

2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Fleming College
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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 the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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 2011-2012 MYAA Report Back process, the Ministry pre-populated **Fleming College's** 2011-2012 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. 2009-2010). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Fleming College's** 2011-2012 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the un-audited 2011-2012 enrolment count on November 1, 2011 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 the total Headcount enrolment count in 2011-2012 = **5,693**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment at **Fleming College** in 2011-2012 = **4,683**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment at **Fleming College** in 2011-2012 = **899**.

Please indicate (if applicable) the **number of students under the age of 18** (age as of November 1, 2011) enrolled at **Fleming College** in 2011-2012= **109**.

* 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, 2011. Birthdate information was not available to 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 2011-2012 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 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 goals is closely monitored.

Modest growth was planned for 11/12, given the significant growth that had occurred the year prior. Overall, 3.8 percent growth was achieved. A highlight of the plan included expansion of markets to the international market and this was successful with 100 new international students joining Fleming during this timeframe.

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 Fleming College who registered with the Office for Students with Disabilities and received support services in 2011-2012= 609</p> <p>Please calculate the total indicated above as a comparative % of Fleming College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 609 ÷ 5,693⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 10.7%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Fleming College who registered with the Office for Students with Disabilities and received support services in 2011-2012 = 0</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Fleming College in 2011-2012= 2,152</p> <p>Please calculate the total indicated above as a comparative % of Fleming College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 2,152 ÷ 5,693⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 37.8%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Fleming College in 2011-2012 = 0</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Fleming College in 2011-2012= 319</p> <p>Please calculate the total indicated above as a comparative % of Fleming College's 2011-2012 Enrolment Headcount: (Insert Total From Above) 319 ÷ 5,693⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 5.6%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Fleming College in 2011-2012 = 0</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.

E-tutoring pilot completed in LSS/Disabilities and is now being used across campuses. This allows students in outreach areas to access services without needing to travel.

The Disabilities Services staff were involved in a "LEAN" project which has streamlined the educational plan process for students with disabilities.

Implemented an Emerging Student Leaders program for First Generation students that included recruiting First Generation staff, student leaders and alumni to provide mentorship through a leadership workshop series. Topics included teambuilding, understanding myself as a leader, understanding difference, learning from our alumni, and tips for career success.

Developed and delivered a weekly career workshop series for First Generation students. Topics included: Clarifying your career path, transition, interviews, resume/cover letters, networking, job fair prep, preparedness beyond graduation and emotional intelligence.

Aboriginal Student Services, Marketing department and students partnered to design and distribute self identification 'Be Proud

of Your Aboriginal Ancestry' promotional materials including pull up displays, posters and id cards that contributed to over 140 Aboriginal students self-identifying through this initiative.

Held Aboriginal Student Welcome Events at Curve Lake, Alderville and Scugog First Nation for incoming Aboriginal students to have current staff and students discuss the post-secondary student experience prior to them starting college.

Secured a Tipi Fire Pit Protocol agreement with the City of Kawartha Lakes and City of Peterborough that includes agreed upon protocols and standards for having a fire in the Tipi's, contributing to cultural events to be held in the Tipi for students by staff and faculty.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Fleming College's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Fleming College 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 2011-2012, which contributed to maintaining or improving Fleming College's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Fleming College 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 2011-2012, which contributed to maintaining or improving Fleming College's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Fleming College to be an innovative practice, success story and/or key accomplishment.</p>

<p>Students with Disabilities estimate based on Fall 2011/Winter 2012 results to the web portion of Fleming's First Year Student Survey (semester 1 full-time students); where Students with Disabilities= "Means persons who have long-term or recurring physical, mental, sensory, psychiatric or learning disabilities and who consider themselves to be disadvantaged by reason of that disability or believe that others are likely to consider them to be disadvantaged by reason of that disability. Based on this definition, are you a person with a disability?" (117 = Yes of 1094 responses = 10.7%).</p>	<p>First Generation full-time estimate based on Fall 2011/Winter 2012 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 post-secondary institution (college or university). Based on this definition, are you a First Generation student?" (413 = Yes of 1094 responses = 37.8%).</p>	<p>Aboriginal full-time estimate based on Fall 2011/Winter 2012 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." (61 = Yes of 1094 responses = 5.6%)</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **Fleming College** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 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 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$418,203(+)	463(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$683,666(+)	978(+)
Total SAG Expenditures Reported by <i>Fleming College</i>	\$1,101,869(+)	1,441(+)

Did **Fleming College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 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 2011-2012.

The provision of SAG funds to students was incorporated into our broader bursary application process so that we could 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:

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)
2007-2008	1540 ⁽⁺⁾	106 ⁽⁺⁾	6.9% ⁽⁺⁾	44622 ⁽⁺⁾	3510 ⁽⁺⁾	7.9% ⁽⁺⁾
2008-2009	1312 ⁽⁺⁾	95 ⁽⁺⁾	7.2% ⁽⁺⁾	43086 ⁽⁺⁾	3145 ⁽⁺⁾	7.3% ⁽⁺⁾
2009-2010	1473 ⁽⁺⁾	106 ⁽⁺⁾	7.2% ⁽⁺⁾	40388 ⁽⁺⁾	2725 ⁽⁺⁾	6.7% ⁽⁺⁾
2010-2011	1797 ⁽⁺⁾	103 ⁽⁺⁾	5.7% ⁽⁺⁾	50622 ⁽⁺⁾	3355 ⁽⁺⁾	6.6% ⁽⁺⁾
2011-2012	2021 ⁽⁺⁾	109 ⁽⁺⁾	5.4% ⁽⁺⁾	57701 ⁽⁺⁾	3463 ⁽⁺⁾	6% ⁽⁺⁾

Per the College Graduate Outcomes Survey for 2010-2011 and 2011-2012 (based on 2009-2010 and 2010-2011 graduates), the percentage of **Fleming College** students who were satisfied or very satisfied with academic preparation for university was **87.9%⁽⁺⁾**.

Per the College Graduate Outcomes Survey for 2011-2012 (based on 2010-2011 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.3%⁽⁺⁾**.

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 2011-2012, 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.

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 signed and implemented an agreement with Trent University which defined a pathway for under-prepared international students to enter degree studies at Trent University through the Trent ESL program and the Fleming College University Transfer program. This pathway was designed to facilitate the successful transition of international students between institutions. International students who apply to either institution under-prepared will be provided with a co-ordinated approach to recruitment, admission and academic preparation. The goal is to provide students with a more seamless experience and to complete their program of study in the Peterborough region.

New pathways under consideration for the upcoming year, for which initial work has been completed include greater credit transfer opportunities for community service related programs such Social Service Worker; University Transfer – Science program; and Public Health; and Practical Nursing to BSc.N.

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 developed and delivered to ensure 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.

In addition, 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.

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

New marketing materials were developed to improve access to information, including a video presenting testimonials from students who had transferred to university. In addition, brochures and visual materials were prepared to augment recruiters efforts to make the pathways better known. 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 2011-2012 MYAA Report Back = 35**)

Course Option #2: Offered Wed - 25 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 25**)

COMP1082 *Computer Skills*

Course Option #1: Offered Mon - 98 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 98**)

SWRK1026 *Canadian Social Welfare*

Course Option #1: Offered Mon & Thurs - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #2: Offered Wed & Fri - 10 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 10**)

Course Option #3: Offered Tues & Thurs - 40 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 40**)

SWRK 1041 *Preparation for the Field*

Course Option #1: Offered Tues - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

Course Option #2: Offered Wed - 30 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 30**)

SWRK1043 *Group Dynamics*

Course Option #1: Offered Mon - 60 students enrolled (**Class Size Reported in 2011-2012 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 2011-2012 MYAA Report Back = 100**)

Course Option #2: Offered Wed & Fri - 101 students enrolled (**Class Size Reported in 2011-2012 MYAA Report Back = 101**)

Course Option #3: Offered Tues & Thurs - 76 students enrolled (**Class Size Reported in 2011-2012 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 2011-2012 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 st 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 2011-2012:

1ST YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 1 st Year Sections
Fewer than 30 students	2,422	63.6%
30 to 60 students	1,156	30.3%
61 to 100 students	105	2.8%
101 to 250 students	128	3.4%
251 or more students	0	0%
Total	3,811	100%

2nd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 2 nd Year Sections
Fewer than 30 students	1,094	58%
30 to 60 students	583	30.9%
61 to 100 students	92	4.9%
101 to 250 students	117	6.2%
251 or more students	0	0%
Total	1,886	100%

3rd YEAR CLASSES:

Class Size	Number of Sections	As a Percentage of All 3 rd Year Sections
Fewer than 30 students	251	49%
30 to 60 students	218	42.6%
61 to 100 students	18	3.5%
101 to 250 students	25	4.9%
251 or more students	0	0%
Total	512	100%

4th YEAR CLASSES (if applicable):

Class Size	Number of Sections	As a Percentage of All 4 th 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 2011-2012, 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.

In the Pre Service Fire Fighter Education and Training Program, our practical fire ground training ensures a student/teacher ratio of 4 to 1. This practical skills element is an essential part of achieving skills based learning in a very small cohort of student team working groups.

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 2010-2011 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 2011-2012.

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 2011-2012 and corresponding registration information -

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

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

COURSES	Ontario College Credential*	Other Credential*
# of Ministry-funded courses offered through <i>Fully Online Learning*</i>	174	258
# of Ministry-funded courses offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded courses offered through the above eLearning formats	174	258
PROGRAMS	Ontario College Credential*	Other Credential*
# of Ministry-funded programs offered through <i>Fully Online Learning*</i>	1	16
# of Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of Ministry-funded programs offered in the above eLearning formats	1	16
REGISTRATIONS	Ontario College Credential*	Other Credential*
# registrations in Ministry-funded programs offered through <i>Fully Online Learning*</i>	1,062	2,437
# registrations in Ministry-funded programs offered through <i>Synchronous Conferencing*</i>	0	0
Total # of registrations in Ministry-funded programs offered in the above eLearning formats	1,062	2,437

*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 by 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 2011-2012.

Here are the Fleming courses that have run or will run in 2011/2012:

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 an activity that **Fleming College** used during 2011-2012, 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 developed a 5 year e-learning Strategy in 2011/12, including a first year implementation plan which identified key goals and action items for the 2012/13 year. A primary features of the strategy includes the goal to design, develop and deliver e-learning experiences for all students in each semester of every Fleming College program within this five year period. As part of the implementation, it includes significant resource commitments to new staff roles to support the curriculum redesign process.

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 2011-2012:

- 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* = 19
 *DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Fleming College** in 2011-2012 = \$923,341

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 2011-2012 = \$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 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012	Provide 2011-2012 total enrolment in each program offered listed in this table
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 2011-2012, 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 Fleming College Total Full-Time International Student Enrolment⁽⁺⁾
1.	United Kingdom ⁽⁺⁾	2 ⁽⁺⁾	3.6% ⁽⁺⁾
2.	Japan ⁽⁺⁾	1 ⁽⁺⁾	1.8% ⁽⁺⁾
3.	Netherlands ⁽⁺⁾	1 ⁽⁺⁾	1.8% ⁽⁺⁾
4.	St. Lucia ⁽⁺⁾	1 ⁽⁺⁾	1.8% ⁽⁺⁾
5.	Trinidad ⁽⁺⁾	1 ⁽⁺⁾	1.8% ⁽⁺⁾

Fleming College reported to the Ministry that International Enrolment* in 2011-2012 = **55⁽⁺⁾**.

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 2011 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 includes those with specific country level information. The balance of international students in the "other" country category represent international students who arrived from India. India was the main source of international students in 2011-12.

Full-Time International Enrolment as a comparative percentage* of Full-Time Enrolment at **Fleming College** in 2011-2012 was:
0.97%⁽⁺⁾

*Comparative percentage calculation based on **Fleming College's** 2011-2012 Full-Time International Enrolment (**55⁽⁺⁾**), divided by **Fleming College's** 2011-2012 Fulltime Enrolment Headcount (**5,693⁽⁺⁾**)

Please provide **Fleming College's** 2011-2012 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 2011-2012, 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 spring 2011. This partnership has resulted in much transfer of knowledge and the establishment of a Fleming Recruiter Representative in Bangalore India at the Centennial Business Centre. In addition, marketing materials have been developed to support this new direction. A new program, International Business Management, was established and has generated much interest from international students. With just over 100 students compared to 20 students the year prior, this has been a major success.



7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Fleming College** in 2011-2012 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Fleming College** used in 2011-2012 to create pathways for *International students* from **Fleming College's** ESL or FSL programming to postsecondary studies.

Fleming College does not offer an ESL program.

*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 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **Fleming College** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Fleming College confirmed in its 2010-2011 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 2011-2012, **Fleming College** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Fleming College confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **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 2011-2012: 115,000

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2011-2012, 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 is an active participant in the recently formed Kawartha Collaborative Purchasing Group (KCPG). The Mandate of the local group is to promote efficiency in the procurement and materials management of goods and services by:

- Promoting closer co-operation, exchange of information, and interaction among members
- Jointly co-operating on tenders for commonly used items
- Exchanging market information and investigating market trends
- Encouraging professional development through joint study and evaluation of best management practices

Several initiatives were advanced last year including Rental Car Agreement, Waste Management RFP, and Elevator Maintenance RFP.

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 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.



Fleming College confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2011-2012, 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 College implemented a formal process for Non-Competitive Procurement for Goods and Services (Non Consulting) and Consulting as required by the BPS Procurement Directive. This requires that a briefing note documenting justification be submitted by the initiator with review and signature to be completed by each of the following approvers:

1. The Department Vice President or Dean
2. Director, Procurement
3. Vice President Finance and Administration
4. President (for Consultants)

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.



Fleming College confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

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 2011-2012, 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 was comprised of clear communication to all College staff as well as regular and recurring detailed reviews of expenses (both employee reimbursement as well as College credit card statements) to ensure that the expense rules were adhered to.

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.



Fleming College confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **Fleming College** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. 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 is a result of communication to all staff, including the Directive being posted on the College's internal website as well as a Question and Answer document which provided examples of nonallowable perquisites in addition to items which are not considered perquisites.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, 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 2011-2012 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 2011-2012:

	<u>Certificate</u>	<u>Diploma</u>	<u>Advanced Diploma</u>	<u>Graduate Certificate</u>	<u>Applied Degree</u>
Number of programs at Fleming College with a Co-op Stream	2	4	0	1	0
Number of students at Fleming College enrolled in a Co-op program	136	318	0	22	0

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2011-2012, 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.

In the last two years, the Academic Division of Fleming college began a renewed critical focus on excellence and innovation in Applied Learning. Strategically, this goal fits with our Mission: “Fleming champions personal and career success through applied learning”. Within the current Strategic Priority of Achieving Excellence in Student Learning, we have identified the goal of achieving “outstanding applied learning”, so that “graduates are ready to make a difference in the workplace”. In addition, the Strategic Plan speaks to strengthened partnerships with employers and our communities, as we emphasize a “Fleming Serves” philosophy by way of service learning opportunities. Fleming’s Core Promise speaks to a hands-on, minds-on learning experience, regardless of program choice. Research indicates that applied learning opportunities contribute to increased student engagement, retention, satisfaction and, potentially, graduate employment and employer satisfaction.

Innovation, interdepartmental collaboration, and enhancing student support and success through applied learning were all identified as key to realizing the Core Promise at an Academic Division retreat held in October of 2011. Over 80 faculty and staff involved with Work Integrated Learning participated in a retreat that enabled us to define the value proposition of this aspect of our programs - for students, employers, the community and the college. We also identified the factors that we feel ensure the maximum value and integration of these experiences as they are provided in both the educational as well as practice settings.

Using the January 2011 HECQO document (Work-Integrated Learning in Ontario’s Postsecondary Sector), experience specific groups began to discuss and recommend ‘best practices’ for their particular learning opportunities – for example, field experience/camps, internships/co-ops, professional practice, service learning, applied projects and applied research projects.

Recommendations about standardized operating procedures, curricular change, workloading and compensation and the development of a Signature Statement are in various stages of implementation at this juncture, with the goal that every program should explicitly contain high quality work-integrated learning in its program of studies.

10) Student Satisfaction

Per the Key Performance Indicator (KPI) results reported in 2011-2012, 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" = **86.8%⁽⁺⁾**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Fleming College** for KPI Question #26 "The overall quality of the learning experiences in this program" = **80.5%⁽⁺⁾**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Fleming College** for KPI Question #44 "The overall quality of the facilities/resources in the college" = **72.1%⁽⁺⁾**

Per the KPI results reported in 2011-2012, the student satisfaction rate at **Fleming College** for KPI Question #45 "The overall quality of the services in the college" = **69.1%⁽⁺⁾**

Please indicate the methods, in addition to the KPI survey results reported in 2011-2012, that **Fleming College** used in 2011-2012 to measure student satisfaction.

Information Technology Services conducted student focus groups in the Fall and early winter semester specifically asking student how we could improve their Portal Experience and electronic access to IT services. Changes made based on student feedback were positively received.

Internal student satisfaction surveys were administered and reviewed for the following student services: Libraries, Career Services, Residences, Counselling, Learning Support Services, Athletics & Recreation and Health Services. A focus group was held regarding International student services. Positive changes have followed the review of these data.

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2011-2012, 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.

Information Technology Services initiatives included updating the student MyCampus Portal to ensure single sign-on and make student focused information easier to access; updating the student webmail interface and achieving 100% uptime (with the exception of planned maintenance) for the College Learning Management System and instituting a more customer service focused approach in Campus Learning Commons service desks.

Fleming Athletics and Recreation department partnered with the City of Kawartha Lakes to offer all full time students a membership to the local Fitness and Recreation Centre. This has led to increased student satisfaction which has resulted in our leading the province in KPI scores for this service.

11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at **Fleming College** = 66.5%^(*)

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Fleming College** used in 2011-2012 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 2011-2012, 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.

Fleming transitioned from Workopolis as a job posting database to Orbis in March 2012, which has provided us with more robust ability to provide job postings to students and alumni in a timely manner. We are seeing a large increase in the number of users viewing job postings as well as employers posting jobs since the launch. The feedback from our users has been positive.

Haliburton designed a training program, in conjunction with CLT, that provided faculty with additional tools and skills to assess and evaluate students in visual arts programs. This consistent feedback assisted students to better understand areas that needed improvement and areas that were well understood.

12) Graduate Employment Rate

Per the KPI results reported in 2011-2012 the graduate employment rate, 6 months upon graduation, at **Fleming College** = **82%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Fleming College** used in 2011-2012 to measure graduate employment rate.

Through our new Orbis data base we have begun sending queries to employers who have posted jobs with us to determine whether the jobs have been filled and whether they have been filled by Fleming students/graduates. This has just begun but is another source of this data for us.

Please provide one or more highlights, in the space provided below, of an activity that **Fleming College** used during 2011-2012, 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.

Fleming College hosted two very successful and sold-out Job Fairs, in February 2012, which brought 85 employers to our 2 main campuses; all with jobs for graduates. Career Service also implemented a new online website with access to new resources for students, alumni and employers.

13) Student Retention

The table below has been pre-populated with the results from **Fleming College's** 2010-2011 MYAA Report Backs. Please identify **Fleming College's** achieved results for 2011-2012 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 2010-2011	Retention Rate Achieved for 2011-2012
1st to 2nd Year	<u>78.3%</u> (+)	2011 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>1,706</u> \div 2010 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = <u>2,226</u> x 100 = <u>76.6%</u>
2nd to 3rd Year	<u>85.1%</u> (+)	2011 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>184</u> \div 2010 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = <u>213</u> x 100 = <u>86.4%</u>
3rd to 4th Year	<u>0%</u> (+)	2011 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = <u>0</u> \div 2010 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 2010-2011 MYAA Report Back student retention rate calculations. As such, comparison between the 2010-2011 student retention rate and the 2011-2012 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 2011 from the 2011 2nd Year Full-Time Enrolment Headcount (these students attend through the Summer semester to catch up with the Fall 2010 Semester 1 cohort - therefore retention could show >100%).

For 2nd and 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 an activity that **Fleming College** used during 2011-2012, 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.

Implementation of our Student Success & Retention Enhancement Strategy this year focussed on an enriched academic advising program designed for early identification and intervention with "at risk" first semester students. Successful pilot programs in our Law & Justice common first semester and in our School of General Arts & Sciences will continue through the coming fall semester, while preparations are made for full implementation across all schools effective January 2013. We are committed to increasing our student success rates during the critical first semester student experience and believe these enhanced academic advising efforts will be of significant assistance.



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 2011-2012 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.)

To ensure academic quality in modular, accelerated courses, the program coordinator meets with students every Friday for feedback on their week in the course. Coordinator also meets with the faculty for their feedback on the student. This information is synthesized and recorded in a program journal to be passed along to the next teacher, ensuring that any issues are handled in a timely manner and students are provided with an enhanced classroom experience.

Staff have received training in crisis assessment.

Staff and faculty participated in a workshop directed towards supporting students with aspergers syndrome.

We increased the number of visits by the academic Chair to contract faculty classes. Following these visits, feedback related to teaching and learning techniques was provided to the faculty members and opportunities for PD were also brought forward.

Faculty participated in Applied Research activities at Fleming. These opportunities engaged faculty, contributed to their professional development and were ultimately shared with students in the classroom.

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

Student exhibition and sale has been incorporated into the curriculum and is mandatory for students; participation and display is included in Marketing and Portfolio course assessment. Participation in public show provides the student with a hands on, practical arts experience in the craft sector.

Re-design efforts include a blended delivery model in the 3rd semester of the Forestry Technician program that includes problem based learning, self-directed learning, reduction of lecture based delivery and a capstone project. The final project is a wood lot conference that will be organized by students and open to the community.

Community Based projects were introduced to 500 semester one students at the School of Environmental and Natural Resource Sciences. Student groups in the Environmental Leadership course were partnered with a local agency to find solutions to a community based issue or recommend a plan to implement a community based project. This activity was a mandatory, graded component of their first semester of study in our diploma programs.

Students participate in a course related activity that assists community members in the care of a community garden that is located at the Frost Campus.

A new graduate certificate program, Environmental Visual Communication (EVC) is a compressed 24 week program that includes an 8 week 'applied project'. During the project semester, students are partnered with a client and work with the client to develop a variety of multi-media (videos, blogs, facebook page(s) etc) to effectively communicate sustainability related messages. The program is delivered at the Royal Ontario Museum which creates an engaging environment for student learning and access to experts and collections at the ROM.

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

An Adviser meet and greet is held during the first few weeks of school, to enable the students to connect with their adviser in an informal, casual setting.

Luncheon series focusing on student support topics is held in the student lounge area over the common lunch hour. Sessions have included: scholarship applications and information, learning support services presentations, community legal aid office came to present landlord tenant act and other legal aid services.

Good Food Box program, a community program for healthy food nutrition (students provided with a free box of healthy food each month for the Good Food Box program).

Faculty members continue to provide resources to students via the Learning Management system to assist students in preparation for tests and assignments. These include study guides, lecture notes, reference links, video links and so on.

A facebook presence has been established in a number of Fleming programs at the School of Environmental and Natural Resource Sciences that has provided a vehicle for faculty and staff to communicate key program related information and information regarding services provided by the college.

This past year saw the expansion of the School Student Representatives Program and recognition of this program in a major article in the OCASA magazine winter 2012. The program will now expand to the Law and Justice Faculty to complement the program that has already been running for four years in the Business and Hospitality Faculty. This program has reduced the overall number of students complaints about their courses and programs by over 50%, contributed to an increase in student success and retention, removed barriers to the effectiveness of the educational experience in the school, created a cohort of in-school student problem solving leaders and generally increased significantly the level of student/faculty/staff/academic leader engagement across the school. The ability of the school to target specific student needs to improve their experience and the student leadership development in problem solving approaches to decision making contribute greatly to the school's success in all respects. Communication improvements are obvious and contributes greatly to the level of moral for students and all staff members.

Attestation:



Fleming College confirms that all information being submitted to the Ministry as part of the 2011-2012 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** 2011-2012 MYAA Report Back please contact -

- Name: Sonia Crook
- Telephone: 705-749-5530 ext. 1338
- Email: socrook@flemingc.on.ca

Please indicate the address on **Fleming College's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- http://flemingcollege.ca/PDF/MYAA_2012_Oct10Update.pdf