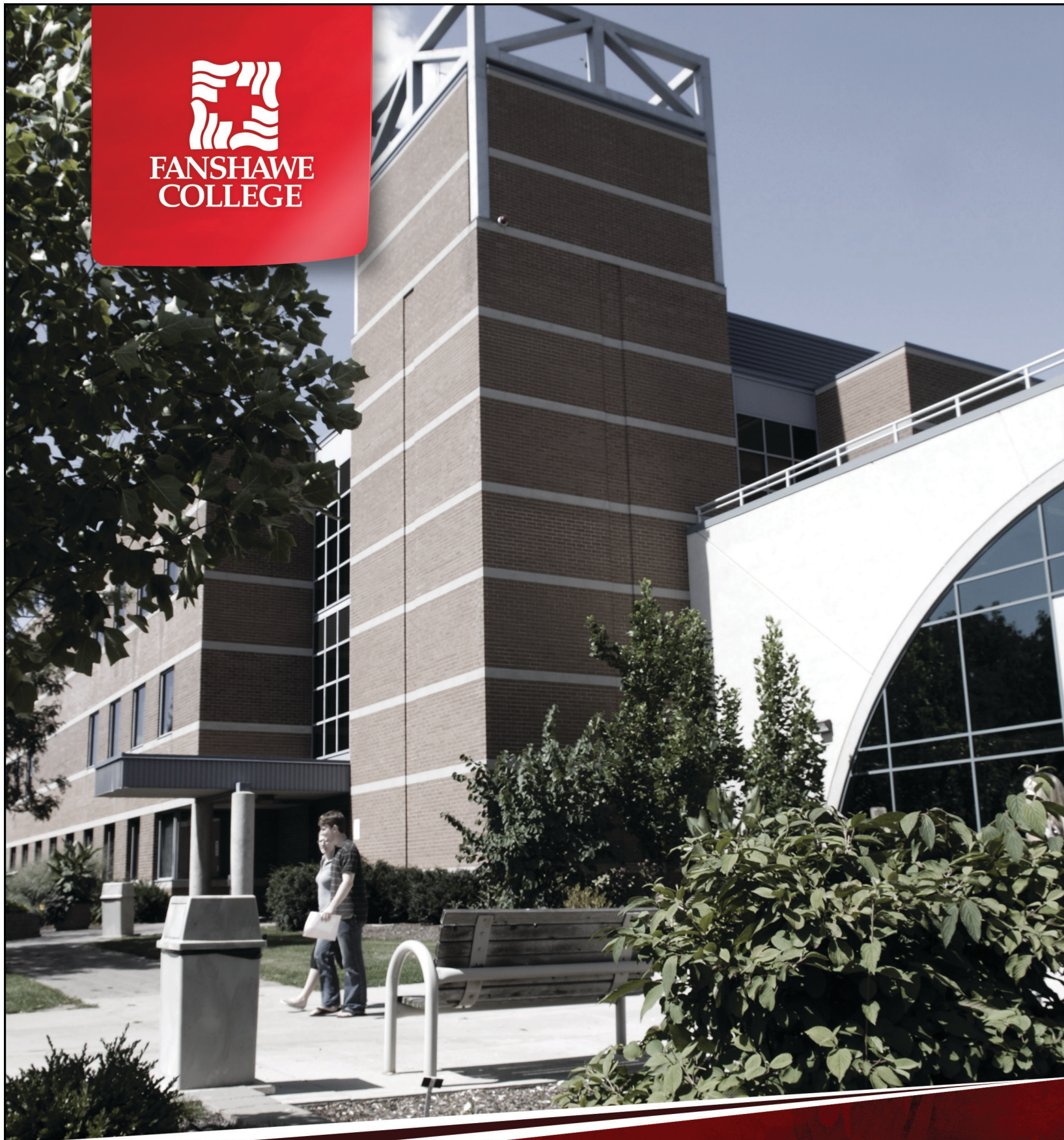




FANSHAWE
COLLEGE



2011-2012 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 2011-12
FANSHAWE COLLEGE

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Message from the Board Chair



On behalf of the Fanshawe College Board of Governors (“the Board”) I am very pleased to share the results of Fanshawe College activities for the 2011/12 academic year. As you will recall from the previous Annual Report, the College commenced a bold journey that involves confronting the new and emerging environmental challenges facing post-secondary and turning them into a series of opportunities benefiting students, employers and local, regional and global communities. I am proud to say that the journey is well underway!

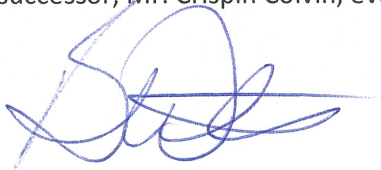
The Board’s contribution to this journey can probably best be illustrated by its leadership to create an advanced strategic planning architecture for the College. Very soon after a successful Board Strategic Planning Retreat, held May, 2011, a renewed Vision and Mission exercise commenced. It had been approximately 10 years since the College last formally reviewed these strategic statements. Coupling this with the fact that the College is entering a relatively unstable period characterized by demographic shifts, increased competition, and diminishing government resources, the review was viewed as a number one Board priority.

A Vision Task Force, led by a Board member and comprised of other Board members, senior College leaders and College staff, is working with the help of a strategic planning specialist to develop the Vision Statement. Their work plan and the results of their research and focused planning discussions have been shared throughout the exercise with the broader Board. The Task Force also recently engaged the full Board in a Retreat to understand and critically assess the planning work thus far and to agree on the necessary components that will need to exist in a new Vision for Fanshawe. The Task Force and Board will continue to collaborate with a view to notionally approving a new Vision Statement by early Fall, 2012. Of course, and along the way, key external stakeholder consultation will occur to ensure that the final product is truly compelling and aspirational and leverages Fanshawe’s many strengths.

Some work on a new Mission by the Board and Vision Task Force has occurred as a by-product of the new Vision planning exercise. This is natural given that it is impractical to talk and plan about one in complete isolation of the other. Once the Vision is approved notionally however, a rigorous and collaborative methodology, as has been applied to the creation of a new Vision, will be introduced by the Board to finalize a new College Mission. The Mission is scheduled to be completed no later than Fall, 2013 - just in time to more effectively anchor College planning and decisions that will need to be taken to address an imminently shrinking 17 to 24 year old global student cohort.

Message from the Board Chair

This being the end of my tenure as Chair and member of the Fanshawe Board of Governors, I would like to wish College leaders, managers and staff all the best in their efforts to sustain and continuously improve upon Fanshawe College's reputation as an educator of choice. I also wish Dr. Rundle and my successor, Mr. Crispin Colvin, every success in their efforts to advance the College forward.



Britta Winther
Chair
Board of Governors

Message from the President



This past year provides ample evidence of how Fanshawe College worked harder to stay competitive. In my Message this year I would like to elucidate why we must stay competitive and example some of the important ways that we are doing just that.

The simple fact is that there are fewer children in our schools than there used to be. The Public and Catholic school boards have been dealing with this issue for the better part of a decade, and it is beginning now to trickle into the post-secondary world. Fanshawe College has however set an ambitious goal for future growth, aiming to increase enrolment by 2% per year. We're already well on our way, and have been since 2010.

The growth is supported through the implementation of a comprehensive Strategic Enrolment Management (SEM) initiative at the College, which makes our planning more purposeful, because it looks at our strengths and weaknesses in terms of student experience. It identifies underserved populations and tailors our approach to recruitment and retention in the coming years to deliver on a promise to students about Fanshawe education: we will offer the kinds of programs they want, the kinds of services they need, and the kind of learning environment they appreciate. Most importantly, we will do it in a way that is meaningful and valuable to their success.

Our world is getting smaller every day, and like other businesses, Fanshawe is competing globally just as much as we are at home. In the past year we made exciting forays into the international marketplace to continue to assess and form unique and innovative educational partnerships. In fact, two Memoranda of Understanding (MOUs) were signed during a recent business trip to China. Our partner institutions may use our services to administer English as a Second Language (ESL) programs for their students, or to take advantage of our teacher training program offered either here or abroad. These agreements also open the door to increased international enrolment at Fanshawe and further discussion around student and faculty exchanges, resource sharing, and credit transfer articulations. To put these impacts in context, the College served 1,431 international students from more than 50 countries during 2011/12.

Message from the President

Like our economy, our programs and curriculum are in a constant state of evolution. As things change, we change, always with industry partners and leaders who recognize how we can better prepare students to thrive in the workforce. To strengthen the mandate of Fanshawe College as an access institution and to better position it as a provider of relevant applied post-secondary education, Fanshawe has twice petitioned the Ministry of Training, Colleges and Universities for authorization to adopt a differentiated mission. This approval would identify the College as an Institute of Technology and Advanced Learning (ITAL). During this past year, the College commenced the development of new degree programs in Human Resources, Marketing, Horticulture, and Aviation, to name a few. Fanshawe also created new certificate, diploma, and degree programs in just about every area of study at the College. We are also commencing development of new programs in fields like entrepreneurship, paralegal, artisanal culinary, massage therapy, and renewable energies.

By persisting with initiatives exemplified here, and many others not mentioned but contained in the body of this Report, Fanshawe will continue to sustain and indeed improve upon its consistent performance.



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 are shown in relation to the College's Strategic Statements (generally) and to the College's Ends Statements (more specifically).

Strategic Developments Supporting the College's Strategic Statements

- ❖ 'Game changer' analysis for the short-, mid- and long-term is now more important than ever given the decline in 17-24 year old enrollees beginning 2013 along with government 'belt tightening.' As a consequence of these realities, the College, through Strategy and Planning, systematically and regularly assessed the external and internal environments for evidence of 'game changers' and actively communicated this information to College leaders and the Board to enhance their strategic decision-making and planning.
- ❖ A Strategic Discussions Task Force was established by the Board to assist in determining how the Board could become more involved in and influence college strategic planning. The Task Force recommended, and the Board has then approved, the following changes to Board process:
 - The President will provide the Board, on a semi-annual basis, with short-term environmental information that should be considered to informally and formally assess the currency of vision, mission and strategic directions;
 - At the annual Board workshop, adequate time will be allocated to discussing the need to realign any of the College's strategic statements and any next steps;
 - Every four years at the Board workshop, beginning 2011, the President will lead the Board through an exercise to confirm long-term planning scenarios developed and endorsed by College leaders - which in a more enduring way - can be expected to influence later annual discussions regarding the need to realign any of the College's strategic statements; and,
 - At the annual Board of Governor's workshop, a strategic presentations speaker agenda will be set and later coordinated by the President, to help inform Governors and senior leaders about emerging 'game changers.'
- ❖ The College continued to re-configure its planning processes to more effectively place an increased focus on the alignment of strategy with operational plans. Research shows that high performance organizations demonstrate concrete linkages between strategy and operations, have formal processes in place to manage risk, monitor results through effective metrics, and have integrated planning processes that support review and realignment of plans as necessary. The following examples serve to highlight the College's continuing focus upon strategic alignment, risk mitigation, integration, and results:

Section A: Report on Previous Year's Goals

- The Academic areas of the College completed the first annual cycle of a process to make Faculty Multi-Year Operations Plans more target based. The new plans focus upon the goals of enrolment growth and program optimization. Additionally, elective goals focus upon an area of leveragable strength or an area that is deficient. Potential activities for the plans are being thoroughly scrutinized through academic leader peer review and then consultation with relevant enabling departments. Only those activities which are deemed viable after such review and consultation are included in the plans. The new plans also set specific activity growth targets for each Faculty, where labour market and student demand analyses strongly suggest multi-year program growth opportunities exist. Cumulatively, these targets are set to achieve a minimum annual average College enrolment of 2% over the next ten years.
- Three strategic initiatives were 'foundational' to the success of the Fanshawe College Strategic Implementation Framework this year: Strategic Enrolment Management (SEM); Business Process Improvement; and Culture Alignment.
 - Beginning with an understanding and greater prioritization of student segments that should be actively pursued going forward, SEM marshalled the efforts of all areas of the organization to ensure that among other things: the College's marketing efforts yielded optimal return on investment, the right program mix was in place, and the proper range and intensity of services were in place to support student success and contribute to the student experience. A SEM Plan was developed that identified 16 strategies to be implemented in the short-, mid- and long-term. Teams worked vigorously to charter and then execute each of the strategies.
 - Business Process Improvement, building upon the formerly introduced LEAN initiative, systematically and continuously focused upon the elimination of waste, variation and work imbalance in end-to-end systems and processes, as well as re-calibration of systems, processes and structures to align with mission and changing externalities. The Senior Leadership Council (SLC), made up of Deans, Directors, Vice-Presidents and the President, approved the College's first annual business process improvement agenda comprised of five enterprise projects including: student scheduling; equipment and facilities resource priority process; connecting changing teaching needs more effectively with enabling requirements; international admissions process; and delegations of authority. Two of the projects are now in a close-out phase while the other three remain ongoing. Lessons learned are being continuously shared across the College, with all projects, so that staff can make ongoing, necessary improvements.
 - Culture Alignment is focusing upon the systematic and regular assessment of the current College culture and its alignment with evolving challenges and opportunities. Specific actions that are continuing to be implemented through the initiative relate to: programs of change leadership and management; effective organizational communication; re-enforcement and support of effective horizontal working relationships; enhanced employee engagement; and results-based measurement.
- An enterprise risk assessment and management process is being implemented and introduced across the College. Strategy and Planning consulted with senior leaders to assess the College's various strategic, technological, compliance, financial, operational, and reputational risks and their associated control activities. These risks were presented to SLC with plans to mitigate and manage risk, applying the new model.
- In concert with and in support of the College's efforts to introduce systematic evidence-based decision-making and planning into the organization, Information

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Technology Services and Strategy and Planning led the development and introduction of a data governance model. Its components include: high-level principles; a data risk assessment/control scheme; data typologies (sensitivity – unclassified, low, medium, high); user groups (for both elemental and aggregate data); retention schedules; responsibility for anonymization and general stewardship;; knowledge mobilization, etc.

- A new College policy coordination model has been implemented and is expediting the review of stale policies (those which have reached their five year review date) and improving the effectiveness and efficiency of all stages of the policy development process. The new process has resulted in a major improvement in backlog reduction and faster, more focused policy development.

A.1.1 Pursue excellence in learning, teaching and service

Fanshawe College meets this Board End through numerous initiatives and activities that support quality improvement and program optimization, technological innovation, effective student supports, a safe and enriched learning and working environment, and sustainability. The following examples are illustrative of the College's 2011-12 achievements in these areas.

Quality Improvement and Program Optimization

- ❖ The Centre for Academic Excellence completed 23 program reviews in 2011. Another 27 program reviews are scheduled for 2012 including several programs classified as Centres of Excellence that will be reviewed using an enhanced review program. Under a new program review process each review includes a requirement for a one year follow-up to assess how the recommendations made by the program review are being implemented. The process ensures that the College is complying both with MTCU and Board guidelines for reviewing full-time post-secondary programs every five years and continuing education programs every seven years.
- ❖ The College launched the following new programs in FY2011-12:
 - Early Childhood Leadership degree
 - Aviation Maintenance Technician – Avionics diploma
 - Internet Applications and Web Development diploma
 - Business Administration – Leadership and Management advanced diploma
 - Human Resources Management graduate certificate
 - Business Entrepreneurship College certificate
- ❖ To prepare for the future the College has developed the following programs to launch in FY2012-13:
 - Paralegal certificate
 - Massage Therapy advanced diploma
 - Aviation Maintenance Technician – Maintenance diploma
 - Business Entrepreneurship and Management diploma
 - Project Management diploma
 - Project Management graduate certificate

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- Online Game Development graduate certificate
- Renewable Energies Technician diploma
- Artisanal Culinary graduate certificate
- Payroll and Bookkeeping diploma
- ❖ The college is waiting for approval from PEQAB for the launch of the Interior Design degree program. In addition, the College continues work on the development of four business degree programs:
 - Bachelor of Commerce – Accounting degree
 - Bachelor of Commerce – Leadership and Management degree
 - Bachelor of Commerce – Digital Marketing degree
 - Bachelor of Commerce – Human Resources Management degree
- ❖ Ontario is committed to investing and developing clean and renewable energy technologies such as wind, solar, hydro and bioenergy. The London Economic Development Corporation has identified renewable energy technologies as a key emerging sector for London and is actively pursuing investment and new opportunities in this industry sector.

Fanshawe College is well positioned to support the growing labour demand in this sector, especially considering the College's close proximity to the regional economies engaged in clean energy such as Erie Shores, Thamesville and the wind farms in Bruce County. As part of our program renewal exercise this year and next the College is exploring opportunities to offer renewable energy courses and programs that link to labour market and student demand. The Board of Governors and MTCU have approved the offering of a new diploma program, Renewable Energies Technician, effective fall of 2012. This new offering will be at the St. Thomas/Elgin campus.
- ❖ To ensure that programs remain current, relevant and aligned with changing technology, equipment upgrades are required each year. The demand always exceeds available resources. In the current economic environment, this circumstance has been exacerbated. Nevertheless, upgrades have been implemented over the last year. A few examples include:
 - New physics lab equipment for Environmental Technology programs.
 - Retooled and modernized PLCs in the Mechatronics Lab.
 - New robotic and automation cells in the Advanced Manufacturing Lab.
 - New network cabling and building automation equipment in Electrical Techniques and Electrical Technician labs (donated by Durell Controls).
 - 16 new microscopes for Dental Hygiene.
 - New industry-standard equipment in the Physics and Air Quality labs.
 - New equipment and renovation to the Health Sciences interprofessional labs including the purchase of high fidelity mannequins (birthing simulator and simulated 5 year-old pediatric patient) and a defibrillator.
 - Creation of a Research Lab to support Nursing program research and scholarship infrastructure.
- ❖ Keeping curriculum current is an ongoing activity across all academic programs. Some examples of major curriculum revisions completed include:

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- In concert with all other CAATs that offer the program, Dental Hygiene moved from a two-year to a three-year diploma program. This was necessary to meet new Provincial Learning Outcomes and Entry to Practice Competencies and Standards for Canadian Dental Hygienists. Special attention was given to transferability between programs with the learning outcomes being the same across all CAAT programs at the end of each year of the program.
- Faculty in the Police Foundations and Law and Security Administration Programs of the School of Human Services updated curriculum to align with MTCU and professional and community standards. The Law and Security Administration Program was re-named Protection, Security and Investigations beginning in September 2011 with a new curriculum to reflect the direction of both the security sector (via Bill 159: *An Act to revise the Private Investigators and Security Guards Act* and the *Licence Appeal Tribunal Act*, 1999) and the private investigations sector. New courses have been added in investigations, evidence, surveillance, a return of field placement, and Emergency Management basics. These changes appear to have sparked a 25% increase in enrolment in these programs for fall 2012.
- ❖ Following extensive consultation with local industry, the School of Transportation Technology recently developed an avionics technician program. The program was capitalized with \$2 million worth of equipment and aircraft funded as part of the Centre for Applied Transportation Technology capital project, using Knowledge Infrastructure Program (KIP) grants. The Aviation Technician – Avionics Maintenance program started in September, 2011. This is a Transport Canada-approved program. The first graduates will be available for employment in May 2013.
- ❖ The School of Health Sciences, at the request of the Six Nations Reserve near Brantford, enrolled a cohort of First Nations students into our Advanced Care Paramedic program. The theory courses were delivered on-site in Brantford with clinical learning in labs at the London campus. By all accounts this offering has been well-received and successful.
- ❖ Fanshawe's Athletics Department collaborated with the Television Broadcasting program to support in-house placements for students during the winter 2012 term. Students furthered their skill development and enhanced the outreach of the athletics program by video-taping intercollegiate home games and special hosting events. These recordings are used to create promotional videos for College marketing and recruitment efforts.

Technological Innovation

- ❖ Expansion of online course delivery and technology-supported learning continues to be a priority for the College as students demand access to learning in this manner. Shifts to more online delivery methodologies can be leveraged to partially offset the space pressures at the London and Woodstock campuses. Online delivery also creates opportunities for a Fanshawe education to be obtained from a distance. A number of our Schools are embracing this initiative:
 - The Lawrence Kinlin School of Business is continuing the roll out of online and blended learning with a total of 60 courses converted at the end of 2011-12. Thirteen courses are fully online and 47 are in a blended learning format. The online readiness testing pilot has completed the student phase and analysis is taking place during the summer of 2012. In addition, 66 professors have completed 120 courses towards a master's degree in Online Teaching through the University of Illinois.

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- The pilot installation of interactive whiteboards (SmartBoards) was completed in 2011. The SmartBoards were installed in laptop classrooms used by the Lawrence Kinlin School of Business and the School of Information Technology. These interactive whiteboards enhance visual display capabilities, provide further interactive capabilities and are complementary to online teaching.
- The School of Language and Liberal Studies in partnership with the Lawrence Kinlin School of Business developed online versions of WRIT and Communications courses for first year Business courses. (WRIT is the acronym for the Reason and Writing Curriculum, the College instrument used in all programs for developing student literacy and critical thinking skills.) WRIT has been instrumental in increasing student retention, completion and graduation, and is one of the factors in the College's significant increase in retention rates.
- Several faculty members in the School of Language and Liberal Studies assisted other faculty in converting courses from face-to-face to hybrid or online delivery. This effort has resulted in engaging, productive and pedagogically sound courses that appeal to a wider variety of learners.
- Computer Applications and Business Documentation, an Ontario College certificate program offered through Oxford County Continuing Education, has been modified to operate in a hybrid delivery format to attract rural students who might not have the ability to attend a fully in-class program.
- ❖ The major renovation of the Television Broadcasting program studios from analog to a fully integrated high definition system is complete. The learning environment exceeds industry standards and is a showpiece in post-secondary education.
- ❖ Information Technology Services (ITS) continued to pursue the cross-college initiatives during 2011-12:
 - Elimination of paper forms wherever possible by developing and substituting electronic forms and workflows. Electronic forms are faster to complete and route, less prone to errors, more environmentally sound, more economical to store, and allow for automated data summation and analysis. The ImageNow product was used to expand electronic image scanning, storage and retrieval capacity into the Office of the Registrar and the Purchasing and Accounts Payable department. Eight new electronic forms and workflows were developed for use throughout the College.
 - Recently upgraded E-commerce software licensed by the College from Ellucian fulfills requirements of the Payment Card Industry. Hosted checkout functionality has been widely deployed to meet customer requirements and to ensure that card numbers are not stored on premise.
 - Use of FanshaweOnline (our online learning management system) was closely monitored. Statistics that track student logins, drop box use, course enrollments and email use were reported to College Council in February. The College's internet connectivity and use patterns are monitored daily. In September 2011 College bandwidth was expanded from 230 Mbps to 365 Mbps in response to ever-increasing demand.
 - Over the summer and fall of 2011 ninety high-tech classroom podiums were upgraded to better support video needs and meet access requirements.
 - Work continued to prepare materials and reports for inclusion in the College's Business Intelligence library, which is expected to formally launch in the second quarter of 2012.

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- ❖ Information Technology Services established a pilot facility to gain experience with online teaching and learning technologies. This facility, called the 'Web Studio,' contains a computer, several monitors, microphones, cameras, sound and light controls and learning management software. These were configured to allow professors to use the Internet to deliver electronic classes for students in off campus locations. An assessment of the setup and its use was completed and findings from the report are being used to inform decisions concerning eLearning.
- ❖ A new call centre and in-person queuing technology in the Office of the Registrar have been implemented with much success. This has improved service to students by providing statistics on which our staffing levels are now based. This also provides improved functionality to deliver key messages to our visitors and promote the services of the Office of the Registrar.
- ❖ As the result of the recently completed College web audit by Marketing and Corporate Communications, a contemporized College website with improved information architecture and content management has been designed for launch later this year. Clarity, usability and design will be a major strategic focus including three clicks or less to top level global navigation sets. Analytical web data and external trends analysis (in consultation with internal stakeholders) will form the underpinning of content decisions on a go-forward basis.
- ❖ Counselling and Accessibility Services developed and implemented promotional strategies to encourage students to utilize counselling and support services via the College web-site, student portal, social media and promotional materials. These strategies appear to be working as we now serve over 25% of the College's population every year, which is significantly more than most other post-secondary institution counselling departments.
- ❖ Facilities Management continued to develop and improve its facilities information management system (VisionFM), and its asset management and capital planning system (VFA) through implementation of the following initiatives:
 - Improved work order response time with the goal of achieving 90% success in meeting established response times.
 - Successful completion of a pilot to equip Facilities Operations maintenance employees with electronic handheld devices (Blackberries) for remote dispatch, management and closeout of work orders in the field without the requirement for access to workstations.
 - Advanced the implementation of a scheduling system to monitor the completion of critical safety tasks to help monitor and ensure accountability to workplace health and safety. To date the relevant information has been compiled for migration to the FIS.
 - In September, 2011 Oxford County Campus successfully implemented Bookware, a new point-of-sale system and online website solution that allows faculty and students to view book lists and order books and course material online with reduced delivery time. Enhancements continue to be introduced to improve services.

Effective Student Supports

- ❖ A process is being developed to track the progress of London Continuing Education students in their program of choice. Such tracking is a challenge because CE students register by course rather than by program. The result will be an improved strategic approach to program and course planning with the ultimate goal of increasing opportunities for students to complete their program and successfully graduate.
- ❖ Library and Media Services research staff partnered with Student Success and the Fanshawe

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International Centre to provide in-depth individual reference orientation sessions tailored to the needs of students who have difficulty with English or are unfamiliar with current methods of finding relevant research resources. Target groups included international students, new Canadians, first generation students and mature students.

- ❖ Counseling and Accessibility Services (CAS) continued to work with Facilities Management to plan for the building of an expanded and integrated testing centre. In the meantime, an additional testing room has been provided, allowing our Accessibility Testing Centre to double its service capacity. Renovation of a reception area has begun that will create a warmer and more efficient waiting area for our service to students, and will include some new testing centre office space. CAS continued to work in partnership with iCopeU to provide online mental health awareness and support tools for students experiencing mental health challenges, and remain a provincial leader with this project.

Counsellors continued to seek out opportunities to reach out to Faculty and students to provide proactive and preventative service. This remains a challenge as we diligently work to meet the urgent counselling needs of the many students who seek our professional service needs.

- ❖ The Fanshawe International Centre hired an International Projects and Exchange Coordinator in January, 2012 who is currently working to expand the number of student exchange agreements, to increase the number of faculty-led student excursions abroad, to encourage participation in international placement opportunities, as well as liaising with government funding agencies to promote international development.
- ❖ Community Employment Services Fanshawe (formerly JobConnect) established a new primary service site in east London, complementing the service location in downtown London and facilitating consolidation with a north London site. The new location has brought services to an area of London not previously well-served. The new location has been a major success. It is important to acknowledge the support of TD Canada Trust in the development of the new office. The site is a former TD Canada Trust branch and TD holds the lease for the location.
- ❖ A review of the current usage and future needs of our Fitness Centre and club, 'Fitness 101,' was completed in 2011-12. The results are being vetted and incorporated into the College Facilities Master Plan. It is expected that meeting these demands will require an increase in the footprint of the Fitness Centre building and a fourth gymnasium at London Campus.
- ❖ The Bookstore launched a textbook rental program on a limited basis for September, 2011. The rental program provides students with an alternative to purchasing new or used textbooks with substantial savings to the students. The program will continue in 2012-13 with more titles being added for rental.

A Safe and Enriched Learning and Working Environment

- ❖ Human Resources (HR) continued to implement systems and processes that deliver high value-added services through implementation of the following initiatives:
 - A portfolio services delivery model in Benefits and Compensation.
 - Enhancements to the current Human Resources Management System (HRMS) that provide for more accurate and efficient reporting and information tools related to online leave reporting (sick and vacation), a system to publish professional development offerings and facilitate self-service registration for employees, and support initiatives to leverage HRMS employee data for business process improvements such as automation of

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the organization chart and college communication groupings.

- New service delivery standards for various HR functions. Examples include: targets for employee recruitment cycles focused on streamlining and shortening the time necessary to recruit and hire new employees; standards for lapse time related to processing of payroll documentation.
- Began the transfer of information from paper-based forms to electronic workflows for reporting sick leave and vacation.
- ❖ Work during 2011-12 has advanced the review, planning and implementation of facilities development and strategic property acquisition, consistent with the College's Campus Master Plans and Long-Term Campus Development Plan, in support of the College's strategic directions and the Strategic Enrolment Management (SEM) initiative.
- ❖ Health and Safety Services began implementation of an online incident reporting management system. It will simplify the reporting and tracking of incidents and related follow up and provide readily available statistical information for trend analysis. The online reporting interface is being further enhanced to transmit information directly to the data system eliminating redundant data entry.
- ❖ Phased implementation of the College's Emergency Plan and Emergency Guidelines continued in 2011-12. The Emergency Management Office provided training to emergency team members, including incident command training and basic emergency management training available through the Ontario Emergency Measures Office (EMO). Individual departmental action plans necessary to support the College's overall preparedness, response and recovery plans were further developed and refined.
- ❖ In 2011-12, the College planned, coordinated and implemented its first full-scale emergency plan exercise to test the effectiveness of the College's emergency plan and related lockdown and shelter-in-place procedures for active violence, and to provide an experiential learning opportunity for students.

The exercise was a controlled simulation of active campus violence in a College residence, resulting in significant trauma and multiple casualties, including fatalities. Through the 'hotwash' debrief, the exercise was observed to have met its planned test objectives and that the College lockdown procedures met the requirements of the 'Guidelines for Developing and Maintaining Lockdown Procedures for Colleges and Universities in Ontario.'

The Exercise provided an opportunity to test the strengths of the Emergency Plan and its related procedures while exposing any weaknesses of the Plan and its lockdown procedures in a safe, controlled environment. The Exercise garnered media attention nationally with many requests from post-secondary institutions across Canada for the College's Emergency Management Office's exercise planning process and template. More than 500 registrants participated in the exercise, including representatives from four police services, three fire/EMS services, a local board of education and 16 Ontario colleges and universities.

- ❖ The College continues to advance its safety performance. In 2008-09 a favourable external audit of the College's CHSMS yielded a 13% improvement over the 2006 audit. In fall 2011 an external audit of the CHSMS yielded a further 12% score increase to 91%. The auditor's report noted that 'This continues to reflect the high level of management leadership, strong resources within [the College] and the commitment to health and safety inclusive of the student population.'
- ❖ Strategy and Planning continues to vigorously research improvements, employing complex space utilization simulations and process workflow mapping, to determine how academic

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space can be utilized more effectively and to allow for more flexible student schedules. Simulations were run to support the movement of evening teaching activity to a new facility. Separate simulations were run to support the establishment of the space requirements for our new downtown London campus now under development.

The results of the Fall Room Usage Audit were presented broadly across the College and served as the basis for identifying opportunities for improvement in scheduling and course delivery. The results were used by the SEM Timetabling and Scheduling Committee to inform improvement in student timetable quality indices.

Sustainability

- ❖ Environmental sustainability continued to be 'top of mind' and the College continued to explore sustainable initiatives and their fiscal and environmental impacts. Some examples include:
 - Establishment of a Sustainability Task Force to develop a corporate sustainability strategy. The College approved implementation of the Sustainability Tracking and Assessment System (STARS) program framework developed by the Association for the Advancement of Sustainability in Higher Education (AASHE).
 - Continued to implement sustainability and greening into academic programs to ensure that graduates skills align with current industry trends. An educational awareness program to assist faculty with alignment of sustainability into their academic programs was developed for delivery in June 2012.
 - Investigated collaborative opportunities with suppliers, students, staff and the community to reduce the use of paper and plastic, offering green products and recycling, and introducing compostable packaging. We promoted and expanded sustainability initiatives in operations in all College areas, particularly in food services and culinary programs with the transition from Styrofoam takeout containers to recyclable food containers and the development of a waste food composting program and recycling programs for pizza containers and Tim Horton's cups. As well, the College installed 8 new water bottle refilling stations throughout the campus; and
 - Renewed various building envelope systems, including roofing and window systems and lighting replacements and retrofits, using improved energy efficient products and installed heating, ventilation and air conditioning system upgrades and replacements, including the addition of an outdoor winter air cooling system for M Building
 - The School of Tourism and Hospitality boasts a 70% local sustainable foodservice practice. Examples include selling fair-trade coffee, engaging in recycling and composting and supporting local food suppliers. Professors and students engaged in meat processing including the smoking of bacon. Plans are underway to set up bee hives to create a local supply of honey!
 - The School of Building Technology embedded sustainability principles and practices in the curriculum of the Architecture, Construction and Civil programs with the goal of not only raising awareness from technical and environmental perspectives but from the social and economic perspectives as well. One class project focused on disaster re-builds through the examination of geographic, technical and cultural factors.

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

- ❖ Staff from all employee categories and all areas of the College were invited to be involved as members in the next phase of the Strategic Enrolment Management (SEM) implementation task groups. Nineteen teams were established to address the immediate and intermediate recommendations in the SEM Plan. More than half of these teams completed their work in 2011-12. Their recommendations are either being implemented immediately or planned for implementation over the next two years.
- ❖ The three Schools within the Faculty of Arts, Media and Design have created recurring, faculty-organized and faculty-led professional development sessions. These range from Lunch and Learns to Mystery Topics to presentations made by faculty of the work they or their students are doing. The goal is to improve faculty knowledge, practice, and skills. In addition, all three Schools have professional development activities as part of the on-going evaluation process.
- ❖ In August, 2011 the School of Language and Liberal Studies faculty organized and participated in a second annual faculty professional development event. Faculty presented workshops on new technology, tips and tricks for effective classroom management, and recent sabbatical research.
- ❖ Faculty of Technology members participated in a number of professional development opportunities ranging from conferences and seminars to courses and certifications. Some examples include:
 - A number of professors used PD opportunities to work on new equipment obtained with Applied Research and Innovation funding as well as new robotics, PLCs and surface mount soldering equipment.
 - A number of professors, working with Advanced Composite Technologies, created and offered a new learning module for composite manufacturing in the Practical Elements of Mechanical Engineering graduate certificate program.
- ❖ The Continuing Education team within the Centre for Community Education and Training Services implemented a new enrolment planning process and began establishing a new Customer Service Charter aimed at improving the service levels to our students, faculty and staff for a continuous quality improvement process.
- ❖ Professors, staff and administrators in all three Schools within the Faculty of Business participated in a joint retreat in June, 2011 focusing on enhanced learning technologies and methods, and the opportunities and challenges when dealing with international students. Given the College commitment to international enrolment growth, guests from Centennial College related their experiences with international students.
- ❖ In January, 2011 the London Continuing Education team hosted a professional development session entitled Transitioning from Industry to the Classroom for part- time faculty. The evening focused on taking career skills and knowledge to increase relevancy in the classroom. It was a great success we plan to continue this skill-building each term.
- ❖ A number of events have taken place over the past year regarding progress with the implementation phase of the SEM Plan. The Dean of SEM conducted information sessions with every School and Department across the College. SEM was a major focus at one of our Administrator Days, at the Senior Leadership Team retreat, and at a College-wide event during the March Break.
- ❖ The College's bi-annual employee survey took place in late 2010. The results detail

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Fanshawe's strengths as an employer and identify areas for improvement in college processes, policies and practices. In 2011-12, supported by Organizational Development and Learning, managers and their teams reviewed those results and implemented initiatives to enhance engagement. In addition, all College managers identified a performance objective specifically related to improving one or two factors from the Employee Survey with a goal to improve employee engagement.

- ❖ Human Resources continued activities aimed at increasing employee engagement, by leveraging initiatives such as:
 - Launched T4's online for the calendar year 2011 and published benefits information and communications for staff via the employee portal.
 - Partnered with Marketing and Corporate Communications to update the College website with information for prospective employees.
 - Engaged Knightsbridge Human Capital to evaluate our leadership development and succession planning practices and processes, and to help us to evolve to meet our future leadership needs.
 - Facilitated an investment of over \$1.6 million in professional development.
 - Supported priority strategies arising from the SEM Foundational Initiatives through targeted employee development programs.
- ❖ A detailed communication plan was developed and implemented focusing on the outcomes of the College SEM process. The plan involved a variety of communications strategies including regular messaging to the College community regarding SEM initiatives, postings on the SEM Inspire web site, and articles regarding specific task team recommendations.
- ❖ In 2011-12 both the employee portal and the student portal entered a second phase of development. Stakeholders have been empowered to create more content by themselves, replacing a centralized management of the message as in the past. Training was conducted throughout the College to enable Schools and departments to produce and edit content on the College portals. Additionally, the Marketing and Corporate Communications department worked with all College areas to communicate widely the successes of our students, staff, alumni, and partners.
- ❖ Human Resources provided expanded services relating to accessibility, equity and human rights. A staff position was designated to be responsible for administering and facilitating College policies and issues related to human rights, harassment and discrimination, respectful college community, employee code of conduct, diversity and AODA.
- ❖ Information Technology Services completed a review of information and communication services to ensure that they support and enable requirements mandated under the Ontario Government's disability initiatives, and make adjustments as required.
- ❖ A wide variety of health and safety courses were developed and posted internally on the employee portal. Course participation and completion is routinely tracked and reported to managers throughout the College. The Counselling and Accessibility Services department routinely reviews College services for compliance with disability best practices.

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A.1.3 Engage in applied research and scholarly activity

Ongoing Capacity Building

- ❖ The Centre for Applied Research and Innovation continues to support development of our internal capacity to manage and execute research projects. This is coupled with continued support of provincial and federal advocacy efforts to obtain research funding and resources for colleges. This enables Fanshawe to enrich the learning experience for students by integrating applied research activity into academic program delivery. Five emerging multidisciplinary areas of strategic applied research and innovation continue to be fostered:
 - The Centre for Sustainable Energy and Environments
 - Digital Media and Gaming
 - Inter-professional Practice in Health and Human Services delivery
 - Student Success
 - Teaching and learning techniques and technologies
- ❖ The College continued to pursue funding for external research grants. In 2011-12, twelve externally-financed projects were either active or received funding, with three additional applications pending and one external application in development. In addition, the College operates an internal seed fund called the Research Innovation Fund (RIF). In 2011-12, seventeen RIF applications were submitted and 14 projects funded. Total research funding in 2011-12 was over \$1.1 million.
- ❖ The College participated in a province-wide investigation of the potential to enter into wireless access agreements with like-minded Canadian post-secondary institutions through participation in the 'Eduroam' consortium. Eduroam provides a federated authentication system whereby connection requests to participating members are securely carried back to the user's home institution for authentication. Membership would allow students and faculty to access wireless Internet signals while on the campus of other consortium members. Eduroam currently is managed and sponsored by the Canadian University Council of CIOs (CUCCIO). Discussions continue concerning the potential for a coordinated initiative to enroll Colleges in this service through the Chief Information Officers Council.
- ❖ The college continues to expand its research capabilities. Twenty-five student projects from across the College were selected from forty submitted projects, and were presented at this year's inaugural Student Research and Innovation Day in April, 2012.

Examples of Applied Research Initiatives

The College continued to integrate applied research into its activities and curriculum including projects such as:

- ❖ Faculty from the School of Contemporary Media participated in a Smartboard research project of the School of Human Services that was funded through a federal SHRRRC grant.
- ❖ Students from the Computer Programmer Analyst program in the School of Information Technology were hired as part of a federal NSERC research grant to work with Cyborg Trading Inc. to further develop their real-time trading cloud computing infrastructure.
- ❖ The School of Contemporary Media received a Colleges Ontario Network for Industry Innovation (CONII) grant to develop 'JAMii' – a physical fitness motivation application for mobile devices.

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- ❖ Students working in the Community Consultants project in the Lawrence Kinlin School of Business hit a 'homerun' with their business plan presentation to Sun Life. The Community Consultants finished another successful year with their final presentation to Smart Centers in December. This type of experiential learning experience supports innovation in knowledge that is a strength of the College applied research agenda.
- ❖ Professors in the Lawrence Kinlin School of Business assisted by students from the School of Information Technology completed the prototype version of a mathematics game. The game is designed to incorporate elements of popular video games to allow students to practice math-based business decision-making in the context of a fictitious business.
- ❖ The School of Nursing and the School of Human Services interprofessional education teams in Costa Rica successfully piloted and demonstrated the need for the skill sets of Child and Youth Worker and Practical Nursing graduates. The issues facing the Costa Rican children around self-esteem, nutrition, hygiene, neglect, poverty and behavioural issues are complex and need to be approached in a holistic multi-disciplinary approach.
- ❖ 'Camps on TRACKS' is a joint initiative among the City of London, Thames Valley Children's Centre, Reach for the Rainbow, Autism Ontario, and Fanshawe College. Through a grant from the Child and Youth Network (CYN) and the Fanshawe Research Innovation Fund (RIF), two graduates from the Autism and Behavioural Science program were able to implement the 'Camps on TRACKS' program in the City of London day camps to include children with disabilities and conduct a research study. The research involved implementation of a peer-mediated social skills program with preschool-aged children with Autism Spectrum Disorders. The Camps on TRACKS program is now running in all 15 summer camp sites across the City of London.
- ❖ A solar-powered utility vehicle was tested on two local golf courses in 2011. It is expected that the knowledge gained from this testing will help optimize design.
- ❖ A Solar Station Optimization instrumentation project is now operational. An on-site monitor displays energy generated and satellite data is used to predict energy output. An algorithm was created to determine whether to use, store or sell energy based on climatic conditions, load demand, and cost of energy.
- ❖ The Faculty of Technology received \$330,000 in grants for equipment to carry out various applied research projects in partnership with local companies.
- ❖ Students and faculty in Interior Decorating, Interior Design, GIS and Urban Planning and Architectural Technology programs completed work on a project funded through a Fanshawe Research Innovation Fund grant and a CONII grant to work on a project designing plans for sustainable, cost efficient housing for Habitat for Humanity in London.
- ❖ The Lawrence Kinlin School of Business Community Consultants project provides opportunities for students to engage in innovation and applied research activities and to apply theory to practice. Upwards of 100 community business-related projects are conducted each year. A highlight project in 2011-12 saw students, who were conducting applied research in Search Engine Marketing compete in the World Google Challenge, coming in 10th out of over 100 teams worldwide.
- ❖ The School of Language and Liberal Studies participated in a research project to assess the writing skills of level one Nursing students at both Fanshawe College and Western University. This project involved collaboration between faculty at Fanshawe and Western. The project used assessment methodologies -- in use at Fanshawe College since 2006 -- to establish benchmark data regarding the writing preparedness of nursing students for post-secondary

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studies. As a result a new curriculum will be implemented this fall for Western's nursing students that will provide an opportunity for exposure to advanced-level writing skills specific to this important discipline.

- ❖ Students and faculty in the GIS and Urban Planning program received funding support from a Fanshawe RIF grant and a CONII grant to work on a project creating proposals for the redevelopment of the Port Stanley harbourfront lands. This project was successfully completed. Community representatives from Port Stanley took part in the final student presentations, and provided feedback on the student's work. The project received favourable local media coverage.
- ❖ Program faculty in the Schools of Nursing from both Fanshawe College and Western University, in concert with a practice partner, received funding to study the experience of internationally educated nurses (IENs) as they acclimate to Canadian nursing. This qualitative study was completed with nine IENs participating. Themes identified were: Dual Identity, Insider-Outsider, Dis-continuity, Comparing & Contrasting, Communication and Finding the Opportunities. Findings from the study will provide suggestions for improvement for integration of IENs into an acute clinical practice area. Oral and poster presentations have been made at numerous conferences in Canada and the U. S.
- ❖ The launch of the Bachelor of Applied Arts in Early Childhood Leadership and a graduate certificate in Autism and Behavioural Sciences has resulted in an increase in applied research within the School of Human Services. For example, among seven active research projects during 2011-12, a grant was received from the Fanshawe Research Innovation Fund to pilot a program that has proven successful for teaching social skills in the early year's settings to children with autism.

Examples of Scholarly Activity

- ❖ Sabbaticals have recently been taken by three senior faculty members with research focused on multi-disciplinary course deliveries, southwestern indigenous international education, and educational technology, respectfully.
- ❖ Several faculty members have been asked to present papers this year at conferences or for publication. Some examples include:
 - Faculty in the Interior Design program have shared their research results at various conferences in the United States.
 - Two professors presented a research paper at an International conference in Lisbon in July, 2011. The paper outlined the experiential learning of the Tecvana project in Interactive Media.
 - A paper titled 'Out in the Field: Experiencing a Research Learning Journey through a Community-Based Pilot Project,' authored by two professors, was published in *College Quarterly* (Spring 2011).
 - A professor had an article published in *intercom: The Newsletter of the Intercultural Communication Interest Section* called 'Intercultural Experiences Affecting Language Learning.' This article concerns the socio-cultural needs of ESL students in post-secondary based on experience the professor brings from her life in Germany.
- ❖ The College continued to offer the Visiting Scholar Series for the third year. This year a presentation was made by Sally Denshire, from Charles Sturt University in Australia, in collaboration with the Faculties of Health Sciences and Education from Western University.

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- ❖ Fanshawe's School of Nursing, MacMaster's School of Nursing, and the Canadian Association of Schools of Nursing (CASN) are co-sponsoring the 2012 National Nursing Research Conference entitled Innovations in Research and Knowledge Exchange. This is the first time that a CASN National Conference has been co-sponsored by a college or has even involved Colleges Ontario along with the Council of Ontario Universities (COU). The Chair, School of Nursing at Fanshawe and the Associate Dean and Director, School of Nursing at MacMaster University are conference co-chairs and have been working together to create the conference program.

A.2 Student Success (Policy A-35)

A.2.1 Encourage and enhance student success

- ❖ The School of Language and Liberal Studies has redesigned the curriculum for its preparatory studies programs (General Arts and Science streams) for delivery in fall 2012. The programs now feature enhanced and enriched transferability between program majors for students wishing to prepare academically for vocational programs and university pathways.
- ❖ The Lawrence Kinlin School of Business and the School of Information Technology piloted and implemented new academic integrity modules into various programs within the two Schools. In addition the School of Information Technology piloted a group peer tutoring model to assist level one and level two students in various IT programs. The sessions have been well received and enabled more students to access tutoring than through the traditional model.
- ❖ Library and Media Services (LMS) completed a project to create Online Research Guides ('LibGuides') for each program offered by the College. LibGuides bring together the most up-to-date links on topics of interest to students and faculty in a program and provide an initial focus for students' search for resources for their research and projects. LMS staff completed more than 130 LibGuides during 2011-12. Guides are continually being updated and new ones created to meet emerging needs and new programs.
- ❖ With the recent proliferation of smartphones, tablet computers, Zooms, Playbooks, and iPad, students have been asking the College to allow them to access their e-mail, grades, calendars and other services on mobile devices. Focus groups with students were conducted and priorities for mobile services were identified. The mobile learning management platform D2L2Go was installed and deployed throughout the College to respond to this demand. Additional mobile functionality is anticipated to be available in the summer and fall of 2012.
- ❖ Journalism and Radio programs continued their use of mobile journalism (MoJo) using smartphones and partnering with technology firm Vericorder for full reporting.
- ❖ As a consequence of new technologies and social networking products and behaviours by students, a review of the College 'Acceptable Use of College Computing Resources and Infrastructure' policy was undertaken with the result that changes were identified and subsequently ratified. A goal of this review was to ensure that the technologies will support learning in a safe and secure environment.
- ❖ The School of Information Technology created an articulation agreement with the Computer Science department at Brock University permitting graduates from our Computer Programmer Analyst program to articulate into a Computer Science degree. Negotiations for similar articulations are in process with other Southwestern Ontario universities.
- ❖ A new articulation agreement with Huddersfield University in the UK supports faculty exchanges so that one of our professors will co-teach with one of their faculty for two weeks in

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the UK, followed by their faculty coming to co-teach at Fanshawe College for two weeks. Similar academic opportunities are under development with partners in Brazil, Belgium, India and Wales.

- ❖ Manufacturing Engineering Technology programs are undergoing a reconfiguration to align curriculum with industry trends and to allow entry from technician programs such as Electromechanical Technician and Electrical Technician in addition to the existing articulation with Manufacturing Engineering Technician. These programs are to be renamed Integrated Process Engineering Technician and Integrated Process Engineering Technology to reflect industry's new focus on advanced manufacturing and will include curriculum on composite manufacturing, rapid prototyping, and reverse engineering.
- ❖ The School of Language and Liberal Studies has initiated outreach to various First Nations community members for input on the development and delivery of a joint-venture First Nations diploma program. Discussion with Western University is underway to formalize a credit transfer articulation for students wishing to further their studies at the post-secondary level. The goal of the program is to provide essential employability skills and academic upgrading in the framework of an aboriginal world-view, focusing on traditional First Nation teachings and off-site learning opportunities.
- ❖ The School of Language and Liberal Studies is planning on launching the English Language Institute (ELI). The ELI is conceived as the physical and virtual point of contact for, and liaison between, International students, English as Second Language students, the Fanshawe International Centre and service and academic areas involved in supporting students new to post-secondary studies at Fanshawe College. An ELI coordinatorship was established, and is currently working towards aligning efforts and supports for academic and service areas. ELI will launch in 2012-13.
- ❖ After the initial success of its 'How to Be a Better Student' pilot (an online video showcasing ways that students can enhance their learning experiences at Fanshawe), the Learning Centre began the process of providing this opportunity to all students. Development has continued on technology options to enhance the quality and accessibility of services to students. For example, a process for peer tutors and those who want to be peer tutors to submit their information request online directly to the Peer Tutoring Coordinator has been implemented. This replaces the former use of paper documents and subsequent data entry. This enhances the efficiency of the process for all concerned.
- ❖ The Faculty of Technology offered a specialized student retention program in level one of the Motive Power Technician program for the third year in a row. This endeavor, which involves conducting interviews with each student, has been useful in improving student success as students are referred to the appropriate resources, financial, academic and otherwise to support their success and their adjustment to College life.
- ❖ The Fanshawe International Centre continued to improve the applicant to student conversion rate for international students by providing additional post-admission follow-up services, and developing and implementing an improved orientation program for international students. As well, a new online application for international students went live in December, 2011. This has allowed for faster acceptance letter processing as students are now being asked to submit high school transcripts, diploma, and proof of English proficiency at the time of application.
- ❖ Student Success collaborated with campus partners to identify, expand and develop programs and services to support successful transition into the College of both domestic and international students. The team successfully launched a pilot summer orientation program called 'Head Start' that provided incoming students the opportunity to take the WRIT, obtain

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their Student Card, meet other new students in their School, meet key faculty or staff and tour their new academic home. In addition, we were able to enhance supports for at-risk learners prior to their entry to the College, as well as during their studies, with appropriate and timely interventions.

- ❖ In January, the London Continuing Education team hosted a professional development session entitled 'Transitioning from Industry to the Classroom,' and invited their part-time faculty. The evening was focused on taking the skills and knowledge the professors had learned during their career and make these relevant to their students in the classroom. It was a great success and the plans are to continue this skill building each term.
- ❖ The St. Thomas/Elgin and James N. Allan campuses are offering a new Entrepreneurship program in partnership with the Lawrence Kinlin School of Business. This will allow students in Simcoe and St. Thomas to take this program locally rather than having to travel to London.
- ❖ Counselling and Accessibility Services developed and implemented an innovative and effective model of service for WSIB-sponsored students that meets the expectations of the new provincial service agreement. We have a team of counsellors and student success advisors who work collaboratively to provide timely and effective services to sponsored students. Their service to sponsored students is coordinated by a new designated support staff position.
- ❖ Awards and Scholarships continued to focus efforts on maximizing donor-funded student assistance programs. During the 2011-12 fiscal year \$950,000 was disbursed to students, representing nearly 20% more than 2010-11.
- ❖ The Lawrence Kinlin School of Business conducted training for 30 faculty members in EQi in 2011. EQi is a proprietary process for measuring the emotional maturity of students. Emotional maturity has very recently been proven in the research literature to be a strong predictor, even more so than IQ, of future student success. The training has made Fanshawe College the post-secondary institution with the most EQi-trained faculty in North America. EQi principles are now starting to be imbedded in Lawrence Kinlin School of Business's Strategy for Success course as well as other courses.
- ❖ The Lawrence Kinlin School of Business graduated the second group of students from the onsite Bachelor of Commerce in Accounting and Marketing program offered in partnership with Nipissing University.
- ❖ The Continuing Education division at London Campus continues to work closely with our Schools to expand delivery of make-up opportunities for students who are unsuccessful in their courses. This allows these students to progress without delay into the next level of their post-secondary program by completing required course. In 2011-12 make-up opportunities were extended to eight more programs and ten more general education courses. As well, the School of Language of Liberal Studies now offers courses in the summer term designed to help students make up courses that are preventing their progression or graduation.
- ❖ To supplement classroom learning, many academic areas of the College use a range of events and activities to engage their students in applied and real life experiences. Examples from 2011-12 include:
 - Students in Police Foundations went on a field trip to Miami, Florida, where they were provided the opportunity to experience a day in the life of the various Miami police departments.
 - Faculty and staff in the School of Tourism and Hospitality support students through various extracurricular activities that allow students to perfect their skills. Many professors and

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- support staff in the School supervised the work of the large team of students, enhancing their learning experience. Recent examples are the Fanshawe culinary team that cleaned up at the Canadian Culinary Federation (CCFCC) Culinary Arts Salon 2012 on Sunday, March 4, 2012 at the Direct Energy Centre in Toronto. For the second year in a row, Fanshawe students brought home Grand Gold (best overall), beating out three other culinary schools and about 50 competitors from across Canada. Along the way, they've taken highest standings and won five gold, four silver, and one bronze medal, along with several 'best of' awards.
- The Fashion Merchandising program launched an on-campus retail store called Live Chic this year which functions as a learning space for students. The students are involved in all aspects of the store operation from purchasing merchandise to setting up displays, doing promotions, and doing shifts as sales associates and managers. The feedback from the students has been extremely positive, with many of them saying this real-life experience has given them a stronger resume and more confidence to approach potential employers.
 - ❖ Students from Fanshawe College continue to win national events, competitions and awards. Some examples include:
 - Broadcast Journalism students won six of the eight Radio-Television National Digital Awards (RTNDA). This is third year that Fanshawe students have won 6 of the annual RTND awards.
 - Television and Animation students won several Broadcast Educators Association of Canada (BEAC) awards.
 - Photography students won awards from the Professional Photography Association.
 - A Marketing student was announced as winner of the 2011 Canadian Professional Sales Association National Award of Excellence.
 - Accounting students from the Lawrence Kinlin School of Business placed third and received \$750 scholarships in the first provincial CGA competition.
 - Lawrence Kinlin School of Business Marketing students placed 40th out of 3,000 teams in the Google Marketing Challenges.
 - ❖ Long term partnerships with Rogers TV result in regular field placements as part of the TV curriculum and have also resulted in a TV Show, Fanshawe News, produced by TV and TV news students under the direction of a professor.
 - ❖ A relationship with the newly-opened Toronto International Film Festival (TIFF) Bell Lightbox in Toronto has proven of benefit to several of our media based programs. The Lightbox hosts post-secondary Fridays where top name film, animation and music talent speak to post-secondary students free of charge. These interactions serve to inspire and students and reinforce their learning.
 - ❖ Many programs in the School of Contemporary Media host annual Awards Nights. These Awards are often supported by scholarships and community sponsorships along with faculty input. The MIA Music Awards Night, the Radio and Journalism Awards Night, the Photography Awards Night, the Photography Art Show, the Fine Art Show Openings and Graduating Art Show, 3D Animation Shorts Festival, and the Film Festival, the Interactive Media Community Showcase, and the Television and TV News Awards are all important events celebrating the talents of students and the faculty who assisted the students to achieve such good work.
 - ❖ Three Advanced Film Making students from the School of Contemporary Media travelled to Brazil with MO Social Media to film an eco-tourism experience. This provided the students

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with a both an international education real world experience and a project to hone and develop their film making skills.

- ❖ Two Television students earned an internship in winter 2012 with the Ellen Degeneres Show. One of these students also had an internship with MTV in New York in summer 2011.
- ❖ In September 2011 a professor from the School of Tourism and Hospitality (STH) and a professor from the Lawrence Kinlin School of Business combined efforts to solve a challenge: How do you ensure 250 Career Strategy students in STH have an opportunity to demonstrate their interviewing skills? Answer: By combining forces with the Human Resources Post Graduate program. Students from the HR program interviewed students from the STH programs, creating a great simulation of a real-life experience. This was a wonderful example of two programs and Schools that came together to provide a tremendous learning opportunity for everyone involved.
- ❖ Students in the School of Tourism and Hospitality participated in events in 2011, including:
 - Canadian Food and Restaurant Association (CFRA) competition held in Toronto. The team achieved excellent results finishing with more medals than any other college in Canada (four golds, three silvers) and earning the highest standing in the competition.
 - Bethany's Hope fundraiser in London is an annual fundraiser featuring famous Canadian Chef Michael Smith. Professors, staff and students helped to prepare food for this event.
 - London Wine and Food Show at the Western Fair provided students the opportunity to show off their skills and promote the STH programs at Fanshawe.
- ❖ The fourth annual TD Canada Trust Challenge was a great success again in 2011. Finalist student teams from the Lawrence Kinlin School of Business presented their new business ideas to TD Canada Trust small business advisors with the advisors choosing the best business idea presentations.
- ❖ The Faculty of Technology entered into a successful Solar Decathlon partnership with Victoria University of Wellington (VUW), New Zealand. Students in our Building Technology program partnered with VUW in the 2011 Solar Decathlon sponsored by the US Department of Energy. A small group of students travelled to New Zealand to assist with the construction and deconstruction of the project home. When the shipping containers arrived in Washington DC, students again assisted the VUW team. The competition included twenty international teams required teams to build a 900 sq. ft. solar-operated home. All homes were scored in ten categories over a nine day period. In the final analysis, the overall project was a huge success with VUW achieving third place overall and first place in engineering, which they attributed to the support from Fanshawe College.
- ❖ Civil Engineering students participated in the 'Big Beam' competition for the second consecutive year. This year three teams entered and all there placed in the top five for Zone seven (everywhere outside of the US). The standings were second, fourth, and fifth.
- ❖ The Architectural Technology program entered a student in the Skills competition in 2011 in the category of AutoCAD. This was the first time Fanshawe participated in this category. The student was mentored by two faculty members in preparation for the competition and ultimately the student received gold (first place) and went on to the Nationals in Quebec City. There he was awarded silver (second place). The amazing part of this story at the Nationals is that the initial scoring was a tie. After re-scoring, the second place finish was only 1/100th of a point behind first.

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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 College performance in 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

- ❖ The School of Language and Liberal Studies initiated outreach to various First Nations community members for input on the development and delivery of a joint-venture, First Nations Diploma program. Discussion with Western University is underway to formalize a credit transfer articulation for students wishing to further their studies at the post-secondary level. The goal of the program is to provide essential employability skills and academic upgrading in the framework of an Aboriginal world-view, focusing on traditional First Nation teachings and off-site learning opportunities.
- ❖ Based on analysis of historical and current application statistics, including an overlay of applicant demographic shifts, the College introduced a number of new strategic strategies designed to improve applicant to registrant conversion rates, thus increasing enrolment levels:
 - The School of Language and Liberal Studies is planning the launch of the English Language Institute (ELI) in 2012 which will serve domestic and international ESL students at Fanshawe. The ELI will work in coordination with our Centre for Community Education and Training Services, the Fanshawe International Centre, the Student Success Centre and various other College departments. This project will allow ESL students to be better prepared to enter post-secondary programs.
 - The Faculty of Business held a faculty orientation session prior to the start of the fall 2011 semester that focused on international education and initiatives lead by a faculty panel, followed by a student panel and program breakout sessions. This session was designed to ensure that the faculty were prepared for supporting the needs of international students.
 - Students in the School of Design are given opportunities for international experiences which help them develop intercultural awareness and an understanding of their vocation within an international context. For example, through an articulation agreement with Positivo University in Brazil students from the School of Design take a course that integrates a project with students at Positivo and culminates with students travelling to Brazil for a month to complete the project. Students in Fashion Merchandising travel to Europe to experience the application of fashion merchandising concepts in other cultures. Students in Landscape Design spend most of the fall semester studying in Italy and getting credit for their Fanshawe College program courses.
 - A new collaborative program is in development with Music Industry Arts and Western University Music Department for ten students, with implementation in fall 2012.
 - The Information Security Management graduate certificate program that was launched to fill a need in the industry for more security professionals. It attracted a large number of international students in 2011-12, mainly from India.

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- Fanshawe Continuing Education programming activity in the Avon Maitland area has more than doubled in two years. This growth has resulted from enhanced partnerships with community employment agencies in Goderich, Wingham, Exeter and Clinton. It is anticipated that this activity will continue to grow with an anticipated 25% increase in 2012-13.
- In July of 2011 Centre for Community Education and Training Services assumed responsibility from the Centre for Academic Excellence for the School to College Work Initiative (SCWI) program. This partnership with the Thames Valley District School Board, The Avon Maitland School Board, the Huron Perth Catholic School Board and most recently, the London District Catholic School Board, involves students from secondary schools attending college courses and obtaining credits toward both a high school diploma and a college certificate or diploma. In 2011-12 the program doubled in size, and is expected to grow again in 2012-13 due to the success of the students and the enthusiasm from the Boards of Education for this program. Programming in this area is planned to expand in Elgin County and Oxford County this year through our campuses in St. Thomas and Woodstock to better serve students in those and surrounding communities.
- The Centre for Community Education and Training Services team in London offers 'In-A-Day' workshops designed to meet specific workplace skills requirements in the community. Workshop offerings continue to build to meet the growing needs of large and small employers.
- Faculty of Technology staff and faculty participated in several annual program promotional events for prospective students, such as Skills for London, Oxford, Middlesex and Elgin Counties (SLOME). This event saw hundreds of potential students exploring various careers and technologies through hands-on skill challenges such as the pit stop challenge which involved students removing and reinstalling a tire and wheel assembly from a racecar in a timed competition. The School also hosted the regional skills competition and participated in the provincial competition in Waterloo.
- ❖ The School of Information Technology hosted another 'Girls Rock IT' event bringing together over 200 grade seven and eight girls from over 30 schools to introduce them to the world of IT. The purpose of the event is to encourage girls to consider a career in IT early on so they can be prepared when selecting courses in high school.
- ❖ Process review initiatives in the Office of the Registrar and the International Centre have focused on streamlining the recruitment, admissions and transition of international students to Fanshawe College and the London community. Target populations may include first generation, immigrant and mature applicants as well as other prospective students.
- ❖ An online application system for International admissions and a new image transfer technology have been implemented for prospective International students. This has improved processing time and transparency of process by providing a central source of electronic files, to facilitate quick review and offers of admission to our applicants.
- ❖ Pre-Admission Advising services at our downtown location has doubled. This service provides advising by appointment and is available to current students and prospective students seeking advice or program information.
- ❖ Group information sessions regarding OSAP and bursaries were offered for current and prospective students from March to September. These sessions provide assistance with how to navigate the funding applications and processes, to ensure timelines and maximum funding available is received.

Section A: Report on Previous Year's Goals

- ❖ Academic areas of the College continued their vigorous efforts to: develop bridging programs for the integration of immigrant students; to increase the breadth and scope (domestically and internationally) of innovative exchange partnership agreements; to introduce 'fast-track' programs which recognize prior credentials; and to implement the recently-introduced College strategy on internationalization and recruitment. Some examples:
 - The Lawrence Kinlin School of Business signed four new exchange agreements with business schools in the Netherlands, Belgium, Switzerland and Trinidad and Tobago, bringing the total exchange partnership agreements in business to 11. Over 55 students participated in 2011-12.
 - The Lawrence Kinlin School of Business welcomed two visiting faculty members from Laurea University in Helsinki, Finland. They shared teaching and research experiences with faculty members and administrators. A Lawrence Kinlin School of Business instructor will visit Finland in the spring of 2012.
 - The Lawrence Kinlin School of Business was awarded a new contract to supply a bridging program for Human Resource professional in November, 2011. The proposal to offer this program was approved by the Ministry of Citizenship and Immigration and follows the successful delivery of three similar bridging programs by Lawrence Kinlin School of Business in 2009/10.
 - The School of Design finalized an exchange agreement with Pearl Academy of Fashion in India. An exchange agreement with Huddersfield University in the UK was expanded to also include other programs at Fanshawe College including Business, Information Technology, and Tourism and Hospitality.
- ❖ Strategy and Planning, Marketing and Corporate Communications, Student Success Services and the Office of the Registrar continue to work together to provide data-driven recommendations to senior leadership. Labour market projections have been incorporated when setting enrolment projections and data have been collected and analyzed to better understand the factors that influence application trends as well as student registration, retention and success. In addition, predictive models have been developed to better understand the factors that contribute to student engagement and satisfaction at the overall college, faculty and program level. A process was developed to better assess the quality of existing programs along with a new method to determine the viability of new program development.
- ❖ The School of Information Technology welcomed a professor from Adam Smith College in Scotland as a guest professor to observe classes and learn how curriculum is delivered at Fanshawe.
- ❖ The Faculty of Business continues to support the College commitment to international education:
 - The Lawrence Kinlin School of Business welcomed exchange students from around the world in September, 2011 with a special BBQ evening and our first-ever student from the University of Glamorgan, Wales under the Tradewinds HRSDC sponsored Euro Mobility project.
 - In addition, the Lawrence Kinlin School of Business welcomed new exchange students in January, 2012 including our first students from The Hague, Netherlands, Waterford Ireland, and Amiens and Brest, France.
 - The School of Tourism and Hospitality saw two exchange students for the first time from Finland.

Section A: Report on Previous Year's Goals

- ❖ In April, 2011, the Dean of the Faculty of Business was part of a Colleges Ontario delegation that travelled to Ireland to meet with leaders of the Irish Institutes of Technology with the goal of developing opportunities for students and partnerships between institutions. In November a memorandum of understanding was signed at the Colleges Ontario conference which will allow graduates of Ontario college diploma programs in business, information technology and tourism and hospitality to enter degree programs in Ireland at a reduced tuition. Future expansions of the agreement could see more Irish students attending graduate programs at Ontario colleges.
- ❖ Beginning in April, 2011 the London Continuing Education department delivered the Personal Support Worker Program to international students from India. The students completed their community and clinical placements in December, 2011. This follows the Developmental Services Worker Program that the Continuing Education Department delivered in co-operation with the School of Human Services beginning in January, 2011.
- ❖ The School of Nursing is one of the sponsors of the *Global Health Conference: Transcending Borders towards Global Health* to be held in Toronto in April. School of Nursing faculty were invited by Schulich School of Medicine at Western University to participate in the conference and have been actively involved with the planning for this conference.

A.4 Other

A.4.1 Engage the support of community partners and patrons

- ❖ St. Thomas Campus, with support from the Fanshawe Foundation Office, secured almost a half million dollars in community donations to fund the introduction of the new Renewable Energies Technician program at the St. Thomas/Elgin Campus.
- ❖ The Fanshawe College Foundation is serving as a successful tool in engaging philanthropic and partner support for Fanshawe College. Having completed five years in operation, the Foundation is preparing to launch a significant capital campaign to support the development of our new School for Applied and Performance Arts, as well as key funding priorities, as approved by the Board of Governors.
- ❖ Our first Advocacy and Government Relations plan was unanimously adopted in June, 2011. Eight specific areas of recommendations were established including partnerships with all three levels of government; business and industry; faculty, students and staff; and the community at large among others. In a strategic way, the College is building and enhancing relationships that have had a positive impact on the growth of the institution, and positioned different stakeholders to be vocal and visible advocates. Successes such as the President's Breakfast have shared unique features of Fanshawe that showcase the College as an economic driver of Southwestern Ontario.
- ❖ Fanshawe College staff possess a rich history of broadening the scope of College influence by participating in community planning processes, as members of industry and human services Boards, and as volunteers. Numerous such engagements will continue this year and many new ones are contemplated. Some examples:
 - Students in the School of Information Technology Business Information Systems program under the direction of a professor and with design support from students in Contemporary Media developed a new website for the Port Stanley Business Improvement Area (BIA) organization. The new website was well received by the BIA and immediately went live.
 - The School of Applied Sciences and Technology faculty and Chair were involved in the Mayor's Sustainable Energy Council as well as the Southwestern Ontario Board of the

Section A: Report on Previous Year's Goals

Canadian Manufacturers' and Exporters' Association, and the Biotechnology Research Association.

- The School of Transportation Technology hosted a technical skills competition for General Motors technicians in partnership with General Motors.
- ❖ Across the College, academic and enabling areas seek to engage community partners and patrons in initiatives, events and activities leading to enhanced partnerships and expanded opportunities for the College's success. Some examples include:
 - Contemporary Media faculty have strong relationships with community partners and patrons and are strongly represented on many boards, corporate organizations, and community agencies. Examples of Contemporary Media community partners and patrons include: Rogers TV, Sunfest, Children's Aid Society, Braz for the Cause, TechAlliance, numerous charities and field placement hosts across all subject areas, Zubicks, RTNDA, BEAC, IABC, photo, TIFF- Bell Lightbox, CORUS, Western MIT department – FIMS – Faculty of Information and Media Studies, and Brock University – Film department.
 - Second year Interior Design students worked with the CNIB organization to design a cottage suitable for the visually impaired. CNIB representatives presented a workshop to help students experience first-hand the day to day difficulties of experiencing visual loss and the help them understand the concept of space and perception from the perspective of the visually impaired. The students were tasked with creating a contemporary, modular, sustainable design for the visually impaired. CNIB representatives participated in a public presentation for students to present their projects.
 - Fashion Merchandising students from the School of Design demonstrated community support and vocational skills by organizing two fashion shows to raise funds for My Sister's Place micro enterprise (a women's support group) and the Canfix and Animal Rescue Foundation.
 - Fashion merchandising students from the School of Design worked with the Downtown London organization to design Christmas windows for ten downtown merchants. The project has resulted in discussions about similar student involvement during the 2013 ISU World Figure Skating Championships in London.
 - GIS and Urban Planning and Landscape Design students took part in a week long Design Charette including community and industry partners providing feedback for the students' design projects focused on repurposing sites of schools that are scheduled for closure.
 - The Advanced Filmmaking program held a Film Camp in May, 2011 aimed at area high school students. This was a learning experience for the film students but also a wonderful community outreach to feeder high schools. The Film Camp will run again in spring 2012.
 - The School of Tourism and Hospitality was invited to send Concierge students to assist in welcoming International delegates to Les Clefs D'Or International Congress in Niagara-on-the-Lake. The School is working with the National Association to develop a more visible partnership.
 - Students in the School of Tourism and Hospitality participated in on-campus recruiting by numerous hotel chains throughout the year. Fanshawe is the only college that is visited every year by the Fairmont Corporate Offices for their National/International recruiting.
 - Centre for Community Education and Training Services in London partners with many outside organizations in the delivery and or external certification of many of its programs. This includes the CGA, the Canadian Institute of Bookkeeping, the Canadian Payroll

Section A: Report on Previous Year's Goals

- Association, the Project Management Institute and the Institute of Law Clerks of Ontario.
- Faculty, staff and students at the James N. Allan Campus have participated in several community development projects, including:
 - Grand Erie Training and Adjustment Board – Education Works Alliance (Educational Planning Initiative)
 - Norfolk County Economic Development and Tourism Planning Team
 - Rural Transportation Initiative
 - Workforce Planning Board
 - The Practical Nursing and Business Foundations students at the Woodstock Campus are putting on a fashion show and silent auction in April, 2012 in partnership with local businesses to raise money for critical care beds needed at the Woodstock General Hospital – a key partner in our delivery of programming in the Woodstock community.
 - Mentoring Pairs for Child Care is a province-wide program that enhances child care quality, by matching more experienced child care supervisors with less experienced child care supervisors in their own communities. Fanshawe College, along with many other colleges across Ontario participated in the project. Fanshawe was recently awarded the equivalent to approximately \$10,000 in funding and in-kind resources to 'Continue the Mentoring Momentum in London.'
 - The Emergency Services Volunteer Committee for the Fall Semester are really quite an amazing group of students and our faculty team and program are very proud of their continued dedication and support to our community. An important local note for the group is that they donated \$1,200 to Mission Services London for the Holiday campaign and over 2,000 lbs. of food for our local food bank!
 - The School of Applied Sciences and Technology implemented student capstone projects into the curriculum. These capstone projects were sponsored by community partners. Two examples include an energy audit study for London BMO locations undertaken by Electrical Engineering Technician students and a soap dispenser design undertaken by Manufacturing Engineering Technology students.
 - In September, 2011, students in level one of the John Deere Agriculture Technician program participated in their 'plow day'. In this event, students spent the day setting up, diagnosing and testing various plows on a plot that a local farmer graciously donates. Several John Deere dealers supported the event by allowing the students to take some heavy farm equipment out and use it to engage in some fun and healthy competition as well. The students also participated in a GPS mapping exercise using state-of-the-art equipment provided by the dealers.
 - The Dean of the Faculty of Business, with support from other members of the Academic Leadership Team, completed discussions with representatives of the London Small Business Centre, London Economic Development Corporation and Western University's Student Council resulting in establishment of on-campus student entrepreneurship offices, known as BizInc, in November, 2011. A part-time advisor tasked with working with potential student entrepreneurs was hired and has to the end of April, 2012 worked with approximately 30 student entrepreneurs. These students are often being referred to BizInc by their professors and co-op consultants. Some of these students are setting up businesses starting in summer 2012. Others have been referred to the Small Business Centre and Tech Alliance for additional support. The Fanshawe Student Union approved a

Section A: Report on Previous Year's Goals

student fee increase effective fall 2012 to provide partial financial support and has, since start-up, provided in-kind support, including a desk for the advisor in the FSU offices. LEDC has provided financial support to cover promotional expenses and has assigned a representative to work part-time to support the Fanshawe advisor and the BizInc advisor at Western.

- First Nations Centre staff together with academic areas, and with endorsement from Fanshawe College's Aboriginal Education Council, developed increased community outreach and partnerships with local First Nations communities and Aboriginal organizations. The goals are to recruit more Aboriginal students and to support their success and to implement specialized training programs to meet the employment needs of Aboriginal communities. Some highlights of this year's activities have included:
 - Within a three-day period, a series of 'Transition to College' events were held for Grade 11-12 Aboriginal students from Walpole Island First Nation and four London secondary schools.
 - A recent Community engagement session and event to announce the official Aboriginal Studies Diploma Program was held in April, 2012.
- The Lawrence Kinlin School of Business hosted the Junior Achievement Stock Market Challenge for over 350 secondary school and financial services industry partners from across Southwestern Ontario.
- The Faculty of Health Sciences and Human Services has expanded its involvement in interprofessional placements through: the mobile dental clinic in partnership with the Schulich School of Medicine and Dentistry; a strong and growing partnership with the City of London's Child and Youth Network; and partnerships with the newly appointed senior nursing officers at both St. Joseph's Health Care and London Health Sciences Centre.
- Students from the Architectural Technology program have partnered with the Lavender Sense Farm in Wallaceburg to design, develop working drawings, and ultimately building a chapel as a sustainable building. An Architectural Technology Program co-op student is currently preparing the working drawings under the direction of an Architect. The long term plan is to have students involved in the construction process when the client is able to secure financing for the build.
- Since the inception of the College's Campus Security Services as a Special Constable authority, the working relationship between the College and the London Police Service continues to be strengthened and improved. In 2011-12, the College submitted a proposal for the London Police Service's consideration for additional special constable authorities and service improvements. The proposal was favorably reviewed and approved by the London Police Service.

SECTION B

Analysis of College Operational Performance



Section B: Analysis of College Operational Performance

Summary of Major College Achievements

2011/12 was very similar to the previous year insofar as staff executed their typical operational duties while again juggling SEM planning and implementation responsibilities. The combination of these two roles produced some 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 international admissions process, the academic scheduling and timetabling process, the equipment and facilities process, and academic data supporting enabling areas planning;
- Strategic planning tools and support were greatly enhanced to support the Board of Governors and senior College leaders in their efforts to plan and make decisions;
- Academic areas of the College completing the first annual cycle of a process to make Faculty Multi-Year Operations Plans more focused and target-based;
- The Centre for Academic Excellence completing 23 program reviews;
- Strategic investment in and deployment of leading instructional and administrative technologies, on-line programming, and student services technology;
- The introduction of new programs and services to improve student success;
- Improvements in applicant conversion to registration rates through new strategic applicant conversion strategies;
- Increases to pre-admissions and financial aid outreach and advising services within the community; and
- Increased growth in international student enrolment.

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: satisfaction with overall quality of learning experiences in the program, satisfaction with knowledge and skills that will be useful in a future career, satisfaction with overall lab/shop facilities and equipment, graduate satisfaction, and graduate employment rate; and
- Fanshawe well exceeded the provincial and larger college average on measures related to: satisfaction with overall quality of facilities/resources, and overall quality of services.

The College also annually administers a Confidential Instructional Feedback Survey to all students in its full-time programs, continuing education, and continuing education on-line. 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.

Section B: Analysis of College Operational Performance

Fanshawe began in 2010 to participate in the administration of “The International Student Barometer”, a survey that gathers feedback from more than 200 colleges and universities around the world. The 2011 completed analysis ranked Fanshawe number two in international student satisfaction. Among the six Ontario community colleges that participated in the survey, Fanshawe ranked first. International students at the College were particularly satisfied with its facilities, the quality of the learning experience, and the comprehensive student services.

Areas Meriting Increased Attention

At time of last reporting, it was recognized that Fanshawe – not unlike most other colleges – would 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). Since, the College has developed an E-Learning Strategy which provides a clear vision, mission, goals, activities, and measures for success. An implementation plan is currently being developed which if fully realized, would position the College to become a technological delivery leader to several focused areas of higher education programming.

Although satisfaction rates of international students toward the Fanshawe learning and student life environment are generally quite favorable, there still exists some room for improvement. Advanced research into our existing processes and systems at the College suggest that continuous improvement is warranted in the areas of: coordination of International and Registrar Office services; HelpDesk services; consistency of messaging from the point of agent prospecting through to on-campus enrolment; social links to host students; career advice; and links to employment.

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 fourth 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 \$3.8M 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 \$650,000 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 \$73,000 in the year just ended.

Fanshawe College

The College had a consolidated surplus of \$9.6M in the year just ended (\$15.6M in 2011). Total revenues increased by \$5.8M over the previous year while total expenditures increased by \$11.8M. 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.

Revenue

Government Grants – grant revenues decreased by a net of \$0.6M in the year.

Enrolment Revenue – FTSP enrolments were fairly consistent year over year. The \$9.1M increase in revenues was driven partly by rate increases as allowed and by a large increase in International enrolments. Enrolment trends are presented separately for FTSP in attachments.

Ancillary revenue – the increase of \$1.1M in Ancillary revenues was the result of the opening of our fourth residence operation beginning in September 2011.

Other revenue – this category decreased by \$3.8M from 2011 largely due to changes in the valuation of derivative financial instruments.

Section C: Analysis of College's Financial Performance

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 \$3.1M increase in these costs year over year. The addition of new positions was influenced by the addition of new programs and by the increase in international enrolments.

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 \$2.7M increase in costs is primarily a response to the increases we have been experiencing in both FTPS and International student enrolments over the past three years.

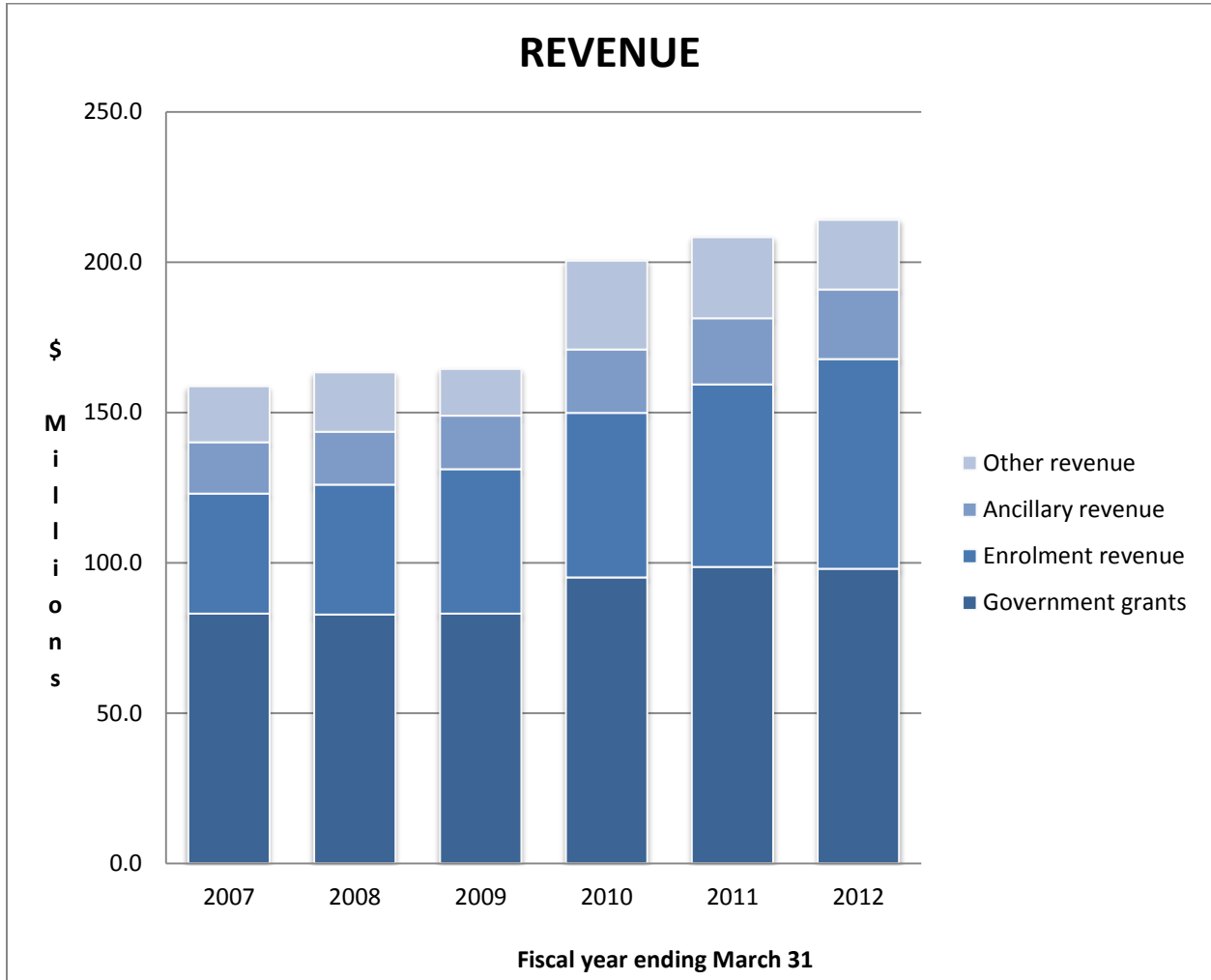
Student service – these services support the needs of students either in the learning process or in student life activities. Examples include: the Registrar's Office and Counselling and Accessibility Services and Athletics. The \$3.3M increase in expenditures is attributable to costs that are partially offset by special purpose revenue. It is also impacted by growing overall enrolment numbers over the past three years.

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 \$0.4M year over year increase in these costs.

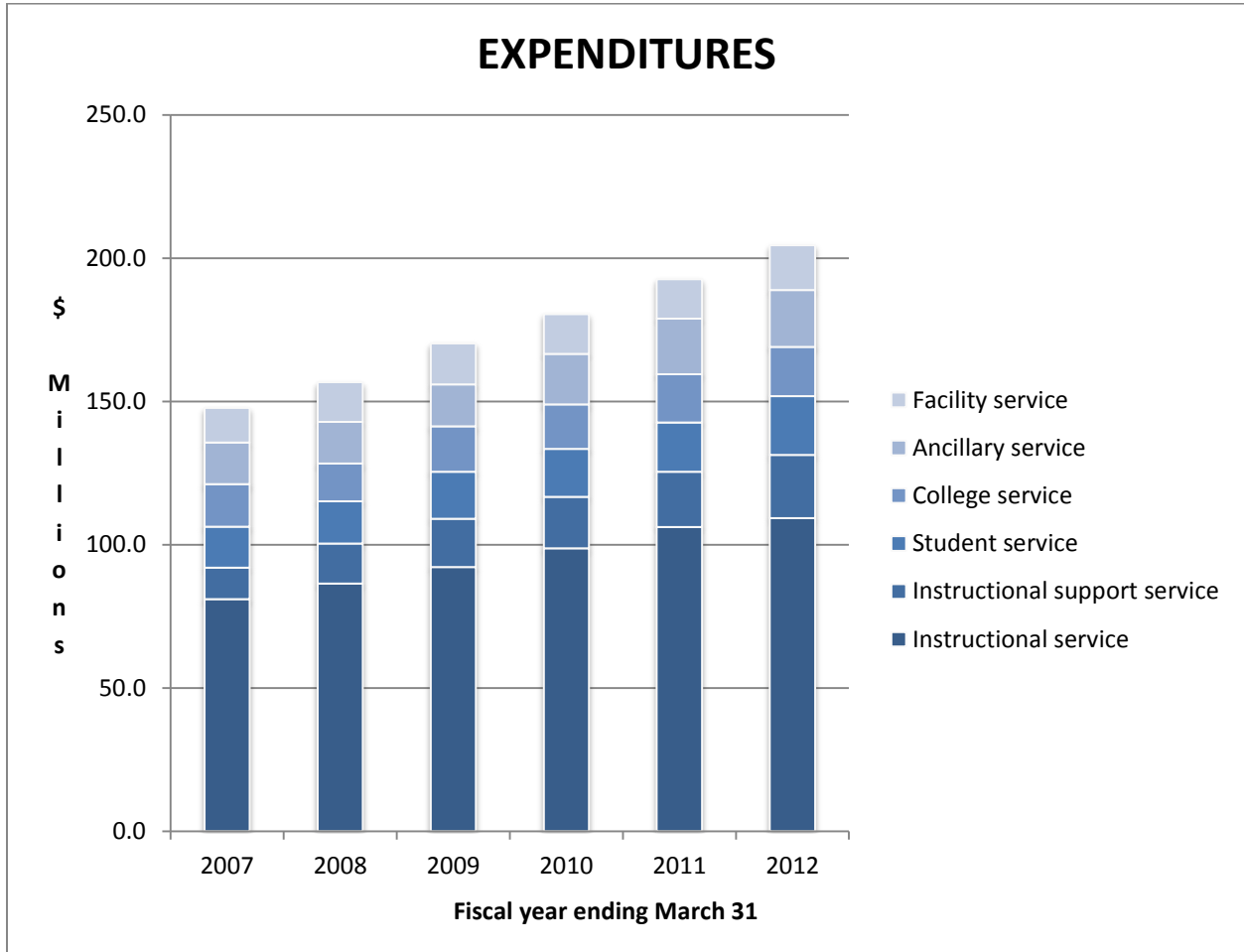
Ancillary service – these activities are primarily user-pay services that are provided at competitive rates as a convenience to students, and in some cases the College. Examples include the College Stores, the Residences and Parking Services. The \$0.5M increase in expenditures is offset by associated ancillary revenue increases and can be largely attributed to the addition of the fourth London campus residence operation.

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. Inflationary and space increases over the past year contributed to an increase in the expenses in this group of \$1.8M from 2011.

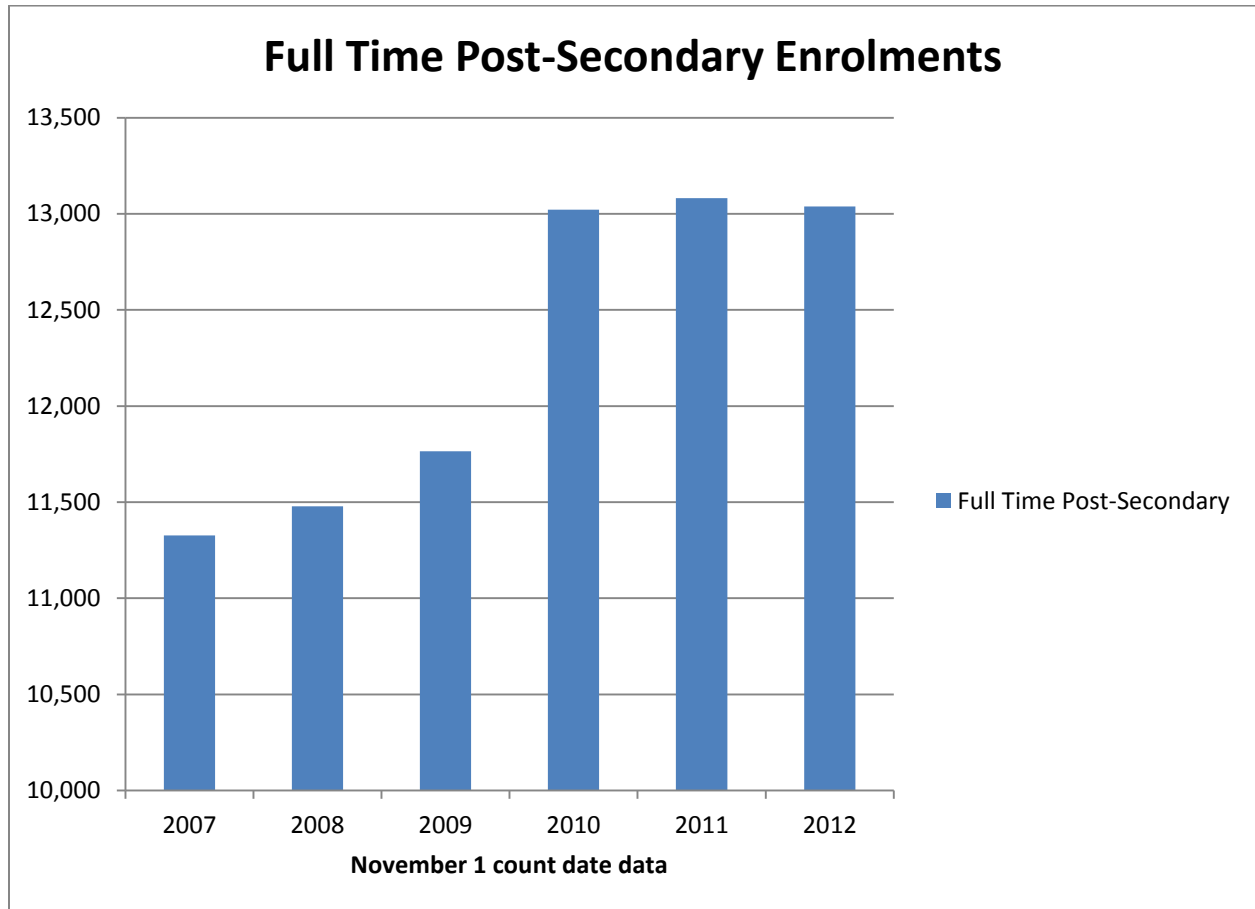
Section C: Analysis of College's Financial Performance



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, 2012

Financial Statements

March 31, 2012

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FANSHAWE INTERNATIONAL CORPORATION

UNAUDITED

Statement of Financial Position

As at March 31, 2012 with comparative figures for 2011

	2012	2011
Assets		
Current assets		
Cash	\$ 337,958	\$ 290,488
Accounts receivable	66,460	30,735
	<u>\$ 404,418</u>	<u>\$ 321,223</u>
Liabilities and Shareholder's Equity		
Current liabilities		
Accrued liabilities	\$ 1,100	\$ 1,100
Due to parent (Note 2)	112,501	102,483
	<u>113,601</u>	<u>103,583</u>
Share capital		
Common shares issued and outstanding (Note 3)	100	100
Retained earnings		
Balance, beginning of year	217,540	155,101
Excess of revenue over expenditures	73,177	62,439
Balance, end of year	<u>290,717</u>	<u>217,540</u>
	<u>\$ 404,418</u>	<u>\$ 321,223</u>

FANSHAWE INTERNATIONAL CORPORATION

UNAUDITED

Statement of Operations

March 31, 2012 with comparative figures for 2011

	2012	2011
Revenue		
Contracted services	\$ 79,175	\$ 65,750
Miscellaneous	4,042	2,538
	<u>83,217</u>	<u>68,288</u>
Expenditures		
Other supplies and expenses	22	22
Professional fees	1,160	1,049
Travel	8,858	4,778
	<u>10,040</u>	<u>5,849</u>
Excess of revenue over expenditures	\$ 73,177	\$ 62,439

FANSHAWE INTERNATIONAL CORPORATION

UNAUDITED

Statement of Cash Flows

March 31, 2012 with comparative figures for 2011

	2012	2011
Cash provided by:		
Cash flows from operating activities		
Excess of revenue over expenditures	\$ 73,177	\$ 62,439
Items not involving cash:		
Change in non-cash working capital items	(35,725)	6,648
	<u>37,452</u>	<u>69,087</u>
Cash flows from financing activities		
Advances from parent	10,018	6,968
	<u>10,018</u>	<u>6,968</u>
Increase in cash	47,470	76,055
Cash, beginning of year	290,488	214,433
Cash, end of year	<u>\$ 337,958</u>	<u>\$ 290,488</u>

Year ended March 31, 2012

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, 2012. 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, 2012

Financial Statements

March 31, 2012

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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, 2012, 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, 2012, and the results of its operations, the changes in net assets and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Deloitte + Touche LLP

Chartered Accountants
Licensed Public Accountants
June 6, 2012

FANSHAWE COLLEGE FOUNDATION

Statement of Financial Position

As at March 31, 2012, with comparative figures for 2011

	2012	2011
Assets		
Current assets		
Cash and cash equivalents (Note 3)	\$ 447,174	\$ 568,386
Guaranteed investment certificates (Note 3)	1,513,176	-
Accounts receivable (Note 4)	144,537	622,035
	<u>2,104,887</u>	<u>1,190,421</u>
Investments (Note 5)	15,052,356	12,386,224
	<u>\$ 17,157,243</u>	<u>\$ 13,576,645</u>
Liabilities and Net Assets		
Current liabilities		
Accounts payable and accrued liabilities	\$ 11,033	\$ 11,201
Current portion of restricted contributions	-	39,287
	<u>11,033</u>	<u>50,488</u>
Deferred contributions		
Restricted contributions	1,204,425	1,433,231
Net assets		
Endowments	15,905,602	12,059,683
Unrestricted	36,183	33,243
	<u>15,941,785</u>	<u>12,092,926</u>
	<u>\$ 17,157,243</u>	<u>\$ 13,576,645</u>

See accompanying notes to financial statements.

FANSHAWE COLLEGE FOUNDATION

Statement of Operations

Year ended March 31, 2012, with comparative figures for 2011

	2012	2011
Revenue		
Restricted contributions	\$ 347,568	\$ 260,034
Investment income	39,628	35,650
Miscellaneous	75,391	80,170
	<u>462,587</u>	<u>375,854</u>
Expenditures		
Student assistance	347,568	260,034
Operating supplies	17,640	11,352
Professional fees	52,003	46,700
Other operating costs	42,436	51,425
	<u>459,647</u>	<u>369,511</u>
Excess of revenue over expenditures	\$ 2,940	\$ 6,343

See accompanying notes to financial statements.

FANSHAWE COLLEGE FOUNDATION

Statement of Changes in Net Assets

Year ended March 31, 2012, with comparative figures for 2011

	Endowments	Unrestricted	2012 Total	2011 Total
Balance, beginning of year	\$ 12,059,683	\$ 33,243	\$ 12,092,926	\$ 10,900,582
Excess of revenue over expenditures	-	2,940	2,940	6,343
Endowment contributions (net)	518,693	-	518,693	748,550
Transfers	3,327,226	-	3,327,226	437,451
Balance, end of year	\$ 15,905,602	\$ 36,183	\$ 15,941,785	\$ 12,092,926

See accompanying notes to financial statements.

FANSHAWE COLLEGE FOUNDATION

Statement of Cash Flows

Year ended March 31, 2012, with comparative figures for 2011

	2012	2011
Cash provided by:		
Cash flows from operating activities		
Excess of revenue over expenditures	\$ 2,940	\$ 6,343
Change in non-cash working capital items (Note 8)	477,330	100,873
Net (decrease) increase in deferred contributions related to restricted contributions	(268,093)	529,099
	<u>212,177</u>	<u>636,315</u>
Cash flows from investing activities		
Guaranteed investment certificates	(1,513,176)	-
Long term investment	1,179,787	(788,127)
	<u>(333,389)</u>	<u>(788,127)</u>
Decrease in cash and cash equivalents	(121,212)	(151,812)
Cash and cash equivalents, beginning of year	568,386	720,198
Cash and cash equivalents, end of year	<u>\$ 447,174</u>	<u>\$ 568,386</u>

FANSHAWE COLLEGE FOUNDATION

Notes to Financial Statements

Year ended March 31, 2012

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 2012, the value of these donations in kind amounted to \$235,690 (2011-\$179,528).

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, 2012

(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
Guaranteed investment certificates	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, 2012

(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

The Foundation will transition to Public Sector Accounting Standards (PSAS) for the Foundation's fiscal year ended March 31, 2013. PSAS has incorporated the CICA Handbook 4400 series into the PSAS Handbook and relabeled it as the 4200 series. Institutions transitioning to PSAS have the option of choosing full PSAS or PSAS plus the 4200 series. The Foundation has decided to proceed in following the new 4200 series upon transition to PSAS. This minimizes the changes expected upon transition to PSAS. Standards which currently do not fall within the existing CICA 4400/PSAS 4200 series will be subject to the underlying equivalent PSAS standards which differ from current standards.

The key areas of change upon transition are being currently being investigated.

3. Cash and cash equivalents and Guaranteed investment certificates:

The Foundation held cash and cash equivalents and guaranteed investment certificates of \$1,513,176 as at March 31, 2012 (2011-\$173,565) which is restricted for specific purposes.

4. 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 2012, the value of donations transferred to the college was \$1,483,423 (2011-\$693,194). At year end, the Foundation has a balance due from the College of \$143,666 (2011-\$622,035).

FANSHAWE COLLEGE FOUNDATION

Notes to Financial Statements

Year ended March 31, 2012

5. Investments:

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

	2012		2011	
	Estimated Fair Value	Book Value	Estimated Fair Value	Book Value
Bonds	\$ 8,864,894	\$ 8,533,086	\$ 7,072,632	\$ 7,114,356
Canadian equities	3,535,969	3,398,416	2,797,232	2,313,809
U.S. equities	1,810,381	1,542,639	1,432,301	1,298,714
International equities	590,409	580,103	583,953	532,731
Short term	250,703	250,145	-	-
Endowment investment total	15,052,356	14,304,389	11,886,118	11,259,610
Guaranteed invest. certificate	-	-	500,106	500,106
	\$ 15,052,356	\$ 14,304,389	\$ 12,386,224	\$ 11,759,716

6. Financial Instruments:

The fair value of the Foundation's cash, guaranteed investment certificates, 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 5 is based on quoted market prices.

7. 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.

FANSHAWE COLLEGE FOUNDATION

Notes to Financial Statements

Year ended March 31, 2012

8. Supplemental cash flow information:

	2012	2011
Change in non-cash working capital items:		
Accounts receivable	\$ 477,498	\$ 102,911
Accounts payable and accrued liabilities	(168)	(2,038)
	<u>\$ 477,330</u>	<u>\$ 100,873</u>

9. Comparative Figures:

Certain comparative figures have been reclassified to conform to the current year's presentation.

FANSHAWE COLLEGE FOUNDATION

Analysis of Restricted Contributions and Endowments

Schedule 1

Year ended March 31, 2012, with comparative figures for 2011

	Balance, beginning of year	Revenues		Net Gain	Expenditures		Transfers	Balance, end of year
		Donations	Other		Awards	Other		
Restricted contributions								
Bursaries and scholarships	\$ 391,766	\$ 300,743	\$ 12,981	\$ -	\$ (347,568)	\$ -	\$ (24,546)	\$ 333,376
Fundraising campaigns	1,080,752	1,226,162	47,558	-	-	-	(1,483,423)	871,049
	1,472,518	1,526,905	60,539	-	(347,568)	-	(1,507,969)	1,204,425
Endowments								
	12,059,683	287,033	500,088	41,286	(309,714)	-	3,327,226	15,905,602
	\$ 13,532,201	\$ 1,813,938	\$ 560,627	\$ 41,286	\$ (657,282)	\$ -	\$ 1,819,257	\$ 17,110,027

SECTION **E**

Appendices



Appendix A: Multi-Year Accountability Agreement Report Back

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

Institution Name:	Fanshawe College
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OVERVIEW

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



1) Enrolment - Headcount*

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

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

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

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

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

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

This data has been derived from our student records system.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Yes



4) Participation in the Credit Transfer System

The following data is per the College Graduate Outcomes Survey:

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

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

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

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



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

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

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

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

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

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

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

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

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

5) Class Size*

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

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

1ST YEAR CLASSES:

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

2nd YEAR CLASSES:

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

3rd YEAR CLASSES:

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

4th YEAR CLASSES (if applicable):

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

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

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

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

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

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

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



6) eLearning

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

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

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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

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

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

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

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

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

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



Hybrid Learning*

*DEFINITIONS:

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

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

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

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

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

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

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

7) International

7.1 Initiatives

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

Russia
Turkey
Brazil
Vietnam
Nigeria
Kenya

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

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

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

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

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

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

7.2 Enrolment

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

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

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

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

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

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

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

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



7.3 English as a Second Language

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

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

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

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

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



8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

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

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

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

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

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

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

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

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

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

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

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

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

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



BPS Expenses Directive

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

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

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

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

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

BPS Perquisites Directive

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

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



9) Space Utilization

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

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

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

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

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

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

10) Student Satisfaction

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

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

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

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

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

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

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

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

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



11) Graduation Rate

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

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

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

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

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

12) Graduate Employment Rate

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

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

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

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

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

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

13) Student Retention

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

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

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

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

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

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

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



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

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

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

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

14) Quality of the Learning Environment

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

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



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

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

Attestation:



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

Contact:

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

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

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

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

Appendix B: Audited Financial Statements

Consolidated Financial Statements of

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

Year Ended March 31, 2012

Financial Statements

March 31, 2012

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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, 2012, 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, 2012, and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Deloitte + Touche LLP

Chartered Accountants
Licensed Public Accountants
June 28, 2012

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

Consolidated Statement of Financial Position

As at March 31, 2012, with comparative figures for 2011

	2012	2011
Assets		
Current assets		
Cash and cash equivalents (Note 3)	\$ 30,076,940	\$ 38,560,960
Guaranteed investment certificates (Note 3)	42,807,289	12,501,722
Accounts receivable	8,092,979	7,218,581
Grants receivable	6,975,103	1,155,031
Inventories	1,981,383	1,652,362
Prepaid expenses	35,889	2,746
Current portion of receivable from Student Union (Note 4)	158,853	149,816
	<u>90,128,436</u>	<u>61,241,218</u>
Receivable from Student Union (Note 4)	4,331,618	4,490,471
Investments (Note 5)	38,572,858	46,970,966
Derivative financial instruments	2,423,386	2,581,558
Capital assets (Note 6)	252,372,501	251,817,014
	<u>\$ 387,828,799</u>	<u>\$ 367,101,227</u>
Liabilities and Net Assets		
Current liabilities		
Accounts payable and accrued liabilities	\$ 13,623,953	\$ 13,255,006
Accrued vacation pay	8,812,734	8,589,241
Deferred revenue-short term	44,371,503	40,668,758
Current portion of bank loans (Note 7)	1,331,937	1,254,078
	<u>68,140,127</u>	<u>63,767,083</u>
Bank loans (Note 7)	43,186,656	44,518,595
Derivative financial instruments	7,076,064	4,963,917
Pensions and other post employment benefits (Note 9)	2,315,440	2,006,984
Sick leave benefits	2,659,147	3,190,024
	<u>55,237,307</u>	<u>54,679,520</u>
Deferred contributions		
Restricted contributions	13,496,065	13,852,569
Capital assets	131,521,839	128,805,592
	<u>145,017,904</u>	<u>142,658,161</u>
Net assets		
Investment in capital assets (Note 10)	80,428,011	81,470,555
Endowments	15,905,602	12,059,683
Internally restricted	214,592	209,127
Unrestricted	22,885,256	12,257,098
	<u>119,433,461</u>	<u>105,996,463</u>
Commitments (Note 8 and Note 12)		
Contingencies (Note 15)		
	<u>\$ 387,828,799</u>	<u>\$ 367,101,227</u>

See accompanying notes to consolidated financial statements.

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

Consolidated Statement of Operations

Year ended As at March 31, 2012, with comparative figures for 2011

	2012	2011
Revenue		
Government grants	\$ 98,024,682	\$ 98,635,862
Enrolment revenue	69,816,791	60,740,548
Ancillary revenue	23,122,179	22,010,579
Other revenue		
Restricted contributions	10,338,116	9,922,318
Investment income (loss)	594,738	(310,163)
Amortization of deferred contributions related to capital assets (Note 10)	7,093,514	6,655,288
(Loss) gain on derivative financial instruments	(2,270,319)	58,970
Unrealized (loss) gain on investments	(161,383)	2,639,803
Miscellaneous	7,511,951	7,918,598
	<u>214,070,269</u>	<u>208,271,803</u>
Expenditures		
Instructional service	109,255,014	106,188,447
Instructional support service	22,019,141	19,329,288
Student service	20,545,521	17,161,113
College service	17,157,017	16,815,876
Ancillary service	19,942,751	19,391,556
Facility service (Schedule 1)	15,565,211	13,823,998
	<u>204,484,655</u>	<u>192,710,278</u>
Excess of revenue over expenditures	\$ 9,585,614	\$ 15,561,525

See accompanying notes to consolidated financial statements.

THE FANSHAWE COLLEGE OF
APPLIED ARTS AND TECHNOLOGY

Consolidated Statement of Changes in Net Assets

Year ended As at March 31, 2012, with comparative figures for 2011

	Investment in Capital Assets	Endowments	Internally Restricted	Unrestricted	2012 Total	2011 Total
Balance, beginning of year	\$ 81,470,555	\$ 12,059,683	\$ 209,127	\$ 12,257,098	\$ 105,996,463	\$ 89,224,112
Excess (deficiency) of revenue over expenditures (Note 10)	(8,006,884)	-	-	17,592,498	9,585,614	15,561,525
Endowment contributions (net)	-	1,466,368	-	-	1,466,368	1,112,879
Internally restricted (net)	-	-	7,964	-	7,964	7,242
Net change in investment in capital assets (Note 10)	6,964,340	-	-	(6,964,340)	-	-
Transfers	-	2,379,551	(2,499)	-	2,377,052	90,705
Balance, end of year	\$ 80,428,011	\$ 15,905,602	\$ 214,592	\$ 22,885,256	\$ 119,433,461	\$ 105,996,463

See accompanying notes to consolidated financial statements.

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Consolidated Statement of Cash Flows

Year ended As at March 31, 2012, with comparative figures for 2011

	2012	2011
Cash provided by (used in):		
Cash flows from operating activities		
Excess of revenue over expenditures	\$ 9,585,614	\$ 15,561,525
Change in non-cash working capital items (Note 11)	(2,761,449)	(478,757)
Items not involving cash:		
Amortization of capital assets	15,100,398	14,465,221
Amortization of deferred contributions related to capital assets	(7,093,514)	(6,655,288)
Loss (gain) on derivative financial instruments	2,270,319	(58,970)
Unrealized loss (gain) on investments	161,383	(2,639,803)
Net (decrease) increase in deferred contributions related to restricted contributions	(356,504)	973,489
Increase in other post employment benefits	308,456	226,867
Decrease in sick leave benefits	(530,877)	(221,818)
	<u>16,683,826</u>	<u>21,172,466</u>
Cash flows from investing activities		
Purchase of guaranteed investment certificates	(30,305,567)	(12,501,722)
Maturity (purchase) of long term investments	8,236,725	(15,399,535)
Additions to capital assets	(15,655,885)	(45,500,736)
Increase in endowments	3,845,919	1,186,001
Increase in internally restricted net assets	5,465	24,825
Increase in deferred contributions related to capital assets	9,809,761	26,799,952
	<u>(24,063,582)</u>	<u>(45,391,215)</u>
Cash flows from financing activities		
Repayments from Student Union	149,816	562,804
Repayment of bank loans-non capital	(135,864)	(971,285)
Repayment of bank loans-capital	(1,118,216)	(1,052,932)
	<u>(1,104,264)</u>	<u>(1,461,413)</u>
Decrease in cash and cash equivalents	(8,484,020)	(25,680,162)
Cash and cash equivalents, beginning of year	38,560,960	64,241,122
Cash and cash equivalents, end of year	<u>\$ 30,076,940</u>	<u>\$ 38,560,960</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, 2012

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 consolidated 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 ("MTCU"). 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, 2012

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
Guaranteed investment certificates	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, 2012

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, 2012

(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 College will transition to Public Sector Accounting Standards (PSAS) for the College's fiscal year ended March 31, 2013. PSAS has incorporated the CICA Handbook 4400 series into the PSAS Handbook and relabeled it as the 4200 series. Institutions transitioning to PSAS have the option of choosing full PSAS or PSAS plus the 4200 series. The College has decided to proceed in following the new 4200 series upon transition to PSAS. This minimizes the changes expected upon transition to PSAS. Standards which currently do not fall within the existing CICA 4400/PSAS 4200 series will be subject to the underlying equivalent PSAS standards which differ from current standards.

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2012

The key areas of change upon transition are currently being investigated.

3. Cash and cash equivalents and Guaranteed investment certificates:

The College held cash and cash equivalents and guaranteed investment certificates of \$1,513,176 as at March 31, 2012 (2011-\$173,565) which is restricted for specific purposes.

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.

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:

	2012	2011
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.	\$ 3,296,426	\$ 3,402,765
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.	799,518	829,042
Loan receivable from the London Campus Student Union with an effective fixed interest rate of 3.77% repayable over 20 years with the interest rate being renewed in 4 years. No specific security has been received.	394,527	408,480
	4,490,471	4,640,287
Less current portion	158,853	149,816
	\$ 4,331,618	\$ 4,490,471

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2012

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

2013	\$	158,853
2014		168,449
2015		178,639
2016		189,459
2017		200,950

5. Investments:

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

	2012		2011	
	Estimated Fair Value	Book Value	Estimated Fair Value	Book Value
Bonds	\$ 18,188,811	\$ 17,497,751	\$ 17,186,244	\$ 17,274,688
Canadian equities	8,655,365	8,305,386	8,488,053	7,012,316
U.S. equities	4,821,267	4,098,897	4,747,693	4,297,623
International equities	1,311,792	1,287,088	1,546,114	1,407,823
Short term	555,878	554,642	-	-
Guaranteed invest. certificate	5,039,745	5,039,745	15,002,862	15,002,862
	\$ 38,572,858	\$ 36,783,509	\$ 46,970,966	\$ 44,995,312

6. Capital assets:

	2012		2011	
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Land	\$ 5,474,471	\$ -	\$ 5,474,471	\$ 4,828,346
Buildings	290,496,124	73,132,878	217,363,246	193,486,700
Construction in progress	3,714,922	-	3,714,922	30,808,491
Site improvements	22,113,963	20,939,942	1,174,021	1,749,961
Furniture and equipment	122,331,439	101,089,799	21,241,640	17,738,747
Library books	6,090,631	2,686,430	3,404,201	3,204,769
	\$ 450,221,550	\$ 197,849,049	\$ 252,372,501	\$ 251,817,014

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2012

7. Bank loans:

The debt noted below 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.

	2012	2011
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.	\$ 19,442,506	\$ 19,728,851
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.	8,061,562	8,338,291
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.	6,747,881	7,104,050
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.	6,170,700	6,369,674
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.	3,296,426	3,402,765

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2012

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.	799,518	829,042
	<hr/>	<hr/>
	44,518,593	45,772,673
Less current portion	1,331,937	1,254,078
	<hr/>	<hr/>
	\$ 43,186,656	\$ 44,518,595

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

2013	\$	1,331,937
2014		1,414,658
2015		1,502,550
2016		1,595,937
2017		1,695,160

8. Operating leases:

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

2013	\$	219,185
2014		59,230
2015		59,230
2016		59,230
2017		29,615

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2012

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 2012 were \$8,563,167 (2011—\$8,365,890).

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:

	2012	2011
Pension plans	\$ 8,990,033	\$ 8,499,805
Other post-employment benefit plans	308,455	226,867

The valuation of non-pension post-employment benefits is based on membership data as at March 1, 2011 for fiscal 2012 expense computation and year end disclosure purposes. College membership data is provided by the College Employer Council. Details are as follows:

	2012	2011
Accrued benefit obligation	\$ 2,582,440	\$ 2,284,984
Fair value of plan assets	267,000	278,000
Funded status, plan deficit	2,315,440	2,006,984
Accrued benefit liability	\$ 2,315,440	\$ 2,006,984

Benefits paid during the year for other post-employment benefit plans were \$125,189 (2011—\$133,226).

The significant assumptions used are as follows:

	2012	2011
Accrued benefit obligation as at March 31		
Discount rate	4.20%	4.75%
Benefit costs for the years ending March 31		
Discount rate	4.20%	4.75%

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2012

The health care trend rates for fiscal 2012 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 2011, grading down to 4.5% in 2026
Dental care	4.5% per annum

10. Investment in capital assets:

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

	2012	2011
Capital assets	\$ 252,372,501	\$ 251,817,014
Amounts financed by: Deferred contributions	(131,521,839)	(128,805,592)
Bank loans	(40,422,651)	(41,540,867)
	\$ 80,428,011	\$ 81,470,555

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

	2012	2011
Excess of expenditures over revenue:		
Amortization of deferred contributions related to capital assets	\$ 7,093,514	\$ 6,655,288
Amortization of capital assets	(15,100,398)	(14,465,221)
	\$ (8,006,884)	\$ (7,809,933)
Net change in investment in capital assets:		
Additions to capital assets	\$ 15,655,885	\$ 45,500,736
Amount financed by: Deferred contributions	(9,809,761)	(26,799,952)
Bank loans	1,118,216	1,052,932
	\$ 6,964,340	\$ 19,753,716

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2012

11. Supplemental cash flow information:

	2012	2011
Change in non-cash working capital items:		
Accounts receivable	\$ (874,398)	\$ (2,254,966)
Grants receivable	(5,820,072)	103,400
Inventories	(329,021)	113,638
Prepaid expenses	(33,143)	273,520
Accounts payable and accrued liabilities	368,947	168,123
Accrued vacation pay	223,493	311,758
Deferred revenue-short term	3,702,745	805,770
	\$ (2,761,449)	\$ (478,757)

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

	2012	2011
Interest revenue	\$ 2,996,306	\$ 2,136,185
Interest expense	(2,776,486)	(2,851,178)

12. Commitments:

As at March 31, 2012, outstanding capital asset commitments approximate \$145,119 (2011-\$2,900,444) primarily relating to the construction and expansion of various facilities.

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2012

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:

	2012	2011
Endowment balance, beginning of year	\$ 1,206,271	\$ 1,153,110
Preservation of capital	5,333	4,985
Market value adjustment	(931)	82,557
Realized gain (loss)	7,286	(34,381)
Endowment balance, end of year	\$ 1,217,959	\$ 1,206,271

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

	2012	2011
Expendable funds available for awards, beginning of year	\$ 122,091	\$ 120,616
Realized investment income	45,323	42,375
Bursaries awarded (2012-81; 2011-70)	(51,750)	(40,900)
Expendable funds available for awards, end of year	115,664	122,091
Endowment total based on fair value	\$ 1,333,623	\$ 1,328,362

Schedule of Changes in Endowment Fund Balances-Phase 2:

	2012	2011
Endowment balance, beginning of year	\$ 931,058	\$ 890,565
Preservation of capital	4,074	3,773
Market value adjustment	(716)	62,699
Realized gain (loss)	5,533	(25,979)
Endowment balance, end of year	\$ 939,949	\$ 931,058

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

	2012	2011
Expendable funds available for awards, beginning of year	\$ 77,770	\$ 71,515
Realized investment income	34,626	32,066
Bursaries awarded (2012-37; 2011-39)	(25,900)	(25,811)
Expendable funds available for awards, end of year	86,496	77,770
Endowment total based on fair value	\$ 1,026,445	\$ 1,008,828

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2012

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:

	2012	2011
Cash donations matched	\$ 528,305	\$ 209,922
Unmatched cash donations	662,068	-
Total cash donations	\$ 1,190,373	\$ 209,922

Schedule of Changes in Endowment Fund Balances:

	2012	2011
Endowment balance, beginning of year	\$ 6,749,604	\$ 5,922,747
Eligible cash donations received	1,190,373	209,922
Matching funds received/receivable from MTCU	908,741	322,574
Preservation of capital	30,835	25,307
Market value adjustment	(19,494)	438,438
Realized gain (loss)	38,759	(169,384)
Endowment balance, end of year	\$ 8,898,818	\$ 6,749,604

Schedule of Changes in Expendable Funds Available for Awards:

	2012	2011
Expendable funds available for awards, beginning of year	\$ 304,920	\$ 207,163
Realized investment income	262,096	215,112
Bursaries awarded (2012-165; 2011-125) ¹	(160,977)	(117,355)
Expendable funds available for awards, end of year	406,039	304,920
Endowment total based on fair value	\$ 9,304,857	\$ 7,054,524

¹Report of OTSS awards issued

Status of Recipients	OSAP Recipients		Non-OSAP Recipients		Total	
	Number	Amount	Number	Amount	Number	Amount
Full-Time	93	\$ 68,468	57	\$ 81,450	150	\$ 149,918
Part-Time	-	-	15	11,059	15	11,059
Total	93	\$ 68,468	72	\$ 92,509	165	\$ 160,977

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2012

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 62% of the College's accounts receivable as at March 31, 2012 (2011-63%).

THE FANSHAWE COLLEGE OF APPLIED ARTS AND TECHNOLOGY

Notes to Consolidated Financial Statements

Year ended March 31, 2012

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.

20. Comparative Figures:

Certain comparative figures have been reclassified to conform to the current year's presentation.

THE FANSHAWE COLLEGE OF
APPLIED ARTS AND TECHNOLOGY

Analysis of Expenditures

Schedule 1

Year ended As at March 31, 2012, with comparative figures for 2011

	2012	2011
Expenditures		
Salaries and benefits	\$ 117,134,352	\$ 113,567,021
Student assistance	14,942,429	13,395,264
Operating supplies	5,058,451	4,874,865
Ancillary cost of sales	10,046,257	10,653,596
Contract services	14,183,754	12,300,655
Utilities and maintenance	13,155,911	11,103,855
Loan interest	2,776,486	2,851,178
Amortization expense	15,100,398	14,465,221
Other operating costs	12,086,617	9,498,623
	<u>\$ 204,484,655</u>	<u>\$ 192,710,278</u>

THE FANSHAWE COLLEGE OF
APPLIED ARTS AND TECHNOLOGY

Analysis of Restricted Contributions and Endowments

Schedule 2

Year ended As at March 31, 2012, with comparative figures for 2011

	Balance, beginning of year	Revenues		Expenditures		Transfers	Balance, end of year
		Donations	Interest	Awards	Other		
Restricted contributions							
Bursaries and scholarships	\$ 1,748,119	\$ 731,675	\$ 55,836	\$ 1,108,668	\$ (1,505,040)	\$ (2,131,887)	\$ 7,371
Student activity fees	50,000	-	-	8,139,319	-	-	50,000
Fundraising Campaigns	9,924,078	1,226,162	397,109	-	-	(330,519)	11,210,732
Alumni activities	141,853	-	9,784	254,657	-	(187,891)	203,091
Employee Stability Fund	337,504	-	4,544	44,300	-	(15,541)	374,235
Other	1,651,015	28,598	22,728	1,308,100	-	(656,806)	1,650,636
	<u>13,852,569</u>	<u>1,986,435</u>	<u>490,001</u>	<u>10,855,044</u>	<u>(1,505,040)</u>	<u>(3,349,868)</u>	<u>13,496,065</u>
Endowments	12,059,683	325,968	500,088	974,950	(309,715)	2,379,551	15,905,602
Internally restricted	209,127	-	7,964	-	-	(2,499)	214,592
	<u>\$ 26,121,379</u>	<u>\$ 2,312,403</u>	<u>\$ 988,053</u>	<u>\$ 11,829,994</u>	<u>\$ (1,814,755)</u>	<u>\$ (8,857,999)</u>	<u>\$ 29,616,259</u>

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 2011 to February 2012.

Fanshawe College's KPI graduation rates are still increasing. The KPI graduation rate, which is based on 2010-11 graduates, increased to 69.3%, continuing a fantastic five-year upward trend at Fanshawe.

Fanshawe graduates are also finding work when they leave school. The surveys reveal that 85.5% of 2010-11 graduates got jobs within six months of graduating and remains ahead of the provincial average of 83%.

Other key findings include:

- 93.4% of employers were satisfied with the quality of educational preparation of Fanshawe College graduates, which is above the provincial average of 92.8%.
- Six months after graduation, 79.8% of Fanshawe College graduates reported that they were satisfied with the usefulness of their post-secondary education in achieving their post-graduate goals.
- 78.9% 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 76.8%. 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 87.4%.
 - 80.4% of students were satisfied with their learning experiences, which is above the provincial average of 80.8%.
 - 75.7% of students were satisfied with the quality of Fanshawe's facilities and resources, which is above the provincial average of 70.1%.
 - 72.7% of students were satisfied with the quality of Fanshawe's services, which is above the provincial average of 68.8%.

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 F: List of Governors

Appendix F: List of Governors

Fanshawe College - Board of Governors

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-14	2
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	External Governor	01-Sep-07 31-Aug-13	2
Mr. K. Scott Player	Second Vice-Chair	01-Sep-08 31-Aug-14	2
Dr. Howard Rundle	College President (Ex-Officio)	01-Feb-96	
Mr. Vaughan Sriver	Student Rep	01-Sep-11 31-Aug-12	1
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

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