

ANNUAL REPORT 2009/10

A Report on Achievement of 2009/10 Fanshawe College Priorities

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A. Vision and Mission (Policy A-05)

The Board's Vision and Mission Policy A-05 is the highest-level Ends statement, and reflects the results our communities require from the College and how they will be better because we are here. The following three College Strategic Directions support the achievement of this End:

- Pursue excellence in learning, teaching, and service
- Foster a workplace where employees are proud to contribute and grow
- Engage in applied research and scholarly activity

The following initiatives support the achievement of our Mission and are shown according to the Strategic Direction that they support.

A.1 Pursue excellence in learning, teaching, and service

- ❖ The 2009-2012 Academic Plan was finalized in September 2009. The Academic Plan focuses on each of the Board's six key strategic directions. Extensive consultation took place across the College with feedback synthesized into the final document.
- ❖ A number of new programs were implemented in 2009/10 to respond to the market needs of our communities, including:

- 3D Animation and Character Design (graduate certificate)
- Emergency Management (graduate certificate)
- Food and Nutrition Management (diploma program)
- Fine Art Foundation (college certificate)

Due to low applicant demand, the following programs were delayed or suspended:

- Mechanical Technician -Tool and Die, St. Thomas campus (suspended)
- Information Security Management (delayed)
- Game Development (delayed)

In addition, the following short-term intensive programs were delayed:

- Entrepreneurship
- Sales Training
- Banking

- ❖ With Ontario colleges receiving more authority to manage their own programs through the Colleges of Applied Arts and Technology Act, 2002, it was mandated that colleges must be transparent and accountable for their practices and policies leading to quality programs. The recently developed Quality Assurance Process Audit is now in its fourth year. Fanshawe College received an excellent audit report in the College's first Program Quality Assurance Process Audit (PQAPA) conducted during 2008. An interim report was filed with the Management Board of the Ontario College Quality Assurance Service, providing a progress report on the four recommendations made in the College's first Program Quality Assurance Process Audit (PQAPA) report.
- ❖ The Faculty of Arts, Media and Design (FAMD) implemented one of its key strategic directions, to expand opportunities for program convergence. Faculty and students from distinct programs within FAMD worked collaboratively sharing curricula and projects. This

approach more accurately reflects the changing character of the media and design industries in which there is convergence of different forms of media (radio, TV, internet, etc.).

- ❖ The Faculty of Health Sciences utilized the recent additions to the “Sim” family of simulation mannequins. The most recent arrival, “NewB Sim”, is an interactive simulator that displays realistic newborn traits as well as lifelike clinical feedback, providing students with an ideal opportunity to learn about specific needs of neonates. This investment is especially important for Respiratory Therapy students who benefitted from enhanced competencies gained through simulated scenarios with NewB.
- ❖ Academic schools continued to explore the implementation and delivery of new curriculum and delivery pedagogies that are current and relevant to the needs of diverse learners. The implementation of curriculum revisions, including modularized curriculum, allow more entry points throughout the year.
- ❖ Schools examined the feasibility of having various programs offer at least one three-hour course at each level that will utilize online, hybrid or other non-traditional delivery pedagogy in response to student demand for alternative learning opportunities. Professors in the Lawrence Kinlin School of Business and in the School of Information Technology used the Elluminate software platform to support online synchronous and asynchronous delivery of courses. The move towards increased learning through asynchronous learning may alleviate some of the current academic space constraints while increasing pressure on computer labs and the IT network infrastructure.
- ❖ The Faculty of Applied Science and Technology implemented non-traditional (accelerated) semester-based programs by compressing program delivery to the Manufacturing program. The implementation of accelerated program delivery models has had strong student acceptance and has resulted in improved student success.
- ❖ Fanshawe continues to assess long-term program and space requirements necessary to meet both existing and future demand. Insufficient space, particularly at the London and Oxford County campuses, is a growing challenge as program and service expansion places increased pressure on the College’s physical resources. The College submitted a proposal through the Knowledge Infrastructure Program (KIP) and was successful in receiving funding for a new Centre for Applied Transportation Technology. However, the College’s KIP proposal for a new Academic/Student Service Building (Building “P”) was denied. In addition, the Regional Campus master plan, which was completed in 2009, identified development and renovation opportunities, particularly at the Oxford County campus. A funding submission was made to the Community Adjustment Fund (CAF) but was not approved.
- ❖ Our Regional Campuses experienced increased demand for their offerings of Literacy and Basic Skills (LBS) Training, and the Ontario Basic Skills and the Academic and Career Entrance (ACE) program. Due to the smaller size of the regional campuses, they are able to respond very quickly to the changing needs of their local communities and must be innovative by providing unique program offerings that are responsive to such initiatives as the Ontario Government’s Second Career program as well as to compete with continuous intake programs at private career colleges. The following pilot programs were introduced or expanded in 2009/10:

- a unique Early Childhood Education /Developmental Service Worker compressed program, in which half of the curriculum is common to both programs and intakes occur every six weeks at the James N. Allan campus;
 - a modularized Personal Support Worker program with four different entry points throughout the year at St. Thomas/Elgin campus and a new elearnnetwork.ca lab for community access to online courses across Ontario;
 - a compressed Police Foundations program that enables students to earn a diploma in forty-eight weeks at the Oxford County campus;
 - a modularized Computer Applications and Business Documentation program with intakes every six weeks and a total program duration of twenty-four weeks at the Oxford County campus.
- ❖ To ensure that programs remain current and relevant with changing technology, equipment upgrades are required every year. The demand always exceeds available resources and in the current economic environment, this situation has been exacerbated. Nevertheless, a number of equipment upgrades were completed in 2009/10 including:
- new x-ray unit for the Medical Radiation Therapy program
 - upgrades to the servers in the Broadcast Centre control system
 - equipment upgrades to classroom visual display projectors (VDPs)
 - a variety of equipment acquisitions/upgrades for specialized labs such as the kitchen facilities, a new e-delivery teaching studio and remote classroom equipment, new refrigeration and welding equipment, digital cameras, and replacement motorcycles for driver education courses
 - upgrades to computer labs to meet industry standards and software capabilities
- ❖ A variety of new software products were acquired and implemented supporting effective and efficient operations of the College. The following are some examples:
- Retail Services installed Bookware a new point of sale system and online website solution that allows faculty and students to view book lists, order books and course material online and have them delivered efficiently.
 - The College's first e-studio (aka web studio) was implemented in 2009. It provides resources for the development and delivery of real time electronic classroom activities over the Internet
 - Investment in new state of the art computer anti-virus and anti-spyware software strengthened the College's ability to protect against computer malware attacks and improve the computing experience for students.
 - Wireless coverage was expanded to underserved zones within the London campus with the financial support of the Student Technology Fee and the Fanshawe Student Union.
 - The College had been planned to acquire and implement the Desire2Learn Essential module to provide support and services for Continuing Education programs and distance learning activities. However, after a careful review it was determined that the Essential module would not meet the needs of CE. Instead, a second instance of Desire2Learn was launched in August 2009 and is being used for contract training as well.
 - A new electronic system (ORBIS) was implemented to facilitate student and graduate access to job postings, scheduling appointments/interviews, communicating with staff, and uploading and publishing resumes and portfolios.
 - The College acquired analytical software that will enable data-mining functions across various core data and information systems.

- ❖ The Co-operative Education and Career Services Departments were co-located to raise the profile of these services and improve student access to pre-employment preparation support and to employment opportunities, providing integrated student and employer services.
- ❖ A number of initiatives were completed in 2009/10 to strengthen the College's emergency preparedness and response capabilities at the London campus:
 - An internal application was developed allowing emergency messages to be sent out to all computer screens and VDP projectors through the College's networks.
 - Two-way voice communication services were deployed to high-tech podiums throughout the College so that very specific emergency messages and calls can be issued between the Security Control Centre and all high technology classrooms.
 - A panic alarm application was implemented. A computer desktop icon allows users to transmit an immediate "quiet" emergency message from any computer to the Security Control Centre. The system then responds to the sender when Campus Security has been dispatched.
 - The College developed capacity to provide emergency communications in public spaces and offices through further enhancements to the College's fire alarm system.
- ❖ Information Technology conducted a consultation survey during the renewal process of the IT Strategic Plan 2009-2013. Input received from students, the Fanshawe Student Union and during cross-College consultations was incorporated into the plan, which also aligned to the revised Academic Plan.
- ❖ Consistent with the Human Resources (HR) department's strategic direction focused on pursuing excellence in service, HR expanded and refined the portfolio approach to service delivery as well as implemented various components of a newly acquired Human Resources Management System (HRMS).
- ❖ The College has embarked upon a pilot of a business process review project using the "LEAN" methodology to examine both employee recruitment and student induction processes which led to system and process improvements in how the College transitions applicants to employees and applicants to students, enhancing engagement and retention for both groups.
- ❖ A new Strategic Enrolment Management Committee was created to lead the development of short and long term plans to establish, achieve and maintain optimum enrolments, program mix and quality in support of the College's Strategic Directions and Academic Plan. Plans will be evidence driven and will focus on the development and delivery of a current and competitive curriculum, recruitment, marketing, and retention.
- ❖ During the past decade, Fanshawe College experienced significant growth in student enrolment and in College facilities and assets. The College's London campus, which is home to approximately 14,000 full-time and 27,000 part-time students, is the size of many small Ontario towns and universities. In 2009/10, the College undertook a review of the current scheduling processes to ensure effective space utilization and the creation of quality student and program timetables that are responsive to changes in curriculum and/or delivery methodologies. The review assisted the College to meet increasing demand for flexible delivery and continuous intakes required to serve the needs of diverse student groups including Second Career students.
- ❖ Access to residence accommodations is one of the most frequently asked questions by potential applicants and their parents. Having an adequate supply of residence rooms is an

important marketing feature for the College. As well, increased on-campus residence space reduces the need for students to find accommodations off-campus where the College has limited ability to influence student behaviour. In January 2008, the Board approved the construction of a new student residence on-campus and construction was completed in 2009/10 with 400+ new beds, increasing total on-campus housing capacity to just over 1,200 beds.

- ❖ Library and Media Services (LMS) launched a number of new databases in 2009/10 providing access to a wide range of resources not previously available. These databases support excellence in learning while allowing the removal of hundreds of print volumes from the reference area resulting in the creation of additional study space conducive to students' learning styles. New databases include:
 - CHASS (Computing in the Humanities and Social Sciences) - In partnership with the University of Toronto, a sophisticated search and retrieval system used by over 50 universities in North America. Fanshawe is the first college in Ontario to provide access to this database.
 - Gale Literature Resource Center Digital Archive - Supports excellence in learning while allowing the removal of 500 print volumes.

- ❖ To ensure that HR is recruiting, retaining and developing talented employees, HR established and implemented a Workforce Planning toolkit to support strategic recruitment and forecasting.

- ❖ A variety of initiatives and improvements were investigated and implemented in 2009/10 for a greener College and better energy conservation and efficiency, including:
 - A strategy to replace CRT monitors in computer labs continued. In 2009, all CRT monitors at London Campus and most CRT monitors at area campus labs were replaced with units that are more efficient. This has significantly reduced energy consumption.
 - Capital lifecycle improvements were made on schedule. These include renewal of various building envelope systems (including roofing and windows) and lighting replacements/retrofits, using improved energy efficient products.
 - Through Colleges Ontario, the Ontario colleges' facilities directors were previously awarded funding to develop and install a real time operating system (RTOS) for energy consumption at every college. Facilities Management utilized the RTOS to identify fundable energy conservation and demand reduction opportunities. Resulting opportunities that have been acted upon include lighting upgrades in the B Corridor and to Gymnasiums 1, 2 and 3.

- ❖ In its continued efforts to align with the College's Strategic Directions, Facilities Management developed a multi-year strategic plan to support College success by providing an inviting, functionally enriched learning environment sustained through best practice asset stewardship and service excellence. A number of initiatives completed under the Plan included:
 - assessment of the recently completed Campus Master Plan, Energy Audit and Facilities Condition Assessment to identify longer term capital planning requirements;
 - definition and operationalization of service standards in the maintenance area;
 - the development and implementation of communication strategies to get the right information to the right people at the right time; and,
 - ongoing communication of disruptions of services consistent with the AODA.

A.2 Foster a workplace where employees are proud to contribute and grow

- ❖ The College's bi-annual employee survey took place in November 2008 inviting participation from all full-time employees and regular ongoing non-full-time employees. The tool measures overall job satisfaction and the level of engagement that employees feel with the College. In addition, the results detail Fanshawe's strengths as an employer and identify areas for improvement to our processes, policies and practices.
- ❖ In partnership with other departments of the College, HR completed an audit to renew the Wellness Program to influence employee engagement, improve and maintain employee health, encourage healthy living and reduce health risks. The audit's recommendations will inform senior management on how wellness can be increased further.
- ❖ An internal communications audit took place 2009, including a review of both corporate communications and communications between College departments. A new Employee Portal was launched with multiple engagement features such as internal wikis and blogs, the exchange of information, articles, videos and other communications between departments, daily news and event features, as well as a variety of other functions that will significantly increase the exchange of information between areas and employees.
- ❖ HR focused on supporting employees' learning opportunities such as team effectiveness, transformational change, collaborative workplace processes and communication. The College strengthened Human Resources Management functions by introducing several new IT products to help manage recruitment activities and workflow, and to improve information distribution across the College. In addition, HR worked to develop and implement improved employee "on boarding" and orientation programs.
- ❖ An external audit of the College's Corporate Health and Safety Management System (CHSMS) was completed in 2008/9. Receiving a commendable overall audit score of 79%, a 13% improvement from the 2006 audit, the College continued to improve the CHSMS system, through action plans to address, as appropriate, the auditor's recommendations.
- ❖ With the 2008 release of the College's updated Emergency Plan and London Campus' Emergency Guidelines, continued advancement of the ongoing phased implementation of the Emergency Plan occurred in 2009/10. The Plan includes communications, emergency response training, employee orientation sessions and student awareness communications, as well as testing of the Emergency Plan through drills and simulated events. Resources to support the ongoing administration and management of the Emergency Plan were included in 2009/10 plans. Individual departmental action plans necessary to support the College's overall preparedness, response and recovery plans were initially developed. Influenza pandemic planning was undertaken as part of medical emergency infectious disease incident protocol and continues to be fine-tuned. Finally, a fire safety team has been created and mobilized at the college, enabled by a recently hired fire safety specialist.
- ❖ The School of Health Sciences continued its commitment to Inter-Professional Education among all the health sciences programs. The outcome of this commitment is to pursue scholarly activities that improve and encourage professionalism and practice of faculty.
- ❖ HR continues to build its management and leadership development program and to review and enhance the College's performance development processes.

- ❖ Plans to establish a demonstration centre for Technological Advancement, which will feature emerging teaching and learning technologies such as Surface Computing, Visualization and Smart Board integration did not materialize due to lack of a suitable space.
- ❖ Staff across the College were actively involved in a variety of events, development opportunities and training sessions, including:
 - events and meetings hosted by professional and skilled trade organizations;
 - training workshops and best practices sessions to share ideas and learn from each other, (e.g. use of FanshaweOnline and videoconferencing technology);
 - training and professional development to assist staff to meet the needs of the diverse student groups the College serves as well as support excellence in service delivery;
 - training for staff to enhance our customer service focused approach towards students and applicants;
 - a multitude of department specific training and professional development to ensure employees remain current with new technologies, information and practices;
 - significant investment in professional development and training for staff with approximately \$1.4 million allocated in 2009/10 for this purpose, approximately 60% of which was focused on faculty.

A.3 Engage in applied research and scholarly activity

- ❖ The Centre for Applied Research and Innovation & University Partnerships continued to support the development of the applied research and innovation culture at Fanshawe College. The long-term goal is to further integrate applied research and innovation into all programs and activities, to enrich the student experience and the quality of graduates, keep faculty current and engaged, enhance the reputation of the College, and contribute to the economic well being of our community.
- ❖ The Marketing and Corporate Communications Department, in collaboration with other departments and in some instances other colleges, completed a number of customer-based research projects. With the assistance of a London research firm, projects such as website use analytics, prospective student studies including focus groups, a market-driven advertising study, and a labour market study was undertaken.
- ❖ Institutional Research (IRP) continued to support applied and institutional research projects and participated at a provincial level in a number of research projects. Included is a system-wide study of secondary school mathematics grades as an indicator for student success at college and to help shape modifications to secondary school curriculum.
- ❖ Fanshawe was actively engaged in externally funded research and partnerships with other institutions. Some examples included the following:
 - Counselling and Student Life continued with the second year of the three year research project, “Essential Skills OnLine: A Consortium Approach”, in collaboration with Bow Valley College and the Canadian Virtual College Consortium. The College’s role is to continue to develop adaptive technology strategies to support the success of apprenticeship students with disabilities and/or learning challenges.
 - Funding from the provincial Employment Initiatives Fund was recently extended for two more years for Counselling and Student Life to continue a research project in

collaboration with LEADS Employment Services, the University of Western Ontario, and the Canadian Mental Health Association. This project provides support for identified Fanshawe College students with mental health disabilities while in college to assist them to transition to employment successfully.

- Fanshawe participated in the first national survey, “Going Global: Canadian Students Studying Abroad”, which examined why Canadian college and university students do, or do not, study, work or learn overseas. The Canadian Bureau for International Education funded the study at 11 postsecondary institutions and Fanshawe was one of only two colleges invited to participate in this research.
- Fanshawe College partnered with London Hydro on an applied research project that may produce a greener, more efficient power grid. The three-year project focuses on harnessing and using solar energy. Students and faculty along with engineers from London Hydro will utilize cutting-edge technology to test theories on how solar energy can relieve pressure on the power grid during periods of peak demand.

❖ In addition to externally funded research projects, internal seed funds stimulated innovative research projects. There is evidence of increased student and faculty engagement and an increase in the number of projects involving human subjects reviewed by Fanshawe’s Research Ethics Board. In addition, innovation projects were integrated into curriculum, such as the following:

- The School of Applied Science and Technology undertook a number of projects related to solar energy management and optimization. One such project focused on finding ways to overcome existing limitations in electrical battery capacity and recharging times in order to make solar powered vehicles a more efficient and practical alternative to gasoline-powered vehicles.
- Marketing students in the Lawrence Kinlin School of Business engaged in practical projects with community employers.
- The School of Human Services was involved in a variety of research projects including an Inter-Professional Field Pilot.

❖ The College Ontario Network for Industry Innovation (CONII) pilot project has successfully demonstrated the innovation potential of Ontario colleges. The March 2009 Provincial Budget included funding to sustain the CONII network and to extend it, ultimately, to include all Ontario colleges interested in becoming CONII members. CONII’s focus has been on industry innovation, which is the primary interest of the Provincial Government in the current economic climate.

❖ With the successful completion of the “Test of Workplace Essential Skills (TOWES)” research project, which explored non-completion factors at Fanshawe, recent literature provides a broad spectrum of “at risk” factors for postsecondary non-completion. Some consensus has formed around three key academic factors as significant non-completion predictors:

- inadequate academic preparedness
- poor program “fit”
- lack of student engagement

Findings from this research project assisted in the development of initiatives and strategies directed towards engaging students in their education and increasing student success.

B. Student Success (Policy A-35)

Annually, in accordance with the requirements of Board Policy A-35, the College provides a comprehensive monitoring report to the Board regarding the College's student success indicators. In support of the achievement of this End, the College specifically identified the following as a Strategic Direction:

- Encourage and enhance student success

Listed below are a number of planned initiatives that support student success.

B.1 Encourage and enhance student success

- ❖ The Student Success Centre expanded services and implemented new initiatives to support student success and retention activities. The "early alert" process was formalized in a standardized manner in all academic areas to allow early identification of "at risk" students and the application of interventions based on the nature of the challenges that students are facing in reaching their academic and personal success. Retention Alert software was implemented in 2009 and supports Student Success Advisors to manage retention efforts and monitor student progress in a semester or an entire academic career.
- ❖ The implementation of the WRIT (Reasoning and Writing) curriculum was expanded to all postsecondary programs in 2009/10. This new curriculum will improve student retention, progression and completion, contributing to overall student success. The ladder curriculum involves diagnostic testing and placement, progressive program-specific writing challenges, exit proficiency testing, and specific sections for immigrant and international students.
- ❖ Fanshawe launched a pilot project funded by the MTCU to encourage participation in postsecondary education by First Generation students and youth (those whose parents have not completed postsecondary education) and to support success. The project included outreach sessions and academic and financial advising along with career testing for optimal program fit. A pilot group of First Generation Fanshawe students was offered transition support along with individualized success services.
- ❖ Counselling and Student Life developed and implemented specialized initiatives aimed at improving success rates of apprentices with disabilities and other learning challenges. The focus was on transition to college, learning needs assessment, provision of adaptive technology, and the innovative use of specialized tutors and coaches. These services and supports were provided through a new fund established by the MTCU.
- ❖ A new long-term plan was developed by the College's Aboriginal Education Council based on input from students, local Aboriginal communities and organizations, and College staff. The plan addresses barriers to participation in postsecondary education and training, student success and retention. As a result, significantly increased funding was received to serve Aboriginal students and support the strategies identified in the three-year plan.
- ❖ The College has begun to implement the standardization of introductory psychology and sociology courses across all postsecondary programs to improve quality, transferability and efficiency.
- ❖ The Lawrence Kinlin School of Business previously piloted an assessment for incoming first semester students to help them become more aware of their "Emotional Intelligence Quotient"

(EQ-I)". Studies have shown that efforts to promote the emotional health of students will increase their success rate in postsecondary studies. The Emotional Intelligence Assessment and Training pilot was expanded to all students in this School in 2009/10 and the pilot was subsequently rolled out to the School of Information Technology.

- ❖ Approximately 35% of all students coming to Fanshawe in Fall 2009 were deemed to be “at risk” due to their secondary school grades in mathematics and/or English. As a result, many students in various programs at the College encounter student success challenges. Great strides have been made year-over-year in terms of increasing both retention rates and the graduation rate, and in 2009/10 Fanshawe achieved the highest graduation rate to date of 68.5%. By engaging in early intervention, success strategies and more advanced predictive modeling, Institutional Research and Planning will continue to work with the Student Success Centre to further impact retention rates, completion rates, and overall graduation rates, while still maintaining access to postsecondary programs at the College.
- ❖ Efforts continued in terms of expanding articulation agreements with universities in Ontario, Alberta, Nova Scotia, United Kingdom, and Australia. Increasing the College’s articulations supports the academic strategy of providing degree completion opportunities for students.
- ❖ Retention rates in the Police Foundations program have been an increasing concern, with many students leaving the program after the first semester due to failures in one or more courses. To provide these students with the opportunity to continue to progress towards earning their diploma without having to wait for the next academic year, Fanshawe introduced a January 2010 intake at the London campus for this program.
- ❖ The Awards and Scholarships Office, in conjunction with the Financial Aid Office, introduced a number of improvements to our online bursary application system. The application form and procedures have been simplified, helping to ensure that the maximum financial assistance available is distributed to students. These process improvements, along with increased advertising and more bursary funds available have resulted in an increase in number of award recipients of nearly 20% and 41% more funds distributed.
- ❖ As a result of a review of student induction processes, we have implemented a more efficient and effective program. Our open house events have been enhanced, and the spring event attracted over 10,000 participants. A fall open house is in the planning stage. New marketing tactics are being introduced such as online chat nights with our recruitment officers. For the increasing adult market, a significant number of new events and services have been developed, such as weekly Second Career Information Sessions.

C. Meeting Labour Market Needs (Policy A-40)

The College provides a comprehensive monitoring report to the Board in accordance with Board Policy A-40 regarding the College’s performance with respect to providing graduates with the skills necessary to satisfy current and future labour market needs of the communities that the College serves. The College supports this End and identifies it as a Strategic Direction:

- Support strategic growth in current and new markets, both domestic and international

The initiatives identified below will support a number of the labour market needs as defined by both Board policy and the College’s related Strategic Direction.

C.1 Support strategic growth in current and new markets, both domestic and international

- ❖ College-wide, 2009/10 domestic postsecondary enrolments were targeted in 2009/10 to increase by 5%. Relatively conservative and stable targets were established for international enrolments, due to current global economic conditions as well as to mitigate revenue risks, associated with international enrolments. International enrolments increased by 4.7 and domestic post-secondary enrolments grew by 10.6%.
- ❖ In order to respond to employer needs as well as new business and industry trends, the College is constantly exploring new and innovative programming that will serve the labour market needs of the communities that Fanshawe serves and attract applicants. Programs that completed the program approval process in 2009/10 include:
 - Auto Body Techniques (certificate)
 - Business Administration - Human Resources (advanced diploma)
 - Business Administration – Leadership and Management (advanced diploma)
 - Early Childhood Leadership (college degree)
 - Electromechanical Technician (diploma)
 - Entrepreneurship (certificate)
 - Gaming Development – Advanced Programming (graduate certificate)
 - Human resources Management (graduate certificate)
 - Information Security Management (graduate certificate)
 - Magnetic Resonance Imaging (graduate certificate)
 - Practical Elements of Mechanical Engineering (graduate certificate)
- ❖ The following programs were under exploration in 2009-10:
 - Advanced Filmmaking, TV Digital Post Production and TV News (collaborative degree/graduate certificate with Brock University)
 - Artisanal Culinary Arts (graduate certificate)
 - Aviation Technician - Avionics Maintenance (diploma)
 - Building Performance technology (graduate certificate)
 - Electromechanical Technology (advanced diploma)
 - Health Information Management (diploma)
 - Hospitality Management (collaborative degree with Brescia University College of UWO)
 - Interior Design (college degree)
 - Internet Applications and Web Development (diploma)
 - Massage Therapy (advanced diploma)
 - Music and Music Recording (collaborative diploma/degree with UWO)
 - Nursing (complete degree offered at college)
 - Online and Mobile game Development (graduate certificate)
 - Paralegal (graduate certificate)
 - Renovation Management (graduate certificate)
 - Ultrasound (advanced diploma)

- ❖ A Strategic Enrolment Management committee was created to formally bring together the areas involved in the development and coordination of the College's Strategic Enrolment Management Plan to optimize program enrolments as well as program mix consistent with the Strategic and Academic Plans. The College has begun developing and implementing strategies in consideration of the diverse demographics of various groups of students to ensure enrolment growth in the coming year and beyond. Further research and analysis will be conducted to support new program development and a better understanding of the emerging markets that will attract both domestic and international students to the College. Enhanced Prior Learning Assessment and Recognition (PLAR) has been introduced to assist prospective students by recognizing prior learning, whether formal or through work experience. Marketing plans, student support services, and program delivery methods will be adjusted to attract and support prospective students from each of the following distinct markets: international students, Aboriginal people, First Generation students, immigrants, university and college graduates, apprentices and displaced workers (Second Career). In addition, JobConnect staff will deliver a series of Career Exploration Workshops to support the growing numbers of locally unemployed.
- ❖ Fanshawe continued to deliver the Aircraft Structural Repair Technician program in association with Sault College. The College is investigating the possible expansion of this partnership to include two further programs, Aircraft Maintenance Engineer (AME)-Avionics, and AME-Maintenance. These developments are in response to the regional and national needs for program graduates in the growing aerospace industry. The programs are expensive to operate, but the funding factors are high and there is strong student demand.
- ❖ The regional campuses are integral to the communities Fanshawe serves, and they have responded proactively and quickly to the unique needs of individuals in the rapidly changing economic environment.
 - In St. Thomas/Elgin, some 5,000 workers lost their jobs in the past year. Both Simcoe and Woodstock economies have been significantly impacted by the recession. To meet the unique needs of these communities, the College offered information to local action centres, counselling services, Second Career information, flexible program offerings, and upgrading opportunities to better prepare prospective students and improve their success. Many of these activities required new resources as well as stretching existing resources.
 - To respond to the local demand, the Oxford County Campus offered the Practical Nursing Program for the first time in September 2009.
- ❖ Demand for curriculum development, program renewal and instructional design increased as the College worked to deliver more accelerated programs and new delivery modalities to allow students to earn credentials in a compressed timeframe.
- ❖ Research was conducted for the Internationalization Strategy Update consultation process, which revealed excellent suggestions as to how faculty and staff can integrate an international dimension into their teaching and curriculum. Key interviews were conducted including College faculty, administrators, employers and economic agencies. Outcomes of these discussions included raised awareness of the value of global education to local business as well as recognition of the positive impacts of teaching and learning in a globalized economy.
- ❖ Program review processes were modified in 2009/10 to reflect the accelerated program delivery models being implemented to better meet the future needs of industry. The review processes included the integration of essential employability skills into program learning and

many programs also introduced project management skills and project-based learning in later semesters.

- ❖ Significant new marketing strategies were introduced in 2009-10 to support both domestic and international market growth. Based on user research, the College and its website will be positioned globally through virtual information fairs, regular online chat nights for prospective students of all ages and from any site in the world, activities scheduled through the virtual world and social networking sites. At the same time, the College has increased its services for adults and other applicant groups who may wish to visit the College in person through tours, information sessions and open houses, and offer these services at times based on customer preference, such as at night and on weekends. Re-focusing Fanshawe's marketing strategy and advertising promotional plan from the "printed" word to an "online" user-friendly site will allow for growth outside the current catchment area that will ultimately build a new market, while still servicing the local market. In addition, this approach furthers the move towards greening initiatives being introduced College-wide.
- ❖ As a partner in Colleges Integrating Immigrants to Employment (CIITE), the College has expanded and improved programming and services for immigrants through activities such as:
 - Providing a new pre-admission advising service in the Registrar's Office;
 - Extending our outreach activities to engage virtually all of the various newcomer support groups in our area;
 - Creating and facilitating an advisory committee representing such agencies to give the College a more direct forum for understanding newcomer needs;
 - Implementing bridging programs for both full-time and part-time immigrant students; and
 - Conducting various activities aimed at building cultural competence.
- ❖ Fanshawe is pursuing a Differentiated Polytechnic Mission to better serve the needs of the College's diverse student population and graduates, as well as to respond to labour market needs. A more highly skilled and educated workforce will be required for the occupations of the future. In order to serve the labour market needs of our communities effectively, meet student demand, as well as compete globally for international students and as degrees become the standard global academic currency, Fanshawe must expand the range of opportunities to deliver or articulate to degrees.

D. Other

Recognizing the importance of the Board's decision to create the Fanshawe College Foundation, and the importance of community partnerships, the College specifically identified the following as a Strategic Direction:

- Engage the support of community partners and patrons

The following initiatives support the achievement of this strategy.

D.1 Engage the support of community partners and patrons

- ❖ Launched in April 2008, the Fanshawe College Foundation serves as a key link in engaging the support of community partners and patrons. The Foundation has raised the College profile as a charitable organization, creating enhanced opportunities for philanthropy and partnerships at Fanshawe. The College, as directed by the Board of Governors, has identified priority needs for fundraising and partnership. Under the guidance of its own Board of Directors, comprised of high profile leaders and partners in the community, the Foundation has proactively reached out into the community, establishing new relationships leading to additional support for the College. Supported by the Foundation, the College is utilizing one-to-one donor and partner meetings, communications and marketing initiatives augmented by special events, cultivation events and fundraising programs to support community outreach.
- ❖ Fanshawe's successful partnership with the Emergency Services Community led to an opportunity for the College to host the annual London Emergency Preparedness Day – "Partnered and Prepared". This City of London event was free of charge and attracted over 600 people from the local community. Keynote speakers, seminars, displays and workshops engaged participants in emergency management and personal preparedness. In addition, the event served as a timely platform to both introduce Fanshawe's new Emergency Management Graduate Certificate program (commenced September 2009), and also further deploy the College's own Emergency Response Plan.
- ❖ The College has expanded activities to engage the participation of employers in co-operative education programs. Staff participate on a regular basis in sector association activities, business networking opportunities, and we advertise in business and trade publications. An employer database has been created that spans co-op programs and graduate employers. This is providing has facilitated the engagement of employers by Academic areas, Career Services, the Fanshawe College Foundation and the Alumni Office to leverage.
- ❖ An important element in engaging support lies in doing so with all levels of government, provincial, federal, and municipal. To this end, the College has filled the Vice-President External Relations position, which the College has had for most of our history, to advance our advocacy agenda with all levels of government.
- ❖ In addition to corporate and institutional partnerships, the College has formed partnerships to benefit and improve conditions in the communities that the College serves. For example:
 - In collaboration with the Crown Wards Championship Team of London, Oxford, Middlesex, the City of London, and the Children's Aid Societies of London Middlesex and Elgin, Counselling and Student Life offered career testing and transitional programming to Crown Wards to encourage their registration and success at the College.
 - The School of Human Services partnered with the Professional Development and Education Subcommittee of the Human Services Justice Coordinating Committee (HSJCC) through the Sonier Centre, to identify learning needs and opportunities in the context of inter-professional competency. The two primary objectives of the HSJCC were to reduce criminalization of people with special needs and to highlight the responsibility and accountability shared by community stakeholders.
 - Fanshawe participated in a new sub-committee with community partners to recommend off-campus housing and student/community relations strategies, particularly in the area immediately surrounding the London Campus. The College, the Fanshawe Student Union, the City of London and London Police Service representatives developed short

term and longer term strategies. Several new strategies, such as a year-end information blitz, have been implemented in collaboration with students who live in the areas near to the campus.

- The College partnered with the London Boys' and Girls' Club to support students who participate in the Club's My Action Plan for Education (MAP) program that assists students to transition to the College. The bursary created through an endowed gift to the College from the Club provides new opportunities for these students to access postsecondary education.

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