

A photograph of a modern, multi-story brick building with a prominent tower section. The building has large windows and a curved glass section on the right. In the foreground, there is a paved walkway with a wooden bench, a trash can, and some greenery. A person is walking on the path. The sky is clear and blue.

2010-2011 ANNUAL REPORT



Our Mission ...

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

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

We are innovative and responsive.

We promote opportunity.

We are Fanshawe College.



**FANSHAWE
COLLEGE**

*Community Driven ...
Student Focused*

ANNUAL REPORT 2010/11
FANSHAWE COLLEGE

TABLE OF CONTENTS

MESSAGE FROM THE BOARD CHAIR	1
MESSAGE FROM THE PRESIDENT	2
SECTION A: REPORT ON PREVIOUS YEAR'S GOALS	3
SECTION B: ANALYSIS OF COLLEGE OPERATIONAL PERFORMANCE	21
SECTION C: ANALYSIS OF THE COLLEGE'S FINANCIAL PERFORMANCE.....	23
SECTION D: SUBSIDIARIES AND FOUNDATIONS	
FANSHAWE INTERNATIONAL CORPORATION.....	29
FANSHAWE COLLEGE FOUNDATION.....	34
SECTION E: APPENDICES	
APPENDIX A: MULTI-YEAR ACCOUNTABILITY AGREEMENT REPORT BACK.....	48
APPENDIX B: AUDITED FINANCIAL STATEMENTS	49
APPENDIX C: KPI PERFORMANCE REPORT	50
APPENDIX D: SUMMARY OF ADVERTISING AND MARKETING COMPLAINTS RECEIVED	52
APPENDIX E: LIST OF GOVERNORS	54

ANNUAL REPORT 2010/11
FANSHAWE COLLEGE

TABLE OF CONTENTS

MESSAGE FROM THE BOARD CHAIR 1

MESSAGE FROM THE PRESIDENT 2

SECTION A: REPORT ON PREVIOUS YEAR'S GOALS 3

SECTION B: ANALYSIS OF COLLEGE OPERATIONAL PERFORMANCE 21

SECTION C: ANALYSIS OF THE COLLEGE'S FINANCIAL PERFORMANCE..... 23

SECTION D: SUBSIDIARIES AND FOUNDATIONS

 FANSHAWE INTERNATIONAL CORPORATION..... **29**

 FANSHAWE COLLEGE FOUNDATION..... **34**

SECTION E: APPENDICES

 APPENDIX A: MULTI-YEAR ACCOUNTABILITY AGREEMENT REPORT BACK..... **48**

 APPENDIX B: AUDITED FINANCIAL STATEMENTS **49**

 APPENDIX C: KPI PERFORMANCE REPORT **50**

 APPENDIX D: SUMMARY OF ADVERTISING AND MARKETING COMPLAINTS RECEIVED **52**

 APPENDIX F: LIST OF GOVERNORS **54**

Message from the Board Chair



On behalf of the Fanshawe College Board of Governors ('the Board'), I am proud to share the results of Fanshawe College activities for the 2010/11 academic year. Proud not only because of the range and depth of opportunities created for students, but how the college has responded to the needs of employers and the community. I am always amazed by the College's consistent ability to deliver in this regard, *community driven...student focused*. The year marked a significant change in the way that the College intends to operate to address a 'new normal' confronting higher education across North America.

Throughout the world, enrolment in the 17 to 24 year old student cohort is expected to begin to decline as early as 2013 – lasting for at least a further 15 years. At the same time, most post-secondary institutions will be challenged by governments' urgency to pay down considerable debt accrued to combat the recent recession – a recession that by its very nature, is expected to require twice the amount of time for the global economy to correct from – compared to all others this past century; a recession that appears to have impacted London and the region harder than most other Ontario communities.

These combined challenges would be daunting enough. However, the 'new normal' will also be characterized by pressures placed upon governments and their post-secondary partners, to educate and prepare the work force at a time when massive retirements and associated elder and health care costs will be ever increasing. Further, the next five years in technology are forecast to be like no others in the history of Colleges and Universities. Those colleges that fail to embrace the new instructional and administrative technologies will lose a key source of competitive advantage.

It is the Board's goal, shared by College leaders, to turn these many challenges into a series of opportunities benefiting students, employers and local, regional, and global communities. This year has therefore marked the beginning of a journey – a journey that began by systematically taking stock of the external environment, assessing the College's preparedness, and selecting those opportunities which the College can best leverage to be increasingly successful in the years ahead. Aspects of the journey that are planned over the next couple of years, from a Board perspective, involve a modernization of the College's vision, mission, and strategic directions. These strategic statements will of course be enabled by many associated operational enhancements – some of which have begun and which are highlighted in the remarks of Dr. Rundle which follow.

I would like to thank Dr. Rundle, senior College leaders, managers and staff for their commitment and dedication to students and their agility to respond to new challenges and opportunities. These qualities have clearly served us well and will no doubt help guarantee a bright future for Fanshawe College.

A handwritten signature in cursive script that reads "Britta Winther".

Britta Winther
Chair
Board of Governors

Message from the President



If I could summarize the results of the past year in one simple word, the word would probably be 'alignment'. Why? Let me elaborate.

By all objective measures, this year proved extraordinarily successful for Fanshawe College. We continued to enjoy market share of 8%, 2nd amongst the 24 public colleges. Our enrolment once again increased - a highlight of which was a 62% growth in international enrolments over last year. Fanshawe once again increased its graduation rate over the previous year (by 4.4%) to 68.5% - 3.5% higher than the provincial average. The graduate employment rate for Fanshawe students was 86.5% compared to a provincial average of 84.8% - this despite a local and regional economy harder hit by the recession than most others in Ontario. Fanshawe students rated their knowledge and skill development, learning experiences, and satisfaction with the quality of our facilities, resources, and services above the provincial average. And following on a new international survey exercise begun just this year, gathering feedback from international students attending more than 200 colleges and universities around the world, Fanshawe College was rated 2nd overall and 1st amongst the technical colleges, including the six participating Ontario colleges! Suffice it to say that our outputs and outcomes were very much aligned with customer wants and expectations. We did not stop here however.

Alignment is as much about what you are doing currently to satisfy your customers, as it is planning and morphing so that you can continue to satisfy those same customers and many new ones as well. In this vein – senior leaders, managers and staff not only executed as they typically do, but worked together to plan for how existing organizational systems, processes and structures needed to be better aligned to ensure our ongoing success. The planning occurred through a cross-college strategic initiative called Strategic Enrolment Management, or SEM. Through this process, staff consultations indicated, among other things, that we needed to:

- do a better job of identifying and focusing upon high-yield student segments;
- improve the quality of student timetables and the effective use of College resources related to space management;
- evaluate and modify several existing services and teaching/learning models; and
- more effectively integrate the marketing, recruitment and communications functions for each of the College's student segments.

A SEM Planning phase culminated in the creation of a comprehensive, practical plan which staff from all areas of the College have since begun to implement. By measuring our alignment efforts, making course corrections as required, and linking them to the exciting strategic journey started by the Board of Governors, Fanshawe will continue to sustain and even improve upon its consistent performance.

A handwritten signature in black ink, appearing to read "Howard Rundle". The signature is stylized and cursive, written over a white background.

Dr. Howard Rundle
President

SECTION **A**

Report on Previous Year's Goals



Section A: Report on Previous Year's Goals

A.1 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; and
- Engage in applied research and scholarly activity.

The following strategic developments and operational initiatives support the achievement of our Mission and are described generally as strategic developments and then more specifically according to the strategic direction that they support.

Strategic Developments

- ❖ During the past year, the College has been reconfiguring its planning processes to more effectively place an increased focus on the alignment of strategy with operational plans. Research demonstrates that high performance organizations demonstrate concrete linkages between strategy and operations, have formal processes in place to monitor results through effective metrics, and have integrated planning processes that support review and realignment of plans as necessary. The following strategic developments have been introduced during the past year, and plans are in place to further evolve strategy implementation during the next cycle.
 - Academic Services unveiled the 2009-2012 Academic Plan in September 2009, which focused on each of the Board's six key Strategic Directions. Each faculty and school developed their own specific implementation plans and initiatives that support the six key Strategic Directions of the Academic Plan. These plans will guide Academic Services over the next three years.
 - Recognizing that more than 80% of public and private organizations fail to effectively implement their Strategic Plan, Strategy and Planning (SP) introduced a *Strategic Implementation Framework* for Fanshawe College. The framework clearly articulates the areas of college alignment and integration that need to occur - vertically and horizontally - so that all departments can effectively collaborate to fulfill the Board's Ends, the College's Academic Plan and Strategic Directions. Ultimately, such an approach ensures that all levels of the organization remain student focused. This initiative has led to the development of standardized multi-year plans by each of the College's Enabling Departments (those areas providing enterprise support services) which align to the Academic Faculty and School operation plans. The new Enabling Plans distill the Strategic Directions into departmental goals, objectives and activities which can be measured to inform continuous improvement, as well as embedded in individual performance planning systems to better ensure that behaviours are strategically focused toward desired results.

Section A: Report on Previous Year's Goals

- ❖ Foundational to the success of the Fanshawe College Strategic Implementation Framework were two new strategic initiatives, Strategic Enrolment Management (SEM); and Business Process Review.
 - In 2010, Fanshawe College initiated a Strategic Enrolment Management (SEM) initiative as one of the foundations to the success of the College's Strategic Implementation Framework. We engaged in the SEM planning process to strategically position the College to seize emerging opportunities and to mitigate potential threats in the environment, rather than as the result of an immediate enrolment crisis. Over the past year, and with involvement of over 100 people from across the College, we have embarked on a comprehensive enrolment planning process. With the support of an enrolment management-consulting firm - SEM Works - we examined the internal and external environmental factors that may affect our enrolment and student retention into the future, conducted a comprehensive audit of our existing enrolment management practices, and engaged a cross-representation of College constituents in strategic discussions to clarify our enrolment ambitions and constraints. We established seven 'strategy' teams and five student 'persona' teams charged with the responsibility to research the needs of our primary student segments, assess where we excel in meeting those needs, and identify where strategic opportunities exist. 'The SEM Plan' is the culmination of this year long process. This plan, with 16 strategies, was implemented in January 2011. The College invited employees to join in the conversation, provide feedback or listen in to become more informed as it weighed the merit and impact of options intended to keep itself competitive in the coming years. The SEM Strategic Engagement and Communication Team worked on various activities and endeavors in support of SEM communication, including: the creation of the Inspire model, the development of the SEM web portal, the creation of a 'SEM@fanshawec.ca' email address, the organization of the Academic Kick-off event, Inspire Days event and several town hall meetings.
 - Business Process Review, building upon the formerly introduced LEAN initiative, is intended to systematically and continuously focus upon the elimination of waste, variation and work imbalance in end-to-end systems and processes, as well as the recalibration of systems, processes and structures to align with mission and changing externalities. Projects completed this year are: (1) streamlining the student admissions process and (2) streamlining the employee recruitment process. Projects which have been introduced and which are ongoing include: (1) improvement to the international admissions process; (2) class scheduling processes; (3) improvements to the Equipment and Facilities project selection process; (4) delegation of authority; and (5) more effectively utilizing academic data for service planning.

Section A: Report on Previous Year's Goals

A.1.1 Pursue excellence in learning, teaching, and service

- ❖ A SEM Project Leadership Committee (SEM PLC) was established to oversee SEM project implementation. Over the course of the year, several task groups commenced and completed work to develop marketing profiles for each of the College's prioritized student segments. The profiles were used by a further set of task groups whose role was to develop recommendations and in some areas implement a series of strategies including but not limited to: the collection and use of actionable intelligence; staff engagement with SEM; College and program marketing; and student-centred scheduling and services. In March 2011, SEM PLC was sunsetted and replaced by the Strategic Enrolment Management (SEM) Committee. The purpose of the committee is to develop and coordinate the College's SEM Plan, both short and long-term.
- ❖ During the past decade, Fanshawe College has 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. To better plan for future space utilization impacts, the College established a SEM Time Tabling/Scheduling/Facilities Team (TSFT) responsible for reviewing 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. One of the first tasks when the team began, which has since been achieved and implemented, was to establish a Quality Timetable Standard for student timetables. Input was sought from Timetablers, Chairs and students.

When SEM TSFT first took on this task, student timetables were being released to students almost simultaneously with the start of classes. Students wanted their schedules much sooner. In response, TSFT set a goal of issuing timetables to students four weeks in advance of the start of classes. Last Fall (2010), the College successfully issued timetables to students on August 16th, three weeks before the start of classes. The College's objective for this Fall (2011) is to release timetables to students on August 8th which will meet its target of releasing four weeks prior to start of classes.

This past Winter (2011), TSFT conducted a detailed room audit during weeks four and five of the Winter term. Further analysis is required to learn how to better utilize College space.

- ❖ As part of its continued focus on quality, the College is beginning preparations for the next Program Quality Assurance Process Audit (PQAPA) report, which will be due in the spring of 2013. After a review of its own processes, the Management Board of the Ontario Quality Assurance Service has recommended a change to the criteria for the next round of audits. The Centre for Academic Excellence (CAE) continues implementing the revamped program review process college-wide, with 26 reviews completed for the 2010/11 academic year, and 24 reviews scheduled to be completed by the end of the 2011/12 academic year.

Section A: Report on Previous Year's Goals

❖ A number of new programs were approved and will be offered in the 2011/2012 year to respond to the market needs of our communities, including:

- Business Administration – Leadership & Management – Advanced Diploma
- Human Resources Management – Graduate Certificate
- Entrepreneurship – Certificate
- Magnetic Resonance Imaging (MRI) – Graduate Certificate
- Early Childhood Leadership – College Degree
- Internet Applications & Web Development – Diploma
- Aviation Technician – Avionics – Diploma.

Three programs needed title modifications to better reflect the program intent and industry needs:

- Interactive Media Design and Production (formerly Multi Media Design and Production)
- Interactive Media Specialist (formerly Advanced Multimedia)
- Visual Effects and Editing for Contemporary Media (formerly Broadcast Television: Digital Post-Production)
- Business-Finance (formerly Financial Planning Services)
- Protection, Security and Investigation (formerly Law & Security).

❖ The Faculty of Technology (FTY) has implemented some of the non-traditional (accelerated) semester-based programs that it began to develop a few years ago in consultation with students and industry leaders. A total of 10 post-secondary programs in the Faculty of Technology are now offered in an accelerated format:

- Electronics Engineering Technology
- Electrical Engineering Technician
- Electrical Engineering Technology
- Manufacturing Engineering Technician
- Manufacturing Engineering Technology
- Electromechanical Engineering Technician
- Motive Power Technician (Automotive) – Accelerated
- Motive Power Technician (Diesel) – Accelerated
- Motive Power Technician (Automotive) – Apprentice
- Motive Power Technician (Diesel) – Apprentice.

A new program, Electromechanical Engineering Technician (Accelerated), was introduced in Fall 2010 and was designed for an accelerated offering. Other new programming in FTY is being developed using the accelerated model where practical and applicable.

Section A: Report on Previous Year's Goals

- ❖ Program accreditation is a requirement for most program offerings of the Faculty of Health Sciences and Human Services. There exist annual reporting and compliance issues associated with accreditation with specific emphasis placed upon a record of scholarship/research. Industry and students expect that the College will benefit from and perform exceptionally in all of its various accreditation exercises. Both the Paramedic and Advanced Care Paramedic programs achieved a 2 year accreditation, effective January 2011.
- ❖ With help from two significant government grants totaling \$31.8 million, Fanshawe has completed its ambitious plans for the new Centre for Applied Transportation Technologies (CATT) at 1764 Oxford Street East in London, Ontario. The Grand Opening celebrations took place in May 2011. Invitees included employees, alumni and retirees on May 12th, VIP guests (by invitation) on May 13th and a Community Open House on May 14th. The new CATT accommodates 1,500 full-time, part-time, apprenticeship and continuing education students who are seeking job-ready credentials in trades and technologies that support the transportation industry. It also provides much needed additional classroom space to serve enrolment growth (previously accommodated in temporary leased space). The building has a gross area of approximately 148,000 square feet (13,800 sm) and is comprised of 16 classrooms, 13 labs and 7 shops as well as necessary support spaces. Also included is office space for the newly-renamed School of Transportation Technology (formerly, School of Motive Power Technology), as well as a servery/cafeteria and several student lounges. Students graduating from this Centre will have had the benefit of a state-of-the-art facility able to simulate real world scenarios. They will enter the job market with the sort of hands-on experience that employers are seeking.
- ❖ To ensure that programs remain current and relevant with changing technology, equipment upgrades are required each year. The demand always exceeds available resources and in the current economic environment, this circumstance has been exacerbated. Nevertheless, a number of equipment upgrades occurred in 2010/2011. A few examples included:
 - the purchase of production equipment and acoustics/noise abatement in the Music Industry Arts studios to be installed in summer 2011;
 - the replacement of the radio transmitter and upgrade of the radio tower over the summer period;
 - student computers, labs, high-tech classroom equipment and computer desks acquired where needed;
 - improvements to faculty work areas, equipment and furniture occurred as required; and
 - equipment support for the solar power research project - where there are several projects underway.
- ❖ Several information technology advancements and improvements were implemented this year intended to support the effective and efficient operations of the College. The following are some examples:
 - The MyFanshawe Student Portal was tested throughout the summer of 2010 and moved into full production for the start of the fall term. MyFanshawe has been very effective in providing convenient access to a wide variety of electronic resources and services, and has increased collaboration and enabled process improvements through various workflows;

Section A: Report on Previous Year's Goals

- The College replaced its aging Storage Area Network with new devices which dramatically improved electronic storage capacity and efficiency. The new system has achieved storage improvements by incorporating deduplication technology, and has improved redundancy and disaster recovery capacity;
 - Planned upgrades using state of the art 802.11n access points were completed providing significant improvements to the College's wireless capacity and coverage; Fanshawe now has more than 350 access points providing wireless services;
 - Many software products were upgraded over the year to maintain currency. An especially notable addition was the purchase of an Enterprise License for the full Adobe Creative Suite5 software family;
 - The bulk of Windows 7 upgrades were completed in 2010, with those remaining scheduled into the first quarter of 2011; and
 - Numerous paper-based forms were replaced with electronic forms, improving the speed and efficiency of transacting numerous business processes.
- ❖ Fanshawe College has been actively pursuing a partnership with the City of London to establish a downtown School of Applied and Performance Arts. The new school will ultimately bring 1,000 students, college staff and others into the downtown core, helping to revitalize the heart of the city. The business case was presented to City Council on Thursday, February 10, 2011 and was approved subject to final agreements between the City and the College. On Monday, May 9, 2011, London City Council voted in favour of the \$20 million funding for a new, downtown campus. The new campus will involve a renovation of existing buildings on and around Richmond Street to provide studios and classrooms for various programs, including the culinary program, video game development, journalism, and hospitality program.
- ❖ Facilities Management continued to develop and improve its facilities information management system (VisionFM), and its asset management/capital planning system (VFA), through implementation of the following initiatives:
- Facilities Maintenance and Operations (FMO) can currently demonstrate meeting established work order response times 61% of the time. With the introduction of hand held technology (Blackberry) we are making significant improvements on this number. Facilities Planning and Development (FPD) continued to see an increase in (small) project work requests outside the college's planning process with a 38% increase over the previous year. The implementation of the Project and Capital Planning Module's within VisionFM over the next year will allow better management of these project requests. Over the past year all information pertaining to college leased properties has been entered into VisionFM allowing the college to centrally manage this information.
 - Preventative Maintenance (PM) currently represents 10% of FMS total Work Order effort. The PM Module within VisionFM was upgraded this past year providing more functionality. FPD has worked closely with Health and Safety Services and the Faculty of Technology to capture and document inspection and maintenance requirements of High Risk Academic Equipment (as recommended in the WESA H&S audit). Preventative Maintenance work orders are being created to manage and document compliance. This activity will continue over the next year and be expanded to other academic areas.

Section A: Report on Previous Year's Goals

- ❖ A number of initiatives continue to strengthen the College's emergency preparedness and response capabilities at the London campus:
 - An LFACS based computer pop-up / screen capture emergency communication tool has been implemented;
 - A computer/email emergency communication tool with Campus Security Services has been implemented on all high-tech classroom computers, a significant improvement relative to the two-way voice system originally proposed;
 - The use and application of the newly installed and commissioned fire alarm system with public address system capabilities continue to be expanded at the London campuses;
 - The first group (Emergency Operation Control Group) has now completed the Basic Emergency Management Training and has been certified by Emergency Management;
 - Emergency Management Ontario's Incident Management System training has begun with over 32 staff certified in IMS-100 and 8 staff in IMS-200;
 - Planning and execution of the first full-scale emergency exercise took place with a successful exercise conducted May 20, 2011.

- ❖ Campus Security Services continued to expand its partnership with the London Police Service (LPS). Some examples included making the College available as a training site for various police training initiatives; and improving the sharing of confidential criminal information between the LPS and College Special Constables.

- ❖ An Internationalization Strategy Update consultation process, finalized earlier this year, surfaced many promising ideas on how faculty and staff could integrate an international dimension into their teaching, curriculum and services. These ideas were articulated into the form of guidelines in a later Internationalization Strategy Discussion Paper, which has been circulated to all divisions. Individual school and divisions reviewed operations to seek opportunities for improved programming and services in alignment with the discussion paper.

- ❖ In partnership with the academic units, International Partnerships sought to expand negotiated articulation and exchange agreements with overseas institutions capable of accommodating the applied learning objectives of Fanshawe students. Students benefit from enhanced opportunities to gain international experience while still in school, graduating with an international skill set that will make them more competitive in the global job market.

- ❖ The Marketing and Corporate Communications Department implemented several, new social media strategies aimed at measuring and responding to key dimensions of customer service. For example, a major web audit was undertaken which revealed how customers use the web site and how it can be improved. Additionally, the audit helped the College to ensure all components, such as content, navigation, and design, were meeting or exceeding the provincial standard for accessibility (AODA). The new web site standard for accessibility has been applied to all publications and communications to ensure customer access and satisfaction.

- ❖ Counselling and Accessibility Services is currently piloting the new online registration system for accommodations for students with disabilities (Spring 2011). Counselling and Accessibility Services is also exploring some further options to improve note-taking / note-sharing.

Section A: Report on Previous Year's Goals

- ❖ Career Services and Co-operative Education is developing customer service standards and metrics for students, graduates, employers and clients. Community Employment Services has adopted the services standards developed through the provincial College Employment Committee for use by college-based Employment Ontario programs. Data from the newly installed Career/Co-operative Education database and service system and the Ministry's system for Employment Ontario services will provide the information needed for timely statistical analysis of all significant elements of service.
- ❖ The Office of the Registrar upgraded their Q-matic software, the queuing system for in-person service, and the telephone call-centre system that will enhance service delivery and produce intelligence to monitor and adjust staffing levels, ensuring service quality. A process review aimed at improved service delivery and building awareness of services by internal and external stakeholders was conducted.
- ❖ Retail Services and Health & Safety Services have worked with the three food service providers on campus to develop a two year implementation plan for the Food Safety Management System.
- ❖ The College's contract food service provider, Chartwells, has completed a detailed food service review and identified new concepts and brand offerings for our diverse campus needs. Presently, the implementation of the service concepts is being costed so that the college can determine the best course of action.
- ❖ Retail Services' new point of sale system, Bookware, has been implemented at the main campus. Bookware provides the opportunity for a number of service improvements. Bookware's on-line textbook ordering system allows academic areas to submit textbook requirements to Retail Services on-line. This will increase efficiency and ensure earlier availability of textbooks for students. The system also enables Accessibility Services to provide students with disabilities earlier access to their alternate format textbooks.
- ❖ Environmental sustainability continues to be "top of mind" and the College has implemented the following sustainability initiatives:
 - a broad based sustainability committee to review sustainability initiative opportunities;
 - replacement of the vast majority of CRT monitors at all locations with more energy efficient units;
 - renewal of the various building envelope systems, including roofing and window systems and lighting replacements/retrofits, using improved energy efficient products;
 - heating, ventilation and air conditioning (HVAC) system upgrades/replacements including the addition of an outdoor winter air cooling system for M-Building; and
 - investment into the real time operating system (RTOS) for utilities extending beyond electrical metering to include natural gas and water metering and possibly some electrical sub-metering.
- ❖ 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 put in place, in partnership with Institutional Research. Librarians continue to instruct students and support faculty but with a

Section A: Report on Previous Year's Goals

focus on information literacy and how to do 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 any sort of group work.

- ❖ The 2010-11 Student Athletic Program has been enhanced in several ways. The program expanded friendly competition between Fanshawe intramural participants and other Colleges/University recreational participants. Open Rec Nights in the gymnasiums from 10 pm to midnight proved to be a very popular lifestyle fit with students, especially those in Residence. Consequently, sessions were expanded from two nights per week to three nights with an average of 50 students each night of the week playing a variety of sports. International students started indoor cricket and took advantage of the gymnasium availability to play table tennis, badminton and basketball during Open Rec times in the gym (9am and 5pm). A marketing and communication plan was initiated resulting in expanded media coverage and promotion.

A.1.2 Foster a workplace where employees are proud to contribute and grow

- ❖ A new employee portal was launched last year with project leadership provided jointly by the Information Technology and Marketing and Communications areas. This year, phase two of portal development was implemented – including feedback from users, technical upgrades, and content reconfiguration. Although there have been some start-up challenges, the portal has become a major, internal business tool with over 100 team sites. Staff sharing common interests, such as members of committees, can communicate with one another, post information, distribute, and share documents – all on-line.
- ❖ The College's bi-annual employee survey took place this fall inviting participation from all full-time and regular ongoing non-full-time employees. The tool measured overall job satisfaction and the level of engagement that employees feel with the College. In addition, the results detailed Fanshawe's strengths as an employer and identified areas for improvement in our processes, policies and practices. Supported by Human Resources, managers have reviewed the results, and identified and implemented initiatives to improve engagement and satisfaction.
- ❖ Human Resources (HR) has introduced multiple approaches this year to influence employee engagement. These included:
 - leveraging various communication formats, especially the employee portal, to facilitate access by employees to their own personal information;
 - enhanced training in collaboration and teamwork through the 'Crucial Conversations' Program for leaders, team development facilitation, and cultural competency courses;
 - updates to the Respect in the Workplace training and the development and delivery of new training offerings aligning with new legislation under the Ontario Health and Safety Act on Violence and Harassment in the Workplace (Bill 168); and
 - facilitating an investment of \$1.7 million in college-wide professional development.
- ❖ Over the course of the 2008/2009 year, HR engaged in a LEAN project that examined how the College could more effectively and efficiently transition applicants to full employee status. This past year the project was institutionalized with the launch of "Fanshawe Works".

Section A: Report on Previous Year's Goals

- ❖ As part of SEM, HR was involved in ensuring organizational effectiveness plans (e.g. workforce planning, change management, and continued implementation of the Human Resources Management System (HRMS)) throughout 2010/11.
- ❖ A favourable external audit of the College's Corporate Health and Safety Management System (CHSMS), which yielded a 13% improvement over the 2006 audit, was completed in 2008/09. The College has continued to further its improvement efforts by implementing actions to address the auditor's recommendations. The College has now completed planned improvement efforts and continues to be on target and prepared for an audit during the 2011/12 year.

A.1.3 Engage in applied research and scholarly activity

- ❖ Fanshawe's strategic research plan has identified several thematic areas of concentration within its academic faculties. Critical mass is being developed in those areas which span industry, community, and internally focused areas of interest. Projects undertaken include industry-focused commercialization projects, projects with community service based organizations, and projects related to teaching, learning and student success. Student engagement in applied research has continued to increase with over 500 students engaged in projects in the 2010/11 academic year.
- ❖ The College received a five year grant of \$2.3 million in September 2009, to further develop its Centre for Sustainable Energy and Environments (CSEE). CSEE, working with the renewable energy sector in the London region, brings together academic, entrepreneurial, technical and business expertise to help companies innovate in the fields of energy and the environment, with a focus on alternative energy management and green technologies. Twenty-two projects were started or are already underway in the 2010/11 year. These projects include:
 - **Solar-Powered Concrete De-Icing System** - aimed at utilizing solar power for operating concrete de-icing systems in place of electricity from the power grid;
 - **Solar-Powered Utility Vehicle** - working on improved control systems for small electric vehicles to optimize recharging and storage efficiency thereby extending the time between recharges from the grid;
 - **Solar-Power station optimization** - focuses on development of an algorithm and control/feedback system to effectively manage solar energy and transmit it to the Ontario power grid. The project includes computer simulation and feasibility studies, systems construction, testing and proving;
 - **Solar array efficiency** - exploring ways to increase the efficiency of solar arrays;
 - **Solar Awnings & Blinds** - a project to develop aesthetically-pleasing shading devices (awnings and blinds) that also can collect, store and utilize solar energy as an additional energy source in residential and commercial buildings;
 - **Grow green** - aimed at developing an environmentally-friendly greenhouse plant production system using reclaimed energy and by-products from composted organic waste. Grow Green tests this concept, develops growing techniques and processes and evaluates various crops and plants grown using this system;

Section A: Report on Previous Year's Goals

- **Next-generation wind turbine** - a project in partnership with Vital Group Inc., a wind turbine manufacturer located in Southwestern Ontario, to develop a small 3kW wind turbine suitable for use by residents living in urban communities. The School of Applied Science & Technology is developing the generator, and testing and validating the new product; and,
 - **Evaluating Strengths and Durability of Beams and Slabs** - targeted at better concrete composition and improved construction techniques with the goal of strengthening and extending the life of concrete infrastructure.
- ❖ In addition to externally funded research projects, internal seed funds continue to stimulate innovative research projects. There is continued 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 are being integrated into curriculum, as evidenced by sustained activity such as the following:
- Work associated with the Solar Powered Utility Vehicle was published in the May 2010 edition of the IEEE Journal, "Transactions on Power Electronics". The Solar powered utility vehicle is an ongoing project, however, this year saw the optimization of the hardware and software with two prototypes being slated for field-testing on the Thames Valley Golf Course in London as well as at River Run Golf Course in Chatham. Work on the SUV shall continue by a co-op student in 2011-12;
 - The Solar Power Optimization Project is an ongoing project, however, this last year saw the installation of two tracking solar panels on the top of 'B' building with associated instrumentation installed by a co-op student in B1030-1. Work on the instrumentation shall continue by a co-op student in 2011-12; and
 - Business students in the Lawrence Kinlin School of Business have continued to conduct practical projects with community employers related to market research, marketing strategy, and business plans. Approximately 100 projects were conducted over the past year.
- ❖ Through a recent real property gift from the City of London the College will be well positioned to better leverage and advance its strategic research plan. An economic summit hosted by the London Economic Development Corporation in September 2009 identified the importance of advanced manufacturing and the related roles of the University of Western Ontario and Fanshawe College to London's future economy. This summit led the City of London to invite both UWO and Fanshawe to join the City in a joint venture partnership for the purpose of developing Phase IV of the Innovation Park, located on the northeast corner of the Veterans Memorial Parkway and Bradley Avenue intersection, into the Advanced Manufacturing Park. To date, the land was acquired but it has not yet been developed.
- ❖ Research support has continued to be provided to academic areas by the College's enabling areas. Several enabling areas, including Strategy and Planning, the Student Support Services Division, and International Partnerships, have conducted, lead and/or partnered to complete research that supports planning and decision-making.

Section A: Report on Previous Year's Goals

- ❖ Strategy and Planning (SP), through enhanced resources, has expanded its leadership to cross-functional teams in the development of complex data analysis, proposals, College policies and position and concept papers to support the information and reporting requirements of the College, Board of Governors, and government. As departmental goals, objectives and activities were finalized by Faculty and Enabling Areas this year, SP facilitated the development of associated performance metrics and action plans to address aspects of performance variance. As part of the Strategic Enrolment Management initiative, SP has also ramped up its ability and capacity to ascertain credible and actionable market intelligence about the market segments that the College should be pursuing and the ways in which it should be differentiating itself to increase its competitive advantage.
- ❖ In collaboration with SP, Student Success Services staff analyzed student data to determine if there are measures that are predictive of student engagement and success. The aim is to identify metrics that are predictive of a lack of student engagement that may be helpful in developing a student risk profile. Usage data from the learning management system, Fanshawe On-Line (FOL), was assessed by examining possible correlations between student achievement and interaction with FOL. Other areas of study included analyzing new KPI data on student engagement for trends and indicators that may assist in developing student success strategies and also exploring success rates of on-line learners to determine what additional supports and services efforts are required to enhance their success.
- ❖ Counselling and Accessibility Services completed its third and final year of the federal government funded research project, Essential Skills On-line: A Consortium Project, in partnership with Canadian Virtual College Consortium (CVCC) and Bow Valley College. The research focused on developing adaptive technology strategies to support the distance learning of students and apprentices with disabilities or learning challenges. The CVCCD project was completed in late January 2011. Counselling and Accessibility Services continues to partner with LEADS Employment Services, Regional Mental Health, and University of Western Ontario to examine the supports required for Fanshawe College students with mental health issues to persist academically and to progress to employment.
- ❖ International Partnerships collaborated this past year with the Canadian Bureau of International Education to solicit the participation of almost 18,000 Fanshawe College students and select senior administrators in the first Canada-wide survey of college and university students' study abroad experiences. A more detailed project, under the same umbrella, will focus upon outcomes for recipients of the Ontario International Education Scholarship. Results will help shape tools that better prepare and debrief study abroad students in order to optimize their learning and skills training while studying abroad. Participation in these activities directly aligns with the Province of Ontario's goal to increase student mobility.
- ❖ Fanshawe College also recognizes the importance of mobilizing research knowledge to the broadest number of College constituents so that professional practice and decision-making become increasingly evidence-informed. In support of this goal, the College hosts a number of research based speakers over the course of the academic year. Examples include:
 - The Visiting Scholar Series in the School of Nursing which spotlights leading national and international scholars and their unique research. To date, there have been four visiting scholars presentations with very good attendance from other Schools & the undergraduate and graduate programs in nursing at Western.

Section A: Report on Previous Year's Goals

- The Fanshawe “Looking to the Future” Speaker Series led by Strategy and Planning introduced several strategic speaker to senior managers, chairs, managers, other staff, and the Board of Governors. Each speaker provided his or her unique perspective on mid-term challenges and opportunities of a political, economic, social and technological nature that may impact post-secondary planning. Speakers included Dr. Michael Bloom from the Conference Board of Canada, Dr. Rick Miner, author of *People Without Jobs, Jobs Without People*, Linda Franklin, President and CEO of Colleges Ontario, and Dr. Scott Swail, President and CEO of the Education Policy Institute based in Virginia Beach, USA.

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 initiatives that supported student success.

A.2 Student Success (Policy A-35)

A.2.1 Encourage and enhance student success

- ❖ “Becoming a Better Student” is a free FanshaweOnline (FOL) course that was created and made available to students this spring. There are currently 349 students registered to use it with an average time on content of 26 minutes. (This data relates to the entire academic year since the course became active March 8th, 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.
- ❖ Fanshawe Faculty have the ability to identify at-risk students through myFanshawe. Once faculty fill out a web form the Student Success Advisor (SSA) is made aware of the student and an email is directed to the student to encourage them to contact their SSA. Students who make appointments meet with the SSA and appropriate interventions and next steps are determined.
- ❖ With a focus on student success and engagement, the College developed activities and strategies to strengthen students' skills and abilities in mathematics. A Math Committee (which reports to the Academic Managers Group) is currently developing this plan. Among others, this Committee includes the College Math Coordinator, Mark Henning and Chair of the School of Applied Science & Technology, John Makaran. An analysis of the overall success of math courses was recently completed by the College's Institutional Research (IRP) department. This IRP study included the recent results of the College Math Project as well as linkages between high school and college curriculum. In the next academic year, the College plans to provide additional resources to expand the staffing levels of the mathematics area in the Learning Centre.
- ❖ A FAQ guide to ‘Student Success’ as well as a ‘Student Guide to Success Service’ has been developed. Additionally, a ‘Year in the Life of a First Year Fanshawe Student’ (a document

Section A: Report on Previous Year's Goals

for new students, outlining a month-by-month guide of the first year) was created to help students better orient themselves to college life. This PDF document includes embedded hyperlinks which enable the student to navigate to appropriate web resources.

- ❖ Counselling and Accessibility Services has identified emerging student development and wellness needs, implemented student awareness strategies, and targeted activities to address these needs. These new initiatives were added to a wide range of supports already in place, including groups for mature students and those with eating disorders and workshops / awareness education related to stress, sexual assault, and suicide. Customized outreach and transitional programming was provided for vulnerable prospective student populations - such as students with disabilities - to encourage participation in post-secondary education, academic readiness, appropriate program selection, and skill development for academic success at college.
- ❖ The provision of expanded 24/7 services for students is becoming the focus of a number of departments throughout the College. For example, in collaboration with Library and Media Services and Marketing and Communications, Counselling and Accessibility Services developed and implemented a 24/7 on-line resource for students who may be experiencing or at risk of developing mental health concerns. Social media was also utilized to engage students, assist them to self-identify mental health concerns, increase their awareness of available resources and supports, and assist them to pursue referrals to campus counseling services and community agencies.
- ❖ Increased three year funding to enhance Aboriginal services was received from MTCU, resulting in the hiring of three new full time positions, including the Aboriginal Outreach and Transitions Advisor, the Aboriginal Student Success Advisor, and the Customer Service Representative for the First Nations Centre (FNC). FNC staff has been collaboratively building relationships with local First Nation communities, Aboriginal Education Institutes, and Aboriginal community organizations to increase Aboriginal students' participation in post-secondary education and apprenticeship programs and facilitate their successful transition to the College. The Aboriginal Student Success Advisor has worked closely with PSE Counselors from First Nations communities to identify and support students who need extra supports. Study skills sessions have been offered in the FNC throughout the academic year.
- ❖ The School of Language and Liberal Studies has expanded WRIT into the School of Human Services. The introduction of WRIT into the programs within the School of Human Services is the continuation of the Colleges' commitment to improve student success by providing learners with the ability to improve their communication skills. The expansion of WRIT should improve the graduation rate at Fanshawe College.
- ❖ Athletics lead a working group with representation from Academic Services, Student Success Services, the Student Union and coaches in a review of the academic success policy, program and processes for intercollegiate athletes. As part of this review, academic eligibility data for intercollegiate teams was assessed. Workshops on the revised policy and program were provided to athletes.
- ❖ Several recruitment activities were completed. An enhanced College wide guidance symposium occurred designed to inform secondary school counselors about academic programs and update them on critical college admission information as well as relationship building. Guidance counselor dialogues were attended in North, East, Central and Eastern

Section A: Report on Previous Year's Goals

Ontario. Increased numbers of specialized tours targeting Grade 10 career classes, Second Career and mature students were deployed. Half day for grade 7 and 8 students during education week including presentations, tours and hands on activities. Our on-campus Grad Fair, Spring and Fall Open Houses, live on-line chat nights, and tailored First Nations recruitment campaigns were some of the other successful recruitment examples of the past year.

- ❖ A cross-College conversion project to ensure qualified applicants become confirmed students was co-led by the Marketing area and the Office of the Registrar and supported by Strategy and Planning. This tactical enrolment strategy has been embraced by all areas of the College including those that have traditionally had high applicant numbers or oversubscribed programs. A comprehensive, College-wide project on a continuous basis will ensure an ongoing commitment to 'the right fit' or the best students in the right program in order to launch their plan for success.
- ❖ A partnership between the Lawrence Kinlin School of Business and Nipissing University has provided the opportunity for graduates of the Business Administration Accounting program and Business Administration Marketing program to earn a Bachelor degree from Nipissing without leaving London. The Nipissing courses are offered on-line but students in the program also attend seminars on-site at Fanshawe, facilitated by local instructors. This delivery method provides students with the opportunity to interact and learn with both the Nipissing professors and with industry-experienced instructors at Fanshawe. The new Business Administration and Leadership Program and the new Business Administration HR program will launch in Fall of 2011, and the Nipissing agreement has been extended to graduates of these two new programs.
- ❖ The Faculty of Art, Media and Design has employed a systematic strategy to enable the success of its students over the academic year. Elements of the strategy included:
 - improving clarity and consistency in Course Information Sheets (CIS)
 - fine art and fine art foundation curriculum and CIS were fully examined and revised
 - radio and journalism programs had workshops on CIS
 - program reviews in Theatre Arts, TV News and Corporate Communication and Public Relations lead to improvements in curriculum and CIS
 - providing all faculty with relevant tools and appropriate training
 - software upgrades (for several program areas)
 - new personal computers (several faculty)
 - training opportunities: SEM workshops, software, conferences, etc.
 - some department wide events and some program specific events
 - and implementing faculty-to-student mentoring as required.
 - some research projects with curriculum goals
 - summer make up courses for students out of sync
- ❖ The School of Building Technology developed and implemented a retention pilot project for one of the 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

Section A: Report on Previous Year's Goals

result, the approach was expanded and adopted more broadly in the Fall of 2011.

- ❖ The Faculty of Health Sciences and Human Services implemented changes to the process for managing student internships in an effort to improve the experience for students. This prospective change is expected to help the students better understand internship requirements and agencies to better track, support, and evaluate interns.

A.3 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 support a number of the labour market needs as defined by both Board policy and the College's related Strategic Direction.

A.3.1 Support strategic growth in current and new markets, both domestic and international

- ❖ College wide, 2010/11 domestic post-secondary enrolments in the proposed budget were projected to increase by 0.21%. The actual growth to budget was 2.7% for the year.
- ❖ The Faculty of Arts, Media and Design took numerous steps to expand its reach to prospective students. Design and Contemporary Media further penetrated the GTA, university graduate, and international student markets for all of its graduate programs and specific clusters of diploma and post-graduate programs. The School of Design continued to develop and refine its offering of programs at the Millennium Institute of Technology and Management in Saudi Arabia. An articulation agreement has been reached with Positivo University in Brazil and coop placements have been successfully arranged in Bermuda. Discussions are underway with Huddersfield University in the UK with expectations of a finalized agreement in the Fall 2011.
- ❖ In the Faculty of Health Sciences and Human Services, several program innovations are expected to lead to increasing enrolments including:
 - exploration of BScN clinical placements in the Dominican Republic and Peru; and InterProfessional Education placement in Costa Rica which occurred in Feb/March 2011 and will continue to be offered in 2012
 - the development of ladders and pathways related to credential bridging programs for internationally educated nurses through the collaborative degree in Nursing with U.W.O. The BIEN program is now in place and has renewed funding. To date there have been 23 graduates from the program.

Section A: Report on Previous Year's Goals

- ❖ Over the course of last year, Strategy and Planning, Marketing and Communications, and the Office of the Registrar worked very closely - as part of the SEM initiative - to link and analyze internal and external data to assess the viability of new and emerging markets and student segments. Together these groups routinely provided evidence-based recommendations to the SEM Committee, task forces responsible for new program design and testing, and senior leaders vested with strategic planning responsibilities.
- ❖ The number of students registering with the First Nations Centre (FNC) increased to 275 students in 2010-2011. This represents a 34% increase from the 206 Aboriginal students registered with the FNC in 2009-2010, and a 79% increase when compared to the 154 Aboriginal students registered with the FNC in 2008-2009. The Aboriginal Student Success Advisor has been working to meet with every student registered with the FNC to develop an individualized 'Student Success Plan' to support the student's retention, academic and personal success while in college.

A.4 Other

A.4.1 Engage the support of community partners and patrons

- ❖ The Fanshawe College Foundation serves as a key link in engaging the support of community partners and patrons. Since its launch, April 1, 2008, the Foundation has continued to raise its profile as a charitable organization creating enhanced opportunities for philanthropy and partnerships at Fanshawe. One-to-one donor and partner meetings, communications and marketing initiatives augmented by special events, cultivation events and fundraising programs are being utilized to support community outreach.
- ❖ The Fanshawe College Foundation has continued to utilize multiple methods to recognize student excellence and to create the conditions for student success. Key work last year included:
 - focused and systematic outreach to community partners, alumni and staff leading to substantial increases in the value of available student awards and bursaries;
 - the development of new promotional materials and enhancements to the fledgling annual report of the Foundation; and
 - leveraging the provincial Ontario Trust for Student Support funding to attract new donors for student bursaries.
- ❖ Building on the success of the first community conference held in March 2010 (organized by the LKSB and sponsored by the London Free Press), with the theme of e-marketing, the conference ran again in 2011. The staging of the conference required strong teamwork between the LKSB, the Fanshawe College Foundation, and several Fanshawe departments including Marketing and Communications, Facilities Management, Alumni Affairs and Finance/Purchasing. This conference will continue to position Fanshawe and the London community as a leader in the e-marketing sector.
- ❖ The LKSB has now completed 7 international exchange agreements with European Schools and is the first community college to participate in the Canada Euro Mobility Projects for Business students. The Chair of the LSKB is on the steering committee of both the College to College and College to University projects. Both of these projects are on track to have province wide agreements in place in 11/12.

Section A: Report on Previous Year's Goals

- ❖ Counselling and Accessibility Services has expanded its partnerships with area school boards and community organizations to support the effective transition to the College by vulnerable students including students with disabilities, Crown Wards, Aboriginal students, WSIB sponsored students and Second Career students. Counselling and Accessibility Services has also shared in the leadership of the London, Oxford, and Middlesex Crown Wardship Championship Team to promote increased participation of Crown Wards in post-secondary education.

SECTION B

Analysis of College Operational Performance



Section B: Analysis of College Operational Performance

Summary of Major College Achievements

The 2010/11 year was remarkable for many reasons not the least of which was that staff executed their typical operational duties while juggling SEM planning and implementation responsibilities as well. The combination of these two roles produced several interesting achievements, including but not limited to:

- The introduction of numerous new program offerings having good alignment to labour market needs and student interest;
- Increases in the number and range of formal articulation and partnership agreements between the College and other colleges and universities;
- Improvements and adjustments made to several key business processes including the streamlining of both student recruitment and admissions and of staff recruitment;
- Numerous improvements to learning supports (e.g. at-risk screening and intervention for learning, disability, and psycho-emotional concerns);
- Targeted enhancements to services for under-represented groups including aboriginals, mature students, etc.;
- More focused recruitment, retention, and success activities aligned to key student segments identified through the SEM process;
- Enhancements to technology that benchmark the College very favorably against other colleges and universities across North America (i.e., asynchronous, threaded discussions; synchronous activities; clickers; audio-based tools; video-based tools, and wireless connectivity);
- Significant growth in international student enrolment;
- Much more student-centric timetables; and
- Smart capital planning and development (e.g. the School for the Performing Arts, the Centre for Applied Transportation Technologies, etc.).

Objective Measures of Quality

On the suite of Key Performance Indicators (KPIs) that the MTCU requires all Colleges to undertake, Fanshawe once again performed very well. Specifically:

- Fanshawe met or exceeded the provincial and larger college average on measures related to: overall quality of learning experiences in the program; student satisfaction with knowledge and skills useful for a future career; and graduate satisfaction; and
- Fanshawe well exceeded the provincial and larger college average on measures related to: student satisfaction with overall quality of facilities/resources; and student satisfaction with overall lab/shop facilities and equipment.

Section B: Analysis of College Operational Performance

The College also annually administers a Confidential Instructional Feedback Survey to all students in its full-time programs, continuing education, and continuing education online. The survey measures professor effectiveness and quality of course design and content. For these two dimensions, and across the three program streams, student ratings were on average in the 'very good' to 'excellent' range.

Student success has been a key focus for a number of years and the College has invested significant resources and time to introduce strategies and supports having very positive impacts on student retention. Examples of investments include: the development and implementation of the Writing and Reasoning (WRIT) course; 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. Investments over the past five years have resulted in Fanshawe moving from 18th to 4th among the 24 colleges in terms of graduation rate. Fanshawe's retention rate remains consistently high with 75% of students entering their program in Fall 2009, returning in Fall 2010; and 83% of year two students returning for the same period.

Areas Meriting Increased Attention

Through the SEM process, it has become abundantly clear that Fanshawe – not unlike most other Colleges – will need to become increasingly resourceful and agile in its efforts to introduce new learner enabling technologies and alternative forms of delivery (i.e., hybrid and on-line). Increasingly research is suggesting that students who take on-line learning classes learn more and perform better on average than those exposed to traditional methods. Hybrid approaches work best of all. On-line enrolments across North America continue to grow at rates far in excess of the total higher education student population. Clear space for growth exists in the Canadian college on-line market place, particularly for the provision of education preparing students for administrative and regulatory occupations.

Although satisfaction rates of international students toward the Fanshawe learning and student life environment are extremely favorable, particularly when benchmarked against other colleges and universities throughout North America, there still exists some room for improvement. Fanshawe, not unlike other Colleges in Ontario, is relatively new to providing education to international students. With each foray into recruitment of a new and promising international student segment comes a responsibility to clearly learn about and understand the distant culture and to tailor the college experience accordingly. This includes not only cultural sensitivity within the organization, but access to specialized learning supports, spaces set aside for religious observances, food choice alternatives and so on.

SECTION C

Analysis of College Financial Performance



Section C: Analysis of College's Financial Performance

The consolidated financial statements for The Fanshawe College of Applied Arts and Technology (“the College”) which are attached contain the consolidated results for the College, Fanshawe College Foundation (“the Foundation”) and Fanshawe International Corporation (FIC). The separate financial statements for both the Foundation and FIC are attached.

Fanshawe College Foundation

The Foundation was formed to support the growth of the College and the financial needs of its students. It has just finished its third year of operation. Support is provided to students through the provision of bursaries and scholarships. The College will receive support for capital improvements from time to time from the funds derived from fundraising campaigns. The Foundation had an increase in net assets of \$1.2M in the year just ended driven primarily by an increase in the market value of the investments it holds from endowments and restricted contributions. Student assistance (bursaries and scholarships) of almost \$300,000 were provided in the year.

Fanshawe International Corporation

FIC was formed to provide teaching and training activities outside Canada using the expertise we have developed within the College. Revenues and surpluses have been below \$100,000 for the last two years with a surplus of \$62,000 in the year just ended.

Fanshawe College

The College had a consolidated surplus of \$15.6M in the year just ended (\$19.9M in 2010). The impact of CICA reporting requirement adjustments was to increase the operating surplus by \$13.3M (\$22.1M in 2010). These required adjustments relate to the valuation of investments and the accounting for capital assets and related contributions. This surplus included an increase in our operating fund balance of almost \$800,000. Total revenues increased by \$7.8M over the previous year while total expenditures increased by \$12.1M. More detail of the changes in revenues and expenditures are provided below. Charts for both revenue and expenditures covering the last six years are attached.

Section C: Analysis of College's Financial Performance

Revenue

Government Grants – grant revenues increased by a net of \$3.5M in the year. This includes an increase in the General Purpose Operating Grant (GPOG) of \$4.1M. The GPOG increase is driven by the year over year change in our Full Time Post-Secondary (FTPS) enrolments in the year ended in 2010. The fall FTPS count increased by almost 11% over the same time in 2008.

Enrolment Revenue – FTPS enrolments were fairly consistent year over year. The \$5.9M increase in revenues was driven partly by rate increases as allowed and by a large increase in International enrolments. Significant overseas activity resulted in an increase in international student revenues of \$2.5M. Enrolment trends are presented separately for FTPS in attachments.

Ancillary revenue – the increase of \$0.9M in Ancillary revenues was the result of the opening of our third residence of 400 new beds for a full year's operation. Revenues associated with the Residence operations increased by \$1.2M over the previous year.

Other revenue – this category decreased by \$2.5M from 2010 largely due to the losses realized on investments and a \$3.0M decrease in the gain on derivative financial instruments from what we had made in 2010.

Expenditures

Instructional service – Expenditures in this grouping include, but are not limited to, academic programs funded by government and contract training funded by business and industry. The addition of new faculty and academic staff positions along with salary cost increases contributed to the \$7.5M increase in these costs year over year. The addition of new positions was influenced by the addition of new programs and by the dramatic increase in enrolments that we experienced in 2010 as discussed above.

Instructional support service – Activities in this group primarily support Instructional Services and contribute to the learning process, which may or may not attract additional revenue. Examples include, but are not limited to, the Library and Research and International Partnerships. The \$1.3M increase in costs is primarily a response to the increases we have been experiencing in both FTPS and International student enrolments.

Student service – These services support the needs of students either in the learning process or in student life activities. Examples include the Registrar's Office, Counselling and Accessibility Services and Athletics. The \$0.5 million increase in expenditures is attributable to costs that are partially offset by special purpose revenue and grant increases such as the increased funding for First Nations Centre initiatives. It is also impacted by growing overall enrolment numbers.

Section C: Analysis of College's Financial Performance

[Expenditures – continued]

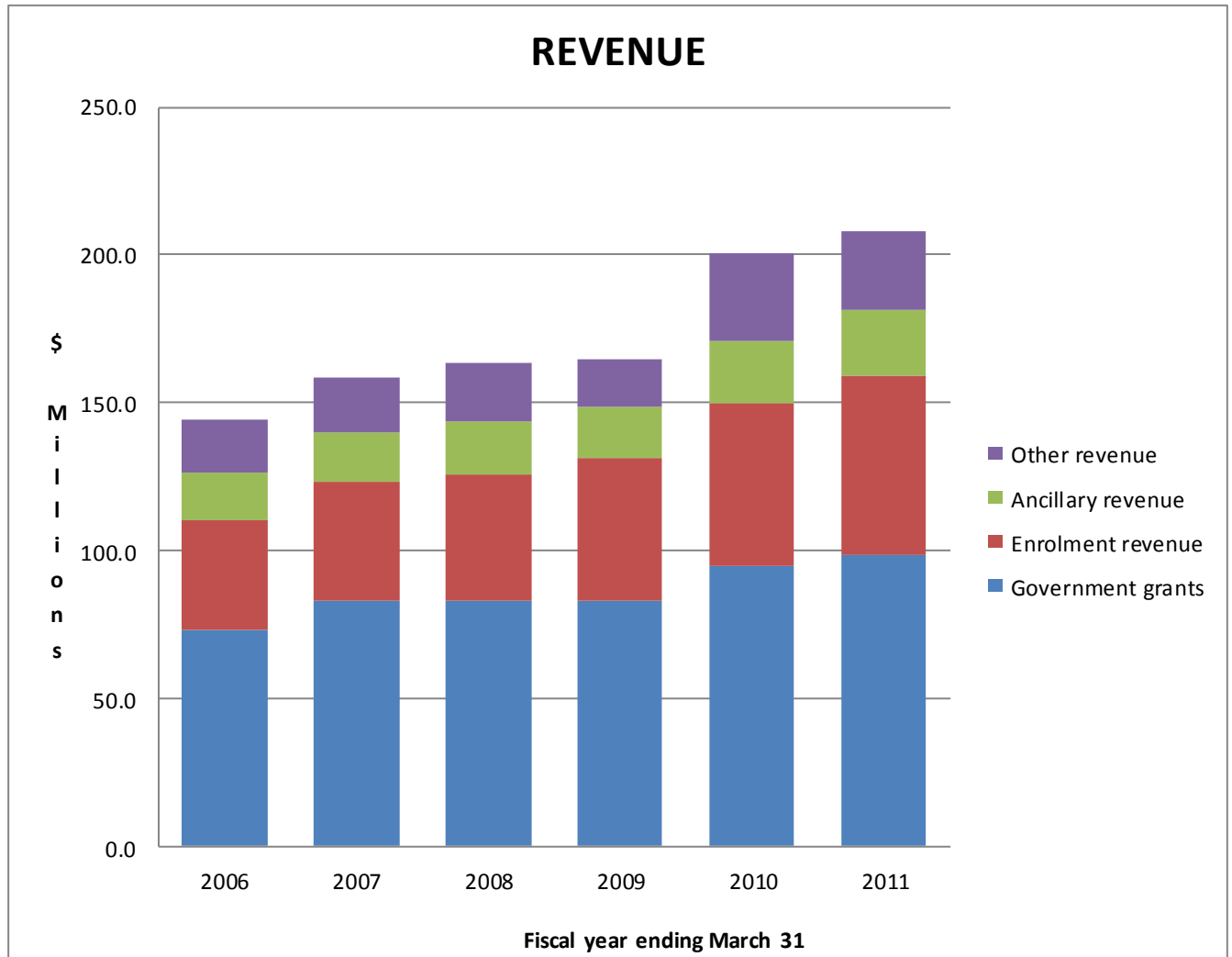
College service – these expenditures primarily serve the needs of the College as a corporation. Examples include, but are not limited to, the Board of Governors, Development Office, Human Resources and Financial Services. Salary increases and expanding corporate service requirements to support our expanded enrolment base have driven the \$1.2M year over year increase in these costs.

Ancillary service – these activities are primarily user-pay services that are provided at competitive rates as a convenience to students, and in some cases the College. Examples include the College Stores, the Residences and Parking Services. The \$1.8M increase in expenditures is offset by associated ancillary revenue increases and can be largely attributed to the full annualized impact of the third London campus residence operations and associated long term debt interest cost.

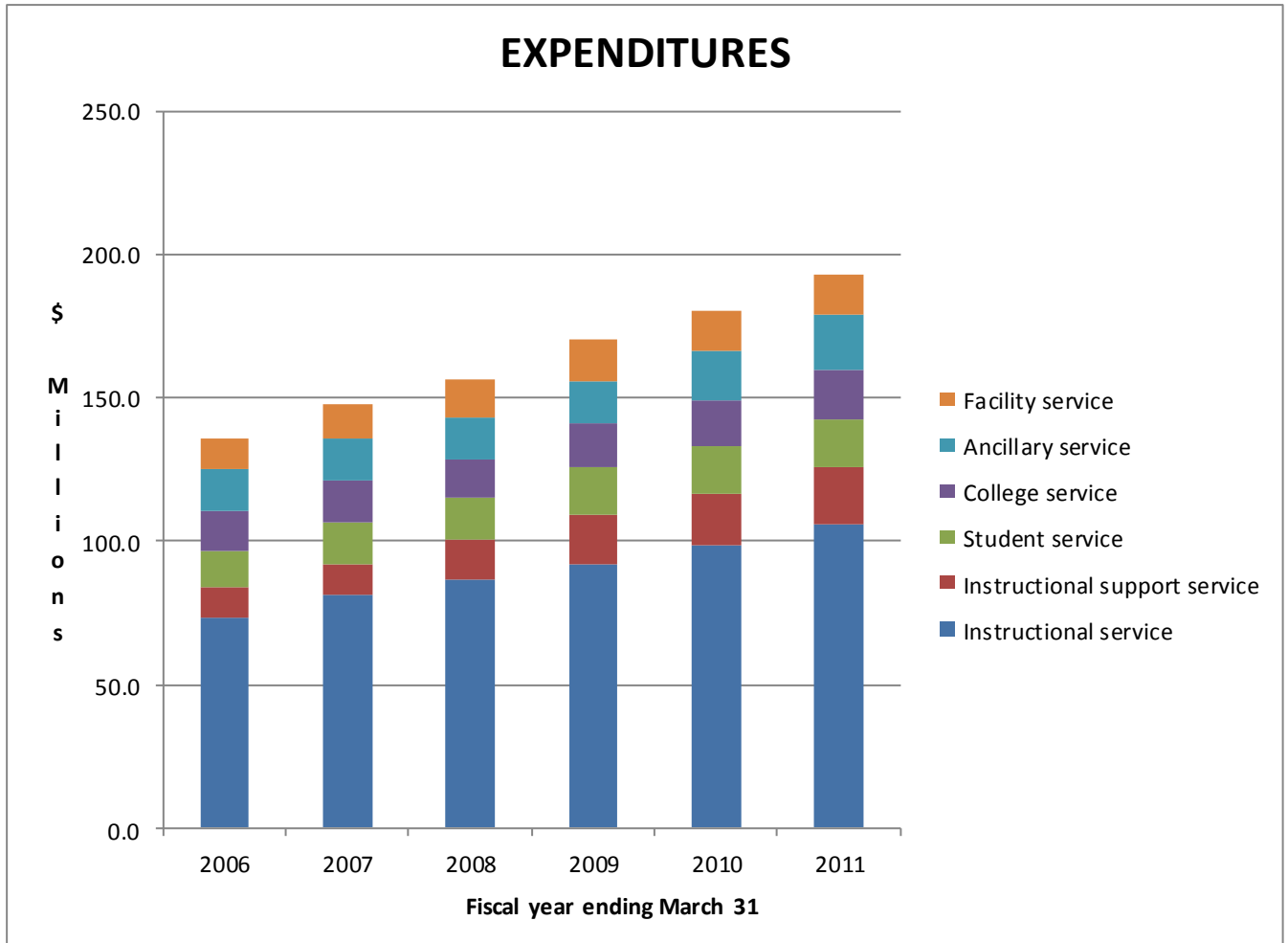
Facility service – this group comprises the costs associated with providing a physical learning and working environment that is both safe and secure and is in compliance with numerous codes and regulations. Examples include, but are not limited to facilities planning and development, maintenance, utilities, custodial services, and security. Savings were realized on some utilities costs and fewer operating dollars, compared to last year, were allocated to capital projects. The utility savings reflect the impact of past investments in energy conservation initiatives. Although there were other inflationary and space increases over the past year the expenses in this group fell by \$0.1M from 2010.

Section C: Analysis of College's Financial Performance

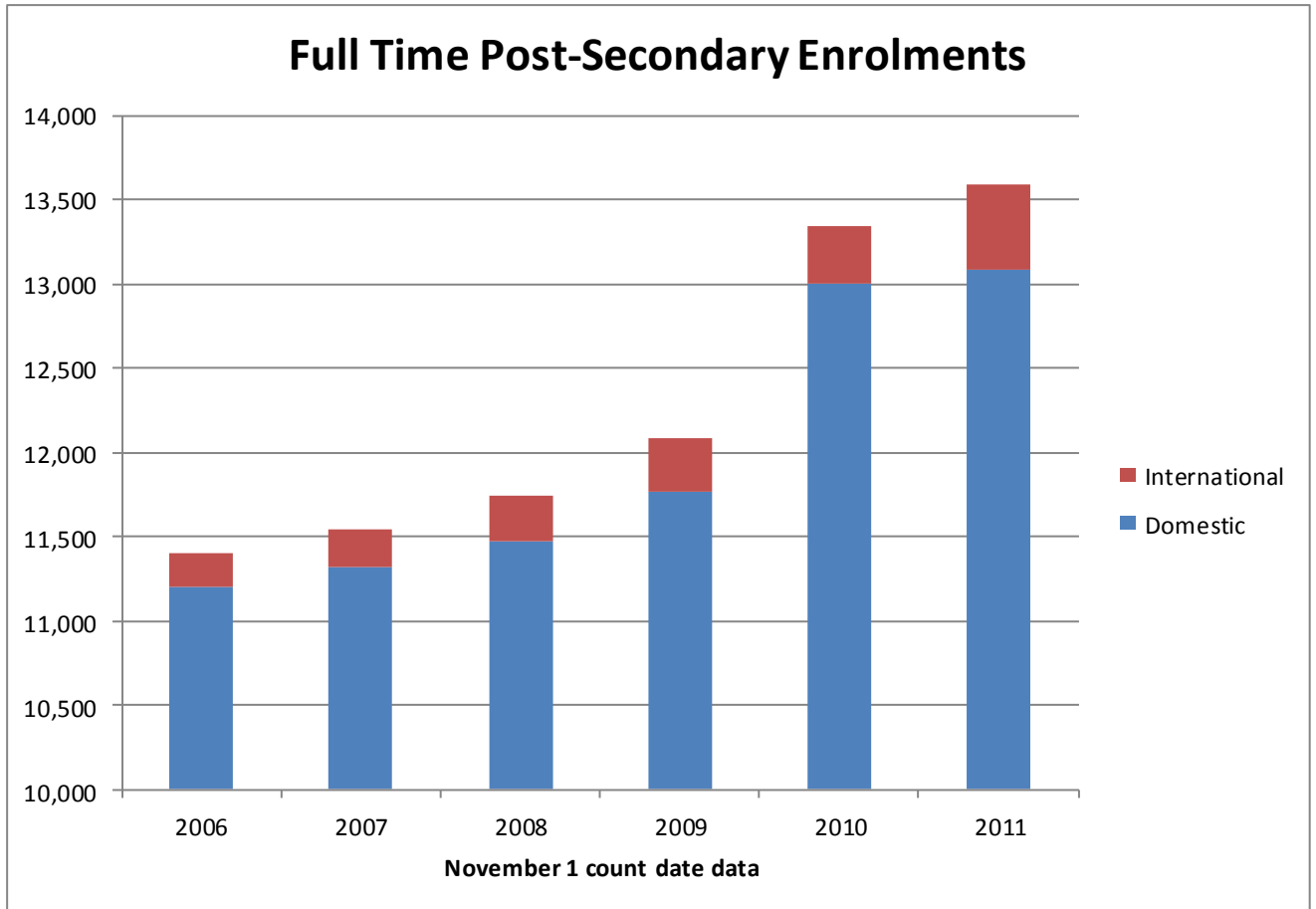
[ATTACHMENTS]



Section C: Analysis of College's Financial Performance



Section C: Analysis of College's Financial Performance



SECTION **D**

Subsidiaries and Foundations



Financial Statements of

FANSHAWE INTERNATIONAL CORPORATION

Year ended March 31, 2011

FANSHAWE INTERNATIONAL CORPORATION

UNAUDITED

Statement of Financial Position

March 31, 2011 with comparative figures for 2010

	2011	2010
Assets		
Current assets		
Cash	\$ 290,488	\$ 214,433
Accounts receivable	30,735	38,483
	<u>\$ 321,223</u>	<u>\$ 252,916</u>
Liabilities and Shareholder's Equity		
Current liabilities		
Accrued liabilities	\$ 1,100	\$ 2,200
Due to parent (Note 2)	102,483	95,515
	<u>103,583</u>	<u>97,715</u>
Share capital		
Common shares issued and outstanding (Note 3)	100	100
Retained earnings		
Balance, beginning of year	155,101	90,033
Excess of revenue over expenditures	62,439	65,068
Balance, end of year	<u>217,540</u>	<u>155,101</u>
	<u>\$ 321,223</u>	<u>\$ 252,916</u>

FANSHAWE INTERNATIONAL CORPORATION

UNAUDITED

Statement of Operations

March 31, 2011 with comparative figures for 2010

	2011	2010
Revenue		
Contracted services	\$ 65,750	\$ 71,023
Miscellaneous	2,538	1,658
	<u>68,288</u>	<u>72,681</u>
Expenditures		
Other supplies and expenses	22	757
Professional fees	1,049	1,100
Travel	4,778	5,756
	<u>5,849</u>	<u>7,613</u>
Excess of revenue over expenditures	\$ 62,439	\$ 65,068

FANSHAWE INTERNATIONAL CORPORATION

UNAUDITED

Statement of Cash Flows

March 31, 2011 with comparative figures for 2010

	2011	2010
Cash provided by:		
Cash flows from operating activities		
Excess of revenue over expenditures	\$ 62,439	\$ 65,068
Items not involving cash:		
Change in non-cash working capital items	6,648	(37,383)
	<u>69,087</u>	<u>27,685</u>
Cash flows from financing activities		
Advances from parent	6,968	6,491
	<u>6,968</u>	<u>6,491</u>
Increase in cash	76,055	34,176
Cash, beginning of year	214,433	180,257
Cash, end of year	<u>\$ 290,488</u>	<u>\$ 214,433</u>

Year ended March 31, 2011

Fanshawe International Corporation is an incorporated entity which conducts teaching and training activities primarily outside Canada.

1. Significant accounting policies:**(a) General:**

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles.

(b) Revenue recognition:

Revenue from operations and other revenue is recognized when the services are provided or the products are sold.

2. Due to parent:

Fanshawe International Corporation is a wholly owned subsidiary of The Fanshawe College of Applied Arts and Technology. The balance represents the amount owing from Fanshawe International Corporation to The Fanshawe College of Applied Arts and Technology.

3. Share Capital:

There was no change for the year ended March 31, 2011. The balance represents 100 common shares issued and outstanding at \$1 per share to The Fanshawe College of Applied Arts and Technology.

4. Income Tax Status:

Deloitte & Touche LLP has provided an opinion that Fanshawe International Corporation is exempt from taxable income under paragraph 149(1)(d.2) of the Income Tax Act since Fanshawe International Corporation is a wholly owned subsidiary corporation of The Fanshawe College of Applied Arts and Technology, which is considered an Ontario crown corporation. Paragraph 149(1)(d) of the Act exempts both federal and provincial crown corporations from paying tax on income.

Financial Statements of

FANSHAWE COLLEGE FOUNDATION

Year Ended March 31, 2011

Independent Auditor's Report

To the Board of Directors of
Fanshawe College Foundation

We have audited the accompanying financial statements of Fanshawe College Foundation, which comprise the statement of financial position as at March 31, 2011, and the statements of operations, changes in net assets, and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

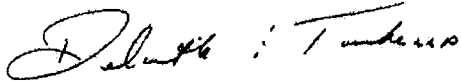
Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Fanshawe College Foundation as at March 31, 2011, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

A handwritten signature in black ink, appearing to read "Deloitte Touche".

Chartered Accountants
Licensed Public Accountants
June 8, 2011

FANSHAWE COLLEGE FOUNDATION

Statement of Financial Position

March 31, 2011, with comparative figures for 2010

	2011	2010
Assets		
Current assets		
Cash and cash equivalents (Note 3)	\$ 394,821	\$ 258,612
Restricted cash (Note 4)	173,565	461,586
Accounts receivable (Note 5)	622,035	724,946
	<u>1,190,421</u>	<u>1,445,144</u>
Investments (Note 6)	12,386,224	10,412,096
	<u>\$ 13,576,645</u>	<u>\$ 11,857,240</u>
Liabilities and Net Assets		
Current liabilities		
Accounts payable and accrued liabilities	\$ 11,201	\$ 13,239
Current portion of restricted contributions	39,287	38,037
	<u>50,488</u>	<u>51,276</u>
Deferred contributions		
Restricted contributions	1,433,231	905,382
Net assets		
Endowments	12,059,683	10,873,682
Unrestricted	33,243	26,900
	<u>12,092,926</u>	<u>10,900,582</u>
	<u>\$ 13,576,645</u>	<u>\$ 11,857,240</u>

See accompanying notes to financial statements.

FANSHAWE COLLEGE FOUNDATION

Statement of Operations

Year ended March 31, 2011, with comparative figures for 2010

	2011	2010
Revenue		
Restricted contributions	\$ 260,034	\$ 247,394
Investment income (loss)	35,650	(2,878)
Miscellaneous	80,170	81,403
	<u>375,854</u>	<u>325,919</u>
Expenditures		
Student assistance	260,034	247,394
Operating supplies	11,352	17,103
Contracted services	32,077	30,076
Other operating costs	66,048	25,011
	<u>369,511</u>	<u>319,584</u>
Excess of revenue over expenditures	\$ 6,343	\$ 6,335

See accompanying notes to financial statements.

FANSHAWE COLLEGE FOUNDATION

Statement of Changes in Net Assets

Year ended March 31, 2011, with comparative figures for 2010

	Endowments	Unrestricted	2011 Total	2010 Total
Balance, beginning of year	\$ 10,873,682	\$ 26,900	\$ 10,900,582	\$ 8,010,850
Excess of revenue over expenditures	-	6,343	6,343	6,335
Endowment contributions (net)	748,550	-	748,550	1,376,387
Transfers	437,451	-	437,451	1,507,010
Balance, end of year	\$ 12,059,683	\$ 33,243	\$ 12,092,926	\$ 10,900,582

See accompanying notes to financial statements.

FANSHAWE COLLEGE FOUNDATION

Statement of Cash Flows

Year ended March 31, 2011, with comparative figures for 2010

	2011	2010
Cash provided by:		
Cash flows from operating activities		
Excess of revenue over expenditures	\$ 6,343	\$ 6,335
Change in non-cash working capital items (Note 9)	100,873	(747,584)
Net increase in deferred contributions related to restricted contributions	529,099	426,328
	<u>636,315</u>	<u>(314,921)</u>
Cash flows from investing activities		
Restricted cash	(288,021)	(1,376,904)
Endowment contributions	288,021	1,376,904
Long term investment	(500,106)	-
	<u>(500,106)</u>	<u>-</u>
Increase (decrease) in cash and cash equivalents	136,209	(314,921)
Cash and cash equivalents, beginning of year	258,612	573,533
Cash and cash equivalents, end of year	\$ 394,821	\$ 258,612

FANSHAWE COLLEGE FOUNDATION

Notes to Financial Statements

Year ended March 31, 2011

Fanshawe College Foundation ("the Foundation") is an incorporated entity that was established to support The Fanshawe College of Applied Arts and Technology ("the College") with meeting its fundraising needs as specified by the College. The Foundation is a registered charity under the Income Tax Act and accordingly is exempt from income taxes, provided certain requirements of the Income Tax Act are met. The Foundation was incorporated in December 2006, was granted charity status in June 2007, and became active in April 2008.

1. Significant accounting policies:

(a) General:

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and reflect the following significant accounting policies:

(b) Revenue recognition:

The Foundation follows the deferral method of accounting for contributions, which include donations.

Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Externally restricted contributions other than endowment contributions are recognized as revenue in the year in which the related expenses are recognized.

Deferred restricted contributions represent unspent donations for bursaries and scholarships, programs and other purposes.

Endowment contributions, having externally imposed restrictions requiring that the principal be maintained intact, are recognized as direct increases in endowment net assets.

Restricted investment income is recognized as revenue in the year in which the related expenses are recognized. Unrestricted investment income is recognized as revenue when earned.

Materials and services donated to the Foundation are recognized as revenue in the year received and are recorded at their fair value. In 2011, the value of these donations in kind amounted to \$179,528 (2010-\$824,381).

Other revenue is recognized when the services are provided or the products are sold.

FANSHAWE COLLEGE FOUNDATION

Notes to Financial Statements

Year ended March 31, 2011

(c) Financial Instruments:

As permitted for non-profit organizations, the Foundation has decided to apply Section 3861, Financial Instruments-Disclosure and Presentation, in place of Section 3862, Financial Instruments-Disclosure, and Section 3863, Financial Instruments-Presentation.

Financial assets and financial liabilities are initially recognized at fair value and their subsequent measurement is dependent on their classification as described below. Their classification depends on the purpose, for which the financial instruments were acquired or issued, their characteristics and the Foundation's designation of such instruments. Settlement date accounting is used.

Classification

Cash and cash equivalents	Held for trading
Short term investments	Held for trading
Restricted cash	Held for trading
Accounts receivable	Loans and receivables
Investments	Held for trading
Accounts payable and accrued liabilities	Other liabilities

Held for trading

Held for trading financial assets are financial assets typically acquired for resale prior to maturity or that are designated as held for trading. They are measured at fair value at the balance sheet date. Fair value fluctuations including interest earned, interest accrued, gains and losses realized on disposal and unrealized gains and losses are included in revenue.

Loans and receivables

Loans and receivables are accounted for at amortized cost using the effective interest method.

Other liabilities

Other liabilities are recorded at amortized cost using the effective interest method and include all financial liabilities.

FANSHAWE COLLEGE FOUNDATION

Notes to Financial Statements

Year ended March 31, 2011

(d) Measurement uncertainty:

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, contingencies, revenues and expenditures. Management estimates take into account prospects as well as prevailing business and economic conditions. Actual results could differ from those estimates.

2. Change in accounting policies:

Future accounting changes

New accounting framework

In 2010, the Accounting Standards Board finalized their deliberations with respect to which frameworks non-for-profit organizations should be following in the future. The choice of framework that an organization must follow depends on how the not-for-profit organization is classified. The not-for-profit organization is either controlled by the government and classified as a government not-for-profit organization (GNFPO) or is outside the control of the government and is classified as a not-for-profit organization in the private sector (NPO). The accounting alternatives available to GNFPO's and NPO's are not the same.

GNFPO's will be required to select from either (a) the Canadian Institute of Chartered Accountants (CICA) Public Sector Accounting Handbook, including Section PS 4200 or, alternatively, (b) the CICA Public Sector Accounting Handbook without Section PS 4200.

NPO's will be required to select from either (a) Accounting Standards for Private Enterprises with the not-for-profit accounting standards, or (b) International Financial Reporting Standards. These changes are effective for the Foundation's fiscal year beginning April 1, 2012.

The Foundation has not yet determined the impact of this transition.

3. Cash and cash equivalents:

The Foundation held no redeemable guaranteed investment certificates as at March 31, 2011 (2010-\$500,000).

FANSHAWE COLLEGE FOUNDATION

Notes to Financial Statements

Year ended March 31, 2011

4. Restricted cash:

The Foundation held restricted cash of \$173,565 as at March 31, 2011 (2010-\$461,586) awaiting investment. These contributions have externally imposed restrictions requiring that the principal be maintained intact.

5. Related parties:

The Foundation is a subsidiary corporation of the College. Specific donations of fundraising capital, equipment and other items may be initially recorded in the Foundation with a subsequent transfer to the College where the donation will be held or consumed over time as specified by the College. In 2011, the value of donations transferred to the college was \$693,194 (2010-\$985,881). At year end, the Foundation has a balance due from the College of \$622,035 (2010-\$724,946).

6. Investments:

The estimated fair and book values as at March 31 were:

	2011		2010	
	Estimated Fair Value	Book Value	Estimated Fair Value	Book Value
Bonds	\$ 7,072,632	\$ 7,114,356	\$ 6,148,494	\$ 6,131,483
Canadian equities	2,797,232	2,313,809	2,513,742	2,410,507
U.S. equities	1,432,301	1,298,714	1,266,113	1,401,639
International equities	583,953	532,731	483,747	591,467
Endowment investment total	11,886,118	11,259,610	10,412,096	10,535,096
Guaranteed invest. certificate	500,106	500,106	-	-
	\$ 12,386,224	\$ 11,759,716	\$ 10,412,096	\$ 10,535,096

7. Financial Instruments:

The fair value of the Foundation's cash, short term investments, accounts receivable and accounts payable and accrued liabilities are not materially different from their carrying amounts because of their short terms to maturity. The fair value of investments and bonds included in Note 6 is based on quoted market prices.

FANSHAWE COLLEGE FOUNDATION

Notes to Financial Statements

Year ended March 31, 2011

8. Capital management:

The Foundation's objectives when managing capital are to develop and maintain a financial model and a capital expenditure process which supports the strategic directions of the Foundation, and safeguards the Foundation's ability to continue to provide benefits to the College.

Capital at the Foundation is comprised of net assets. In order to maintain or adjust the capital structure, the Foundation must obtain additional funding.

Endowment contributions have externally imposed restrictions requiring that the principal be maintained intact.

9. Supplemental cash flow information:

	2011	2010
Change in non-cash working capital items:		
Accounts receivable	\$ 102,911	\$ (724,946)
Accounts payable and accrued liabilities	(2,038)	(22,638)
	\$ 100,873	\$ (747,584)

FANSHAWE COLLEGE FOUNDATION

Analysis of Restricted Contributions and Endowments

Year ended March 31, 2011, with comparative figures for 2010

Schedule 1

	Balance, beginning of year	Revenues		Net Gain	Expenditures		Transfers	Balance, end of year
		Donations	Other		Awards	Other		
Restricted contributions								
Bursaries and scholarships	\$ 236,397	\$ 284,559	\$ 11,791	\$ -	\$ (260,034)	\$ -	\$ 119,053	\$ 391,766
Fundraising campaigns	707,022	1,032,675	34,249	-	-	-	(693,194)	1,080,752
	943,419	1,317,234	46,040	-	(260,034)	-	(574,141)	1,472,518
Endowments	10,873,682	127,646	417,350	451,855	(248,301)	-	437,451	12,059,683
	\$ 11,817,101	\$ 1,444,880	\$ 463,390	\$ 451,855	\$ (508,335)	\$ -	\$ (136,690)	\$ 13,532,201

SECTION E

Appendices



Appendix A: Multi-Year Accountability Agreement Report Back

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	Fanshawe College
--------------------------	-------------------------

OVERVIEW

Through the 2008-09 MYAA Report-Back process, **Fanshawe College** was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. **Fanshawe College** was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Fanshawe College's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that **Fanshawe College** is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for **Fanshawe College** to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on **Fanshawe College's** website. Please ensure **Fanshawe College's** completed 2009-10 Report Back is posted at the same location on **Fanshawe College's** website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Perry Gordon, Senior Policy Advisor, Colleges Unit at Perry.Gordon@ontario.ca or telephone (416) 325-4026.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Fanshawe College's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the governments strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:
 - 1) Enrolment - Headcount
 - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
 - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
 - 4) The Student Access Guarantee (SAG) for 2010-11
 - 5) Participation in the Credit Transfer System
 - 6) Class Size
 - 7) Online Learning
 - 8) International
 - 9) Supply Chain Compliance
 - 10) Space Utilization
 - 11) College Student Satisfaction
 - 12) Graduation Rate
 - 13) Graduate Employment Rate
 - 14) Student Retention Rates
 - 15) Quality of the Learning Environment



1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2009-10 (full-time funded students only: does not include Second Career, Apprentice or International students).*

- **Fanshawe College** reported to TCU the total Headcount enrolment in 2009-10 = **11,987**
- Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by **Fanshawe College** to the Ministry for 2009-10 = **9,393**
- Please indicate the number of students aged 25+ from the total Headcount enrolment reported by **Fanshawe College** to the Ministry for 2009-10 = **2,213**
- Please provide one or more examples in the space provided below of a promising practice that **Fanshawe College** used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

1. Enrolment Growth and Program Priorities has been established as a key strategy within the Strategic Enrolment Management initiative, together with recruitment and retention. All strategies will focus on four key student segments: direct entrants, non-direct entrants, post-secondary graduates and international/immigrant students with the goal of retaining and growing our strong enrolment numbers. Recognizing demographic and financial challenges in the future, the SEM plan will allow us to grow strategically rather than react to changes.

2. We continue to offer a one day transition session for mature students called Returning to Learning. The feedback from mature students continues to be very positive. The one day session covers returning from both a personal and academic standpoint. Staff from across various departments of the College contribute to the presentations. Students learn about strategies and tips that mature students have found in the past to be beneficial. Returning to the academic environment is covered by our Learning Centre staff, and the personal transition is addressed by staff from our Counselling area. Students are also familiarized with the learning management system and provided an opportunity to interact with their peers.

3. Between 2005-06 and 2009-10 the provincial graduation rate KPI improved 5 points from 60.1% to 65.1%. During the same period the Fanshawe College KPI improved almost 12 points to 68.5%. We believe this is the result of a number of student recruitment, retention and support systems and services that were introduced during this period. These initiatives, some of which are reported elsewhere in this Report Back, include improved marketing, an extensive student success advisor program, minimum GPA for graduation, and enhanced early warning and intervention systems, among others.



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 institutions' 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 international students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Fanshawe College who registered with the Office for Students with Disabilities and received support services in 2009-10= <u>1,730</u></p> <p>Please indicate the number of <i>students with disabilities</i> at Fanshawe College who registered with the Office of Students for Disabilities and received support services in 2009-10 who were: Full-time: <u>1,504</u> Part-time: <u>226</u> Total (Full-Time + Part-time): <u>1,730</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>1,730</u> \div <u>11,987</u> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>14.4%</u></p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Fanshawe College in 2009-10= <u>4,400</u></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Fanshawe College in 2009-10 who were: Full-time: <u>4,000</u> Part-time: <u>400</u> Total (Full-Time + Part-time): <u>4,400</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>4,400</u> \div <u>11,987</u> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>37%</u></p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Fanshawe College in 2009-10= <u>206</u></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Fanshawe College in 2009-10 who were: Full-time: <u>187</u> Part-time: <u>19</u> Total (Full-Time + Part-time): <u>206</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>206</u> \div <u>11,987</u> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>1.7%</u></p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more examples of promising practices that Fanshawe College used in 2009-10 to develop and maintain results for students with disabilities.</p>	<p>In the space below, please provide one or more examples of a promising practice that Fanshawe College used in 2009-10 to develop and maintain results for First Generation students.</p>	<p>In the space below, please provide one or more examples of a promising practice that Fanshawe College used in 2009-10 to develop and maintain results for Aboriginal students.</p>
<ol style="list-style-type: none"> 1. Diverse 'Transition to College' programs, including outreach to area secondary schools to better inform students, teachers, parents about what to expect and how to prepare. 2. Improved intake process for new students with disabilities, to include online form, followed by group orientation sessions and then an individual consult with a counsellor. 3. Students with a disability were assisted to access the Bursary for Students with a Disability to attain enhanced accommodation services and adaptive technology to support their academic success. 	<ol style="list-style-type: none"> 1. Through the First Generation project funding from the MTCU we were able to hire a First Generation Student Success Advisor. This person was able to meet with these students to address any questions or concerns as well as monitor academic progress. 2. The First Generation Student Success Advisor through the course of the semester developed and implemented a communication plan to make students aware of what to expect and anticipate through the course of the semester. These messages were disseminated prior to key milestone dates during each semester. 	<ol style="list-style-type: none"> 1. The First Nation Centre and First Nations Student Association provided diverse social, academic, personal and cultural supports to increase inclusion, student success and academic retention. 2. Transition/orientation events were provided for grade 11-12 aboriginal students from local First Nation communities, including individualized career testing to encourage PSE access /success. 3. Increased funding allowed for the hiring of three new full-time First Nations Centre staff that will increase service to aboriginal students and outreach to communities in 2010/11.

Fanshawe College can use the space below to describe methodology, survey tools, caveats and other information regarding the numbers reported herein re. Students with Disabilities, First Generation and Aboriginal Students:

We do not identify First Generation student status in our student records. Therefore the First generation numbers above are only rough estimates.



3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through its signed MYAA, **Fanshawe College** committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$526,967	502
Other SAG Expenditure to Supplement OSAP	\$906,420	957
TOTAL	\$1,433,387	1,459

Data as of July 06, 2010

- Did **Fanshawe College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **Yes**



4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>Fanshawe College has for several years automatically provided tuition/book shortfall aid to students who are identified by the Ministry. We don't anticipate any significant change to our processes. TNF/BET is not disbursed until after the tenth day of classes. We track bursary funds given to the student through TSA programs, and we deduct these funds as appropriate (as advised by the Ministry) from the TNF/BET amounts. Any remaining TNF/BET goes first to pay outstanding fees at Fanshawe College, and the remainder is given to the student. This year, for the first time, students may chose to have this or other bursaries deposited in their bank account, and will not have to pick up and cash a cheque. Students are notified by email as to the deposit to fees, or the deposit to their bank account or expected cheque.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <p>a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide.</p>	<p>We provide TNF/BET in any amount identified by the Ministry, for students in any level. We won't know what those amounts are, or the students or programs that are affected, until later in the year, based on the Ministry download.</p>

5) 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)
2005-2006	3,186	173	5.4%	42,333	2,716	6.4%
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%



- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-2008 and 2008-09 graduates), the percentage of **Fanshawe College** students who were satisfied or very satisfied with academic preparation for university was **84.5%**.
- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.
- Please provide any additional comments regarding transition experience either from college to university or college to college.

The percentage of transfer of graduates from college to university remains very low and unchanged at under 10%. There is little motivation or incentive for universities to improve ease of program and course transferability from colleges to university. As a result, the rate of transfer has remained unchanged for the past 5 years.

Ontario Colleges, and in particular Fanshawe College, have achieved high levels of success and will continue to negotiate both course and block transfer agreements with out of province and out of country institutions to ensure our students achieve credit for their work and to minimize their degree completion time. In addition, we are working in particular program areas to provide collaborative programming with the University of Western Ontario.

Fanshawe College has several very active and successful credit transfer/articulation agreements (e.g. Lakehead University, Nipissing University). However, much more can and needs to be done to incent and support cross-institutional credit transfer.

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 examples in the space provided below of a promising practice that **Fanshawe College** used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight. In addition, **Fanshawe College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

1. As part of the Strategic Enrolment Management foundational Initiative, one of the principles is to provide pathways for students to enter and exit programs with more flexibility, to transition between programs more easily and to articulate to other institutions, including international opportunities. The implementation plan is to be finalized in December 2010, with identified tactics to implement the strategies beginning January, 2011.

2. Fanshawe College is one of four pilot colleges participating in the CIITE Record of Education and Experience pilot project. This project targets internationally trained immigrants who apply to college and offers the opportunity to achieve advanced standing for the previous study and experience. In particular, the focus of this initiative is to provide the mechanism and support to applicants to initiate a review of previous credentials for block transfer and/or course to course or Prior Learning Assessment Recognition opportunities.

3. We have commenced a project to review, coordinate and publish all of the nearly 200 Fanshawe articulation agreements. The objective is to provide easy access for applicants and students to future learning options by providing and publicising the ability to search an online database of articulation and transfer agreements.



6) Class Size

• Please provide the number and percentage of all first-year classes (all programs) at **Fanshawe College** in 2009-10 that were:

Class Size	Number of Classes	Percentage of Total Classes
Less than 30 students	917	43.8%
30 to 60 students	1,063	50.8%
61 to 100 students	82	3.9%
101 to 250 students	30	1.4%
251 or more students	0	0%
Total	2,092	100%



- Please provide one or more examples in the space provided below of a promising practice that **Fanshawe College** used during 2009-10 regarding class size. A promising practice 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.

Elluminate is a real time computer-based virtual classroom environment designed for use in online learning and collaboration. It employs real-time tools that support the simulation of a face-to-face classroom. Elluminate was launched in August 2009 and is now fully integrated into the College's Learning Management System. Elluminate permits international (and other) students to go back and retake lectures that they have missed or not understood. They are able to repeat this process until they have mastered the content. This has the effect of providing virtual one-on-one classes and is proving very effective.



7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

- To complement this work, please provide one or more examples in the space provided below of a promising practice that **Fanshawe College** used during 2009-10 to develop and enhance online learning. A promising practice 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.

1. Elluminate is a real time virtual classroom environment designed for use in online learning and collaboration. It employs real-time tools that support the simulation of a face-to-face classroom. Elluminate was launched in August 2009 and is now fully integrated into the College's Learning Management System (based on the Desire2Learn system, and branded as FanshaweOnline). Fanshawe was the first organization in North America to integrate Elluminate into a Learning Management System. On average there are 500 sessions per month with 3000 attendees.

2. A comprehensive Strategic Enrolment Management Initiative was launched at the beginning of 2010. Strategies are currently being developed to determine how to create the most pedagogically effective online delivery methods for our students.

3. As reported in the MTCU Survey of May, 2010, we offer 13% of our 198 programs and 9% of our 8,447 courses in e-Learning format.

8) International

**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.*

- **Fanshawe College** reported to TCU that International Enrolment in 2009-10 = **336**.

- In 2009-10, **Fanshawe College** reported to TCU the following top 3 source countries for international students:
 - China
 - Trinidad and Tobago
 - Bahamas

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences **Fanshawe College** had in 2009-10:
 - Outbound students = **117**
 - Inbound students = **17**

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at **Fanshawe College** in 2009-10 = **\$6,242,381**

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that **Fanshawe College** had outside of Canada in 2009-10 = **\$71,758**



- Please list in the table below all For Credit, Stand-Alone campuses **Fanshawe College** operated abroad in 2009-10, including city, country and total enrolment for each campus:

- Please provide one or more examples in the space provided below of a promising practice that **Fanshawe College** used during 2009-10 to develop and maintain results for international activities. A promising practice 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 recruited in-country representatives for India and Korea to supplement College staff work. These representatives are on salary, are trained in-country, and then in Canada. This arrangement has added expertise to Fanshawe, saved time and money as the representatives' homes are in-country, and allows us to begin to drive applicants to the College directly rather than having students rely on agents. This is perceived as a commitment to the country adding legitimacy to Fanshawe's efforts. Finally, agents are more confident that they will receive support and letters of admission in a more timely manner than in the past and thus, we are seeing better and more students.

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS 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 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.

- Please confirm that in 2009-10 **Fanshawe College** adopted the Government of Ontario's Supply Chain Code of Ethics:

Yes

- Please confirm that in 2009-10 **Fanshawe College** adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

- In 2009-10 did **Fanshawe College** participate in the Ontario Education Collaborative Marketplace (OECM)? **No**

- Please provide one or more examples in the space provided below of a promising practice that **Fanshawe College** used during 2009-10 related to supply chain management. A promising practice 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.

Our RFP for classroom "clicker" technology required a large number of faculty to participate both as resource people to the selection committee and as testers of the potential product options. This group was very difficult to gather in one place at one time. To facilitate the distribution of information, we opened up a team site on our employee portal for review by the selection committee and all the resource people. We also posted video of the vendor presentations which non-selection committee members could view on their own time. We found this to be an effective way to share information and ultimately choose the best product option.

10) Space Utilization

- In 2009-10, did **Fanshawe College** have a Space Utilization planning process in place to assess and optimize academic space utilization? **Yes**

- If yes, please indicate in the space below the methodology used to inform **Fanshawe College's** academic space utilization planning process:

Time slots were created for each class or lab to maximize their availability when scheduling. Reports are run after the start of term by room type to review the current utilization and make changes as appropriate.

- Please provide one or more examples in the space provided below of a promising practice that **Fanshawe College** used during 2009-10 to assess and optimize academic space utilization. A promising practice 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.

Based on classroom/lab utilization, room types were changed to better align supply to demand. As an example, an under-utilized classroom was converted to a computer lab.

11) Student Satisfaction

- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **87.5%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #26 "The overall quality of the learning experiences in this program" = **81.4%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #44 "The overall quality of the facilities/resources in the college" = **76.5%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #45 "The overall quality of the services in the college" = **73.8%**
- Please provide one or more examples in the space provided below of a promising practice that **Fanshawe College** used during 2009-10 to increase student satisfaction. A promising practice 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.

1. Through the extensive use of simulation mannequins in simulated hospital wards and clinics (that are able to record video and audio) students in Health Sciences programs are able to benefit from "almost real life" health care scenario training. Every student is able to experience the same scenario and faculty are able to provide highly effective debriefings based on the recordings. This combination provides our students with intense and highly realistic training that was often not available in the past.
2. Our School of Applied Science and Technology implemented accelerated delivery modes in a number of programs. Semester length has been slightly increased and inter-semester breaks reduced or eliminated. The result is a significant reduction of the overall time to graduation. The implementation of accelerated program delivery models has had strong student acceptance and has resulted in improved student success.
3. The Co-operative Education and Career Services departments have been co-located to provide integrated student and employer services. This has raised the profile of these services and improved student access to pre-employment preparation support and to employment opportunities.



12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at your institution = **68.5%**

• Please provide one or more examples in the space provided below of a promising practice that **Fanshawe College** used during 2009-10 related to the achievement of the graduation rate. A promising practice 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.

1. Strategic alignment of student success and retention is an institutional priority. Fanshawe has built into our culture a strong desire to achieve student success. Senior leadership ensures that student success is considered in decisions concerning resource allocation. Our student-centred paradigm is reflected in words as well as actions.

2. Faculty hiring practices reflect a student success orientation. It is now a part of the hiring practice to determine the student success orientation of each candidate. This assists in the selection of faculty who are not only knowledgeable in their field, but also have the ability to effectively engage students.



13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at your institution = **86.5%**

- Please provide one or more examples in the space provided below of a promising practice that **Fanshawe College** used during 2009-10 related to the achievement of the graduate employment rate. A promising practice 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.

1. Our recently-implemented job posting and employer contact database (ORBIS, aka Jobsite) significantly enhances capacity to service and support students, graduates, employers and College administrators. Using Jobsite students can access employment vacancies online as well as create personal search criteria so Jobsite will notify directly about suitable jobs; employers can post vacancies directly and see the level of interest; administrators can track all manner of employer 'contacts' as well as measure of labour market activity within an given employment sector; and our Consultants can be more proactive disseminating employment information, targeting individuals or entire programs, and check who has applied to which jobs.
2. As planned, bringing the Co-operative Education Consultants together into a common location, co-located with Career Services, under one Manager has increased our capacity to serve students and employers. The Co-op team now have access to dedicated clerical support, support for their employer/student liaison activities and to Jobsite. Other planned improvements include creation of 'consultant clusters' to ensure on-campus coverage, sharing of marketplace intelligence, recruitment of Student Services Specialists to focus on student needs on-campus and, in collaboration with Career Services, more employer sector marketing based on labour market and KPI data.
3. Fanshawe Community Employment Services (aka Job Connect) is our intake and assessment provider and has provided guidance to countless persons in the community on lay-off. Over the past year, much energy has been expended on staff training, recruitment and logistics, all to assist applicants; this work continues but now, as many in Second Career are about to graduate, Career Services on-campus staff will be more involved, providing job search skills and supports leading to employment. Jobsite will be an important resource as will a Student Services Specialist to provide enhanced drop-in and online services.

14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in **Fanshawe College's** approved Multi-Year Action Plan. Referring to these proposed results, please identify **Fanshawe College's** achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	77%	76%	76%
2nd to 3rd Year	89%	87%	90%
3rd to 4th Year	Improve	95%	99%

- Please indicate in the space below the methodology used by **Fanshawe College** to calculate the retention rates indicated above

Retention rate is based on official count date enrolments for up to four academic years ending with the most recent count date data. To retain cohort continuity, data for successive years below the final year of a program is taken for successively preceding years back to first year. Thus, for example, the current rates for a mature three year program draw from data in four year cohorts covering the time span from fall 2004 to winter 2010. The College-wide retention rate for year n to year n+1 is calculated by dividing the sum of count date data for all levels in year n+1 by the sum of all count date data for all levels in year n, only for those programs of n+1 years duration.



- Please provide one or more examples in the space provided below of a promising practice that **Fanshawe College** used during 2009-10 related to student retention. A promising practice 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.

1. Through the use of Retention Alert software the College has the ability to send a personalized communication to each student identified at midterm as not progressing at a satisfactory level. This alerts the student to the concern by faculty and the institution, and suggests the student take the opportunity to meet with their Student Success Advisor.
2. In addition to a welcome email to new students, Student Success Advisors make visits to larger first level classes early in the semester. SSAs remind students of the services and supports that they can provide as well as the services and supports available from the other service providers in the College. This ensures student awareness of support services and encourages them to seek help as appropriate.
3. Implementation of the WRIT (Reasoning and Writing) curriculum was expanded in 2009-10 to include a large majority of our postsecondary programs. This new curriculum will improve student retention, progression and completion, contributing to overall student success. The laddered WRIT curriculum involves diagnostic testing and placement, progressive program-specific writing challenges, exit proficiency testing, and specific sections for immigrant and international students.



15) Quality of the Learning Environment

- Please provide information in the space provided below of what **Fanshawe College** did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

In response to student demand for alternative learning opportunities the College examined the feasibility of offering at least one three-hour course at each program-level that utilizes online, hybrid or other non-traditional delivery pedagogy. Implementation has begun with two Schools using 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.

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 major equipment upgrades were completed in 2009/10 such as:

- X-ray unit for the Medical Radiation Therapy program
- New upgrades to the servers in the Broadcast Centre control system
- Equipment upgrades to classroom video 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

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, to keep faculty current and engaged, to enhance the reputation of the College, and to contribute to the economic well being of our community.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES
• Increased Participation of Under-Represented Students - Programs/Strategies

As part of its 2008-09 Report Back, your institution was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>First Generation Students: The College has received a grant from MTCU to conduct a pilot study aimed at improving the participation rate and the success rate of first generations students. The program will provide information sessions to the parents/guardian of these students on the value of post-secondary education. It also provides the students with enhanced supports: financial literacy training and counselling for academic, career and personal issues.</p>	<p>As a result of this project we were able to offer dedicated supports to a group of 50 new learners. This included a transition session as well as ongoing support from a Student Success Advisor dedicated to this population. These self-selected students were provided with academic, personal, financial, and career support in an effort to impact their persistence and retention rates. These students benefited greatly from the frequent and ongoing communication provided by the SSA as well as the referral to other supports and services.</p>
<p>Mature Students: The College has implemented a number of new compressed programs with multiple intakes to accommodate the specific needs of out-of-work adults, particularly in the hard-hit areas served by our area campuses.</p>	<p>New mature applicants and students were provided with enhanced supports including 2nd Career application assistance, fee deferral options, special 'returning to learning,' study skills and time management sessions. Continuous intake programs were developed at the regional campuses to support students as they transitioned out of work to school. Additional intakes of programs were offered to accommodate students at the London campus in areas such as business and ConEd certificate programs.</p>
<p>Students with Disabilities: Counselling and Student Life will be developing and implementing specialized initiatives aimed at improving success rates of apprentices with disabilities and other learning challenges. The focus will be on transition to college, learning needs assessment, provision of adaptive technology, and the innovative use of specialized tutors and coaches.</p>	<p>Counselling and Accessibility Services provided leading edge support services for apprentices with disabilities and learning challenges with the new SAWD funding. Efforts were made to speak to each intake of apprentices to orient them to the services and supports available. A specialized counsellor created daily 'drop-in' times to accommodate the schedules of apprentices, and offered academic accommodations, with learning assessments as needed. He also collaborated with apprentice faculty regarding unique collaborative approaches to supporting apprentices with learning challenges (for example the development of instructive videos to support applied classroom learning). Strategies to support apprentice success included the implementation of 'learning teams' using specialized 'educational aides' to provide note-taking, tutoring and coaching specific to the needs of apprenticeship courses. Adaptive technology training and laptop / equipment loans also supported the special learning needs of apprentices.</p>
<p>Aboriginal Students: A new long term plan is being developed by the College's Aboriginal Education Council based on input from students, local Aboriginal communities and organizations, and College staff. The plan will address barriers to participation in postsecondary education and</p>	<p>Fanshawe's 'Aboriginal (First Nations, Métis and Inuit) Post Secondary Education and Training Action Plan' was developed in consultation with our Aboriginal Education Council (AEC), Aboriginal students, and representatives from local First Nation communities and aboriginal organizations. It</p>

<p>training, student success and retention.</p>	<p>addressed barriers to participating in postsecondary education and training, student success and retention. As a result, Fanshawe's AEC developed a new vision statement and revised goals for 2009-2012. Six 'Strategic Priorities' were also collaboratively developed:</p> <ul style="list-style-type: none"> • Outreach to potential students to promote access to post secondary education • Develop academic and other supports to increase student retention and graduation rates • Track academic success • Promote access and student success through programming to provide pathways to and through post-secondary education • Strengthen linkages with Aboriginal communities through expanded communications • Enhance accountability to AEC and MTCU for PSE initiatives <p>The 3 Year Action Plan was submitted to MTCU on June 30, 2009, and followed by a work plan submitted in September 2009. As a result, increased Aboriginal funding was announced on November 27, 2009.</p>
---	---

• **Small, Northern and Rural (SNR)**

As part of its 2008-09 Report Back, your institution was asked to describe how it would continue to build on its existing SNR strategy in 2009-10. Please identify the achieved results of these strategies for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Sustain current level of activity at rural area campuses: We regularly change program offerings based on local needs. We have committed to offer any program that is needed and that is economically viable for us to offer. In order to provide opportunities to all students, we are offering more entry points into programs as well as compressing them so that students complete a shorter period. We are engaged with politicians, business leaders, educators, and ordinary citizens in making sure that our programs meet the future needs of the communities we serve.</p>	<p>Activity levels increased at all of our regional campuses. The LBS program saw significant increases in activity, as did the post-secondary sector. The following programs were delivered in compressed or multiple intake formats to meet the needs of the various local communities:</p> <ul style="list-style-type: none"> • 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 • A modularized Personal Support Worker program with four different entry points throughout the year • A new elearnnetwork.ca lab for community access to online courses across Ontario • Two compressed programs - Police Foundations and Hairstylist – enable students to earn a diploma in forty-eight weeks • A modularized Computer Applications and Business Documentation program with intakes every six weeks and a total program duration of twenty-four weeks is offered • A 30 week Welding Techniques program to meet the local need for technical training • A 30 week Business Foundations program was introduced

- **Quality of the Learning Environment**

As part of its 2008-09 Report-Back, your institution was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>The WRIT (Reasoning and Writing) curriculum will be expanded to all postsecondary programs. This new curriculum has been proven to improve student retention, progression and completion, contributing to overall student success. The laddered curriculum involves diagnostic testing and placement, progressive program-specific writing challenges, exit proficiency testing, and specific sections for immigrant and international students.</p>	<p>As planned, the Reason and Writing curriculum (WRIT) has been expanded to all Schools of the College. During the period of expansion, and at each stage of the progressive rollout, the college recorded increases in graduation rate. The suggested correlation will be confirmed by a comprehensive statistical study. As an example, following incorporation of the WRIT model in one single program (Pre-Technology), the completion rate for the level one communications course moved from 75% to 91%.</p>
<p>The long-standing Instructional Feedback Survey (IFS) is being revamped and renamed Student Feedback Survey (SFS). Changes are intended to refocus this instrument on providing formative feedback to faculty that can be directly mapped to teaching competencies. As well, the rating scale has been improved and wording clarified.</p>	<p>SFS was piloted in fall 2009 in three teaching departments and continues in fall 2010 with another department added. Validity and reliability testing will be evaluated prior to full implementation across the College.</p>
<p>The Student Success Centre will implement expanded services and new initiatives to support student success and retention activities. The 'early alert' process will be 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, to be implemented in 2009, will allow Student Success Advisors to manage retention efforts and monitor student progress in a semester or an entire academic career.</p>	<p>Through the implementation of the College's online portal the capacity now exists for faculty to flag students who, based on attendance, test or assignments, seem to be disengaged or at risk. The Retention Alert system allows faculty fill out a web form and a communication is automatically generated for the student. It is suggested they meet with their Student Success Advisor. This is in feature is still in the pilot phase. Expanded use is planned to effectively deal with all student groups.</p>
<p>The College has completed a five-year process of outfitting all classrooms and many labs with state-of-the-art electronic presentation and communication equipment.</p>	<p>Quality classroom learning was identified in our 2009/10 Student Satisfaction Survey as important to 99% of student respondents. By outfitting all classrooms and many labs with a modern high technology podium and video display configuration that is both intuitive to use and highly reliable, the College has experienced high rates of acceptance by faculty. Using modern information technologies to deliver learning experiences aligns with the learning preferences of students and contributes to student engagement and retention. KPI survey results from 2004/5 to the present demonstrate significant improvements to student satisfaction regarding teachers' presentation of subject material.</p>



Ontario

Ministry of Training, Colleges and Universities

Appendix B: Audited Financial Statements

Consolidated Financial Statements of

**THE FANSHAWE COLLEGE OF
APPLIED ARTS AND TECHNOLOGY**

Year ended March 31, 2011

Financial Statements

March 31, 2011

	Page
Independent Auditor's Report	1
Consolidated Statement of Financial Position	3
Consolidated Statement of Operations	4
Consolidated Statement of Changes in Net Assets	5
Consolidated Statement of Cash Flows	6
Notes to Consolidated Financial Statements	7
Schedule 1-Analysis of Expenditures	22
Schedule 2-Analysis of Restricted Contributions and Endowments	23

Independent Auditor's Report

To the Board of Governors of:
Fanshawe College of Applied Arts and Technology

We have audited the accompanying consolidated financial statements of Fanshawe College of Applied Arts and Technology (the College), which comprise the consolidated statement of financial position as at March 31, 2011, and the consolidated statements of operations, changes in net assets and cash flows for the year then ended, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Consolidated Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with Canadian generally accepted accounting principles, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

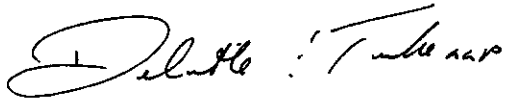
Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements present fairly, in all material respects, the financial position of Fanshawe College of Applied Arts and Technology as at March 31, 2011, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

A handwritten signature in black ink, appearing to read "D. L. ...". The signature is written in a cursive style.

Chartered Accountants
Licensed Public Accountants
June 23, 2011

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Consolidated Statement of Financial Position

March 31, 2011, with comparative figures for 2010

	2011	2010
Assets		
Current assets		
Cash and cash equivalents	\$ 50,889,117	\$ 63,779,536
Restricted cash (Note 3)	173,565	461,586
Accounts receivable	7,218,581	4,963,615
Grants receivable	1,155,031	1,258,431
Inventories	1,652,362	1,766,000
Prepaid expenses	2,746	276,266
Current portion of receivable from Student Union (Note 4)	149,816	159,168
	<u>61,241,218</u>	<u>72,664,602</u>
Receivable from Student Union (Note 4)	4,490,471	5,043,923
Investments (Note 5)	46,970,966	28,931,628
Derivative financial instruments	2,581,558	2,739,730
Capital assets (Note 6)	251,817,014	220,781,499
	<u>\$ 367,101,227</u>	<u>\$ 330,161,382</u>
Liabilities and Net Assets		
Current liabilities		
Accounts payable and accrued liabilities	\$ 13,255,006	\$ 13,086,883
Accrued vacation pay	8,589,241	8,277,483
Deferred revenue-short term	40,668,758	39,862,988
Current portion of bank loans (Note 7)	1,254,078	1,212,099
	<u>63,767,083</u>	<u>62,439,453</u>
Bank loans (Note 7)	44,518,595	46,584,791
Derivative financial instruments	4,963,917	5,181,059
Pensions and other post employment benefits (Note 9)	2,006,984	1,780,117
Sick leave benefits	3,190,024	3,411,842
	<u>54,679,520</u>	<u>56,957,809</u>
Deferred contributions		
Restricted contributions	13,852,569	12,879,080
Capital assets	128,805,592	108,660,928
	<u>142,658,161</u>	<u>121,540,008</u>
Net assets		
Investment in capital assets (Note 10)	81,470,555	69,526,772
Endowments	12,059,683	10,873,682
Internally restricted	209,127	184,302
Unrestricted	12,257,098	8,639,356
	<u>105,996,463</u>	<u>89,224,112</u>
Commitments (Note 8 and Note 12)		
Contingencies (Note 15)		
	<u>\$ 367,101,227</u>	<u>\$ 330,161,382</u>

See accompanying notes to consolidated financial statements.

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Consolidated Statement of Operations

Year ended March 31, 2011, with comparative figures for 2010

	2011	2010
Revenue		
Government grants	\$ 98,635,862	\$ 95,061,856
Enrolment revenue	60,740,548	54,764,468
Ancillary revenue	22,010,579	21,064,243
Other revenue		
Restricted contributions	9,922,318	8,922,335
Investment (loss) income	(310,163)	571,178
Amortization of deferred contributions related to capital assets (Note 10)	6,655,288	6,171,894
Gain on derivative financial instruments	58,970	3,064,207
Unrealized gain on investments	2,639,803	2,423,111
Miscellaneous	7,918,598	8,482,097
	<u>208,271,803</u>	<u>200,525,389</u>
Expenditures		
Instructional service	106,188,447	98,672,723
Instructional support service	19,329,288	18,011,303
Student service	17,161,113	16,743,646
College service	16,815,876	15,645,751
Ancillary service	19,391,556	17,576,242
Facility service	13,823,998	13,944,310
(Schedule 1)	<u>192,710,278</u>	<u>180,593,975</u>
Excess (deficiency) of revenue over expenditures	\$ 15,561,525	\$ 19,931,414

See accompanying notes to consolidated financial statements.

THE FANSHAWE COLLEGE OF
APPLIED ARTS AND TECHNOLOGY

Consolidated Statement of Changes in Net Assets

Year ended March 31, 2011, with comparative figures for 2010

	Investment in Capital Assets	Endowments	Internally Restricted	Unrestricted	2011 Total	2010 Total
Balance, beginning of year	\$ 69,526,772	\$ 10,873,682	\$ 184,302	\$ 8,639,356	\$ 89,224,112	\$ 66,406,550
Excess (deficiency) of revenue over expenditures (Note 10)	(7,809,933)	-	-	23,371,458	15,561,525	19,931,414
Endowment contributions (net)	-	1,112,879	-	-	1,112,879	2,797,640
Internally restricted (net)	-	-	7,242	-	7,242	5,501
Net change in investment in capital assets (Note 10)	19,753,716	-	-	(19,753,716)	-	-
Transfers	-	73,122	17,583	-	90,705	83,007
Balance, end of year	\$ 81,470,555	\$ 12,059,683	\$ 209,127	\$ 12,257,098	\$ 105,996,463	\$ 89,224,112

See accompanying notes to consolidated financial statements.

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Consolidated Statement of Cash Flows

Year ended March 31, 2011, with comparative figures for 2010

	2011	2010
Cash provided by (used in):		
Cash flows from operating activities		
Excess of revenue over expenditures	\$ 15,561,525	\$ 19,931,414
Change in non-cash working capital items (Note 11)	(478,757)	13,843,223
Items not involving cash:		
Amortization of capital assets	14,465,221	13,706,505
Amortization of deferred contributions related to capital assets	(6,655,288)	(6,171,894)
Gain on derivative financial instruments	(58,970)	(3,064,207)
Unrealized gain on investments	(2,639,803)	(2,423,111)
Net increase in deferred contributions related to restricted contributions	973,489	1,216,969
Increase (decrease) in other post employment benefits	226,867	(43,291)
Decrease in sick leave benefits	(221,818)	(315,517)
	<u>21,172,466</u>	<u>36,680,091</u>
Cash flows from investing activities		
Decrease in restricted cash	288,021	1,376,904
Purchase of investments	(15,399,535)	(4,520,180)
Additions to capital assets	(45,500,736)	(36,460,832)
Increase in endowments	1,186,001	2,883,397
Increase in internally restricted net assets	24,825	2,751
Increase in deferred contributions related to capital assets	26,799,952	12,314,916
	<u>(32,601,472)</u>	<u>(24,403,044)</u>
Cash flows from financing activities		
Repayments from Student Union	562,804	150,533
Proceeds from bank loans	-	20,000,000
Repayment of bank loans-non capital	(971,285)	(150,533)
Repayment of bank loans-capital	(1,052,932)	(734,714)
	<u>(1,461,413)</u>	<u>19,265,286</u>
(Decrease) increase in cash and cash equivalents	(12,890,419)	31,542,333
Cash and cash equivalents, beginning of year	63,779,536	32,237,203
Cash and cash equivalents, end of year	<u>\$ 50,889,117</u>	<u>\$ 63,779,536</u>

See accompanying notes to consolidated financial statements.

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

The Fanshawe College of Applied Arts and Technology ("the College") is an incorporated entity that provides quality education and learning for employment to its communities. The College is a registered charity under the Income Tax Act and accordingly is exempt from income taxes, provided certain requirements of the Income Tax Act are met.

1. Significant accounting policies:

(a) General:

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and reflect the following significant accounting policies:

(b) Revenue recognition:

The College follows the deferral method of accounting for contributions, which include donations and government grants.

Under the Ontario Colleges of Applied Arts and Technology Act, the College is funded by the Ministry of Training, Colleges and Universities. Operating grants are recorded as revenue in the period to which they relate. Grants approved but not received at the end of an accounting period are accrued. Where a portion of a grant relates to a future period, it is deferred and recognized in the subsequent period.

Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured.

Externally restricted contributions other than endowment contributions are recognized as revenue in the year in which the related expenses are recognized. Contributions restricted for the purchase of capital assets are deferred, and when expended, are amortized into revenue on a straight-line basis, at a rate corresponding with the amortization rate for the related capital assets.

Deferred restricted contributions represent unspent donations for bursaries and scholarships, programs and other purposes. Deferred contributions related to capital assets represent the unamortized amount of donations and grants received for the purchase of capital assets.

Endowment contributions, having externally imposed restrictions requiring that the principal be maintained intact, are recognized as direct increases in endowment net assets.

Restricted investment income is recognized as revenue in the year in which the related expenses are recognized. Unrestricted investment income is recognized as revenue when earned.

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

Revenue from student fees, ancillary operations and other revenue is recognized when the services are provided or the products are sold.

(c) Inventories:

Inventories are stated at the lower of cost and net realizable value.

(d) Financial Instruments:

As permitted for non-profit organizations, the College has decided to apply Section 3861, Financial Instruments-Disclosure and Presentation, in place of Section 3862, Financial Instruments-Disclosure and Section 3863, Financial Instruments-Presentation.

Financial assets and financial liabilities are initially recognized at fair value and their subsequent measurement is dependent on their classification as described below. Their classification depends on the purpose, for which the financial instruments were acquired or issued, their characteristics and the College's designation of such instruments. Settlement date accounting is used.

Classification

Cash and cash equivalents	Held for trading
Restricted cash	Held for trading
Accounts receivable	Loans and receivables
Grants receivable	Loans and receivables
Receivable from Student Union	Loans and receivables
Investments	Held for trading
Derivative financial instruments	Held for trading
Accounts payable and accrued liabilities	Other liabilities
Bank loans	Other liabilities

Held for trading

Held for trading financial assets are financial assets typically acquired for resale prior to maturity or that are designated as held for trading. They are measured at fair value at the balance sheet date. Fair value fluctuations including interest earned, interest accrued, gains and losses realized on disposal and unrealized gains and losses are included in Other revenue.

Derivative financial instruments

Derivative financial instruments are recognized on the balance sheet at their fair value, with changes in fair value recognized in operations. Gains or losses are recognized in operations.

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

Loans and receivables

Loans and receivables are accounted for at amortized cost using the effective interest method.

Other liabilities

Other liabilities are recorded at amortized cost using the effective interest method and include all financial liabilities, other than derivative instruments.

(e) **Capital assets:**

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Repairs and maintenance costs are charged to expense. Betterments which extend the estimated life of an asset are capitalized. When a capital asset no longer contributes to the College's ability to provide services, its carrying amount is written down to its residual value.

Buildings occupied and equipment used by the former Ontario Vocational Centre, London were donated to the College as of September 1, 1967 by the Ontario Department of Works and Education and have been recorded at the original capital cost incurred by those departments. Land donated to the College by the Department of Public Works has been recorded at the nominal value of \$6. Subsequent additions to capital assets have been recorded at cost.

Capital assets are amortized on a straight line basis using the following estimated useful lives:

Buildings	40 years
Site improvements	10 years
Furniture and equipment	5 years
Library books	15 years

(f) **Cost allocation:**

Expenditures are recorded on the accrual basis and allocated among academic programs on the basis of direct charges wherever possible and otherwise on the basis of full time equivalent students or teaching contact hours.

(g) **Vacation pay:**

Vacation pay is accrued, as entitlement is earned.

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

(h) Employee future benefits:

The College accrues its obligations under employee benefit plans and the related costs, net of plan assets, in accordance with the following policies:

The cost of pensions earned by employees is actuarially determined using the Retrospective Approach prorated on service, an estimate of expected plan investment performance, salary escalation and retirement ages of employees.

For the purpose of calculating the expected return on plan assets, these assets are valued at fair value.

Using this approach, the amount of unamortized actuarial gain or loss in excess of 10% of the greater of the accrued benefit obligation and the market related value of plan assets at the beginning of the fiscal year is amortized in the current year's expense.

(i) Measurement uncertainty:

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, contingencies, revenues and expenditures. Management estimates take into account prospects as well as prevailing business and economic conditions. Actual results could differ from those estimates.

(j) Principles of consolidation:

The consolidated financial statements reflect the operations of the College and its wholly owned subsidiaries Fanshawe International Corporation and the Fanshawe College Foundation.

2. Changes in accounting policies:

Future accounting changes

New accounting framework

The CICA will be issuing a new accounting framework applicable to not-for-profit organizations. Effective for fiscal years beginning on April 1, 2012, colleges will be required to transition to the Public Sector Accounting (PSA) handbook. The Public Sector Accounting Board will be incorporating the 4400 series of not for profit accounting standards in to the PSA handbook and relabeling this series as the 4200 series. However, standards which do not fall within the existing 4200 series will be subject to the underlying equivalent PSA standards. The impact of this transition has not yet been determined.

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

3. Restricted cash:

The College held restricted cash of \$173,565 as at March 31, 2011 (2010-\$461,586) awaiting investment. These contributions have externally imposed restrictions requiring that the principal be maintained intact.

4. Receivable from Student Union:

The receivable represents the Student Union's share in support of the construction costs related to the new student center located on the London campus.

With respect to the London campus (2011-\$4,640,287; 2010-\$5,203,091), principal repayments are due in accordance to the amortization schedule relating to the long term debt identified in Note 7. The following is a summary of the total amount receivable from the Student Union:

	2011	2010
Loan receivable from the London Campus Student Union with an effective fixed interest rate of 6.42% repayable over 25 years. No specific security has been received.	\$ 3,402,765	\$ 3,502,509
Loan receivable from the London Campus Student Union with an effective fixed interest rate of 4.87% repayable over 25 years with the interest rate being renewed every 10 years. No specific security has been received.	829,042	857,165
Loan receivable from the London Campus Student Union with an effective fixed interest rate of 3.37% repayable over 20 years with the interest rate being renewed in 5 years. No specific security has been received.	408,480	424,729
Loan receivable from the London Campus Student Union with an effective fixed interest rate of 2.94% repayable over 20 years with the interest rate being renewed every 2 years. No specific security has been received.	-	418,688
	4,640,287	5,203,091
Less current portion	149,816	159,168
	\$ 4,490,471	\$ 5,043,923

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

The principal repayments required during the next 5 years are as follows:

2012	\$	149,816
2013		158,853
2014		168,449
2015		178,639
2016		189,459

5. Investments:

The estimated fair and book values as at March 31 were:

	2011		2010	
	Estimated Fair Value	Book Value	Estimated Fair Value	Book Value
Bonds	\$ 17,186,244	\$ 17,274,688	\$ 15,369,163	\$ 15,375,777
Canadian equities	8,488,053	7,012,316	7,822,900	7,854,741
U.S. equities	4,747,693	4,297,623	4,371,175	5,265,844
International equities	1,546,114	1,407,823	1,368,390	1,848,923
Guaranteed invest. certificate	15,002,862	15,002,862	-	-
	\$ 46,970,966	\$ 44,995,312	\$ 28,931,628	\$ 30,345,285

6. Capital assets:

	2011		2010	
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Land	\$ 4,828,346	\$ -	\$ 4,828,346	\$ 2,598,421
Buildings	260,018,370	66,531,670	193,486,700	185,803,863
Construction in progress	30,808,491	-	30,808,491	8,564,057
Site improvements	22,100,115	20,350,154	1,749,961	2,521,167
Furniture and equipment	112,088,236	94,349,489	17,738,747	18,205,925
Library books	5,713,364	2,508,595	3,204,769	3,088,066
	\$ 435,556,922	\$ 183,739,908	\$ 251,817,014	\$ 220,781,499

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

7. Bank loans:

The College has debt with certain financial institutions as detailed in this note. The debt is structured with fixed repayment terms which will retire the debt over an agreed period of time. The College is not in violation of any covenants at year end and it is the intent of the College to repay the debt in accordance with the repayment schedules. The banks have the right to demand repayment; however the College has no requirement or intention of prepayment in the next twelve months and therefore the debt has been classified as long-term.

	2011	2010
Loan with a notional amount of \$20,000,000 and an effective fixed interest rate of 5.49%. The loan is repayable over 30 years. No specific security has been pledged.	\$ 19,728,851	\$ 20,000,000
Bank loan with a notional amount of \$10,000,000 and an effective fixed interest rate of 6.1655%, facilitated through a SWAP agreement. Both the College and the bank have the option to terminate the agreement in May 2013 and in May 2023. The SWAP agreement matures May 2028. No specific security has been pledged.	8,338,291	8,597,766
Bank loan with a notional amount of \$10,000,000 and an effective fixed interest rate of 5.85%, facilitated through a SWAP agreement. The SWAP agreement matures September 2024. No specific security has been pledged.	7,104,050	7,440,029
Bank loan with a notional amount of \$7,500,000 and an effective fixed interest rate of 6.294%, facilitated through a SWAP agreement. Both the College and the bank have the option to terminate the agreement in November 2013 and in November 2023. The SWAP agreement matures November 2028. No specific security has been pledged.	6,369,674	6,556,004
Bank loan with a notional amount of \$4,000,000 and an effective fixed interest rate of 6.42%, facilitated through a SWAP agreement. Both the College and the bank have the option to terminate the agreement in January 2014 and in January 2024. The SWAP agreement matures January 2029. No specific security has been pledged.	3,402,765	3,502,509

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

Bank loan with an effective fixed interest rate of 4.87%. The bank term loan is repayable over 25 years with the interest rate being renewed every 10 years. No specific security has been pledged.	829,042	857,165
Bank loan with an effective fixed interest rate of 4.42%. The bank term loan is repayable over 25 years with the interest rate being renewed every 7 years. No specific security has been pledged.	-	424,729
Bank loan with an effective fixed interest rate of 2.94%. The bank term loan is repayable over 20 years with the interest rate being renewed every 2 years. No specific security has been pledged.	-	418,688
	45,772,673	47,796,890
Less current portion	1,254,078	1,212,099
	\$ 44,518,595	\$ 46,584,791

Principal payments required in each of the next 5 years are as follows:

2012	\$ 1,254,078
2013	1,331,937
2014	1,414,658
2015	1,502,550
2016	1,595,937

8. Operating leases:

The College leases premises and equipment. The remaining aggregate minimum rental payments under operating leases are as follows:

2012	\$ 240,867
2013	28,111

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

9. Pensions and other post-employment benefits:

Employees are participants in multi-employer contributory retirement pension plans under which the College makes contributions equal to those of the employees. Contributions to these plans for fiscal 2011 were \$8,365,890 (2010—\$7,408,676).

The College also participates in a group plan, with other Colleges in Ontario, which effectively provides post-retirement benefits and other post-employment benefits. These benefits are provided to current retired employees and future early retirees, as well as claimants for long-term disability.

The College measures its accrued benefit obligations and the fair value of plan assets for accounting purposes as at March 31 each year. The most recent actuarial valuation of the post-retirement benefits and other post-employment benefit plans for funding purposes was on March 1, 2011 and the next required valuation will be as of March 1, 2014.

The net expense for the College's benefit plan is as follows:

	2011	2010
Pension plans	\$ 8,499,805	\$ 7,449,046
Other post-employment benefit plans	226,867	(43,291)

Information about the College's other post-employment benefit plans, calculated as a percentage of the total amounts for the College plans, are as follows:

	2011	2010
Accrued benefit obligation	\$ 2,284,984	\$ 2,088,117
Fair value of plan assets	278,000	308,000
Funded status, plan deficit	2,006,984	1,780,117
Accrued benefit liability	\$ 2,006,984	\$ 1,780,117

Benefits paid during the year for other post-employment benefit plans were \$133,226 (2010—\$111,800).

The significant assumptions used are as follows:

	2011	2010
Accrued benefit obligation as at March 31		
Discount rate	4.75%	4.75%
Benefit costs for the years ending March 31		
Discount rate	4.75%	4.75%

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

The health care trend rates for fiscal 2011 are as follows:

Medical care cost	
Hospital	4.5% per annum
Drugs	10.5% per annum in 2011, grading down to 4.5% in 2026
Other medical	4.5% per annum
Vision/Hearing care	4.5% per annum
Medical premium	8.0% per annum in 2008, grading down to 4.5% in 2023
Dental care	4.5% per annum

10. Investment in capital assets:

(a) Investment in capital assets is calculated as follows:

	2011	2010
Capital assets	\$ 251,817,014	\$ 220,781,499
Amounts financed by: Deferred contributions	(128,805,592)	(108,660,928)
Bank loans	(41,540,867)	(42,593,799)
	\$ 81,470,555	\$ 69,526,772

(b) Change in net assets invested in capital assets is calculated as follows:

	2011	2010
Excess of expenditures over revenue:		
Amortization of deferred contributions related to capital assets	\$ 6,655,288	\$ 6,171,894
Amortization of capital assets	(14,465,221)	(13,706,505)
	\$ (7,809,933)	\$ (7,534,611)
Net change in investment in capital assets:		
Additions to capital assets	\$ 45,500,736	\$ 36,460,832
Amount financed by: Deferred contributions	(26,799,952)	(12,314,916)
Bank loans	1,052,932	(19,265,286)
	\$ 19,753,716	\$ 4,880,630

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

11. Supplemental cash flow information:

	2011	2010
Change in non-cash working capital items:		
Accounts receivable	\$ (2,254,966)	\$ 695,369
Grants receivable	103,400	2,507,784
Inventories	113,638	(30,434)
Prepaid expenses	273,520	(197,230)
Accounts payable and accrued liabilities	168,123	4,628,926
Accrued vacation pay	311,758	309,258
Deferred revenue-short term	805,770	5,929,550
	\$ (478,757)	\$ 13,843,223

During the year, the following cash amounts were received (paid):

	2011	2010
Interest revenue	\$ 2,136,185	\$ 1,534,519
Interest expense	(2,851,178)	(1,948,353)

12. Commitments:

As at March 31, 2011, outstanding capital asset commitments approximate \$2,900,444 (2010-\$21,671,935) primarily relating to the construction and expansion of various facilities including the Centre for Applied Transportation Technologies.

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

13. Ontario Student Opportunities Trust Fund:

Endowments include donations and matching funds from the Ontario Student Opportunity Trust Fund of the Government of Ontario (Phase 1 and 2), which were created to fund student aid bursaries.

The College has recorded the following amounts under the program:

Schedule of Changes in Endowment Fund Balances-Phase 1:

	2011	2010
Endowment balance, beginning of year	\$ 1,153,110	\$ 1,037,959
Preservation of capital	4,985	4,641
Market value adjustment	82,557	110,510
Realized loss	(34,381)	-
Endowment balance, end of year	\$ 1,206,271	\$ 1,153,110

Schedule of Changes in Expendable Funds Available for Awards-Phase 1:

	2011	2010
Expendable funds available for awards, beginning of year	\$ 120,616	\$ 122,068
Realized investment income	42,375	39,446
Bursaries awarded (2011-70; 2010-74)	(40,900)	(40,898)
Expendable funds available for awards, end of year	122,091	120,616
Endowment total based on fair value	\$ 1,328,362	\$ 1,273,726

Schedule of Changes in Endowment Fund Balances-Phase 2:

	2011	2010
Endowment balance, beginning of year	\$ 890,565	\$ 803,584
Preservation of capital	3,773	3,509
Market value adjustment	62,699	83,472
Realized loss	(25,979)	-
Endowment balance, end of year	\$ 931,058	\$ 890,565

Schedule of Changes in Expendable Funds Available for Awards-Phase 2:

	2011	2010
Expendable funds available for awards, beginning of year	\$ 71,515	\$ 79,788
Realized investment income	32,066	29,826
Bursaries awarded (2011-39; 2010-57)	(25,811)	(38,099)
Expendable funds available for awards, end of year	77,770	71,515
Endowment total based on fair value	\$ 1,008,828	\$ 962,080

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

14. Ontario Trust for Student Support:

Endowments include donations and matching funds from the Ontario Trust for Student Support Fund of the Government of Ontario, which was created to fund students with financial need bursaries.

The College has recorded the following amounts under the program:

Schedule of Donations Received:

	2011	2010
Cash donations matched	\$ 209,922	\$ 363,457
Total cash donations	\$ 209,922	\$ 363,457

Schedule of Changes in Endowment Fund Balances:

	2011	2010
Endowment balance, beginning of year	\$ 5,922,747	\$ 3,637,399
Eligible cash donations received	209,922	363,457
Matching funds received/receivable from MTCU	322,574	1,371,859
Preservation of capital	25,307	20,517
Market value adjustment	438,438	529,515
Realized loss	(169,384)	-
Endowment balance, end of year	\$ 6,749,604	\$ 5,922,747

Schedule of Changes in Expendable Funds Available for Awards:

	2011	2010
Expendable funds available for awards, beginning of year	\$ 207,163	\$ 104,183
Realized investment income	215,112	173,483
Bursaries awarded (2011-125; 2010-84) ¹	(117,355)	(70,503)
Expendable funds available for awards, end of year	304,920	207,163
Endowment total based on fair value	\$ 7,054,524	\$ 6,129,910

¹ Report of OTSS awards issued

Status of Recipients	OSAP Recipients		Non-OSAP Recipients		Total	
	Number	Amount	Number	Amount	Number	Amount
Full-Time	54	\$ 45,543	65	\$ 69,030	119	\$ 114,573
Part-Time	-	-	6	2,782	6	2,782
Total	54	\$ 45,543	71	\$ 71,812	125	\$ 117,355

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

15. Contingencies:

In the normal course of operations there are outstanding claims against the College, primarily as a result of grievances filed under the provisions of the collective agreements between the College and The Ontario Public Services Employees Union ("OPSEU"). The amount of these claims is not determinable at this time, and accordingly losses, if any, as a result of these claims will be expensed in the period in which the claims are known.

16. Fanshawe International Corporation:

In March 2003, the College formally created a subsidiary corporation named Fanshawe International Corporation to conduct teaching and training activities primarily outside Canada.

17. Fanshawe College Foundation:

In December 2006, the College formally created a charitable organization named Fanshawe College Foundation to coordinate fundraising activities in association with Fanshawe College. The Fanshawe College Foundation received charity status in June 2007, and became active in April 2008.

18. Financial Instruments:

The fair value of the College's cash and term deposits, accounts and grants receivable, short term receivable from the Student Union, accounts payable and accrued liabilities are not materially different from their carrying amounts because of their short terms to maturity. Fair value information for the long term portion of the receivable from the Student Union has not been disclosed because the fair value cannot be measured reliably due to the nature of the loans. A description of the instruments and their carrying amounts are disclosed in Note 4.

Since it is the College's intent to make payments on the bank loans until maturity, it is not cost effective to determine the fair market value of the debt. The fair value of investments and bonds included in Note 5 is based on quoted market prices.

The College reduces its interest rate risk by entering into interest rate swap agreements. Refer to Note 7 of the financial statements for details regarding the interest rate swap agreements.

The College provides credit to its students in the normal course of its operations. It maintains provisions for contingent credit losses. Student receivables represent 63% of the College's accounts receivable as at March 31, 2011 (2010-70%).

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2011

19. Capital Management:

The College's objectives when managing capital are to develop and maintain a financial model and a capital expenditure process which supports the strategic directions of the College, and safeguards the College's ability to continue to provide benefits to the community.

Capital at the College is comprised of net assets. In order to maintain or adjust the capital structure, the College must obtain additional funding.

Endowment contributions have externally imposed restrictions requiring that the principal be maintained intact.

THE FANSHAWE COLLEGE OF
APPLIED ARTS AND TECHNOLOGY

Analysis of Expenditures

Schedule 1

Year ended March 31, 2011, with comparative figures for 2010

	2011	2010
Expenditures		
Salaries and benefits	\$ 113,567,021	\$ 107,761,427
Student assistance	13,395,264	13,022,167
Operating supplies	4,874,865	4,500,458
Ancillary cost of sales	10,653,596	11,397,627
Contract services	12,300,655	11,101,195
Utilities and maintenance	11,103,855	9,195,929
Loan interest	2,851,178	1,948,353
Amortization expense	14,465,221	13,706,505
Other operating costs	9,498,623	7,960,314
	<u>\$ 192,710,278</u>	<u>\$ 180,593,975</u>

THE FANSHAWE COLLEGE OF
APPLIED ARTS AND TECHNOLOGY

Analysis of Restricted Contributions and Endowments

Year ended March 31, 2011, with comparative figures for 2010

Schedule 2

	Balance, beginning of year	Revenues		Expenditures		Balance, end of year	
		Donations	Interest	Awards	Other		Transfers
Restricted contributions							
Bursaries and scholarships	\$ 2,033,345	\$ 779,944	\$ 71,827	\$ (1,531,500)	-	\$ (657,192)	\$ 1,748,119
Student activity fees	50,000	-	-	-	(7,598,491)	-	50,000
Fundraising Campaigns	8,727,859	1,032,675	362,876	-	(4,820)	(194,512)	9,924,078
Alumni activities	121,502	-	8,515	238,055	(38,947)	(187,273)	141,852
Employee Stability Fund	360,949	-	3,526	22,150	(49,121)	-	337,504
Other	1,585,425	-	27,158	639,389	(699,439)	98,483	1,651,016
	12,879,080	1,812,619	473,902	9,549,780	(8,390,818)	(940,494)	13,852,569
Endowments	10,873,682	491,975	417,350	(248,301)	-	73,122	12,059,683
Internally restricted	184,302	-	7,242	-	-	17,583	209,127
	\$ 23,937,064	\$ 2,304,594	\$ 898,494	\$ (1,779,801)	\$ (8,390,818)	\$ (849,789)	\$ 26,121,379

Appendix C: KPI Performance Report

Appendix C: KPI Performance Report

Thousands of students, graduates, and employers across the province are surveyed every year to collect data pertaining to quality and accountability measures for graduate employment outcomes, graduate satisfaction, employer satisfaction and student satisfaction. The most recent data was collected from June 2010 to February 2011.

Fanshawe College's KPI graduation rates are still increasing. The KPI graduation rate, which is based on 2009/10 graduates, increased to 69.2%, continuing a fantastic five-year upward trend at Fanshawe.

Fanshawe graduates are also finding work when they leave school. The surveys reveal that 84.8% of 2009-2010 graduates got jobs within six months of graduating. While that number is down from 86.5% in the previous survey, it remains ahead of the provincial average of 83%.

Other key findings include:

- 91.3% of employers were satisfied with the quality of educational preparation of Fanshawe College graduates, which is just below the provincial average of 93.2%.
- Six months after graduation, 77.6% of Fanshawe College graduates reported that they were satisfied with the usefulness of their post-secondary education in achieving their post-graduate goals.
- 79.6% of all full-time Fanshawe College students surveyed in their second semester and beyond reported that they were satisfied or very satisfied with the overall quality of services, programming and resources available to them, which is above the provincial average of 76.1%. The results are based on the following:
 - 86.8% of students were satisfied with the knowledge and skills developed for their future career, which is very close to the provincial average of 87.1%
 - 81.3% of students were satisfied with their learning experiences, which is above the provincial average of 80.2%
 - 76.3% of students were satisfied with the quality of Fanshawe's facilities and resources, which is above the provincial average of 68.8%
 - 73.9% of students were satisfied with the quality of Fanshawe's services, which is above the provincial average of 68.1%

Appendix D:
Summary of Advertising and Marketing Complaints Received

Appendix D: Summary of Advertising and Marketing Complaints Received

Fanshawe College is filing a nil report.

Nature of Complaint	Date Received	How Resolved/addressed	Date Resolution Communicated to Student	# of working days to Resolve

Total number of complaints: **nil**

Average number of working days to resolution: **n/a**

Appendix E: List of Governors

Appendix E: List of Governors

Fanshawe College - Board of Governors

25-Nov-10

Member List

Name		Appointment		Term
Mr. Les Anderson	External Governor	01-Sep-06	31-Aug-12	2
Ms. Corinne Campbell	Administrative Staff Rep	01-Sep-10	31-Aug-13	1
Mr. Crispin Colvin	First Vice-Chair	01-Sep-07	31-Aug-13	2
Ms. Kathy Davis	External Governor	01-Sep-08	31-Aug-14	2
Mr. Brad Duncan	External Governor	01-Sep-07	31-Aug-13	2
Ms. Angela Francolini	External Governor	01-Sep-08	31-Aug-11	1
Ms. Mary Graham	Student Governor	01-Sep-10	31-Aug-11	1
Mr. Andrew McClenaghan	External Governor	01-Sep-08	31-Aug-11	1
Ms. Stephanie Montgomery-Graham	External Governor	01-Sep-10	31-Aug-13	1
Ms. Margaret Nish	Second Vice Chair	01-Sep-07	31-Aug-13	2
Mr. K. Scott Player	External Governor	01-Sep-08	31-Aug-14	2
Dr. Howard Rundle	College President (Ex-Officio)	01-Feb-96		
Ms. Rubelyn Ubando	Support Staff Rep	03-Mar-10	31-Aug-12	1
Mr. Brian Waltham	External Governor	01-Sep-10	31-Aug-13	1
Ms. Kay Wigle	Academic Staff Rep	01-Sep-08	31-Aug-11	1
Ms. Britta Winther	Chair	01-Sep-06	31-Aug-12	2
Ms. Kate Young	External Governor	01-Sep-09	31-Aug-12	1

All correspondence to Governors should be addressed as follows:

Office of the Board of Governors
Fanshawe College
Room H1004
1001 Fanshawe College Boulevard
P.O. Box 7005
London, ON N5Y 5R6

STRATEGIC DIRECTIONS

1

Pursue excellence in learning, teaching, and service.

Every aspect of college life, both inside and outside the classroom, contributes to each student's ultimate success. Fanshawe's continuous pursuit of excellence means a better college experience and a more prepared college graduate. It also means a more satisfying career for our employees. In approaching excellence we are mindful of the need for both financial and environmental sustainability.

4

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

As much as Fanshawe exists to help students pursue their dreams, it can also help employees pursue theirs. Fanshawe's success is enhanced by employees who are motivated, involved, growing, and satisfied in their careers. Our commitment to excellence includes supporting our employees as they develop their skills and work to accomplish their career goals.

2

Encourage and enhance student success.

Fanshawe facilitates student success through its commitment to access, high academic standards and integrated support systems focused on students' achievement of their program outcomes. The College also recognizes that a rewarding college experience includes personal growth beyond academics.

5

Engage the support of community partners and patrons.

Partnerships with individuals, businesses, organizations, and industries have a profound impact on the quality and delivery of Fanshawe's programs. Students benefit tremendously from donations of time, expertise, and resources by community partners.

3

Engage in applied research and scholarly activity.

Fanshawe enjoys a positive reciprocal relationship with its community. That relationship provides valuable opportunities for students to earn real world experience – and help local businesses and organizations succeed – through innovative research projects. The College pursues these opportunities as part of its commitment to academic excellence and to supporting economic development in the region.

6

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

Growth is critical to Fanshawe's future success. Smart growth creates the opportunity for the College to attract students in a way that addresses community need for skilled labour, provides life-changing learning experiences, and ultimately increases global perspective in our local communities.

You can find the official document online at:

www.fanshawec.ca/strategic