

Multi-Year Agreement for Colleges for 2006-07 to 2008-09

Fanshawe College

As part of the 2005 Ontario Budget, the government introduced “Reaching Higher: The McGuinty Government Plan for Postsecondary Education”, which will provide a cumulative investment of \$6.2 billion in Ontario’s post-secondary education and training system by 2009-10.

The government’s goal is to use the Reaching Higher investments to improve access, quality and accountability of the postsecondary education system.

Traditionally, the Ministry of Training, Colleges and Universities (MTCU) has allocated grants, and institutions have reported on outcomes achieved with the funding on an annual basis. This practice was continued and strengthened in 2005-06 when the government introduced the Interim Accountability Agreement, a one-year agreement which confirmed the commitments and results expected by government and each institution for the first year of the new Reaching Higher investments.

The government recognizes that publicly-funded institutions will have a greater ability to develop plans that meet the government goals for the sector and achieve results if there is funding stability and predictability. This is why the government is building on the groundwork established by the Interim Accountability Agreements and introducing Multi-Year Agreements and funding allocations.

This Multi-Year Agreement (MYA) articulates the government’s goals for the system, and its roles and responsibilities in meeting those goals. This agreement confirms the commitments expected from each institution and the sector-wide indicators that will be used to report on results achieved.

This agreement constitutes an integral and central component of the overall performance and accountability relationship between government and publicly-funded postsecondary institutions. It does not however, replace existing performance and accountability arrangements, and will be supplemented by existing and, where applicable, modified or new transfer payment reporting requirements, such as those associated with individual grants. The Ministry remains committed to the goal of reducing and consolidating accountability and reporting requirements wherever possible, consistent with the high standard of overall accountability for public funds expected by the public. This document constitutes part of the public record, and as such, should be made available on your institution’s website.

The Role of the Higher Education Quality Council of Ontario

The government appreciates that implementing this MYA and future agreements will be part of an evolutionary process which will require a strong collaborative partnership between institutions and the Ministry. The government has also recently established the Higher Education Quality Council of Ontario (HEQCO). This Council will play a significant role in developing a quality framework for postsecondary education in Ontario to facilitate multi-year accountability agreements with institutions, including the

development of indicators for performance measurement and monitoring the Student Access Guarantee.

In partnership with institutions, the Ministry is committed to reviewing and revising this agreement as needed on an annual basis to ensure that the colleges and universities remain focused on meeting the government goals for postsecondary education. Advice from and research undertaken by HEQCO will inform this process.

1. Government Goals and Responsibilities for the Postsecondary Education System

This section summarizes the government's expected goals for access, quality and accountability as announced in the 2005 Budget through the Reaching Higher investments in postsecondary education, and outlines its role and responsibilities for meeting those system goals.

1.1 Access

The government is committed to ensuring that there is an increase in the number of Ontarians who have the opportunity to successfully pursue higher quality postsecondary education that is affordable and accessible across Ontario including northern and remote, rural and urban areas.

The government will undertake the following initiatives designed to improve access to the postsecondary education system:

- Establish enrolment targets and policies that will ensure that the government meets its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10;
- Develop policies and provide funding to deliver services that will promote access and increase opportunities for Aboriginal Peoples, Francophones, persons with disabilities, and persons who are the first in their family to attend postsecondary education. The policies will be informed by the committees established to provide advice to the Minister on how to maximize the educational experiences of these students. The First Generation Strategy offers an opportunity to target "at risk" and low-income communities and families and consider socio-economic factors;
- Provide additional funds that will allow Ontarians living in small, northern and rural communities to have access to a range of high quality college programs and services;
- Continue to improve transitions to college by working with education system partners to build pathways and develop and implement strategies that support transitions, developing pathways for potential students who are no longer in secondary school, and engaging the community in the development of pathways;
- In partnership with institutions, provide a Student Access Guarantee that provides that no qualified Ontario student will be prevented from attending Ontario's public colleges and universities due to lack of adequate financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books, and mandatory fees;
- Continue enhancements of the Ontario Student Assistance Program. This includes extending access grant eligibility to students from low- and middle-

income families, updating the book and supply allowance, continuing to limit students' annual repayable debt, and matching funds raised by institutions to establish endowments. In partnership with institutions, the government will also implement for 2007-08 a website that will allow students to identify costs and sources of financial aid;

- Work jointly with the Chair of HEQCO, to establish a research agenda on participation and access to be carried out by the Council;
- Define the role and responsibilities of HEQCO in monitoring and making recommendations relating to the implementation of the Student Access Guarantee;
- Develop system measures to track the participation of under-represented and mature students¹ with the assistance of institutions and HEQCO in a manner that is sensitive to privacy concerns; and
- Develop a comprehensive international marketing strategy to assist in the internationalization of Ontario's postsecondary education system and to ensure that Ontario remains competitive in an increasingly globalized environment.

1.2 Quality

The government's Reaching Higher Plan is committed to the highest standards in teaching, research, and the student learning experience, and will undertake the following initiatives designed to help the postsecondary education system improve quality:

- Provide funding that will allow institutions to enhance the quality of their learning environment as evidenced by student satisfaction and success;
- Participate in the Ontario Colleges' Key Performance Indicator initiative as per the current process;
- Participate in the Ontario College Student Engagement Survey (formerly known as the Pan Canadian Survey of the Student Experience in Canadian Colleges and Institutions);
- Work jointly with the Chair of HEQCO to establish a research agenda on quality to be carried out by the Council;
- Define the role and responsibilities of HEQCO on monitoring quality in the system, and receive guidance from the Council on improving quality;
- Work with the Ministry of Research and Innovation to support the role of institutions in implementing the province's research, innovation and commercialization agenda;
- Co-operate and work with the College-University Consortium Council (CUCC) and institutions to develop strategies and policies that will improve and increase collaboration between institutions and sectors, in support of student success and mobility; and,
- Receive advice from HEQCO and CUCC on the best way to measure increased collaboration.

1.3 Accountability

The government is committed to ensuring that it and postsecondary institutions be held accountable for accomplishing the goals and objectives established under the Reaching

¹ Mature Student status: status of an applicant who does not have an Ontario Secondary School Diploma or equivalent but has reached the age of 19 years on or before the commencement of the program of instruction in which he or she intends to enrol.

Higher Plan.

The government will undertake the following initiatives designed to help institutions improve accountability:

- Track and report on the achievement of the Reaching Higher Measurement and Results Schematic identified in **Appendix A**;
- Receive the advice of HEQCO on the best way to measure performance and ensure the accountability of colleges and universities;
- Continue the ongoing review of institutional reporting requirements to streamline, consolidate and improve reporting requirements;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the institutions to determine whether any revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Participate in the annual review of the Multi-Year Action Plan located in **Appendix B** of the Agreement. When completed, the Multi-Year Action Plan will establish the institution specific strategies, indicators and results designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in **Appendix A**.

1.4 Funding

Recognising the importance of stability and predictability of funding for institutional planning and in order to increase the capacity of institutions to meet shared goals of quality and accessibility, the government will provide multi-year funding allocations for the three years covered by this agreement.

Preliminary allocations for 2006-07 and notional allocations for 2007-08 and 2008-09 will be provided based on best information available and are subject to change as updated information becomes available.

2. Institution Commitments

This section outlines the commitments and results expected from each institution.

2.1 Access

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve access:

- Participate in the Student Access Guarantee. In partnership with the government, develop a Student Access Guarantee that provides that no qualified Ontario student will be prevented from attending Ontario's public colleges and universities due to lack of financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books and mandatory fees;
- Provide the ministry with the assistance needed to design and implement a website that will allow students to identify costs and sources of financial student aid;

- Complete small, northern and rural access plans to enhance Ontarians' access to quality college programs and services;
- Comply with the new Tuition Fee Framework;
- Provide HEQCO with the assistance needed to complete access related research;
- Provide the ministry and HEQCO with the assistance needed to develop a system measure to track the participation of under-represented groups, and mature students in a manner that is sensitive to privacy concerns. The First Generation Strategy is expected to develop measures to find and track those who are the first in their family to attend postsecondary education (including "at risk" and low-income students);
- Continue to improve transitions to college by working with secondary schools to build pathways and develop and implement strategies that support transitions, developing pathways for potential students who are no longer in secondary school, and engaging the community in the development of pathways;
- Report on institutional enrolment growth in keeping with established protocols or as required by the ministry thereby contributing to the sector targets established by government; and
- Provide the ministry with institution specific multi-year access strategies, indicators and results in the Multi-Year Action Plan template located in **Appendix B** of the agreement.

2.2 Quality

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve quality:

- Participate in the Ontario Colleges' Key Performance Indicator initiative as per the current process, and report separately on indicators identified in the MYA Action Plan in **Appendix B**;
- Participate in the Ontario College Student Engagement Survey (formerly known as the Pan Canadian Survey of the Student Experience in Canadian Colleges and Institutions), and submit results to MTCU as per the protocol to be developed;
- Provide HEQCO with the assistance needed to complete quality related research; Provide the ministry with institution specific multi-year quality strategies, indicators and results in the Multi-Year Action Plan template located in **Appendix B** of the agreement; and
- Co-operate and work with postsecondary education institutions and the College-University Consortium Council (CUCC) to develop strategies and policies that will improve and increase collaboration between institutions and sectors, in support of student success and mobility, and provide HEQCO and the CUCC with the assistance needed to develop advice on the best way to measure increased collaboration.

2.3 Accountability

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve accountability:

- Complete the Multi-Year Action Plan template attached in **Appendix B** which, when completed, will establish the institution specific strategies and results

designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in **Appendix A**;

- Report on each of your institution's commitments relating to the 2005-06 Interim Accountability Agreement in your Annual Report due July 31, 2006;
- Participate in an annual review of the Multi-Year Action Plan as outlined in **Appendix B**;
- Continue all other reporting requirements, linked to transfer payments and grants, in addition to any revised or new reporting requirements related to Francophone students and the Access and Opportunity Fund
- Provide HEQCO with the assistance needed to determine the best way to measure performance and ensure the accountability of colleges and universities;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the government to determine whether any revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Post the MYA on your institution's website.

Please Note: The release of the full amount of your 2006-07 funding is conditional on the Ministry approving your completed Multi-Year Action Plan. Please complete and submit this Action Plan to the Ministry by September 29, 2006.

For the subsequent years - 2007-08 and 2008-09 – the release of the full amount of your college's allocation will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.

Signature of President and Board Chair

Signature of Minister

Board Chair _____

Date: _____

President _____

Date: _____

Date: _____

Appendix: Multi-Year Action Plan for Colleges

Fanshawe College

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the postsecondary education system.

The purpose of this Multi-Year Action Plan (Action Plan) is to provide an outline of how each institution will use their total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique mission and objectives while contributing to the achievement of the Reaching Higher goals and results for access, quality and accountability identified in Appendix A of the MYA.

This Action Plan will set out your institution specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

The release of the full amount of your 2006-07 funding is conditional on the ministry approving your completed Multi-Year Action Plan. Thereafter, the ministry will review your Action Plan annually to discuss progress made on the commitments outlined in your Action Plan.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario (HEQCO) with respect to the best way to measure performance and ensure the accountability of colleges and universities.

College Specific Mission and Objectives

Your college's mission or objectives are identified in your strategic and business plans. Please confirm that these are still current or note any modifications in the box provided. This may relate to your programming priorities, institutional culture, or student profile:

This report conforms to and draws from the Fanshawe College Strategic Plan 2006-2007.

The Fanshawe College Vision and Mission remain as established by our Board of Governors in June, 2002 and are fully elaborated in Board of Governors Policy A-05: Vision and Mission. Some extracts...

“Our Mission...

Fanshawe College is committed to personal, social and economic success through quality education and learning for employment.

We enrich the lives of individuals and meet the changing needs of our diverse communities.

We are innovative and responsive.

We promote opportunity.

We are Fanshawe College.”

“Community Driven...

Student Focused”

Fanshawe College is committed to the objectives of the Ontario Reaching Higher Plan: improving access, quality and accountability. We offer this Multi-Year Action Plan as evidence of that commitment. As planning for 2007/8 and 2008/9 unfolds, the College will strive to maintain the access and quality initiatives and services introduced in 2005/6 and 2006/7.

The process of implementing the Reaching Higher Plan began over a year ago. Attached as an addendum to this Plan is a Fanshawe College Results Report of 2005/06 achievements relating to the Reaching Higher Plan objectives.

A. ACCESS

Increased Enrolment

As outlined in Section 2.1 of the MYA, your institution will report on institutional enrolment growth in keeping with established protocols or as required by the ministry thereby contributing to the sector targets established by government. The ministry will use these reports to ensure that the system is on track to meet its commitment to increase college and university full-time enrolment.

Increased Participation of Under-Represented Students

The ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of mature and under-represented students in a manner that is sensitive to privacy concerns. This Multi-Year Action Plan will be revised to incorporate this measure and the accountability mechanisms which will be used to ensure that the system is increasing the participation of under-represented students and is affordable and accessible across Ontario including northern and remote, rural and urban areas.

To inform this process, please provide any measurement methodologies your institution currently uses to track the participation of these students, and in particular, any

measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low income students):

The following outlines measurement technologies we currently use to assess participation of the specified student categories:

Mature Students:

A ‘mature student’ is a person who, at the time of college entry, is over age 19 and does not have an Ontario Secondary School Graduation Diploma or equivalent. In the course of conducting our “At Risk” analyses (an analysis of secondary school mathematics and English grades used as a predictor of post secondary success) we deduce the likelihood of this status based on OCAS data. As well, our regular analyses of student success and age consistently shows a strong correlation between the two: maturity results in better grades and greater success. Fanshawe College works hard to ensure that success by providing mature students a wide range of support services from the time of initial contact right through to graduation. Some of these services are cited later in this document.

Aboriginal Students:

About 1.2% of the population of the Fanshawe College four county area (Middlesex, Elgin, Oxford and Norfolk) is aboriginal (2001 census). Based on the large sample of our FTSP students who responded to the Fall 2005 Student Engagement Survey we see that 8% of our new FTSP students are aboriginal. We believe that this remarkably high ratio is very positively affected by the wide range of outreach, welcoming, preparatory and assistance services provided by the College.

Students with Disabilities:

Students with disabilities have the option of self-identifying by registering with our Disability Services Unit. On average, nearly 10% of our FTSP students do register and may avail themselves of a broad array of diagnostics, adaptive technologies, support groups and professional support services.

We anticipate that by 2010, about 14% of our students will self-identify as having disabilities. Our plans are to provide enhanced support services targeted to this student group in proportion to their increased numbers within our student body.

First Generation:

Based on the responses from a 1,500+ sample of our FTSP students in the Fall 2005 Student Engagement Survey, we are able to determine that 43% of our new FTSP students report that neither parent had completed post-secondary education.

We take this as clear evidence that the College is achieving a fundamental objective of the Ontario Reaching Higher Plan.

At Risk:

Fanshawe College has for many years identified potential at risk and high risk students at the start of their first semester at the College. The methodology focuses on high school math and English grades. This is followed by an extensive and intensive set of intervention and support activities aimed at increasing student success. This program is being expanded this year to identify second and third

semester at risk students based on their end of term grade point average. There is clear evidence that these activities are having a positive effect on semester to semester progression rates and that they will lead to improved graduation rates.

Low Income:

Based on income information recorded by the College for those students who apply for financial aid one is able to infer the extent of low income status among our student population.

About one in three of our FTSP students is provided with some form of financial aid through the College. The average amount of the loans, grants and bursaries received annually by such students is about \$8,000. The total annual amount of such assistance available to Fanshawe College students is about \$35 million.

Please provide a description of your institution's strategies and programs that will support the increased participation of aboriginal, first generation, and students with disabilities, as appropriate to your institution's unique focus. Colleges should use this box to input any strategies and programs that they may have with respect to mature students:

Mature Students:

Fanshawe College proactively intervenes when a mature student does not qualify for a selected program. The student is directed to a path of diagnostics and then either to appropriate upgrading activities or an alternative program choice.

Our Counselling and Student Life Department (CSL) coordinates a mature student peer group. CSL staff lead discussion of coping strategies and available support services. Participating students clearly appreciate and appear to benefit from having a forum for developing friendships with students of similar age and circumstance. On average, students whose age is just a few years or more than the majority of direct-from-high-school entrants, achieve significantly higher grades than other students.

As part of a major revitalization and refocusing of the College web site, specific resources will be added for mature students.

Our Continuing Education Department regularly updates offerings aimed at improving and broadening skills of potential students who are already active in the workforce.

Accessibility for non-traditional students will be increased by expanding existing flexibility in structure, delivery, timing and locations of College literacy and numeracy programs. Access will be increased by new online delivery of Mathematics, English and Science upgrading and remedial courses. The College is partnering with two area school boards to study the needs and wishes of high school students not planning on post-secondary education. The College will develop short term programming to serve these students.

Aboriginal Students:

Our CSL operates or coordinates a wide range of activities aimed at attracting and

supporting aboriginal students. Among these are: Active participation on our Aboriginal Education Council (operating under terms of reference approved by our Board of Governors and having goals of responding to aboriginal community needs and attracting and supporting aboriginals in the College community), special orientation sessions, peer tutors, First Nations Centre (meeting room, lounge, computer lab, private counselling office), First Nations Student Association, elder/healer assistance, etc.

The College offers a variety of outreach services to involve and attract the aboriginal community to take advantage of college services. CSL offers an aboriginal-focused version of our 'Invest in Your Success' orientation program in which prospective students and parents learn about college life and success strategies. Many continuing education courses operate in First Nations community facilities. First Nations leaders and elders help us offer special end of year celebrations.

Students with Disabilities:

Our CSL has a wide range of programs targeted at preparing students with disabilities for college life and assisting them to have an opportunity to achieve academic success.

CSL operates two transitional programs. "Discovery Days" in May each year are aimed at area grade 11 students and with disabilities and to related resource staff. This group is given a demonstration of the range of diagnostics, adaptive technologies and assistance services that the College has to offer. The "Foot in the Door" program operates in the summer and provides incoming students with training and experience with adaptive technologies and coping strategies.

The College has a \$40,000 bursary fund specifically for students with disabilities.

First Generation:

The College offers twenty-five \$1,000 bursaries for first generation post-secondary students.

CSL offers a one-day "Invest in Your Success" orientation session for new students and their parents. These sessions provide both groups with an overview of family activities and practices that will enhance the opportunity for the students to succeed. The parent sessions are particularly geared to those who do not have first hand experience, either personally or as a parent, in the post-secondary realm.

First generation students will be attracted by and benefit from several relatively recent success-oriented College services:

Most academic divisions are now served by Student Success Advisors. These full-time staff members carry out a variety of activities aimed at identifying, encouraging and assisting at risk students to attend, to persevere and to have an opportunity to succeed.

The College has established a comprehensive online/telephone/in-person IT Student Help Desk operation that provides extended hours of support for students seven days per week. Assistance is provided for students in their use of

Fanshawe OnLine (learning management system), and with hardware, software and connectivity issues with personal or college computing facilities.

The College library has created a learning environment where students are supported in their research activities through access to trained staff, a dedicated research computer lab and quiet study areas.

Internationally-Trained Immigrants:

Fanshawe College is committed to improving services to Internationally Trained Immigrants. The College participates on the Steering Committee and Working Group of the Colleges Integrating Immigrants to Employment (CIITE) project. As well, we are adding an Associate Registrar for Immigrants and International Applicants. In addition, the college is undertaking a review of all services related to immigrants with a goal of improving accessibility, credit evaluation, advisement and the provision of services to facilitate the transition to employment at the appropriate level.

In the table below, identify the institution specific performance indicators you have developed to confirm that these strategies and programs will achieve their intended objectives. This may include the indicator(s) you have identified above. Please provide at least one indicator per strategy / program.

Performance Indicators

Strategy / Program	Indicator
<p><i>Mature Students:</i></p> <ul style="list-style-type: none"> • <i>Program selection intervention.</i> • <i>CSL Peer Group activity.</i> • <i>Improved web site resources for mature students.</i> • <i>CE skills upgrading courses directed at members of the workforce.</i> 	<ul style="list-style-type: none"> • <i>Number of registrations.</i> • <i>Positive feedback from students.</i> • <i>Web site update completed.</i> • <i>Numbers of registrations.</i>
<p><i>Aboriginal Students:</i></p> <ul style="list-style-type: none"> • <i>CSL support activities designed for aboriginal students.</i> • <i>College outreach activities designed to engage First Nations resources.</i> 	<ul style="list-style-type: none"> • <i>Number of students registering in our First Nations Centre.</i> • <i>Participation of and feedback from the First Nations and resource community.</i>
<p><i>Students with Disabilities:</i></p> <ul style="list-style-type: none"> • <i>CSL activities designed to attract applicants with disabilities.</i> • <i>CSL activities designed to orient, acclimatize and train incoming students with disabilities.</i> • <i>CSL activities designed to assist in-college students with disabilities.</i> 	<ul style="list-style-type: none"> • <i>Number of grade 11 students with disabilities registered for "Discovery Days" orientation events.</i> • <i>Number of students with disabilities attending 'Foot in the Door' orientation/training sessions.</i> • <i>Number of students registered with our Disabilities Services Unit.</i>

<p><i>First generation Students:</i></p> <ul style="list-style-type: none"> • <i>'Invest in your Success' orientation sessions for students and their parents.</i> • <i>Student Success Advisors positions.</i> • <i>Student IT Help Desk.</i> • <i>Library Research Lab and associated research assistance.</i> 	<ul style="list-style-type: none"> • <i>Numbers of students and parents attending.</i> • <i>Continued funding of these positions.</i> • <i>Continued funding of this activity.</i> • <i>Continued funding of this activity.</i>
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Pursuant to these indicators, please outline your institution specific quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

<u>Group</u>	<u>Indicator</u>	<u>2006/07</u>	<u>2007/08</u>	<u>2008/09</u>
<i>Mature Students</i>	<i>Number of mature students registered.</i>	<i>Unable to track until OCAS data collected and available.</i>		
	<i>Qualitative feedback from students participating in peer group.</i>	<i>Positive</i>	<i>Positive</i>	<i>Positive</i>
	<i>Web site update with mature student resources.</i>	<i>Completed</i>	<i>Completed</i>	<i>Completed</i>
	<i>Numbers of registrations in CE skills upgrading courses.</i>	<i>Trending up.</i>		
<i>Aboriginal Students</i>	<i>Number of students registered in our First Nations Centre.</i>	<i>150</i>	<i>150</i>	<i>150</i>
	<i>Participation of and feedback from aboriginal and resource community.</i>	<i>Positive</i>		
<i>Students with Disabilities</i>	<i>Number of grade 11 students with disabilities registering for "Discovery Days" orientation events.</i>	<i>Trending up.</i>		
	<i>Numbers registering for "Foot in the Door" orientation/training events.</i>	<i>Trending up.</i>		
	<i>Number of students registering with our Disabilities Services Unit.</i>	<i>1200</i>	<i>1250</i>	<i>1300</i>
<i>First Generation Students</i>	<i>Numbers of students and parents registering for "Invest in Your Success" events.</i>	<i>Trending up.</i>		
	<i>Student Success Advisor positions.</i>	<i>Continued funding.</i>		

	<i>Student IT Help Desk.</i>	<i>Continued funding.</i>
	<i>Library Research Lab and associated research assistance.</i>	<i>Continued funding.</i>

In addition to developing a system-measure that will track the participation of under-represented students, the ministry is also committed to working with institutions and HEQCO to develop a system measure that will track the participation of mature students.

Official Languages Education Program

French-language and bilingual institutions will report on their strategies for supporting the access to programs for francophone students, and their expected outcomes, as part of the reporting requirements established for the 2005-09 Canada-Ontario Agreement on Minority-Language Education and Second-Language Instruction and the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education at the Postsecondary Level (2005-06 to 2006-07) under the Official Languages in Education program (OLE).

French Language College – La Cité and Boréal – Collaboration (this section applies to La Cité and Boréal only)

The two French language colleges - La Cité and Boréal – are to work collaboratively to develop a joint strategy to deliver pilot project programs across geographic areas and to evaluate the effectiveness of the collaboration. For 2006-07, please provide a description of the process and timelines of the strategy. The actual plan will be submitted in your annual report.

<i>Not applicable.</i>

College Small, Northern and Rural

If your institution receives funding through the Small, Northern and Rural Grant, please provide a description of your institution’s access plan to protect and enhance northern and rural Ontarians’ access to quality college services, as appropriate to your institution’s unique focus:

<p><i>As a matter of Board of Governors policy, Fanshawe College has always maintained a high profile in the smaller centres and rural communities of our four county area. We operate five area campuses/centres and offer continuing education activities in locations throughout our area. Full-time students in these locations represent a little over 3% of all full-time students at the College, while part-time student activity is fully 25% of the College total.</i></p> <p><i>Maintaining the viability of full-time programs in rural areas is often a challenge due to relatively low numbers of prospective students and the cost of providing</i></p>
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comprehensive services at smaller locations. To overcome these issues the College emphasizes the attractive features of smaller college venues. College staff are eagerly assisted in developing learning activities in tune with local needs through advice and suggestions from local advisory committees, community groups and leaders, and interested individuals. A recent example is the partnership with a variety of local groups in Oxford county to explore and develop ideas for the transitioning of tobacco farmers to other markets.

As well, programs are reviewed more frequently to ensure ongoing relevancy to the area population. In addition, these programs are offered in non-traditional cycles, where appropriate, to reduce the risk of insufficient enrolment and improve financial viability.

Recent Key Performance Indicators (KPIs) indicate that these strategies are working: Two of our area campuses received a 100% employer satisfaction rate with the Fanshawe graduates that they have hired.

We have been in the business of operating in smaller and rural communities for many years. We understand and accept the economics of these operations and that the level of services differs from operations in larger centres. We remain committed to serving these communities and will continue to emphasize quality over quantity, to carry continuous quality improvement and attract and serve students based on these values. The Rural grant contributes significantly to the funding of area campus operations, supporting our ability to maintain access and quality for these communities.

Please identify the specific multi-year results your institution will achieve from this access plan in the table below. Results could include inputs, outputs or outcomes:

College Small, Northern and Rural

Results for 2006/07	<i>Sustain activity at current levels</i>
Results for 2007/08	<i>We are undertaking a comprehensive program review to better match offerings with local needs and available resources.</i>
Results for 2008/09	

Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee, including a new website to allow Ontario students to identify costs and sources of financial aid.

Please indicate the strategies and programs that your institution will use in 2006-07 to support access for qualified Ontario students who face financial barriers, in accordance with the principle expressed through the Student Access Guarantee:

Fanshawe College expects to disburse about \$35 million in loans, grants and bursaries to our students this academic year. To ensure that students are aware of aid opportunities, this fact is widely advertised throughout the College and by direct mail/email to incoming students and returning students whose records show need. As well, the availability of academic awards is advertised by direct email to every student on a dean's honour list.

Our Financial Aid Office has processes that are geared to be student-focused and student-friendly. We try hard to avoid lost class time and long lines for students. Divisional offices and registration and counselling staff are trained to be on the lookout for students who may be having financial difficulties and are prepared to intervene by directing the student to advice or assistance that will address this barrier.

Our experience shows these are powerful and effective strategies to avoid any qualified student from being unable to attend the College due to financial barrier.

Fanshawe College plans to take into consideration the Ministry's tuition/book shortfall calculation in allocating financial aid.

For 2007-08, the ministry will consult with institutions on how to improve the co-ordination and communication of financial aid from government and institutional sources and, based on these consultations, revisions to this section of your Action Plan may be required in future years.

As noted in Section 1.1 of the MYA, the ministry is committed to working with institutions and HEQCO to develop an approach for tracking results of the Student Access Guarantee, also to be reflected in 2007-08 revisions.

B. QUALITY

Quality of the Learning Environment

Pursuant to the consultation process on the Multi-Year Agreements, there is stakeholder consensus that a quality postsecondary education system is one that achieves high standards in the quality of the learning environment.

Please provide a description of your strategies that will support the quality of your learning environment as appropriate to your institution's unique focus. In particular, the ministry is seeking information on strategies and programs designed to improve student/faculty engagement and learning quality. Examples include but are not limited to: academic and student advising, student-centred learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

Advising:

- *Most divisions now have a Student Success Advisor charged with identifying, tracking, early intervention, advising and assisting those students who appear to be at risk of failing to achieve academic objectives. This activity in conjunction with our long-standing at risk early identification and warning system has resulted in a steady and continuing improvement in the success rate for at risk students.*
- *Our Counselling and Student Life Department offers extensive professional counselling services to all areas of the College.*
- *Efforts will be made to more effectively promote Fanshawe's career planning services to high school students, including aptitude, personality and interest testing followed by test interpretation and career counseling. This fee-for-service program provides career and educational direction to young students preparing for post secondary education.*
- *A number of our divisions and campuses are working with Boards of Education in a School/ College/Work initiative designed to increase the success rate of high school students by providing clearer paths to post secondary education. In addition, the Simcoe campus is engaged in a "School within a College" project. In conjunction with the province's Learning to 18 initiative, the college and local school boards are launching joint committees to work on curriculum alignment, strategic collaboration, and student success activities aimed at students who do not now complete secondary school and progress to post-secondary.*

Student-Centred Learning Models:

- *"Community Driven... Student Focused." The Fanshawe College motto is exemplified in many ways throughout the 'life cycle' of engagement between student and College:*
 - *Our whole recruitment program is undergoing a complete renewal that will result in communications and activities that are designed to grab student attention by using media and content that each student group can relate to. Presentations in high schools are short, sharp, brassy and brash -- they use the latest in multimedia techniques and content. Pilot testing has clearly demonstrated that not only does this get attention, but the desired message is received.*
 - *Based on research that says 'we do best at what we like to do,' students are being encouraged to chose a program path based on their personal likes, rather than on someone else's choice.*
 - *Campus tours remain one of the most effective recruitment tools. We have a lot to show and know how to show it. Students and parents say the are "blown away" by what they see and hear about on these tours.*
 - *The use of the College's Instructional Feedback Survey continues to expand. The survey allows students to provide confidential feedback to their instructor and the College on their professors' effectiveness and the design and content of courses. Beginning this fall, all continuing education students taking online courses will be provided the opportunity to complete an online version of this survey that captures student feedback directly related to the online delivery of their courses.*
 - *Our Health Sciences redevelopment is expected to be substantially complete for students beginning their studies in fall 2006. This has*

allowed the College to update and integrate learning across a number of health programs which have had a long history of excellence. New clinical education and teaching spaces support mastery learning as students will have increased access and many opportunities to practice and refine skills. Investments in high fidelity mannequins will allow for simulations of situations students will experience in the practice units, better preparing them and achieving a higher degree of consistency in the clinical experience of each student. Additionally, we will now be better able to provide for students needing remediation or increased support in the acquisition of clinical skills.

- *The College employs many learning models that are exploited to the advantage of faculty and students in particular programs: collaborative learning, group learning, and hybrid learning to name a few.*

First year seminars:

- *Fanshawe conducts extensive orientation events for new students and their parents during the last week of August under the “Week of Welcome” (WOW) banner.*
- *Many academic divisions offer specific orientation for incoming students.*
- *A free online “Prescriptions for Success” course is offered to all students.*
- *A “Strategies for Success” course is being piloted to all level one Business and Management students. The pilot will be evaluated and, if successful, may be expanded to other students.*

Enhanced technology access:

- *Fanshawe College has over 110 specialized labs (with about 2,000 computers and related technology), 12 ‘shared’ computer labs (420 computers), and 3 homework/research labs (260 computers).*
- *The specialized computer labs tend to be available only to specific groups of students at specified times. A new high-end computer lab is opening this year to serve the specialized needs of students in our Integrated Land Planning degree program as well as students studying Geographical Information Systems and Urban Planning*
- *The homework/research labs are open 24/7 and have no scheduled class usage. This permits students to have ready access to computer technology before, between and after scheduled classes. An extensive software application menu and an array of print/plot devices and services is available. The introduction of these homework/research labs has been a major objective of the Fanshawe Student Union for several years. FSU has contributed substantial amounts of student fee revenue to the establishment, construction, equipment and on-going operations of these facilities. KPI results show a very positive student reaction to the availability of these labs. Lab usage by students is very heavy.*
- *The 12 ‘shared’ computer labs are used by all academic areas and continuing education for scheduled classes. These labs are open evenings and weekends to allow non-scheduled student usage outside of scheduled classes. We also have a long-standing protocol in these labs under which professors permit non-class students to use otherwise unused computer for homework during scheduled classes. It works!*

- *The College has just completed a major technology upgrade of all general-purpose classrooms and lecture theatres at London Campus. All of these rooms will have a state-of-the-art computer-based video projection and control system. Professors will be able to exploit multimedia in lesson delivery using media that today's students are accustomed to in their entertainment, and now expect in their learning environment.*
- *Fanshawe OnLine, our internet-based online learning management system is now a mainstream teaching/learning medium. Virtually every FTSP course offered by the College now has an online component. Course content is much richer and students and professors have a much increased window for engagement than has existed in the past. Usage of this system by students is huge 24 hours per day. The College continues to leverage this medium by keeping up to date with latest system revisions and usage innovations and best practices.*
- *A variety of other substantial learning technology improvements are being implemented. Some of these are:*
 - *Redevelopment of the equipment and facilities used to support many Health Sciences programs.*
 - *Upgrades to welding labs, manufacturing/machining labs, and automotive labs.*
 - *Introduction of an Internet radio station to provide broadcasting students with another hands-on learning medium.*
 - *Introduction of Blackberries and other communication technologies to support our co-operative education liaison officers in their field work activities.*
 - *Introduction of a virtual IT help desk operation for all College students.*
 - *Video-conferencing facilities.*
 - *Expanded wireless access for students.*

Learning commons:

The College has a wide variety of areas where students are able to study and work while not in classes. These include quiet study areas in libraries, study carrels in alcoves and hallways, student lounges, student meeting/study rooms for group work, and quiet areas in Student Union facilities.

Library improvements:

The quality and accessibility of the Library's learning resources will be improved. Periodicals currently available in print will be replaced with electronic databases allowing students to access the journals from their homes. Electronic databases will be reviewed to maximize the quality of scholarly journals for student use. The Virtual Library will be expanded providing students with remote or on-site access to an increased range of resources related to their programs of study. A First Nations site will be added to the Virtual Library. The feasibility of building an "electronic reserve" will be explored to allow students digital access to materials currently only available in the Library. In addition, the book collections will be analyzed to identify areas requiring improvement.

Staffing:

The College operating budget for 2006/07 includes funding for a net increase of 25 full-time positions including faculty, support staff and administrative positions.

This represents a three percent increase in full-time positions.

Planning for future staffing is a sensitive issue and can only be discussed in general terms in this document. No significant changes are planned for the remainder of 2006/07. Further increases in staffing levels will be balanced against the College's ability to direct resources for this purpose.

In the table below, identify the performance indicators developed by your institution to confirm that these strategies and programs will achieve their intended objectives. Please provide at least one indicator per strategy / program. For student/ faculty engagement, institutions may use net new full-time faculty, support staff, student services and administrative staff hires as one their indicators. Colleges are expected to provide their staff data to the College Compensation and Appointments Council which will post it on the Council website, as per the current practice.

Performance Indicators

Strategy / Program	Indicator
<p><i>Advising:</i></p> <ul style="list-style-type: none"> • <i>Student Success Advisors</i> • <i>Counselling.</i> • <i>Career planning for high-school students.</i> 	<ul style="list-style-type: none"> • <i>Student retention rates.</i> • <i>Counselling/Native Counselling KPI.</i> • <i>Continuation of fee for service activity provided it proves to be financially viable.</i>
<p><i>Student-Centred Learning Models:</i></p> <ul style="list-style-type: none"> • <i>Improved recruitment program.</i> • <i>Instructional feedback surveys.</i> • <i>Health Sciences redevelopment.</i> • <i>Learning model research.</i> 	<ul style="list-style-type: none"> • <i>Ratio of registrations to applications.</i> • <i>Student satisfaction rating of faculty performance.</i> • <i>Completion of project.</i> • <i>Evolution from research to application.</i>
<p><i>First year seminars:</i></p> <ul style="list-style-type: none"> • <i>"Invest in Your Success" orientation events for students and parents.</i> • <i>"Strategies for Success" course pilot.</i> 	<ul style="list-style-type: none"> • <i>Ratio of students and parents attending to number of new students.</i> • <i>Evolution from pilot to mainstream.</i>
<p><i>Enhanced technology access:</i></p> <ul style="list-style-type: none"> • <i>All learning technologies.</i> 	<ul style="list-style-type: none"> • <i>Maintenance of learning technologies that are current and relevant.</i>
<p><i>Learning commons:</i></p> <ul style="list-style-type: none"> • <i>All learning commons.</i> 	<ul style="list-style-type: none"> • <i>Open access lab satisfaction KPI.</i>
<p><i>Library improvements:</i></p> <ul style="list-style-type: none"> • <i>Virtualization of various library resources.</i> 	<ul style="list-style-type: none"> • <i>Implementation.</i>
<p><i>Staffing:</i></p> <ul style="list-style-type: none"> • <i>Direct staff resources to functions that will best enhance</i> 	<ul style="list-style-type: none"> • <i>Improved 'Concern for People' satisfaction KPI.</i>

<i>and support the Reaching Higher plan.</i>	
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Pursuant to these indicators, please outline the quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

<u>Program/Strategy</u>	<u>Indicator</u>	<u>2006/07</u>	<u>2007/08</u>	<u>2008/09</u>
<u>Advising:</u>				
<i>Student Success Advisors</i>	<i>Student retention rates.</i>	<i>1% improvement each year.</i>		
<i>Counselling</i>	<i>Counselling/Native Counselling KPI.</i>	<i>1% improvement each year.</i>		
<i>Career planning for high-school students</i>	<i>Continuation of fee for service activity provided it proves to be financially viable.</i>	<i>Start of service. Establish baseline.</i>	<i>Continuation of service. Improve on baseline.</i>	
<u>Student-Centred Learning Models:</u>				
<i>Improved recruitment program</i>	<i>Ratio of registrations to applications.</i>	<i>1% increase each year.</i>		
<i>Instructional feedback surveys (IFS)</i>	<i>Improved IFS student satisfaction rating for faculty performance.</i>	<i>Maintain IFS student satisfaction rating of 85% or better.</i>		
<i>Health Sciences redevelopment</i>	<i>Completion of project. Dependent on funding.</i>	<i>75% complete.</i>	<i>100% complete.</i>	<i>na.</i>
<i>Learning model research</i>	<i>Evolution from research to application.</i>	<i>Implementation of: New format recruitment program; Instructional feedback Survey for CE online students; Use of high-fidelity mannequins in health sciences; etc.</i>		
<u>First year seminars:</u>				
<i>“Invest in Your Success” orientation events for students and parents</i>	<i>Ratio of students and parents attending IIYS to number of new students.</i>	<i>Maintain a ratio above 33%.</i>		
<i>“Strategies for Success” course pilot</i>	<i>Evolution from pilot to mainstream.</i>	<i>Implemented as a mainstream course.</i>		
<u>Enhanced technology access:</u>				

<i>All learning technologies</i>	<i>Maintenance of learning technologies that are current and relevant.</i>	<i>Implement major upgrade to classroom presentation technology.</i>	<i>Maintain or increase annual investment of \$1.5MM for technology upgrades.</i>
<u>Learning commons:</u>			
<i>All learning commons</i>	<i>Open access lab satisfaction KPI.</i>	<i>Maintain KPI above 80%</i>	
<u>Library improvements:</u>			
<i>Virtualization of various library resources</i>	<i>Implementation.</i>	<i>Virtualization initiated. Establish baseline.</i>	<i>Virtualization implemented. Improve on baseline.</i>
<u>Staffing:</u>			
<i>Direct staff resources to functions that will best enhance and support the objectives of the Reaching Higher plan</i>	<i>'Concern for People' satisfaction KPI.</i>	<i>Increase 1% per year.</i>	

Student Engagement and Satisfaction

Pursuant to Section 2.2 of the MYA, your institution will participate in the Ontario KPI initiative and in the Ontario College Student Engagement Survey and submit results from these surveys to MTCU.

As experience with the Ontario College Student Engagement Survey grows, subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the meantime, institutions may wish to use their Key Performance Indicators (KPI) and Ontario College Student Engagement Survey results as their indicators of quality in the section above.

Fanshawe College commits to participate in both the Ontario KPI initiative and the Ontario College Student Engagement Survey and submit results to MTCU.

Student Success

Retention

Pursuant to Section 2.2 of the MYA, your institution will identify specific targets for retention. Please insert targets for student retention rates in the following table, using the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 Interim Accountability Agreements or if you have developed new definitions and/or methodologies, please specify what they are:

Student Retention Rates

	2006-07	2007-08	2008-09
1 st to 2 nd Year	75%	76%	77%
2 nd to 3 rd Year	67%	68%	69%
3 rd to 4 th Year*	<i>Our applied degree programs are too new to have any experience on which we can base meaningful projections. We hope rates will be consistent with or better than those for 2nd to 3rd year.</i>		

* applicable only to applied degree programs

Graduation Rates

Pursuant to Section 2.1 of the MYA, your college will continue to participate in the Key Performance Indicator initiative.

The ministry will use the graduation data to determine whether the graduation rate (2005-06 reporting year) of 60 percent for the college sector is being maintained or improved, pursuant to the “Reaching Higher” Measurement and Results Schematic located in Appendix A of the MYA.

C. ACCOUNTABILITY

Multi-Year Action Plan

Please provide details on how the institution consulted with faculty, support staff, administrative staff and students on the content of this Action Plan:

This Multi-Year Action Plan conforms to and draws from the Fanshawe College Strategic Plan 2006-2007. The development of the Fanshawe College Strategic Plan 2006-2007 is a major element in our annual planning and budgeting process that also leads to our approved operating budget for the year. In developing the 2006/07 budget, the College has followed a long-standing policy of having an open budgeting process. Employee and student groups and individuals are offered the opportunity to contribute through a variety of forums as departmental and institutional budgets are under development. Every serious suggestion is considered and a response provided regarding disposition.

In addition, employees are widely represented on College Council and have opportunity to assess and influence College planning and budgeting activities.

Representatives of employee and student groups are members of the Board of Governors. They participate in the review processes leading to Board approval of the proposed budget and strategic plan.

We believe that the sum of these consultative processes are appropriately reflected in this Multi-Year Action Plan.

As previously noted, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your plan.

Based on this review, you may be required to submit an improvement plan to the ministry, developed in consultation with faculty, staff and students.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.

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Fanshawe College Results Report 2005/06

Fanshawe College serves about 15,000 full-time students and 34,000 part-time students from our main campus in London and area campuses in Woodstock, St. Thomas and Simcoe, as well as many off-campus locations throughout our four county area. These students are enrolled in 120 full-time programs and over 7,000 part-time courses. These numbers place Fanshawe among the 5 largest Ontario colleges. Fanshawe College is committed to the objectives of the Ontario Reaching Higher Plan. We offer the following as evidence of that commitment.

Access

Increasing Enrolment Increasing Participation

Creating new programs to enhance access. In the last two years Fanshawe College has implemented nine new programs across a broad spectrum of program categories. Fields of study range from Chef Training to Bachelor of Biotechnology. Another eight programs were in the final phases of development and approval.

Improving PLAR. Fanshawe College has established an equivalency transfer guide and process to better meet students' needs for Prior Learning Assessment and Recognition (PLAR).

Removing barriers for students with disabilities. Fanshawe College has made significant progress in removing barriers to learning for students with disabilities. Following comprehensive review, we have implemented an operating plan that currently serves the 10% of our full-time students who self-identify as having disabilities. We are well-positioned to serve the projected 14% of students with disabilities by 2010.

Intensifying outreach to Aboriginal students. Fanshawe College continues to develop our long-standing plan for serving the needs of Aboriginal students. This plan is anchored by partnerships and participation with areas First Nations communities and leaders. Our proportion of Aboriginal students continues to be significantly higher than the proportion of Aboriginals in the area population. This is a good measure of the effectiveness of our outreach activities.

Promoting college education. To enhance awareness of career opportunities through college education, Fanshawe College implemented initiatives targeting secondary school students: Enhanced availability of online information, improvements to our highly effective tours for prospective students, working with areas Boards of Education on joint School/College/Work and 'School within a College' programs. As well, we have begun a major revamp of our recruitment presentations to be fully in tune with the evolving audio, graphics and presentation expectations of graduating high school students.

Stimulating economic development and Collaborating to meet industry needs. Fanshawe College continues to provide leadership in economic development in the region. As a major employer and consumer of goods and services in our four county

area, the multiplier effect of the College to the local economy is nearly a billion dollars. As well, our area campuses in particular are regular partners with area governments and leading organizations to leverage training availability and a trained work force to attract business and industry.

Expanding pathways in postsecondary education. Fanshawe College currently has more than 140 articulation agreements with post secondary institutions around the world and faculties continue to identify opportunities for new articulation agreements. A number of new international partnerships and articulation agreements have either been recently forged or are currently under development with universities in Australia, United States, England and India. In addition, we are investigating new collaborative degree programs that will improve pathways for students.

Quality

Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction

Enhancing laboratory and classroom facilities. Fanshawe College has over 2,700 student computer stations located in over 125 labs and similar facilities. This equipment is regularly refreshed, consuming a major portion of the \$2 million plus that we spend annually for equipment upgrades. In addition, we have just completed a major upgrade of all classrooms at our London campus to incorporate state-of-the-art electronic presentation technology as standard in every room.

Improving the physical plant for student services. To encourage students to access more student services, Fanshawe College and the Fanshawe Student Union have recently opened a new full service Student Centre complete with food services, health services, pharmacy, student offices and activity rooms. Other improvements include the addition of many small rooms for group study and projects and enhanced hallway study/lounge areas.

Improving faculty- and staff-to-student contact. The current Fanshawe College operating budget includes provision for a net increase of seventeen faculty members. We have also introduced a comprehensive student success program that includes five Student Success Advisor positions as well as the assignment of existing staff as student success coaches and mentors.

Helping graduates better access job opportunities. Fanshawe College has extended its job-finding assistance activities for our graduates and for all students in our area through such activities as: Implementing a new career counseling marketing strategy to help high school students make better education and career choices as early as possible, Job Finding Clubs, continued develop of plans for a comprehensive Student Success Centre, relocation of Job Connect, etc.

Supporting professional development. Fanshawe College continues to implement elements of our Academic Plan with large emphasis on leveraging technology to the advantage of our students and faculty. Faculty have been trained and supported in updating curriculum to use classroom and online technology. Virtually every full-time

post-secondary course now includes rich content offered in an online format. Classroom technology is on the leading edge.

Enhancing wellness. To enhance a culture of wellness for the entire College community, Fanshawe College is completing a review of available health and wellness services for staff and students. We expect to begin implementing a new model this year.

Fostering success through evaluation. Fanshawe College participated in the national College Student Engagement survey and the Provincial Continuing Education survey, and will use the findings as key inputs in planning for the future. As well, we continue to conduct our Instructional Feedback Survey every term through which students have the opportunity to directly assess the quality of their learning experience. This is a powerful tool for improvement.

Accountability

Building on a Strong Framework

The annual Fanshawe College planning process provides all stakeholders with an opportunity for meaningful participation through our long standing open planning and budgeting processes. There are also representatives from all stakeholders on the Strategic Directions Committee and on the Board of Governors. Strategic planning materials are shared at information sessions with all staff and are published on the college website.

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