

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

Institution Name:	Fleming
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OVERVIEW

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

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

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

DEADLINE FOR SUBMISSION TO THE MINISTRY

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

CONTACT

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

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Fleming's commitments regarding access, quality and accountability as outlined in the original accountability agreements.
- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on *Reaching Higher* objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.
- System Wide Indicators for 2009-10:
 - 1) Enrolment – Headcount
 - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
 - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
 - 4) The Student Access Guarantee (SAG) for 2010-11
 - 5) Participation in the Credit Transfer System
 - 6) Class Size
 - 7) Online Learning
 - 8) International
 - 9) Supply Chain Compliance
 - 10) Space Utilization
 - 11) College Student Satisfaction
 - 12) Graduation Rate
 - 13) Graduate Employment Rate
 - 14) Student Retention Rates
 - 15) Quality of the Learning Environment

1) Enrolment – Headcount*

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

- Fleming reported to TCU the total Headcount enrolment in 2009-10 = **5,115**
- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by Fleming to the Ministry for 2009-10 = **4,256**
- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by Fleming to the Ministry for 2009-10 = **755**

(Age calculated as of November 1, 2009. 102 students were younger than 18 as of this date and 2 did not have birthdates available)

- Please provide one or more example in the space provided below of a promising practice that Fleming used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Fleming introduced a multi-pronged, coordinated strategy that resulted in Fall 2009 Second Career enrolment of more than 400 students, one of the highest results in the system as a percentage of overall enrolment and a major contributor to Fleming's fall intake enrolment increase of 18%. The approach included efforts involving both the academic and service areas of the college. The Second Career Advising Office invested considerable time collaborating with the local Second Career Offices. The college Admissions Department dedicated one admissions officer as the Second Career Specialist who managed all Second Career applications received from the Advising Office. The Academic Division worked collectively to ensure opportunities for enrolment by Second Career students were available to the same degree as they were for Non-Second Career students. The Marketing Department featured Second Career opportunities prominently in promotional materials. Communication to Second Career students across all the various areas involved was coordinated, ensuring a consistent, easily understandable message during the various enrolment stages. We believe that all of these efforts combined, lead to our very strong Second Career enrolment performance.

The approach to capitalizing on enrolment opportunities based on application and confirmation activity is one characterized by very close collaboration between the Deans of the Schools and the Office of the Registrar. The approach includes detailed analysis and projection of opportunities, collaboration with the Deans at the program level and the development of creative solutions to maximize enrolment in a responsible manner. These discussions occurred daily as the semester start became closer. We believe that this responsive, collaborative approach was a major contributor to our 2009-10 enrolment success.

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

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

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

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

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

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

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- 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 <i>students with disabilities</i> at Fleming who registered with the Office for Students with Disabilities and received support services in 2009-10 = 552</p> <p>Please indicate the number of <i>students with disabilities</i> at Fleming who registered with the Office of Students for Disabilities and received support services as a percentage of the total Fleming student population in 2009-10 who were:</p> <p>Full-time = N/A</p> <p>Part-time = N/A</p> <p>Total (Full-Time + Part-time) = 552</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>$552 \div 5,115 \times 100 = 10.8\%$</p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Fleming in 2009-10 = 1084*</p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Fleming as a percentage of the total Fleming student population in 2009-10 who were:</p> <p>Full-time = 1084*</p> <p>Part-time = N/A</p> <p>Total (Full-Time + Part-time) = 1084*</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>$1084^* \div 5,115 \times 100 = 21.2\%$</p> <p><small>* estimated based on Fall 2009 results to the web portion of Fleming's First Year Student Survey (semester 1 full-time students)</small></p> <p><small>First Generation = "Are you the first in your immediate family, which includes your siblings and parents, to attend postsecondary?" (299 = Yes of 1408 responses = 21.2%)</small></p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Fleming in 2009-10 = 184*</p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Fleming as a percentage of the total Fleming student population in 2009-10 who were:</p> <p>Full-time = 184*</p> <p>Part-time = N/A</p> <p>Total (Full-Time + Part-time) = 184*</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>$184^* \div 5,115 \times 100 = 3.6\%$</p> <p><small>* estimated based on Fall 2009 results to the web portion of Fleming's First Year Student Survey (semester 1 full-time students)</small></p> <p><small>Aboriginal = "a person who is Indian (status, non-status) Inuit or Métis." (51 = Yes of 1408 responses = 3.6%)</small></p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide examples of promising practices that Fleming used in 2009-10 to develop and maintain results for <i>students with disabilities</i>.</p> <div data-bbox="212 581 711 792" style="border: 1px solid black; padding: 5px;"> <p>Disability Services continued to implement the ClockWork software to document and share information among the multidisciplinary team. Online services for students coming soon.</p> </div> <div data-bbox="212 818 711 992" style="border: 1px solid black; padding: 5px;"> <p>Replaced the reader/scribe accommodation with Kurzweil testing options for students giving them more independence and a lifelong strategy.</p> </div> <div data-bbox="212 1018 711 1224" style="border: 1px solid black; padding: 5px;"> <p>Counselling team is rolling out College-wide training to faculty and support staff regarding students with Aspergers Syndrome in order to meet the needs of these students.</p> </div>	<p>In the space below, please provide examples of promising practices that Fleming used in 2009-10 to develop and maintain results for <i>First Generation students</i>.</p> <div data-bbox="791 563 1291 867" style="border: 1px solid black; padding: 5px;"> <p>Provided personalized comprehensive career advising service to non-direct first generation students. Provided career exploration and career decision-making tools and resources. Where needed, provided assistance with transportation to attend appointments with career advisor, CAAT testing and campus tours.</p> </div> <div data-bbox="791 891 1291 1097" style="border: 1px solid black; padding: 5px;"> <p>Offered non-direct students a fast-track process that increased access by reducing barriers and wait-times. The service was personalized and provided a one-stop approach to the advising and application process.</p> </div> <div data-bbox="791 1122 1291 1383" style="border: 1px solid black; padding: 5px;"> <p>Outreach activities and partnerships with agencies and organizations that serve under-represented student population groups. Used marketing messages targeted to this group. Organized a photo and video shoot with mature students to create images in which non-direct students could see themselves. Utilizing these in marketing materials.</p> </div>	<p>In the space below, please provide examples of promising practices that Fleming used in 2009-10 to develop and maintain results for <i>Aboriginal students</i>.</p> <div data-bbox="1375 553 1864 727" style="border: 1px solid black; padding: 5px;"> <p>Established an Aboriginal Recruitment Officer position to enhance our outreach and recruitment initiatives with local and distant Aboriginal communities</p> </div> <div data-bbox="1375 753 1864 959" style="border: 1px solid black; padding: 5px;"> <p>New funding used to enhance Aboriginal space at 2 campuses including student lounges, the purchase of 2 tepees for cultural events and 4 additional computer work stations.</p> </div> <div data-bbox="1375 985 1864 1166" style="border: 1px solid black; padding: 5px;"> <p>Aboriginal Emphasis Initiative Coordinator hired spring 2010 to champion the Aboriginal Emphasis Initiative within academic curriculum.</p> </div>

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

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

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	198,650	277
Other SAG Expenditure to Supplement OSAP	1,125,154	1,241
TOTAL	1,323,804	1,518

Data as of July 6th, 2010

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

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

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

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>At Fleming we have always reviewed SAG students first in our consideration of bursary application. Given that we are required to automatically issue funds, we will use the ministry SAG download file to engage our bursary process. We will continue to issue aid in two instalments one in November and the second one by the February 1st deadline for September start programs. For January start programs aid will be issued in March and the second one by June 1st. As is our practice, aid will be directed to outstanding tuition balances first with any remaining balance issued to the student in the form of a cheque. Students are notified via e-mail broadcast with respect to their aid amounts and when they will be distributed.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs in 2010-11. If so:</p> <p>a) Identify the programs by name and by OSAP cost code;</p> <p>b) Describe how you determine how much loan aid to provide</p>	<p>No</p>

5) Participation in the Credit Transfer System

- The following data is per the *College Graduate Outcomes Survey*:

Survey Years	Total # of Fleming graduates who participated in Graduate Survey (A)	# of Fleming graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Fleming graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2005-2006	1,908	131	6.9%	42,333	2,716	6.4%
2006-2007	1,788	113	6.3%	44,309	3,449	7.8%
2007-2008	1,540	106	6.9%	44,622	3,510	7.9%
2008-2009	1,312	95	7.2%	43,086	3,145	7.3%
2009-2010	1,473	106	7.2%	40,388	2,725	6.7%

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- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-08 and 2008-09 graduates), the *percentage* of Fleming students who were satisfied or very satisfied with academic preparation for university was **89.3%**.
- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the *percentage* of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.
- Please provide any additional comments regarding transition experience either from college to university or college to college.

Fleming provides students with detailed information and advice as they research their options toward further post secondary study. Portions of staff roles are dedicated to ensuring that pathways and agreements are kept up to date on our external website as well as providing periodic workshops for groups and one-one advising sessions, responding to email enquiries etc.

In addition ongoing meetings occur with key staff at Trent University, our largest partner to ensure students are provided with up to date information, advice and orientation sessions to ease transition from college to university.

As a greater number of university graduates are seeking a college experience to develop technical field skills in the environmental sector, a streamlined pathway for university science graduates was implemented in the Environmental Technician (ET) program. This block transfer credit provides a seamless pathway into semester 3 of the ET program and has a unique OCAS code to simplify the student application process. This 2 semester (8 month) program of study provides university graduates with an opportunity to acquire field skills related to their university program of study.

***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.*

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

In keeping with the “Reaching Higher” strategy in Ontario, Fleming has increased the number of dual credit secondary students attending dual credit courses in 2009-10 to 1,400 from 750 in 2008-09, a 50% increase in one year. These students are involved in 30 courses of study. This program continues to expand at a rapid pace at Fleming with dual credits offered in all college programs and disciplines. The increased ability to achieve dual credits for secondary students continues to enhance the credit transfer process and to allow secondary students both the opportunity to earn advanced college credits but also to experience the college education system first hand.

Through the ‘Access for Success’ Fleming initiative, a pilot is being conducted whereby students entering Fleming are being tested in the areas of literacy and numeracy (Communications and Mathematics) competence for the September 2010 start of classes. This testing and streaming approach identifies at risk students early and provides for immediate advanced standing and credit transfer awards where demonstrated skill is acceptable. Remedial and support system assistance for improving literacy and numeracy for those at risk is provided early in the learning process. This program will ultimately increase the capability of students choosing transfers to university degrees and college applied degree programs.

Faculty in the School of Business, Computing and Hospitality partnered with the Kawartha Pine Ridge School Board in 09-10 to provide curriculum changes and alignment which has led to a comprehensive articulation agreement which now allows secondary students who complete marketing, international business, web design and introduction to computing to receive advanced standing/exemptions from these courses at Fleming. This agreement will be used as a model for similar agreements with other School Boards.

Building on a long and successful articulation agreement history with Trent University, we have established reciprocal agreements between institutions and in 09-10 we added four new pathways for Fleming students interested in university studies including; Bachelor of Science, Forensic Science, Bachelor of Business Administration and credit transfer for international students who require upgrading prior to university entrance. This brings the total to over twenty full pathways between our two institutions.

6) Class Size

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

Class Size	Number of Classes	Percentage of Total Classes
Less than 30 students	1632	52%
30 to 60 students	1274	41%
61 to 100 students	102	3%
101 to 250 students	131	4%
251 or more students	0	0
Total	3139	100%

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- Please provide one or more example in the space provided below of a promising practice that Fleming used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The use of differentiated staffing models allow for a lower student to staff ratio in field and lab settings at Fleming College. The support of program technologists in field experiences and “guided learning hours” to provide additional support for students specifically second career students who need additional support in computer related courses.

We track class size in terms of the ratio of full-time faculty to students through a management report on student contact hour that comes out twice a year.

We have completed a 2009-10 pilot where we tested first semester students for communication and math competency. This testing indirectly affected class size because we set up remedial classes where needed and some students received an exemption based on their ability. This program was rolled out this year.

7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.
- To complement this work, please provide one or more example in the space provided below of a promising practice that Fleming used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

We are actively engaged in integrating technologically supported learning experiences. The hybridization of courses allows us to provide differentiated and more flexible approaches to individualized learning for our students. We can focus more of our time on what students do not understand while delivering information and content via our internal Learning Management System. Online learning provides students with the ability to learn when they want with access materials how and when they want.

Application of strategy to increase the number of on-line courses offered at Fleming College. This will be achieved through a five year (2010-15) strategic focus on e-learning at Fleming College. Our existing web-based strategy is being updated over the next three year period. This initiative includes virtual classroom technology adoption and web conferencing through Elluminate. In addition, this strategy includes elements of increased simulation learning, hybrid models of delivery and fully online general education elective offerings.

For the Fall 2009 period, Fleming saw a total of 1,917 course registrants with 1,528 graduates for a completion rate for on-line courses of 82.3%. 239 of 1,919 or 12.4% of total courses were offered in an e-learning format.

8) International

**DEFINITION: International enrolment* is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- Fleming reported to TCU that International Enrolment* in 2009-10 = **13**.

- In 2009-10, Fleming reported to TCU the following top 2 source countries for international students:
 1. **United Kingdom**
 2. **Japan**
 3. **Belarus**

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Fleming had in 2009-10:
 - Outbound students = **50**
 - Inbound students = **14**

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Fleming in 2009-10 = **\$209,000**

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Fleming had outside of Canada in 2009-10 = **N/A**

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

N/A

Campus Name	City/Municipality	Country	Total Enrolment

- Please provide one or more example in the space provided below of a promising practice that Fleming used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

We have not been active in recruiting internationally. Fleming College re-engineered its international department two years ago with the intent to maintain enrolment while returning the department to a cash-flow positive position. This has proven effective with enrolment remaining steady while revenue now exceeds expenses. Our recruitment strategies now are largely web-based with selected use of agents in targeted markets. The academic areas have been increasing international exchange programs and experiences in business (Europe), forestry (Hungary and Italy), ecosystem management (Costa Rica) and tourism and hospitality (Jamaica).

Fleming has also integrated supports to immigrant students, building synergies between the growing settlement networks in the area and the needs of international students. A new partnership with Trent University's ESL program and the Fleming General Arts and Sciences also promise to increase international student enrolment this year. Finally, Fleming has also been expanding its exchange partners. This past year, over 50 Canadian students in 5 programs participated in international exchanges/tours and 14 international student studied/completed internships at Fleming. A new international strategy for the next five years is currently being developed.

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm that in 2009-10 Fleming adopted the Government of Ontario's Supply Chain Code of Ethics: **YES**
- Please confirm that in 2009-10 Fleming adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **YES**
- In 2009-10 did Fleming participate in the Ontario Education Collaborative Marketplace (OECM)?: **YES**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **\$0** (see below)
 - Participated in the following OECM Sourcing Projects:
 - Office Supplies – Analysis Pending, May Join in 2010/11
 - Fine Paper – OECM Pricing is Higher than our Current Pricing, Did not Join Contract
 - Lab Supplies – Project Still in Process at OECM
 - Classroom Furniture – Scope Was Not Applicable to Colleges
 - Desktop Computers – Project Still in Process at OECM
 - Multi Functional Devices – Currently Under Existing Contract, Reviewing for Opportunity to Join in 2010/2011

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- Please provide one or more example in the space provided below of a promising practice that Fleming used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

E-Procurement:

Fleming utilizes the "E-Procurement" functionality of the PeopleSoft ERP system. This enables on-line Submittal of Requisitions by designated Requestors, on-line Approval by designated Budget Managers, and on-line visibility for the Purchasing Department. This eliminates delays in paperwork, improves efficiency and ensures that the process is visible and trackable.

Procurement Cards:

Utilize Procurement Cards to reduce the time spent on non-value added, low value purchases and give the ability back to the designated users, utilizing both internal and card feature controls. Has reduced the workload in Purchasing and Accounting, and decreased the order cycle time for the end user.

Improved Environmental Disposal Criteria:

Increased the emphasis on including environmental disposal conditions and recycling criteria in new tenders. Has reduced internal disposal workload, obsolete inventory levels, and disposal costs.

10) Space Utilization

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

YES

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

Formal timetable committee, including senior academic, and service staff

Presentation of utilization and section size data

Presentation of guidelines controlling restrictions

Space Scenario development and presentation to stakeholders: redesign of space, multi-purpose lab usage,

Curriculum redesign: multiple entry points; hybrid delivery (web lecture/class seminar) e-learning, year round delivery models

- If yes, please provide one or more example in the space provided below of a promising practice that Fleming used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

“Timetabling System Review” using EnCampus timetabling software

Review of timetable patterns, including weighting, optimizing two hour patterns from 8:00 am to 6:00 pm

Review of room types to confirm correct mix for academic requests, and legitimacy of requests

Identification of underutilized rooms, re: periods used, and seat use - section size needs versus actual size

Confirmation of extended timetable 8:00 am to 8:00 pm for upcoming year 2010-11

11) Student Satisfaction

- Per the KPI results reported in 2009-10 the student satisfaction rate at Fleming for *KPI Question #14* “Overall, your program is giving you knowledge and skills that will be useful in your future career” = **87.6%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Fleming for *KPI Question #26* “The overall quality of the learning experiences in this program” = **82.3%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Fleming for *KPI Question #44* “The overall quality of the facilities/resources in the college” = **72.3%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Fleming for *KPI Question #45* “The overall quality of the services in the college” = **70.1%**

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- Please provide one or more example in the space provided below of a promising practice that Fleming used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The College worked closely with two student groups that were formed to champion sustainability initiatives at the Frost and Brealey campuses. The Frost Initiative team focussed on environmental sustainability on campus (e.g. initiated plastic water bottle ban). The Go Green Team from the Brealey campus were involved in an environmental awareness campaign which was popular among students.

Implemented a new Student Leadership Development Program involving over 100 students over 2 semesters. This consisted of; a Student Leadership Day, multi-week Emerging Leaders' Certificate Program and student volunteer training days. These initiatives focussed on communications, team building, understanding personality dimensions, diversity awareness, peer mentorship and professionalism. The student feedback on formal evaluations completed was extremely positive and confirmed the need to continue with this program.

Course & Program Redesign initiatives at Fleming College place emphasis on "applied student learning" experiences. A notable increase in co-operative education, applied projects and applied research promise to increase overall student satisfaction with their learning experiences

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at Fleming = **66.6%**
- Please provide one or more example in the space provided below of a promising practice that Fleming used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Beginning in Fall 2010, approximately 80% of our first semester students will have their literacy skills assessed post-admission. All of our incoming 1st-year Business will also be assessed for their numeracy skills. The results of these assessments will help us determine the level of support that students will require to be successful in their first semester Communications and Math courses here at Fleming. Those in need of remediation will receive enhanced levels of scheduled instruction.

One recent initiative is to offer compressed General Education courses during the May /June period. This provides an opportunity for students in their graduating year who have not completed or may have failed a General Education course, the opportunity to repeat the course in time to graduate. This promising practice could be expanded to include other courses that have higher than average non-completion rates.

13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Fleming = **85.0%**
- Please provide one or more example in the space provided below of a promising practice that Fleming used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

At Fleming we utilized several strategies to enhance graduate employment rates including the following: increasing the number of students participating in Program Advisory Committees – one for each year and included student representatives as well. This process increased the visibility and interaction of quality students with employers leading to improved hiring potential. Our School of Business, Computing and Hospitality increased our community events representation by 20% which exposed culinary students to many more community activities and direct dealing with employers.

Our School of Business, Computing and Hospitality implemented a student driven EDGE campaign now in its second year. Core themes of Environment, Diversity, Globalization and Experiential Learning (EDGE) is now embedded in our curricula, included in all documentation, is a cornerstone with all faculty across the school giving our graduates a clear EDGE in their knowledge, skills and abilities concerning these essential business, industry and societal realities for the future. Our grads are EDGE certified which enhances their prospects considerably for employment.

Our School of Business, Computing and Hospitality has implemented a pilot project for this year where all graduating students will be presented with DACUM competency chart. This competency illustrated document will be presented with diplomas at future convocations and students can use the chart to illustrate to employers the kinds and level or ranking of competency they possess in essential and critical technical and human skills for success in the workplace.

An extended co-op experience has been proposed in the Earth Resources Technician program. The program modification includes a 5 month co-op student experience and developed in response to feedback received from the industry program advisory committee. The inclusion of co-op promises to increase graduate employment in related fields. Co-op was recently introduced into other existing Fleming programs including Sporting Goods Business, Arboriculture and Sustainable Agriculture.

The School of Business, Computing and Hospitality is piloting an assessment tool in the applied project semester that translates learning outcomes into functional competencies. This assessment tool will be validated by industry. In addition to the traditional academic transcript, this assessment tool can be used by program graduates to demonstrate achievement of functional competencies related to their field of employment.

14) Student Retention Rates

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

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1 st to 2 nd Year	83%	82%	Sem 1 (Fall09) to Sem 2 (Win10) = 79.5% Sem 2 (Win09) to Sem 3 (Fall09) = 80.8%
2 nd to 3 rd Year	89%	90%	Sem 3 (Fall09) to Sem 4 (Win10) = 86.1% Sem 4 (Win09) to Sem 5 (Fall09) = 78.5% Sem 5 (Fall09) to Sem 6 (Win10) = 89.7%
3 rd to 4 th Year	n/a	No four year programs	n/a

- Please indicate in the space below the methodology used by Fleming to calculate the retention rates indicated above:

Retention rates for Fleming College are calculated based on individual student progression through both program and semester level (as of the 10th day of classes). This methodology is comparable to that used in the calculation of the Graduation Rate KPI. Retention rates are based on all Fall-intake programs currently offered at Fleming (excluding Technology-option programs, which are calculated separately).

Retention information is processed using a specialized AttritionRater software program that categorizes students based on their progression. Each semester's enrolment is compared to the previous semester's enrolment at an individual student level. This allows us to track how a program retains each semester's starting population as each semester passes and how students progress academically through the college.

Retention rates reported here represent the percentage of full-time students who progress to the next semester level within the college (not necessarily within the same program in which they started).

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- Please provide one or more example in the space provided below of a promising practice that Fleming used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In our School of General Arts and Sciences we are piloting a coaching program to support those students identified through assessment with weaker emotional intelligence skills. Through an enriched support system of trained coaches thus enabling at-risk students to be more successful. We are hopeful that this initiative will have major impact on student retention.

An innovative and successful story on student retention comes from our School of Business, Computing and Hospitality through our formalized Student Representatives Program. A pilot initially ran during the 2008-09 academic year with 48 student reps and a second year program of just over 50 student reps who met monthly with the School Dean, Administration and Faculty members to discuss, debate and resolve issues of all kinds including: curricula, supplies, processes, facilities and practices that might hinder student success and graduation capability. More than 50 school wide challenges were addressed with resolution or explanation provided in all cases. Students were exposed to improvements in the following areas in addition to overcoming school challenges; engagement, communications, problem solving ability, student leadership, core promise commitment and program agents and ambassador volunteerism. The 'Reps Program' as it is known will now expand for 2009-10 into the School of Law and Justice.

Environmental sector career information to our first semester Environment & Natural resources Sciences students to provide them with an in depth awareness of environmental careers and options. This assists them in confirming or revising their program selection decision. Student retention research has identified "program fit" as the number one reason that students drop out of their program in semester one.

15) Quality of the Learning Environment

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

The college has embarked on an ambitious series of strategies to improve the learning environment and the working environment which are strategically linked.

- 1) A new Core Promise (Learn Belong Become) has been developed and accepted across the college community
- 2) Continuous improvement efforts at increasing problem solving ability through the International Grid Program has been adopted to achieve real problem solving leadership across the college and has filtered into curricula and classroom efforts
- 3) An Engagement Survey tool has been developed and used to test the culture in both working and learning at Fleming College.
- 4) A review of the Academic Leader Role at Fleming will be undertaken to assess viability of this option and examine potential changes
- 5) A full study is underway to examine suitable options to the present academic year structure at Fleming College with an effort to enhance all learning operations.
- 6) A special two year committee has been working on the key changes required to help the learning environment change, adapt and progress in areas such as; modernization of programs and curriculum, innovative delivery practices, achievement of community needs in learning (service learning approaches), establish benchmarks and best practices in creative program design and delivery.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

• **Increased Participation of Under-Represented Students — Programs/Strategies**

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

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Expanded resources to support first generation students	Provided personalized comprehensive career advising service to non-direct first generation students. Provided career exploration and career decision-making tools and resources. Where needed, provided assistance with transportation to attend appointments with career advisor, CAAT testing and campus tours.
Expand support through increased resources for the admission process: Build on current second career enrolment success by expanding the breadth of support and service during the application process.	Offered non-direct students a fast-track admissions process that increased access by reducing barriers and wait-times. The service was personalized and provided a one-stop approach to the advising and application process.
Focused Marketing: A greater focus on attracting under-represented students through additional, focussed-marketing initiatives.	Outreach activities and partnerships with agencies and organizations that serve under-represented student population groups. Used marketing messages targeted to this group. Organized a photo and video shoot with mature students to create images in which non-direct students could see themselves. Utilizing these in marketing materials.

- **Small, Northern and Rural (SNR)**

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

Description of Transition Year SNR Strategy for 2009-10 (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Continued & strengthened campus/community involvement: Involvement of all campuses to achieve a 2% increase in total enrolment.	Achieved overall enrolment growth of 14% across all campuses.

- **Quality of the Learning Environment**

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

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Quality Assurance Program: Continue with the implementation of our revised Quality Assurance process including implementation across part time studies.	Successfully implemented revised Quality Assurance process including implementation across part time studies.

<p>Faculty Development: Implement revised faculty evaluation and faculty development programs.</p>	<p>A faculty evaluation process designed to provide faculty members with multi-dimensional evaluations that would further their development and strengthen one of our hallmarks; faculty/student interaction was successfully launched a couple of years ago. The components include student input through course and teacher evaluations that occur once a semester for all faculty, peer and self evaluations as well as Dean visits to the classroom. All of this information is summarized, shared with the faculty member and used to create personal professional development plans. This process has enhanced our faculty student interaction and provides relevant input to our corporate faculty development program.</p> <p>Informed by our strategic direction and a comprehensive set of faculty competencies, the faculty development program focuses on enhancing the dual professional and emphasizes leadership, delivery, curriculum, assessment, innovation, and student engagement. The offerings in any given semester are communicated through a professional development calendar so that faculty members can better plan for their development. Participation in programs is strong, feedback has been positive and we are tracking well in terms of achieving our College yearly objectives in part because of this development program.</p>
<p>Learning Environment Enhancements: By way of a significantly enhanced academic capital allocation, we will be investing in and substantially upgrading instructional equipment and other learning technology across most programs.</p>	<p>As a result of renovations through infrastructure funding, outdated and obsolete learning support technologies have been replaced in 14 classrooms and labs throughout the college (includes a combination of 4 computer lab upgrades and approx 10 multi-media installs). For example, we have upgrades student labs and provided support for iClicker use in classrooms. These improved delivery and learning technologies have been completed during our 2009 and 2010 academic years by being incorporated into major classroom renovations.</p>

Entering Student Success Interventions: We will continue to offer a range of student supports and services to ensure students receive the academic counselling and support they need to persist and succeed in their studies. In addition, we will introduce two new early interventions (i.e. piloting the Coaches Program in the School of Business and cross college testing and streaming of first semester students in math and Communications) designed to identify and support at-risk entering students.

We are taking a strategic approach to student success through testing and coaching programs. We are using testing to determine placement of students in appropriate course levels for math and communications and are piloting this type of testing for computer skills. In addition, we have implemented a coaching program in the School of General Arts and Sciences, using emotional intelligence scores as a predictor of success. Coaches will be assigned to those students with lower EI scores to ensure effective referrals and use of services. Outcomes are not only greater student success and retention but also more in-depth student profiles and prediction mechanisms.