Fleming College Multi-Year Action Plan

Responding to Appendix B of the Multi-year Accountability Agreement
September 2006

COLLEGE SPECIFIC MISSION AND OBJECTIVES

The Multi-Year Action Plan requires that colleges report on the status of their mission and objectives. The status of Fleming College's mission and objectives follows:

Our mission, six strategic priorities and 2006-2007 objectives detailed within our business plan are still current with no modifications. The College's Strategic Plan is well aligned with the provincial priorities in the Reaching Higher agenda. The College Business Plan was sent to the Ministry at the end of June 2006 and is attached.

A. ACCESS

1.0 Increased Participation of Under-Represented Students

Fleming College will track the participation of under-represented students. Our first year student survey is being modified for 06/07 to include a question that will identify those entering Fleming who are first in their family to attend postsecondary education. Fleming participates in the Ontario College Student Engagement Survey which provides students with an opportunity to self identify as a member of a self-identified group.

1.1 Diversity/Disability Strategies:

Beginning in 2006/07 Fleming will:

- dedicate a specialized counsellor to deal exclusively with students who have learning disabilities.
- modify curriculum and initiated activities to create a welcoming, inclusive environment characterized by equal access, a sense of belonging and respected participation by all groups.
- develop partnerships with the New Canadian Centre and the Peterborough Race Relations Committee to support a variety of college and community-based initiatives and to develop outreach programs for community members who may want to access post-secondary education.
- focus greater recruitment efforts in the Greater Toronto area to create a diverse college environment and to enhance diversity within our communities.
- implement detailed annual plans for improving access at all campuses.

1.2 Summer Programs:

Our plan to improve access also includes use of summer head start opportunities, by which the College will:

- implement a summer "head start" program for students in first semester (typically attended by students with disabilities and mature students) to ensure that students have ample time to declare a disability and seek accommodation.
- use specialized funding, offered a summer residential program, one week in length, for students (and their parents) to obtain a psycho-educational assessment, to better understand their disability, and to receive information about support services.

1.3 Supports for Students:

The College's support for students includes initiatives to:

- extend mid-fall assessments of student progress introduced in the fall of 2005. Our objective in 2006/07 is to ensure that 92% of full-time courses will have mid-term assessments that can be accessed by students, faculty and advisors.
- invest in a research project in collaboration with Trent University to explore emotional intelligence as a predictor of academic success. The intention is to identify students at risk at an early stage in the transition to college and target interventions to better support their success.
- establish a mature student network for adults who have either not previously attended a post-secondary institution or who are returning to school after a significant period of time. Many of these are first generation learners.
- increase our commitment to Aboriginal communities through increased visits to secondary schools and First Nation communities, including those within our area: Curve Lake, Hiawatha, and Alderville. Relationships are being strengthened through increased liaison with First Nation Education Managers and Elders, improved cultural learning through special event planning and facilitation of specific Aboriginal learning initiatives for staff, students and the community.

College priorities that are not currently funded and therefore constitute missed opportunities for improvement to access include:

- create two full-time student success positions to increase retention (to parallel to the Ministry of Education's initiative in all Ontario secondary schools)
- Expand our communication and outreach to parents of first generation students to improve access, transition and student success.

The following two opportunities have partial funding for this year but no sustainable funding and will not be continued with current financial projections:

- career exploration sessions specifically for provisioning of individuals who may need academic upgrading prior to entering post-secondary programs.
- a career counsellor position responding to community members who request a career counselling service, including assessment, etc., to assist them in making a decision about post-secondary programs.

Specific performance indicators Fleming has developed to confirm that these strategies and programs will achieve their intended objectives are identified in Table 1:

Table 1: Performance Indicators

Strategy / Program	Indicator
Disability Counsellor	Reduction in wait times for establishment of disability accommodation
Head Start Program for Students with Disabilities	Reduction in wait times for disability accommodations
Mid-term Assessments	Increase the percentage of courses with a mid-term assessment – 92% completion rate of assessment and associated follow-up
Aboriginal Communities	Participation in and satisfaction with initiatives from aboriginal community partners
First At Fleming residential program	Currency of the psycho-educational assessment and reduction in wait time for disability accommodations
GTA Recruitment	2% increase in enrolment from the GTA that will increase the diversity of our student body
Academic Upgrading Call Tracking and Management System	Increased and successful participation in postsecondary programs via completion of academic upgrading
Community Member Career Exploration Sessions	Increased enrolment in Academic Upgrading and post-secondary programs
Community Member Counselling/First Generation Strategies	Increased participation rate among mature students returning to improve their education and career opportunities and first generation students

The Fleming specific quantitative outcomes and outputs which will be generated by our strategies and programs in 2006-07, 2007-08 and 2008-09 are shown in Table 2:

Table 2: Multi-Year Results

Year	Indicator	Result
2006-07	• Reduction in Wait times for establishment of disability accommodation	Better quality of services as evidenced in qualitative internal review
	• Participation and satisfaction with initiatives from aboriginal community partners	5% increase in aboriginal student enrolment
	• % of courses with a mid-term assessment	92% with mid-term assessment available
	• Increase in partnerships	2% increase in overall enrolment
	• Greater number of enrolled students from GTA	2% increase in students enrolled from the GTA

	• Increased flow through from Upgrading to Post-secondary programs	Create of a mechanism that tracks the success of students from upgrading and post-secondary programs. Begin execution and set targets after implementing for the first time.
2007-08	• Reduction in Wait times for establishment of disability accommodation	Improve the perception of service quality in the qualitative internal review
	• Participation and satisfaction with initiatives from aboriginal community partners	Increase by 1% over 2005/06 results
	• % of courses with a mid-term assessment	Mid-term assessment submissions increase by 1% over 2006/07 results
	• Increase in partnerships	A 2% increase in overall enrolment over 2006/07 numbers
	• Greater number of enrolled students from GTA	Demonstrate a further 2% increase in students enrolled from the GTA
	• Increased flow through from Upgrading to Post-secondary programs – increase participation rate among mature first generation students	Increase the percentage of total students enrolled from the under represented group beyond the base established in 2006/07 by 1% and increase the first generation participation rate by 1%
2008-09	• Reduction in Wait times for establishment of disability accommodation	Continue to demonstrate an increase in perceptions of service as evidenced by the themes identified through the qualitative internal review
	• Participation and satisfaction with initiatives from aboriginal community partners	Increase aboriginal student enrolment by a further 1%
	• % of courses with a mid-term assessment	Maintain mid-term assessment available at the over 90% mark
	• Increase in partnerships	Demonstrate a further 1% increase in overall enrolment
	• Greater number of enrolled students from GTA	Continue to increase representation of students from the GTA by 1%
	• Increased flow through from Upgrading to Post-	Continue to increase the percentage of total students enrolled from the under-

	secondary programs - increase participation rate among mature first generation students	represented group and those that represent first generation by 1%

2.O Official Languages Education Program

Not applicable

3.0 College Small, Northern and Rural

Fleming College provides the following context concerning our communities and campuses relevant to the Small, Northern and Rural Grants.

Fleming College's access plan to protect and enhance northern and rural Ontarians' access to quality college services, appropriate to Fleming's unique focus is as follows:

Fleming College has a number of campus locations – Sutherland Campus and McRae Campus within the Peterborough community, Frost Campus located in the City of the Kawatha Lakes, Haliburton campus located in Haliburton, Cobourg Campus located in Northumberland county and a program specialization in Norwood. Using census data, Table 3 provides population statistics for the college campus communities.

Table 3: Fleming Municipality Profiles

	Peterborough County	City of the Kawartha Lakes	Northumberland County	Haliburton County
Total Population (2001)	125,856	69,179	77,497	15,085
Land Area (square km)	3,806.03	3,059.22	1,903.23	4025.33
Population Density (per square km)	33.1	22.6	40.7	3.7
Median household income (2000) – all households ($)	$43,667	$46,156	$48,036	$35,268

As noted in Table 3, the communities that Fleming serves have comparatively low population density and median income. To serve our communities and to contribute to community development, Fleming is undertaking the following, effective 2006:

- launch two new programs at the Frost Campus
- Launch a Visual and Creative Arts Diploma program in 2007/08 on a full-time basis
- Locate a new esthetician program at the Cobourg campus and invested in labs associated with this program
- Follow a successful first year campaign, launched the second year of the campaign to raise funds for the Ontario Trust for Student Success (OTSS) in order to grow bursary endowment and thereby address financial barriers
- Target recruitment of Aboriginal students in our communities

College priorities that are not currently funded and therefore constitute missed opportunities for better supporting our communities include:

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- hire a full-time Campus Principal in Cobourg (currently the position is part-time)
- pursue related initiatives for full-time and part-time students in Northumberland County as identified through a comprehensive study of how the College could better serve the area and its residents
- further expand of programs and services scheduled for 2007 and 2008
- sustain first generation programming

Specific multi-year results Fleming College will achieve from this access plan are indicated in Table 4:

Table 4: College Small, Northern and Rural

Results for 2006-07	• We are forecasting a 5% decline in overall enrolment, but have an aggressive enrolment plan for 2007/08
Results for 2007-08	• Due to budget restrictions we are not planning to launch any new programs in Haliburton and Cobourg campuses. In addition, we may need to consider reducing programs due to funding constraints. However, we are forecasting enrolment growth, overall, of 4% above the 2006/07 levels due to activity in other campus locations
Results for 2008-09	• Our efforts will go into maintaining the level of campus/community involvement identified in 2006/2007. We are planning for a further increase in enrolment by 2%.

4.0 Student Access Guarantee

Fleming College plans to take into consideration the Ministry's tuition/book shortfall calculation in allocating aid. In doing so. Fleming will work with students individually to determine their level of need. With the wide range of student aid programs we offer, we are confident that we will be able to assist those students seeking help.   We will ensure that our student aid resources are used as fully as possible and we will continue to ensure that we set aside some funding for hardship cases.

We will be enhancing our communications via the web (revamping of the financial aid site) to promote financial assistance offerings available for all students. In addition to assigning a Financial Aid advisor to each student, we will continue with our very successful new and returning student bursary programs for students who can demonstrate financial need.

B. QUALITY

1.0 Enhancing Quality Education

We are committed in this Action Plan to:

- embed core competencies for students into the curriculum as part of curriculum renewal. Further, we plan to implement a development initiative that will increase the capabilities of faculty to complete assessment of these competencies.

- implement a new curriculum renewal/review process to ensure high quality assurance standards.
- revise our program review model.
- enhance excellence in student learning by hiring seven replacement and six new positions. Note that Fleming's student to full-time faculty ratio remains one of the highest in the System.
- implement full-time program areas at the College.
- approve and implement guidelines regarding high expectations of students, consistent with our strategic plan priorities.
- approve and implement guidelines and support for excellence in faculty/student interaction. However, we may not be able to enhance this interaction to its full potential without additional funding.
- support excellence in student learning by providing activities programs and services for the training, development and individual support of faculty at Fleming.

2.0 Enhancing Student Life

Fleming's Multi-year commitment to enhance student life includes steps to:

- implement a number of initiatives designed to enhance student life at Fleming College, as outlined in the Student Life model.   Initiatives include enhanced orientation activities for mature students, the implementation of a student leadership academy prior to the start of the academic year.
- Hire a part time retention specialist to focus on interpretation of existing data and direct work with program faculty to increase retention rates in specific programs as necessary.
- enhance automated services to students as well as purchase student computers for our testing labs, special needs lab and upgraded two other computer labs to deliver superior services. As well we are replacing wiring closets in the learning commons, replacing services and purchasing eight students printers. We are in phase one of implementing the Fleming Systems Renewal Project that will provide more self service to students.
- conduct applied research on the connection between students' emotional intelligence and academic success and based on the results, develop interventions to positively influence EI. The development of interventions will be directly linked to available resources.

3.0 Program Enhancements

Quality and access components require program enhancements. Beginning in fall 2006, Fleming will:

- launch four new academic programs in Fall 2006 – Emergency Management, General Arts & Sciences – Environmental & Natural Resource Sciences option at Frost, Esthetician program at Cobourg and Construction Skills. In Winter 2007, we plan to launch Electrical Power Generation to continue to address student needs and grow with positive results.
- provide the new two-year General Arts and Science option at the School of Environment and Natural Resources mentioned earlier it is designed to provide an

opportunity for students who are lacking in math skills to gain entry into programs at the Frost campus.

Additional program enhancement strategies are on hold or reduced in scope because of financial constraints. Steps that we would have undertaken in our multi-year plan include:

- further expanded program opportunities to meet targeted student needs
- further increase the full-time faculty complement
- restart the currently suspended multi-year capital replacement program, focusing on IT and computer lab replacements
- provide more opportunities for applied learning in smaller groups
- hire into vacant, suspended or yet-to-be approved positions, including a Cobourg Campus Principal, a university liaison officer, a College librarian, a Web Technician and an AV technician (Frost).
- provide a peer mentoring program to strengthen student connections to the college and student life. This is particularly relevant for first generation learners.

Table 5 outlines the performance indicators developed by Fleming College to confirm that the above strategies and programs will achieve their intended objectives:

Table 5: Performance Indicators

Strategy / Program	Indicator
• curriculum renewal to embed and assess student core competencies and maintain currency and relevance	• Relevancy in program and course outcomes to meet graduate and employer needs
• develop a comprehensive curriculum review process for the College	• Consistent quality of our programs
• establish high expectations for student and enhance faculty/student interaction	• Student academic performance
• implement a plan that focuses on the critical elements that support excellence in teaching and learning	• Faculty teaching and learning capabilities to improve student satisfaction with the learning experience
• enhance interventions for assisting at risk students	• The necessary student assistance that will improve retention
• launch new academic programs to address student and employer needs and provide a broad range of programs	• A diverse student population and meet employer needs

Quantitative outcomes and outputs which will be generated by our strategies and programs in 2006-07, 2007-08 and 2008-09 provided that the College can fund the initiatives identified.

Table 6: Multi-Year Results

Year	Indicator	Result
2006-07	• relevant program and course outcomes to meet graduate and employer needs	• Enhanced KPI graduate satisfaction rate by achieving an 82% overall satisfaction score
	• consistent quality of our programs	• Enhanced student satisfaction and learning as evidenced by achieving an 87% overall agreement score for the course and professor questions contained in our faculty and course evaluations
	• student academic performance	• Enhanced KPI graduate satisfaction rate by achieving an 82% overall satisfaction score
	• faculty teaching and learning capabilities	• Enhanced student satisfaction and learning as evidenced by achieving an 87% overall agreement score for the course and professor questions contained in our faculty and course evaluations
	• the necessary student assistance that will improve retention	• Top quartile College-wide strong retention rates when compared to the System
	• a diverse student population and meet employer needs	• Strong student satisfaction with services KPI scores with the achievement of 75% or greater for the question rating the overall quality of services in the college.
2007-08	• relevant program and course outcomes to meet graduate and employer needs	• Enhanced KPI graduate satisfaction rate by achieving an 82% or greater overall satisfaction score

	• consistent quality of our programs	• Maintain or enhance student satisfaction and learning as evidenced by achieving an 87% or greater overall agreement score for the course and professor questions contained in our faculty and course evaluations
	• student academic performance	• Enhanced KPI graduate satisfaction rate by achieving an 82% or greater overall satisfaction score
	• faculty teaching and learning capabilities	• Enhance student satisfaction and learning as evidenced by achieving an 87% or greater overall agreement score for the course and professor questions contained in our faculty and course evaluations
	• necessary student assistance that will maintain strong retention	• Maintain top quartile College-wide strong retention rates when compared to the System
	• a diverse student population and meet employer needs	• Overall annual increase in enrolment of 2% or greater. Maintain strong student satisfaction with services KPI scores with the achievement of 75% or greater for the question rating the overall quality of services in the college.
2008-09	• relevant program and course outcomes to meet graduate and employer needs	• Improve the KPI graduate satisfaction rate by achieving a greater percentage than 82% on the overall satisfaction score
	• consistent quality of our programs	• Maintain or improve student satisfaction and learning as evidenced by achieving an 87% or greater overall agreement score for the course and professor questions

		contained in our faculty and course evaluations
	• student academic performance	• Improve the KPI graduate satisfaction rate by achieving a greater percentage than 82% on the overall satisfaction score
	• faculty teaching and learning capabilities	• Maintain or improve student satisfaction and learning as evidenced by achieving an 87% or greater overall agreement score for the course and professor questions contained in our faculty and course evaluations
	• necessary student assistance that will maintain strong retention	• Maintain top quartile College-wide strong retention rates when compared to the System
	• a diverse student population and meet employer needs	• Overall annual increase in enrolment of 2% or greater. Maintain strong student satisfaction with services KPI scores with the achievement of 75% or greater for the question rating the overall quality of services in the college.

4.0 Student Success

High retention levels are a Fleming strength. In our Multi-year Action Plan, we wish to further enhance retention as noted below:

Table 7: Student Retention Rates

	2006-07	2007-08	2008-09
1st to 2nd Year	*Sem 1-2: 83%* *Sem 2-3: 84%*	Sem 1-2: 84% Sem 2-3 85%	Sem 1-2: 85% Sem 2-3: 85%
2nd to 3rd Year	*Sem 3-4: 91%* *Sem 4-5:*	Sem 3-4: 91% Sem 4-5:	Sem 2-4: 91% Sem 4-5:
3rd to 4th Year*	N/A	N/A	N/A

C. ACCOUNTABILITY

<u>Multi-Year Action Plan</u>
The following provides details on how Fleming College consulted with faculty, support staff, administrative staff and students on the content of this Action Plan:

Consultation regarding this plan occurred on a number of levels. The College Business Plan was used as a base for completing this agreement. To develop the Business Plan, broad consultation was conducted with faculty within each School, with administrators and support staff across the College, with the Union and with students. Senior leadership and then the Board of Governors reviewed the final plan and approved the objectives. In addition, further consultation with student services, the Development and diversity coordinators, the Registrar's office and financial and academic leadership took place to finalize the future years in this accountability agreement.