

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Fanshawe College
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2010-2011 reported to the Ministry on November 1, 2010 (Full-Time funded students only: does not include Second Career, Apprentice or International students).*

Fanshawe College reported to the Ministry the total Headcount enrolment in 2010-2011 = **12,504**.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **Fanshawe College** to the Ministry for 2010-2011 = **9,941**.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **Fanshawe College** to the Ministry for 2010-2011 = **2,150**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **Fanshawe College** in 2010-2011= **413**.

*The space below is provided for **Fanshawe College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount

This data has been derived from our student records system.

Please provide one or more examples, in the space provide below, of highlights from *Fanshawe College's* Enrolment Management Plan that *Fanshawe College* used during 2010-2011 to manage enrolment.

In 2010, Fanshawe College initiated a Strategic Enrolment Management (SEM) strategy as one of three foundational initiatives to ensure continued College relevance and success as outlined in the College's Strategic Implementation Framework.

During the summer and fall of 2010, the College embarked on a comprehensive enrolment planning process which resulted in the development of a multi-phased SEM Plan to be implemented over the next three years. Since the release of the SEM plan in February of 2011, sixteen recommendations have been developed for implementation in the short, intermediate and long term. Task Groups have been created to address the immediate recommendations.

One of our initial focuses has been on improved conversion rates of applicants to students and on program fit (getting the student into the right program) which will improve retention. We have established an enrolment growth target of two percent per year. Although this is a continuous improvement process, we have had some modest success already as our first year confirmations were up 1.5% over last year.

The long term objective of the SEM plan is to increase Fanshawe College's enrolment by 20% over the next 10 years. To facilitate this growth agenda, we have restructured our academic planning process to align with a growth scenario. We are focusing on new program development, improving student program fit, online registration, creating a Graduate and Professional Studies presence, and, of course, revitalized student recruitment and retention programs.

2) Under-Represented Students: Students with Disabilities*, First Generation and Aboriginal*****

**DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the institution's annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (AFSD).*

***DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

****DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.*

For the following, please include Full-Time and Part-Time, but not Second Career, Apprentice or International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Fanshawe College who registered with the Office for Students with Disabilities and received support services in 2010-2011= <u>1,678</u></p> <p>Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at Fanshawe College in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (<u>1,678</u>) provided above by Fanshawe College, divided by Fanshawe Colleges 2010-2011 Full-Time Enrolment Headcount (<u>12,504</u>)) = <u>13.4%</u></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Fanshawe College who registered with the Office for Students with Disabilities and received support services in 2010-2011 = <u>145</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Fanshawe College in 2010-2011= <u>2,701</u></p> <p>Full-Time First Generation Students as a percentage of Full-Time Enrolment at Fanshawe College in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (<u>2,701</u>) provided above by Fanshawe College, divided by Fanshawe Colleges 2010-2011 Full-Time Enrolment Headcount (<u>12,504</u>)) = <u>21.6%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Fanshawe College in 2010-2011 = <u>8,500</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Fanshawe College in 2010-2011= <u>268</u></p> <p>Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at Fanshawe College in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (<u>268</u>) provided above by Fanshawe College, divided by Fanshawe Colleges 2010-2011 Full-Time Enrolment Headcount (<u>12,504</u>)) = <u>2.1%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Fanshawe College in 2010-2011 = <u>7</u></p>

* The space below is provided for **Fanshawe College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students -

A 'Clockwork' database is used to record, track and provide statistics on students with disabilities. First generation student numbers are derived from OCAS data for students who responded to the OCAS application question regarding first generation status. Aboriginal student numbers are counts of those who registered in our First Nations Centre.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Fanshawe College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Fanshawe College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Fanshawe College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>An accessibility satisfaction survey was conducted in winter 2011. Data analysis demonstrated significantly increased satisfaction ratings in virtually all categories compared to the 2009 student survey.</p> <p>A pilot collaboration project with Regional Mental Health Services and London Health Sciences Centre enabled Fanshawe College to host one day per week of clinical psychiatric services from November 2010 to May 2011.</p> <p>Fanshawe partnered with LEADS Employment Services, The University of Western Ontario and Regional Mental Health Services to provide wraparound services for Fanshawe students with identified mental health issues. A model of 'supported education' and onsite job development leading to supported employment has resulted in successful employment outcomes.</p> <p>Fanshawe College Accessibility Services collaborated with Bow Valley College in Calgary and the Canadian Virtual College Consortium in an HRSDC research project. Our role was to explore and examine the benefits of adaptive technology in apprenticeship settings and distance education. This exciting 3 year project helped us to develop and implement technology strategies to support the success of apprentices and distance learners.</p>	<p>As a result of special project funding, First Generation students have been served in a number of new ways employing a holistic model with an emphasis in four key areas: academic, career, personal and financial supports. These are the areas where the College has focused its efforts.</p> <p>First Generation students were offered career exploration in order to ensure they were on the right pathway or to confirm a future direction if they were in a preparatory program.</p> <p>In addition to personal counselling students were supported by a dedicated First Generation Student Success Advisor. This person provides students with a point of contact for challenges or problems they may face. In addition to meeting one-on-one, the First Generation Student Success Advisor also reached out to self-identified First Generation students with a series of targeted communications. These emails were themed around critical times in the semester, with the aim of providing greater context to what the students were experiencing, and to direct them to timely support. Student feedback on this approach has been very positive.</p>	<p>The number of Aboriginal students registered with our First Nations Centre (FNC) increased to 275 in the 2010-11 academic year. This represents a 34% increase compared to 2009-10, and a 79% increase compared to 2008-09. 48% of FNC students were male, which is a significant increase compared to previous years. 24% of FNC students originated from outside of our geographic area, with many from northern Ontario and other provinces.</p> <p>A new Aboriginal Student Success Advisor position was created leading among many other things to the development of a holistic student success plan. All new students were encouraged to meet with the SSA to establish a personalized plan.</p> <p>A new Aboriginal Community Outreach and Transition Advisor position was created to maintain regular contact with all 10 local First Nation communities, to increase their awareness of Fanshawe's post-secondary education opportunities, pathways and supports, to increase our Aboriginal enrolment, and also to increase Aboriginal participation in College events.</p> <p>The First Nations Centre Customer Service Rep became a full-time position to better serve Aboriginal students.</p>

3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Fanshawe College** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

**NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$429,121	378
Other SAG Expenditure to Supplement OSAP	\$585,809	982
TOTAL	\$1,014,930	1,360

Did **Fanshawe College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of Fanshawe College graduates who participated in Graduate Survey (A)	# of Fanshawe College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Fanshawe College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2006-2007	3,435	227	6.6%	44,309	3,449	7.8%
2007-2008	3,405	186	5.5%	44,622	3,510	7.9%
2008-2009	3,095	169	5.5%	43,086	3,145	7.3%
2009-2010	3,159	130	4.1%	40,388	2,725	6.7%
2010-2011	4,088	173	4.2%	50,622	3,355	6.6%

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 graduates), the percentage of **Fanshawe College** students who were satisfied or very satisfied with academic preparation for university was **85.3%**.

Per the College Graduate Outcomes Survey for 2010-2011 (based on 2009-2010 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **79.2%**.

NOTE: The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students. The Ministry anticipates that, as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.

Please provide one or more highlights, in the space provided below, of an activity that **Fanshawe College** used during 2010-2011, and which contributed to maintaining or improving **Fanshawe College's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), changes to student supports or program viewed by the institution to be an innovative practice, a success story and/or a key accomplishment. In addition, **Fanshawe College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

1) Expanding Transfer Pathways, excluding collaborative degree programs without a transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, pathway projects to support college to college or college to university transfer, etc.) :

Fanshawe College will continue to offer and promote the block transfer agreement with Nipissing University that is available to our Business Diploma graduates. This transfer agreement is unique in that it provides opportunities for our graduates to study in London while completing Nipissing online courses. Learning supports and facilities are provided at our London Campus.

Our one-year graduate certificate in Practical Elements of Mechanical Engineering provides university students of mechanical engineering with intensive hands-on training in the practical elements associated with their profession.

We continue to pursue transfer agreements for our students who are pursuing international educational experiences upon graduation.

2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success):

The appointment of our new Director, Student Success has facilitated improvements to and expansion of student success and transition activities. This year was the first offering of our Head Start program, which provides opportunities for new students to attend the campus and receive information regarding student success supports, transition support activities and a head start on all steps required to ensure the start of classes is seamless and the student is prepared for success.

3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways:

The development and completion of a Pathways Database in May, 2011 provides greater opportunities for our students and future students to review all credit transfer agreements and block transfer agreements. This database is searchable by program and receiving institution. This is a significant improvement to the access to information and transparency of our agreements. The database can be found at <https://fcsw.fanshawec.ca/transferagreements/Search.aspx>.

5) Class Size*

**DEFINITION: Class size is the number of students per class in a section. A section is an organized course offered for credit, identified by discipline and number, meeting at a stated time or times in a classroom. Each section should only be counted once. Students who withdrew part way through should be included in the count. Labs and tutorials are considered and sub-sections and should be excluded from the count. One-on-one independent study and/or practicum should also be excluded.*

Please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Fanshawe College** in 2010-2011 using the calculation indicated above:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	928	30.9%
30 to 60 students	1,604	53.3%
61 to 100 students	343	11.4%
101 to 250 students	123	4.1%
251 or more students	9	0.3%
Total	3,007	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	664	38.9%
30 to 60 students	869	50.9%
61 to 100 students	150	8.8%
101 to 250 students	25	1.5%
251 or more students	0	0%
Total	1,708	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	161	40.5%
30 to 60 students	220	55.3%
61 to 100 students	17	4.3%
101 to 250 students	0	0%
251 or more students	0	0%
Total	398	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th Year Sections
Fewer than 30 students	13	30.2%
30 to 60 students	30	69.8%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	43	100%

*The space below is provided for **Fanshawe College** to describe methodology, caveats and other information regarding the numbers reported above re: Class Size.

This data has been derived from timetabling system data. Analysis of this data is difficult and very time consuming. Since we are only able to consistently report "classroom delivery units," as opposed to sections, some sections may have been reported more than once. Nevertheless, we believe this data is a fair representation of the student classroom experience regarding class size.

Please provide one or more highlights, in the space provided below, of a **Fanshawe College** activity in 2010-2011, which contributed to maintaining or improving **Fanshawe College's** class size initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Fanshawe College has continued to strive to offer class sizes conducive to effective learning in several ways. The College continued with its annual room audit to assess current utilization patterns, with a view to continuously improving situations of over and under-utilization. This data has been used in part, and wherever practical, to ensure that student to teaching space ratios remain pedagogically sound (i.e., assigning appropriate spaces and creating new sections in over-capacity situations).

New scheduling rules, recently introduced and applied across the College, are leading to improved coordination of cross-College scheduling with an important by-product being improved student to faculty ratios. Wherever possible, smaller dedicated spaces, such as laptop rooms, are being allocated for non-laptop use after all laptop deliveries are scheduled.

A Teaching and Learning Model Task Team was also launched this past year, with representatives from faculty, administration, and support across the College. The Team is tasked with providing advice to senior leaders on required changes to academic policies, systems, governance structures, and practices necessary to improve the academic conditions for student success. The team treats as a key principle 'appropriate class sizes' in the analysis and advice that it provides.



6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the Government of Ontario announced the creation of a new Ontario Online Institute (OOI). In spring 2010, the Ministry conducted a survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Online Ontario Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.

Please indicate in the table below the number of Ministry-funded courses, programs **Fanshawe College** offered in 2010-2011 and corresponding registration information -

*An Ontario College Credential includes: Ontario College Certificate, Ontario College Diploma, Ontario College Advanced Diploma, or Ontario College Graduate Certificate (or the French-language equivalent).

* Other Credential includes: local board certificates, non-credit courses and other similar course/program offerings.

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	821	
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	15	
Total # of Ministry-funded courses offered through the above eLearning formats	836	
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	23	
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	1	
Total # of Ministry-funded programs offered in the above eLearning formats	24	
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	5497	
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	38	
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	5535	

*The space below is provided for **Fanshawe College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

A large majority of Fanshawe College elearning activity is offered to Continuing Education students through our Centre for Community Education and Training Services (CCETS). Con Ed data for this report has been collated by CCETS from four learning management systems. The data for activity outside Con Ed is from our Datatel student records system.



Hybrid Learning*

*DEFINITIONS:

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half the course delivery should be online.

A Hybrid Learning program is a program in which 80% or more of its courses are hybrid learning courses.

In the space provided below, please highlight one or more examples of **Fanshawe College's** use of Hybrid Learning courses and/or programs in 2010-2011.

A large majority of our online courses and all of our online programs retain a significant face-to-face component. In CCETS we are currently offering the following hybrid learning certificate programs: Bookkeeping; Health Services Management and Administration; Human Resources; Occupational Health and Safety and Project Management; Management Skills for IT Professionals; Corporate Communications; Fundraising; Public Relations and Sports Marketing.

Please provide one or more highlights, in the space provided below, of a **Fanshawe College** activity in 2010-2011, which contributed to maintaining or improving **Fanshawe College's** eLearning initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The College has implemented several strategies and initiatives aimed at improving eLearning. In our School of Information technology many courses use web conferencing technology to broadcast lectures via the internet concurrent with the in-class delivery. An institutional strategy is the installation of Smart Boards in select classrooms to facilitate interaction with online students in synchronous delivery. Another is increased training/PD opportunities offered at the School and College levels. The adoption of Elluminate and integration with FanshaweOnline has also enhanced opportunity for eLearning.

CCETS has developed an "eLab" to assist workers who were returning to college under the Second Career initiative. These mature students have been out of school for some time and find the classroom and online learning environments quite intimidating. eLab is an on-campus space for these students with computers access, flexible hours, College software and resources. And best of all, it provides the one-on-one support of a Learning Coach to guide students painlessly into eLearning environments. eLab has provided a positive learning experience that helped these students meet their academic goals and contributed to many success stories. eLab is now available to all CE students.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **Fanshawe College's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Fanshawe College** actively engaged in recruitment activities in 2010-2011:

Russia
Turkey
Brazil
Vietnam
Nigeria
Kenya

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Fanshawe College** had in 2010-2011:

- Outbound students* = 150
**DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*
- Inbound students* = 16
**DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Fanshawe College** in 2010-2011 = **\$8,728,975**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Fanshawe College** had outside of Canada in 2010-2011 = **\$68,288**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Fanshawe College** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the campus in 2010-2011	Provide 2010-2011 total enrolment in each program offered listed in this table
Millennium Inst of Techy	Jedda / Saudi Arabia	Graphic Design	74
Millennium Inst of Techy	Jedda / Saudi Arabia	Interior Design	66
Millennium Inst of Techy	Jedda / Saudi Arabia	Fashion Design	26



7.2 Enrolment

In 2010-2011, **Fanshawe College** reported to the Ministry the following top 5 source countries for international students:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of Fanshawe College Total Full-Time International Student Enrolment
1.	China	204	37.9%
2.	India	147	27.3%
3.	South Korea	26	4.8%
4.	Bahamas	18	3.3%
5.	Trinidad	15	2.8%

Fanshawe College reported to the Ministry that International Enrolment* in 2010-2011 = **538**

**DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

*The space below is provided for **Fanshawe College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

This data is extracted directly from our student records system. No caveats or other qualifiers to report.

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at **Fanshawe College** in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (**538**), divided by **Fanshawe College's** 2010-2011 Full-Time Enrolment Headcount (**12,504**)) 4.3 %

Please provide **Fanshawe College's** 2010-2011 Part-Time International Student Enrolment = **81**

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Fanshawe College** in 2010-2011 = 195

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Fanshawe College** used in 2010-2011 to create pathways for *International students* from **Fanshawe College's** ESL programming to postsecondary studies.

We have established consistent standards within our ESL program that students must achieve to be accepted as meeting the English proficiency standard for Fanshawe postsecondary programs. In parallel, we have negotiated articulation agreements with the University of Western Ontario and three affiliated colleges that adopt similar standards as acceptable demonstration of English proficiency for admission to their undergraduate programs.

Please provide one or more highlights, in the space provided below of a **Fanshawe College** activity in 2010-2011, which contributed to maintaining or improving **Fanshawe College's** international initiatives. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.

1. Incorporating "internationalization" as one of the essential components of SEM (Strategic Enrolment Management) planning.
2. Planning to establish an "English Language Institute" at Fanshawe College which will coordinate language activities for ESL students across the College, enable growth of new programming and provide needed support for academic planning and success.
3. Obtaining official recognition of our ESL program from the Saudi Cultural Bureau that will allow sponsored students from Saudi Arabia to attend the ESL program at Fanshawe College.
4. Expanding our WRIT-1034 Reasoning and Writing course, a specialized version of the first-semester WRIT course for ESL students in post-secondary programs.
5. Participating for the first time in an international student survey (the International Student Barometer, Autumn 2010) which gathered feedback from more than 200 colleges and universities around the world, Fanshawe College ranked number two in international student satisfaction. Among the six Ontario community colleges that participated in the survey, Fanshawe ranked first. International students at the College were particularly satisfied with its facilities, the quality of the learning experience, and the comprehensive student services.



8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector organizations, including colleges that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

Fanshawe College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Fanshawe College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Fanshawe College confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Fanshawe College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Fanshawe College confirmed in its 2009-2010 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Fanshawe College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Fanshawe College's** OECM purchases in 2010-2011: 130,093

Please provide one or more highlights, in the space provided below, of a **Fanshawe College** activity in 2010-2011, which contributed to maintaining or improving **Fanshawe College's** supply chain initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The College has developed and deployed new RFP templates that use language derived from the procurement directive and have been otherwise edited for clarity. These templates also now follow the 'negotiated RFP' model. The templates have been well-received both within the College and by vendors since implementation earlier this year.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All colleges were to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives (procurement and expenses), establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including colleges, to establish rules on perquisites.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **Fanshawe College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Fanshawe College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Fanshawe College** adopted in 2010-2011 to prepare for compliance.

College policy on procurement has been updated to conform to the recent government BPS directive. At the same time, all of our RFP, RFQ and RFI templates have been updated for conformance to the directive.



BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **Fanshawe College** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Fanshawe College** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Fanshawe College** adopted in 2010-2011 to prepare for compliance.

College policy and procedures on expense reimbursement have been updated to conform to the recent government BPS directive.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including colleges, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the college including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011, **Fanshawe College** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Fanshawe College** to attest that it is in compliance with this Directive.



9) Space Utilization

Fanshawe College indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of a **Fanshawe College** activity in 2010-2011, which contributed to maintaining or improving **Fanshawe College's** space utilization initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Under the leadership of the Timetabling/Scheduling/Facilities/Equipment Task Team, a great deal of work transpired over the past year to improve the College's space utilization. This team, established to support the College's broader Strategic Enrolment Management Initiative (SEM), was responsible for reviewing systems, processes, procedures and policies that were thought to hinder the production of quality timetables and the most effective use of College resources related to space management.

Using a student-centred approach, and founded on broad-based consultation with students, principles for an ideal student timetable were created. Software simulations generated timetables that, among other things, ensured the number of classes in a day did not exceed a prescribed maximum, and that the number of class hours in a student's day did not exceed a prescribed minimum or maximum number.

A systematic business process review of the College's scheduling practices was also conducted using LEAN methodology. The recommendations from this review led to numerous process efficiencies and much better coordination and communication amongst central schedulers in the Resource Planning department and decentralized schedulers located in the various Schools.

Finally, work is ongoing at the College, led by Strategy and Planning and Facilities Management to improve alignment and integration of the College's operational planning and capital planning processes.



10) Student Satisfaction

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Fanshawe College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **86.8%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Fanshawe College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **81.3%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Fanshawe College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **76.3%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Fanshawe College** for KPI Question #45 "The overall quality of the services in the college" = **73.9%**

Please provide one or more highlights, in the space provided below, of a **Fanshawe College** activity in 2010-2011, which contributed to maintaining or improving **Fanshawe College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Over the past year Library and Media Services was successful in meeting its service improvement objectives as stated in the 2010/11 Strategic Plan. Students were able to take advantage of engaging social media tools and technology such as a bookmarking service (Delicious), more instructional podcasts, and dozens of on-line research guides (LibGuides). Service metrics have been developed and are being implemented in partnership with Institutional Research. Librarians continue to instruct students and to support faculty, with a focus on information literacy and how to properly conduct research. Librarians also work with academic areas to develop and acquire learning resources in all formats. The Library space underwent a significant refurbishment, replacing old furniture with flexible workspaces that accommodate more students and easily move to support many types of group work.

In 2010, Fanshawe launched a Strategic Enrolment Management (SEM) initiative to strategically position the College and embark on a comprehensive enrolment planning process. As part of SEM, the College established a Timetabling/Scheduling/Facilities Team (TSFT) to review systems, processes, procedures and policies which support the production of quality timetables and effective space management. Through this work, the College is fostering a culture of shared responsibility for space management leading to an enriched student experience and improved student satisfaction, success and retention.

Before the creation of the SEM TSFT, student timetables were being released to students almost simultaneously with the start of classes. In Fall 2010, the College successfully issued timetables to students three weeks before the start of classes and the objective for Fall 2011 is to distribute timetables four weeks prior to the start of classes.

'Becoming a Better Student' is a no cost FanshaweOnline (FoL) course which was made available to students in Spring 2011. The course advocates active engagement in the learning process. The modular course can be taken in its entirety or students can attempt an individual module in an area of concern.



11) Graduation Rate

Per the KPI results reported in 2010-2011, the graduation rate* at **Fanshawe College** = 69.2%

Please provide one or more highlights, in the space provided below, of a **Fanshawe College** activity in 2010-2011, which contributed to maintaining or improving **Fanshawe College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Student success at Fanshawe College has been a key focus for a number of years. The College has invested significant resources and time to introduce strategies and supports having very positive impacts on student retention. For example, the development and implementation of the Writing and Reasoning (WRIT) course began in Fall 2006 and was expanded each year. The final phase of the WRIT expansion was completed in Fall 2010 when WRIT was rolled out to the School of Human Services. The final expansion of WRIT is the continuation of the College's commitment to improve student success by providing learners with the ability to improve their communication skills and should also improve the Fanshawe's graduation rate further.

Other initiatives include the implementation of a student-at-risk reporting protocol allowing academic Chairs and Student Success Advisors to tailor more effective personalized interventions and orientation sessions focused upon mature learners and other under-represented students. For example, our School of Building Technology developed and implemented a retention pilot project for one of their post-secondary programs. The project was aimed at level one students transitioning into the College and provided them with supports that were both program-specific and general in nature. Retention was increased dramatically during the pilot. As a result, the approach was expanded and adopted more broadly in the Fall of 2011.

These and many more initiatives over the past five years have resulted in Fanshawe moving from 18th position to 4th among the 24 colleges in terms of graduation rate.

12) Graduate Employment Rate

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **Fanshawe College** = **84.8%**

Please provide one or more highlights, in the space provided below, of a **Fanshawe College** activity in 2010-2011, which contributed to maintaining or improving **Fanshawe College's** graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Since our inception in 1967, Fanshawe has been a leading co-operative education college. Over 25% of our full-time programs operate in co-op mode, with approximately 3,750 students on-campus during academic phases and another 1,650 out on co-op work terms gaining real-world experience in their chosen field. Graduates from co-op programs are often hired full-time by their co-op employers. This is ample evidence of the advantages leveraged through the co-op model: graduates who have academic credentials, demonstrated on-the-job experience and first-hand contacts with recognized employers.

The College continues to enhance activity aimed at assisting all graduates to find employment, especially in the local area. Such activities generally fall into two categories: direct assistance to graduates and attracting employers to consider our graduates. Long standing activities include an annual Career Fair and various on-campus employer events such as the Apprenticeship Employer Awards Night at which we encourage and thank local employers for creating jobs for our grads.

New innovations include development of an Entrepreneurial Advisor role to give support to students considering starting their own business. As well, the College is a key member of the Local Small Business Centre, an organization available to all Fanshawe students who are considering starting their own business. The SBC has long term Fanshawe connections and is often accessed by our graduates.

While the co-op model provides graduates with hands-on experience, many of our health programs provide students with simulated real world experience through simulation. Complicated or life threatening procedures are now able to be simulated in extremely realistic ways in our health simulation labs. Fanshawe College boasts a range of sophisticated clinical mock-ups ranging from MRI and diagnostic imaging suites to hospital wards and operating rooms. Mannequins are so life-like that a staged emergency seems like the real thing. Over the last few years Fanshawe has developed a world class set of these facilities. Our graduates leave with a strong sense of confidence because they have "been there," albeit virtually.

13) Student Retention

The table below has been pre-populated with the results from **Fanshawe College's** 2009-2010 MYAA Report Backs. Please identify **Fanshawe College's** achieved results for 2010-2011 using the following methodology :

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs on which enrolment is reported at minimum twice).

	Retention Rate Achieved for 2009-2010	Retention Rate Achieved for 2010-2011
1st to 2nd Year	<u>76%</u>	2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>3,609</u> ÷ 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>4,780</u> x 100 = <u>75.5%</u>
2nd to 3rd Year	<u>90%</u>	2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>295</u> ÷ 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>364</u> x 100 = <u>81%</u>
3rd to 4th Year	<u>99%</u>	2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>10</u> ÷ 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>12</u> x 100 = <u>83.3%</u>

*The space below is provided for **Fanshawe College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Student Retention.

The above data has been developed in accordance with the methodology specified, but only including those cases for which there is a progression path from fall 2009 to fall 2010. This methodology excludes data from the many cases where progression from a program-year in 2009 does not proceed to the next program-year in fall 2010, but rather continues in summer 2010 or winter 2011 or a later term.

The methodology used here produces data that is distorted downward by the many cases where there is retention beyond that which occurs in the subsequent fall and is therefore not captured in this statistic. This is especially true in our Business programs generally and in our many co-op programs. In these cases there are usually options as far as which term a student may return to after successful completion of an earlier program-year or co-op term.

Please note that the data reported above is not comparable to that reported in last year's MYAA Report Back. That data was calculated using a methodology that includes all apparent retention and averages retention over several years. The retention rates reported in the box above constitute a new baseline that may be comparable to that reported by other colleges.



Please provide one or more highlights, in the space provided below, of a **Fanshawe College** activity in 2010-2011, which contributed to maintaining or improving **Fanshawe College's** retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Fanshawe College's senior leadership continues to demonstrate a strong commitment to student success in decision-making and resource allocation. Practices and actions repeatedly demonstrate a student-focused approach from the top of the organization. The recent addition of a Director of Student Success also exemplifies the institution's desire to improve the results in this area.

Proactive activities of our Student Success Advisors (SSAs) to provide outreach to students seem to be delivering results. Students are informed early of the role SSAs as well students struggling at the mid-term and the end of the semester are directly contacted and invited to meet with their SSA. Additionally, our counsellors and accessibility staff provide services and supports to assist students with mental health and accessibility challenges that may hamper persistence in their program.

Institutionally as a result of our recent activity to create a SEM plan, there has been a greater focus on the student experience. This thinking is reflected in classroom activity with an increased focus on student engagement in their learning. There are also important activities in terms of professional development that are offered to the faculty to positively influence the classroom experience.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Fanshawe College** used in 2010-2011 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

Fanshawe College is committed to providing faculty training focused on teaching strategies and methods. More than 500 full and part time teachers received Faculty-specific programming that included planning and delivering effective classes, creating curriculum, aligning evaluation methods to learning outcomes, program mapping, managing classes, and reflecting on their in-class experience.

Faculty who are well-versed in the use and application of instructional technology are better equipped to provide assistance and guidance to the students in their learning. 232 full and part time faculty participated in 44 training sessions related to the use of Technology. Some examples of these training sessions include podcasting, Elluminate, Smart Board, FanshaweOnline, and TurningPoint Clicker training.

It is important for faculty to be up-to-date in the most current versions of software available to our students. To remain current, faculty participated in 76 training sessions focused on Technology training, including the suite of Microsoft Office products, Adobe Acrobat, Computer Security, and Internet searching.

College-wide employee events are offered on an annual basis to enhance the quality of the learning environment at the college. These events were attended by more than 2,000 employees throughout the year and included the Academic Kick-off, Inspire Days (a 2-day conference), New Employee Welcome, Employee Appreciation Event and departmental professional development activity.

Faculty are involved in the College's tuition reimbursement program, providing funding for the completion of post-secondary education.

Sixteen faculty members were on Professional Development leave during the period of this report. PD leaves are taken for a variety of reasons including faculty members working in their industry to enhance currency in their field, or pursuing advanced credentials by starting or completing a degree, conducting research, etc.

2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

Fall Orientation: Taking place the week before the start of school, Orientation is essentially a chance for first-year students to get everything they need to start their year at Fanshawe. It takes the form of a one or more day event for each program area. During the day, students have the opportunity to pick up their student card, bus pass, purchase books and supplies, meet their instructors and classmates, take in the College Welcome Session and get all logistics completed before their first day. We typically see over 1000 participants for each of the four days of Orientation, which is more than half of all new students.

3) SUPPORT (Examples may include personal and academic supports to students, etc.)



Student Success Advisors work directly with students in both one-on-one and group settings to provide a range of services aimed at supporting success. They work directly with students to ensure they are in the correct program and then assist with course selection. In addition, they provide strategies and techniques that move students towards completion of their program and on their way to employment.

Student Success Advisors also support student success through the administration of Fanshawe's Early Alert program, a program developed to identify students at-risk at the midterm mark and provide assistance to facilitate student's quick academic recovery.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **Fanshawe College's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **Fanshawe College's** 2010-2011 budget for their executive offices.



Fanshawe College confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

Attestation:



Fanshawe College confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Fanshawe College's** Executive Head or Board of Governors.

Contact:

Please provide the contact information for the representative at **Fanshawe College** to whom public inquiries can be directed regarding **Fanshawe College's** 2010-2011 MYAA Report Back:

- Name: Jeff Wright
- Telephone: 519-452-4430 x2935
- Email: jdwright@fanshawec.ca

Please indicate the address on **Fanshawe College's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- <http://www.fanshawec.ca/sites/default/files/assets/pas/myaa1011.pdf>