

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

As in previous years, the Ministry will withhold a portion of **Fleming College's** 2011-2012 allocation until the completion of the Minister's review and approval of **Fleming College's** 2010-2011 MYAA Report Back.

**PRE-POPULATED DATA CONTAINED IN THE 2010-2011 MYAA REPORT BACK**

Where possible, the Ministry has pre-populated the 2010-2011 MYAA Report Back with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Full-Time Enrolment) to help streamline the reporting process. All of the pre-populated data in the 2010-2011 MYAA Report Back has been collected from confirmed institutional sources.

**DEADLINE FOR SUBMISSION TO THE MINISTRY VIA MYAA WEBSITE**

The deadline for **Fleming College** to complete and submit the 2010-2011 MYAA Report Back to the Ministry exclusively via the MYAA Webspaces is **September 30, 2011**. Please ensure that **Fleming College's** completed 2010-2011 MYAA Report Back has Executive Head or Board of Governors approval prior to submitting the completed Report Back to the Ministry. The 2010-2011 MYAA Report Back will constitute part of the public record and, as such, must be made available on **Fleming College's** website. Please ensure **Fleming College's** completed 2010-2011 MYAA Report Back is posted at the same location on **Fleming College's** website as its Multi-Year Action Plan.

**CONTACT**

For any questions regarding the 2010-2011 MYAA Report Back, please email Perry Gordon, Senior Policy Advisor, Colleges Unit, at [Perry.Gordon@ontario.ca](mailto:Perry.Gordon@ontario.ca) or telephone (416) 325-4026.

### **2010-2011 SYSTEM WIDE INDICATORS**

The 2010-2011 MYAA Report Back continues to collect information only on system-wide indicators and reports on progress on **Fleming College's** commitments regarding access, quality and accountability, as outlined its Multi-Year Action Plan.

The 2010-2011 MYAA Report Back will allow the Ministry to continue tracking progress on current key government initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives.

The 2010-2011 MYAA Report Back will highlight **Fleming College's** activities, which contribute to maintaining or improving its results for each system-wide indicator.

The System-wide Indicators for 2010-2011 are:

- 1) Enrolment - Headcount
- 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
- 3) Compliance with the Student Access Guarantee (SAG) in 2010-2011
- 4) Participation in the Credit Transfer System
- 5) Class Size
- 6) eLearning
- 7) International
- 8) Supply Chain Compliance / Broader Public Sector Accountability Act
- 9) Space Utilization
- 10) Student Satisfaction
- 11) Graduation Rate
- 12) Graduate Employment Rate
- 13) Student Retention
- 14) Quality of the Learning Environment
- 15) Ten percent Reduction in Executive Office Costs for 2011-2012



## 1) Enrolment - Headcount\*

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

**Fleming College** reported to the Ministry the total Headcount enrolment in 2010-2011 = **5,628**.

Please indicate the number of students aged 18-24 (age as of November 1, 2010) from the total Headcount enrolment reported by **Fleming College** to the Ministry for 2010-2011 = **4,591**.

Please indicate the number of students aged 25+ (age as of November 1, 2010) from the total Headcount enrolment reported by **Fleming College** to the Ministry for 2010-2011 = **919**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2010) enrolled at **Fleming College** in 2010-2011 = **92**.

\*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, 2010. Birthdate information was not available for 26 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 2010-2011 to manage enrolment.

Fleming has an active Enrolment Management Steering Committee comprised of leaders from both the service and academic areas. This committee develops the Annual Enrolment Management 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 targets is closely monitored. College level targets were significantly exceeded for 10/11.

Some of the highlights of the plan include:

- The launch of several new programs including: Sustainable Agriculture, Sustainable Building Renovations, Digital Image Design, Gas and Oil Burner Technician, Instrumentation and Control Engineering Technician and General Arts and Science - University Preparation
- Enhanced marketing materials and increased, focused marketing efforts in the GTA
- Continued emphasis on conversion strategies including activities of the call centre with over 13,000 contacts made to prospective students
- Maintenance of previously established Second Career admissions services
- An approach capitalizing on enrolment opportunities based on application and confirmation activity.
- This approach included detailed analysis and projection of opportunities, collaboration with the Deans and Office of the Registrar at the program level , and the development of creative solutions to maximize enrolment in a responsible manner.

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

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

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

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

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

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at <b>Fleming College</b> who registered with the Office for Students with Disabilities and received support services in 2010-2011= <b>760</b></p> <p>Full-Time Students with Disabilities as a percentage of Full-Time Enrolment at <b>Fleming College</b> in 2010-2011 was: (calculation based on the total number of Full-Time Students with Disabilities (<b>760</b>) provided above by <b>Fleming College</b>, divided by <b>Fleming Colleges</b> 2010-2011 Full-Time Enrolment Headcount (<b>5,628</b>)) = <b>13.5%</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 2010-2011 = <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 2010-2011= <b>2,206</b></p> <p>Full-Time First Generation Students as a percentage of Full-Time Enrolment at <b>Fleming College</b> in 2010-2011 was: (calculation based on the total number of Full-Time First Generation Students (<b>2,206</b>) provided above by <b>Fleming College</b>, divided by <b>Fleming Colleges</b> 2010-2011 Full-Time Enrolment Headcount (<b>5,628</b>)) = <b>39.2%</b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>Fleming College</b> in 2010-2011 = <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 2010-2011= <b>191</b></p> <p>Full-Time Aboriginal Students as a percentage of Full-Time Enrolment at <b>Fleming College</b> in 2010-2011 was: (calculation based on the total number of Full-Time Aboriginal Students (<b>191</b>) provided above by <b>Fleming College</b>, divided by <b>Fleming Colleges</b> 2010-2011 Full-Time Enrolment Headcount (<b>5,628</b>)) = <b>3.4%</b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>Fleming College</b> in 2010-2011 = <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 -

First Generation full-time estimate based on Fall 2010 results to the web portion of Fleming’s First Year Student Survey (semester 1 full-time students); where First Generation = "A First Generation student is defined as a student whose parent(s)/guardian(s) have not attended a postsecondary institution (college or university). Based on this definition, are you a First Generation student?" (482 = Yes of 1229 responses = 39.2%). Please note that the definition of a First Generation student was modified on the Fall 2010 First Year Student Survey to bring it more in-line with the MYAA definition (therefore, the significant increase in the percentage of First Generation students in Fall 2010 can be attributed to this change in definition).

Aboriginal full-time estimate based on Fall 2010 results to the web portion of Fleming’s First Year Student Survey (semester 1 full-time students); where Aboriginal = "a person who is Indian (status, non-status) Inuit or Métis." (42 = Yes of 1229 responses = 3.4%)

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving <b>Fleming College's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving <b>Fleming College's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving <b>Fleming College's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>Disability co-ordinator and the Diversity co-ordinator provided 2 professional development sessions to faculty on the Inclusive Classroom.</p> <p>Disability services has been a resource and an active member on the Community Integration through Cooperative Education (CICE) program advisory committee. This new program will have it's first intake September 2011.</p> <p>Members of the Disability Services Office and the Financial Aid Office have met to review and improve the BSWD administration process, in order to streamline and simplify the process for students. This review process will be done annually.</p> <p>Learning Support Services (LSS) is currently piloting an e-tutoring initiative between the Peterborough campus and our Lindsay campus. The LSS Technologist provides tutoring to students at this other campus, which has increased appointment availability and decreased travel time to the other campus. At the completion of the pilot period, we are anticipating that this will be a service available to students.</p>	<p>Implemented a Peer Mentoring program for First Generation students that included an e-component being delivered to students using relevant technology including e-newsletters, First Generation Peer Mentor video testimonials and referral to relevant services using facebook.</p> <p>Developed and delivered a workshop series for First Generation students titled: Navigating Your Career. The main goals of the workshop series was to focus on developing students personalized learning, career plans and an effective job search.</p>	<p>Embedded Aboriginal Education and Services into the refresh of the Fleming College Strategic Plan for 2010-2015, strategic priority 5.0. Building Community Success: 5.5 Enhance programs and services to Aboriginal students to improve access, participation and success of Aboriginal learners</p> <p>Academic division hired a full time Aboriginal faculty complement to enhance teaching within our Aboriginal Emphasis Initiative programs</p> <p>Established an Elders program with a focus on supporting Aboriginal students. Elders were integrated into several student and professional development events and services through the year including: Elder teachings, student drop-in appointments, Elder visits to Aboriginal student lounges, Aboriginal Awareness Days, Drum Workshops, and our Aboriginal Studies Regional Forum.</p> <p>Established a Student Welcome and Transition programs in two of our local Aboriginal communities to enhance our outreach efforts for incoming Aboriginal students. The program included current staff and student leaders discussing the post-secondary experience prior to students entering college.</p>



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

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

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

<b>2010-2011 TUITION / BOOK SHORTFALL AID:</b>	<b>TOTAL \$</b>	<b># ACCOUNTS</b>
<b>Expenditures for Tuition / Book SAG Amount</b>	\$302,224	260
<b>Other SAG Expenditure to Supplement OSAP</b>	\$436,936	851
<b>TOTAL</b>	\$739,160	1,111

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

**Yes**

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

The following data is per the College Graduate Outcomes Survey:

Survey Years	Total # of 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)
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%
2010-2011	1,797	103	5.7%	50,622	3,355	6.6%

Per the College Graduate Outcomes Survey for 2009-2010 and 2010-2011 (based on 2008-2009 and 2009-2010 graduates), the percentage of **Fleming College** students who were satisfied or very satisfied with academic preparation for university was **88.4%**.

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

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

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2010-2011, 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 the institution 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.

**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.) :

Agreements and other joint initiatives under development with Trent University include:

- Modifications to current Museum Studies program (considering new admissions requirements; 4th year option). A review of transfer credits will also occur.
- Geomatics - First agreement that articulates a 2 year diploma that will have 2 pathways. Close to finalizing transfer credit assignment. Will also be considered in combination with GIS.
- University Transfer - International - Fleming for academic preparation; Trent for degree studies. Some discussion occurred regarding the potential opportunity to infuse other courses into the current university transfer framework (e.g. Business, Human Resources). University transfer opportunities for aboriginal students also being explored.
- A gap currently exists regarding the pathways that exist for graduates of the suite of community service programs. Trent is currently participating in a project directed to assist pathways to Psychology and Sociology for students. It is anticipated that this will assist in identifying fast-track methods for students into these programs.
- Pathways for ECE students to BA and B.Ed. moving forward at Trent.

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

In an effort to better prepare students for their transition to Trent University Information sessions are provided for those students in the University Transfer program. Current students are provided with an opportunity to learn from and share experiences with those who have previously transitioned to Trent.

The General Arts & Science program prepares students for college and allows them to explore career options / other programs of interest.

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

SS - Fleming works one-to-one with students and potential students to develop their career path, which often includes further education using resources such as Career Cruising, Schoolfinder.com and OntarioColleges.ca. On an individual basis, we contact other post-secondary education facilities (admissions and program departments) to inquire about credit transfers and pathways to further education on behalf of students. We also refer to Prior Learning Assessment and Recognition documents for identification of potential programs consistent with work history. We also arrange for universities to set up information booths to provide information to students re: continuing their education etc. and have also planned a Career Fair in 2011/2012 to host various universities.

-staff attended all first year Environmental Leadership classes to explain services, encourage students to come in and meet one on one regarding career paths, program transfers and briefly about articulation agreements with universities. This was done in both September and January.

Our program mix also included our-staff attending specific information sessions that universities offered while onsite at the college so that students were aware that we are there to help and that we support transfers. Additional workshops (Researching Your Options, Where Do You Go With Your Career, Setting Goals and Making Decisions, Know What You Value) were promoted and offered this year that were not offered in the past. Our Career Services department also partnered with Program Coordinators to advise them of the services that are now offered regarding dual diplomas, transfer agreements.

### 5) Class Size\*

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

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

#### 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	1,922	55.9%
30 to 60 students	1,290	37.5%
61 to 100 students	106	3.1%
101 to 250 students	122	3.5%
251 or more students	0	0%
Total	3,440	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	917	51%
30 to 60 students	695	38.7%
61 to 100 students	71	4%
101 to 250 students	114	6.3%
251 or more students	0	0%
Total	1,797	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	185	47.2%
30 to 60 students	179	45.7%
61 to 100 students	9	2.3%
101 to 250 students	19	4.8%
251 or more students	0	0%
Total	392	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		
30 to 60 students		
61 to 100 students		
101 to 250 students		
251 or more students		
Total		

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

Data from the Schedule of Classes and Combined Sections.

Assumptions:

- Classes were considered the same as sections.
- Sections combined are counted as 1, e.g. mass lectures.
- First Year classes = Semester 1 and 2 in Fall 2010; Semester 1 and 2 in Winter 2011; Semester 1, 2 and 3 in Spring 2011.
- Second Year classes = Semester 3 and 4 in Fall 2010, Winter 2011 and Spring 2011
- Third Year classes = Semester 5 and/or 6 in Fall 2010, Winter 2011 and Spring 2011.
- Percentage of Total Classes is calculated using Total Classes in each Year and Total for all years.
- Includes fast-track programs such as GIS, Firefighters, Esthetician.

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

HALIB - New program launches of applied learning experiences in Sustainable Building Renovations and Digital Image Design we both launched with smaller numbers to enable us to work very closely with students and faculty in programs that were being delivered in a non-traditional format. SBR was a project based learning experience and DID was a Mac, laptop based program, the first of its kind in the college.

IDS - We removed mass lectures from the first semester Communication courses. This was part of the Assess for Success project focussing on student success and retention. Teaching Communication to the masses does not have any support and is not underpinned with any sound pedagogical research.

MBS - Expanded the Applied Learning Projects across a total of four program areas. This increased the number of students working for an entire semester in small groups of 2 to 6 on community, business and industry projects.

MBS - Continued with the Trades and Technology approach to manageable class sizes for labs and shops in order to ensure a viable hands on experience for technology students.



## **6) eLearning**

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

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

### **Fully Online Learning\* and Synchronous Conferencing\***

*\*DEFINITIONS:*

#### **Courses:**

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

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

#### **Programs:**

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

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



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

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

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

<b>COURSES</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	314	350
# 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>	314	350
<b>PROGRAMS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	0	10
# 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>	0	10
<b>REGISTRATIONS</b>	<b>Ontario College Credential*</b>	<b>Other Credential*</b>
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	0	0
# 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>	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: eLearning Course, Program and Registration Data.

The information above for # of Ministry-funded courses offered through fully online learning includes 295 Ontario Learn courses for Ontario College Credential (credit) and 349 Ontario Learn courses for some other credential (non-credit). This information also includes 19 online courses (credit) that were offered by Fleming at least once during the 2010/11 academic year and 1 non-credit online course offered by Fleming.

Registrations for certificates offered online through Continuing Education are currently not recorded, as participants register for individual courses over time, rather than for the entire program at once.

All individual online Ontario Learn courses are entered into the system as "non-credit", even if they are credit courses at the source (host college). They are changed to "credit" courses when adopted by Fleming post-secondary programs, usually as an equivalency, an elective or a GenEd (rather than part of the actual curriculum).



## Hybrid Learning\*

### \*DEFINITIONS:

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

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

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

Here are the Fleming courses that have run or will run in 2010/2011:

Internet Investigations  
Clinic Pathology II  
Physics II  
Human Impact on Environment  
Issues In Diversity  
Technical Reporting  
Comm at Work Helping  
Comm at Work Health Profession  
Ecology and the Environment  
Issues in World Religion  
Pol Sci/Public Admin  
Bridged Anatomy & Physiology I  
Introduction to Sociology

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



The online design of Fleming's Ontario College Graduate Certificate in Spa Management program meets the needs of today's learners. Applied and experiential learning will be reinforced throughout the program.



## **7) International**

### **7.1 Initiatives**

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

India
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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 2010-2011:

- Outbound students\* = 3  
\*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students\* = 14  
\*DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Fleming College** in 2010-2011 = **\$221,317**

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 2010-2011 = **\$0**

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

## 7.2 Enrolment

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

	<b>Source Country</b>	<b>Number of Full-Time International Students from Source Country</b>	<b>International Students from Source Country as a Percentage of Fleming College Total Full-Time International Student Enrolment</b>
1.	United Kingdom	2	10%
2.	Mexico	1	5%
3.	St. Lucia	1	5%
4.	Trinidad	1	5%

**Fleming College** reported to the Ministry that International Enrolment\* in 2010-2011 = **20**

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

Full-Time International Enrolment as a comparative percentage of Full-Time Enrolment at **Fleming College** in 2010-2011 was: (calculation based on the total number of Full-Time International Enrolment (**20**), divided by **Fleming College's** 2010-2011 Full-Time Enrolment Headcount (**5,628**)) 0.36 %

Please provide **Fleming College's** 2010-2011 Part-Time International Student Enrolment = **0**



**7.3 English as a Second Language**

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Fleming College** in 2010-2011 = 0

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

Fleming College does not offer an ESL program.

Please provide one or more highlights, in the space provided below of a **Fleming College** activity in 2010-2011, 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 entered into a partnership with Centennial College in the spring of 2011. This partnership includes the establishment of a Fleming Recruiter Representative in Bangalore India at the Centennial Business Centre. It also includes close collaboration that has resulted in significant learning to Fleming regarding recruitment, positioning, admissions processing, and communication for the market in India. We are very grateful for the generosity exhibited by Centennial and currently have 190 applications for Fall 2011 that are a direct result of this partnership.



**8) Supply Chain Compliance / Broader Public Sector Accountability Act**

**SUPPLY CHAIN COMPLIANCE**

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

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

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

**Fleming College** confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **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 2010-2011: 140,000

Please provide one or more highlights, in the space provided below, of a **Fleming College** activity in 2010-2011, 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.

The College to date has participated in five RFP sourcing projects and has awarded one OEM contract (Xerox Multi Function Devices).

All RFP and RFT projects are formally managed by a designated Purchasing Lead, including IT and Construction projects. This ensures that Supply Chain Requirements and applicable Legislation are understood and considered.

All major Construction Project Change Orders are formally tracked via the Purchase Order system. This ensures that the appropriate backup is included and all change orders can be tracked to an approved purchase order as well as the original construction contract.

Major PC purchases are contracted with a 'Managed Deployment' process whereby the supplier delivers, sets up, configures and tests the new PC as well as removing the old PC and the new packaging for either reuse/resale or environmental disposal. This improves efficiency for the organization, ensures that assets are deployed and in use in a timely manner and reduces the multiple handling, storage and disposal associated with outdated assets.

**BROADER PUBLIC SECTOR ACCOUNTABILITY ACT**

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

**BPS Procurement Directive**

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

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

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

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

All members of an RFP/RFT Evaluation Committee must sign a Conflict of Interest Declaration and a Non Disclosure Declaration prior to receiving or evaluating any bids.

All Consulting Services contracting must be conducted by Purchasing with a formal bid process.

Suppliers are allowed 60 days to request a debriefing on procurements valued at \$100k or more.



### BPS Expenses Directive

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

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

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

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

In 2010-2011 Fleming College reviewed its current Expense Guidelines and Rules and compared against the eight mandatory requirements to prepare for compliance with the BPS Expenses Directive. The processes and practices relating to Expense Guidelines and Rules were also reviewed in preparation for compliance with the BPS Directive. This review resulted in the College going through the process of creating a Fleming College Expenses Directive to be adopted in 2011-2012 which would replace the current Expense Guidelines and Rules.

### BPS Perquisites Directive

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

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



## 9) Space Utilization

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

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

After thorough analysis and input from key stakeholder, the Technology wing space was re-aligned to accommodate the new Pharmacy Technical lab, an additional general purpose classroom and new space for technical support staff and supplies. Academic Upgrading is now scheduled within the regular timetable to accommodate dedicated space (Brealey 322/323) for the new program launch of Community Integration through Cooperative Education (CICE). An inventory of faculty office space was also completed resulting in an additional 13 workstations being created at our main campus to accommodate growth. A new program, Heating Refrigeration Air Conditioning will be delivered at McRae within existing space utilizing multi-purpose lab setup to accommodate various course delivery methodolgies. Further work in 2011/12 is planned to assess our space needs to address capacity issues through curricular redesign and analyzing our current use of day.

**10) Student Satisfaction**

Per the KPI results reported in 2010-2011, 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" = **86.1%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Fleming College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **80.4%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Fleming College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **66.4%**

Per the KPI results reported in 2010-2011, the student satisfaction rate at **Fleming College** for KPI Question #45 "The overall quality of the services in the college" = **65.4%**

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

**KPI Improvement Strategies**

The 2011/12 KPI Improvement Plan for the academic area identifies a variety of activities that are intended to have a positive impact on a variety of indicators, including: retention, student satisfaction and improved program performance. Detailed work plans will be developed for some of the activities identified within the KPI Improvement plan including:

- A comprehensive review of computing skills development, at the course level, to ensure appropriate improvement plans are identified.
- A detailed review of course materials will assess the relevance and usage of the prescribed materials.
- A comprehensive review of student assessment and feedback practices at the course level.
- KPI improvement plans have been identified for each of the designated 4th quartile programs identified in FDR's 2010 Benchmark Gap report. Specific improvements, including quality improvement interventions will be tied into curriculum renewal and program review processes.

**Applied Learning Enhancement Strategy**

A framework has been developed that will guide discussion regarding means to enhance the applied learning experience at Fleming, with the ultimate goal that every program at Fleming contains high quality work-integrated learning in its program of studies.

**Registrar's Office Initiative**

The Registrar's Office Facebook page was launched in Fall 2010 and has been a huge success. With over 1700 student users, the interest has far surpassed what was originally targeted. Students regularly use this Facebook page as means to communicate with and receive service from the Registrar's Office. This use of social media has received much positive response both from students and staff.



**11) Graduation Rate**

Per the KPI results reported in 2010-2011, the graduation rate\* at **Fleming College** = 66.7%

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

**Student Success & Retention Enhancement Strategy**

The Student Success & Retention working group has developed a comprehensive framework for enhancing student success & retention efforts at Fleming. Consultation with a variety of stakeholder groups has occurred over the past few weeks. Implementation planning will be completed during the Fall term and the full strategy will be implemented in January 2012.

**Assess for Success**

Research indicates that a significant percentage of incoming students are not prepared for college-level work. In 2010, Fleming developed an assessment and remediation strategy in support of first-semester students in literacy and numeracy skills. Having realized positive results in its initial stages, the work will continue.



**12) Graduate Employment Rate**

Per the KPI results reported in 2010-2011, the graduate employment rate, 6 months upon graduation, at **Fleming College** = **82.4%**

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

Hosted 3 successful job fairs (2 at Sutherland and 1 at Frost), which included 85 different employers in total; created an outreach plan/process to liaise with employers thus creating an increase in job postings (by 41% Jan – July over the same time period last year); linked with program coordinators, particularly those with lower employment KPIs, to create strategies to increase; attended all Program Advisory Committee Meetings to connect with employers and market job posting service and other services offered through Career Services.

**13) Student Retention**

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

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

	Retention Rate Achieved for 2009-2010	Retention Rate Achieved for 2010-2011
1st to 2nd Year	<b>80.8%</b>	2010 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>1,587</u> $\div$ 2009 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>2,027</u> x 100 = <u>78.3%</u>
2nd to 3rd Year	<b>89.7%</b>	2010 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>200</u> $\div$ 2009 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>235</u> x 100 = <u>85.1%</u>
3rd to 4th Year	<b>N/A</b>	2010 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> $\div$ 2009 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> x 100 = <u>0%</u>

\*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 2010 from the 2010 2nd Year Full-time Enrolment Headcount (these students attend through the Summer semester to catch up with the Fall 2009 Semester 1 cohort - therefore retention could show >100%).

For 2nd to 3rd Year retention calculation, removed the Environmental & Natural Resource 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 a **Fleming College** activity in 2010-2011, which contributed to maintaining or improving **Fleming College's** retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Student Success & Retention working group has developed a comprehensive framework for enhancing student success & retention efforts at Fleming. Consultation with a variety of stakeholder groups has occurred over the past year. Implementation planning will be completed during the Fall term and the full strategy, with emphasis on the following components, will be implemented in January 2012:

- 1) Employees who care about students and their success
- 2) Successful transition strategies that meet the differentiated needs of students
- 3) Early, reliable student and program risk assessment measures with clear follow-up protocols
- 4) An engaging academic environment with appropriate entry requirements and academic standards
- 5) Comprehensive services to assist with academic goals, career goals and personal needs/issues of students
- 6) Relevant data collection and ongoing measurement that yield actionable intelligence

#### **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 2010-2011 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality for the three quality measure categories indicated below -

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

MBS - The expansion and continued growth of a formal Student Representative Program to improve the learning experience for students by eliminated barriers to their learning experience. This program will expand this coming academic year to include all Trades and Technology students. A formal program overview is available if required.

IDS - GAS developed a set of Assessment Guidelines for the school which included ensuring that students were exposed to a minimum number of variable assessments, and included specific guidelines around timing of both formative and summative feedback - students should know early on in the first semester (four weeks) the grade level that they are working at what they need to do to improve.

HALIB - All faculty in the art certificate programs had to participate in mandatory assessment workshops.

HALIB - We had a number of staff PD opportunities at the Haliburton campus, including: Working with challenged students; Stress relief workshop for staff; Innovation Fair; Word and Excel workshops; How to think about PD workshop; all mandatory health and safety training was offered at our campus.

HALIB - Provided PD opportunities for all program coordinators.

SENRS - The college continues to be supportive of faculty and staff development through PD and other training opportunities. The international opportunities that have been supported are an excellent example of this - by providing these opportunities for staff (and of course students), so much can be brought back to the classroom.

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

HALIB - Student focus groups at the end of each semester and the Friday of each certificate course (5groups/week in the fall and 3 groups/week in the winter.)

HALIB - Redesigning the marketing and portfolio course in all certificate to include a work integrated experience.

HALIB - Increased student rec. activity at the campus.

SENRS - MTCU approved program modification to include 6 months of co-op in the Earth Resources Technician program and 4.5 months of co-op in the new Sustainable Agriculture program

SENRS - Expansion of international student and staff placement opportunities – ET program Costa Rica, EM program South Africa and RDB program Haiti

SENRS - Multi-year partnership with Kawartha Conservation and several SENRS programs whereby students and staff work on goals established in the Sturgeon Lake Management Plan (SLMP)

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

HALIB - Workshops and sessions with students who need additional learning supports.

HALIB - Improving awareness of tenant rights for students renting accommodations in Haliburton.

SENRS - Use of web tools to provide tutorials to assist students with their learning – used in Environmental Chemistry and Data Management for Natural Resource Sciences

SS - The Respect Campaign was developed to promote respect for others, school property, the environment, and respect within the community. The purpose of the campaign was to focus initially on the high incidence of violations under the Student Rights and Responsibilities policy including vandalism and other unacceptable behaviour related to excessive use of alcohol. As well, the Respect Campaign was initiated to unite existing events and campaigns to be under one campaign called Respect; to become a well known effort to the students and bring awareness to important issues.

SS - The plan for Year 2 largely involved bringing awareness of the new campaign by implementing the ideas developed. Several think cinemas programs were held by a variety of student groups which included GSA, SSW, Aboriginal Students, and the Fleming College Catholics. Day of Pink and Day of purple events were held to combat homophobia in the community. The Respect Campaign closely aligns students and staff to work collaboratively to promote respect and ensure students learn in an environment which is inclusive and welcoming.

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

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

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



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

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



**Attestation:**

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

**Contact:**

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

- Name:N/A
- Telephone:N/A
- Email:N/A

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

- <http://www.flemingc.on.ca/index.cfm/go/fleming/sub/about.cfm>