

STRATEGIC MANDATE AGREEMENT 2013



Fleming College

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Submitted to the Ministry of Training,
Colleges and Universities

December 2013



SIR SANDFORD FLEMING

Famous Canadian Engineer, Cartographer, Innovator and Visionary

Original bronze sculpture by Phil White, Dominion Sculptor of Canada and Fleming alumnus



PURPOSE/INTENT

This updated Strategic Management Agreement (SMA) builds on our 2012 submission. It makes specific the role that Fleming will play in advancing the Ministry of Training, Colleges and Universities' Differentiation Policy. It is rooted in the three objectives of the Colleges and Universities Act (2002), namely (1) to offer a comprehensive program of career-oriented, post-secondary education and training, (2) to meet the needs of employers and the changing work environment and (3) to support the economic/social development of our communities.

The document demonstrates the strong alignment between Fleming's goals and those of the Province of Ontario. It includes target metrics in each section as a starting point for discussion with the MTCU and with other stakeholders as we engage in the process of developing a final SMA. In particular, it:

- ▲ builds on our strengths and the vital role we play in the regional economy
- ▲ outlines how we will maximize access and quality for our student population
- ▲ affirms program strength in natural resources and environmental sciences, trades and technology and arts and heritage
- ▲ commits to affordability and sustainability in the current economic environment
- ▲ reflects our intention to make a unique contribution to Ontario's PSE system

THE FLEMING DIFFERENCE

Fleming already plays a strong role in Ontario's post-secondary education system by virtue of our location, our pivotal role in the regional economy, our specialized programs in the environmental and natural sciences and the access/pathways we offer for entry and continued learning. Our strategy will enhance that role, building on four mutually reinforcing differentiators: (1) alignment with regional economic needs and collaboration with the employers, governments and communities we serve; (2) high quality programs and multiple pathways that make it easy for students to enter and to ladder to further education; (3) program specialization in environmental and natural resource sciences and several other niche sectors; and (4) an operational model characterized by financial and environmental sustainability.

■ Goal 1: Social and Economic Development

Fleming is located in the heart of Central Eastern Ontario serving Peterborough City and County, The City of Kawartha Lakes, Haliburton County and Northumberland County. The region is a complex mix of high density, rural and remote areas. We contribute to Ontario's prosperity as

VISION

Students succeeding through personalized learning. Innovation and achievement powered by people.

MISSION

Fleming champions personal and career success through applied learning. We contribute to community success and sustainability through programs, services and applied research.

VALUES

- ▲ The student learning experience is our first priority
- ▲ We value people and community
- ▲ Fleming is committed to a sustainable future
- ▲ We are inspired by Sir Sandford Fleming to innovate with vision and implement with excellence

a vibrant economic region in its own right, and as the eastern flank of the GTA – a role that will grow with the Province’s investment in transportation and infrastructure. It offers a desirable combination of a strong sense of community, proximity to services, easy access to the GTA, natural beauty and affordable housing.

The College is the primary provider of applied post-secondary education and training for the region and for the three First Nations communities located in the area. Our campuses are hubs for education and community development that strengthen the socio-economic health of the region. We also contribute to economic development through leading applied research work, particularly in the area of alternative wastewater treatment. More broadly, the College is a leader and a catalyst for applied research and innovation in the region, adding essential knowledge and capacity.

Differentiation Strategy 1: Drive Prosperity in the Region through Responsive Labour Force Development and Innovation

Job-Ready Graduates. Fleming is the primary educational partner for employers in the region, providing them with job-ready graduates to meet the evolving demands of the regional labour market and offering the in-service training and continuing education their employees need. Sixty percent of our programs are focused on core sectors of the regional economy including technology and skilled trades, health and community development, business and justice studies, and general arts.

Forty percent of our students come from the region and many find jobs in the region following graduation. The region is the preferred destination for many commuters, retirees and tourists. The demand for housing and services, particularly health and senior care, will grow significantly by 2019. In response, we will shape our program portfolio to generate more graduates with skills in health care, community services, technology and the trades.

Skilled Trades. The Kawartha Trades and Technology Centre will open at our main campus in 2014. It will serve as a regional hub for trades education and training. We anticipate it will serve 1,000 Fleming students, employers and secondary school students annually, ensuring the region has the skills required for steady economic growth.

Dual Purpose Infrastructure. The St. Joseph’s at Fleming long-term care facility represents a valued addition to the region’s health care system and offers multiple field learning opportunities on campus. Also at the Sutherland campus is the Peterborough Sport and Wellness Centre, a \$14M facility serving our students and the community at large. Students give Fleming the highest athletics and recreation KPI scores in the province, yet it is the lowest cost college athletics facility, a result of this innovative partnership.

In 2013, Fleming partnered with the City of Peterborough, the Fleming Student Administrative Council and the Peterborough Youth Soccer Club to open a \$6.07M new sports field complex. The fields are FIFA 1 Star certified and the facilities include a field house with public washrooms and four change rooms. The complex will be home to Fleming’s varsity teams and intramural sports programs, and local minor sports organizations.

Going forward, Fleming will continue to leverage these partnerships, which lower the cost of cap-

ital development, create new multi-purpose infrastructure and enable the integration of education, work and community development, while seeking emergent opportunities to replicate them.

Innovation and Sustainability. Fleming ranks 11th in applied research among Ontario colleges and this portfolio is growing. Our Centre for Alternative Wastewater Treatment (CAWT) is a world-class water research facility that offers a full spectrum of applied research services (proof of concept/technology development/piloting/demonstration/problem-solving). It includes outdoor research test cells, 20 ponds, an indoor testing facility, an environmental chamber, and an advanced analytical laboratory (soon to be ISO 17025 accredited). CFI/ORF awarded it \$1.6M to expand its lab infrastructure. NSERC has contributed \$1.75M and CAWT has leveraged a further \$1.85M from a consortium of regional SME's and economic development bodies for current projects. CAWT constitutes a key instrument for the wastewater industry and a vital resource for the protection and sustainability of the Province's most precious resource.

Economic Impact. The College itself is an important engine of regional economic development. We provide good jobs for 500 full-time and 730 part-time employees. The economic impact of its expenditures exceeds \$126M annually and the economic benefit of student expenditures is \$90M per year.

Table 1: Regional Impact

Metric	2013	2019
Graduate employment rates	84.3	86.0
Employer satisfaction rates	93.8	95.0
Trades/Tech Enrolment	451	650
Applied Research Projects	\$1.5M	\$3.0M
Economic Impact	\$216M	\$250M

■ Goal 2: High Quality Educational Experience

We invest in quality. We have implemented three strategies designed to elevate the quality of the student experience: an Applied Learning Enhancement Strategy, a Revised Academic Advising Model and an e-Learning Strategy. Every faculty member is assigned a 7-week block to devote to program review, curriculum development/renewal and professional development. We will drive more student-centred and online learning with our new Learning Management System and extensive faculty training. PQAPA has conducted two quality assurance reviews in the last five years and in each case cited numerous commendations and only two recommendations for improvement.

Our Core Promise to Students. Our core promise articulates our commitment to personalized pedagogy, work-integrated learning and student success. KPI results demonstrate the consistent quality of the learning experience at Fleming. For the past three years, the School of Environmental and Natural Resource Sciences has maintained first quartile provincial ranking on Overall Quality of Learning, Quality of Lab and Shop Learning and Quality of the Overall College Experience. Similarly, the Haliburton School of The Arts achieved first quartile ranking on Quality of Lab and Shop Learning. Our School of Community Development and Health ranks in the first quartile on the Quality of Field Placement and Clinical Experiences.

Students give highest marks for:

- ▲ placements that hone interview skills and work experience that leads to job offers
- ▲ curriculum that is relevant and current
- ▲ soft skills in communication and relationship building
- ▲ teachers who motivate, encourage innovative thinking and help them get to where they want to go

We build spaces and environments that reflect the character of the programming and the community where they are located. The Frost Campus in Lindsay, home to a nationally recognized portfolio of environmental education programs, is a model of sustainability. The Haliburton School of The Arts features multi-purpose studios in a setting designed to spark inspiration and creativity.

Our differentiation strategy builds on this established commitment to high quality learning characterized by a personalized approach and by student-centred strategies including work-integrated learning, hybrid learning and a differentiated program portfolio.

CORE PROMISE TO STUDENTS

At Fleming, you become part of a learning community. We engage you in personalized learning and provide personalized support. Set in welcoming communities, our smaller campuses provide a friendly environment where people know your name.

Close relationships, high expectations and a hands-on, minds-on learning experience help you develop the knowledge and skills, attitudes and values that lead to success at work and in life.

From here, you can go anywhere as you begin or change your career. Or, through well-developed educational pathways, you can pursue further educational opportunities.

You will experience first-hand our commitment to innovation in programs and practices, and to building sustainable, healthy futures for our people, communities and environment.

Differentiation Strategy 2: Instill Work/Community-Integrated and Hybrid Learning as Core Components of Fleming's Teaching/Learning Practice

Learning By Doing. Work/Community-Integrated Learning (WIL) connects students and employers “on the ground”. It focuses the learning agenda and opens doors to employment. It is an explicit element of most programs at Fleming. WIL gives employers first-hand exposure to new talent and a direct role in the curriculum. Students gain real-life applied knowledge and skills. Our Applied Learning Enhancement Strategy promises that all programs have a substantive WIL component and that standards and protocols are in place to guide the successful participation of faculty, students and employers. This strategy will ensure the readiness of graduates for work, extend and deepen our collaboration with employers, develop new levels of education and work integration, and contribute to regional economic development.

Student-Centred Learning. We recognize that online and hybrid learning must be a core element of our teaching and learning practice. Our goal is to offer more ways for learners to learn, to shift the teaching process from content acquisition to the development of learning skills, to offer students more flexibility and to make more effective use of faculty and student time. Online learning

matches the expectations of today’s students, who function largely in an online world. Increased on-line delivery will also reduce the demand for physical space and related operating and capital costs.

Fleming will ensure that online learning is an essential component of all programs by 2019. As part of its commitment, Fleming will collaborate with Confederation and Northern colleges to convert a minimum of four programs to hybrid-remote delivery over the next five years. The project will (1) open these programs to Confederation and Northern students without duplicating the development and operating costs, (2) enable Fleming to acquire the required skills in hybrid-remote delivery from Confederation and Northern at low cost, and (3) leverage investment in curriculum, faculty training and equipment for remote delivery for the conversion of other programs by 2019.

Differentiation Strategy 3: Build a Differentiated Portfolio That Meets Regional Demand and Includes Program Specialization

Fleming’s program portfolio will have three dimensions of differentiation:

Region Specific. The core of our program portfolio (60%) will continue to focus on the evolving needs of the regional labour market and providing easy access to entry-level PSE for students in the region. The portfolio will include technology and skilled trades, health sciences, community development, business and justice studies and general arts.

Table 2: Learning

Metric	2013	2019
Student Satisfaction	76.9	79%
Graduation Rates	65.7	68%
Retention Rates	75%	78%
Work Integrated Learning (program hours)	71%	100%

A Centre Of Excellence In Environmental And Natural Resource Sciences. Our School of Environmental and Natural Resource Sciences will be our flagship differentiator representing approximately 28% of our program portfolio. It attracts over 80% of its students from outside the region and has an approximate 40% market share among Ontario colleges. Its 30+ programs are foundational to the field. Specializations in Environmental & Ecosystem Studies, Forestry, Water Management, Fish and Wildlife, Drilling and Blasting, Heavy Equipment, Geographic Information Systems and Geosciences reflect the scope of programming. The curriculum is built on active learning and outdoor field work where students undertake real-time projects. Leading employers look to our graduates for the best and brightest in prospective new hires.

The School boasts some of the best facilities in the province for applied research and training. Since 2000, the province and our partners have invested \$27M to build a new teaching wing, establish CAWT; and upgrade our facilities, including our fish hatcheries, pathology and biodiversity labs, green roof and the new Parnham Training Centre.

The growing demand for precious natural resources and the challenge to ensure the sustainability of our eco-system is driving a growing demand for qualified workers for the “green economy.” Ontario needs two key assets: savvy in engineering the earth’s development and wisdom in stewarding these limited resources. We will deliver both.

Niche Programs. The balance of our portfolio (15 programs) will deliver a suite of high-value, specialized programs including our Haliburton School of The Arts, Museum Management, Cultural Heritage Conservation and Management, and Sustainable Building Design and Construction programs. These programs provide unique opportunities for careers in visual arts, heritage arts and sustainable building and have demonstrated national appeal for both students and employers. They attract over 80% of their students from across Ontario and beyond, including 150 full-time students enrolled in compressed programs where a studio mode of learning permits completion of two semesters of study in 15 weeks. In addition, 2,500 part-time students annually enrol in week-long, weekend and one-day arts workshops. They contribute to economic growth through the tourism dollars generated by the programs, applied learning projects and through the dollars that both full-time and part-time students spend in the region.

We will shape the mix of programs and credentials in response to the evolution of the economy and to the results of our Integrated Program Planning work. In so doing, we will ensure that our program portfolio is dynamic, responsive, evolving and sustainable.

■ Goal 3: Access for all Qualified Learners

Our goal is to increase access by erasing walls – walls between youth and the trades, between schools and college, between college and university, between educators and employers, between students and learning. We will achieve this objective through four proven strategies: (1) access programs and student success programs that are student-centred, (2) personalized learning, (3) a differentiated portfolio that offers a range of relevant options that lead to good employment, and (4) school, college and community partnerships that facilitate mobility and success.

Table 3: Program Portfolio

Metric	2013		2019	
	Programs	% of Programs	Programs	% of Programs
Regional Labour Market	65	60%	65	56%
Environmental and Natural Resource Sciences	30	28%	35	30%
Specialized Programs	15	13%	18	15%
Apprenticeship Students	83		160	

Access is vital for our student population as indicated by the following profile:

- ▲ 40% of students come from the region and count on Fleming to provide the post-secondary education and training they need close to home
- ▲ 34% are first generation students embarking on PSE studies without the advantage of parents who understand the experience and the demands
- ▲ 16% have special needs and require additional support services
- ▲ 5% are aboriginal students who may require specialized curriculum and/or additional academic supports
- ▲ 63% rely on OSAP funding and often have to work while studying

The profile underlines the vital importance of access strategies tailored to the differing needs of our students and designed to ensure their success from the outset of their contact with Fleming through to graduation and beyond.

Differentiation Strategy 4: Erase Walls and Open New Doors For Learners

Multiple Portals. The College has a range of alternative portals offering students access to the education they are seeking including:

- ▲ high demand apprenticeship programs including carpenter at the basic and advanced levels and electrician at three levels. Apprentices will study at the Kawartha Trades and Technology Centre, an 87,000 square foot facility opening in 2014
- ▲ a range of programs for Workplace Level graduates that offer credits for prior learning and relevant college programs that will advance their career objectives
- ▲ tailored access programs like the Community Integration Through Cooperative Education (CICE) program is open to adults with various developmental disabilities. Core learning focuses on personal development, human growth and essential employability skills

Relevant Programs. Our program portfolio will reflect the needs of the regional labour market and link students to good job opportunities. We will also provide best-in-class programs for students across Ontario and beyond who want to pursue careers in the field of environmental and natural sciences or in our niche specializations. Our continuing education programs will be designed to meet the lifelong learning goals of the communities we serve.

Table 4: Enrolment

Metrics	2013	%	2019	%
Local/Regional	2,330	39.9	2,357	36.8
Provincial/National	3,266	55.9	3,500	54.6
International	250	4.3	550	8.6
Total	5,846	100	6,407	100
Second Career	180	3.3	180	3
First Generation	1,857	34	1,947	30
Aboriginal	276	5	300	5
Special Needs	877	16	919	14
Dual Credit	1,950	n/a	2,050	n/a
% receiving OSAP		63		60

Access Services. Fleming has embraced a vision of personalized support for students as identified in our Core Promise to Students. Aboriginal Services provides a welcoming environment for First Nations, Metis and Innu students and staff in the Aboriginal lounges, Tipis and traditional ceremonies. International Services provides many opportunities for International students to embrace Canadian culture and share their cultures with other students to increase knowledge and tolerance. First Generation students are supported in their transition to the post-secondary world by our co-ordinators. All students are supported by our qualified team of specialists in the Learning Support Services areas available at all of our campuses.

■ Goal 4: Collaboration and Pathways for Students

Fleming has a long history of working with partner institutions to create pathways for students that are seamless and easy to navigate. Our goal is to minimize the time and money they invest in education and to lever credentials or prior learning so they can achieve their career goals in a timely and affordable manner. The College partners with regional school boards, with industry, with other colleges, with Trent University and with more than 25 other universities. Additionally, we offer pre-apprenticeship and skills development programs for displaced workers and other adult learners seeking employment in the trades. We intend to make existing pathways even easier to use and to significantly increase the number of pathways in the coming five years.

Differentiation Strategy 5: Expand Student Pathways and Student Mobility Through Institutional Collaboration

Fleming is committed to erasing the walls, often arbitrary, that prevent students from realizing their career aspirations. Through a robust suite of active partnerships, we will reduce years of study, reduce development and delivery costs and stretch investment of public funds to the benefit of Ontario learners. To this end, we will build on our longstanding tradition of collaborating with other PSE institutions, school boards, employers and our communities. Specifically, we will:

- ▲ expand the existing articulation agreements with 30 partner institutions from 257 to 275 by 2019, to offer students more credit transfer opportunities leading to degree completion
- ▲ increase the percentage of Fleming students continuing to university from 6.6% to 10% by 2019
- ▲ develop and implement a comprehensive transfer credit database for all students via ONCAT. Increase admission of direct entry students by 10%
- ▲ build on our agreements with Confederation, Northern and Boreal colleges to enhance access to environmental and natural resource sciences specializations
- ▲ continue to collaborate with Seneca College with on-the-ground support for its Aviation/Flight Training programs located in Peterborough and seek opportunities to leverage this partnership for the mutual benefit of our students
- ▲ expand partnerships with Aboriginal groups in our communities including community-based applied projects, relevant service learning commitments and a solar energy training program in partnership with the Alderville First Nation
- ▲ continue to build our successful Dual Credit programs, increasing registrants from 1,950 in 2012 to 2,050 by 2019

- ▲ through the KTTC, leverage increased industry investment in the preparation of new entrants to the labour force and expand school-college-work transition programs for our secondary students
- ▲ increase pre-apprenticeship and skills development programs for displaced workers and other adult learners seeking employment in the trades
- ▲ deepen our partnership with Trent University with a primary focus on environment, health sciences and sustainability. This will include new collaborative and degree-completion programs modeled on our Nursing and Ecological Restoration programs, which are exemplary instances of college-university collaboration

STRATEGIC ENROLMENT MANAGEMENT

We have developed two scenarios for consideration as part of the SMA discussions.

Baseline Scenario:

- ▲ 3.2% decrease in eligible full-time student headcount
- ▲ 27% increase in non-eligible full-time student headcount, mostly in international
- ▲ overall, a net decrease in enrolment of 1.1%

This scenario assumes no new program approvals in 2014/15, which limits our capability to shape our programs in response to changing market demands. It conflicts with our strategic commitment to specialization in the environmental and natural resource sciences and fails to reflect the demand for skilled graduates in the our region, particularly in the skilled trades and technology sectors.

Modest Growth Scenario:

- ▲ 4.8% growth in eligible full-time student headcount tied to increased enrolments in priority program clusters (environmental and natural resources; trades and technology)
- ▲ 69% increase in non-eligible full-time student headcount based on 120% increase in international students
- ▲ overall, a projected enrolment growth of 9.6% over 5 years, with 8% of this occurring in the first 3 years

This scenario assumes that MTCU will lift the freeze on program approvals, allowing the College to respond to new opportunities in key program clusters. It is aligned with our strategic commitment to the regional labour market, to increased access for students and to the opportunities associated with the opening of the Kawaratha Trades and Technology Centre. Finally, it also reflects our analysis of the potential for significant increases in international enrolment.

FINANCIAL SUSTAINABILITY

We recognize that a status-quo cost trajectory would outpace growth in revenues from operating grants and tuition. We also know that changing demographics will mean changes in historical enrolment patterns as well. We are committed to a long-term enrolment and financial plan that will preserve educational quality and guarantee a sustainable cost structure for Fleming. We also recognize the need to ensure transparency and accountability in the stewardship of the resources available to us. In response, we will develop a cost trajectory that entrenches our differentiation

strategies, is consistent with our enrolment plan and combines our commitment to quality programs combined with fiscal responsibility. To this end, we will take the following actions:

- ▲ implement a two-year project that will: (1) refine processes by leveraging existing technology functionality, (2) increase efficiency/reduce costs of related services, and (3) ensure compliance with Payment Card Industry (PCI) and BPS standards
- ▲ implement an electronic capability for bidding and tracking/evaluation and a comprehensive re-tooling of our procurement documentation and protocols
- ▲ increase quality and efficiency through a multi-year Lean process improvement
- ▲ extend our Lean practices to academic operations. Over the next two years, we will pilot tools and training in nine program areas, using Quality, Cost and Delivery (QCD) to implement standards and metrics for Lean with the goal to set benchmarks and improve delivery costs by 3-5% over five years. The project will reduce redundancy and lead to improved productivity to be measured by TCH/students
- ▲ implement a system of Integrated Program Planning (IPP) over the next three years that will enable Fleming to (1) strengthen strategic capability; (2) improve capacity for multi-year planning; (3) align systems in finance, institutional research, marketing, and academic operations; and (4) improve responsiveness to changes in student demand and strategic enrolment planning
- ▲ integrate our building system controls in order to reduce energy and maintenance costs, lower risk of failures, increase safety, improve the quality of the teaching/learning environment, increase its capability to plan energy usage and increase our commitment to sustainability and green energy practices
- ▲ increase purchasing power through consortia that lever scale/reduce duplication
- ▲ expand the unique resource and expertise sharing partnership with Centennial College to further increase our international enrolment in an effective manner

These combined initiatives will generate increased revenue of nearly \$3M per year by 2016/17 (\$10.4M over the next 5 years), and result in increased academic program delivery contribution to our bottom line by over \$1M per year by 2017/18 (\$3M over the next 5 years), as a result of improving our average program contribution margin from 32% to 35%. In addition, these initiatives will reduce services and support costs by over \$160,000 per year.

FLEMING'S DELIVERY PROMISE

- ✓ Make a vital contribution to economic and social health in the region
- ✓ Guarantee experiential learning and e-learning modules in all programs
- ✓ Reduce our operating costs by \$3M annually
- ✓ Be a centre of excellence for programs in environmental and natural sciences
- ✓ Create ten new degree completion pathway opportunities
- ✓ Build new north-south connections with northern partner colleges and employers
- ✓ Increase applied research infrastructure with a new GeoCentre, a joint Institute for Healthy Aging and an expanded Centre for Alternative Wastewater Treatment
- ✓ Be a partner and catalyst for initiatives that generate prosperity in the region

In summary, Fleming College will continue to grow in its role as a key contributor to regional economic development and student success through differentiation and innovation in teaching, learning and research, while operating in a manner that ensures sustainability.

Appendix 1: Identifying Institutional Program Strengths and Strategic Areas of Focus

In SMA proposals, colleges and universities have been asked to identify activities that profile their institution's strengths. The following tables are intended to help demonstrate the link between those identified areas of institutional strength and program areas – both current and future.

- ▲ In the first table, please identify up to 10 areas of program strength for your institution. Please describe the rationale used to select these program areas.
- ▲ In the second table, and within the context of limited future enrolment growth, please identify 3-5 specific program areas that you plan to build upon to further enhance your institution's identified strengths and provide a rationale for each.

This information will be used to inform SMA discussions about existing and proposed areas of program strength. It will also assist the ministry and the Strategic Mandate Advisor in seeing alignments between institutional strengths, planning and program offerings.

Information outlined is not meant to be an exhaustive list of programs offerings.

Current Areas of Program Strength

Please identify up to 10 areas of program strength for your institution. Please describe the rationale used to select these programs. This information will assist in establishing current program-ming strengths and areas of expertise.

Institutional Program Strengths (maximum 10)		
Program Area (for example, Occupational Cluster)	Total Full-time Head-count (Eligible) (2012-13)	Rationale
Natural Resources and Environmental Sciences	1,440	Fleming's School of Environmental & Natural Resource Sciences is unique in Ontario. With over 40% market share, the school offers 30 programs fundamental to natural resources management and environmental stewardship that attract students from across Ontario.
Trades & Technology	451	The Kawartha Trades & Technology Centre will open in Fall 2014 to serve as a regional hub for teaching, learning and innovation in trades and technology education.

Healthcare & Support	527	Healthcare has been a core part of Fleming's curriculum since its inception. Peterborough and Lindsay are major regional health centres serving the broader region.
Social Services & Allied Specialties	627	Fleming's School of Community Development and Health serves as a key resource to social service organizations in the region.
Arts & Heritage	140	Since 1967, Fleming's Haliburton School of The Arts has helped define Haliburton county as a centre for the arts through full-time programs and the 2,500 people who annually attend week-long or weekend part-time programs.
Law & Justice	776	Fleming has a well-established reputation in Law & Justice programs with core programming that includes Police Foundations and Paralegal in addition to unique programs such as Customs Border Services and Computer Security and Investigation.
Tourism & Hospitality	204	The region's labour force requirements for hospitality and tourism graduates are served by Fleming's well-established program portfolio.
General Arts & Sciences	295	General Arts & Sciences, Academic Upgrading and our Community Integration Through Co-operative Education programs are core to the mission to provide access to the widest possible range of learners in our region.
Biotechnology/Forensics	117	Fleming was one of the first colleges to offer a Biotechnology/Forensics program. It is a unique program serving employers across many industries and attracts local, regional and international students.

Proposed Areas of Program Strength

Within the context of limited enrolment growth, please identify 3-5 program areas that will be a strategic focus in the next three years. Please be specific when describing your rationale for focusing on these areas.

Programs for Growth or to be Established (maximum 5)				
Program Area (for, example, Occupational Cluster)	Total Full-time Headcount (Eligible) # (2016-17)	Target Total Full-time Headcount (Eligible) as a proportion of institutional Total Full-time Headcount (Eligible) % (2016-17)	Planned New or Expanded Programs (including credential level)	Rationale
Natural Resources and Environmental Sciences	1,600	28%	<p>New Pest Management Graduate Certificate</p> <p>New Advanced Water Operations Graduate Certificate</p> <p>Further expansion of natural resources and environmental programs</p>	<p>New program area to leverage current expertise and meet industry void and employer needs.</p> <p>Leverage synergies with the CAWT and meet labour market demands.</p>
Trades & Technology	650	12%	<p>New 2-year Welding & Fabrication Technician and Carpentry Techniques Diploma programs</p> <p>New Aircraft Interior Techniques Certificate</p> <p>3 new programs in electro-mechanical and civil engineering</p>	<p>Expansion of current certificate programs to include Diploma option for students to acquire additional skills and certifications.</p> <p>Address emerging labour market demand for qualified technicians to serve businesses based at the newly expanded Peterborough Airport</p>

<p>Healthcare & Support</p>	<p>580</p>	<p>11%</p>	<p>New Retail Pharmacy Assistant Certificate Program</p> <p>New Gerontology Multi-disciplinary Graduate Certificate</p> <p>Re-launch Health Information Management Diploma program.</p>	<p>Support the local need for health care services, in particular those related to Peterborough's large segment of seniors.</p>
<p>Arts & Heritage</p>	<p>180</p>	<p>3%</p>	<p>New Programs:</p> <p>Studio Process Advancement – Post Graduate Certificate</p> <p>Integrated Design – Diploma Program</p> <p>Graphic Design – Diploma Program</p>	<p>Expanding the programming for the Haliburton School of The Arts to meet student demand for design-oriented programs to supplement the arts-based portfolio.</p>

Appendix 2

College Strategic Enrolment Projections - Table 1 Baseline Eligible and Ineligible

Eligible Students									
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Certificate/ Diploma	5608	5693	5296	5414	5420	5430	5400	5340	5240
Degree	0	0	0	0	0	0	0	0	0
Total Eligible Full-time Headcount	5608	5693	5296	5414	5420	5430	5400	5340	5240

Ineligible Students									
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Certificate/Diploma	404	297	519	432	450	467	497	522	547
Degree	0	0	0	0	0	0	0	0	0
Total Ineligible Full-time Headcount	404	297	519	432	450	467	497	522	547
International	18	54	204	251	275	300	325	350	375
Coop	11	14	152	0	5	5	10	10	10
Second Career	375	229	163	159	150	140	140	140	140
WSIB				3	5	7	7	7	7
CODA				19	15	15	15	15	15
Total Eligible and Ineligible	6012	5990	5815	5846	5870	5897	5897	5862	5787
					0.50%	0.50%	0.00%	-0.60%	-1.20%

College Strategic Enrolment Projections Table 2 Projected Eligible and Ineligible

Eligible Students									
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Certificate/Diploma	5608	5693	5296	5414	5475	5550	5650	5675	5675
Degree	0	0	0	0	0	0	0	0	0
Total Eligible Full-time Headcount	5608	5693	5296	5414	5475	5550	5650	5675	5675

Ineligible Students									
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Certificate/Diploma	404	297	519	432	500	602	692	707	732
Degree	0	0	0	0	0	0	0	0	0
Total Ineligible Full-time Headcount	404	297	519	432	500	602	692	707	732
International	18	54	204	251	325	425	500	525	550
Coop	11	14	152	0	5	5	20	20	20
Second Career	375	229	163	159	150	150	150	140	140
WSIB				3	5	7	7	7	7
CODA				19	15	15	15	15	15
Total Eligible and Ineligible	6012	5990	5815	5846	5975	6152	6342	6382	6407
					2.20%	3.00%	3.10%	0.60%	0.40%

Assumes 3 outstanding program approvals submitted to the Ministry are approved in January 2014.

Assumes 4 new program approvals in each of 15/16, 16/17, and 17/18 and two new program approvals in 18/19.

Assumes that to maintain currency and relevancy, ongoing refreshing of the program mix will be key (in later years to maintain stable enrolment)