Ontario

Ministry of Training, Colleges and Universities

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

Students With Disabilities	First Generation Students	Aboriginal Students
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.	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.	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.
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.	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.	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.

For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs. 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.	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.
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: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide.	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.

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.

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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.

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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
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.	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.
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.	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.
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.	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.
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	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

training, student success and retention.	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: • 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 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.

- **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
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.	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: • 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
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.	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%.
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.	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.
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.	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.
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.	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.