



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

FLEMING COLLEGE

DATE OF PREPARATION OF REPORT: March 3, 2025

REPORT PREPARED BY: Nat Leach

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.



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.

* 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>Recommendation 1 (Requirement 2.3): The team recommends that Fleming look at providing better guidance and support for faculty to identify PLAR options for the courses they teach, and communicate those to students.</p>	<p>Piloting of an AI tool (named Archie) in predicting credit a student is eligible to apply for by PLAR. PLAR process improvements will also be made to accommodate Archie into the system.</p> <p>Please see also the deliverables</p>	<p>1.Pilot project to configure Archie for deployment in limited programs (Early Childhood Education and advanced program; Mental Health and Addition Worker, Social Service Worker and Personal Support Worker).</p> <p>2.Expansion of this project to include</p>	<p>Project Manager, Jake Zablocki, Operations Liaison; manages project schedule and deliverables</p> <p>Holly Meyer, Records specialist; configuring system and process redesign; navigating students and</p>	<p>1.Beta launch of limited programs (use Archie as an option for PLAR applications)- September to December 2024</p> <p>2.Launch Tool for all programs-</p>	<p>1. Beta launch of limited programs- Complete (100%)</p> <p>2.Launch Tool for all programs (75% complete)</p>



	outlined for Affirmation 7.	all programs at the college.	faculty through the PLAR process Shweta Pathak, Data Science Engineer; configuring Archie with program content and programming Bailey Robinson, Registrar supervising PLAR process redesign	January to March 2025 with report to ONCAT in April 2025.	
Recommendation 2 (Requirement 4.1): While the college Curriculum Mapping Process ensures that the VLOs are assessed throughout the program it was clear that manual and electronic processes were used. It is recommended that an electronic process be	Enhance automation within the curriculum mapping and program review processes	1. Creation of single report within the PeopleSoft system, including all program information, including WIL/EL tagging, and mapping for all courses within the program.	1. David Baker, Business Intelligence Analyst, Academic Division and Pathways Coordinator.	1. September 2023	1. Complete (100%)



<p>utilized for consistency and accuracy.</p>		<p>2.Incorporation of report into Cyclical Review process to support VLO review and ensure alignment of program with VLO's.</p> <p>3.Research the possibility of purchasing a Curriculum Management System to support further automation.</p>	<p>2.Academic Quality Office, under direction of Nat Leach, Dean, GAS and Academic Quality</p> <p>3.Brad Reid, Associate Registrar, Registration and Business Operations is leading the initial exploration process.</p>	<p>2.January 2024</p> <p>3.Decision on how/whether to proceed- February 2026. If moving ahead, targeting implementation for September 2027.</p>	<p>2.Complete (100%). This process has created end-user efficiency for curriculum mapping process by providing program teams with a single report including all information necessary for reviewing the mapping.</p> <p>3.Start of project has been delayed by personnel changes. Initial exploration has begun (Completion: 10%)</p>
<p>Recommendation 3 (Requirement 4.2): The college is encouraged to institute a formalized monitoring/tracking process that accounts for how faculty are experimenting with</p>	<p>Review Learning Design and Support Team processes for tracking and communicating innovative teaching and learning practices.</p>	<p>1.Streamline tracking processes for Teaching and Learning Days, and LDS-facilitated programs (Faculty Development Process and New Faculty Experience)</p>	<p>1.LDS Team with direction from Nat Leach, Dean, School of General Arts and Science, and Academic Quality</p>	<p>1.October 2025</p>	<p>1.LDS tracking and file organization updated. Further opportunities may exist with the bringing of the Faculty Development Process in-house (see deliverables for Recommendation 5) to improve tracking and recording of faculty teaching innovation, and identify areas of interest/need for future</p>



different teaching and learning practices and how they are sharing the impact or results.		<p>and increase Faculty Showcase sessions at Teaching and Learning Days, and in weekly LDS team emails.</p> <p>2.Explore funding opportunities for a SoTL project that would support the development of best practices around supporting and recognizing teaching innovation.</p>	2.LDS Team with direction from Nat Leach, Dean, School of General Arts and Science, and Academic Quality	2.September 2026	<p>Teaching and Learning Day sessions. Plan to increase Faculty Showcase sessions has been on hold this year due to recent labour relations issues (employment stability and collective bargaining processes) (Completion: 30%)</p> <p>2.Initial scoping has begun (Completion: 5%)</p>
<p>Recommendation 4 (Requirements 5.2 and 5.4): It is recommended that if consistencies are occurring with Policy Authorities through</p>	1.Streamline process for policy/procedure review and new policy/procedure development to ensure a robust	1A.Creation of Policy and Procedure Committee to ensure timely review of policies and procedures and to review submitted	1A.Greg Edwards, Associate Vice-President, Finance and Policy	1A.March 2025	1A.Initial iteration of committee constituted in January 2024. After personnel changes, new committee constituted by Senior Management Team in March 2025. Terms of Reference have been finalized and committee has begun meeting (Complete: 100%)



<p>updating/development stages that support be provided, and a communication and awareness strategies be adopted.</p> <p>Additionally, it is recommended that the college continue with the working group to make recommendations to improve the progression process and subsequently update the policy and procedure accordingly.</p>	<p>and timely review process.</p> <p>2.Following the completion of the</p>	<p>policies/procedures for recommendation to Senior Management Team.</p> <p>1B.Explore potential use of “Resolver” tool within existing Risk Management software to automate some of the processes around policy review (e.g. notifications when policies are approaching their review date)</p> <p>2A.Completion of the iterative pilot for probation</p>	<p>1B.Policy and Privacy Officer under the direction of Greg Edwards, AVP, Finance and Policy</p> <p>2A.Records department, under the</p>	<p>1B.September 2025</p> <p>2A.The Probation Forgiveness pilot will conclude in</p>	<p>1B.Tool has been set up for use. Exploration of associated costs ongoing (Completion: 75%)</p> <p>2A.Probation Forgiveness Pilot (Completion: 75%)</p>
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	<p>iterative probation forgiveness pilot, Fleming will draft, review and implement an updated Grading and Academic Standing policy, including an associated operating procedure for student academic progression. This OP will focus on removing barriers to student progression, while maintaining academic quality standards across all areas.</p>	<p>forgiveness, which began in 2023.</p> <p>2B.Drafting of an updated policy and operating procedure, which will require review and input by multiple functional areas within the college, including but not limited to the Registrar’s Office, International Student Services, Academics & Student Experience.</p>	<p>leadership of Bailey Robinson (Registrar).</p> <p>2B.Bailey Robinson (Registrar) in collaboration with the Policy and Privacy Officer. Broader draft review, collection of feedback, and revisions will be led by the Policy and Procedure Committee with Jake Zablocki (Operations Liaison) leading</p>	<p>December 2025, to coincide with anticipated implementation dates for the updated Academic Standing policy and operating procedure.</p> <p>2B.Policy and Operating Procedure drafts are expected to be completed and ready for review in March 2025 ahead of implementation no later than January 2026.</p>	<p>2B.Academic Standing policy and operating procedure draft (50% complete). Review & approval of updated Academic Standing policy and operating procedure (not yet started).</p>
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			this initiative on behalf of the Registrar's Office.		
<p>Recommendation 5 (Requirement 6.1): Faculty performance appraisal should occur cyclically for non-probationary faculty (beyond the requirements for probationary faculty as per the Collective Agreement). Alternatively, a scheduled roll-out and implementation of the Faculty Development/Review Process for all faculty is recommended.</p>	<p>Enhance ongoing rollout of Faculty Development Process (FDP) to ensure that all faculty participate in the program on a rolling 3-year basis as designed.</p>	<p>1. Provide education and resources to ensure faculty and Chairs are aware of FDP and the requirement that faculty be assigned to participate in this process.</p> <p>2. Create intensive version of FDP to deliver Spring cohort in order to increase opportunities for faculty participation.</p>	<p>1. Learning Design and Support Team under direction of Dean, General Arts and Science and Academic Quality, Nat Leach.</p> <p>2. Learning Design and Support Team under direction of Dean, General Arts and Science and Academic Quality, Nat Leach.</p>	<p>1. March 2024</p> <p>2. May 2024, revised to May 2025</p>	<p>1. Information session provided to Chairs and made available online for future Chairs (August 2023) and email communication to all full time faculty (March 2024) (Complete: 100%)</p> <p>2. Program redesigned to be delivered in an intensive 2-month period, as opposed to the usual 4 months. Given that many faculty were involved in an Employment Stability process at this time, it was determined not to proceed with this cohort. Spring cohort now planned for May 2025 instead (Completion: 30%)</p>



		<p>3. Move FDP in-house (cancel contract with third-party provider of the platform used by the process) in order to improve access and enable more efficient management of the platform</p> <p>4. Implement Tracking process to ensure Chairs/faculty are aware when faculty are due to participate next.</p> <p>5. Achieve 100% faculty participation over rolling 3-year period.</p>	<p>3. Learning Design and Support Team under direction of Dean, General Arts and Science and Academic Quality, Nat Leach, with support from Human Resources.</p> <p>4. Quality Assurance Administrative Assistant, under direction of Dean, General Arts and Science and Academic Quality, Nat Leach.</p> <p>5. Learning Design and Support Team under direction of Dean, General Arts and Science</p>	<p>3. September 2024</p> <p>4. March 2025</p> <p>5. April 2028</p>	<p>3. Processes moved to internal Fleming systems using Microsoft tools to manage professional development plans and communications. This will allow for extracting common goals to identify training needs for larger groups at the college (Completion: 80%)</p> <p>4. Tracking document complete. Email communication to Academic Chairs with list of eligible participants has been sent, and will recur each semester. (Complete: 100%)</p> <p>5. The rollout of this process in the first few years has been challenging, both due to high volume of administrative personnel turnover, and the</p>
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			and Academic Quality, Nat Leach.		above-noted employment stability issues that made it difficult for faculty to participate. Nevertheless, the college’s overall completion rate within a 3-year period increased from 34% in 2023-24 to 47% in 2024-25 and the items listed above will support increasing this percentage further (Completion: 47%)
Recommendation 6 (Requirement 6.3): It is recommended that Fleming adopt a mechanism to measure the effectiveness of key student services, and use the data to make decisions about level of supports.	Launch of QLess service software within the Office of the Registrar and other Student Services areas and dashboard creation to support departmental service delivery decisions.	1.Launch of QLess within the RO.	Items 1-5: Project Manager: Bailey Robinson, Registrar; manages project schedule and deliverables, coordinates with interdepartmental implementation teams. Todd Lemay, Associate CIO; manages project schedule and deliverables from	1.Sept 2023: Launch QLess in the RO. .Jan – Mar 2024: Initial modifications to RO service delivery model based on QLess data. Jun-Aug 2024: Second round of RO service modification in response to QLess and CERB data.	1.Launch QLess in the RO (Complete: 100%)



		<p>2.Launch of internal QLess dashboard for live monitoring and trend analysis.</p> <p>3.Rollout of QLess to additional service departments.</p> <p>4.Implement TeamDynamix software within the RO and move off the CERB platform.</p> <p>5.Creation of internal dashboards to track service levels and types at macro and micro levels to inform decision making.</p>	<p>the IT perspective.</p> <p>Shweta Pathak, Data Science Engineer; develops and monitors service dashboard configuration, including completing any required modifications.</p>	<p>2.Jan 2025: Create dashboards with live data display capacity for QLess.</p> <p>3.Feb-Mar 2025: Roll-out the QLess product to IT.</p> <p>4. Mar-Apr 2025: Implement TeamDynamix (TDX) in the RO.</p> <p>5. Monitor TDX service-level data and develop dashboards to support service decisions.</p>	<p>2. Initial modifications to RO service delivery model based on QLess data (Complete: 100%)</p> <p>3.Roll-out the QLess product to IT (Completion: 30%)</p> <p>4.Mar-Apr 2025: Implement TDX in the RO (Completion: 5%)</p> <p>5.May-Aug 2025: Monitor TDX service-level data and develop dashboards to support service decisions (not yet started).</p>
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		<p>6. Creation and deployment of centralized Student Services Survey.</p> <p>7. Creation of response plan to student feedback.</p> <p>8. Launching QLess across all of Student Experience Services (allows tracking of volume, reasons, and pulse surveys)</p>	<p>Items 6-10: Kate McIntosh, Vice-President, Student Experience</p>	<p>6. 2023: launch of Centralized Student Services Survey</p> <p>7. August 2024: Creation of response plan</p> <p>8. September 2025 (tentative pending budget approval): launch of QLess for Student Services</p>	<p>6. Launch of centralized Student Services Survey (Complete: 100%).</p> <p>7. Creation of response plan to student feedback. Process has been developed to have the Business Intelligence and Analytical Services team review the survey feedback with the Student Experience leadership team and support documentation of how we plan to use this survey to identify opportunities and create a plan for improvement (Complete: 100%)</p> <p>8. Launch of QLess across Student Experience Services. Initial conversations with QLess have taken place, and implementation will ramp up over the summer, pending budgetary approval. (Completion: 5%)</p>
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		9.Enhance role of Student Success Coaches		9.September 2026: Enhance role of Student Success Coaches	9.Enhance role of Student Success Coaches: Coaching framework and communication plan being finalized. Coaches will be implementing a high touch coaching pilot for at risk students (Completion: 40%)
		10.Develop and launch Student Success Strategy.		10.December 2026: Completion of Student Success Strategy	10.Completion of Student Success Strategy: Based on research and student feedback, we have identified strategies that Student Experience is working to implement. These range from small items that can be implemented quickly to large items that will take time and resources to implement. We will also be launching a cross functional retention committee (Completion: 25%)
Affirmation 1 (Requirements 1.2 and 1.6): Fleming has made substantial progress in developing its more consistent approach to QA but it	Streamline curriculum change process to ensure that changes are appropriately reviewed and	1.Create a committee to review and approve changes to program content and instructional settings.	1.Nat Leach, Dean, GAS and Academic Quality	1.September 2023	1.Terms of Reference for Curriculum Committee, consisting of academic administrators and non-voting members from the Academic Operations team have been established, and the



<p>recognises (and the audit team supports) that some internal organizational processes need to be improved to better align QA, including the use of the new Major Change form and in the relevant aspects of the curriculum change processes.</p>	<p>communicated across the college.</p>	<p>2.Streamline process for submission of curriculum changes. Revise existing forms and clearly communicate the types of change that require Curriculum Committee approval and those that do not.</p>	<p>2.Academic Quality Office and Academic Operations staff under direction of Nat Leach, Dean, GAS, and Academic Quality</p>	<p>2.January 2026</p>	<p>committee meets monthly (Complete: 100%). 2.Document outlining changes that require Curriculum Committee approval has been created and shared. Work on revision of existing submission forms has begun (Completion: 40%)</p>
<p>Affirmation 2 (Requirements 1.3 and 1.4): The audit team supports Fleming’s affirmation to “create a plan to better align Program Review and Program Efficacy Review (PER) processes to minimize duplication of efforts</p>	<p>Due to the rapidly changing enrolment landscape in the college sector (particularly around international enrolment), it has been determined that the PER</p>	<p>1.Revoke OP #2-213C: Program Mix Analysis and explore alternative processes towards this aspect of program analysis.</p>	<p>1.Nat Leach, Dean, School of General Arts and Science and Academic Quality, under direction of Theresa Knott, Executive Vice-President, Academic Experience</p>	<p>1.September 2026</p>	<p>1.Fleming College has streamlined its approach to program evaluation by removing the formalized Program Efficacy Review process. This change reflects a shift toward a more flexible and responsive model that allows the institution to adapt its program delivery practices based on evolving priorities and strategic needs (Completion: 20%).</p>



<p>and to ensure that decision-making is based on an integrated process that incorporates all available information from both processes”.</p>	<p>process is not nimble enough to support decision-making about program sustainability. Changes to this process will take place prior to consideration of alignment with the Program Review process.</p>				
<p>Affirmation 3 (Requirement 1.2): Fleming has made changes to the cyclical review process and the efficacy of these changes will (as the College affirms, and the audit team agrees) be assessed.</p>	<p>Assess efficacy of recent changes to Cyclical Review process and make adjustments as necessary.</p>	<p>1.Implement survey for coordinators to complete after going through Cyclical Review Process.</p>	<p>1.Program Review Lead and Quality Assurance Administrative Assistant under direction of Nat Leach, Dean, School of General Arts and Science and Academic Quality.</p>	<p>1.May 2024</p>	<p>1.Survey has been implemented, and feedback received. Initial responses have been positive about the way the process has been streamlined and more heavily facilitated to reduce volume of work for coordinators. Survey will continue over the next two cycles, and adjustments to the process will be considered in light of the feedback received (Completion: 90%).</p>
<p>Affirmation 4 (Requirement 3.3): Fleming is committed</p>	<p>Continue to streamline processes and</p>	<p>1.Creation of two web pages devoted</p>	<p>1-4.Nat Leach, Dean, School of General Arts and</p>	<p>1.April 2025</p>	<p>1.External page has been created at https://flemingcollege.ca/program-</p>



<p>to continuing the process of improving PAC processes to ensure that PACs become more effective mechanisms for driving program change in order to maintain program currency, relevance and alignment with the labour market.</p>	<p>improve communication with PAC members and between the schools and Academic Quality Office to ensure that processes are aligned across the college.</p>	<p>to PAC's, one internal to provide more accessible information and templates to school administrators and staff, and one external to provide information to PAC members and potential PAC members.</p> <p>2.Tracking of membership status centralized in the Academic Quality Office to help ensure compliance with the term limits set out in the PAC Procedure.</p>	<p>Science and Academic Quality with support from Quality Assurance Administrative Assistant</p>	<p>2.June 2024</p>	<p>advisory-committees Existing internal page has been revised to include all templates and links to PAC minutes, and will be reviewed by stakeholders for feedback so that final adjustments can be made (Completion: 90%)</p> <p>2.New process created within the Academic Quality Office whereby Deans are notified on an annual basis of any PAC members whose terms are expiring that year. This ensures compliance moving forward, although past records may be incomplete in some cases. (Complete: 100%)</p>
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		<p>3.Revision of PAC documents, including templates for PAC reports and PAC minutes, as well as PAC onboarding materials.</p> <p>4.Addition of pre-screening process for PAC members to ensure appropriateness and alignment of prospective PAC members with the college's mission, goals, and values.</p> <p>5.Review of PAC Policy and Procedure.</p>		<p>3.April 2025</p> <p>4.Implementation targeted for September 2025.</p> <p>5.Review to begin in March 2025 with goal of having new policy/procedure</p>	<p>3.Content revised in 2024. Work on developing an onboarding document that is both concise and informative is nearing completion (Completion: 90%)</p> <p>4.Draft template has been produced for approval. Once approved, it will be shared internally with school administrative assistants and implemented during the recruitment of new PAC members (Completion: 70%)</p> <p>5.Not yet begun (0%)</p>
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				completed by January 2026.	
<p>Affirmation 5 (Requirements 4.1 and 4.3): Fleming will create a course-level Quality Assurance Policy and related Procedures to formalize and improve consistency of course-level requirements across the College.</p>	<p>The planned suite of Operating Procedures includes the following: Course Outlines, Course and Curriculum Development and Revision, Course Resources, Evaluation and Assessment, Learning Management System, Learning Environment, Class Cancellation, and Off-Campus Activity. These will ensure a base level of consistency across course delivery at the college.</p>	<p>Creation and approval of course-level QA Policy/Procedures</p>	<p>Nat Leach, Dean, School of General Arts and Science and Academic Quality</p>	<p>September, 2025</p>	<p>Drafts and stakeholder consultation complete and approved by Policy and Procedure Committee. (Completion: 75%)</p>
<p>Affirmation 6 (Requirement 4.2):</p>	<p>Support faculty in experimentation</p>	<p>Creation of EDI modules to</p>	<p>Learning Design and Support Team</p>	<p>Creation of modules</p>	<p>Seven modules focusing on best practices for culturally diverse</p>



<p>Fleming will create a plan to promote instructional innovation in order to capitalize on lessons learned during the pandemic, and further promote and support creative and diverse pedagogies.</p> <p>This will begin with a revision of the Curricular and Instructional Innovation Policy and will include exploring ways of promoting faculty engagement with innovative teaching practices more broadly across programs and developing strategies for further promoting culturally responsive pedagogies.</p>	<p>with innovative teaching and learning practices, and with best practices around teaching diverse populations.</p> <p>Please see also deliverables for Recommendation 3.</p>	<p>promote effective pedagogies for diverse populations.</p>		<p>(October 2023) Faculty completion of modules (April 2024)</p>	<p>pedagogy completed. Focus is on international student population with one module dedicated to Indigenous pedagogies. (Complete: 100%)</p> <p>Full-time faculty were required to complete this training with those contract faculty in most contact with international learners also assigned to complete the modules. Modules continue to be available for new faculty (Complete: 100%)</p>
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<p>Affirmation 7 (Requirement 5.5): The auditors support Fleming’s resolve to implement, track, and assess the efficacy of its new Policy and Procedures relating to the assessment of prior learning.</p>	<p>Ongoing tracking of the number of PLAR and transfer credit applications, PLAR completion timelines, transfer credit evaluation timelines & proportions of successful applications for recognition of prior learning, and assessment of the efficacy of the new policy and procedure on this basis.</p>	<p>1. Aggregation of data generated as part of the recognition of prior learning processes and comparison to prior terms and academic years to assess the impact of changes to the policy on student outcomes, timelines & request volume.</p>	<p>Transfer Credit Coordinator, under the leadership of Bailey Robinson, Registrar, and in collaboration with academic leadership.</p>	<p>1. Ongoing, with data aggregated on a quarterly basis and annual reporting to CTIG required.</p>	<p>Year 1 tracking & data analysis (Complete: 100%) Year 2 tracking & data analysis (Completion: 80%).</p>
<p>Affirmation 8 (Requirement 5.8): Fleming resolves to finalize the implementation of QA processes with regard to delivery at FCT. We</p>	<p>Given the impending dissolution of the partnership with FCT, no further action is being</p>				



<p>will continue to track compliance and assess the efficacy of our processes to ensure that programs delivered by our PPC partners have rigor and quality equal to programs delivered at the home campus.</p>	<p>taken on this affirmation.</p>				
<p>Affirmation 9 (Requirements 6.1 and 6.2): Fleming will track completion of required training and development programs (Faculty Development Process and Contract Faculty Experience) for faculty, and ensure that LDS and HR work together to ensure compliance with these requirements.</p>	<p>Leverage new HR LMS platform for tracking mandatory and required training to support LDS processes as well.</p> <p>Please see deliverables outlined for Recommendation 5 regarding tracking for Faculty Development Process.</p>	<p>1. Creation of separate LMS platform owned by HR and dedicated solely to faculty training processes.</p> <p>2. Update Contract Faculty Experience modules, and move</p>	<p>1. Employee Learning and Development Specialist under direction of Kirsten Redmond, Director, Equity, Diversity, Inclusion, and Organizational Development.</p> <p>2. Learning Design and Support Team under direction of</p>	<p>1. September 2024</p> <p>2. January 2026</p>	<p>1. Complete (100%)</p> <p>2. Initial exploration of modules has been undertaken to identify needed updates. Planning for</p>



		to new HR LMS platform to make process more trackable.	Nat Leach, Dean, School of General Arts and Science and Academic Quality		process of adding content to platform has begun. (Completion: 20%)
Affirmation 10 (Requirement 6.3): Fleming will continue with existing plans to enhance the student experience through improvements to student-facing services and the development of a formal Student Success strategy.	Please see the deliverables outlined for Recommendation 6.				

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

2. Provide additional comments (if applicable).

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