



Ontario College Quality Assurance Service

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

COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

Executive Summary (Translation)

COLLÈGE BORÉAL

DATE OF AUDIT VISIT: May 5,6,7, 2025

SUBMISSION DATE: June 16, 2025

PREPARED BY: Patrick Terriault



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APPROVAL OF THE AUDIT REPORT


This report represents the findings of the College Quality Assurance Audit Process for *insert name of college*.

This report has been prepared, reviewed, and accepted by all parties to the Audit, including the college President, members of the audit panel, and the Chair of the OCQAS Management Board. The signatures of the representative parties demonstrate their acceptance of the content of this report.

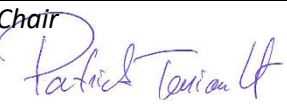


COLLEGE PRESIDENT

Signature: 	Date: le 20 octobre 2025
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CHAIR- OCQAS MANAGEMENT BOARD

Signature: 	Date: September 26, 2025
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AUDIT PANEL MEMBERS

<i>Patrick Terriault, Chair</i> Signature: 	Date: July 17, 2025
<i>Shalani Bel, Panelist</i> Signature: 	Date: July 17, 2025
<i>André Léger, Panelist</i> Signature: 	Date: July 17, 2025



STIPULATIONS

1. Commendations

Standard 1

Requirement 1.3

The audit team was impressed by the wide variety of data sources used by Collège Boréal to carry out its quality assurance activities. Student voices are heard in a variety of ways, including surveys and annual meetings with members of senior management.

Representatives from the socio-economic community participate in program advisory committees, which ensures that the programs are well aligned with market needs. Teachers actively participate in the production of evidence. In short, Collège Boréal effectively uses dozens of different data sources to guide its program quality assurance decisions.

Standard 2

Requirement 2.2

The presentation of the mapping of the VLO/EES covered in courses is outstanding. Using a matrix format with rows representing VLO/EES and columns representing different courses, a color code allows users to see at a glance what is taught, practiced, and assessed in the program. This makes it easy to quickly identify the overall contribution of each course and the level of coverage of the various VLOs and EES throughout the program.

Standard 4

Requirement 4.1

The use of an institutional platform to standardize course outlines is an excellent initiative. The Simple Syllabus tool documents all course outlines and makes them available to students, faculty, and staff. In addition to making life easier for students by centralizing all course outlines in one place, certain sections of the outlines (e.g., CLOs) are subject to a control mechanism that prevents any changes from being made. This helps maintain the integrity of the programs.

Standard 6

Requirement 6.2

Senior management's commitment was considered exceptional. A member of senior management meets with each student through classroom visits at the beginning of each academic year. These meetings allow senior management to hear students' concerns and understand their reality.



2. Affirmations

In its self-assessment, Collège Boréal identified two statements, i.e., requirements for which improvements are expected. The audit team appreciates that an action plan has been proposed in the presentation file and encourages the institution to implement it. These statements are as follows:

Standard 2

Requirement 2.3

The College recognizes that this requirement should be strengthened. For this reason, the College is committed to improving the PLAR process in the development of new programs and the program modification process.

Standard 4

Requirement 4.4

The College recognizes that requirement **4.4** could be strengthened. For this reason, the College commits to conducting a comprehensive and exhaustive evaluation of its approach to experiential learning and the documentation of comprehensive and integrated activities for demonstrating the achievement of vocational learning outcomes (VLOs) in program documents. This objective will be integrated into the College's new strategic plan.

3. Recommendations

Following the audit process, the audit team makes six recommendations:

Standard 1

Requirement 1.5

There is no policy for action plans to implement and monitor program quality improvements. Action plans aimed at establishing and monitoring program quality improvements are not governed by any policy. As a result, these action plans vary greatly from one program to another in terms of format, the roles and responsibilities of the relevant parties, the follow-up of actions, etc. It is therefore recommended to implement an official mechanism (policy, directive, or guide) to promote the adoption of best practices with respect to the management of action plans.

Standard 2

Requirement 2.3

In its self-assessment exercise, the College highlighted the recognition of prior learning process as an area with potential for improvement. The action plan developed for this purpose reflects a structured approach, with elements such as clear objectives, well-defined responsibilities, timelines, and consistent milestones. The audit team recognizes the quality of this planning and emphasizes the importance of this initiative from a continuous improvement perspective.



Standard 3

Requirement 3.1

Although it is quite rare to submit a request to modify a program title to CVS, it is recommended that you draft and implement a mechanism specifically dedicated to this purpose.

Standard 3

Requirement 3.4

Write and implement a formal mechanism for changes to provincial standards.

Standard 4

Requirement 4.4

In its self-assessment, Collège Boréal acknowledged that requirement 4.4 could be strengthened. The audit team agrees that it would be beneficial to develop a mechanism to demonstrate the achievement of vocational learning outcomes (VLOs) through integrative activities at the end of the program. Collège Boréal has proposed an action plan with objectives, responsible parties, and timelines. The audit team considers this plan to be realistic and relevant and recommends its implementation over the next few years.

Standard 6

Requirement 6.1

The mechanisms in place at Collège Boréal provide adequate guidance for the career development of full-time employees and teachers. However, one job category appears to be less well covered by existing policies and guidelines, namely part-time teachers. Given the importance these individuals can have on program quality, the audit team recommends that the College establish formal mechanisms to govern the hiring, evaluation, and training of part-time teachers.

CONCLUSIONS

General comments and summary of the findings of the audit panel.

Following the audit process, the audit team found a strong culture of quality assurance among the teachers, employees, and management of Collège Boréal. This culture is reflected in students who are satisfied with both the programs offered and the support they receive from staff. This finding is noteworthy given the relatively small size of the college and the geographical spread of its campuses across Ontario.

After reviewing the presentation file and conducting interviews during the visit, the audit team did not observe any significant issues with the quality assurance processes in place at Collège Boréal. All standards are generally met, although a few requirements are subject to a



recommendation. The audit team recommends improvements to the quality assurance processes covering the following areas:

- Standardization of action plans (requirement 1.5)
- Recognition of prior learning (requirement 2.3)
- Mechanism for modifying program titles (requirement 3.1)
- Modifications to provincial standards (requirement 3.4)
- Comprehensive and integrated activities at the end of programs (requirement 4.4),
- Supervision of part-time teachers (requirement 6.1).

Despite these few recommendations, the audit team is convinced that the mechanisms in place are generally relevant, functional, and effective. The staff is clearly committed and eager to make any additional adjustments to further improve the programs offered at Collège Boréal. The audit team therefore unanimously awards the highest rating, "Mature Effort."

Audit Results

Standard	Result		
1	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
2	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
3	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
4	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
5	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met
6	<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Partially Met	<input type="checkbox"/> Not Met

Audit Decision:

- Mature Effort
- Organized Effort
- Formal Effort