



Ontario College Quality Assurance Service

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

COLLEGE QUALITY ASSURANCE AUDIT PROCESS (CQAAP)

CURRENT STATE OF QUALITY ASSURANCE ACTIVITIES REPORT

FANSHAWE COLLEGE

DATE OF PREPARATION OF REPORT: December 20, 2024

REPORT PREPARED BY: Mary Harrison, Acting Dean – Academic Quality & Strategic Integration

Note: This template is used for the 18-month follow-up report and to demonstrate the current state of QA activities during a CQAAP submission.



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).

The OCQAS Management Board is looking for the following:

- 1. Completeness: Adequate information about implementation progress for each of the recommendations and affirmations from the Audit Report. This includes statements of the specific deliverables/tasks that the college is undertaking to implement each recommendation and affirmation. The current status should be stated in terms of percent of implementation completion for the specific deliverables/tasks. Where a specific deliverable/task is not complete, the expected completion date should be stated. If there has been slow progress in implementing specific deliverables/tasks, an explanation for why that is the case should be provided.*
- 2. Appropriateness of the college's chosen deliverables/tasks for achieving the intent of the Audit Report recommendation.*
- 3. Sufficient Progress: The college should have made overall substantial progress on all Audit Report recommendations with implementation of some of specific deliverables/tasks already completed.*

Note: When using acronyms, please include their unabbreviated form.



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.*

Affirmations from 2023 CQAAP Audit Report

* What has been identified as needing to be done? (stipulation)	What deliverables are associated with addressing the stipulation?	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 status of each specific deliverable/ task? (include a completion percentage)
<p>R1.4 – PRESS Survey: the mechanism be revised to improve the alignment between the data and information that we gather, collate, and analyze throughout the lifecycle of College programming and the self-reflective and collaborative activity that this survey requires.</p>	<p>1. Complete Consultation Process</p>	<p>Prepare report summarizing feedback gathered from faculty, administrators, and other stakeholders about how the PRESS survey can better serve its purpose.</p>	<p>Policy Secretariat – Academic Quality & Strategic Integration (AQSI), leading revision in consultation with Centre for Academic Excellence (CAE), Deans, Associate Deans, and Coordinators</p>	<p>April 2024</p>	<p>100%</p>
	<p>2. Revise the PRESS Survey Instrument</p>	<p>Provide a redesigned survey tool that aligns closely with the lifecycle of College programming, ensuring it captures relevant, actionable data to support program</p>	<p>Policy Secretariat – AQSI and CAE</p>	<p>September 2024</p>	<p>100%</p>



		continuous improvement through self-reflection. Simultaneously, ensure that the new PRESS does not needlessly duplicate the work being done by other quality assurance mechanisms within the College.			
	3. Implement the revised PRESS and monitor results	Implement the revised PRESS and monitor the responses over the next two PRESS cycles to ensure the revisions are meeting the goals of the instrument.	Policy Secretariat – AQSI and CAE	August 2026	25% (first round of revised surveys have begun and evaluation of the responses will begin in Summer 2025)
R2.1 – New Program Monitoring: A scheduled one-year follow-up for new programs will ensure PVLOs are being met regardless of delivery method.	1. Create One-Year Follow-Up Mechanism	Create and publicize a structured framework outlining the process and criteria for the one-year follow-up, especially indicating how PVLOs have been taught and evaluated across different delivery methods, and make any necessary curriculum changes.	CAE leading, in collaboration with Academic Schools	Process to be articulated and refined by August 2025	50%



	2. Hold One-Year Follow-Up Meetings with New Programs	Hold one-year-post-launch follow-up meetings with the key stakeholders in all new post-secondary programs.	CAE; Academic Schools	August 2025 and ongoing	
	3. Monitor Sustainability of New Process	Over the next three years, continue to refine the process in order to ensure that the plans are sustainable and that the needs of newly launched programs are being met.	CAE	August 2027	0%
R2.1, 2.2, 2.3 – Teaching and Learning Core Competencies: The Teaching and Learning Core Competencies require increased dissemination to reinforce for faculty the role of PVLOs in constructive alignment.	1. Assess Communication Strategy	Determine the most effective and sustainable way to communicate current faculty core competencies to all full-time and part-time faculty. Simultaneously, review the teaching and learning core competencies to ensure faculty fully understand the importance/relevance	CAE and Organizational Development and Learning (OD&L) to collaborate, in consultation with Deans, Associate Deans, Teaching & Learning Hub Governance Committee	April 2025	50% (initial consultations had begun as of April 2024)



		of constructive alignment.			
	2. Develop Materials as Needed	Determine through the consultation process if any particular professional development materials are needed to support any revisions to the faculty core competencies.	CAE and OD&L	Summer 2027	0%
	3. Publicize Core Competencies	Publicize any revisions to the faculty core competencies and new professional development opportunities related to the revised list, with a special focus on constructive alignment.	OD&L; Reputation and Brand Management (RBM)	September 2027	0%
R2.1, 2.2, 2.3 – Teaching and Learning Hub: Creation of a digital curriculum development hub that presents the key tools and templates contained in The CODE	See Affirmation R4.2 Below				



<p>Book would improve faculty access and promote implementation.</p>					
<p>R3.3 – Program Advisory Committees: as programs increasingly require a global outlook, and this new virtual opportunity supports Fanshawe’s ability to obtain a broader range of feedback on program currency and quality.</p>	<p>1. Ensure Annual PAC Meetings</p>	<p>Send annual reminders to all programs prior to the new school year, and track completion of the PAC meetings in centralized information repository. Report on PAC activity to Senior Vice President, Academic (SVPA) and Board of Governors (BoG).</p>	<p>CAE, in collaboration with Academic Schools</p>	<p>August 2024</p>	<p>100%</p>
	<p>2. Update and Share PAC Guidelines Materials</p>	<p>Share the PAC Member Guide and Meeting Template Package, including welcome letter, meeting agenda template, and meeting minute template, and the minutes logging requirements with Deans, Associate Deans, Program Managers, and Program Coordinators via email and at meetings of various</p>	<p>CAE</p>	<p>August 2024</p>	<p>100%</p>



		bodies (e.g., Academic Services Leadership Team, Senior Leadership Council, Academic Leadership Team).			
R4.2 – Teaching and Learning Hub: development of the site in 2023 following consultations with key stakeholders, identification of a platform for the site, and development of processes for content creation and site maintenance in support of one consolidated site of information and resources for engagement of faculty.	1. Consultations and Needs Analysis for the Hub	Determine through the consultation process what different areas of the College require from an open-facing Teaching and Learning website.	Teaching and Learning Hub Governance Committee, including representation from AQSI, CAE, Online and Blended Learning, OD&L, Learning Systems Services, and Library and Learning Commons	May 2023	100%
	2. Launch Teaching and Learning Hub	Launch the redesigned website, and monitor content for gaps or changes as needed.	Teaching and Learning Hub Governance Committee, including representation from AQSI, CAE, Online and Blended Learning, OD&L, Learning Systems Services, and Library and Learning Commons	September 2024	100%
R5.1 – Dissemination of Policy Changes: the College continues to work on ways to include multiple means of communication in order	1. Launch Policy Hub	Launch the Policy Hub, a single location for all employees to find contextual information about College policies, a record of policy	Policy Secretariat, AQSI – in consultation with College Council, Academic Policy Working Group, Deans,	August 2024	100%



<p>to highlight the changes that are relevant to various stakeholder groups.</p>		<p>revisions as well as the upcoming review schedule, and the meeting place and documentation centre for all policy review committees. Further enhancements to the site will occur as they are developed in the future.</p>	<p>Student Services Leadership Team</p>		
<p>R5.2 – Maintenance of Policy Review Schedule in Non-Academic Policies: the College is working to update those policies and to bring them into the same policy review process as the academic policy review process for better consistency and transparency.</p>	<p>1. Maintain Revised Policy Review Schedule for All Policies (i.e., Academic and Non-Academic)</p>	<p>Create and publicize (on the Policy Hub, see above) a clear schedule of updates required to bring the non-academic policies up to date.</p>	<p>Policy Secretariat, AQSI – in consultation with College Council, Academic Policy Working Group, Deans, Student Services Leadership Team</p>	<p>August 2024 (and ongoing for reviews)</p>	<p>100%</p>
<p>R6.1 – Faculty Performance Development Process: further revise and implement the process</p>	<p>1. Implement New ERP</p>	<p>Implement new, cross-enterprise HR system (i.e., Workday) with better tools to schedule and complete performance reviews. Phase One completed</p>	<p>Human Resources, Academic Leadership</p>	<p>December 2026</p>	<p>50%</p>



in alignment with the new ERP system.		November 2024, Phase Two planning underway; the performance review capacity of the system is part of Phase Two.			
	2. Streamline Performance Appraisal Process	Develop a streamlined faculty evaluation process that meets faculty and College needs while being economical in its use of time (in consultation with faculty and administration). Consultations are complete; determination will be made how the updated process can be facilitated in Workday during Phase Two	Human Resources and OD&L, in consultation with AQSI, Deans, Associate Deans, and other constituencies, as appropriate (e.g., College Council)	December 2026	50%
	3. Collect Feedback on Process	Form a Faculty Advisory Committee and meet regularly to review and provide feedback on the new process.	Human Resources and OD&L, in consultation with faculty	August 2027	0%
	4. Communicate New Process	Communicate new process to faculty and academic	Human Resources and OD&L, in consultation	December 2026	0%



		administration across the College, and begin implementation.	with Academic Leadership and RBM		
R6.2 – Student Feedback Survey (SFS): review and revise the SFS questions and rating scales to better assess students’ perceptions of their learning experiences, improve the alignment with the College’s mission and goals, and examine multiple modes of delivery.	1. Review and Revise the Student Feedback Survey Tool (SFS)	Review and revise the SFS to ensure it meets the organization needs of soliciting student feedback on their learning experiences. Initial consultations occurred in Fall, 2024. This project will be resumed in 2025 after some stability returns to the College sector.	Institutional Research and Student Services Leadership Team/Student Experience Committee, in consultation with CAE, Deans, Associate Deans, Human Resources	December 2026	20%
R6.2 – Teaching and Learning Hub: development of the site in 2023 following consultations with key stakeholders, identification of a platform for the site, and development of processes for content creation and site maintenance in support of one consolidated site of information and	See Affirmation R4.2 Above				



resources to ensure that faculty execute their professional responsibilities.

Recommendations from 2023 CQAAP Audit Report

* What has been identified as needing to be done? (stipulation)	What deliverables are associated with addressing the stipulation?	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 status of each specific deliverable/ task? (include a completion percentage)
R2.3 The audit panel recommends that the college ensure PLAR policy is put into practice for all courses to enhance the understanding and promotion of PLAR for both faculty and students.	1. Revise Policy A124, Recognition of Prior Learning	Convene policy small working group; bring policy revisions to Academic Policy Working Group, Academic Leadership Team, Academic Senior Leadership Team, and College Council	AQSI, in consultation with Academic Policy Working Group, Pathways Working Group, and other constituencies as required (e.g., College Council)	September 2024	100%
	2. Enhance student/applicant and faculty awareness of PLAR opportunities.	Promote existing and create new PLAR resources targeted at students/applicants Include directions to update PLAR field in	CAE, in consultation with Advising Centre, Deans, Associate Deans	December 2025	90%



		course outline during COMMS Rollover			
	3. Develop innovative methods to apply a more streamlined version of PLAR where appropriate.	Leverage ONCAT PLAR Project in order to offer selected applicants a chance to engage with program-level PLAR	CAE, in consultation with Advising Centre and other constituencies as required (e.g., select program coordinators and faculty)	December 2024	100%
R5.1 During interviews, students, graduates, and staff demonstrated inconsistent understanding of mechanisms (applicable policies) contributing to accessibility and communication of policies and processes. The audit panel recommends that a strategy be formalized to communicate new policies and policy changes to all faculty and staff.	See Affirmation R5.1 Above				



<p>R5.2 There was insufficient evidence that the academic policies and procedures are consistently reviewed and updated. The audit panel recommends that policies are reviewed in alignment with the policy.</p>	<p>See Affirmation R5.2 Above</p>				
<p>R5.8 The audit panel was unable to substantiate the establishment or see any evidence of quality assurance processes for new or existing third-party educational partnership. The audit panel recommends that mechanisms be established for regulating program quality activities for new and existing third-party educational partnerships.</p>	<p>1. Establish Quality Assurance Processes for Third-Party Partners</p>	<p>Establish mechanisms for regulating program quality activities for new and existing third-party educational partnerships, and apply those mechanisms to any partners that deliver Fanshawe curriculum.</p>	<p>CAE leading, in consultation with Fanshawe Global and the International Centre and our partner, the International Language Academy of Canada (ILAC)</p>	<p>August 2023 and ongoing</p>	<p>100%</p>



<p>R6.1 It was confirmed that faculty performance appraisals beyond their first year of probation are not consistently scheduled or completed. The audit panel recommends that the college take the required steps to ensure that policies and procedures for faculty performance evaluations are consistently applied across all faculty and in particular upon completion of probation for full-time faculty.</p>	<p>See Affirmation R6.1 Above</p>				
<p>R6.3 The audit panel recommends that the college develop a formal mechanism to allow for the consistent collection of feedback</p>	<p>1. Centralized Academic Advising</p>	<p>Restructure the organization to implement a centralized model for academic advising to reduce organizational inconsistencies.</p>	<p>AQSI</p>	<p>December 2024</p>	<p>100%</p>



<p>on academic support and advising services, to inform the quality of the services including areas of improvement.</p>	<p>2. Implement a Student Feedback Mechanism</p>	<p>Develop and implement a formal mechanism for soliciting student feedback on the quality of the academic support and advising services they have received throughout their programs</p>	<p>AQSI leading, in consultation with Deans, Chairs, Student Services Leadership Team, and Advising Centre</p>	<p>August 2027</p>	<p>0%</p>
<p>R6.4 It was confirmed that staff performance appraisals are not consistently scheduled or completed. The audit panel recommends that the college take the required steps to ensure that policies and procedures for student support services staff performance evaluations are followed.</p>	<p>1. Implement New ERP</p>	<p>Implement new, cross-enterprise HR system (i.e., Workday) with better tools to schedule and complete performance reviews. Phase One completed November 2024, Phase Two planning underway; the performance review capacity of the system is part of Phase Two.</p>	<p>Human Resources, Academic Leadership</p>	<p>December 2026</p>	<p>50%</p>
	<p>2. Streamline Performance Appraisal Process</p>	<p>Develop a streamlined support staff evaluation process that meets employee and College needs while being economical in its use of time (in consultation with both support staff</p>	<p>Human Resources/OD&L to lead - consulting with Academic Leadership, Student Services Leadership Team, and other constituencies, as</p>	<p>December 2026</p>	<p>50%</p>



		and administration). Consultations are complete; determination will be made how the updated process can be facilitated in Workday during Phase Two	appropriate (e.g., College Council)		
	3. Communicate New Process	Communicate new process to support staff and student services administration across the College, and begin implementation.	Human Resources and OD&L, in consultation with Academic Leadership and RBM	December 2026	0%

Add (copy and paste from above) additional tables as required to complete the exercise.

2. Provide additional comments (if applicable).

Commitment to continuous improvement and the highest standards of quality for programming are at the core of the culture and the quality assurance (QA) processes at Fanshawe. As the auditors noted in their final report, “Fanshawe College demonstrated an overall quality assurance framework and continuous improvement mindset” that was both “comprehensive” and “mature.” The College ensures that it offers programs of the highest quality in order to meet two central values of the College: our students are successful, and our graduates meet labour market needs.

The College has made significant progress on several CQAAP affirmations and recommendations since the auditors logged their final report, as reflected in the tables above. These improvements reflect Fanshawe’s collective commitment to the process. To provide a clearer picture of our efforts, we’ve grouped our progress above into four key themes here:



1. Curriculum Innovation and Alignment

- Strengthening connections between program outcomes and teaching practices, ensuring constructive alignment across all delivery methods (e.g., Teaching and Learning Hub; changes to teaching competencies; changes to Student Feedback Surveys).
- Enhancing the integration of program vocational learning outcomes (PVLOs) into course design and assessments (e.g., Teaching and Learning Hub).

2. Faculty and Student-Facing Staff Support and Development

- Revising and then expanding the dissemination of core teaching and learning competencies to foster faculty understanding and application of best practices.
- Offering additional opportunities to support faculty in delivering high-quality instruction and staff in delivering high-quality services (e.g., changes to performance appraisal processes; changes to student surveys).

3. Program Review and Evaluation

- Revising the PRESS (Program Review and Evaluation Survey) mechanism to better align data collection with program lifecycles and self-reflective activities.
- Introducing a scheduled one-year follow-up for new programs to ensure PVLOs are met regardless of delivery methods.

4. Student and Employer Engagement

- Establishing more robust mechanisms to gather and respond to student and employer feedback, ensuring programs remain relevant to both learner needs and industry demands (e.g., changes to student surveys; re-emphasis on the role of PACs in program health).



Glossary of Acronyms

- **AQSI: Academic Quality and Strategic Integration** – an Academic unit at Fanshawe College comprised of the Centre for Academic Excellence, Online and Blended Learning, Academic Support and Scheduling, Academic Advising, and the Policy Secretariat
- **BoG: Board of Governors**
- **CAE: Centre for Academic Excellence**
- **CODE Book:** The title of a comprehensive College resource to support **course development**
- **ERP: Enterprise Resource Planning**
- **HR: Human Resources**
- **ILAC: International Language Academy of Canada** (Fanshawe's private partner)
- **OD&L: Organizational Development and Learning**
- **ONCAT: Ontario Council on Articulation and Transfer**
- **PAC: Program Advisory Committee**
- **PLAR: Prior Learning Assessment and Recognition**
- **PRESS: Program Review and Evaluation Self-Study** (formerly known as the Program Review and Evaluation Survey)
- **PVLO: Program Vocational Learning Outcomes**
- **QA: Quality Assurance**
- **RBM: Reputation and Brand Management**
- **SFS: Student Feedback Survey**