

## **2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back**

<b>Institution Name:</b>	<b>Fleming College</b>
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### **OVERVIEW**

The annual Multi-Year Accountability Agreement (MYAA) Report Backs 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.

Consistent with previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 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.

Where possible, to help streamline the 2012-2013 MYAA Report Back process, the Ministry pre-populated ***Fleming College's*** 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators), data sources (e.g. Full-Time Enrolment Headcount) and pre-populated data from previous Report Backs (e.g. 2011-2012). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in ***Fleming College's*** 2012-2013 MYAA Report Back is denoted with the symbol <sup>(+)</sup>.

**1) Enrolment - Headcount\***

*\*DEFINITION: Headcount is the un-audited 2012-2013 enrolment count on November 1, 2012 in the Ontario College Application System(OCAS) (Full-Time funded students only: does not include Nursing, Second Career, Apprentice or International students).*

**Fleming College's** total Headcount enrolment count in 2012-2013 = **5,296**<sup>(+)</sup>.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment at **Fleming College** in 2012-2013 = **4,329**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment at **Fleming College** in 2012-2013 = **862**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2012) enrolled at **Fleming College** in 2012-2013= **103**.

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

Used the methodology for reporting and related criteria as defined by MTCU.

Age calculated as of November 1, 2012. Birthdate information was not available for 2 students; therefore their age could not be calculated.

Please provide one or more examples, in the space provide below, of highlights from **Fleming College's** Enrolment Management Plan that **Fleming College** used during 2012-2013 to manage enrolment.

Fleming College has an active Enrolment Management Steering Committee comprised of leaders from both the service and academic areas. The committee develops the Annual Enrolment Plan as well as longer-term enrolment growth strategies. The plan features a holistic, coordinated approach to the development of program, school and college level targets. Progress towards these goals is closely monitored.

Given significant growth the previous two years, a flat-line growth scenario was the target for 2012-2013. This was achieved with a greater number of international students contributing to this result. Domestic enrolment decreased by 4% with overall enrolment on par with the previous year. As articulated in Section 7, targeting international growth was a highlight of the plan with new program development a key activity to support this.

**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 **Fleming College's** annual report to the Ministry for the Accessibility Fund for Students with Disabilities (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.*

\*NOTE: Please do not include International students, Second Career students or Apprentices in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at <b>Fleming College</b> who registered with the Office for Students with Disabilities and received support services in 2012-2013= <b>857</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Fleming College's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b>857</b> ÷ <b>5,296<sup>(+)</sup></b> (2012-2013 Enrolment Headcount) x 100 = <b>16.2%</b></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at <b>Fleming College</b> who registered with the Office for Students with Disabilities and received support services in 2012-2013 = <b>N/A</b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>Fleming College</b> in 2012-2013= <b>1,817</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Fleming College's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b>1,817</b> ÷ <b>5,296<sup>(+)</sup></b> (2012-2013 Enrolment Headcount) x 100 = <b>34.3%</b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>Fleming College</b> in 2012-2013 = <b>N/A</b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>Fleming College</b> in 2012-2013= <b>269</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Fleming College's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b>269</b> ÷ <b>5,296<sup>(+)</sup></b> (2012-2013 Enrolment Headcount) x 100 = <b>5.1%</b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>Fleming College</b> in 2012-2013 = <b>N/A</b></p>

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

Students with Disabilities numbers were reported in Table 1 of Fleming College's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).

First Generation student numbers were reported to MTCU for the "2012-13 FIRST GENERATION STUDENT DATA REPORT". Final numbers for 12/13 were reported in the 4th quarter report provided to MTCU at the end of June.

The Aboriginal student numbers were reported to MTCU as part of our reporting for the Postsecondary Education Fund for Aboriginal Learners (PEFAL).

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <b>Fleming College's</b> initiatives for <i>Students with Disabilities</i> . A highlight could be a strategy, initiative or program viewed by <b>Fleming College</b> to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <b>Fleming College's</b> initiatives for <i>First Generation Students</i> . A highlight could be a strategy, initiative or program viewed by <b>Fleming College</b> to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <b>Fleming College's</b> initiatives for <i>Aboriginal Students</i> . A highlight could be a strategy, initiative or program viewed by <b>Fleming College</b> to be an innovative practice, success story and/or key accomplishment.
<p>All counselors provided drop in appointments for first two weeks of school to ensure rapid runaround for accommodation renewals for returning students and set up accommodations for new students.</p> <p>A newsletter was developed to inform all faculty about the supports provided for students and how to access them.</p> <p>Implementation of the practices developed through the LEAN process last year to improve service delivery in tutoring and test scheduling which are now consistent across campuses.</p> <p>Working with Financial Aid office to refine the Bursary for Students with Disabilities application processing.</p>	<p>Delivered an orientation program to assist with transition to college which includes career advising and academic planning sessions.</p> <p>Set up a peer mentoring program through E-mentoring services for First Generation which includes a monthly e-newsletter.</p>	<p>Provided a number of social and cultural events including drum socials, Tipi gatherings, Aboriginal Awareness Days, traditional craft workshops.</p> <p>Provided access to Aboriginal Counseling at all campuses.</p> <p>Regular Elder visits and sharing circles.</p> <p>Orientation programming to connect our new students to staff and senior Aboriginal students for support and friendship through our Aboriginal Lounge.</p> <p>Aboriginal students have 3 seats on our Aboriginal Education Council where they offer advice to the College to better support, retain and graduate Aboriginal students and influence curriculum.</p>

### 3) Student Access Guarantee

Through its signed MYAA, **Fleming College** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines.

*\*NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Fleming College** as of July 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$752,435 <sup>(+)</sup>	542 <sup>(+)</sup>
Other SAG Expenditures (towards other assessed shortfalls)	\$858,216 <sup>(+)</sup>	1,140 <sup>(+)</sup>
Total SAG Expenditures Reported by <b>Fleming College</b>	\$1,610,651 <sup>(+)</sup>	1,682 <sup>(+)</sup>

Did **Fleming College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines?

Yes

\*The space below is provided for **Fleming College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2012-2013.

The provision of SAG funds to students is a routine part of our bursary process such that we can provide direct financial support to students beyond the minimum SAG shortfall requirement.

#### 4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

The Ministry is using the following data from the College Graduate Outcome Survey to inform the latest trends in college to university student transfers:

Reporting Years	Total # of Fleming College graduates who participated in Graduate Survey (A)	# of Fleming 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 Fleming 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)
2008-2009	1312 <sup>(+)</sup>	95 <sup>(+)</sup>	7.2% <sup>(+)</sup>	43086 <sup>(+)</sup>	3145 <sup>(+)</sup>	7.3% <sup>(+)</sup>
2009-2010	1473 <sup>(+)</sup>	106 <sup>(+)</sup>	7.2% <sup>(+)</sup>	40388 <sup>(+)</sup>	2725 <sup>(+)</sup>	6.7% <sup>(+)</sup>
2010-2011	1797 <sup>(+)</sup>	103 <sup>(+)</sup>	5.7% <sup>(+)</sup>	50622 <sup>(+)</sup>	3355 <sup>(+)</sup>	6.6% <sup>(+)</sup>
2011-2012	2021 <sup>(+)</sup>	109 <sup>(+)</sup>	5.4% <sup>(+)</sup>	57701 <sup>(+)</sup>	3463 <sup>(+)</sup>	6% <sup>(+)</sup>
2012-2013	1935 <sup>(+)</sup>	127 <sup>(+)</sup>	6.6% <sup>(+)</sup>	57462 <sup>(+)</sup>	3424 <sup>(+)</sup>	6% <sup>(+)</sup>

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of **Fleming College** students who were satisfied or very satisfied with academic preparation for university was **88.9%<sup>(+)</sup>**.

Per the College Graduate Outcomes data reported in 2012-2013 (based on 2011-2012 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **84.9%<sup>(+)</sup>**.

**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.



Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2012-2013, and which contributed to maintaining or improving **Fleming 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 **Fleming College** to be an innovative practice, a success story and/or a key accomplishment. In addition, **Fleming College** may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

**4.1) 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.):

Fleming College administration and faculty participated in university partnership development activities which resulted in a variety of new bilateral and expanded multilateral articulation agreements, with two noteworthy examples as follows:

Carelton University – graduates from our General Arts and Science – University Transfer program, Police Foundations and Paralegal programs now have a degree completion pathway if they wish to study at Carleton University in Ottawa. Of particular note is that the General Arts and Science - University Transfer program graduates who achieve an overall average of 70% will receive a full 5.0 transfer credits for their one year of study at Fleming College.

Ontario College of Art and Design (OCAD)– graduates of our Visual and Creative Arts Diploma program who achieve an average grade of 75% overall will be eligible to apply to OCAD and receive advanced standing into the second year of the Bachelor of Fine Arts degree.

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

Joint information sessions and specific workshops were revised and delivered to ensure interested graduating students were adequately informed of degree completion opportunities. Both broad general sessions, as well as program specific visits to graduating classes were developed and offered. Also, one on one advising services for graduating students were made available by adjusting support staff roles in the organization to improve this level of service.

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

New marketing materials were developed to improve access to information, including new videos presenting testimonials from students who had transferred to university.

Additional enhancements to the college website, incorporating copies of signed agreements, as well as highlighting the services of ONCAT were also implemented to improve transparency and access.

## 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.*

Class Size Calculation Example:

### FIRST YEAR - COURSES

GSSC1109 *Life Span Development*

Course Option #1: Offered Tues - 35 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 60**)

COMM1007 *College English\** (\*If this is a cross-listed course with another faculty, count only once)

Course Option #1: Offered Mon & Thurs - 100 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2012-2013 MYAA Report Back = 76**)

Each of these course offerings should be counted once in the table below, in the appropriate class size section. For the 2012-2013 MYAA Report Back, using the information above, the class size data would be recorded as follows -

Class Size	Number of Sections	As a Percentage of All 1 <sup>st</sup> Year Sections
Fewer than 30 students	3	3/12 = 25.0%
30 to 60 students	5	5/12 = 41.7%
61 to 100 students	3	3/12 = 25.0%
101 to 250 students	1	1/12 = 8.3%
251 or more students	0	0/0 = 0.0%
Total	12	12/12 = 100.0%

Using the class size calculation example above, please provide the percentage of 1st, 2nd, 3rd and 4th (if applicable) year class sizes for all programs at **Fleming College** in 2012-2013:

**1<sup>ST</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 1 <sup>st</sup> Year Sections
Fewer than 30 students	2,341	62.3%
30 to 60 students	1,195	31.8%
61 to 100 students	114	3%
101 to 250 students	108	2.9%
251 or more students	1	0%
Total	3,759	100%

**2<sup>nd</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 2 <sup>nd</sup> Year Sections
Fewer than 30 students	1,255	62.8%
30 to 60 students	544	27.2%
61 to 100 students	100	5%
101 to 250 students	92	4.6%
251 or more students	6	0.3%
Total	1,997	100%

**3<sup>rd</sup> YEAR CLASSES:**

Class Size	Number of Sections	As a Percentage of All 3 <sup>rd</sup> Year Sections
Fewer than 30 students	261	49.7%
30 to 60 students	220	41.9%
61 to 100 students	19	3.6%
101 to 250 students	25	4.8%
251 or more students	0	0%
Total	525	100%

4<sup>th</sup> YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 <sup>th</sup> Year Sections
Fewer than 30 students	0	0%
30 to 60 students	0	0%
61 to 100 students	0	0%
101 to 250 students	0	0%
251 or more students	0	0%
Total	0	0%

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

Data sources were Schedule of Classes and Combined Sections tables. Classes were considered the same as sections; combined sections counted as 1. Includes fast-track programs such as GIS, Firefighters, Esthetician.

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2012-2013, which contributed to maintaining or improving **Fleming College's** class size initiatives. This could be a strategy, initiative or program viewed by **Fleming College** to be an innovative practice, success story and/or key accomplishment that **Fleming College** would like to highlight.

Through our Forestry Technician Re-design initiative, an entire restructuring of the traditional 8-course third semester was undertaken to create a more holistic, full-semester applied learning experience that centred on reducing teacher-led classroom-based course delivery in favour of increased levels of self-directed, team-based, problem-centred, field-based and technology-enabled learning. This re-design initiative was deemed to be very successful with the following benefits being realized:

1. Improved student engagement levels
2. Improved student learning outcomes
3. Improved student satisfaction
4. Measurable efficiency gains

## **6) eLearning**

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary 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 taking place across Ontario.

In its 2011-2012 MYAA Report Back, **Fleming College** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Fleming College** is asked to provide information on eLearning courses, programs and registrations in 2012-2013.

### **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 **Fleming College** offered in 2012-2013 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.

<b>COURSES</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	238	321
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
<b>Total # of Ministry-funded courses offered through the above eLearning formats</b>	238	321
<b>PROGRAMS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	1	13
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
<b>Total # of Ministry-funded programs offered in the above eLearning formats</b>	1	13
<b>REGISTRATIONS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	1,478	2,973
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
<b>Total # of registrations in Ministry-funded programs offered in the above eLearning formats</b>	1,478	2,973

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

Results are tabulated from data made available to the Registrar's office and reflect registrations regardless of final grade.

Certificates (programs) are a blend of credit and non-credit courses except for Human Resource Management.

All new online courses are entered into the system as "non-credit" by default. They are changed to "credit" courses when adopted by Fleming post-secondary programs as an equivalency course credit, elective or GenEd.

**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 of 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 **Fleming College's** use of Hybrid Learning courses and/or programs in 2012-2013.

By virtue of the above definitions, Fleming College has very few if any hybrid learning courses and/or programs. At present, many of our 'hybrid' models include a reduction of 30% of the previous face-to-face delivery.

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2012-2013, which contributed to maintaining or improving **Fleming College's** eLearning initiatives. This could be a strategy, initiative or program viewed by **Fleming College** to be an innovative practice, success story and/or key accomplishment that **Fleming College** would like to highlight.

Fleming College completed year 1 of a 5 year e-learning Strategy in 2012/13. This strategy supported new e-learning faculty coach roles to help faculty to develop new skills in e-learning. The role proved to be successful and has continued on into year 2 of the plan. The College also introduced a new Learning Management System (Desire2Learn) and trained all faculty on the basic tools associated with this learning software. Year Two of the implementation plan will witness the development of new policies and practices to ensure that all college graduates in every program have developed better competencies as e-learners upon graduation. This will be a direct focus of attention in the annual curriculum renewal of all programs for 2013-14.



## **7) International**

### **7.1) Initiatives**

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Fleming College** had in 2012-2013:

- Outbound students\* = 0

*\*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*

- Inbound students\* = 0

*\*DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Fleming College** in 2012-2013 = **\$3,307,284**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Fleming College** had outside of Canada in 2012-2013 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Fleming College** delivers courses and/or programs **abroad (outside of Canada)** in 2012-2013, including city, country, programs offered, and total enrolment in each program offered at each campus:

<b>Campus Name</b>	<b>City/Municipality/Country</b>	<b>List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013</b>	<b>2012-2013 Total Enrolment by Program</b>
N/A	N/A	N/A	N/A

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

N/A

## 7.2) Enrolment

In 2012-2013, the following were the top 5 source countries for international students at **Fleming College**:

	Source Country	Number of Full-Time International Students from Source Country	International Students from Source Country as a Percentage of <b>Fleming College's</b> Total Full-Time International Student Enrolment <sup>(+)</sup>
1.	India <sup>(+)</sup>	2 <sup>(+)</sup>	1% <sup>(+)</sup>
2.	Netherlands <sup>(+)</sup>	2 <sup>(+)</sup>	1% <sup>(+)</sup>
3.	Japan <sup>(+)</sup>	1 <sup>(+)</sup>	0.5% <sup>(+)</sup>
4.	South Korea <sup>(+)</sup>	1 <sup>(+)</sup>	0.5% <sup>(+)</sup>
5.	United Kingdom <sup>(+)</sup>	1 <sup>(+)</sup>	0.5% <sup>(+)</sup>

**Fleming College** reported to the Ministry that International Enrolment\* in 2012-2013 = **204<sup>(+)</sup>**.

*\*DEFINITION: **International Enrolment** is the headcount of Full-Time international students who are a non-Canadian citizen or non-permanent resident (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) studying as of September 2012 at **Fleming College**, 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 **Fleming College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

The data reported included those with specific country information. The balance of international students in the "other" category represent international students who arrived from India. India was the main source of international students in 2012-2013. Increased country level specificity will be reported next year.

Full-Time International Enrolment as a percentage\* of Full-Time Enrolment at **Fleming College** in 2012-2013 was: **3.71%**(\*)

\*Percentage calculation based on **Fleming College's** 2012-2013 Full-Time International Enrolment, divided by **Fleming College's** 2012-2013 Fulltime Enrolment Headcount plus **Fleming College's** 2012-2013 Full-Time International Enrolment.

Please provide **Fleming College's** 2012-2013 Part-Time International Student Enrolment = 0

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2012-2013, which contributed to maintaining or improving **Fleming 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.

Fleming College was the fastest growing college in Ontario, in terms of international enrolment in 2012-2013. Enrolment increased from 55 students to 204. This increase was in large part as a result of the ongoing partnership with Centennial College. In addition to continued transfer of knowledge, the presence of a Recruitment Representative for Fleming in Centennial's office in Bangalore, India was very successful. Launch of a new program, Wireless Information Networking has also generated much interest and enrolment from the international market. The positive experience of the growing number of international students at Fleming contributed significantly to increasing awareness of Fleming and interest generated by word of mouth, particularly in India.

The partnership with Centennial also expanded into China this year, with preliminary steps being taken to link with Centennial offices in China and develop agent relationships.

**7.3 English as a Second Language**

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Fleming College** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Fleming College** used in 2012-2013 to create pathways for *International students* from **Fleming College's** ESL programming to postsecondary studies.

Fleming College does not offer an ESL program at this time, however will be doing so next year.

**7.4 French as a Second Language**

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **Fleming College** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Fleming College** used in 2012-2013 to create pathways for *International students* from **Fleming College's** FSL programming to postsecondary studies.

N/A

\*The space below is provided for **Fleming College** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment in ESL or FSL by International Students.

N/A

**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 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.

**Fleming College** confirmed in its 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **Fleming College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

**Fleming College** confirmed in its 2011-2012 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 2012-2013, **Fleming College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

**Fleming College** confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **Fleming College** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Fleming College's** OECM purchases in 2012-2013: 470,790

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2012-2013, which contributed to maintaining or improving **Fleming 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.

Fleming College continues to seek out opportunities for collaborative contracting. In 2012, we participated with OEMC in agreements covering Custodial Supplies, Desktop Technology, Lab Supplies, Long Distance Services, Multifunctional Devices and SMART Technologies. We also continue to be active in the Kawartha Collaborative Purchasing Group (KCPG) and in 2012, we successfully participated in a Mat Rental RFX which is being utilized by four members of the group.

**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 three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

**BPS Procurement Directive**

The 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.



By checking this box, **Fleming College** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2012-2013, which contributed to **Fleming College's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Fleming College** to be an innovative practice, success story and/or key accomplishment.

Fleming has implemented additional levels of detail into the Evaluation and Scoring Criteria of their major RFx procurement projects. This improves the process by providing more objective criteria to be established and ranked, and results in more consistent scoring results.

The College has purchased and recently implemented the MERX Enterprise package which will enable efficiencies through the enabling of e-bid submissions.

## BPS Expenses Directive

The 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.



By checking this box, **Fleming College** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

Please indicate the address on **Fleming College's** website where a copy of **Fleming College's** publicly available Expenses Directive can be found:

<http://flemingcollege.ca/about-fleming/reports-and-plans>

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2012-2013, which contributed to **Fleming College's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Fleming College** to be an innovative practice, success story and/or key accomplishment.

Fleming College's compliance with the BPS Directive was achieved through a strategy which included review of expenditures and purchases to ensure that the expense rules were adhered to. A new initiative during 2012-2013 was the creation of a frequently asked questions document on the College's internal website as a resource to employees.



## BPS Perquisites Directive

The 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.



By checking this box, **Fleming College** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **Fleming College** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by **Fleming College** to be an innovative practice, success story and/or key accomplishment.

Fleming College's compliance with the BPS Perquisites Directive was achieved through a strategy which included review of expenditures and purchases to ensure that the rules on perquisites were adhered to. Employees consult with Finance Management when required, in addition a question and answer document which provides employees with examples of non-allowable perquisites and items which are not considered perquisites is posted on the College's internal website."

## **9) Work Integrated Learning\***

As part of the Government's PSE Transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

### **\*DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **Fleming College** in 2012-2013:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at <b>Fleming College</b> with a Co-op Stream	2	3	0	1	0
Number of students at <b>Fleming College</b> enrolled in a Co-op program	186	243	0	17	0

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2012-2013, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Fleming College** to be an innovative practice, success story and/or key accomplishment.

The college has developed a comprehensive Applied Learning Enhancement Strategy to elevate the rigour across all programs with regard to work-integrated learning approaches. Specific outcomes in 2012-13 included the development of Applied Learning Frameworks for use across the College in program renewal. The Framework includes the requirement for clear curriculum standards and mandatory elements as well as compensation models for the various delivery models (cooperative education; applied projects; field work with direct supervision; field work with indirect supervision).

SENRS introduced the UFT program that includes a co-op experience. A new graduate certificate (Advanced Water Operations and Management) that was approved by the MTCU in the spring of 2013 also includes a co-op semester. The goal at SENRS is that all programs include a co-op or field placement experience.

Data above is based on the number of students enrolled in the following programs in Fall 2012 AND Winter 2013:

Certificate - Arboriculture, Heavy Equipment Techniques

Diploma - Earth Resources Technician, Sporting Goods Business, Urban Forestry Technician

Graduate Certificate - Sustainable Agriculture

## 10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2012-2013, the student satisfaction rate at **Fleming College** for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **85.9%<sup>(+)</sup>**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Fleming College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **79.5%<sup>(+)</sup>**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Fleming College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **72.2%<sup>(+)</sup>**

Per the KPI results reported in 2012-2013, the student satisfaction rate at **Fleming College** for KPI Question #45 "The overall quality of the services in the college" = **69.8%<sup>(+)</sup>**

Please indicate the methods, in addition to the KPI survey results reported in 2012-2013, that **Fleming College** used in 2012-2013 to measure student satisfaction.

Information Technology Services uses a college specific KPI question to assess student satisfaction with online access to information and online services delivered through the College Portal. When asked the question: "Overall, how satisfied are you with access to services available through the Student Portal (e.g. timetables, fee payments, course outlines)? In 2011/12, 76.8% of students reported Satisfied/Very Satisfied. In 2012/13, 83.4% of students reported Satisfied/Very Satisfied. This is an increase of 6.6%.

In addition to the KPI Survey results as source of information regarding satisfaction with service provided by the Office of the Registrar, more in depth surveys with students are also carried out. During each term startup, a survey is conducted to solicit feedback about satisfaction with the most recent service experience and an annual survey is administered to solicit more detailed feedback regarding service over the past year. Student participation increased this year with more than 1000 students providing feedback with each administration.

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2012-2013, which contributed to maintaining or improving **Fleming College's** student satisfaction initiatives. This could be a strategy, initiative or program viewed by **Fleming College** to be an innovative practice, success story and/or key accomplishment that **Fleming College** would like to highlight.

Instituted a Good Neighbourhood Canvassing Program in the areas where students live off campus. It was a partnership with the Student Government and the local police to educate students on the value of being a good community member and to introduce the college to their neighbours.

Improved the food services to students living in Residence. Menus and hours were revised based on student feedback and new equipment was installed to ensure students have access to nutritious food in the evenings and on week-ends on campus.

The Library launched EBSCO's Discovery Service which allows students to search all library resources from one search box.

Purchased a subscription to eBook collection giving access to 100,000 academic eBooks on-site or remotely.

Added new comfortable seating in the library along with new study carrels and tables.

Later evening hours and longer week-end hours in the library to provide more service to our students.

During the 2012-2013 year Information Technology services used student feedback to improve services to students in the Learning Commons and the Portal. Group study rooms were upgraded with new technology funded and co-designed by the students. A number of new services were launched in the Portal including a responsive design initiative that made the Portal mobile device aware such that all the portal information and online services can be accessed using mobile technology (phones,

tablets etc.). Access to Grades and text messaging functionality were also added.

An online bursary application was introduced resulting in quicker turnaround for release of bursary funds and an increase in student applications. Five hundred more bursaries were awarded than previous years.

Improvements/Changes to support the OSAP direct deposit initiative were introduced and resulted in students receiving funds much earlier than previous years.

Implemented improvements to the self-service timetable process for students resulted in a 15% increase in self-service success rate.

Implemented a number of business process improvements related to student withdrawal, mass indicator assignments, grade processing, confirmation of student status, and con-ed scheduling. The KPI student satisfaction score relating to registration and records improved 3% from the previous year.

**11) Graduation Rate**

Per the KPI results reported in 2012, the graduation rate at **Fleming College** = 65.7%<sup>(\*)</sup>

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Fleming College** used in 2012-2013 to measure graduation rate.

N/A

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2012-2013, which contributed to maintaining or improving **Fleming College's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Fleming College** to be an innovative practice, success story and/or key accomplishment that **Fleming College** would like to highlight.

Knowing that Semester 1 to Semester 2 student retention is the critical factor affecting student persistence and progression through to program completion, our efforts to improve student retention in the first two semesters of study have been the focus relative to improving our graduation rate. Please see Section 13 for further comment on our retention efforts.

## **12) Graduate Employment Rate**

Per the KPI results reported in 2012-2013 the graduate employment rate, 6 months upon graduation, at **Fleming College** = **84.3%(+)**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Fleming College** used in 2012-2013 to measure graduate employment rate.

In addition to the KPI Survey that indicates the overall graduate employment rate for Fleming College, Career Services breaks out individual school and program data and publishes this information to assist graduates with their job search. This information has been used in 2013 for internal analysis including determination of local employers who are not identified through this report that will help contribute to recommendations for an employer outreach strategy.

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2012-2013, which contributed to maintaining or improving **Fleming College's** graduate employment rate. This could be a strategy, initiative or program viewed by **Fleming College** to be an innovative practice, success story and/or key accomplishment that **Fleming College** would like to highlight.

During 2012-13, Fleming College enhanced our on-line job posting environment to support graduate employment by securing over 1,500 employers who are currently registered in our database. A calendaring module was also implemented on-line to support student and graduate recognition of workshops and tutorials offered by Career Educators in support of their career development.

Introduction of co-op programs is a strategy that leads to increase in graduate employment rates.

### 13) Student Retention

The table below has been pre-populated with the results from **Fleming College's** 2011-2012 MYAA Report Backs. Please identify **Fleming College's** achieved results for 2012-2013 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). Please include in your calculations all students who were on work/co-op placements during the specified retention periods.**

	Retention Rate Achieved for 2011-2012	Retention Rate Achieved for 2012-2013
1st to 2nd Year	<u>76.6%</u> (*)	2012 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>1,684</u> $\div$ 2011 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>2,190</u> x 100 = <u>76.9%</u>
2nd to 3rd Year	<u>86.4%</u> (*)	2012 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>172</u> $\div$ 2011 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>201</u> x 100 = <u>85.6%</u>
3rd to 4th Year	<u>0%</u> (*)	2012 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> $\div$ 2011 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> x 100 = <u>0%</u>

\*NOTE: Institutions used a variety of student enrolment cluster groups in their 2011-2012 MYAA Report Back student retention rate calculations. As such, comparison between prior year student retention rates and the 2012-2013 student retention rate is not recommended. The Ministry of Training, Colleges and Universities will continue to work with stakeholders to refine the student retention rate indicator for future MYAA Report Backs.

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

For 1st to 2nd Year retention calculation, removed students who began semester 1 in Winter 2012 from the 2012 2nd Year Full-Time Enrolment Headcount (these students attend through the Summer semester to catch up with the Fall 2011 Semester 1 cohort – therefore retention could show >100%).

For 2nd to 3rd Year retention calculation, removed the Environmental & Natural Sciences technology option programs, as students can move into these programs from technician options (therefore retention would show >100%).



Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2012-2013, which contributed to maintaining or improving **Fleming College's** retention initiatives. This could be a strategy, initiative or program viewed by **Fleming College** to be an innovative practice, success story and/or key accomplishment that **Fleming College** would like to highlight.

Made changes to Welcome Days for new students based on data that showed there was a higher return rate for students who attended Welcome Days. There was a strong parent component to the days.

Continued attention to Semester 1 to Semester 2 retention was addressed by the full divisional rollout of our enriched academic advising program which is designed for the early identification of at-risk first semester students. Following a period of piloting this retention initiative we implemented the enriched academic advising program in all schools effective January 2013. As per our 2012 retention report produced by our institutional research unit (Fleming Data Research), our Semester 1 to Semester 2 retention rate (76%) improved by 2 percentage points over the prior year.

#### **14) Quality of the Learning Environment**

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used in 2012-2013 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 -

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

Student satisfaction with the quality of classroom learning (KPI Q.20) and lab/shop learning (KPI Q.21) improved by one and two percentage points respectively over the prior year. Student satisfaction with the quality of other learning experiences (KPI Q. 22) and field/clinical/co-op learning experiences (KPI Q.23) improved by better than two percentage points over the prior year.

In support of enhancing program quality, the quality of the student experience and faculty performance capabilities, the College and the Academic union worked together to re-design the annual teaching schedule for full-time faculty such that a seven-week non-teaching development period was introduced for the May/June period. This adjustment constituted a direct investment of an additional \$500K in quality improvement spending.

Implementation of a formalized Integrated Program Planning process in our School of Community Development and Health introduced a multi-dimensional review and ranking of programs on indices of quality, productivity and financial health. Every program was tasked with identifying and proposing concrete improvement strategies and their supporting resource requirements. In excess of one hundred improvement proposals were brought forward and are being pursued in varying degrees. The further implementation of the Integrated Program Planning methodology is being pursued across the division.

1. Introduction of hybrid delivery to the Pathology course (FW program) whereby lecture content and interactive quizzes prepare students for the hands on lab activities each week. Students report that this "on line" preparation is an effective way to provide the introduction to theory and laboratory equipment so that they are "ready" for the laboratory exercises.
2. Faculty had PD related to the introduction of a new Learning Management System(LMS) and tools such as a video (<http://www.youtube.com/watch?v=dTTblqbaAUg>) that was developed to reinforce the feature of the new LMS and also to set consistent expectations for faculty. This consistent approach enhances the student learning experience through providing the resources needed to effectively learn and reinforce learning.

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

Through the implementation of our e-learning strategy we seek to enrich the student learning experience by leveraging technology-enabled learning strategies and capabilities. In our Early Childhood Education program we have implemented the "flipped classroom" approach where content presentation traditionally delivered through in-class lectures is digitally recorded and accessed independently by students thereby allowing in-class time to be devoted to more engaging and interactive learning activities.

Continuing attention to our Applied Learning Enhancement Strategy resulted in the identification of college-wide mandatory curricular elements for all work integrated learning experiences (co-op placements, field & clinical placements, applied projects) that will ensure enhanced quality of both the learning experience and student outcomes. Enhanced rigor associated with pre and post placement experience learning activities in conjunction with a refinement, refocusing and escalation of relevant support functions associated with these applied learning experiences has been undertaken.

The SENRS CFS program coordinator created a Common First Semester (CFS) video to introduce students to the Frost Campus environment prior to Day one of classes.  
<http://www.youtube.com/watch?v=RnxInoLR3uE>

This contributes to their orientation to the campus. This video was posted on the CFS Facebook page. <https://www.facebook>.



com/#!/CommonFirstSemester

#### **14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)**

Through our Forestry Technician Re-design initiative, an entire restructuring of the traditional 8-course third semester was undertaken to create a more holistic, full-semester applied learning experience that centred on reducing teacher-led classroom-based course delivery in favour of increased levels of self-directed, team-based, problem-centred, field-based and technology-enabled learning. This re-design initiative was deemed to be very successful with the following benefits being realized:

1. Improved student engagement levels
2. Improved student learning outcomes
3. Improved student satisfaction
4. Measurable efficiency gains

**Attestation:**



By checking this box, **Fleming College** confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from **Fleming College's** Executive Head or Board of Governors.

**Contact:**

For additional information regarding **Fleming College's** 2012-2013 MYAA Report Back please contact -

- Name: Sonia Crook
- Telephone: 705-749-5530 ext. 1338
- Email: [sonia.crook@flemingcollege.ca](mailto:sonia.crook@flemingcollege.ca)

Please indicate the address on **Fleming College's** website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

- <http://flemingcollege.ca/about-fleming/reports-and-plans>