# SMA - Strategic Mandate Agreement College Annual Report 2015-2016

## Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual colleges and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each college currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the college are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

# 2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development

    a. Graduate Employment Rates

    b. Employer Satisfaction Rates

    c. Number of graduates employed full-time in a related or partially-related field

2. Teaching and Learning

    a. Student Satisfaction

    b. Graduation Rates

    c. Retention Rates

    d. Number of students enrolled in a co-op, clinical placement, field/work placement program, and mandatory college

       baccalaureate degree WIL at institution

    e. Number of registrants, programs and courses offered in e-Learning format at institution

3. Student Population

    a. Number and proportion of

          1. Students with Disabilities

          2. First Generation Students

          3. Indigenous Students

          4. French-language students

    b. Number and proportion of international students

    c. Proportion of an institution's enrolment that receives OSAP

4. Program Offerings

    a. Concentration of enrolment at colleges by occupational cluster and by credential

    b. Institution's system share of enrolment by occupational cluster and by credential

    c. Number of apprentices, pass/fail rate and annual funding in each trade

5. Institutional Collaboration to Support Student Mobility

    a. Transfer applicants and registrants

6. Financial Sustainability

# 1. Jobs, Innovation & Economic Development (JIED)

This component highlights Sir Sandford Fleming College's collaborative work with employers, community partners and regions, or at a global level, establishes the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

The ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

## 1a. Graduate Employment

| Per the KPI results reported in 2015-2016: | Percentage |
|---|---|
| The Graduate Employment Rate for 2015-2016 graduates, 6 months after graduation, at Sir Sandford Fleming College was: | 84.5 |

**Additional Information**

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Sir Sandford Fleming College used in 2015-2016 to measure graduate employment rate.

Fleming College - through leadership in Career Services, Data Research and Marketing departments - reviews, prepares and distributes a graduate employment report that provides detailed statistical labour market information consolidated by school and program and lists jobs, companies, and locations. This report is used for recruitment purposes and internal analysis with a focus on employers identified and not identified in the report, to support our employer outreach strategy.

## 1b. Employer Satisfaction Rate

| Per the KPI results reported in 2015-2016: | Percentage |
|---|---|
| The Employer Satisfaction rate for 2015-2016 graduates, 6 months after graduation, at Sir Sandford Fleming College was: | 94.3 |

**Additional Information**

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Sir Sandford Fleming College used in 2015-2016 to measure Employer Satisfaction rate.

Career Services hosts multiple job fairs during the academic year with up to 50 employers per event, where satisfaction surveys are distributed electronically following each event. Career Services provides new and existing employers a document with an overview of services available to them with an offer to contact a career educator directly to discuss specific employer needs to ensure employer satisfaction.

Outside of the job fairs, Career Services also regularly hosts employers on-campus to provide information on their organizations to students and to present in classrooms about their industry.

Career Educators in the Career Services department regularly attend Program Advisory Councils, which include 5-10 employers, depending on the program. At these meetings, Career Services staff members discuss employment and student success during placement as well as desired skill sets.

## 1c. Employment in a Related or Partially-Related Field

| Per the results reported in the Employment Profile for 2015-2016 graduates: | Percentage |
|---|---|

| The number of graduates from Sir Sandford Fleming College that were employed full-time in a related or partially-related field were: | 44.5 |
| --- | --- |

**Additional Information**

Please indicate any methods, in addition to the employment profile for 2015-2016, that Sir Sandford Fleming College used in 2015-2016, to measure the number of graduates employed a full-time in a related or partially related field.

Fleming College periodically reviews the graduate employment report, which provides detailed information on graduates employed in a full-time job. This supports the College's employer outreach strategy in targeting employers who have not recently hired Fleming graduates, with a goal of increasing opportunities for our graduates.

**Highlights**

Please provide highlights of Sir Sandford Fleming College's collaborative work with employers, community partners and regions, or at a global level, to establish the college's role in fostering social and economic development, and serving the needs of students, the economy and labour market (up to 600 words approx.).

Career Services partnered with Advancement and Alumni Relations and Residence to deliver a speed networking event, in which a presentation on career development skills was followed by a networking opportunity for students.

Career Services is in its last year of its multi-year action plan, with a key goal of supporting community outreach and employer relations. This plan includes a number of objectives committed to serving the needs of students, the economy, and labour market.

Currently, there are 3,823 employers with accounts on the Fleming job portal, including 689 new employer accounts created in 2015-2016.

# 2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Sir Sandford Fleming College's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

| 2a. Student Satisfaction | Percentage |
|---|---|
| Per the Key Performance Indicator (KPI) results reported in 2015-2016, the student satisfaction rate at Sir Sandford Fleming College for capstone question #13 "Overall, your program is giving you knowledge and skills that will be useful in your future career" | 85.8 |
| Per the KPI results reported in 2015-2016, the student satisfaction rate at Sir Sandford Fleming College for capstone question #24 "The overall quality of the learning experiences in this program" | 80.1 |
| Per the KPI results reported in 2015-2016, the student satisfaction rate at Sir Sandford Fleming College for capstone question #39 "The overall quality of the services in the college" | 65.5 |
| Per the KPI results reported in 2015-2016, the student satisfaction rate at Sir Sandford Fleming College for capstone question #49 "The overall quality of the facilities/resources in the college" | 79.2 |

**Additional Information**

Please indicate any methods, in addition to the KPI survey results, that Sir Sandford Fleming College used in 2015-2016 to measure student satisfaction.

Fleming College hosted the following events and engagement activities to solicit student feedback pertaining to their satisfaction with teaching and learning at Fleming:

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- Student focus groups
- *Coffee With the Chair* drop in events
- *Town Hall* meetings with the Dean / Chair
- Focus group luncheon meetings
- Student membership on Academic Council: Academic Council is a forum for raising and addressing college-wide academic

   issues. The Council provides recommendations and advice to the Vice-President Academic on issues affecting teaching and

   learning at Fleming.

Career Services surveyed employers and students regarding their preparedness related to their job search.

Library and Tutoring Services conducted internal surveys of students who used either service, facilitated by Fleming Data Research.

**Highlights**

Please provide highlights of Sir Sandford Fleming College's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Sir Sandford Fleming College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Fleming College students are actively involved on Academic Council and its appointed working groups. Council-appointed working groups are tasked with addressing issues affecting teaching and learning at Fleming.

Below are examples of innovative practices undertaken by our Schools and service areas that contributed to student satisfaction:

School of Environmental and Natural Resource Sciences:

- 
- Hosted Workshops on *Career Guidance* - initiated due to student feedback

Haliburton School of Art and Design:

- 
- Museum Management and Curatorship students created an exhibition entitled *Building Identity: Discovering Peterborough*

*Architecture* which was displayed at the Peterborough Museum and Archives (PMA). Fleming College has a unique partnership with the PMA/City of Peterborough, that provides our students with the opportunity to work directly with the city's historical collection and gain first-hand experience in the field.

School of Health and Wellness:

-   
- Increased use of the co-curricular record (CCR) to recognize participation in additional activities offered by the College and/or are student driven.

Library:

The Library added two new streaming video platforms: Kanopy, which specializes in movies and documentaries for educational institutions, and Curio, CBC's educational video platform. With the addition of these collections, students can now access about 56,000 streaming videos from on or off campus.

The Library upgraded its website to provide a better user experience to students. The Library website now runs LibGuides 2.0, which provides additional features and functionality. The Library took advantage of the new software by creating about 30 more subject guides, often targeted to specific programs, courses, or assignments.

The Library also collaborated with a variety of departments, including Tutoring, Counselling and Accessible Education Services (CAES), Athletics and Recreation, and community partners to host several events related to stress, good study habits, and other success strategies.

Tutoring:

Tutoring at Fleming, formerly known as the Learning Centre, has been rebranded Tutoring and Academic Skills and moved to a new location adjacent to the Library. All tutoring related activities, including group tutoring sessions, drop-in tutoring, and one-on-one tutoring are concentrated in this space. The proximity to the Library has helped transform the space into an academic support hub.

Career:

2015-2016 is the third and final year of Career Services' multi-year action plan that includes objectives focused on increasing student satisfaction. One goal in the plan to was to launch a Career Development Certificate program. In 2015-2016, the program was expanded to six sessions on topics such as job search, networking, interview skills, resume and cover letter, etc. Each session was over-subscribed, suggesting that there is potential to continue to grow the program.

# 2b. Teaching and Learning - Graduation Rates

| 2b. Graduation Rates | Percentage |
|---|---|
| Per the KPI results reported in 2015, the graduation rate at Sir Sandford Fleming College is | 66.9 |

**Additional Information**

Please indicate any methods, in addition to the KPI survey results reported in 2015-2016, that Sir Sandford Fleming College used in 2015-2016 to measure graduation rate.

**Highlights**

Please provide highlights of Sir Sandford Fleming College's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Sir Sandford Fleming College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

2015-2016 marked the launch of Fleming College's new multifaceted Student Advising model. One of the facets of this model is *Advising Pop-up stations*. Pop-up stations are designed to provide proactive advisement to students at pivotal times of the year, such as before the withdrawal deadline, prior to mid-terms, prior to end of term, etc. In addition to offering referrals to resources, students are provided the opportunity to proactively engage in discussion, with advisors, pertaining to:

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- Transfer credit(s);
- Program pathways;
- Academic related questions, policies, and procedures; and
- Student services (either tutoring, counselling, or career services - depending on the time of year)

In 2015-2016, Fleming's Office of the Registrar launched a new self-service Academic Advising Report available through the Evolve Student Centre. This online report marks a major milestone in the evolution of academic advisement (diploma audit) at Fleming College. The Advising Report acts as a self-service report for both students and staff, which can be viewed on-demand and online. Students will be able to track their ongoing progress toward graduation in their Student Centre, so they can make informed decisions about their academics.

# 2c. Teaching and Learning - Student Retention

**2c. Retention Rates**

The table below has been pre-populated with the results from Sir Sandford Fleming College's 2014-2015 Report Back. Please identify Sir Sandford Fleming College's achieved results for 2015-2016 using the following methodology:

Use November 1st Full-Time enrolment data to determine year-over-year retention in multi-year programs (programs in 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.

**1st to 2nd Year :** 2015 2nd Year Full-Time Enrolment Headcount for all 1+ Year Programs = 0 ÷ 2014 1st Year Full-Time Enrolment Headcount for all 1+ Year Programs = X x 100 = X%

**2nd to 3rd Year :** 2015 3rd Year Full-Time Enrolment Headcount for all 2+ Year Programs = 0 ÷ 2014 2nd Year Full-Time Enrolment Headcount for all 2+ Year Programs = X x 100 = X%

**3rd to 4th Year :** 2015 4th Year Full-Time Enrolment Headcount for all 3+ Year Programs = 0 ÷ 2014 3rd Year Full-Time Enrolment Headcount for all 3+ Year Programs = X x 100 = X%

| Entering Cohort | Retention Rate Achieved 2014-2015 | Retention Rate Achieved 2015-2016 |
|---|---|---|
| 1st to 2nd Year | 79.30 | 80.20 |
| 2nd to 3rd Year | 87.60 | 84.90 |
| 3rd to 4th Year | 0.00 | 0.00 |

*NOTE: Institutions use a variety of student enrolment cluster groups in their student retention rate calculations. As such, comparison between prior year student retention rates and the 2015-2016 student retention rate is not recommended. The Ministry of Advanced Education and Skills Development will continue to work with institutions to refine the student retention rate indicator for future SMA Report Backs.

**Additional Information**

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above related to Student Retention Rate (up to 600 words approx.).

Retention numbers are based on the funding eligible full-time enrolment count submitted on November 1, 2015 *(N=5,173)* to the ministry's College Statistical Enrolment Report (CSER).

For 1st to 2nd Year retention calculation, the college removed students who began semester 1 in Winter 2015 from the 2015 2nd Year Full-Time Enrolment Headcount (these students attend through the summer semester to catch up with the Fall 2014 semester 1 cohort, therefore retention could show as greater than 100%). The college also removed any advanced standing programs that students would complete before Fall 2015 (students not available to be retained).

For 2nd to 3rd Year retention calculation, the college included only 6-semester (3-year) programs and removed any advanced standing programs as new students coming in to upper semesters are not a measure of retention. The college also removed School of Environmental and Natural Resource Sciences technology option programs, as students must apply to semester 5 of these programs after completing a technician option (again, students coming in to upper semesters are not a measure of retention).

**Highlights**

Please provide highlights of Sir Sandford Fleming College's activity in 2015-2016 that contributed to maintaining or improving retention rate. This could include a strategy, initiative or program viewed by Sir Sandford Fleming College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Below are examples of activities undertaken by our Schools and service areas that contributed to maintaining, or improving, retention rates:

Tutoring:

A new tutoring model was piloted at Fleming College's Sutherland campus through 2015-2016. This model offers one-on-one tutoring for all students, in all subjects, and allows students to book their tutor online using a product called WC-ONLINE. The pilot resulted in almost 3,600 tutoring sessions being booked throughout 2015-2016 by 606 students (an average of 6 bookings per year per student). This increased from 1,541 bookings in the previous year.

School of Business:

- 
- The implementation of the *Introduction to Business and Success Strategies (BUSN 188)* course improved 2015-2016 retention as well as the School's enhanced and ongoing monitoring of semester 1 to semester 2 attrition.

School of Health and Wellness:

- 
- Curricular changes in foundational Anatomy and Physiology courses are yielding increased retention in Health Science programs.

# 2d. Teaching and Learning - Work-Integrated Learning*

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

*DEFINITIONS:

According to HEQCO 2012, in general, work-integrated learning (WIL) is an umbrella term used to describe a range of educational activities that integrate learning within an academic institution with practical application in a workplace setting relevant to each student's program of study or career goals. WIL takes many forms, with varying degrees of integration and a multitude of characteristics.

The terminology and definitions used to describe a given WIL experience vary greatly from user to user. The WIL categories used for SMA reporting correspond to the same categories used on the program funding application's Program Delivery Information (PDI) table.

In should be noted that this report collects WIL experiences that are an integral part of the program and are available to all students in the program. The WIL experiences are required in order to complete the program, with the exception of optional co-op placements.

**Co-op work placement:** Education at Work Ontario (www.ewo.ca), a regional association of the Canadian Association for Co-Operative Education, defines a co-op program as follows: "A Co-operative Education Program is 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:

- 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 Co-operative 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 thirty percent of the time spent in academic study.

**Clinical placement:** Scheduled hours of activities intended to give students hands-on experience in a hospital or health care setting. This instructional setting is characterized by:

- activities that are an integral component of the curriculum of the program and necessary for the successful completion of the program, and

- activities in which students are continually supervised directly by college staff or individuals working on behalf of the college.

**Fieldwork:** (Part of the laboratory/workshop/fieldwork category on the PDI table) Scheduled hours of activities intended to give students hands-on experience. This instructional setting is characterized by:

- activities in which students are provided with instruction and are directly supervised by college staff, and

- settings outside college facilities in which individual students are required to use instructional equipment and/or supplies.

These settings do not include situations in which microcomputer labs are used for instruction of standard word processing, spreadsheet and database software packages or situations in which laboratories and workshops are used for convenience.

**Field placement/work placement:** Scheduled hours of activities intended to give students hands-on experience in the workplace and for which the students do not typically receive a regular salary or wage from the employer. Field placement/work placement is characterized by:

- activities that are an integral component of the curriculum of the program and are necessary for the completion of the program, and

- activities in which college staff do not directly supervise students and for which college staff undertake one or more of the following activities:

    ○ make periodic site visits,

    ○ ensure that assignments given to students and the work being done by students are suitable for the program,

    ○ monitor the students' progress in the placement activity,

    ○ help address problems encountered by students in the field or work placement activity, or

○ evaluate students' performance in the field or work placement activity.

**Mandatory college baccalaureate degree WIL:** A co-operative education work placement in all respects except that it is shorter than 30% of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for Sir Sandford Fleming College in 2015-2016:

| Co-operative Education Program Type (Mandatory) | Number of programs at Sir Sandford Fleming College with a Co-op Stream | Number of students at Sir Sandford Fleming College enrolled in a Co-op program |
|---|---|---|
| Certificate | 3 | 122 |
| Diploma | 4 | 129 |
| Advanced Diploma | 0 | 0 |
| Graduate Certificate | 3 | 47 |
| Degree in Applied Area of Study | N/A | N/A |

| Co-operative Education Program Type (Optional) | Number of programs at Sir Sandford Fleming College with a Co-op Stream | Number of students at Sir Sandford Fleming College enrolled in a Co-op program |
|---|---|---|
| Certificate | 0 | 0 |
| Diploma | 2 | 20 |
| Advanced Diploma | 0 | 0 |
| Graduate Certificate | 0 | 0 |
| Degree in Applied Area of Study | N/A | N/A |

| Clinical Placement Program Type | Number of programs at Sir Sandford Fleming College with clinical placements | Number of students at Sir Sandford Fleming College enrolled in a program with clinical placements |
|---|---|---|
| Certificate | 1 | 59 |
| Diploma | 2 | 320 |
| Advanced Diploma | 0 | 0 |
| Graduate Certificate | 0 | 0 |
| Degree in Applied Area of Study | N/A | N/A |

| Field Placement/Work Placement Program Type | Number of programs at Sir Sandford Fleming College with a Co-op Stream | Number of students at Sir Sandford Fleming College enrolled in a Co-op program |
|---|---|---|
| Certificate | 2 | 23 |
| Diploma | 26 | 1,278 |
| Advanced Diploma | 6 | 448 |

| | | |
|---|---|---|
| Graduate Certificate | 3 | 78 |
| Degree in Applied Area of Study | N/A | N/A |

| Fieldwork Program Type | Number of programs at Sir Sandford Fleming College with a Co-op Stream | Number of students at Sir Sandford Fleming College enrolled in a Co-op program |
|---|---|---|
| Certificate | 6 | 168 |
| Diploma | 10 | 911 |
| Advanced Diploma | 8 | 322 |
| Graduate Certificate | 7 | 118 |
| Degree in Applied Area of Study | N/A | N/A |

| Mandatory College Baccalaureate Degree Work Placement Program Type | Number of programs at Sir Sandford Fleming College with a Co-op Stream | Number of students at Sir Sandford Fleming College enrolled in a Co-op program |
|---|---|---|
| Degree in Applied Area of Study | N/A | N/A |

**Highlights**

Please provide highlights of Sir Sandford Fleming College's activity in 2015-2016 that contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples may include 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 Sir Sandford Fleming College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Work-Integrated learning numbers are based on the funding eligible full-time enrolment count submitted on November 1, 2015 *(N=5,173)* to the ministry's College Statistical Enrolment Report (CSER).

Below are examples of activities undertaken by our Schools that contributed to Work-Integrated Learning at Fleming College:

School of Environmental and Natural Resource Sciences:

- 
- The Ecosystem Management Technician program added a new Field Camp course to the 3rd semester
- New Co-op streams were added to programs, including the Fish and Wildlife and Forestry Technician programs
- The Fish and Wildlife Technician Program developed four (4) new field school experiences to be delivered in semester 3 of the program

Schools of Business, and Trades and Technology:

- 
- Hosted the *Community Innovation Forum* sponsored by Bell Canada for both Schools
- Introduced community-based projects for Trades programs
- Applied projects with industry partners occurred in both Schools
- Adoption of a four-month, full-time, field placement for incoming Business Administration - Accounting students when they reach their 6th semester of study

Haliburton School of Art and Design:

- 
- The Sustainable Building Design and Construction program completed a 1,200 sq ft solar energy teaching centre at Abbey

Gardens. This hands-on building project provided students with a real life experience, and the Haliburton community with the legacy of a sustainable building.

Schools of Health and Wellness, and Justice and Community Development:

- 
- Enhanced use of Applied Learning office, specifically Field Placement Liaison and Non-Academic Requirements processes in relation to experiential learning.
- Made recommendations for enhancing applied projects with endorsement by Academic Council
- Continued development and improvement of student/agency documentation related to applied learning opportunities

# 2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Sir Sandford Fleming College is asked to provide information on e-learning courses, programs and registrations in 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

# 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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A *Synchronous Conferencing program* describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

# e-Learning Course, Program and Registration Data
# Based on the definitions provided above, provide Sir Sandford Fleming College's eLearning data for 2015-2016:

| Course Data | Ontario College Credential | Other Credential |
|---|---|---|
| Number of ministry-funded courses offered through fully online learning | 286 | 395 |
| Number of ministry-funded courses offered through synchronous conferencing | 0 | 0 |
| **Total Number of ministry-funded, for-credit courses offered in e-Learning format** | 286 | 395 |

| Program Data | Ontario College Credential | Other Credential |
|---|---|---|
| Number of ministry-funded programs offered through fully online learning | 3 | 14 |

| | Ontario College Credential | Other Credential |
|---|---|---|
| Number of ministry-funded programs offered through synchronous conferencing | 0 | 0 |
| **Total Number of ministry-funded, for-credit programs offered in e-Learning format** | 3 | 14 |

| Program Registrations | Ontario College Credential | Other Credential |
|---|---|---|
| Number of registrations in ministry-funded programs offered through fully online learning | 2,507 | 4,320 |
| Number of registrations in ministry-funded programs offered through synchronous conferencing | 0 | 0 |
| **Total Number of registrations in ministry-funded, for-credit programs offered in e-Learning format** | 2,507 | 4,320 |

**Additional Information**

Describe methodology, survey tools, caveats and other information regarding the numbers reported above related to e-Learning Course, Program and Registration Data (up to 600 words approx.).

Currently, results are tabulated from data made available to the Registrar's Office and reflect registrations regardless of final grade.

Certificates (programs) are a blend of credit and non-credit courses except for Human Resource Management and Teacher/Trainer of Adults, and 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. This includes all courses by term for Fall 2015, Winter 2016 and Summer 2016 with an attribute of S (Ontario Learn) or W (Web), filtered for credit and non-credit. The Ontario College Credential registration number is pulled by filtering the post-secondary sessions. The other credential number is pulled by filtering for only Ontario Learn courses.

# Hybrid Learning*

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 50% of the course delivery should be online.

A _Hybrid Learning program_ is one in which 80% or more of its courses are hybrid learning courses.

**Additional Information**

Describe methodology, survey tools, caveats and other information regarding the numbers reported above related to Hybrid Learning Course, Program and Registration Data (up to 600 words approx.)

**Highlights**

Please provide highlights of Sir Sandford Fleming College's activity in 2015-2016 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Sir Sandford Fleming College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.)

Below are examples of activities that contributed to students' e-Learning experience and career preparedness at Fleming College:

School of Environmental and Natural Resource Sciences:

- 
- The GIS Application Specialist Graduate Certificate program introduced a remote delivery option. This synchronous model had 20+ students registered in the program in the 2015-2016 academic year. The delivery pilot was deemed a success and will be a

model for other programs to consider in the future.

<u>Digital Storytelling:</u>

Fleming College has worked to increase the presence of digital storytelling in its online spaces. Digital storytelling uses technology to add narrative to learning spaces, which increases engagement in, and retention of, course materials. Examples include using comic characters as ongoing examples/non-examples of what to do in the Observing and Identifying Ontario's Wildlife course. The strips are distributed throughout the course to make a graphic novel to accompany the course.

Another example is the use of case-based video scenarios in the Concepts in Health Care course, in which students learn about and work with the health care needs of different characters throughout the course. The stories of these characters serve as an anchor point for linking concepts and ideas throughout the courses.

<u>Creating and Fostering Community:</u>

An active community is an important aspect of online, blended, work-integrated, placement, and co-op learning opportunities. Several of our courses have made use of Twitter, Pinterest, Facebook, blogs, and web-conferencing to foster sharing, showcasing, peer review, and learning beyond the time spent in the classroom, or to go beyond the space in the Learning Management System (LMS). Current examples include:

- 
- Communication I and II courses were redesigned to include the creation of student and faculty blogs. The intent of these blogs is to make students' writing visible to each other, to give them an authentic audience to write for, to encourage them to comment on each other's work, and so they can receive feedback on their successive drafts and progressive assignments.
- Several programs in the Health and Education cluster have adopted the use of social media applications for a variety of reasons:

  Pinterest has been used extensively in our Early Childhood Education (ECE) program so that students can share the boards they create as they plan for events, programs, and assignments.Twitter is used to take the conversation outside of the classroom and LMS walls and invite the world into their learning. Class hashtags are created so that students can easily follow along with what is happening in real time.Web-conferencing has been used to stay in touch with students who are out on placement, projects, co-op, etc. Faculty can meet with their students to go over issues or assignments, check in, or host timely learning sessions.

<u>Games</u>

Gamification of course material can provide learners with a fun, engaging and motivating way to interact with content and/or other learners. So far, Fleming College has developed and implemented two games for learners to use on their own time to engage with the content:

- 
- The periodic table of elements is the setting of the first game, in which students learn Chemical Nomenclature. This game was developed for our Introductory Chemistry course.
- The second game is set in the various habitats of Ontario. It is a virtual road trip through Ontario, in which students practice learning about different habitats and the wildlife they may find there. This game was developed for students in the School for Environmental and Natural Resources Sciences, with plans to develop a suite of natural resource identification games.

# 3. Student Population

This component highlights Sir Sandford Fleming College's contributions to improve access and success for underrepresented groups (Students with disabilities, First Generation, Indigenous, and French-language students).

| Full-Time Students | # of Students |
|---|---|
| The total full-time headcount enrolment* at Sir Sandford Fleming College in 2015-2016: | 5,741 |

*Headcount*
*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time students, both **eligible and ineligible for ministry funding**, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).*

# 3a. Under-Represented Students: Students with disabilities*, First Generation*, Indigenous and French-Language* Students

*Note: Please do not include International students in the calculations below.

*Students with disabilities*
*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 Sir Sandford Fleming College's annual report to the Ministry for the Accessibility Fund for Students with disabilities (AFSD).*

| Students with disabilities | # of Students | Percentage |
|---|---|---|
| The total number of full-time students with disabilities at Sir Sandford Fleming College who registered with the Office for Students with disabilities and received support services in 2015-2016: | 900 | |
| The total indicated above as a comparative % of Sir Sandford Fleming College's 2015-2016 full-time enrolment headcount: | | 15.68 |
| The total number of part-time students with disabilities enrolled at Sir Sandford Fleming College in 2015-2016: | 0 | |

**Highlights**

Please provide highlights of Sir Sandford Fleming College's activity in 2015-2016 that capture contributions to improve access, and success for students with disabilities (up to 600 words approx.)

The Counselling and Accessible Education Services (CAES) website was updated to reflect the Human Rights Commission directive to create Medical Documentation Guidelines that do not require students to disclose their mental health diagnosis to Accessible Educations Services for the purposes of securing academic accommodations.

Fleming has created and hired a new Learning Strategy Advisor position. For the first time, the College has a Learning Strategy team made up of all full-time employees. This will ensure the development of a strong, consistent learning strategy team.

Further, CAES has been developing an on-line resource guide for students. The department is also increasing the staffing compliment in its Assistive Technology services to expedite meeting students' technology needs.

CAES has moved to an on-line booking system for Learning Strategies. Now students can book appointments if and when they need them at their convenience.

Last year the CAES department started, and will continue to offer, an education and social support group for students with Autism Spectrum Disorder at the Frost Campus. It was met with great success and this year it is expanding with the offering of a similar group for students at the Sutherland Campus.

This year saw the introduction of Mental Health Initiative Groups at both the Sutherland and Frost campuses. They have led high profile events to promote the development of positive mental health, reduce stigma and foster of resilience. Events included Bell Let's Talk, Mental Health Awareness Week, Stay Calm and Study On, Health Fairs, Substance Use Awareness and weekly meditation sessions.

### First Generation Students

*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 have not necessarily 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).

| First Generation Students | # of Students | Percentage |
|---|---|---|
| The total number of full-time First Generation students enrolled at Sir Sandford Fleming College in 2015-2016: | 1,806 | |
| The total indicated above as a comparative % of Sir Sandford Fleming College's 2015-2016 full-time enrolment headcount: | | 31.46 |
| The total number of part-time First Generation students enrolled at Sir Sandford Fleming College in 2015-2016: | 0 | |

### Highlights

Please provide highlights of Sir Sandford Fleming College's activity in 2015-2016 that capture contributions to improve access, and success for First Generation students (up to 600 words approx.).

A First Generation parents and supporters communications strategy was implemented, including, but not limited to, monthly e-mails, and Fleming College content in the parent and supporters' resource *The Fleming Student Advocate.*

There was a 91.4% semester 1 to semester 2 retention rate of First Generation students who attended the College's Welcome Days transition support event days.

As well, there was an increase in readership for the Student Health101 publication, focusing on First Generation services and supports. The articles included tips for transitioning to college, student leadership and engagement opportunities, student leader profiles, first generation staff and faculty tips for hanging on when students are challenged, and first generation staff profiles.

Fleming College and Algonquin College partnered to host a provincial gathering in Ottawa, for College First Generation Student Success professionals. Attended by Fleming's Ministry representative, and cross-college leadership, a community of practice was established and a network of committed support staff was identified. Many promising practices were documented and shared across the province. This gathering will now become an annual PD event.

### Indigenous Students

*DEFINITION: Indigenous 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, languages, cultural practices and spiritual beliefs.*

| Indigenous Students | # of Students | Percentage |
|---|---|---|
| The total number of full-time Indigenous students enrolled at Sir Sandford Fleming College in 2015-2016: | 184 | |
| The total indicated above as a comparative % of Sir Sandford Fleming College's 2015-2016 full-time enrolment headcount: | | 3.21 |
| The total number of part-time Indigenous students enrolled at Sir Sandford Fleming College in 2015-2016: | 0 | |

### Highlights

Please provide highlights of Sir Sandford Fleming College's activity in 2015-2016 that capture contributions to improve access, and success for Indigenous students (up to 600 words approx.).

Fleming partnered with the Trent University Native Association and hosted a Student Welcoming Celebration at Del Crary Park, located in downtown Peterborough. This welcoming event brought members of community and new students together in the spirit of welcoming them to Peterborough and our learning institutions. Song and dance and local Elders, community members and vendors played a key cultural role.

On-campus traditional events, including Elder visits to campus, Traditional Knowledge Keepers in classrooms, professional development workshops, tipi and other ceremonial events, all provided evidence of cultural content and advancement in Indigenous Knowledge.

Student success staff, who are co-located with our Aboriginal Lounges, brought on-site assistance for many Aboriginal students that were in need of direction, mentoring and general student life support.

### French-Language Students

*DEFINITION: A student is considered a French-language student if the student meets at least one of the following criteria -*
1) *The student's mother tongue is, or includes French (the student is a Francophone);*
2) *the student's language of correspondence with the institution is French;*
3) *the student was previously enrolled in a French-language education institution; or*
4) *the student was enrolled in a postsecondary program delivered at least partially in French.*

| French-Language Students | # of Students | Percentage |
|---|---|---|
| The total number of full-time French-Language students enrolled at Sir Sandford Fleming College in 2015-2016: | 0 | |
| The total indicated above as a comparative % of Sir Sandford Fleming College's 2015-2016 full-time enrolment headcount: | | 0.00 |
| The total number of part-time French-Language students enrolled at Sir Sandford Fleming College in 2015-2016: | 0 | |

### Highlights

Please provide highlights of Sir Sandford Fleming College's activity in 2015-2016 that capture contributions to improve access, and success for French-Language students (up to 600 words approx.).

Not applicable.

### Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

Students with Disabilities:

The Students with Disabilities numbers are derived from the ministry AFSD/SAWD 2015-16 report. The college's Counselling and Accessible Education Services Department uses Clockwork, a scheduling and data collection platform, to obtain numbers for this report. Information about part-time student status and international student status is not tracked through this platform; therefore it is not possible to completely exclude these two student groups (it is unlikely that many international students would access services for students with disabilities).

First Generation Students:

First Generation student numbers are determined in three ways: OCAS indicator; a First Year Student Survey administered by Fleming Data Research; and an in-house self-identification process when students access services (tracked through ORBUS).The number reported here represents the unique count of First Generation students who attended Fleming full-time in Summer 2015, Fall 2015 and/or Winter 2016 (if a student attended in more than one term, they were counted only once). Includes international students; excludes dual-credit and apprenticeship students.

Indigenous Students:

Indigenous student numbers are determined in three ways: OCAS indicator; a First Year Student Survey administered by Fleming Data Research; and an in-house self-identification process. The number reported here represents the unique count of Indigenous students who attended Fleming full-time in Summer 2015, Fall 2015 and/or Winter 2016 (if a student attended in more than one term, they were counted only once).

French-Language Students:

Not applicable.

# 3b. Student Population - International Students

*International Students*

*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 November 2015 at Sir Sandford Fleming College.*

| International Students | # of Students | Percentage |
|---|---|---|
| Sir Sandford Fleming College reported to the ministry full-time international enrolment* in 2015-2016: | 435 | |
| The total indicated above as a comparative % of Sir Sandford Fleming College's 2015-2016 full-time enrolment headcount: | | 7.58 |
| Sir Sandford Fleming College's 2015-2016 part-time international enrolment is | 4 | |

**Additional Information**

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

International student numbers are confirmed via a PeopleSoft / Evolve enrolment reporting tool.

**Highlights**

Please provide highlights of Sir Sandford Fleming College's activity in 2015-2016 that contributed to maintaining or improving the international student experience at Sir Sandford Fleming College. This could include a strategy, initiative or program viewed by Sir Sandford Fleming College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Fleming developed a comprehensive multi-year Internationalization Plan through the work of the International Education Committee. The plan includes 4 Pillars: *International Student Supports and Success, International Student Recruitment, Inter-Cultural Competence,* and *International and Community Engagement* as well as multi-year objectives for each pillar. The plan provides focus and clarity for international efforts. Early progress was made on objectives related to each of the four (4) pillars, with highlights including expansion of recruitment efforts to other countries including Vietnam, exceeding enrollment growth targets and revamping of the International Orientation program.

Student feedback about the international orientation program (solicited by survey) was very positive.

Significant emphasis was placed on supporting the development of English Language skills of Syrian Refugees. Language Instruction for Newcomers to Canada (LINC) classes were increased from two (2) to four (4) offerings with Government support. A scholarship program was also created to support movement of LINC graduates with English preparation to facilitate entry into post-secondary programs.

Fleming also received its first group of teachers funded by the Panamanian Government for a two month ESL and Teacher Training program.

International Business Management and Project Management students within the School of Business complete their programs at the end of the fall, winter and spring terms. Official convocation, however, only occurs once each year at the end of the winter term. Therefore, to recognize the accomplishments of our international graduates who are not present for Fleming College's official convocation, the College hosts individual graduation ceremonies. These events are video-taped and made available to the families and friends of our graduating students.

During the spring term, Fleming hosts a barbecue for its international students. These initiatives help to make international students feel welcome and appreciated, leading to an enhanced overall impression of Fleming College and, in turn, positively impact future enrollment.

# 3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

*Definition: Receives OSAP is the number of OSAP awards, including any student at Sir Sandford Fleming College who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

| Proportion of an institution's enrolment that receives OSAP | # of Students | Percentage |
|---|---|---|
| Sir Sandford Fleming College's 2015-2016 proportion of an institution's enrolment that receives OSAP is | 3,854 | 74.50 |

**Additional Information**

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

All OSAP data is reported based on established ministry criteria.

# 4. Program Offerings

This component articulates the breadth of programming, enrolment, and credentials offered, along with program areas of institutional strength/specialization, including any vocationally-oriented mandates.

    a. Concentration of full-time enrolment headcount* at colleges by occupational cluster and by credential

    b. Institution's system share of full-time enrolment headcount by occupational cluster and by credential

*DEFINITION: <u>Headcount</u> is the un-audited 2015-2016 full-time funding eligible enrolment count submitted on November 1, 2015 by Ontario publicly funded colleges to the ministry's College Statistical Enrolment Report (CSER). Headcount does not include part-time, funding ineligible, nursing, Second Career, apprentice or international students.*

| Occupational Cluster (Credential Level) | # of students in a program as a % of total # of students across all programs at Sir Sandford Fleming College | Sir Sandford Fleming College's share of system-wide enrolment in each PROGRAM |
|---|---|---|
| **Refer to complete list below:** | | |
| Applied Arts - Art (Certificate) | 0.77 | 3.75 |
| Applied Arts - Art (Diploma) | 0.68 | 10.77 |
| Applied Arts - Art (Post-Diploma Certificate) | 1.14 | 67.05 |
| Applied Arts - Child/Youth Worker (Advanced Diploma) | 2.67 | 2.85 |
| Applied Arts - Crafts (Certificate) | 0.14 | 18.92 |
| Applied Arts - Developmental Services Worker (Diploma) | 1.16 | 3.81 |
| Applied Arts - Education (Diploma) | 3.54 | 2.49 |
| Applied Arts - Fashion (Diploma) | 0.37 | 0.92 |
| Applied Arts - Horticulture (Certificate) | 1.33 | 68.32 |
| Applied Arts - Horticulture (Diploma) | 0.73 | 8.39 |
| Applied Arts - Law and Security (Advanced Diploma) | 1.51 | 100.00 |
| Applied Arts - Law and Security (Diploma) | 8.16 | 4.22 |
| Applied Arts - Law and Security (Post-Diploma Certificate) | 0.79 | 13.40 |
| Applied Arts - Media (Certificate) | 0.17 | 1.64 |
| Applied Arts - Media (Post-Diploma Certificate) | 0.39 | 2.75 |
| Applied Arts - Preparatory/Upgrading (Certificate) | 4.31 | 2.05 |
| Applied Arts - Recreation/Fitness (Diploma) | 2.01 | 2.61 |
| Applied Arts - Recreation/Fitness (Post-Diploma Certificate) | 0.37 | 6.67 |
| Applied Arts - Social Services (Diploma) | 4.95 | 3.86 |
| Business - Accounting/Finance (Advanced Diploma) | 1.33 | 1.60 |
| Business - Business Legal (Diploma) | 1.86 | 2.93 |
| Business - Business Management (Advanced Diploma) | 1.82 | 2.87 |
| Business - Business Management (Diploma) | 0.91 | 1.36 |

| | | |
|---|---|---|
| Business - Business Management (Post-Diploma Certificate) | 0.17 | 1.41 |
| Business - Culinary Arts (Certificate) | 0.15 | 0.97 |
| Business - Culinary Arts (Diploma) | 0.35 | 0.76 |
| Business - Hospitality Management (Diploma) | 0.43 | 1.18 |
| Business - Human Resources/Industrial Relations (Advanced Diploma) | 0.89 | 2.73 |
| Business - Marketing/Retail Sales (Advanced Diploma) | 1.04 | 3.26 |
| Business - Marketing/Retail Sales (Diploma) | 0.85 | 1.84 |
| Business - Office Administration (Certificate) | 0.29 | 2.26 |
| Business - Office Administration (Diploma) | 0.27 | 1.74 |
| Business - Office Administration - Health (Diploma) | 0.93 | 2.62 |
| Business - Travel/Tourism (Certificate) | 0.17 | 23.08 |
| Business - Travel/Tourism (Diploma) | 2.07 | 5.05 |
| Health - Health - Miscellaneous (Diploma) | 1.28 | 3.96 |
| Health - Health Technology (Advanced Diploma) | 1.70 | 2.37 |
| Health - Health Technology (Diploma) | 2.53 | 6.07 |
| Health - Nursing Related (Certificate) | 1.14 | 3.33 |
| Health - Nursing Related (Diploma) | 4.91 | 3.59 |
| Technology - Automotive (Certificate) | 2.32 | 23.26 |
| Technology - Automotive (Diploma) | 0.14 | 0.63 |
| Technology - Chemical/Biological (Advanced Diploma) | 2.78 | 7.32 |
| Technology - Civil (Certificate) | 0.72 | 5.08 |
| Technology - Civil (Post-Diploma Certificate) | 1.12 | 30.69 |
| Technology - Electronics (Advanced Diploma) | 0.77 | 0.68 |
| Technology - Electronics (Certificate) | 0.85 | 4.24 |
| Technology - Electronics (Diploma) | 3.05 | 3.96 |
| Technology - Furniture/Wood Products (Diploma) | 1.06 | 7.80 |
| Technology - Geology/Mining (Diploma) | 0.93 | 36.64 |
| Technology - Instrumentation (Diploma) | 0.50 | 30.23 |
| Technology - Mechanical (Certificate) | 0.83 | 3.89 |
| Technology - Mechanical (Diploma) | 1.16 | 2.50 |
| Technology - Resources (Advanced Diploma) | 2.07 | 22.48 |
| Technology - Resources (Certificate) | 0.83 | 53.75 |
| Technology - Resources (Diploma) | 16.84 | 45.84 |
| Technology - Resources (Post-Diploma Certificate) | 0.91 | 23.86 |
| Technology - Technology Miscellaneous (Certificate) | 1.35 | 9.93 |
| Technology - Welding (Certificate) | 0.43 | 3.85 |
| Technology - Welding (Diploma) | 1.06 | 15.49 |

| c. Number of apprentices, pass/fail rate and annual funding in each trade | Number of Apprentices | Pass/Fail Rate | Annual Funding |
|---|---|---|---|

**Trade - Refer to complete list below:**

| | Number of Apprentices | Pass/Fail Rate | Annual Funding |
|---|---|---|---|
| Exam Prep | 36 | 50.00 | $12,844.80 |
| Electrician - Construction and Maintenance | 104 | 100.00 | $228,445.60 |
| General Carpenter | 136 | 91.00 | $256,628.08 |
| Cook | 6 | 100.00 | $19,512.48 |
| **Total** | 282 | | $517,430.96 |

**Highlights**

Please provide highlights of Sir Sandford Fleming College's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Sir Sandford Fleming College to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The new program development process continued to be refined to ensure quality programs are developed and launched. This past year, a section was inserted in the business case proposal template entitled *Delivery Mode*. The inputs in this section are to ensure the person who proposes the program thinks about how to best deliver the program. It also allows the new program development review board to compare programs, ask questions, make suggestions, etc. to start to drive alternative delivery practices in new programs. This could be hybrid learning, use of technology in classrooms in new and unique ways, etc.

On the program review side, the Integrated Program Planning (IPP) tool is still being used to drive decisions on existing programs that include improving quality (KPIs). To further support improving quality and the IPP process, a new power pivot chart that integrates all available quality data on a program by program basis was developed to help Deans, Chairs, and Faculty look at very specific aspects of program quality as well as historical trends.

# 5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system.

This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors, as well as metrics related to transfer student satisfaction or outcomes.

Development of these metrics will be done in partnership with the sector and ONCAT.

**Transfer applicants and registrants**

**The ministry is using the following data from the College Graduate Outcome Survey @ 6 Months to inform the latest trends in college to university student transfers**

| Year | Total # of Sir Sandford Fleming College graduates who participated in Graduate Survey (A) | # of Sir Sandford 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 Sir Sandford 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) |
|---|---|---|---|---|---|---|
| 2011-2012 | 2,021 | 109 | 5.39 | 57,701 | 3,463 | 6.00 |
| 2012-2013 | 1,935 | 127 | 6.56 | 57,462 | 3,424 | 5.96 |
| 2013-2014 | 1,775 | 98 | 5.52 | 54,467 | 3,003 | 5.51 |
| 2014-2015 | 1,562 | 64 | 4.10 | 52,039 | 2,465 | 4.74 |
| 2015-2016 | 1,465 | 70 | 4.78 | 46,244 | 2,047 | 4.43 |

| Per the College Graduate Outcomes @ 6 Months data reported in 2015-2016 (based on 2014-2015 graduates), | Percentage |
|---|---|
| The percentage of Sir Sandford Fleming College students who were satisfied or very satisfied with academic preparation for university was | 93.9 |
| The percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was | 82.1 |

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.

**Highlights**

Please provide highlights of Sir Sandford Fleming College's activity in 2015-2016 that contributed to ensuring that students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Sir Sandford Fleming

College to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Fleming College is continuing to build its articulation portfolio with strategic partners. In the 2015-2016 academic year, Fleming had twelve (12) new or renewed agreements and eleven (11) agreements in progess with provincial, national, and international partners.

Fleming College hosted its first *Next Steps Student Pathways Fair* in February 2016 at its Frost and Sutherland campuses. The fair had representation from 24 unique institutions from Ontario, Alberta, New Brunswick, British Columbia, Michigan, and Ireland. The organization and delivery of the event received positive feedback from students, vendors, and the broader College community.

Fleming College's external Education Pathways website has remained current and continually updated as the articulation portfolio grows. In addition, the College has committed to placing all memorandums of understanding and articulation, credit transfer, and exchange agreements on Fleming's Affinity internal department websites for faculty, administration, and support staff to increase transparency.

Front-line service and related advice to students regarding transfer credit opportunities is much improved from the past and occurs earlier in the student cycle than was possible before. In response to all student requests for transfer credit, the Coordinator provides one-on-one transfer advice. 2015-2016 system improvements enable the Coordinator to approve credit on the spot for those courses with approved equivalencies.

Additionally, the Transfer Credit Coordinator actively participated in additional front-line advice initiatives to increase general student awareness regarding transfer credit opportunities.

# 6. Financial Sustainability

| 1. Annual Surplus/(Deficit) - (revenue - expenses) | Amount | Benchmark | |
|---|---|---|---|
| Annual Surplus/(Deficit) | 2,742,453 | 0 | |

| 2. Accumulated Surplus/(Deficit) - (unrestricted net assets + investments in capital assets) | Amount | Benchmark | |
|---|---|---|---|
| Accumulated Surplus/(Deficit) | 7,744,688 | 0 | |

| 3. Quick Ratio (current assets) / (current liabilities) | Amount | Benchmark | |
|---|---|---|---|
| Current Assets/Current Liabilities | 1.34 | 1.00 | |

| 4. Debt to Assets Ratio (debt) / [(assets) - (equity adjust)] | Percentage | Benchmark | |
|---|---|---|---|
| Debt/Assets | 27.34 | 35.00 | |

| 5. Debt Servicing Ratio (interest expense + principal payments) / (revenue) | Percentage | Benchmark | |
|---|---|---|---|
| Total Debt Serviced/Revenue | 1.36 | 3.00 | |

| 6. Net Assets to Expense Ratio (net assets) / (expenses) | Percentage | Benchmark | |
|---|---|---|---|
| Net Assets/Expenses | 80.55 | 60.00 | |

| 7. Net Income to Revenue Ratio (revenue - expenses) / (revenue) | Percentage | Benchmark | |
|---|---|---|---|
| Net Income to Revenue | 2.56 | 1.50 | |

**Highlights**

Please provide one or more highlights that demonstrate Sir Sandford Fleming College's commitment to continued financial sustainability.

In 2015-2016, Fleming College continued to progress in improving its financial sustainability. The College ended the year with a $2.7 million surplus, primarily as a result of increased International student enrollment as well as through generating other ancillary revenues and deploying proactive cost management strategies across the College.

The College also initiated a new long-range planning process in the year, which will facilitate earlier identification of financial trends over a rolling 4 year horizon. This supported the College's further development of its Integrated Planning and Lean initiatives, as well as the launch of a new continuous improvement initiative called the Meta Project which we are confident will generate further financial strategies to ensure that the College remains financially sustainable.

# 7. Attestation

| By submitting this report to the ministry: | Checkbox |
|---|---|
| Sir Sandford Fleming College confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Sir Sandford Fleming College's Executive Head. | ☑ |

| For additional information regarding Sir Sandford Fleming College's 2015-2016 SMA Report Back please contact | Information |
|---|---|
| Name: | Sonia Crook |
| Telephone: | 705 749 5530 x 1338 |
| Email: | sonia.crook@fleming college.ca |

| Please indicate the address on Sir Sandford Fleming College's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry | Information |
|---|---|
| Website: | https://flemingcollege.ca/PDF/SMA-Report-Back-2016.pdf |