureat en technologie appliquée: Biotechnologie	Grant Consent	Grant Consent
Sheridan College Institute of Technology and Advanced Learning To offer a degree program	Bachelor of Applied Arts (Early Childhood Leadership)	Grant Consent	Grant Consent
Sheridan College Institute of Technology and Advanced Learning To offer a degree program	Bachelor of Applied Arts (Photography)	Grant Consent	Grant Consent

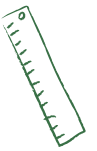


Private Institutions

Application Under the Act	Submission	Board Recommendation	Minister's Decision
Pontifical Institute of Mediaeval Studies To offer a degree program	Mediaeval Studies Doctorate (MSD)	Communicated to the Minister	Pending

Public Institutions

Application Under the Act	Submission	Board Recommendation	Minister's Decision
Algoma University To offer a degree program	Honorary Degrees	Deny Consent	Grant Consent
Algoma University To offer a degree program	Bachelor of Science (Biology)	Grant Consent	Grant Consent
Central Michigan University Renewal of consent	Master of Arts (Education)	Communicated to the Minister	Pending
Charles Sturt University To offer a degree program	Bachelor of Science (Forensic Biotechnology)	Grant Consent	Grant Consent
Charles Sturt University To offer a degree program	Bachelor of Secondary Education Studies	Grant Consent	Deny Consent
Charles Sturt University Renewal of consent	Bachelor of Primary Education Studies	Grant Consent	Grant Consent
Charles Sturt University To offer a degree program	Bachelor of Business Administration (Accounting)	Communicated to the Minister	Pending
Charles Sturt University To offer a degree program	Bachelor of Business Administration (Human Resource Management)	Communicated to the Minister	Pending
Charles Sturt University To offer a degree program	Business Administration (Marketing)	Communicated to the Minister	Pending
Mount Saint Vincent University Renewal of consent	Master of Education (Literacy Education)	Grant Consent	Grant Consent
Niagara University Renewal of consent	Master of Science (Education)	Communicated to the Minister	Pending
University of New Brunswick Discontinue a program	Bachelor of Nursing (Degree Completion Program)	Grant Consent	Grant Consent
University of New Brunswick Amendment (to revise curriculum)	Bachelor of Nursing Addition of Bridging Courses	Communicated to the Minister	Pending



Board Recommendations prior to April 1, 2009

The Minister will consider the recommendation(s) of the Postsecondary Education Quality Assessment Board when deciding whether to grant a consent. In addition, before issuing a decision, the Minister will consider, as a criterion in relation to each consent application, *any*

broader Ontario government policy or financial issues that may flow from the giving of a consent. There are currently two applications for which the Board has made a recommendation prior to this fiscal year and which remain under the Minister’s review.

Private Institutions

Organization	Application Under the Act	Submission	Board Recommendation	Minister’s Decision
Adler School of Professional Studies	To offer a degree program	Master of Psychology	Communicated to the Minister	Pending
Canadian College of Naturopathic Medicine	To offer a degree program	Bachelor of Naturopathic Medicine	Communicated to the Minister	Pending

Applications Under Review as of March 31, 2010



Colleges of Applied Arts and Technology

Organization	Referral Date	Application Under the Act	Submission
Conestoga College Institute of Technology and Advanced Learning	Jul 6/09	To offer a degree program	Bachelor of Applied Arts (Architecture Interior Design)
Conestoga College Institute of Technology and Advanced Learning	Nov 18/09	To offer a degree program	Bachelor of Design & Entrepreneurship
Humber College Institute of Technology and Advanced Learning	Dec 15/09	Amendment (to change nomenclature)	Bachelor of Applied Business (Accounting)
Humber College Institute of Technology and Advanced Learning	Dec 18/09	To offer a degree program	Bachelor of Journalism
Humber College Institute of Technology and Advanced Learning	Jan 22/10	To offer a degree program	Bachelor of Child and Youth Care
Humber College Institute of Technology and Advanced Learning	Jan 22/10	To offer a degree program	Bachelor of Public Relations
Sheridan College Institute of Technology and Advanced Learning	May 21/09	To offer a degree program	Bachelor of Applied Arts (Music Theatre Performance)

Private Institutions

Organization	Referral Date	Application Under the Act	Submission
Canadian Memorial Chiropractic College	May 21/09	Renewal of Consent	Doctor of Chiropractic
RCC Institute of Technology	Feb 11/09	To offer a degree program	Bachelor of Interior Design
RCC Institute of Technology	Feb 11/09	Renewal of Consent	Bachelor of Business Information Systems*
RCC Institute of Technology	Feb 11/09	Renewal of Consent	Bachelor of Technology (Electronics Engineering Technology)

Public Institutions

Organization	Referral Date	Application Under the Act	Submission
Algoma University	Jan 21/10	To offer a degree program	Bachelor of Social Work
Charles Sturt University	Jul 27/09	To offer a degree program	Bachelor of Science (Nursing)
Dalhousie University	Jan 21/10	To offer a degree Program	Master of Business Administration (Financial Services)
University of New Brunswick	Jul 22/09	Renewal of Consent	Bachelor of Nursing

*The applicant requested that the program nomenclature be changed from Bachelor of Technology (Computer Information Systems) to Bachelor of Business Information Systems.

Quality Assessors



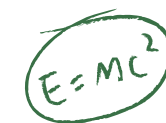
The Board relies on the expertise of many academics and senior administrators who act as members of quality assessment panels to assess the academic rigour of the proposed programs and the capacity of institutions to deliver them. The members of the quality assessment panels review applications and provide reports to the Board. Since the Board's inception in 2001, more than 300 individuals have acted as panel members.

The following 44 individuals are thanked for their contributions as members of assessment panels in this reporting year:

Adam, Stuart , PhD	Carleton University
Ageloff, Scott , M. Arch	New York School of Interior Design
Anderson, Terry , PhD	Athabasca University
Andrusyszyn, Mary-Anne , RN, EdD.	University of Western Ontario
Angell, Brent , PhD	University of Windsor
Anglin, James , PhD	University of Victoria
Arnold, Stephen J. , PhD	Queen's University
Beechy, Tom , DBA	York University
Boritz, J. Efrim , PhD, CA	University of Waterloo
Bottorff, Joan , PhD	University of British Columbia
Burke, Ron , PhD	York University
Campbell, Terry , PhD	Nipissing University
Cukier, Wendy , PhD	Ryerson University
De Val, Dorothy , PhD	York University
Dixon, Brian , PhD	University of Waterloo
Gekas, George , PhD	Ryerson University
Haughey, Margaret , PhD	Athabasca University
Heydon, Rachel , PhD	University of Western Ontario
Hill, Jessica , MSW	Canadian Partnership Against Cancer
Ibrahim, A. Bakr , PhD	Concordia University
Ibrahim, Ragai , PhD	Concordia University
Joppe, Marion , PhD	University of Guelph

Karlen, Mark , PhD	Moore College of Art and Design
Karpan, Cynthia , PhD	University of Manitoba
Killoran, Isabel , PhD	York University
Kunesh, Gregory D. , PhD	University of Oklahoma
Lewis, Robert , BA	York University
Lynam, Judith , PhD	University of British Columbia
Mullaly, Robert , PhD	University of Manitoba
Murgatroyd, Steve , PhD	Murgatroyd Communications and Consulting Inc.
Murphy, Sharon , PhD	York University
Normand, Martin C. , PhD	Université du Québec à Trois-Rivières
O'Neill, Thomas , PhD	Brock University
Peter, Elizabeth , PhD	University of Toronto
Poldma, Tiiu , PhD	University of Montreal
Sackney, Larry , PhD	University of Saskatchewan
Sainty, Barbara , PhD, CA	Brock University
Saxon, Robert , MFA	Ontario College of Art and Design
Smith, Ronald D. , PhD	Buffalo State University of New York
Stewart, Carole , PhD	University of Guelph
Walton, Nancy , PhD	Ryerson University
White, Brian , PhD	Royal Roads University
Wilson, Laurie J. , PhD	Brigham Young University
Zahavich, Alex , PhD	Southern Alberta Institute of Technology

Board Committees



In addition to assessment panels, the Board may establish other advisory committees to assist in the review of applications. The Board has three such committees.

Organization Review Committee

This standing committee was established by the Board to review the organizational soundness and capacity of private applicants. The Board strikes a panel from among the members of the Organization Review Committee to review each application from a private organization.

The Organization Review Committee members are:

Mr. Neil Henry
Dr. Ian Mugridge
Dr. John Munro
Dr. Stephen Murgatroyd
Dr. Sam Scully
Dr John Watson

Distance Education Committee

The Board has implemented significant revisions to its criteria for applicants proposing to use online technology in the delivery of degree programs. To provide a rigorous assessment of such applications, the Board struck a standing committee on distance education whose members have expertise in distance education and educational technology.

The Board strikes a panel from among the following members of the Distance Education Committee to review applications that incorporate online delivery components:

Dr. Terry Anderson
Dr. Michael G. Moore
Dr. Tony Bates
Dr. Craig Montgomerie
Dr. Stephen Murgatroyd

Liberal Arts Committee

The Board's undergraduate degree standards include expectations that graduates will have knowledge and skills both within and outside the core field of study. Accordingly, the Board requires that undergraduate degree programs include, in addition to the core field of study, a substantial liberal arts component.

This year the Board struck a standing committee on liberal arts whose members have expertise in the study of liberal arts/general education as a pedagogical issue. The members appointed are:

Dr. Jerry Gaff
Dr. Paul W. Ranieri
Dr. Peter Emberley
Dr. Carole Stewart

The Board strikes a panel from among the members of the Liberal Arts Committee to review applications to offer undergraduate degree programs.

2009 Comprehensive Survey



As part of PEQAB's internal review, a comprehensive survey of key stakeholders was undertaken by a third party. The survey consisted of two main components:

- Qualitative interviews with key Ministry staff who had responsibilities for or relationships with PEQAB; current and previous Board members; unsuccessful applicants; and ;
- A quantitative survey of consent holders, assessors and other quality assurance agencies.

Twenty-seven telephone interviews were conducted, and 127 individuals completed on-line surveys. Provided below is a summary of some of the survey findings

Qualitative Interviews

As part of the qualitative survey, key Ministry staff, current and previous Board members and unsuccessful applicants were interviewed about their involvement with PEQAB and the secretariat, and suggestions they might have for improvements.

Ministry Staff

In addition to the matters identified above, key Ministry staff were questioned about:

- Their knowledge of PEQAB's mandate
- The clarity of PEQAB's mandate and operations
- The clarity of the secretariat's role and services
- The evolution of the Board's processes and criteria

Results

- Staff felt relatively confident that the mandate of the Board was clear to them, but also that the Board's mandate was not always clear to stakeholders, particularly for out-of-province and private institutions;
- Some staff also felt that there was a lack of clarity about the roles of the Board and the secretariat; and
- Most staff were aware of improvements being made to the efficiency of the review process, and determining which institutions might require more rigor and which less.

Current and Previous PEQAB Members

In addition to the questions about the secretariat, and their suggestions for improvements, current and previous PEQAB members were asked to comment on:

- Orientation processes and materials
- Board processes, process gaps and improvements, and comparisons of other boards to PEQAB
- The role of assessors, and quality of assessment reports

Results

- Most PEQAB members felt generally positive about the orientation material; however, they added that both written and verbal briefings would be beneficial;
- All PEQAB members felt that:
 - the processes have remained fairly consistent. Suggestions for process improvements were made, particularly with respect to renewal of consent; openness to innovative programs; and non-urban environments; and
 - they understood the roles of the assessors, and most were generally satisfied with assessor reports; and
- PEQAB members expressed that the current secretariat has provided process improvements, was seen to be extremely efficient, and were providing excellent support. The lack of sufficient resources for the secretariat was, however, identified as an ongoing concern.

Unsuccessful Applicants

Lastly, unsuccessful applicants were questioned about:

- Their knowledge of, and overall satisfaction with, PEQAB's processes
- Their views about the application processes
- Suggestions for improvements

Results

- Most unsuccessful applicants correctly understood the role of the Board, but the interaction between the Quality Assessment Panel and the Board was less clear;
- There was some concern that private institutions are being scrutinized more than other applicants; and
- It was suggested that assessors could be more open to alternative service delivery solutions; more aware of special circumstances facing some applicants (especially those from private institutions and remote areas).



Quantitative Surveys

Consent Holders and Assessors

The quantitative surveys asked consent holders and assessors questions pertaining to:

- Their knowledge about the various parties responsible for the application and review process
- Their satisfaction with the secretariat
- The clarity, consistency, appropriateness and fairness of the Board's standards and benchmarks
- The relevance, clarity and usefulness of handbooks and guidelines, or (as appropriate) the Quality Assessor report guidelines and workbooks
- Their satisfaction with specific elements of the review process, such as quality of the report, or the site visit; and the perceived benefit (if any) of the review process to institutions
- Any suggestions for the standards and benchmarks; the review process; and the Board's and secretariat's communication, processes and procedures

In addition, consent holders were asked about the number and type of applications they had submitted; other quality assessment agencies they had experience with; and their knowledge of the role of the Quality Assessment Panel.

The assessor survey included questions related to:

- The assessor's background; the amount and type of applications previously reviewed for the Board; and assessments they had conducted for other quality assurance agencies
- Any orientation or briefing they had received
- Their knowledge about Board materials used by applicants to prepare applications
- Their awareness of other quality assurance agencies

Results (Consent Holders)

- There was some indication that a lack of clarity exists regarding the roles of various players in the review and consent process;
- The majority of consent holders:
 - were satisfied with the secretariat in all respects;
 - were positive about the standards and benchmarks, with the exception of procedures for renewal;
 - expressed that the handbooks and guidelines were clear, but could use improvement; and
 - were generally satisfied with the review.
- Consent holders were not satisfied with the time it took to review applications and receive consent; and
- Many consent holders suggested that a simplification and streamlining of the consent processes, especially for renewal of consent, was desirable.

Results (Assessors)

- Assessors appeared to be clear about the roles of various players in the review process;
- There were high ratings of services of the secretariat;
- Assessors found the report guidelines and workbook to be clear and easy to use;
- Perceptions of the site visits and the review process were generally favourable; and
- It was suggested that the orientation for new assessors should be more structured, comprehensive and include both written and verbal briefings.

Quality Assurance Agencies

The survey of quality assurance agencies included questions about:

- Their composition, recruitment practices and responsibilities in the quality assurance processes
- The type, number and outcome of applications reviewed
- Any variations regarding the treatment of different applicant institutions
- Their knowledge about PEQAB
- Their interaction with other quality assurance agencies

Results

- There was a high degree of overlap between the different quality assurance agencies in their roles and responsibilities in the quality assurance process;
- All quality assurance agencies had looked at more than 10 applications in the past year, most of which were approved;
- Although all quality assurance agencies were aware of PEQAB, none was familiar enough with PEQAB to be able to make specific comparisons; and
- These quality assurance agencies seem to be more involved in national and international conferences than PEQAB.

This comprehensive survey was also used to assess PEQAB's performance against the three measures committed to in its terms of reference with the Minister.



1. Board's assessment standards are rigorous and academically sound

- With the exception of procedures for renewal of consent to offer a degree, consent holders largely agreed that the Board's standards and benchmarks were understandable (82 percent); the process was appropriate (69 percent); the criteria were appropriate (67 percent) and consistent (67 percent); and that the standards reflected the most essential information required to reach a finding on quality (64 percent).
- Almost half (46 percent) of consent holders commented that some standards and benchmarks were unclear, but no pattern emerged regarding lack of clarity.
- Ninety-two percent of consent holders felt that the handbooks and guidelines were relevant, 80 percent thought they were clear and 74 percent thought they were easy to use.
- The board's standards and criteria were highly rated by most assessors.

2. Board's assessors are recognized as qualified to assess applications against the Board's standards

- A majority of consent holders was largely satisfied with the panel. Approximately 60 percent believed that the panels were appropriately constituted and well-qualified. It was felt that the assessors were knowledgeable about their role and interpreted the Board's criteria correctly.

3. Board's review process is fair and transparent

- Consent holders were split on whether standards were fair. About half of consent holders (54 percent) indicated that there were no areas they felt were unfair or inappropriate. Of those consent holders who felt some standards and benchmarks were unfair or inappropriate, most indicated that their institution was being held to unrealistic or higher standard than other institutions, especially with respect to the criterion that 50 percent of faculty hold the terminal credential in the field (normally the PhD).
- Only a third (33 percent) of consent holders was satisfied with the time it took to review the application. There was also low satisfaction with the panel's effort (or lack thereof) to become informed about the institution; otherwise, consent holders were generally satisfied with the review process.
- Most consent holders were pleased with the assessment panel's site visit; six in 10 respondents gave top ratings to each aspect of the site visit.
- About one-fifth (21 percent) of consent holders were completely satisfied with the review process with 36 percent reporting they were somewhat satisfied. Twenty-three percent of consent holders reported being neither satisfied nor unsatisfied, while 10 percent were somewhat or completely unsatisfied.

Continuous improvement

PEQAB is committed to transparency and continuous improvement. The Board has reviewed the results and suggestions from the 2009 survey and is incorporating suggestions for improvement wherever possible in its publications and processes.

As per the recommendations of the self-study, the 2009 comprehensive survey will be used to inform the design of the annual survey. In addition, a comprehensive survey is expected to be conducted every five to seven years as part of the Board's ongoing survey strategy.



Members of the Board

Chair



Dale Patterson (25-Apr-2001 to 24-Apr-2011), a business and community leader, is the first Chair of the Postsecondary Education Quality Assessment Board. Mr. Patterson, a graduate of York University, is executive vice-president of the Canadian Medical Discoveries Fund. Currently Mr. Patterson serves on the board of directors of several professional, private and non-profit organizations, including the Toronto Biotechnology Initiative, the Canadian Venture Capital Association and is the founding Chair of the Biotechnology Council of Ontario. In 2006, he received the Toronto Biotechnology Initiative Volunteer Recognition Award. Mr. Patterson was elected in 2009 as a director of the board of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Vice-Chair



Maureen J. Morton (01-Jul-2001 to 31-May-2010), obtained her LLB from the University of Toronto in 1989. She is a business law lawyer specializing in technology law since her call to the Ontario Bar in 1991. She practised with Fasken Martineau DuMoulin LLP until 1994 when she joined Lerner LLP, where she practised until her appointment by Autodata Solutions Company in February 2000 as vice-president, legal affairs, followed by her appointment as senior vice-president, legal affairs in 2008. Ms. Morton has sat on the board of directors for several not-for-profit organizations and is currently a member of the board of directors and vice-chair of the TechAlliance of Southwestern Ontario.



Richard Barham (01-Jul-2007 to 30-Jun-2010), retired, has an MA from the University of Otago (NZ) and PhD from the University of Alberta. He has held academic appointments at the University of Otago, the University of Alberta, and the University of Guelph where he was a former department chair and subsequently dean of the College of Family and Consumer Studies. He has served two terms as an auditor of the undergraduate program reviews conducted by the Council of Ontario Universities, and was a Member of the COU quality assurance transition/implementation task force from May, 2008, to October, 2009.



Jane Blackwell (01-Nov-2005 to 30-Jun-2011) has an MEd from the Ontario Institute for Studies in Education and an MBA from Athabasca University. As of May 2008, Jane retired after 35 years as a faculty and project leader at Northern College in Kirkland Lake, Ontario. As a leader in community development, Jane has facilitated workshops and meetings for groups within the college, from the local and regional communities, from across the province and in international settings. She has served as college program review agent, program coordinator, evaluator for the Association of Canadian Community Colleges and project officer at the former Ontario Ministry of Education and Training. She serves on the board of directors of the Materials Joining Innovation Centre (a not-for-profit organization helping industry solve welding and material joining problems). She is also director of the Kirkland and District Community Development Corporation.



Robert (Squee) Gordon (23-Nov-2010 to 22-Nov-2012) has spent more than 45 years in public education, including seven as president of Dawson College in Montreal, and 25 as president of Humber College Institute of Technology and Advanced Learning in Toronto. He holds an Honours BA in history; a Master's Degree in modern British history; a Master's Degree in educational administration; a Master's Degree in public administration; a Doctorate in educational administration; and several honorary doctorates. Dr. Gordon has a long history of service to numerous boards and committees, including chair of the Ontario Technology Fund; president of the Association of Canadian Community Colleges; president of the League for Innovation in the Community College; chair of the Committee of Presidents of Ontario; president and chair of the Board of the Corporation of Bishop's University; leader-in-residence of the Council for Emerging Leaders of the Conference Board of Canada. He is also a recipient of the Order of Ontario.



Ashok Dalvi ((01-Jun-2003 to 30-Jun-2011), PhD in metallurgy and materials science from McMaster University, is a member of the Canadian Institute of Mining, Metallurgy and Petroleum, as well as the American Institute of Mining, Metallurgy and Petroleum. Ashok is a registered professional engineer in the Province of Ontario. Until recently, he served as the director of process engineering and strategic studies at Vale Inco Limited, a major base metal company. Currently, he is president of Dalvi Associates Inc. an independent company consulting in base metals strategies. He has worked internationally in the fields of process R&D, project management and strategic studies.

Members of the Board Continued Continued



Konata Lake (01-Oct-2004 to 30-Jun-2009) is a student at York University's Osgoode Hall Law School where he is pursuing an LLB degree and serves on the Osgoode faculty council as a student representative. Konata has a BBA from York's Schulich School of Business. While pursuing his undergraduate degree, Konata served as a student representative on the York University board of governors and was chair of the York University student centre board of directors.



David Leyton-Brown (01-Jul-2001 to 30-Jun-2010) is the master of Calumet College and a professor of political science at York University. Previously, he served as executive director of the Ontario Council on Graduate Studies, and as dean of the Faculty of Graduate Studies at York University, and has been president of the Northeastern Association of Graduate Schools.



Ian Mugridge (01-Jul-2001 to 30-Jun-2009) is an adjunct professor in the Centre for Distance Education at Athabasca University. He is a former principal of the British Columbia Open University and vice-president of the British Columbia Open Learning Agency, and has served as assistant vice-president, academic at Simon Fraser University and director, programmes at the Commonwealth of Learning.



Richard Pinnock (01-Jul-2007 to 31-Dec-2009), MBA from York University, BComm from McGill University, a member of the Institute of Corporate Directors, is originally from Quebec. He is currently the managing director of INROADS/Toronto, a not-for-profit organization that provides leadership training and summer internship opportunities for Canada's top visible minority and aboriginal university students. He has 20 years of strategic marketing and communications experience working with Purolator Courier, The Royal Canadian Mint and ClientLogic (an ONEX Company). His volunteer and community outreach efforts have helped thousands of minority students and adults. His personal mission is "to help all Canadians achieve their full potential."



Patricia M. Rowe (01-Jul-2007 to 31-Dec-2009) is professor emeritus of psychology and a former dean of graduate studies at the University of Waterloo. She currently serves as an auditor of undergraduate program reviews conducted through the Council of Ontario Universities, and has been an assessor of proposals to PEQAB. As an associate of the Waterloo Centre for the Advancement of Co-operative Education, she has conducted research on the effects of work experience on the early careers of new graduates.

PEQAB Secretariat

The secretariat consists of a small group of ministry employees whose purpose is to provide administrative support to the Board. Its activities include:

- drafting the Board's policies, procedures and criteria;
- management of applications for consent;
- consultations with stakeholders and other quality assurance bodies on standards and quality assessment procedures;
- advice to applicants and potential applicants about the Board's requirements;
- identification of rosters of experts for selection by the Board as program quality assessors or as organization reviewers; and
- liaison with government officials, professional associations, and regulatory bodies.

As of March 31, 2010, the members of the secretariat staff are:

Chief Executive

Virginia Hatchette, PhD

Senior Policy Advisor

Irene Butenko, PhD

Senior Policy Advisor

Helmut Reichenbacher, PhD

Research Policy Analyst

Janna Luettmann, MA

Administrative Coordinator

Rosaria Cioffi

Board Members' Expenditures 2009-10

Per Diem and Services	\$53,042.78
Travel	\$ 6,200.43
Total:	\$59,243.21



The Postsecondary Education Quality Assessment Board
Commission d'évaluation de la qualité de l'éducation postsecondaire

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