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What Ontario's new Quality Assurance Framework means for Academic Librarians

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Session 1013
QAF, UUDLEs and GDLES

Session Agenda
• Introduction to QAF, UUDLEs, GDLEs
• Are you ready to play?
• Quality Assurance in Higher Education
• Accountability, outcome-based education
• Degree Level Expectations
• Impact on OCUL Libraries
• Overview of QAT: from inputs to outcomes
• Your Input

Setting the Stage...

Quality Assurance Framework
• Institutional Quality Assurance Process (IQAP)
• Undergraduate Degree Level Expectations (UDLEs)
• Graduate Level Degree Expectations (GDLEs)

I. Quality in Higher Education

• Knowledge economy
• Accessibility
• Increased funding
• Disaster accountability

Quality Assurance
• "Policies, attitudes, actions and procedures necessary to ensure that quality is being maintained and enhanced" (Woodhouse, 1999)
• Accountability = External
• Enhancement = Internal

History of Quality Assurance in Ontario Universities
• 1968: Ontario begins approval of new grad programs
• 1992: OCGS begins review of existing grad programs
• 1994: LTRAC begins studies on new and existing undergrad programs
• 2005: OCGS prepares GDLEs, OCU endorses UDLEs
• 2007: Review of OCGS processes
• 2010: Development of Quality Council, Quality Assurance Framework implemented

Defining Quality
• Exceptional
• Professional
• Fit for purpose
• Value for $?
• Transformation
• (Jury, 1998)
The identification of program-level outcomes is a key feature of outcome-based education that "places student learning at the center of assuring and advancing quality of higher education." (Abate, Stamakis, & Haggett, 2003)

"One obvious way in which universities have sought to articulate their role and purpose is through a description of the qualities of their graduates." (Barrie, 2006)

II. Quality and OBE in ON’s QAF

"The Degree Level Expectations, combined with the expert judgment of external disciplinary scholars, provide the benchmarks for assessing a program’s standards and quality." (Quality Assurance Task Force, 2010)

Quality Assurance Framework

- Institutional Quality Assurance Process (IQAP)
- Undergraduate Degree Level Expectations (UDLEs)
- Graduate Degree Level Expectations (GDLEs)

Areas of competence in UDLEs

1. Depth and Breadth of Knowledge
2. Knowledge of Methodologies
3. Application of Knowledge
4. Communication Skills
5. Awareness of Limits of Knowledge
6. Autonomy and Professional Capacity

Areas of competence in GDLEs

1. Depth and Breadth of Knowledge
2. Research and Scholarship
3. Level of Application of Knowledge
4. Professional Capacity and Autonomy
5. Level of Communication Skills
6. Awareness of Limits of Knowledge

Impact on OCUL Libraries

Outcome-based Education in Ontario

Undergraduate Degree Level Expectations
Program Outcomes
Course Outcomes
Standardized Library Reporting

Dec 1994: OCGS Executive Director asked OCUL to consider evaluation measures for libraries and standardized library reports.


Nov 2004: Review of Appendix H

May 2006: Current OCGS guidelines, Appendix G

May 2010: QAF Framework, discussion item at May OCUL Directors meeting - pass to OCUL IR - formation of QAT Working Group

From the QAF, the IQAP Should...

- Provide evidence that there are adequate resources to sustain the quality of scholarship produced by undergraduate students as well as graduate students’ scholarship and research activities, including library support, information technology support, and laboratory access.

Why Change the Current OCGS Library Guidelines?

- Demonstrate the range, scope and depth of materials...
- Describe library consultation, instruction and assistance services...
- Describe library services...

QAT Template Transitioning Similar Structure

<table>
<thead>
<tr>
<th>2006: OCGS Appendix G Library Template</th>
<th>2011: QAT Template</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collections Support</td>
<td>Collections</td>
</tr>
<tr>
<td>Instruction &amp; Assistance</td>
<td>Information Literacy Instruction</td>
</tr>
<tr>
<td>Library Services</td>
<td>Services &amp; Spaces</td>
</tr>
<tr>
<td>Resource Sharing</td>
<td>Appendix: Library Learning Environment</td>
</tr>
<tr>
<td></td>
<td>Recommendations</td>
</tr>
</tbody>
</table>

QAT Template Changing Focus of the Content

<table>
<thead>
<tr>
<th>Input*</th>
<th>Output*</th>
<th>Outcomes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCOT, SFX, ILS, Ulrich's Journals for program</td>
<td>Use of program-specific resources</td>
<td>Purpose of use for resources</td>
</tr>
<tr>
<td>UStat, Jasper Reports (SFX Queries)</td>
<td>Faculty publications</td>
<td>Library, local, national forms</td>
</tr>
<tr>
<td>SCOT, (ERM) Databases for program</td>
<td>Satisfaction with resources</td>
<td>Bibliographic databases on Science CUP, OPUS</td>
</tr>
<tr>
<td>MINES</td>
<td>ILL Requests filed</td>
<td>Ill Requests filed</td>
</tr>
<tr>
<td>MINES</td>
<td>Jasper Reports</td>
<td>ILL Requests filed</td>
</tr>
</tbody>
</table>

Example Question (collections)

- Question: What journals should I recommend to add to the collection for this program?
- Data to answer the question:
  - Journals by subject requested but not available
  - Sources available to OCUL:
    - SFX statistics query 12 (local or via Jasper reports)
    - ILL requesting activity (Jasper)
### IL Measures Identified (so far...)

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Outputs and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students in IL classes</td>
<td>Evidence of impact on student skills</td>
</tr>
<tr>
<td>Satisfaction (%)</td>
<td>Assessments, SAILS, Citation analysis</td>
</tr>
<tr>
<td>Number of Reference questions</td>
<td>LibQual, local surveys, feedback forms</td>
</tr>
<tr>
<td>Number of IL classes</td>
<td>Satisfaction (students)</td>
</tr>
<tr>
<td>Evidence of integration into curriculum</td>
<td>LibQual, local surveys, feedback forms, Curriculum maps, DLEs</td>
</tr>
<tr>
<td>Hits on tutorials, integration into LMS</td>
<td>Impact on student skills</td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
</tr>
</tbody>
</table>

### Your Turn: Activity Instructions

- Some questions arise (the groom has a rather boring conversation with the bride in a side discussion).
- Take a look at the questions, read your document, and compose answers to your questions.
- You are allowed to work with your neighbour(s) (or individually).
- We'll ask a couple of participants from each side to share their responses.
- We'll also collect your papers so that we can use your input to improve our work!

![Image](http://www.flickr.com/photos/lifeinaflashbyshaeree/2790763297/)