

HEQCO

Higher Education Quality
Council of Ontario
Annual Report 2017-18



Improving the **QUALITY**
of higher education

Who We Are

Established in 2005, the Higher Education Quality Council of Ontario (HEQCO) is an agency of the Government of Ontario that brings evidence-based research to the continued improvement of the province's postsecondary education system.

Our Mandate

“To assist the Ministry of Advanced Education and Skills Development in improving all aspects of the postsecondary education sector, including improving the quality of education provided in the sector, access to postsecondary education and accountability of postsecondary educational institutions.” (HEQCO Act, 2005)

Our Mission

HEQCO informs the future of Ontario higher education through authoritative research, effective communication of meaningful data and evidence-based options for solutions to the challenges facing Ontario's postsecondary system.

Our Vision

HEQCO seeks to influence the key decisions, practices and policies that will guide Ontario's public postsecondary system to national and international leadership, while providing Ontarians with the greatest opportunities for social mobility and economic success.

Our Values

- **Primacy of independent, high-quality research:** HEQCO maintains its distinctive position in the research community as a credible, authoritative and influential agency through a foundation of independent, objective, high-quality analysis to provide the best evidence-based advice to government and postsecondary institutions. Attentive to emerging trends, HEQCO has the agility to pursue promising new avenues of research as opportunities arise.
- **Sustained engagement with leaders worldwide:** HEQCO's global perspective on higher education research, policy and practice brings the best ideas, research findings and insights to Ontario. Many of Ontario's PSE challenges are shared by jurisdictions across Canada and worldwide. Through these global partnerships, we ensure that the very best thinking from around the world is made available to Ontario decision-makers as a catalyst for informed decisions, collaboration and innovation.
- **Accessible and meaningful communication:** In bridging the gap between research knowledge and its active use in addressing pressing challenges in higher education, HEQCO contributes to the effective movement of evidence-based solutions into policy development and best practice.
- **An advocate for data collection and transparency:** Data is the lifeblood of evidence-based policy decision-making, yet our work is constrained by significant and persistent data gaps at both the provincial and national level. HEQCO remains an advocate for a more transparent, open and holistic approach to higher education data, in partnership with educational institutions, organizations and governments.
- **Accountability is a foundational tool for system improvement:** Achieving critical goals in access and quality demands monitoring and measuring to ensure that strategies are demonstrably leading to system improvement. This is the essence of accountability.
- **Responsive to government priorities and mandates:** HEQCO ensures that evidence-based research of the highest quality informs policy decision-making and practice, in alignment with the Ministry of Advanced Education and Skills Development (MAESD).
- **Equipped to achieve its goals:** HEQCO is committed to ensuring that its organizational structure and staff capabilities maximize impact and drive toward the achievement of its vision for Ontario postsecondary education.

HEQCO has worked toward improving access to postsecondary institutions for students who are underrepresented in the system: first-generation students, Indigenous students, those with disabilities, low-income students and those whose first language is not English.

We look to Ontario's postsecondary system to do many things: to educate students and provide them with the knowledge and skills to ensure their future success, to produce engaged and civic-minded citizens, to foster research and innovation, and to support a robust economy and fuel its growth.

As the only organization of its kind in Canada, the Higher Education Quality Council of Ontario (HEQCO) plays a unique role in this process. It was created in 2005 as an independent agency of the Ontario government to conduct evidence-based research and provide advice to the government on how to improve the postsecondary system.

HEQCO does this through its focus on three main research areas. Since its very beginning, HEQCO has worked toward improving access to postsecondary institutions for students who are underrepresented in the system: first-generation students, Indigenous students, those with disabilities, low-income students and those whose first language is not English. It has worked to identify the barriers that keep these students out of higher education and, together with colleges and universities, to identify successful strategies that reduce those barriers and promote equitable access and retention.

The council also continued its crucial work on assessing the academic and financial sustainability of the province's colleges and universities and providing policy recommendations to ensure that the system remains on stable footing.

HEQCO has also made significant progress on another research front: identifying and measuring the core skills that students gain from their programs, skills that employers consistently rank at the top of the list of qualities they seek in prospective employees. HEQCO's ongoing work in this area has positioned it as a leader in learning outcomes and large-scale skills assessments. The council also continued its crucial work on assessing the academic and financial sustainability of the province's colleges and universities and providing policy recommendations to ensure that the system remains on stable footing.

We invite you to read this annual report to learn more about HEQCO's work and achievements over the past year. We think you will agree that the council has made great strides. It is undertaking more large-scale, multi-year research projects conducted in alignment with the priorities of the Ministry of Advanced Education and Skills Development. It is rightfully acknowledged as a leader in its field and increasingly sought out for its research expertise. We look forward to watching it continue to grow and evolve.

Suzanne Herbert

Patricia Lang

Denis Mayer

John Milloy

Board Members



“The council must not just be a think-tank,” wrote the Honourable Frank Iacobucci, HEQCO’s inaugural chair of the board in our first annual report.

“The council ought to provide advice to the government that will make a difference for students, their families and their future employers.”

In 2005, the Ontario government decided to establish an independent advisory body to assess the province’s higher education system and provide advice on how to improve it. It was thus that HEQCO was born.

“The council must not just be a think-tank,” wrote the Honourable Frank Iacobucci, HEQCO’s inaugural chair of the board in our first annual report. “The council ought to provide advice to the government that will make a difference for students, their families and their future employers.”

As HEQCO continues to evolve, we steadfastly strive to remain true to our mandate and to the vision of our founders. We do that through a focus on three main research areas: equity of access, learning outcomes and skills assessment, and system design.

We made progress on all three fronts in 2017-18. Following the Ontario government’s transformation of the Ontario Student Assistance Program, HEQCO initiated several research projects in conjunction with the Ministry of Advanced Education and Skills Development to better understand the perceptions of students and parents about student financial aid and the cost of postsecondary education. Of course, financial aid alone won’t ensure the full participation of underrepresented students in postsecondary education. HEQCO, with its research partners, continues to evaluate the effectiveness of programs that aim to improve access to PSE for these students and their success once there.



“Much more remains to be done to ensure that every Ontario student will have an equitable opportunity to access and succeed in postsecondary education regardless of family income, race or background.”

Harvey P. Weingarten, President

HEQCO continued its work on the Essential Adult Skills Initiative, which aims to measure the changes in literacy, numeracy and problem-solving skills in college and university students from the time they start a program to the time they graduate.

Access was also the theme of HEQCO's 2017 conference, our largest to date, which brought together researchers, government officials and community advocates who work in this important area.

In the area of skills assessment, HEQCO continued its work on the Essential Adult Skills Initiative, which aims to measure the changes in literacy, numeracy and problem-solving skills in college and university students from the time they start a program to the time they graduate. Testing of final year students at participating colleges and universities wrapped up in 2017-18 and we expect to publish the results of our ambitious project in the coming year.

HEQCO also made significant progress in its examination of the sustainability challenges facing the province's 20 universities and 24 colleges, concluding a deep analysis of institutions' revenue streams and expenses. On another front, HEQCO convened in May 2017 a two-day workshop of a group of higher-education policy experts from around the world to discuss approaches to measuring the performance of postsecondary institutions and identifying meaningful performance indicators that go beyond enrolment numbers, graduation rates and reputational rankings. Based on their presentations, HEQCO published *Assessing Quality in Postsecondary Education: International Perspectives*, a collection of essays by workshop participants.

As you can see, HEQCO has come a long way since its early days. But we know our work is not complete. Much more remains to be done to ensure that every Ontario student will have an equitable opportunity to access and succeed in postsecondary education regardless of family income, race or background; that every institution works to teach and evaluate the skills and competencies that students need to succeed in the workplace and in life; and that all institutions remain on sustainable footing, capable of delivering high-quality programs.

We know that government, employers and students are counting on us.



Harvey P. Weingarten
President



Access

Learning Outcomes

System Design

Research Priorities

In 2017-18 our research agenda focused on three priorities:

- Improving access to higher education for non-traditional and underrepresented students
- Ensuring that students graduate with the knowledge and skills they need to succeed in the workplace and in life by promoting the assessment of skills and competencies
- Enhancing academic quality and choice by assessing the sustainability of postsecondary institutions and the sector, promoting differentiation among higher-education institutions and outcomes-based funding

Over the past year, HEQCO published 15 reports spanning our three priority areas as well as 17 blogs, seven podcasts and 21 presentations by our staff. HEQCO convened five events on higher education on topics such as access to postsecondary education, performance indicators and international education. HEQCO saw sustained growth in the number of dedicated followers here in Ontario, but also an emerging national and international audience. Overall, web traffic more than doubled over the past six years to an average of more than 6,000 visits a month. HEQCO's research is finding global readers with significant audience growth in the United States, the United Kingdom, Germany, France, India and Australia. Email subscribers to our weekly research, news and events update totalled more than 3,000, and our number of dedicated Twitter, Facebook and LinkedIn followers grew to more than 3,800.

Our Research Priorities

Access

HEQCO aims to ensure that every Ontario student has an equitable opportunity to attend and succeed in postsecondary education.

In September 2017, the Ontario government initiated the single largest reform of the Ontario Student Assistance Program in the program's history, providing more assistance to those who need it most. As a result of the changes, students from families with household incomes of \$50,000 or less are eligible to receive grants that meet or exceed their tuition fees.

In response, HEQCO initiated several research projects in conjunction with the Ministry of Advanced Education and Skills Development to better understand the perceptions of students and parents about financial assistance and the cost of postsecondary education.

Research indicates that financial aid is necessary but not sufficient to ensure the full participation of underrepresented groups in postsecondary education. Sociocultural variables also influence decisions about who attends, decisions that are often made well before the end of high school. Through the Centre for Equitable Access and the Access and Retention Consortium, HEQCO continues to identify opportunities to close gaps in student participation and retention, and to undertake multi-year research projects that evaluate the effectiveness of programs and interventions designed to improve access, retention and persistence among underrepresented students.

In 2017-18, HEQCO published several reports that assessed such programs, including *Food Insecurity and Educational Outcomes: A Focus on TDSB Students*. Another report, *Data Infrastructure for Studying Equity of Access to Postsecondary Education in Ontario*, underscored the need to collect the data necessary to better understand issues affecting equity of access.

Each year, HEQCO hosts a conference that aims to engage sector leaders, government officials, educators and community advocates. HEQCO held its seventh annual conference, *Rethinking Access: When Non-traditional is the New Normal*, in April 2017. With more than 25 sessions and 70 speakers, the conference was one of HEQCO's largest and best attended. The two-day event examined the systems, programs and strategies that lead to greater postsecondary participation, retention and attainment.

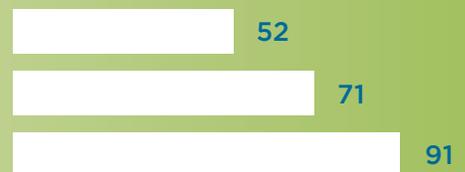
PSE completion among 25-64 year-olds in Ontario, based on parental education

Percentage of adults who completed PSE

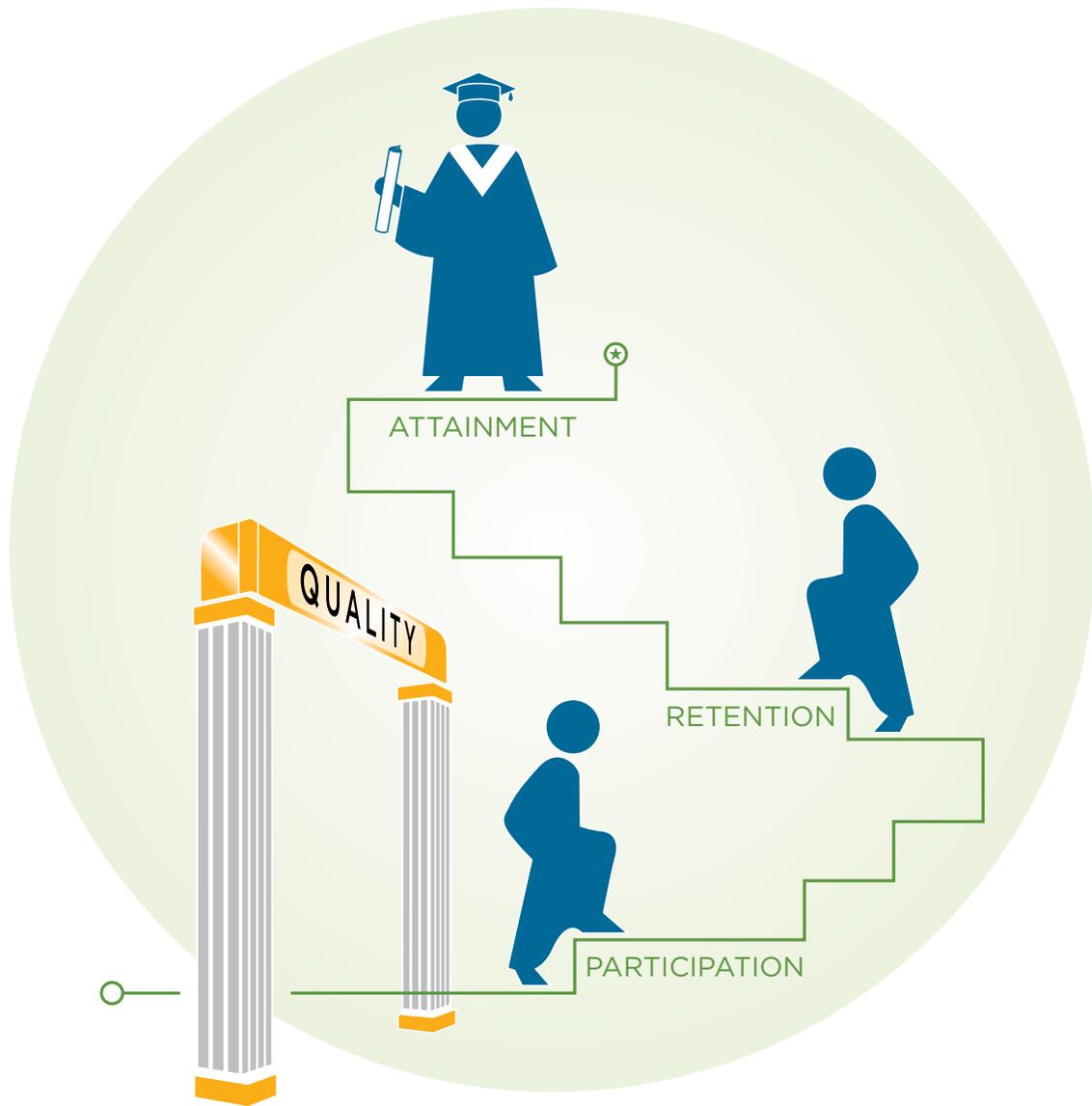
Neither parent completed high school

Both parents completed high school

Both parents completed postsecondary



Source: Programme for the International Assessment of Adult Competencies, 2012



Access

HEQCO continues to identify opportunities to close gaps in student participation and retention, and to undertake multi-year research projects that evaluate the effectiveness of programs and interventions designed to improve access, retention and persistence among underrepresented students.



“The Government of Ontario is justifiably proud of the high proportion of Ontarians with postsecondary credentials — 66% in 2014, higher than any OECD country. Yet, decades of research has clearly demonstrated that certain groups of students are far less likely to begin and complete postsecondary education.”

Data Infrastructure for Studying Equity of Access to Postsecondary Education in Ontario

Learning Outcomes

HEQCO aims to ensure that every Ontario institution consistently identifies, evaluates and reports the skills and competencies its students have acquired.

One of the largest and most ambitious research projects underway at HEQCO is the Essential Adult Skills Initiative (EASI) that aims to do just that. It uses a psychometrically reliable test to measure the changes in literacy, numeracy and problem-solving skills in college and university students from the time they begin their programs to the time they graduate. EASI is also designed to assess the feasibility of skills measurement on a large scale in a postsecondary setting.

In 2016-17, HEQCO tested incoming and graduating students at 20 colleges and universities. HEQCO expects to publish the results of this ambitious project in 2018.

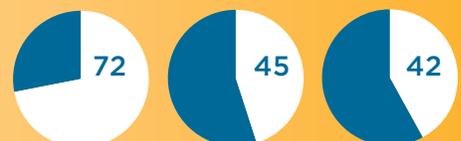
Work continued on HEQCO's Postsecondary and Workplace Skills project, which aims to analyze the relationship between critical-thinking skills and labour market outcomes. The first phase of the project, launched in 2016-17, compared the critical-thinking skills of first-year and graduating students at select institutions. Researchers will then link participants' results to their labour market outcomes, providing a snapshot of the role critical thinking plays in labour market success.

Together, the two trials assessed skills in more than 7,500 students and serve as proof that large-scale assessment is feasible. HEQCO successfully resolved ethical, technical and privacy concerns, suggesting the methodology and process could be expanded to a provincial or national level.

Since 2012, HEQCO and its partners in the Learning Outcomes Assessment Consortium have been developing and piloting tools and techniques such as standardized tests, rubrics, scorecards and ePortfolios to assess students' skills, and sharing their findings with the broader postsecondary community. In 2017-18 HEQCO published several reports stemming from its work in skills assessment and learning outcomes, and launched a new round of research projects.

Does postsecondary education adequately prepare students for work?

72% of educators say yes
45% of graduates say yes
42% of employers say yes



Source: McKinsey & Co., 2012



Learning Outcomes

Two trials assessed skills in more than 7,500 students and serve as proof that large-scale assessment is feasible.



“For too long, content has ruled the roost. Universities need to accept that it is their responsibility to prepare their students for the workplace, which means they have to come to terms with the fact that content is actually the vehicle for skill development.”

Skills, Competencies and Credentials

System Design

HEQCO works to ensure that every postsecondary institution remains sustainable and capable of delivering its distinctive mission.

HEQCO continued its examination of the design of Ontario's postsecondary system and identified several avenues for sustaining quality in a time of limited resources. Building on *University Sustainability: Signal Data*, published in January 2017, HEQCO published in April a companion paper, *College Sustainability: Signal Data*. The two reports served as an important first step in gaining a better understanding of the sustainability challenges facing the province's 20 universities and 24 colleges so that government and institutions can work together to chart the best path forward.

The data revealed that Ontario's colleges and universities are on relatively stable footing, but identified some risks to their future sustainability. Tuition increases are currently capped at 3%. Changing demographics will not support growth in domestic enrolment over the next 10 years, and the province has signalled that the system should expect continuing restraint with regard to the rate of operating grant increases.

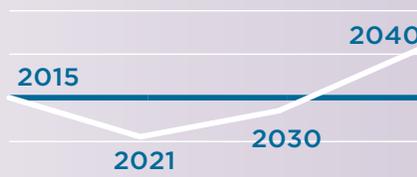
University Sustainability: Expenditures, the next report in the series, was published in March 2018. This paper examined the factors related to labour costs in the Ontario university sector, including compensation and faculty workloads. It found that the annual increase in salaries for continuing employees at universities has averaged 3.9% over the past three years, above the annual rate of increase in operating revenue per student.

HEQCO also continued its examination of the benefits of and opportunities for institutional differentiation, including the publication of *Differentiation within the Ontario College System: Options and Opportunities*.

To better understand how other jurisdictions are attempting to measure academic quality, HEQCO convened a two-day workshop in May 2017. A group of higher-education thinkers and policy experts from around the world met to discuss ways of measuring academic quality. Based on their presentations, HEQCO produced *Assessing Quality in Postsecondary Education: International Perspectives*, a collection of thought-provoking essays written by workshop participants and published by McGill-Queen's University Press.

The workshop and book are a first step in HEQCO's plan to devise a focused set of performance indicators to assist the government of Ontario in achieving its key priorities for the province's higher-education system.

Population projections of 18-20 year-olds in Ontario



Source: Ontario Ministry of Finance



System Design

The workshop and book are a first step in HEQCO's plan to devise a focused set of performance indicators to assist the government of Ontario in achieving its key priorities for the province's higher-education system.



“It’s time to change the narrative around sustainability in Ontario. Our collective and central focus must be on improving academic quality and the student experience. It is paramount that quality be the variable we protect in the sustainability equation.”

The Sustainability of the Ontario Public Postsecondary System: Putting Together the Pieces of the Puzzle

Next Steps

In the year ahead, HEQCO's research focus will remain firmly on our three priority areas: access, learning outcomes and system design. We will continue to work with our institutional partners to assess programs and initiatives to help underrepresented students participate in postsecondary education, we will report the results of our Essential Adult Skills Initiative and work toward expanding it, and we will work toward the development of key system metrics to assist the government of Ontario measure the performance of its postsecondary institutions.

But our research is just a stepping stone to achieving our ultimate goals:

- Ensuring that every Ontario student has an equitable opportunity to attend and succeed in postsecondary
- Ensuring that every Ontario institution consistently identifies, evaluates and reports the skills and competencies its students have acquired
- Ensuring that every postsecondary institution remains sustainable and capable of delivering on its distinctive mission

Our President and Board

Harvey P. Weingarten President and Chief Executive Officer

Since joining HEQCO in 2010, Harvey P. Weingarten has expanded the agency's research capacity, strengthened its influence and impact with government and institutions, and mounted a larger knowledge mobilization and solutions orientation for HEQCO. He previously served as president and vice-chancellor of the University of Calgary from 2001 to 2010. Under his leadership, the university increased access, invested in students, recruited world-class faculty, and attracted record amounts of research revenue and philanthropic support.

Weingarten was provost at McMaster University from 1996 to 2001. During a 21-year career at McMaster he served as dean of science, professor of psychology, department chair, and a teacher and mentor to many undergraduate and graduate students. He received his BSc from McGill University, and his MS, MPhil and PhD from Yale University. Weingarten has served on many boards and councils including the Science, Technology and Innovation Council of Canada; Council for Aid to Education; CD Howe Human Capital Policy Council; Association of Universities and Colleges of Canada; and Shad Valley. He writes and speaks regularly on postsecondary education, innovation and research policy, and higher-education policy.



HEQCO's research focus will remain firmly on our three priority areas: access, learning outcomes and system design.

Board of Directors

HEQCO's board of directors is responsible for setting the overall strategic direction of the council and ensuring that its activities remain firmly aligned with its mandate.

To meet these responsibilities, the board works closely with management to develop and approve the organization's annual business plan and budget.

Board members are appointed by the Lieutenant Governor in Council pursuant to the Higher Education Quality Council of Ontario Act, 2005. Board members draw on their distinguished backgrounds in business, academia and government to guide and support the success of HEQCO's initiatives.

Suzanne B. Herbert

Suzanne B. Herbert, former Ontario Deputy Minister, was appointed to HEQCO's board of directors in 2017 for a three-year term. Herbert served as a Deputy Minister in the Ontario Government from 1997 to 2008. During this time, she worked with the Ministry of Education, the Ministry of Northern Development and Mines, and the Ministry of Community and Social Services. During her time with the Ministry of Education, Herbert represented Canada for several years at the Education Directorate of the Organization for Economic Co-operation and Development. Previously she served as CEO of the Ontario Housing Corporation and also held assistant deputy minister positions. In addition to her extensive experience with the provincial government, she has accepted other assignments such as assisting a children's mental health agency looking at its strategic direction and serving in Inuvik with the World Wildlife Fund looking at marine spatial planning in the Beaufort Sea.

Patricia Lang

Patricia (Pat) Lang has been an advocate for and a leader of community college education for more than 40 years. She has an extensive background in community service and has worked at five colleges in Quebec and Ontario where she was recognized for her creativity, innovation, commitment to student success and positive working relationships. She was appointed to the HEQCO board in 2018 for a two-year term. Lang was president of Confederation College from 2000 to 2011 and during her tenure oversaw the opening of six new centres, including the Negahneewin College of Academic and Community Development.



She also championed several initiatives including a renewal of trades and technology facilities and a new campus master plan. She has served on the boards of Cancer Care Ontario, ORNGE and the Postsecondary Education Quality Assessment Board as a director. She was appointed Canada's 13th Royal Canadian Navy Honorary Captain by the Minister of National Defence from 2009 to 2015. Upon her retirement from Confederation College, she was presented with a Lifetime Achievement Award from the Ontario Minister of Training, Colleges and Universities and a Distinguished Service Award by the Association of Canadian Community Colleges. In 2017, she became a member of the Order of Canada.

Denis Mayer

Denis Mayer, former associate vice-president of student affairs at Laurentian University, was appointed to HEQCO's board in January 2015 and was reappointed in 2017 for a three-year term. At Laurentian, Mayer held the student affairs post from 1996 to 2013. Prior to that, he was the director of continuing education, where he was involved in distance and online learning regionally, provincially and nationally. He began his career in continuing education at Canadore College and is a former consultant for the Ministry of Culture and Recreation. He has also served as chair of the board for the Ontario Council for University Lifelong Learning, the Canadian Virtual University and the Canadian Association for Distance Education, as well as a board member of Contact North.

He recently received an honorary membership in the Canadian Association for Continuing University Education and the leadership award from the Canadian Network for Innovation in Education. His community service includes volunteering at the Sudbury Chamber of Commerce, United Way-Centraide, World Youth Days, Ontario Summer Games and the Canadian Games for the Physically Disabled. He holds a PhD in interdisciplinary studies from Laurentian, with a focus on first-generation students.



Board of Directors

John Milloy

John Milloy serves as director of the Centre for Public Ethics and assistant professor of public ethics at Waterloo Lutheran Seminary, and the inaugural practitioner-in-residence in Wilfrid Laurier University's political science department. He is also a lecturer in the University of Waterloo's Master of Public Service program. He was appointed to the HEQCO board in 2018 for a two-year term. From 2003 to 2014, Milloy represented the riding of Kitchener Centre as a member of the Legislative Assembly of Ontario. He held several cabinet posts including: Minister of Training, Colleges and Universities; Minister of Research and Innovation; Minister of Community and Social Services; Minister of Government Services; and Government House Leader.

Prior to his time in provincial government, he was the director of public affairs for the Centre for International Governance Innovation, a Waterloo-based think-tank. He also worked for several federal cabinet ministers, including five years in the office of Prime Minister Jean Chrétien. Milloy holds an honours BA from Carleton University, an MA from the London School of Economics and a doctorate in modern history from the University of Oxford where he was a Commonwealth Scholar. He is a board member of several non-profit organizations including Mitacs, the Kitchener-Waterloo Community Foundation and the Schlegel-UW Research Institute for Aging.



Higher Education Quality Council of Ontario
For the Year Ended March 31, 2018



Independent Auditors' Report

To the Board of Directors of Higher Education Quality Council of Ontario

We have audited the accompanying financial statements of Higher Education Quality Council of Ontario which comprise the statement of financial position as at March 31, 2018 and the statements of operations, changes in net debt and cash flows for the year then ended and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal

control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Higher Education Quality Council of Ontario as at March 31, 2018, and the results of operations, changes in net debt and cash flows for the year then ended in accordance with Canadian public sector accounting standards.

Colline Barrow Toronto LLP

Chartered Professional Accountants Licensed
Public Accountants

June 15, 2018

Toronto, Ontario

Statement of Financial Position

As at March 31, 2018	2018	2017
Financial Assets		
Cash	\$ 1,132,047	\$ 1,062,337
HST receivable	27,846	91,799
Accounts receivable	900	25,000
Interest receivable	1,410	774
	1,162,203	1,179,910
Liabilities		
Accounts payable and accrued liabilities	1,124,755	1,090,142
Due to Ministry of Advanced Education and Skills Development (Note 3)	23,390	104,501
Deferred capital contributions (Note 4)	61,553	75,579
Deferred revenue	99,090	91,060
	1,308,788	1,361,282
Net Debt	(146,585)	(181,372)
Non-Financial Assets		
Tangible capital assets (Note 5)	61,553	75,579
Prepaid expenses	85,032	105,793
	146,585	181,372
Accumulated Surplus	\$ -	\$ -
Commitments (Note 8)		

Approved by the Board



Director



Director

See accompanying notes

Statement of Operations

Year Ended March 31, 2018	Budget 2018	Actual 2018	Actual 2017
	(unaudited)		
Revenue			
Provincial funding	\$ 5,500,000	\$ 5,375,760	\$ 4,864,798
Amortization of deferred capital contributions (Note 4)	38,333	40,448	79,930
Conference revenue	-	97,680	-
Interest income	6,743	8,547	6,743
	5,545,076	5,522,435	4,951,471
Expenses (Note 6)			
Governance	482,501	500,569	484,612
Research	4,885,753	4,842,752	4,299,710
Administration	176,822	179,114	167,149
	5,545,076	5,522,435	4,951,471
Surplus for the year	-	-	-
Accumulated surplus, beginning of year	-	-	-
Accumulated surplus, end of year	\$ -	\$ -	\$ -

Statement of Changes in Net Debt

Year Ended March 31, 2018	Budget 2018	Actual 2018	Actual 2017
	(unaudited)		
Net debt, beginning of year	\$ 181,372	\$ 181,372	\$ 161,313
Acquisition of tangible capital assets	-	26,422	30,701
Amortization of tangible capital assets	(38,333)	(40,448)	(79,930)
Disposition of tangible capital assets	-	10,429	71,124
Other adjustments - prepaid expenses	-	(20,761)	69,288
Writeoff of tangible capital assets	-	(10,429)	(71,124)
Net debt, end of year	\$ 143,039	\$ 146,585	\$ 181,372

See accompanying notes

Statement of Cash Flows

Year Ended March 31, 2018	2018	2017
Cash provided by (used in)		
Operating activities		
Surplus for the year	\$ -	\$ -
Items not affecting cash		
Amortization of deferred capital contributions	(40,448)	(79,930)
Amortization of tangible capital assets	40,448	79,930
Net changes in non-cash working capital		
HST receivable	63,953	(32,567)
Interest receivable	(636)	(192)
Accounts receivable	24,100	(25,000)
Prepaid expenses	20,761	(69,288)
Accounts payable and accrued liabilities	34,613	147,725
Deferred revenue	8,030	91,060
Due to Ministry of Advanced Education and Skills Development	(81,111)	94,418
	69,710	206,156
Capital activities		
Acquisition of tangible capital assets	(26,422)	(30,701)
Financing activities		
Contributions for purchase of tangible capital assets	26,422	30,701
Increase (decrease) in cash for the year	69,710	206,156
Cash, beginning of year	1,062,337	856,181
Cash, end of year	\$ 1,132,047	\$ 1,062,337

See accompanying notes

Notes To Financial Statements

1 The Organization

Formation and Status

The authority to create the Higher Education Quality Council of Ontario (the “Council”) was established in the Higher Education Quality Council of Ontario Act, 2005 (the “Act”). The Council is a Crown Agency of the Ministry of Advanced Education and Skills Development (“MAESD”) (formerly Ministry of Training, Colleges and Universities or MTCU) and is classified as an operational services agency.

The Higher Education Quality Council of Ontario is a corporation without share capital and is not subject to the Corporations Act or the Corporation Information Act. The Council is subject to section 132, subsection 134(1) and section 136 of The Business Corporations Act. As an agent of the Crown, the Council is not subject to income tax.

The Council is, and exercises its powers only as an agent of the Crown. Limits on the Council’s ability to undertake certain activities are set out in both the Act and The Memorandum of Understanding between the Council and MAESD dated December 6, 2006 and as renewed in The Memorandum of Understanding dated January 9, 2013.

Council Operations

The objective of the Council is to assist the Minister of Advanced Education and Skills Development in improving all aspects of the postsecondary education sector, including improving the quality of education provided in the sector, access to postsecondary education and accountability of postsecondary educational institutions.

The Council is governed by a Board of Directors who is appointed by Order-in-Council.

2 Summary of Significant Accounting Policies

The financial statements of the Higher Education Quality Council of Ontario are the representations of management prepared in accordance with Canadian generally accepted accounting principles established by the Public Sector Accounting Board. No statement of remeasurement gains or losses has been presented as no remeasurement gains or losses have occurred during the year.

Accounting policies followed by the Council are as follows:

Accrual Basis of Accounting

Revenue and expenses are reported on the accrual basis of accounting. The accrual basis of accounting recognizes revenues in the year in which the transactions or events occurred that give rise to the revenue; expenses are recognized in the year the goods or services are acquired, a legal liability is incurred or transfers are due.

Government Transfer Payments

The Council is funded solely by the Province of Ontario in accordance with budget arrangements established by MAESD. These financial statements reflect agreed funding arrangements approved by MAESD.

Government transfer payments from MAESD are recognized in the financial statements in the year in which the payment is authorized and the events giving rise to the transfer occur, performance criteria are met, and reasonable estimates of the amount can be made.

Allocation of Expenses

The Council engages in providing research, support and advocacy for improvement of all aspects of the postsecondary education sector. The cost of each object includes salaries and benefits, research activities, and other operating expenses that are directly related to providing the services. Salaries and benefits are allocated to governance, research and administration based on the activity to which they relate or benefit. Research related contracts and projects have been allocated to research. Other operating expenses have been charged to governance, research and administration based on head count at year-end.

Deferred Contributions

Certain amounts, including transfer payments from MAESD, are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the completion of specific work. Funding is only recognized as revenue in the fiscal year the related expenses are incurred or services performed.

Any amounts received that are used to fund the acquisition of tangible capital assets are recorded as deferred capital contributions and are recognized over the useful life of the asset reflective of the provision of its services. Deferred capital contributions are amortized into revenue in accordance with the amortization policy applied to the related capital asset recorded.

Tangible Capital Assets

Tangible capital assets are recorded at historical cost. The cost of tangible capital assets contributed is recorded at the estimated fair value on the date of contribution. Where an estimate of fair value cannot be made, the tangible capital asset would be recognized at nominal value.

Maintenance and repair costs are recognized as an expense when incurred. Betterments or improvements that significantly increase or prolong the service life or capacity of a tangible capital asset are capitalized. Computer software licence fees are recognized as an expense when incurred.

Tangible capital assets are stated at cost less accumulated amortization. Tangible capital assets are amortized on a straight-line basis over their estimated useful lives as follows:

Computer equipment	3 years
Furniture and equipment	5 years
Leasehold improvements	life of lease

Expenditures for tangible capital assets that are less than \$1,000 are expensed as incurred.

The Council reviews the carrying amount, amortization and useful lives of its capital assets regularly. If the capital asset no longer has any long-term service potential to the Council, the excess of the net carrying amount over any residual value is recognized as an expense in the statement of operations.

Financial Assets and Liabilities

The Council initially measures its financial assets and liabilities at fair value. The Council subsequently measures all its financial assets and financial liabilities at amortized cost. Changes in fair value are recognized in the statement of operations.

Financial assets measured at amortized cost include cash, accounts receivable and interest receivable. Financial liabilities measured at amortized cost include accounts payable and accrued liabilities and due to Ministry of Advanced Education and Skills Development.

Leases and Rent Expense

Leases are accounted for as operating leases wherein rental payments are initially recorded in the statement of operations and are adjusted to a straight-line basis over the term of the related lease. The difference between the straight-line rent expense and the rental payments, as stipulated under the lease agreement, is included in accounts payable and accrued liabilities.

Use of Estimates

The preparation of these financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates. Estimates relate primarily to accruals for research contracts and amortization of tangible capital assets and related amortization of capital contributions, which are based on the estimated useful lives of the tangible capital assets.

3 Due to the Ministry of Advanced Education and Skills Development

In accordance with the Council's Memorandum of Understanding, funding received in excess of expenditures may be required to be repaid and is recorded as due to MAESD.

4 Deferred Capital Contributions

During the year, the Council utilized \$26,422 (2017 - \$30,701) of its MAESD funding for additional capital asset purchases. The MAESD funds used to purchase these capital assets have been included as part of deferred capital contributions and are to be amortized into revenue on the same basis as the amortization of the purchased assets.

	2018	2017
Balance, beginning of year	\$ 75,579	\$ 124,808
Contributions received	26,422	30,701
Less: amounts recognized in revenue	40,448	79,930
Balance, end of year	\$ 61,553	\$ 75,579

5 Tangible Capital Assets

Cost	Computer Equipment	Leasehold Improvements	Furniture and Equipment	Total 2018	Total 2017
Balance, beginning of the year	\$ 163,279	\$ 906,395	\$ 141,170	\$ 1,210,844	\$ 1,251,267
Additions	13,767	1,580	11,075	26,422	30,701
Dispositions	(6,686)	-	(3,743)	(10,429)	(71,124)
Balance, end of year	\$ 170,360	\$ 907,975	\$ 148,502	\$ 1,226,837	\$ 1,210,844

Accumulated Amortization	Computer Equipment	Leasehold Improvements	Furniture and Equipment	Total 2018	Total 2017
Balance, beginning of the year	\$ 138,227	\$ 895,269	\$ 101,769	\$ 1,135,265	\$ 1,126,459
Additions	20,934	8,375	11,139	40,448	79,930
Dispositions	(6,686)	-	(3,743)	(10,429)	(71,124)
Balance, end of year	\$ 152,475	\$ 903,644	\$ 109,165	\$ 1,165,284	\$ 1,135,265

Net book value	\$ 17,885	\$ 4,331	\$ 39,337	\$ 61,553	\$ 75,579
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6 Expenses by Object

	Governance	Research	Administration	Total 2018	Total 2017
Salaries and benefits	\$ 404,344	\$ 2,193,293	\$ 157,106	\$ 2,754,743	\$ 2,537,095
Research activities	-	2,030,107	-	2,030,107	1,659,473
Other operating expenses	96,225	619,352	22,008	737,585	754,903
	\$ 500,569	\$ 4,842,752	\$ 179,114	\$ 5,522,435	\$ 4,951,471

7 Pension Agreements

The Council makes contributions on behalf of its staff to the Public Service Pension Plan administered by the Ontario Pension Board, which is a multi-employer plan. The plan is a defined benefit plan, which specifies the amount of the retirement benefit to be received by the employees based on the length of service and rates of pay.

The contribution rates in 2017/2018 were 6.4% of the Year's Maximum Pensionable Earnings ("YMPE") plus 9.5% on earnings above the YMPE.

Contributions in the amount of \$123,415 (2017 - \$100,156) are included in expenses in the statement of operations, and \$6,285 (2017 - \$6,848) is included in accounts payable and accrued liabilities.

8 Lease Obligations and Other Commitments

The Council entered into a lease of 7,670 rentable square feet of office space on the 24th floor of 1 Yonge Street, Toronto, negotiated by the Ontario Realty Corporation, for a term of five years beginning on May 15, 2007. Rentable square feet increased to 7,717 as a result of the landlord's improvements to meet requirements in the Council's lease. Rent is payable monthly.

The Council renewed the lease for an additional five years commencing May 15, 2012 and expiring on May 14, 2017. The new net rate is \$17.00 per square foot (\$15.00 per square foot for May 2007 – May 2012).

The council renewed the second lease extension (final option) from May 15, 2017 until August 31, 2020. Base rent is \$21.00 per square foot from May 2017 to 2018, and \$22.00 per square foot from May 2018 to August 2020.

Minimum lease payments under operating leases are as follows:

		Rent		Equipment
2018 – 2019	\$	168,809	\$	5,129
2019 – 2020		169,774		4,701
2020 – 2021		70,739		-
	\$	409,322	\$	9,830

The gross rent rate is \$39.01 per square foot or \$301,029 for the period from April 1, 2017 to March 31, 2018.

Contractual Obligations

The Council has signed multi-year contracts with academic researchers where deliverables and payments are due over several years up to 2021. The amounts for research services yet to be provided are as follows:

2018 – 2019	\$	1,187,683
2019 – 2020		418,729
2020 – 2021		319,268
	\$	1,925,680

HEQCO's external research projects are developed through Requests for Proposals, Expressions of Interest, partnerships, and contracts with researchers and institutions with specific subject-matter expertise. The projects and procurements listed reflect responses to HEQCO's past calls for proposals. Please see the Requests for Proposals page of our website for the most recent and outstanding requests.



Appendix A: Research Projects

Projects initiated in 2017-18

Access

Access: A Framework – Exploring the Dimensions of Access and the Interplay Between Access and Quality Objectives

Social Mobility – Influence of Parental Education on PSE Access, Retention and Labour Market Outcomes

Research Initiative on Education and Skills (Mowat Centre)

Community Research Partnership in Hamilton

OSAP – Social Media Scan of OSAP Perceptions (Ryerson)

OSAP – High School Student and Parental Perceptions of OSAP (Ipsos)

OSAP – High School Student and Parental Perceptions of OSAP – A Longitudinal Study (SRDC)

OSAP – Relationship Between PSE Participation and Household Income (Prism Economics)

OSAP – Relationship Between PSE Participation and Household Income (SRDC)

ARC II – Longitudinal Evaluation of Grad Track Pilot Project (Hamilton Community Foundation)

ARC II – Get Started Program Evaluation (University of Toronto Scarborough)

ARC II - Evaluating the Impact of Academic Probation Letters on the Experience and Retention of Students (Mohawk)

ARC II - Evaluation of the Graduation Model (Success Beyond Limits)

ARC II - Piloting an Online Goal-setting Program to Improve the Success of College Students (Mohawk)

Opportunities and Challenges in Predictive Modelling for Student Retention (Plaid)

Projects initiated in 2017-18

Learning Outcomes

Driving Academic Quality: Lessons Learned from Ontario's Skills Assessment Projects (book)

LOAC II – Scaling Up Value-add (Queen's)

LOAC II – Using Peer-assessment to Scale the Quantification of Learning Objectives (University of Toronto Scarborough)

LOAC II – Assessing Basic Cognitive Skill Development and Transferable Life Skills in College Students from Admission to Graduation (Mohawk)

LOAC II – Assessing Digital Competency Among Postsecondary Students Instructors and Staff in Rural, Remote Northern Ontario (UOIT)

Competency-based Education: Literature Review and Environmental Scan

System Design

Degree Outcomes: Measuring Student Outcomes for College and University Undergraduate Degrees

SMA and Funding Formula: An Evaluation of Progress to Date and Recommendations for the Next Cycle

Assessing Academic Quality: International Perspectives (book)

Development of a Dashboard of Key System Performance Metrics

Ongoing projects initiated in previous fiscal years

Access

ARC I – Adapting an Online Goal-setting Program to Promote the Academic Success of Francophone Students (University of Ottawa)

ARC I – Social Belonging Interventions: A Randomized-control Trial (Renison College, University of Waterloo)

Equity in Education Pilot Evaluation and Knowledge Mobilization (Pinecrest Queensway Community Health Centre/Pathways to Education Ottawa)

Learning Outcomes

Postsecondary and Workplace Skills (PAWS) Project – Measure the value-add of the institution re: critical-thinking skills in one college and one university; cross-sectional design

Essential Adult Skills Initiative (EASI) – Measure the value-add of the institution re: literacy, numeracy and problem solving; cross-sectional design

LOAC I – A Pilot Project for the Development of an Online Learning Outcomes Assessment Strategy for the University of Guelph (Guelph)

LOAC I – Learning Outcomes Assessment and Program Improvement at Queen’s University (Queen’s)

LOAC I – Utilizing Indigenous Learning Outcomes to Assess the Global Citizenship of Learners (Confederation)

Long-term Education and Labour Market Impacts from the Future to Discover Project (SRDC)

Skills Survey Application Project – This project develops a prototype of a gamified approach to skills assessment (Sheridan College)

Barriers to Work-integrated Learning Opportunities (Malatest)

Framework for Visual Analytics of Learning Outcomes Data to Support Institutional and Program Improvement (Queen’s)

Appendix B: Research Partnerships

The following research partnerships were established in 2017-18:

OSAP Perceptions

These projects explore the questions of how student financial aid is perceived in Ontario and if communications about OSAP are reaching the intended audience.

- Social Media Scan of OSAP Perceptions – Ryerson University
- High School Student and Parent Perceptions of OSAP – Social Research and Demonstration Corporation (SRDC) and Ipsos

Access and Retention Consortium II

- Get Started Program Evaluation – The University of Toronto Scarborough (UTSC) is doing an evaluation of Get Started, a postsecondary student orientation and academic transition program at UTSC to measure its effectiveness and impact on student academic success.
- Evaluating the Impact of Academic Probation Letters on the Experience and Retention of Students – The goal of this project is to learn more about the experiences of students on academic probation at Mohawk College and to understand whether a college can improve its student experiences and outcomes by revising the notification letters sent to students about their academic status.
- Piloting an Online Goal-setting Program to Improve the Success of College Students – This project centres on the adaptation, implementation and evaluation of the Promotion of Academic Success of Students (PASS) Program at Mohawk College. PASS is a retention initiative designed to help first-year students set academic goals, plan for achieving those goals, and cope with the challenges and stress of their postsecondary lives.
- Grad Track Pilot Project – This ABACUS-funded social intervention is being implemented by the Hamilton Community Foundation to help disengaged middle school students navigate the system to access the resources they need, create customized educational pathways, and learn to set goals and achieve them.

Learning Outcomes and Assessment Consortium II

- **Scaling Up Value-add – Cognitive Assessment Redesign –** The project is a four-phase, institution-wide, network-based research project at Queen’s University that focuses on the development and assessment of cognitive skills (critical thinking, creative thinking, and problem solving) in undergraduate education.
- **Developing, Validating and Implementing a Critical-thinking Skills Measurement Tool for Entrepreneurial Work Integrated Learning and Programming at Postsecondary Institutions –** This project by the University of Toronto Impact Centre will develop, validate and implement a standardized critical-thinking skills measurement tool for students participating in entrepreneurial work-integrated learning programs and activities at the postsecondary level.
- **Using Peer Assessment to Scale the Quantification of Learning Objectives –** This project by the University of Toronto Scarborough focuses on the potential to use peer assessment as a means to efficiently and accurately measure critical thought, and whether this potential can be realized in a manner that is scalable to the department, university and even across universities.
- **Assessing Basic Cognitive Skills Development and Transferable Life Skills in College Students from Admission to Graduation –** The primary goal of this project will be to build a profile of a Mohawk College graduate in the areas of basic cognitive skills (reading, writing and numeracy) and transferable life skills (such as motivation, confidence, career clarity and time management), including applicable program learning outcomes and their relationship to Mohawk’s institutional learning outcomes.
- **Digital Competency Among PSE Students, Instructors and Staff in Rural, Remote Northern Ontario –** This project is based on a successful, already established partnership between Northern College, Royal Roads University and the University of Ontario Institute of Technology. The project aims to use an already developed, validated, tested and internationally implemented tool, to identify and measure digital competencies in students and faculty at these institutions.

Appendix C: Publications

Reports

College Sustainability: Signal Data by Harvey P. Weingarten, Amy Kaufman, Linda Jonker and Martin Hicks

Q Success: Supporting Underrepresented Students in Transition by Arig al Shaibah, Michael Condra, Sadia Jama and Matthew Stewart

Data Infrastructure for Studying Equity of Access to Postsecondary Education in Ontario by Kelly Gallagher-Mackay

Building Capacity to Measure Essential Employability Skills: A Focus on Critical Thinking by Gary Kapelus, Nancy Miyagi and Valerie Scovill

Development of Analytic Rubrics for Competency Assessment by Gayle Lesmond, Susan McCahan and David Beach

Using Predictive Modelling to Inform Early Alert and Intrusive Advising Interventions and Improve Retention by Ross Finnie, Tim Fricker, Eda Bozkurt, Wayne Poirier and Dejan Pavlic

Student Success ePortfolio: Student, Faculty and Employer Perspectives on the Value of ePortfolios in Assessing the Development of Essential Employability Skills by Chris Hinton, Jacqueline Towell, Alexandra MacFarlane, Erica Refling, Ursula McCloy and Judith Amesbury

Assessing Learning Outcomes: Thinking Critically about Critical Thinking and Written Communication Skills by Vera Beletzan, Melissa Gabler and Paula Gouveia

Academic Advising: Measuring the Effects of “Proactive” Interventions on Student Outcomes by Ross Finnie, Tim Fricker, Eda Bozkurt, Wayne Poirier, Dejan Pavlic and Megan Pratt

Skills, Competencies and Credentials by Alan Harrison

Helping Youth Pursue Education (HYPE): Exploring the Keys to Transformation in Postsecondary Access and Retention for Youth in Underserved Neighbourhoods by Paul Armstrong, Hayfa Jafar, Dammy Aromiwura, Janet Maher, Anthony Bertin and Huizi Zhao

Food Insecurity and Educational Outcomes: A Focus on TDSB Students by Paul Anisef, Karen Robson, Reana Maier and Robert S. Brown

The Impact of Incentives, Communications and Task Demand on Postsecondary Student Participation in Online Research by Julie Peters, Chris Hall and Rod Skinkle

Differentiation within the Ontario College System: Options and Opportunities by Amy Kaufman, Linda Jonker and Martin Hicks

University Sustainability: Expenditures by Harvey P. Weingarten, Linda Jonker, Amy Kaufman and Martin Hicks

Blogs and Podcasts

Harvey P. Weingarten — Measuring Academic Quality: International Perspectives

It'sNotAcademic — The podcast: Episode four with Jay Gosselin

It'sNotAcademic — The podcast: Episode five with Bobby Watt

Fiona Deller and Martin Hicks — Spoiler alert: It's the Ontario Education Number

Joe Henry — Experiential Learning: It's been happening for years

Jackie Pichette — Rethinking Access: What we heard and what comes next

It'sNotAcademic — The podcast: Episode six with Hamish Coates

Harvey P. Weingarten — The evolution of learning outcomes: Now comes the exciting part

Amy Kaufman — Ontario colleges at 50: Vive la différence

Martin Hicks — Postsecondary data and the public domain

Martin Hicks — Data Done Right!

Harvey P. Weingarten — Undergraduate programs: Plus ça change...

It'sNotAcademic — The podcast: Episode seven with Tim Fricker

Alan Harrison — Skills, competencies and credentials: The stairway to heaven?

OUSA's Victoria Lewarne and Marc Gurrisi — PSE's 'Skills Awareness Gap'

It'sNotAcademic — The podcast: Episode eight with Brenda Small

Fiona Deller — A better way to help students who need it most

It'sNotAcademic — The podcast: Episode nine with Val Walker

Jackie Pichette — What's in a badge?

Harvey P. Weingarten — Quality assurance: A simple concept that we overly complicate

Access in Practice Preview: A Q&A with Rebecca Rufo-Tepper, co-executive director of Institute of Play

Access in Practice Preview: A Q&A with Michael Bourdukofsky, chief operations officer, Alaska Native Science & Engineering Program

Jackie Pichette and Lena Patterson — Learning with Lynda(.com)

It'sNotAcademic — The podcast: Episode 10 with Gary McCluskie

Appendix D: Events and Presentations

Name of Events	Date	Location
<p>Rethinking Access: When non-traditional is the new normal HEQCO's seventh annual conference examined the systems, programs and strategies that lead to greater postsecondary participation, retention and attainment.</p>	April 19–20, 2017	Chelsea Hotel, Toronto, ON
<p>HEQCO Workshop – Higher Education Performance Indicators: Moving Beyond Enrolment The workshop brought international experts together to discuss what the best indicators are to monitor and evaluate academic quality.</p>	May 10–12, 2017	HEQCO Offices, Toronto, ON
<p>HEQCO Evaluation Workshop The workshop brought a small group of experienced evaluators and stakeholders together to discuss and work through challenges encountered in the evaluation of postsecondary access programs.</p>	October 24, 2017	Hart House, University of Toronto, Toronto, ON
<p>Internationalization in Higher Education: New Trends and Future Directions for Ontario The symposium explored the multiple faces of the internationalization of higher education and debated implications of this phenomenon for policy and practice. The event was sponsored by HEQCO, the Centre for the Study of Canadian and International Higher Education at OISE and the Ontario Ministry of Advanced Education and Skills Development.</p>	November 3, 2017	OISE, Toronto, ON
<p>CUPA-MAESD-HEQCO Day Participants gathered to address HEQCO's research agenda; the status of MAESD updates regarding Strategic Mandate Agreements, funding formula and student aid changes; university efforts to incorporate skills assessment; and open data opportunities and challenges. The event was sponsored by the Council on University Planning and Analysis, the Ministry of Advanced Education and Skills Development and HEQCO.</p>	December 6, 2017	OCAD University, Toronto, ON

Presentations

Within Ontario

Hicks, M. (April 7, 2017). *Back to the Future: OSAP reform and corridor funding*. Council of University Finance Officers, Toronto, ON.

Hicks, M. (April 20, 2017). *Leveraging Data* (panellist). HEQCO Annual Conference, Toronto, ON.

Weingarten, H. P. (May 31, 2017). VERTEBRAL (Association of private colleges study tour). Colleges and Institutes Canada, Seneca College, Toronto, ON.

Weingarten, H. P. (June 21, 2017). *Government of Canada's Advisory Council on Economic Growth*. Ottawa, ON.

Hudak, L. (October 24, 2017). *A Snapshot into HEQCO's Community Research Networks*. HEQCO Evaluation Symposium, Toronto, ON.

Hicks, M. (November 9, 2017). *Fall HEQCO Presentation and Update*. Council of University Finance Officers, Toronto, ON.

Pichette, J. and Lenarcic Biss, D. (November 28, 2017). *What about WIL? Positioning work integrated learning within enrolment strategies*. Presentation at Strategic Enrolment Marketing and Management Forum, Toronto, ON.

Hicks, M. (December 6, 2017). Presentation and Panellist. CUPA-MAESD-HEQCO Day, Toronto, ON.

Hudak, L. and Watkins, E. K. (December 6, 2017). *Skills Measurement: What we've learned and where we're headed*. CUPA-MAESD-HEQCO Day, Toronto, ON.

Hudak, L. (December 6, 2017). *HEQCO's Access Research*. CET Steering Committee Meeting, College Boreal, Toronto, ON.

Jonker, L. (December 6, 2017). *Sustainability*. CUPA-MAESD-HEQCO Day, Toronto, ON.

Weingarten, H. P. (February 14, 2018). *Promoting Change in Universities*. COU Academics Colleagues, Toronto, ON.

Tewolde, H. (February 20, 2018). *HEQCO's Access Research Agenda*. MAESD Policy Research Symposium, Toronto, ON.

Kaufman, A. and Jonker, L. (February 26, 2018). *Differentiation within the Ontario College System: Options and Opportunities*. Heads of Institutional Research Committee of Colleges Ontario, Toronto, ON.

Weingarten, H. P. (March 5, 2018). *Direct Measurement of Skills Acquisition in Postsecondary Education*. Employment and Social Development Canada (ESDC), Ottawa, ON.

Hicks, M. (March 23, 2018). *Ethics of Counting*. Walter Gordon Symposium/Massey College, Toronto, ON.

Hicks, M. (March 28, 2018). *Sustainability Dashboard and Large-Scale Assessments*. Council of Ontario Finance Officers, Oshawa, ON.

Presentations

Within Canada

Weingarten, H. P. (November 14, 2017), *Why Should a Research-intensive University Care About Learning Outcomes?* University of Alberta, Edmonton, AB.

Weingarten, H. P. (March 16, 2018). *The Diminished Sustainability of Canada's Universities: The Challenge and the Fix*. Partnership Committee, Government of Nova Scotia, Halifax, NS.

International

Deller, F. (May 1, 2017). American Educational Research Association 2017 Annual Meeting, San Antonio, TX.

Weingarten, H. P. and Hicks, M. (November 27-29, 2017). Bologna Process Researchers' Conference, Bucharest, Romania.



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