

# Fanshawe College Mandate Agreement Proposal

## Introduction

Fanshawe College's Strategic Mandate Agreement provides a bold vision that meets the government's objectives to increase productivity, constrain costs, keep education affordable, and help achieve the 70% attainment rate. The contents of the proposal have been thoroughly reviewed and jointly endorsed by the College's Board of Governors, senior management, and Fanshawe Student Union. The proposal reflects the College's intentions to drive productivity and innovation in the Ontario post-secondary system over the next three years. Highlights include:

- Evidence-based stage-gating processes to introduce **new** programs and credentials having both high student demand and market opportunities;
- A comprehensive Balanced Scorecard approach to continuously improve **existing** programs and to inform decisions regarding program discontinuance;
- Use of Net Present Value (NPV) assessment to review the merits of capital and large equipment proposals alongside as opposed to independent of one another and to thereby optimize rationing decisions;
- Improving our reach to mature student prospects in the region who require re-skilling;
- Continued provision of Apprenticeship programs for up to 39 different trades occupations in either conventional apprenticeship training models or as a Co-op Diploma Apprenticeship (CODA);
- Transformation of the current College research and innovation agenda to ensure that research and innovation are systematically introduced into **ALL** of the College's programs with several of these activities becoming funded incubators;
- Ensuring technological relevance by introducing the newest and best equipment and upgrades each year;
- Ensuring, through our E-Learning Strategy that students from any part of the globe are able to benefit from flexible, affordable, quality education – anytime, anyway;
- Ensuring students are flexibly able to attend our campuses because of: quality timetables, extended operations, and concentrated/accelerated options inclusive of on-campus residence;
- Educating significant numbers of foreign nationals with a view to many of them settling in the region and contributing to the local and regional economy;
- Tailored, evidence-based supports and services to students;
- Multiple pathways for students vis-à-vis articulations, collaborations, laddering and bridging; and
- Focus on student success initiatives having very positive impacts upon student retention.

## Linking Vision to Mandate

The current Vision for the College is **Community Driven, Student Focused**. This Vision still resonates and we remain committed to serving our local and regional community and to providing a quality education and experience to each and every one of our students. However we are updating the vision because our geographic reach needs to be substantially increased and as a consequence, so must our definition of community. Moreover, student focus in a contemporary context must include a range of activities that set our students and graduates apart. This focus must ensure enhanced and sustained quality in programming, services and supports; greater accessibility and flexibility; and very focused preparatory alignment to an increasingly fluid labour market.

Although not fully fleshed out and formally approved, work with our Board of Governors has been leading us to a renewed vision that expresses the following:

***Fanshawe College creates opportunities that may not have otherwise existed to members of the local, regional, pan-Canadian and global community. Once these individuals become engaged as students, new partnerships and relationships are formed, new applied experiences are gained and the rippling effect of the graduate's success is palpable for years afterward, at home and abroad.***

Out of this same work, the following objectives have evolved which are meant to inform our new Mission and Strategic Directions, and form the basis of our mandate agreement with the Government going forward:

- Fanshawe College will seek to constantly optimize its programs and associated services and supports;
- Fanshawe College will provide accessible, flexible and seamless educational pathways and transferability; and
- Fanshawe College will meet the needs of local, regional, pan-Canadian and global communities for educated and skilled workers.

Bringing it all together, the mandate statement for Fanshawe College is:

***Fanshawe College will have a tangible, visible community impact – locally, regionally, nationally and globally by: offering programs, services and supports with distinction; providing accessible, flexible and seamless educational pathways and transferability; and meeting the needs of our various communities for educated and skilled workers.***

### **Leverageable College Strengths**

Fanshawe College is a quality leader within the Ontario post-secondary system. On the suite of Key Performance Indicators (KPIs) that the MTCU requires all colleges to undertake, Fanshawe consistently performs at and in several instances above the provincial average. Favourable, statistically significant differences exist for the College on measures related to: student satisfaction with overall quality of facilities/resources; and student satisfaction with overall lab/shop facilities and equipment.

The College also annually administers a Confidential Instructional Feedback Survey to all students in its full-time programs, continuing education, and continuing education online. The survey measures professor effectiveness. Across the three streams, student ratings are on average in the ‘very good’ to ‘excellent’ range.

Fanshawe is very serious about the creation and maintenance of conditions underpinning student success and experience. “Student success” investments over the past five years have resulted in Fanshawe achieving a 69.3% graduation rate moving it from 18<sup>th</sup> to 5<sup>th</sup> among the 24 colleges. Fanshawe’s overall retention rate remains consistently high with 75% of students entering their program in Fall 2009, returning in Fall 2010; and 83% of year two students returning for the same period. Fanshawe exemplifies the student experience largely as a result of a mature, highly collaborative business partnership approach taken between the institution’s administration and Student Union. By way of example, the College and Student Union work collaboratively to determine how a Student Tech Fee will be strategically deployed to enhance the student learning environment. The College has and will continue to improve upon the transparency through which it communicates what specifically students are paying for with tuition and ancillary fees.

Fanshawe College is a strong steward of its financial resources. In the near term, and particularly relative to many other colleges in the province, Fanshawe’s financial position is strong – and should remain so – as it continues its responsible approach to fiscal management. The College has taken advantage of significant capital funds made available to it over the past several years to increase student capacity and address necessary refurbishments and retrofits. Moderate deficits (due to revenue shortfalls) that will be balanced through our accumulated operating fund balance are planned over the next couple of years owing to management’s disciplined fiscal approach.

Finally, Fanshawe very capably engages the support of community partners and patrons. Our Fanshawe College Foundation serves as a key link in engaging the support of community partners and patrons. Through a significant, and recently launched multi-year community campaign, the Foundation will secure major capital contributions in support of our new School of Applied and Performance Arts as well as other key funding priorities of the College. The Foundation succeeds through the dedication of a wide group of community volunteers who assist in donor cultivation and fundraising meetings and events. Of note, the College is also currently working with other educational institutes, community agencies, and cultural groups on a plan to establish London as an education hub for international students. Areas being explored include: marketing and recruitment, support for students, and joint activities.

## **Priority Objective: Optimization of College programs**

Fanshawe College recognizes that traditional planning approaches are not appropriate for the competitive market conditions that colleges and universities are now facing. Nor are such approaches effective for dealing with the funding constraints that exist as the provincial government works towards a balanced budget. Fanshawe is responding to this new reality by shifting to a more market-oriented approach that includes:

- Focusing academic operational planning on a mandatory goal of two per cent enrolment growth per year for seven years based in large part upon a key sub-goal or objective of program optimization;
- Ensuring that operational planning (both academic and service) is objective and activity based, aligned and measurable, and increasingly dependent upon commitment to viable and high return activities as opposed to just “good ideas” and concepts;
- A commitment to multi-year rolling planning; and
- Committing organizational capacity to effectively analyze data to assess promising activities.

Specifically, and with respect to program optimization, the College recently introduced a comprehensive, systematic stage-gate approach to the planning and decisions it takes relative to program continuance and new program design. New program ideas cannot move forward until the College conducts an objective labour market opportunity and student demand analysis. The College updates its list of promising programs every six months for further review and analysis. The business-case list of potential programs moves to Gate 2 where an internal leadership committee and then an external panel of experts/stakeholders assess the programs against seven objective domains of risk and opportunity contained in the College’s new Risk and Opportunity Framework and Templates. These assessments lead to a “Go” – proceed to Gate 3 for program development recommendation to the Senior Vice-President Academic, or “No Go” – proceed no further. If approved to move forward by the Senior Vice-President Academic then Gate 3 involves full program development/implementation including: approval sought from the Credential Validation Service (CVS), Board of Governors and MTCU (for funding), build curriculum, market the program and finally launch the program.

The College has introduced a Balanced Scorecard approach with respect to the ongoing review of existing programs. The Balanced Scorecard is refreshed annually for each program. Existing programs reviewed unfavorably over two years by the Scorecard may be recommended by a program review committee to the Senior Vice-President Academic for discontinuance or at a minimum, serious modification.

Over the next three years, we can expect to generate approximately 5 to 10 new program requests to the Ministry per year. High opportunity areas are likely to be in business, health sciences, human services, and public safety for both traditional and non-traditional methods of delivery. Formerly assessed opportunities which are now well into the planning and to some extent implementation phases include: Aerospace Canada International in partnership with Sault College, a Centre for Simulation Technology, and a Centre for Hospitality. The College also intends to increase its number of post-graduate certificates significantly as our research is clear that mature domestic and international students are acutely interested in this form of credential.

Given that Government funding for capital and some forms of equipment has and will continue to be in decline, the College has also begun to rigorously assess the risk and opportunity of proceeding with new program ideas that are attached to significant capital or equipment investment. Here again we are operationalizing our new Risk and Opportunity Framework and Templates. Given that capital and equipment funding is lesser known and in

some cases more tenuous, we are beginning to do more advanced financial risk assessment utilizing techniques such as Net Present Value (NPV). We are also increasingly careful to not take such case decisions independent of one another but rather together to ensure that we are effectively and efficiently rationing scarce capital and equipment dollars.

It is important to note that we are in the midst of a rather significant transformation at the College regarding how we both define and operationalize “innovation” within the context of the College’s curriculum. Building upon the College’s current exemplars of innovation in practice (i.e. The Centre for Sustainable Energy and the Environment (CSEE) – inclusive of its virtual institute model), the College is developing and will soon implement a renewed, multi-year enterprise Research and Innovation Strategy. In the long-term (4 years out) it is expected that Fanshawe will be recognized for its student and faculty engagement in research that effectively supports a range of industries and better prepares graduates for the knowledge-based economy. Some of the key objectives will also include ensuring that some form of research and innovation are systematically introduced into **ALL** of the College’s programs and that several activities lead to funded incubators. With respect to the latter, we are working very closely with our local and regional partners and have jointly identified the following areas of interest: advanced manufacturing; information technology; agriculture and food; water treatment technology; and life sciences.

To ensure programs remain current and relevant with changing technology, new equipment and upgrades are required each year. Over the course of the next few years, the College expects to introduce new simulation equipment; new SmartBoards for classrooms and meeting rooms; collaborative learning spaces; lab equipment; virtualization and cloud computing; and enhanced and increased social media functionality integrated into the learning management system. The College is also becoming increasingly innovative in the way that it deploys space for student collaboration. Specifically, we are committed to introducing a series of integrated teaching and learning commons (open concept learning lounges) across the College which feature virtual connectivity. Students and faculty can gather in these “spaces” to collaborate, research, study and relax. These areas will facilitate individual and group study, offer in-depth reference services, and provide instruction from a variety of sources.

### **Priority Objective: Accessible, flexible and seamless educational pathways and transferability**

#### **What our research tells us**

Internal research, including key informant interviews with our Student Union, suggest a strong desire by all types of students for improved pathways to life-long learning. These same sources corroborate findings from large sample control studies in the literature pointing to an increased interest, particularly amongst the 17-24 year old student cohort, for quality alternative delivery – in particular, hybrid approaches.

**“When applying to Ontario colleges in the Southwest region I was looking for an academic environment that was going to allow me to grow as a student and later as a professional. With my interest in digital media production, choosing a campus and a city that embraced that industry was crucial. Fanshawe College provided that unique experience which allowed me to study, develop professionally and dedicate my skills to a vibrant industry in the same city where I could make my home.”**

**Zack Dodge  
Fanshawe College Student Union President**

Due to the demographic make-up of London and surrounding area, Fanshawe’s enrolment is highly dependent upon the intake of a disproportionate number of mature students relative to all other colleges in the provincial system. Many of these mature students have dependent children, part-time jobs, student and other familial debt, and family income less than \$60,000. These factors need to be remediated flexibly and affordably to increase the probability of mature student attendance at Fanshawe.

UCAS research very strongly indicates that students from the Greater Toronto area associate Fanshawe with quality, and this is particularly the case for its Centres of Excellence and Faculty of Business. They indicate in the same survey however that they are disinclined to accept our offer of admission due to the distance required to travel to our campus/es. Through e-learning strategies using online and hybrid delivery, Fanshawe College can

provide education and training to areas of the province destined to grow. Based upon Statistics Canada data, for 2010-2036, these regions include: Waterloo; Wellington; Toronto; Durham; Halton; Peel; and York.

The I-Graduate Survey indicates that international students take us quite seriously as an educational destination and are particularly impressed by our education quality, supports and services. They remain a strong source of enrolment in-person and would no doubt respond favorably to the availability of online for first-choice offerings.

To respond to these various groups, the College will continue to advance numerous aspects of access and flexibility; seamlessness; and quality.

### **Access and Flexibility**

Fanshawe has recently begun to implement a multi-year e-Learning strategy for which the vision is **relevant, quality education – anywhere, anytime, anyway**. We endeavour to be a quality leader in the provision of e-learning to traditional and non-traditional learners through web-facilitated delivery, blended/hybrid delivery, and online delivery. The three forms of delivery are being focused differentially to capitalize on College strengths, appeal to student wants and needs, and respond to market opportunity. The College is supporting its e-Learning Strategy by: placing a priority to support and require faculty to be successful e-learning delivery agents (target of 100% adoption); strategically recruiting and selecting new teaching professionals having an enthusiasm and propensity to engage students effectively in supported, flexible education; and seeking out and collaborating with various private and public entities to share the cost and rewards associated with online learning. Considerable internal research has been conducted to determine what the most promising blended/hybrid and online program offerings at Fanshawe should be by type of student and offering. Each School is setting targets for design and delivery of blended/hybrid and online programs based upon the aforementioned analysis.

Fanshawe College has spent the past two years vigorously improving timetables for all students. Improvements have occurred more specifically in terms of: elimination of large gaps between classes; organizing an appropriate number of class hours in a day; reductions in the number of changes required to timetables once released; and ensuring an individual's classes are most often proximal to one another. Our research shows that these steps will help to improve student retention and therefore success. The next phase for the timetabling initiative includes examining ways that the campus/es can be utilized more efficiently - by actively programming all year and by offering concentrated/accelerated periods including on-campus residence.

The College is engaging in several new activities and strategies aimed at improving accessibility and support for student success. By way of examples, Counselling and Accessibility Services (CAS) develop unique learning supports for apprentices with disabilities and in fact are recognized as a provincial leader in innovative approaches to universal instructional design. CAS also launched successful new student support groups including an expanded and integrated Adult Support Group aimed at providing mature students with weekly emotional support, peer interaction and a venue for problem-solving.

As a result of a continued increase in donor funded programs and new Government initiatives, the amount of financial assistance provided by our Awards and Scholarships Office has increased significantly over the past several years. The Awards and Scholarships Office is strengthening its capacity to address what can be expected to be future years of increased donor funding.

### **Seamlessness**

The College is heavily engaged and will continue to support multiple pathways for students vis-à-vis articulations, collaborations, laddering, and bridging. Fanshawe currently has over 400 articulation agreements in place. Nearly 40% of these are with Ontario universities while another one-third are with other Canadian universities. The balance of the agreements is with international universities. One challenge with these articulation agreements however, is the amount of transfer credit provided.

The College is mapping the learning outcomes of our advanced diploma programs against the two qualification frameworks of the Bologna Process that defines transfer for higher education in the European Higher Education Area (EHEA) inclusive of the university and non-university (polytechnic) sectors. This analysis shows that Fanshawe's advanced diplomas, per the OQF, are equivalent with the European three year bachelor degrees. Fanshawe College will continue its comparative analysis of all 20 advanced diplomas with the equivalent three year degree programs in Europe to eliminate barriers and provide our learners with more pathways.

It is a priority for Fanshawe to help the Ontario post-secondary system to have more seamless pathways by being granted a differentiated status – thereby allowing the College to offer more industry driven degree programs. We have extensive capacity to offer the liberal studies/general education components for degrees. As well, we enjoy smaller class sizes with strong access to faculty; and we have faculty with the required academic credentials, professional credentials (where relevant) and industry experience to design and deliver the course material. Specifically, we provide a more affordable path to a degree than universities while infusing applied and experiential learning in our degrees.

We support any efforts within the system to recognize our current advanced diplomas as three year degrees and to change the name of our four year degrees to honours degrees which is consistent with the undergraduate degree level expectations (UDLEs). Such nomenclature changes are consistent with the Bologna Process (which has 49 member countries) and are precisely what is needed in the Ontario college system to attract international and domestic students alike. Finally we remain strongly committed to continuously improve college to college transfer.

### **Quality**

Fanshawe College has a Centre for Academic Excellence (CAE) whose function is to provide leadership and support to the College community as a whole for curriculum and program development, instructional design, academic program renewal and quality assurance and the development of academic pathways for students.

### **Priority Objective: Meeting the needs of our various communities for educated and trained workers/citizens**

Attainment is a product of both enrolment and retention. As stated earlier, Fanshawe has set a goal of two per cent enrolment growth each year for seven years. This growth is set based on the College's role in helping to supply the local and regional labour markets with appropriate skilled employees. In terms of enrolment, and in addition to direct student recruitment efforts, the College now also focuses vigorously on non-direct and mature student; international/immigrant student; and graduate student prospects.

To achieve two per cent per year growth in the short-term, the College is offsetting its very modest domestic growth with international students deriving primarily from India, China and Korea. Fanshawe has been very successful in its international recruitments having increased registrants from 327 in 2008 to 1,044 in 2012. It is in the mid-term that we expect our non-direct and graduate student strategies (including a new School of Graduate Studies and Hybrid/Residency graduate program offerings) to begin to yield favourable incremental changes on the domestic side.

**Fanshawe College plays a crucial role in the current and future workforce development plans for London and the South Western Ontario region. The outstanding programs and practical interface provided to the Fanshawe student ensure that they are well prepared to provide the skills and knowledge that employers in our region require including advanced manufacturing, life sciences, food processing, digital media and many other sectors. Fanshawe has worked as a valued partner of the City of London and the London Economic Development Corporation. Fanshawe plays a key role for us when attracting new companies to the city, and their participation in our cluster building strategies for many of our sectors has been very important.**

**Peter White  
President, London Economic Development Corporation**



Student success has been a key focus for a number of years and the College has invested significant resources and time to introduce strategies and supports having very positive impacts on student retention. Examples of investments include: the development and College-wide implementation of the mandatory Writing and Reasoning (WRIT) course; implementation of a student-at-risk reporting protocol allowing academic chairs and student success advisors to tailor more effective personalized interventions; orientation sessions focused upon mature learners, international and other under-represented students; and enhancements to protocols to identify and intervene with at-risk online learners. The College recently launched an English Language Institute (ELI). The ELI is both a physical and virtual point of contact for, and liaison amongst, international students, English as a Second Language students, the International Centre, and service and academic areas involved in supporting students new to post-secondary studies.

The College actively supports cooperative education by offering over 30 co-operative education programs, each of which integrate academic study with paid, related work experience. The College, in partnership with the Student Union, has launched many innovative services such as: a “Career Café”, an open forum for students to discuss career goals, preparation and services available to support them, “after hours” workshops in our residences called “Career Corner,” and our new “BizInc” to help aspiring student entrepreneurs start their own business. The College has also developed online resources for international students pursuing employment opportunities. Resources include information about on-campus jobs, work and placement visa regulations, Canadian employment protocols, and completing Canadian job applications.

A key partnership with the Ministry and the community has been our continued provision of Apprenticeship programs. Fanshawe provides Ministry approved training for up to 39 different trades occupations in either conventional apprenticeship training models or as a Co-op Diploma Apprenticeship (CODA). In 2012/13 we contracted to provide over 63,000 training days in the traditional model and will be accepting up to close to 100 more students in the CODA programs. The training is being delivered to approximately 1,500 active apprentices.

## **New Resource Allocations and Re-directions Required**

All areas of the College have and will continue to be engaged in fulsome discussions about how we can re-direct resources, and where appropriate, contract activities where such an approach lends itself to best value. The Balanced Scorecard and Stage-Gate approaches to program review and development, mentioned earlier, will be the key methodology employed for academic programs to contain costs and utilize scarce resources for only high-yield academic activities. The Risk and Opportunity Framework and Tools, also earlier mentioned, will be the common method for the College to adequately assess large capital, equipment, and service opportunities.

The main services related capital requirement of the College will be the introduction of a new “Staff Innovation and Learning Centre”. New sources of funding will be required on a multi-year basis to accelerate new program development and fully operationalize our enterprise E-Learning Strategy. It is also probable that some level of resource investment may be required to advance sustainability across the College.

In April 2011, the College’s Board of Governors approved the College’s Capital Projects Plan with a total source of financing of \$55,220,000 and total expenditures of \$55,220,000. There is little risk associated with approximately 95 per cent of the sources of financing for these capital projects. By 2017 however, our unfunded infrastructure renewal costs will have accumulated to an estimated \$25M. These estimates are based on the College’s intent to invest approximately \$1M from operating funds per year to address facilities infrastructure renewal. The \$25M represents the investment that the College would reasonably require to maintain our facilities at an acceptable level relative to industry standards. However, there are no specific sources of financing yet determined to cover these costs.

## Public Policy Tools Needed to Achieve the Objectives

In order to achieve these objectives, Fanshawe would benefit from language in the current Ontario Tuition Grant allowing for students 'stopped out' for 4 or more years to qualify for funding. Fanshawe is disproportionately represented by such students, not to mention mature prospects who do not attend at all owing to issues of affordability. For that matter, affordable education is supported by Fanshawe as being a key incentive to participation for all prospective students in our region.

Fanshawe supports the introduction of a credential approval process and body for colleges (e.g. Ontario College Quality Assurance Service); and Ontario system alignment with the Bologna Process including common credit structure and diploma supplement.

Fanshawe recommends legislative changes to support more industry focused degree granting by colleges. This should include three-year degrees that could be based on the existing three-year advanced diplomas. In addition, the existing four year college degree nomenclature should be changed to honours degree to both differentiate it from the three-year degree and to recognize the advanced level of learning.

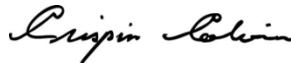
In order that Fanshawe can truly function as a "pathways" institution, it is recommended that the College be granted a differentiated mandate by Government.

Finally, Fanshawe supports the actions that the provincial government must take to contain costs, (i.e. continued, prudent and practical labour market negotiations and settlements).



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Dr. Howard Rundle  
President  
Fanshawe College



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Mr. Crispin Colvin  
Chair  
Fanshawe Board of Governors



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Mr. Zack Dodge  
President  
Fanshawe Student Union



## **Appendix A: Proposed Priority Objective Metrics**

### **Priority Objective: Optimization of College Programs**

#### Indicator 1 – Institutional Financial Health

Measures:

- Specific measures recommended are those that the Ontario College's Finance Working Group recently submitted to MTCU for review and approval

#### Indicator 2 – High Yield Large Capital and Equipment Opportunities (for \$1.5M or greater investment decisions)

Measures:

- Net Present Value (NPV)
- Payback Period/Break-Even Analysis

#### Indicator 3 – Program Fitness

Measures:

- Quantitative program rating on Balanced Scorecard (for existing programs)
- Objective Business Case evaluation - using Stage-Gate approach (for new program ideas)

### **Priority Objective: Accessible, flexible and seamless educational pathways and transferability**

#### Indicator 1: Improved Access and Flexibility

Measures:

- Adoption of alternative teaching methods by faculty
- Availability of online and hybrid/blended delivery options for key segments by program
- Number of timetables requiring revision after 1<sup>st</sup> day of classes
- Availability of non-traditional hours and periods of program delivery by program
- Availability of awards and scholarships
- Objective measures of the availability and quality of learning supports and services

#### Indicator 2: Enhanced Seamlessness

Measures:

- Number of advanced diploma program learning outcomes mapped against the European Credit Transfer and Accumulation Structure (ECTS) of the Bologna Process
- Breadth and nature of pathways (e.g. articulations, collaborations, laddering, bridging, etc.) offered at the College by program

### Indicator 3: Optimal Quality

#### Measures

- Ratings on the current MTCU Key Performance Indicators (KPIs)
- Results from Ontario Colleges Quality Assurance Service (OCQAS) quality program audits
- Results from OCQAS institution quality audits

**Priority Objective: Meeting the needs of our various communities for educated and trained workers/citizens**

### Indicator 1: Increased Enrolment

#### Measures

- Conversions of applicants to enrollees by: program, domestic and international status, specific geographic origin, key marketing segment, and gender
- Enrolments by: program, domestic and international status, specific geographic origin, key marketing segment, and gender

### Indicator 2: Increased Retention

#### Measures

- Student attrition pre Level 1 by: program, domestic and international status, specific geographic origin, and gender
- Student graduation rate by: program, domestic and international status, specific geographic origin, and gender

### Indicator 3: Connections to Employment

#### Measures

- Number and nature of co-operative education programs
- Availability of career preparation services and supports

### Indicator 4: Support to the Labour Market for Apprentices

#### Measures

- Number and nature of Apprenticeship programs
- Number of contracted training days
- Number of apprenticeship candidates served

Indicator 5: Benefits to Students

Measures

- Increased earnings relative to no or incomplete post-secondary education

Indicator 6: Local/Regional Economic Growth

Measures

- Local and regional income as a result of faculty, staff and college operations spending (discounted by money withdrawn from the local economy to support the College)
- Local and regional income as a result of student spending
- Student wages
- Returns to property owners
- Tax revenues