COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

CURRENT STATE OF QUALITY ASSURANCE ACTIVITIES REPORT for:

Choose an item.

COLLÈGE BORÉAL

DATE SINCE LAST UPDATE TO OCQAS: June 5, 2015

DATE OF PREPARATION OF REPORT: March 31, 2017

REPORT PREPARED BY: Daniel Leduc

This report aims to provide updated information regarding the quality assurance activities that the college is implementing to address the identified gaps (affirmations, recommendations and other) since the college's last submitted report to the OCQAS.

1. **Provide the continuous improvement plan (action/ implementation plan) and results to date.**

* The college must provide (at the very least) the affirmations made by the college and the recommendations made by the audit panel at the time of the last audit. These stipulations (affirmations and recommendations) should be listed, verbatim as they appear in the audit report.

Affirmation 1

* What has been identified as needing to be done? (stipulations)	Staff succession planning, as indicated by the senior management committee.

What deliverables are associated with addressing the stipulations?	Succession is a high priority for the College, given the large number of retirements expected in the next few years. Because of this, the College has continued to invest in developing its leadership capacity by taking part for the past 3 years in the Northern Leadership Program (NLP). The additional deliverables are:
	
	Deliverable 1: Draw up a 3-part succession plan to:
	   a. guide the senior management committee's work to identify individuals soon to be eligible for retirement and target individuals who may be candidates for these positions,
	   b. identify gaps in candidates' competencies, knowledge, experience, etc., and put strategies in place to fill those gaps, and
	   c. strengthen the succession by identifying external candidates.
	
	Deliverable 2: Establish an approach for developing additional leadership capacity at the NLP.

What tasks are associated with addressing the deliverable?	Deliverable 1:
	   a. Make an inventory of existing succession plans by surveying Human Resources departments in the college and university networks,
	   b. Develop a tool to identify key positions that will be vacated through retirements and determine the competencies required for these positions,
	   c. Put forward a competency development plan for key persons who may be potential candidates for succession.

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	Deliverable 2:
	    a. Hold discussion groups with former NLP participants to determine strengths, weaknesses, opportunities and threats of the current leadership program,
	    b. Evaluate the leadership program at the Collège communautaire du Nouveau-Brunswick (CCNB) and other existing models,
	    c. Develop the new model of the program and obtain the senior management committee's approval,
	    d. Implement the new internal program.	

Who is responsible for the specific deliverable/ task?	Deliverables 1 and 2: A consultant reporting to the Director of Human Resources	
When is the completion deadline of the specific deliverable/ task?	Deliverable 1: March 31, 2017 Deliverable 2: April 30, 2017 for development of the model and fall 2017 for implementation	
What is the current status of each specific deliverable/ task? (include a completion percentage)	Deliverable 1: The consultant has made an inventory of existing succession plans. Development of the succession plan should be completed by March 31. (90% completed) Deliverable 2: Evaluation of the CCNB model is in progress and the structure of a leadership program will be put forward soon. (70% completed)	

Affirmation 2

* What has been identified as needing to be done? (stipulations)	The CAP brought up the challenge of human resources at a time when there are an increasing number of part-time professors and it is difficult to keep up contact with them. The CAP's role in quality assurance could be at risk if there were ever a drop in the resources allocated to it or an increase in the demand for its services.	
What deliverables are associated with addressing the stipulations?	Deliverable 1: Review the effectiveness and structure of the CRP/CAP. Deliverable 2: Perform a longitudinal analysis of the results of the course surveys and environment surveys to compare students' satisfaction with beginning professors (full-time and part-time) as opposed to long-time professors. The objective of the analysis is to measure the gap between the two groups, as well as historic trends, to make sure the students are satisfied with the courses and with the part-time professors' teaching.	

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What tasks are associated with addressing the deliverable?	Deliverable 1: Structure of the CRP/CAP a. Consult managers of the CRP departments and the development team. Deliverable 2: New analyses The head of quality control is responsible for conducting surveys of courses and the school environment and compiling results. To achieve the deliverables, it will be necessary to: a. add a comparative analysis between the ratings of beginning professors and those of long-time professors to the current process of analyzing the results of course and environment surveys, and compute the percentage of part-time and full-time professors in the College's faculty. b. Make sure the results are shared with the senior management committee, deans, and leadership of the campuses.
Who is responsible for the specific deliverable/ task?	Deliverable 1: Vice President of Teaching Deliverable 2: Head of quality control, supervised by the Vice President of Corporate Services
When is the completion deadline of the specific deliverable/ task?	Deliverable 1: November 30, 2016 Deliverable 2: March 31, 2017
What is the current status of each specific deliverable/ task? (include a completion percentage)	Deliverable 1: Structure of the CRP/CAP The CAP department's activities were evaluated and a new department of Teaching Development Services and Educational Technologies was created to support the College with activities to develop and modernize courses. The mandates of the CAP and CRP have been modified to create Teaching Support Services. This new department will report to the office of the Vice President of Teaching. (100% completed) Deliverable 2: New analyses The method has been developed and is now part of the process of analyzing data from the course and environment surveys for the fall and winter terms each year. The results of the analysis are presented each fall and winter to the senior management committee, and to the deans and campus management after the course and environment surveys for these terms are administered. This deliverable and these tasks are 100% completed.

Recommendation 1

* What has been identified as needing to be done? (stipulations)	The Quality Bureau has put in place good systematic practices to analyze data, but the analysis of this data could be improved to provide more information. Adopting a comprehensive and precise approach, in the form of a plan for data management and analysis, would make it possible to further refine these processes and facilitate follow-up. Beyond the performance indicators, cross-checking the data collected for all programs, such as pre-admission statistics and trends in the usage of tools, services, and learning support measures, could enrich the Bureau's analysis of the impact of its quality improvement efforts on academic achievement. This would help identify which initiatives are working and which would benefit from being reviewed.
What deliverables are associated with addressing the stipulations?	To improve analysis of the data collected by the Quality Bureau, the following deliverables are proposed: Deliverable 1: Define the institutional research and its role in the College, and determine who will maintain and conduct it. Deliverable 2: Develop a model for service improvement based on the priorities set out in the strategic plan Deliverable 3: Update the quality assurance model for current programs Deliverable 4: Establish a quality evaluation model that combines all the analyses of programs and services

What tasks are associated with addressing the deliverable?	Deliverable 1: Define the institutional research:
	    a. Increase our involvement in institutional research at the College by participating in provincial committees such as the Heads of Institutional Research (HIR), Instutional Research Practitioners' Networking Group (IRPNG), Heads of Quality Management (HQM), and the various working groups set up by the HQM, HIR and IRPNG.
	    b. Conduct research on other postsecondary institutions to find out how they define institutional research.
	    c. Create and deliver new annual reports, tools, and analyses to meet specific needs.
	    d. Establish the roles and responsibilities of College staff and stakeholders with respect to long-term institutional research.
	
	 Deliverable 2: Service improvement
	    a. Establish a model for reviewing services.
	    b. Pilot the model by using it to review the Finance department's procurement services.
	    c. Develop a work plan that takes account of identified avenues for improvement.
	    d. Hire a certified Lean Six Sigma Black Belt consultant to assess the model and tools developed to date for reviewing the Finance department's procurement services, evaluate the next steps to take and tools to use, and determine methods for reviewing the work plan as a team.
	    e. Implement the work plan.

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f.   Get the model adopted for reviewing other College services.

Deliverable 3: Update the quality assurance model for current programs
   a.   Make an inventory of quality assurance models used in other colleges;
   b.   Review current practice and determine the College's needs;
   c.   Amplify /Develop and update the structure of the process.

Deliverable 4: Quality metrics that combine all services and programs
   a.   Develop a work plan that includes the following elements – define needs and criteria to be measured for the College (e.g. the market, return on spending, curriculum review, updating the program, institutional data on the program, satisfaction with professors) and an inventory of existing tools at other colleges.
   b.   Define the conceptual framework and establish quality criteria that may be used for evaluating the quality of programs and services.

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Who is responsible for the specific deliverable/ task?	Deliverable 1: Senior Vice President of Corporate Services, supported by the Head of Quality Control and by the Teaching Support Services branch Deliverable 2: Head of Quality Control, under the supervision of the Senior Vice President of Corporate Services Deliverable 3: Director of Teaching Support Services, under the supervision of the Vice President of Teaching Deliverable 4: Director of Teaching Support Services, under the supervision of the Vice President of Teaching and the Head of Quality Control
When is the completion deadline of the specific deliverable/ task?	Deliverables 1, 2, 3, 4: March 31, 2018

What is the current status of each specific deliverable/ task? (include a completion percentage)	Deliverable 1:
	  a. The Head of Quality Control has been a member of the committees of Heads of institutional research (HIR) and the Institutional Research Practitioners' Networking Group (IRPNG) for a year now, enabling him to learn about the procedures used by other colleges and to share best practices. The Director of Teaching Support Services has been a member of the Heads of Quality Management (HQM) for a year. Both of these Boréal representatives are members of working groups of the HQM and HIR. This deliverable and these tasks are 100% completed.
	  b. Research was conducted and a presentation on Institutional Research and Institutional Effectiveness was made to the former President of the College. A new presentation on the subject was recently made to the P Senior Vice President of Corporate Services. This deliverable and these tasks are 100% completed.

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c. Additional reports, analyses and institutional research tools have been added: recruitment reports (graduation reports from school boards), strategic intelligence (EMSI reports), the course and environment survey report (analysis of students' ratings of beginning professors – full-time and part-time), and the evaluation report on updated courses. This deliverable and these tasks are 50% completed.
d. Not completed. To be done in 2017-2018.

Deliverable 2: A model was established through the pilot project to review the Finance department's procurement services. A work plan was developed, taking into account the identified avenues for improvement. The next steps are to evaluate and adopt the model. (50% completed)

Deliverable 3: Models used by other colleges were inventoried. Planning for review of the exercise is in progress. (40% completed)

Deliverable 4: This deliverable is dependent on achieving deliverables 2 and 3. A project charter has been developed as a plan.
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Recommendation 2

* What has been identified as needing to be done? (stipulations)	As for expectations of professors, it might be useful to develop an institutional document that would clearly define the College's professional expectations of its teaching staff, which would go beyond the collective agreement while not contravening it.	
What deliverables are associated with addressing the stipulations?	Deliverable 1: Develop an orientation guide for managers and a guide for teaching faculty.	
What tasks are associated with addressing the deliverable?	Deliverable 1: a. Evaluate the existing versions of the Guide Boréal – dean's guide and professors' guide. b. Make an inventory of other institutions' guides. c. Develop and update the guides.	
Who is responsible for the specific deliverable/ task?	Deliverable 1: A consultant reporting to the Director of Human Resources	

When is the completion deadline of the specific deliverable/ task?	Deliverable 1: March 31, 2018	
What is the current status of each specific deliverable/ task? (include a completion percentage)	Deliverable 1: The existing Guide Boréal for the dean has been evaluated. The new manager's guide will be completed by the end of April. Once completed, this guide will be used as a model for the professor's guide. (40% completed)	

Recommendation 3

* What has been identified as needing to be done? (stipulations)	Systematically formalize the College's expectations of its advisory committees, particularly with respect to the process of program quality assurance.	
What deliverables are associated with addressing the stipulations?	Deliverable 1: Develop an orientation and welcome guide for advisory committees members. This guide will formalize the College's expectations of its advisory committees. Also create a list of best practices and recommendations for the deans, which will enhance committee members' commitment to quality assurance.	
What tasks are associated with addressing the deliverable?	Deliverable 1: a. Attend advisory committee meetings as a participant or observer. b. Complete a comprehensive documentary review to examine best practices and draft recommendations. c. Write the orientation guide. d. Implement the guide and recommendations.	
Who is responsible for the specific deliverable/ task?	Deliverable 1: College Boréal contributes to the Northern Leadership Program (NLP) by sponsoring participants in the program. One of the NLP's leadership development activities is to work in small teams to carry out projects submitted by participating organizations. This deliverable was submitted as a project this year, and a team of participants under the supervision of the Vice President of Teaching is responsible for the outcome.	
When is the completion deadline of the specific deliverable/ task?	Deliverable 1: The guide is expected to be completed, and the recommendations shared with the senior management committee, by March 31, 2017. Implementation of the guide and recommendations is scheduled for fall 2017.	

	Deliverable 1:
What is the current status of each specific deliverable/ task? (include a completion percentage)	The orientation guide, the literature review and the recommendations have been completed and submitted to College Boréal. (90% completed)

Recommendation 4

***What has been identified as needing to be done?** (stipulations)	A "master document" and a specific table of follow-ups to govern the review of the College's policies and directives would be desirable.
What deliverables are associated with addressing the stipulations?	Deliverable 1: Create a calendar stipulating the dates for reviews of policies and related directives according to the metapolicy. Presentation of the calendar and updates of policies will be added to the agenda for Board meetings.

What tasks are associated with addressing the deliverable?	Deliverable 1:
	    a. List all policies and directives with latest revision dates.
	    b. Develop a template of follow-ups for the calendar.
	    c. Add policy reviews to the agendas of all Board meetings.

Who is responsible for the specific deliverable/ task?	Deliverable 1: The Administrative Assistant – Corporate Services Development will be responsible for developing and updating the policies and directives review calendar.
When is the completion deadline of the specific deliverable/ task?	Deliverable 1: December 2015
What is the current status of each specific deliverable/ task? (include a completion percentage)	Deliverable 1: When the audit team visited, the Management Committee drew up a calendar with the dates of the policies and directives reviews. The policy review calendar is kept up to date by the Administrative Assistant – Corporate Services. The calendar and the revised policies are presented at each Board meeting. (100% completed)

Recommendation 5

* What has been identified as needing to be done? (stipulations)	Given the key role of the CRP/CAP and the Quality Bureau in quality assurance, it is recommended that the college continue devoting the necessary resources to ensure continuous improvement of quality.
What deliverables are associated with addressing the stipulations?	Deliverable 1: Standardize the process of training, support, and formal follow-ups with part-time professors. Deliverable 2: Develop and implement a process of training, support, and formal follow-ups for part-time and full-time faculty.
What tasks are associated with addressing the deliverable?	Deliverables 1 and 2: a. Develop the conceptual framework for a College teaching certificate. b. Obtain approval from the teaching administration team and the senior management committee to develop a College teaching certificate. c. Make an inventory of training procedures at other institutions. d. Develop a training process to standardize the support and training provided to full-time and part-time faculty.
Who is responsible for the specific deliverable/ task?	Deliverables 1 and 2: Director of Teaching Support Services, under the supervision of the Vice President of Teaching.
When is the completion deadline of the specific deliverable/ task?	Deliverables 1 and 2: August 2017
What is the current status of each specific deliverable/ task? (include a completion percentage)	Deliverables 1 and 2: The conceptual framework for the certificate has been developed, presented and approved by the teaching administration team. It will be presented to the Management Committee for approval. Training procedures at other institutions have been inventoried. (70% completed)

Recommendation 6

* What has been identified as needing to be done? (stipulations)	In the meetings, we were able to observe some practices that are not yet systematically integrated and applied throughout the College: expectations, understanding of the role, or appreciation of the

	process. The department heads do not all have the same level of understanding of their respective roles in quality assurance. Some have a better overall view than others. The College could benefit from making additional efforts to reduce these gaps and maximize the contribution of its different departments and hence the impact of its quality improvement actions on a college-wide level. This seems to be a work in progress and we encourage the College to proceed rapidly.
What deliverables are associated with addressing the stipulations?	Deliverable 1: Broaden the mandate of formal "quality" meetings to include all managers, and the heads of departments and sectors. Deliverable 2: Ensure that all staff participate in quality discussions.
What tasks are associated with addressing the deliverable?	Deliverables 1 and 2: 1. Review the mandate of "quality" meetings. 2. Implement activities to maximize the contributions of all towards quality assurance.
Who is responsible for the specific deliverable/ task?	Deliverable 1: Head of quality control, under the supervision of the Senior Vice President of Corporate Services
When is the completion deadline of the specific deliverable/ task?	Deliverable 1: Ongoing
What is the current status of each specific deliverable/ task? (include a completion percentage)	Deliverable 1: All managers of teaching departments and all department heads, on all campuses, now participate in formal quality meetings twice a year. Each year, we collect and publish the continuous improvement activities of the schools and departments. As a result of these sessions, all heads and managers have held team meetings to discuss quality and surveys on all campuses. After those meetings, we developed a quality statement: "At College Boréal, QUALITY means meeting needs and surpassing expectations to ensure client satisfaction in a culture of respect, integrity, listening, openness, innovation and continuous improvement." In particular, this year, we published the Tasluça journal. (100% completed)

Recommendation 7

* What has been identified as needing to be done? (stipulations)	Succession management strategies. As stated above, the audit panel noted several challenges concerning succession planning and the potential impact of vacant positions on the efficacy of the departments' quality assurance measures.
What deliverables are associated with addressing the stipulations?	The objectives of this recommendation are the same as Affirmation #1. Please see Affirmation #1.
What tasks are associated with addressing the deliverable?	
Who is responsible for the specific deliverable/ task?	
When is the completion deadline of the specific deliverable/ task?	
What is the current status of each specific deliverable/ task? (include a completion percentage)	

2. **Provide additional comments (if applicable).**

Quality is an innate value at College Boréal , where it has been one of the priority areas in the College's strategic plans since 1999. It remains a priority area in the 2015-2020 Strategic Plan, whereby College Boréal will assure the quality of programs and services to innovate and adapt to changing realities from now through 2020 (Appendix 1). To do this, we will continue to analyze programs in order to achieve an optimal level of quality. College Boréal realizes that it will need the commitment of all staff to achieve its objectives and to solidify its culture of quality and continuous improvement. The College therefore mobilized all staff for discussions that led to arrive a common definition of quality and the adoption of an overall quality statement (Appendix 2).

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This ongoing commitment to quality is reflected in the historic highs achieved in our key performance indicators (KPIs) in 2016. We are very proud to be the first-ever college ranked first in four of the five KPIs. We ranked highest in student satisfaction, graduate satisfaction, graduate employment rate, and graduation rate.

True to its quality statement, College Boréal implemented an action plan that went beyond expectations, as soon it received the report from the audit team. We have reached or surpassed many of the objectives and are on track for our next audit in 2020.

College Boréal thanks the Ontario College Quality Assurance Service for its ongoing support to continuous improvement.

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Appendix 1: 2015-2020 Collège Boréal Strategic Plan

2015-2020 Strategic Plan

[Note: Vision, Mission and Values are copied from Boréal's English website at http://www.collegeboreal.ca/about-boreal/vision]

Vision
Recognized for the quality, accessibility, and flexibility of its training and services, Collège Boréal is the first choice among French-language colleges.

Mission
Collège Boréal provides a high calibre personalised education to a diverse clientele and practices leadership to foster the sustainable development of Ontario's Francophone community.

Motto
"Nourrir le savoir et faire vibrer la culture"
(Feed knowledge and make culture live)

Values
Excellence
Humanism
Inclusion
Innovation
Respect

#BORÉAL20ans

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4 Focus Areas and Objectives

1. ACCESS:

Improve access to quality programs and services suited to the needs of the clientele.
1. Broaden the offering: postsecondary (including apprenticeship), continuing education, job readiness training, services to immigrants
2. Diversify methods of delivery
3. Develop a strategic intelligence capability to anticipate labour market trends.

2. FLEXIBILITY:

Increase transferability for students and improve cooperation between departments.
1. Develop tools to facilitate transferability by increasing the number of articulation agreements, recognized equivalencies, and other models.
2. Enhance communication to improve effectiveness and efficiency between departments.

3. QUALITY:

Assure the quality of programs and services to innovate and adapt to changing realities.
1. Develop and implement strategies for recruitment, retention and professional development of personnel.
2. Improve the system of performance management and evaluation for all categories of personnel.
3. Review and analyze the College's services and implement a continuous improvement process.
4. Continue to analyze programs for the purpose of attaining optimal quality.

4. VISIBILITY

Raise the visibility of Collège Boréal for future clienteles, potential employers, and communities.
1. Increase the number of active members of the alumni association.
2. Improve opportunities for visibility and participation in community activities.
3. Improve marketing initiatives in Canada and internationally.
4. Increase the number of partnerships with employers, organizations and community groups.

Appendix 2: College Boréal Quality Statement.

AT

COLLEGE **BORÉAL**,

QUALITY

MEANS…

meeting needs and surpassing expectations to ensure client satisfaction in a culture of respect, integrity, listening, openness, innovation and continuous improvement.