

SIR SANDFORD FLEMING COLLEGE PUBLIC MEETING OF THE BOARD OF GOVERNORS

Wednesday, May 27, 2015
4:30 p.m.
Scholfield Boardroom, Room B3330
Peterborough, ON

- 2010-2015 Strategic Priorities**
1. Achieving Excellence in Student Learning
 2. Providing Superior Services and Facilities
 3. Leading in Sustainability
 4. Growing with Positive Results
 5. Building Community Success
 6. Developing the Fleming Working Environment

A G E N D A

	Pages
1. Call to Order <ul style="list-style-type: none"> • Confirmation of Quorum • Welcome and Introduction of Guests • Conflict of Interest Declarations (if any) 	
2. Additions/Deletions/Approval of Agenda	1-2
3. Unanimous Consent Agenda <p><i>The following items have been identified for the Consent Agenda; any Governor may request any item be removed from this section by advising the President/Board Chair/Board Secretary in advance of the meeting or before approval of the agenda at the meeting. Items not moved will be considered adopted by consent without debate.</i></p> <p>Draft Motion: to approve the Consent Agenda and through its unanimous consent the items as listed</p> <p>Approval of Minutes:</p> <p>3.1 Public Board meeting April 29, 2015</p>	3
4. Business Arising from Previous Meetings (not otherwise covered on the agenda) None identified.	
5. Matters for Decision <i>(Board is required to reach a decision in the meeting)</i>	
5.1 <u>Audited Financial Statements 2014-2015</u> (Governor Gillespie – 10 min; Briefing Report enclosed)	7-54
Presentation of a report seeking Board approval of the audited financial statements. Draft Motion: to approve the 2014-2015 financial statements as recommended by the Audit Committee	
5.2 <u>Internally Restricted Net Assets</u> (Governor Gillespie – 10 min; Briefing Report enclosed)	55
Presentation of a report seeking Board approval to internally restrict net assets. Draft Motion: to internally restrict net assets as recommended by the Audit Committee	

- 5.3 Fleming College Annual Report 2014-2015
(Vice-President Crook – 10 min; Briefing Report enclosed) 56-75

Presentation of the annual report for review and Board approval.

Draft Motion: to approve the 2014-2015 Annual Report

- 5.4 New Program: Water Operations Fundamentals
(Vice-President Schollen – 10 min; Briefing Report enclosed) 76-86
Guests: Brian Bates, Product Development Manager; Eva Rees, Manager Continuing Education and Training SENRS

Presentation of a report seeking Board approval of a new certificate program.

Draft Motion: to approve the Fleming College certificate program Water Operations Fundamentals

- 5.5 New Program: Graphic Design – Visual Communication
(Vice-President. Schollen – 10 min; Briefing Report enclosed) 87-99
Guests: Brian Bates, Product Development Manager; Sandra Dupret, Dean – Haliburton School of The Arts

Presentation of a report seeking Board approval of a new advanced diploma program.

Draft Motion: to approve the Ontario College Advanced Diploma program Graphic Design – Visual Communications

6. Matters for Discussion (opportunity for input/advice (to Cmt or Admin) before final rec'n brought forward)

- 6.1 Key Performance Indicators Results
(Vice-President Crook – 15 min; Briefing Report enclosed) 100-116
Guest: Brian Bates, Product Development Manager

A report communicating the results of the 2014-2015 KPI data.

7. Items for Information (no decision required, discussion not anticipated, opportunity for comment)
Receive as information

- 7.1 Updates from the Board Chair and President
7.2 Tuition Aid for Youth Leaving Care Program (5 min; Briefing Report enclosed) 117
7.3 “Community Connections” Roundtable (5 min)

8. Other Business (includes item removed from Consent Agenda)

9. Move to In-Camera (Closed Session) Meeting (approx. 5:45 p.m. – separate agenda)

10. Report from the In-Camera Meeting

11. Adjournment of Meeting approx. 5:50 p.m.

Private Session (Governors only – 10 min)

BOARD BRIEFING REPORT

<input type="checkbox"/> Board Committee Meeting	<input checked="" type="checkbox"/> Public Board Meeting	<input type="checkbox"/> In-Camera Board Meeting
Date of Meeting: May 27, 2015		Agenda Item 3

SUBJECT: Unanimous Consent Agenda

PRESENTED BY: Governor Ross, Chair - Board of Governors

DESCRIPTION: To ensure the Board of Governors has sufficient time at its monthly meetings to deal with substantive policy issues and time to review and strengthen its own operations, minor or non-controversial Board matters will appear on a Consent Agenda for both the public and in-camera meetings. Items listed on the Consent Agenda do not require discussion and are approved en bloc.

BACKGROUND:

- Board Policy 1-102L, *Guidelines for the Consent Agenda*

Connection to Fleming's planning framework: N/A

Attachments:

- as listed below

Action Requested:		
<input type="checkbox"/> Information/Update	<input type="checkbox"/> Discussion/Advice	<input checked="" type="checkbox"/> Decision/Approval (<i>Recommendation as a motion</i>)

ANALYSIS

N/A

Implementation Strategy

N/A

Decision Point

N/A

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College, by unanimous consent, approve the minutes of the

3.1 April 29, 2015 Public Board Meeting.

PREPARED BY: Board Office

BOARD OF GOVERNORS
Public (Open Session) Meeting
Wednesday, April 29, 2015
Scholfield Boardroom, Room B3330
Peterborough, ON

Draft Until Approved

MINUTES

Present: Mr. Astell, Mr. Gillespie, Ms. Kerrigan, Ms. Kloosterman, Mr. Krajcar, Dr. Martin-Ronson, Mr. Mateer, Ms. Merrett, Ms. Ross, Ms. Sutcliffe-Geens and Dr. Tilly.
Ms. McFadden.

Regrets: Ms. Jung, Mr. Perry, Ms. Watson.

Administration: Mr. Angel, Mr. Baker, Ms. Crook, Ms. Kerford, Ms. Schollen, Mr. Van Parys.

Staff: Ms. Copeland, College Communications.

Guests: Items 5.1 and 6.1 – Ms. Sims, Director – Budget Services.
Item 5.3 – Mr. Williams, Director – Facilities.
Item 6.2 – Ms. Truman, Manager – Student Recruitment.

1. Call to Order

Confirming quorum, Governor Ross called the meeting to order at 4:31 p.m. and noted regrets.

Staff and guests in attendance were welcomed.

There were no conflict of interest declarations.

2. Agenda

The agenda was adjusted to allow for Item 6.1 (Financial Position as at March 31/15) to be presented as context leading into Item 5.1(Financial Plan).

BoG April29-2015 #1

Moved and Seconded by Mr. Krajcar and Ms. Sutcliffe-Geens
THAT the agenda be approved, as amended.

Carried

3. UNANIMOUS CONSENT AGENDA

Governors were requested to identify those items to be removed from the Unanimous Consent Agenda and placed on the regular public meeting agenda; none were identified.

BoG April29-2015 #2

Moved and Seconded by Mr. Krajcar and Ms. Sutcliffe-Geens
THAT the Board of Governors of Sir Sandford Fleming College approve the Consent Agenda for the April 29, 2015 meeting and, by unanimous consent,

- 3.1 approve the minutes of the March 25, 2015 Public Meeting of the Board of Governors;**
- 3.2 receive the Fleming College Sustainability Plan Year 2 Update as information;**
- 3.3 receive the Correspondence for the March and April 2015 timeframe as information.**

Carried

4. Business Arising from Previous Meetings

4.1 Student Ancillary Fees: The Board had requested clarification with respect to the activity and athletic fees presented at the March meeting. The Briefing Report outlined the student government's rationale for the 15% increase to the Student Activity Fee for Brealey and Cobourg students. The fee configuration table presented in the March materials contained an error; it was confirmed that the athletic fee is not charged to Cobourg students.

5. Matters for Decision

5.1 Fleming College Financial Plan 2015-2016: Referring to the detailed Briefing Report, Ms. Sims presented the annual budget. In developing this year's financial plan, aggressive targets on both the revenue and expense side were set while at the same time setting aside sufficient operating and capital funds to deliver on strategic investments and build up reserves.

BoG April29-2015 #3

Moved and Seconded by Mr. Gillespie and Mr. Krajcar

THAT the Board of Governors of Sir Sandford Fleming College approve the *Fleming College Financial Plan 2015-2016*, including adjustments to the Internal Restricted Reserve within net assets, which provides for

**Total Revenue of \$103,260,549
Expenditures of \$103,260,549
Capital Expenditure of \$2,469,830
Net Assets at March 31, 2016 of \$11,205,000**

Carried

5.2 Fleming College Business Plan 2015-2016: Referring to the Briefing Report, Ms. Crook presented the final Business Plan that relates to the 2010-2015 Strategic Plan. The document has been developed in accordance with the Ministry Operating Procedure.

BoG April29-2015 #4

Moved and Seconded by Ms. Merrett and Mr. Mateer

THAT the Board of Governors of Sir Sandford Fleming College approve the *Fleming College Business Plan 2015-2016*, as circulated.

Carried

5.3 College Policy #4-426 – Parking and Traffic: A new policy and operating procedure has been developed that formalize the authority and processes related to parking and traffic at all Fleming College campuses. The College has transitioned to an internal enforcement model focussed on improving compliance.

At Fleming, College policies require Board approval; the operating procedure is a separate document provided with the policy for the Board's information.

BoG April29-2015 #5

Moved and Seconded by Dr. Martin-Ronson and Mr. Gillespie

THAT the Board of Governors of Sir Sandford Fleming College approve *College Policy #4-426 – Parking and Traffic*, as circulated.

Carried

6. Matters for Discussion

6.1 Financial Position as at March 31, 2015: Staff provided an update on the year-to-date financial position of the College as context for Item 5.1. Year-end processing is still underway and subject to final review and audit; the current status indicates a small surplus.

Board Education

6.2 **The Changing Landscape of Student Recruitment:** Mr. Van Parys introduce Carrie Truman, Manager of Student Recruitment. Fleming has a unique mix of local/regional students seeking traditional college offerings and out-of-area students attracted to our destination programs. There are a total of 50 municipalities/regions in Ontario; 15 regions account for 78% of Fleming applications. Fleming students are a mix of direct and non-direct students; the general trend is toward more non-direct entry. The Recruitment Team is now using an electronic lead collection tool; governors were afforded an opportunity to complete the process using an iPad.

Open House is a key recruitment tool and governors were encouraged to attend the Fall event scheduled for November 21.

7. Items for Information

7.1 The College Activity Report was emailed/posted earlier.

7.2 The Board Chair provided a verbal update. Governors were requested to advise the Board Secretary of their availability to participate in the upcoming Convocation ceremonies. Dates are listed in the College Activity Report and available on the College's external web site.

7.3 The President's Report was not available.

7.4 Liaison Governor Reports – Governors Kloosterman and Watson attended the April 16, 2015 meeting of the President's Advisory Council; a meeting summary was included in the package, as information.

7.5 "Community Connections": In "roundtable" format, Governors noted participation in a variety of events and opportunities.

8. Other Business

None brought forward.

9. Move to In-Camera Meeting

It was moved by Ms. Kerrigan, seconded by Mr. Krajcar and carried to recess the public meeting at 5:53 p.m. and convene in-camera to address the items of business outlined on the agenda for the In-Camera Meeting.

10. Report from the In-Camera Meeting: Returning to the public meeting at 6:21 p.m., the Chair reported the Board confirmed two governor appointments for terms commencing September 2015; awarded the recipients of the 2015 Employee Recognition Awards, and approved a compensation adjustment for administrative employees who are not subject to the ongoing provincial freeze on executive salaries.

11. Adjournment of Meeting: It was moved by Mr. Mateer, seconded by Ms. Merrett and carried to adjourn the meeting at 6:22 p.m.

12. Private Session: Prior to moving into a private session, guests and senior administration were thanked for their attendance at the meeting.

BOARD BRIEFING REPORT

Board Committee Meeting
 Public Board Meeting
 In-Camera Board Meeting

Date of Meeting: May 27, 2015

Agenda Item 5.1

SUBJECT: Audited Financial Statements 2014-2015

PRESENTED BY: Governor Gillespie, Chair – Audit Committee

DESCRIPTION: Approval of the College's audited financial statements by the Board of Governors is an annual requirement.

BACKGROUND: *(includes a chronology of events, previous discussions/decisions leading to the recommendation)*

- Ministry Policy Framework: Governance and Accountability, *Audited Financial Statements Operating Procedure*
- Audited Financial Statements for the year ended March 31, 2015 as compiled by KPMG, external auditors
- Audit Committee meeting scheduled May 27, 2015 wherein the Committee will review and recommend approval of the audited financial statements for 2014-2015

Connection to Fleming's planning framework: N/A

Attachments:

- 2014-2015 Financial Statements, draft #4, dated May 12, 2015
- 2014-2015 Report of the Vice-President Finance and Administration

Action Requested:

Information/Update
 Discussion/Advice
 Decision/Approval *(Recommendation as a motion)*

ANALYSIS

The 2014-2015 fiscal year resulted in an increase in total Net Assets of \$272,288. This is the result of an excess of revenue over expenditures of \$306,664 and additional endowment contributions of \$10,124 which are offset by a \$44,500 charge required to account for an increase in the market value of the derivative liability during the year.

Implementation Strategy

KPMG will remove the "draft" and issue final Audited Financial Statements once Board approval has been received. These statements will then be provided to the Ministry of Training, Colleges and Universities; the statements also form part of the College's Annual Report.

Decision Point

1. Is the Board of Governors comfortable approving these Audited Financial Statements?

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the 2014-2015 Financial Statements indicating Net Assets as at March 31, 2015 of \$11,184,165.

PREPARED BY: Office of the Vice-President Finance and Administration

DRAFT #4
May 12, 2015

Financial Statements of

**SIR SANDFORD FLEMING
COLLEGE OF APPLIED ARTS
AND TECHNOLOGY**

Year ended March 31, 2015

INDEPENDENT AUDITORS' REPORT

To the Board of Governors of Sir Sandford Fleming
College of Applied Arts and Technology

We have audited the accompanying financial statements of Sir Sandford Fleming College of Applied Arts and Technology, which comprise the statement of financial position as at March 31, 2015, the statements of operations, changes in net assets, cash flows and remeasurement gains and losses for the year then ended, and notes, comprising a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on our judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of Sir Sandford Fleming College of Applied Arts and Technology as at March 31, 2015, and its results of operations, its changes in net assets, its cash flows and its remeasurement gains and losses for the year then ended in accordance with Canadian public sector accounting standards.

DRAFT

Chartered Professional Accountants, Licensed Public Accountants

Toronto, Canada

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Statement of Financial Position

March 31, 2015, with comparative information for 2014

	2015	2014
Assets		
Current assets:		
Cash	\$ 7,182,058	\$ 10,488,553
Short-term investments (note 3)	6,157,055	8,638,441
Ministry of Training, Colleges and Universities receivables	4,733,827	4,563,221
Accounts receivable	4,352,241	4,328,692
Inventory and prepaid expenses	1,047,155	934,388
	<u>23,472,336</u>	<u>28,953,295</u>
Restricted investments for endowments, bursaries and other (notes 2 and 3)	9,420,483	8,945,480
Capital assets (note 4)	109,781,720	103,319,877
	<u>\$ 142,674,539</u>	<u>\$ 141,218,652</u>

	2015	2014
Liabilities, Deferred Contributions and Net Assets		
Current liabilities:		
Accounts payable and accrued liabilities	\$ 9,648,551	\$ 11,671,502
Accrued payroll and employee benefits	11,481,172	11,304,749
Ministry of Training, Colleges and Universities grants received in excess of entitlements	605,199	827,265
Deferred revenue	8,597,809	7,204,300
Current portion of long-term debt (note 6)	1,001,985	1,201,874
	<u>31,334,716</u>	<u>32,209,690</u>
Long-term debt (note 6)	13,005,300	14,007,285
Deferred derivative liability (note 6)	213,500	169,000
Post-employment benefits and compensated absences (note 7)	4,278,000	4,295,000
	<u>17,496,800</u>	<u>18,471,285</u>
Deferred contributions:		
Bursaries and other	3,025,053	2,560,174
Deferred capital contributions (note 5)	79,633,805	77,065,626
	<u>82,658,858</u>	<u>79,625,800</u>
Net assets:		
Invested in capital assets (note 8)	17,107,658	14,708,093
Internally restricted (note 14)	2,244,000	1,976,000
Unrestricted net assets:		
Operating	(3,892,468)	(1,529,475)
Post-employment benefits and compensated absences	(4,278,000)	(4,295,000)
Vacation pay accrual	(6,178,955)	(6,164,047)
	<u>(14,349,423)</u>	<u>(11,988,522)</u>
Accumulated rereasurement losses	(213,500)	(169,000)
Restricted for endowment	6,395,430	6,385,306
	<u>11,184,165</u>	<u>10,911,877</u>
Commitments (note 15)		
	<u>\$ 142,674,539</u>	<u>\$ 141,218,652</u>

See accompanying notes to financial statements.

On behalf of the Board of Governors:

_____ Chair of the Board of Governors

_____ President

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Statement of Operations

Year ended March 31, 2015, with comparative information for 2014

	2015	2014
Revenue:		
Ministry of Training, Colleges and Universities grants and reimbursements	\$ 53,028,206	\$ 51,724,991
Student tuition	28,266,517	26,918,148
Other (note 9)	14,510,939	13,971,213
Ancillary operations	5,387,485	5,121,803
Amortization of deferred capital contributions (note 5)	4,306,577	3,571,423
	<u>105,499,724</u>	<u>101,307,578</u>
Expenditures:		
Salaries	57,601,617	56,375,950
Benefits	12,410,648	11,552,043
Instructional support	7,166,355	6,027,873
Amortization of capital assets	6,429,000	5,669,138
Contract services and other	6,246,880	5,464,981
Plant and security	3,911,245	4,165,969
Utilities	2,826,190	2,853,245
Bursaries	2,066,930	2,937,395
Travel and professional development	1,350,788	1,257,104
Telephone, legal and audit	1,311,055	1,226,880
Rental and taxes	1,062,102	1,107,945
Advertising	1,027,176	1,081,786
Other	767,834	549,309
Equipment maintenance	516,041	429,166
Interest on long-term debt	499,199	544,813
	<u>105,193,060</u>	<u>101,243,597</u>
Excess of revenue over expenditures	\$ 306,664	\$ 63,981

See accompanying notes to financial statements.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Statement of Changes in Net Assets

Year ended March 31, 2015, with comparative information for 2014

						2015	2014
	Invested in capital assets (note 8(a))	Internally restricted (note 14)	Restricted for endowment	Unrestricted	Accumulated remeasurement gains (losses)	Total	Total
Net assets, beginning of year	\$ 14,708,093	\$ 1,976,000	\$ 6,385,306	\$ (11,988,522)	\$ (169,000)	\$ 10,911,877	\$ 10,588,090
Excess (deficiency) of revenue over expenditures (note 8(b))	(2,118,922)	—	—	2,425,586	—	306,664	63,981
Endowment contributions	—	—	10,124	—	—	10,124	146,806
Net change in investment in capital assets (note 8(b))	4,518,487	—	—	(4,518,487)	—	—	—
Interfund transfer	—	268,000	—	(268,000)	—	—	—
Donation of land	—	—	—	—	—	—	55,000
Remeasurement gains (losses)	—	—	—	—	(44,500)	(44,500)	58,000
Net assets, end of year	\$ 17,107,658	\$ 2,244,000	\$ 6,395,430	\$ (14,349,423)	\$ (213,500)	\$ 11,184,165	\$ 10,911,877

See accompanying notes to financial statements.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Statement of Cash Flows

Year ended March 31, 2015, with comparative information for 2014

	2015	2014
Cash provided by (used in):		
Operating activities:		
Excess of revenue over expenditures	\$ 306,664	\$ 63,981
Items not involving cash:		
Amortization of capital assets	6,429,000	5,669,138
Amortization of deferred capital contributions	(4,306,577)	(3,571,423)
Donation of land	-	55,000
Gain on disposal of capital assets	(3,501)	(13,200)
Donation of capital assets	(273,253)	(644,560)
	<u>2,152,333</u>	<u>1,558,936</u>
Accruals for post-employment benefits and compensated absences	(17,000)	(156,000)
Change in non-cash operating working capital:		
Ministry of Training, Colleges and Universities receivables	(170,606)	85,707
Accounts receivable	(23,549)	203,652
Inventory and prepaid expenses	(112,767)	(198,172)
Accounts payable and accrued liabilities	(2,022,951)	3,687,474
Accrued payroll and employee benefits	176,423	817,577
Ministry of Training, Colleges and Universities grants received in excess of entitlements	(222,066)	131,656
Deferred revenue	1,393,509	725,963
	<u>1,153,326</u>	<u>6,856,793</u>
Capital activities:		
Deferred capital contributions	6,874,756	20,257,735
Purchase of capital assets	(12,617,590)	(21,667,413)
Proceeds on disposal of capital assets	3,501	13,200
	<u>(5,739,333)</u>	<u>(1,396,478)</u>
Financing activities:		
Deferred contributions, bursaries and other	464,879	370,281
Endowment contributions	10,124	146,806
Principal payments on long-term debt	(1,201,874)	(1,304,278)
	<u>(726,871)</u>	<u>(787,191)</u>

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Statement of Cash Flows (continued)

Year ended March 31, 2015, with comparative information for 2014

	2015	2014
Investing activities:		
Invested in short-term investments, net	2,481,386	(3,236)
Increase in restricted investments for endowments, bursaries and other	(475,003)	(517,087)
Notes receivable	–	37,887
	<u>2,006,383</u>	<u>(482,436)</u>
Increase (decrease) in cash	(3,306,495)	4,190,688
Cash, beginning of year	10,488,553	6,297,865
Cash, end of year	<u>\$ 7,182,058</u>	<u>\$ 10,488,553</u>
Supplemental cash flow information:		
Interest paid	\$ 499,199	\$ 544,813
Interest received	352,949	404,895

See accompanying notes to financial statements.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Statement of Remeasurement Gains and Losses

Year ended March 31, 2015, with comparative information for 2014

	2015	2014
Accumulated remeasurement gains and losses, beginning of year	\$ (169,000)	\$ (227,000)
Unrealized gain (loss) on swap derivatives	(44,500)	58,000
Accumulated remeasurement gains and losses, end of year	\$ (213,500)	\$ (169,000)

See accompanying notes to financial statements.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements

Year ended March 31, 2015

Sir Sandford Fleming College of Applied Arts and Technology (the "College") was established as a corporation without share capital, as set out in the Ontario Colleges of Applied Arts and Technology Act. The Corporations Act governs the corporate affairs of the College and became effective April 1, 2003. The College is principally involved in providing post-secondary educational services. Under the Income Tax Act (Canada), the College is considered a registered charity and, accordingly, is exempt from income taxes, provided certain requirements of the Income Tax Act (Canada) are met.

1. Significant accounting policies:

(a) Basis of accounting:

These financial statements are the representation of management and have been prepared in accordance with Canadian public sector accounting standards for government not-for-profit organizations ("Government NPOs"), including the 4200 Series of Standards, as issued by the Public Sector Accounting Board ("PSAB").

(b) Revenue recognition:

The College follows the deferral method of accounting for contributions and other revenues. Restricted contributions are recognized as revenue in the year in which the related expenses are incurred. Unrestricted contributions are recognized as revenue when received or receivable if the amount to be received can be reasonably estimated and collection is reasonably assured. Endowment contributions are recognized as direct increases to net assets.

Restricted investment income is recognized as revenue in the year in which the related expenses are incurred. Unrestricted investment income is recognized as revenue when earned.

Other revenues are recognized when received or receivable and the amount can be reasonably estimated and collection is assured.

The College defers the portion of the revenue related to the delivery of programs and courses that takes place after March 31.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

1. Significant accounting policies (continued):

(c) Library books:

Library book purchases are recorded as an operating expenditure at the time of purchase.

(d) Capital assets:

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Repairs and maintenance costs are charged to expenditures. Betterments which extend the estimated life of an asset are capitalized. Capital assets are amortized on a straight-line basis using the following annual rates:

Buildings	2-1/2%
Site improvements	10%
Furniture and equipment	20%
Computer equipment	33-1/3%
Residence furniture	6-2/3%
Fibre optic system	5%
Enterprise Resource Planning System	14%
Leasehold improvements	Over term of lease
Sport and Wellness Centre	Over term of the land lease
Sports fields	5%

Construction in progress is not amortized until the related asset is available for use.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

1. Significant accounting policies (continued):

(e) Retirement and post-employment benefits and compensated absences:

The College provides defined retirement and post-employment benefits and compensated absences to certain employee groups. These benefits include pension, health and dental, vesting sick leave, non-vesting sick leave and compensated absences. The College has adopted the following policies with respect to accounting for these employee benefits:

- (i) The costs of post-employment future benefits are actuarially determined using management's best estimate of health care costs, disability recovery rates and discount rates. Adjustments to these costs arising from changes in estimates and experience gains and losses are amortized to income over the estimated average remaining service life of the employee groups on a straight-line basis.
- (ii) The costs of the multi-employer defined benefit pension are the employer's contributions due to the plan in the period.
- (iii) The cost of vesting and non-vesting sick leave benefits are actuarially determined using management's best estimate of salary escalation, employees' use of entitlement and discount rates. Adjustments to these costs arising from changes in actuarial assumption and/or experience are recognized over the estimated average remaining service lives of the employees.
- (iv) The discount used in the determination of the above-mentioned liabilities is equal to the College's internal rate of borrowing.
- (v) The cost of compensated absences is determined using management's best-estimate of the length of the compensated absences.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

1. Significant accounting policies (continued):

(f) Financial instruments:

The College classifies its financial instruments as either fair value or amortized cost. The College's accounting policy for each category is as follows:

(i) Fair value:

This category includes derivatives and equity instruments quoted in an active market. The College has elected to continue carrying its bond portfolio that would otherwise be classified into the amortized cost category at fair value as the College reports performance of it on a fair value basis. They are initially recognized at cost and subsequently carried at fair value. Unrealized changes in fair value are recognized in the statement of remeasurement gains and losses until they are realized, when they are transferred to the statement of operations for unrestricted financial instruments. Changes in fair value on restricted assets are recognized as a liability until the criteria attached to the restriction has been met.

Transaction costs related to financial instruments in the fair value category are expensed as incurred.

Where a decline in fair value is determined to be other than temporary, the amount of the loss is removed from accumulated remeasurement gains and losses and recognized in the statement of operations. On sale, the amount held in accumulated remeasurement gains and losses associated with that instrument is removed from net assets and recognized in the statement of operations for unrestricted investments.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

1. Significant accounting policies (continued):

(ii) Amortized cost:

This category includes accounts receivable, Ministry of Training, Colleges and Universities ("MTCU") receivables, accounts payable and accrued liabilities, accrued payroll and employee benefits, MTCU grants received in excess of entitlements and long-term debt. They are initially recognized at cost and subsequently carried at amortized cost using the effective interest rate method, less any impairment losses on financial assets.

Transaction costs related to financial instruments in the amortized cost category are added to the carrying value of the instrument.

Write-downs on financial assets in the amortized cost category are recognized when the amount of a loss is known with sufficient precision, and there is no realistic prospect of recovery. Financial assets are then written down to net recoverable value with the write-down being recognized in the statement of operations.

(g) Inventory:

Inventory is valued at the lower of cost, on a first-in, first-out basis, and replacement cost.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

1. Significant accounting policies (continued):

(h) Contaminated sites:

Contaminated sites are defined as the result of contamination being introduced that exceeds an environmental standard.

A liability for remediation of contaminated sites is recognized, net of any expected recoveries, when all of the following criteria are met:

- (i) an environmental standard exists
- (ii) contamination exceeds the environmental standard
- (iii) the organization is directly responsible or accepts responsibility for the liability
- (iv) future economic benefits will be given up, and
- (v) a reasonable estimate of the liability can be made.

(i) Foreign currency:

Foreign currency transactions are recorded at the exchange rate at the financial statement date. Unrealized foreign exchange gains and losses are recognized in the statement of remeasurement gains and losses. In the period of settlement, the realized foreign exchange gains and losses are recognized in the statement of operations and the unrealized balances are reversed from the statement of remeasurement gains and losses.

(j) Capital donations:

The College records in-kind capital donations if a charitable tax receipt for income taxes is issued. Other in-kind donations are not recorded in the financial statements.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

1. Significant accounting policies (continued):

(k) Use of estimates:

The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenditures during the year. These estimates and assumptions are based on management's historical experience, best knowledge of current events and actions that the Board of Governors ("Board") may undertake in the future. Significant accounting estimates include allowance for doubtful accounts, actuarial estimates of post-employment benefits and compensated absences, liability for contaminated sites and estimated useful lives of capital assets. Actual results could differ from those estimates.

(l) Adoption of new accounting policy:

The College adopted PSAB Standard PS 3260 Liability for Contaminated Sites effective April 1, 2014. Under PS 3260, contaminated sites are defined as the result of contamination being introduced in air, soil, water or sediment of a chemical, organic, or radioactive material or live organism that exceeds an environmental standard. This Standard relates to sites that are not in productive use and sites in productive use where an unexpected event resulted in contamination. The College adopted this standard on a retroactive basis and there were no adjustments as a result of the adoption of this standard.

2. Restricted investments for endowments, bursaries and other:

Investments in the amount of \$9,420,483 (2014 - \$8,945,480) are restricted as to use and are not available for general operations. Fair value is described in note 1.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

3. Financial instrument classification:

The following table provides cost and fair value information of financial instruments by category. The maximum exposure to credit risk would be the carrying value, as shown below:

2015	Fair value	Amortized cost	Total
Cash	\$ 7,182,058	\$ –	\$ 7,182,058
Short-term investments	6,157,055	–	6,157,055
MTCU receivables	–	4,733,827	4,733,827
Accounts receivable	–	4,352,241	4,352,241
Restricted investments for endowments, bursaries and other	9,420,483	–	9,420,483
Accounts payable and accrued liabilities	–	(9,648,551)	(9,648,551)
Accrued payroll and employee benefits	–	(11,481,172)	(11,481,172)
MTCU grants received in excess of entitlements	–	(605,199)	(605,199)
Long-term debt	–	(14,007,285)	(14,007,285)
Deferred derivative liability	(213,500)	–	(213,500)
	\$ 22,546,096	\$ (26,656,139)	\$ (4,110,043)

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

3. Financial instrument classification (continued):

2014	Fair value	Amortized cost	Total
Cash	\$ 10,488,553	\$ –	\$ 10,488,553
Short-term investments	8,638,441	–	8,638,441
MTCU receivables	–	4,563,221	4,563,221
Accounts receivable	–	4,328,692	4,328,692
Restricted investments for endowments, bursaries and other	8,945,480	–	8,945,480
Accounts payable and accrued liabilities	–	(11,671,502)	(11,671,502)
Accrued payroll and employee benefits	–	(11,304,749)	(11,304,749)
MTCU grants received in excess of entitlements	–	(827,265)	(827,265)
Long-term debt	–	(15,209,159)	(15,209,159)
Deferred derivative liability	(169,000)	–	(169,000)
	\$ 27,903,474	\$ (30,120,762)	\$ (2,217,288)

Short-term investments and restricted investments for endowment, bursaries and other consist of equity instruments in Canadian public companies, government and corporate bonds and guaranteed investment certificates.

	Level	2015	2014
Money market	1	\$ 169,132	\$ 283,116
Fixed income	1	13,239,082	15,009,643
Canadian equity	1	2,169,324	2,291,162
		\$ 15,577,538	\$ 17,583,921

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

3. Financial instrument classification (continued):

Maturity profile of bonds held is as follows:

2015	Within 1 year	2 - 5 years	6 - 10 years	Over 10 years	Total
Carrying value	\$ 246,954	\$ 1,182,377	\$ 770,003	\$ –	\$ 2,199,334
Percentage of total	11	54	35	–	100

2014	Within 1 year	2 - 5 years	6 - 10 years	Over 10 years	Total
Carrying value	\$ 62,486	\$ 1,001,424	\$ 1,294,564	\$ –	\$ 2,358,474
Percentage of total	3	42	55	–	100

The following provides an analysis of financial instruments that are measured subsequent to initial recognition at fair value, grouped into Level 1 to Level 3 based on the degree to which the fair value is observable:

- Level 1 - fair value measurements are those derived from quoted prices (unadjusted) in active markets for identical assets or liabilities using the last bid price;
- Level 2 - fair value measurements are those derived from inputs other than quoted prices included within Level 1 that are observable for the asset or liability, either directly (i.e., as prices) or indirectly (i.e., derived from prices); and
- Level 3 - fair value measurements are those derived from valuation techniques that include inputs for the asset or liability that are not based on observable market data (unobservable inputs).

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

3. Financial instrument classification (continued):

All cash, short-term investments and restricted investments for endowments, bursaries and other are classified as Level 1 financial instruments. The deferred derivative liability is classified as a Level 3 financial instrument.

There were no transfers between Level 1 and Level 2 for the years ended March 31, 2015 and 2014. There were also no transfers in or out of Level 3. For a sensitivity analysis of financial instruments recognized in Level 3 see note 10 - Interest rate risk, as the prevailing interest rate is the most significant input into the fair value of the instrument.

4. Capital assets:

			2015	2014
	Cost	Accumulated amortization	Net book value	Net book value
Land	\$ 2,479,937	\$ -	\$ 2,479,937	\$ 2,479,937
Buildings	136,699,461	43,585,046	93,114,415	87,754,908
Site improvements	4,893,483	3,214,034	1,679,449	1,400,911
Furniture and equipment	24,190,786	18,961,698	5,229,088	4,691,001
Computer equipment	7,800,425	6,091,610	1,708,815	1,182,764
Residence furniture	1,086,301	981,608	104,693	177,113
Fibre optic system	1,560,459	814,717	745,742	823,765
Enterprise Resource Planning System	4,000,138	3,884,688	115,450	5,785
Leasehold improvements	654,285	546,690	107,595	203,631
Sport and Wellness Centre	2,470,079	483,898	1,986,181	2,035,632
Sports fields	2,711,111	200,756	2,510,355	2,564,430
	\$ 188,546,465	\$ 78,764,745	\$ 109,781,720	\$ 103,319,877

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

4. Capital assets (continued):

The total capital asset additions purchased and donated during the year was \$12,890,843 (2014 - \$22,311,973). MTCU contributed \$8,101,866 (2014 - \$13,296,462), other provincial funding \$71,683 (2014 - \$644,351), the federal government \$138,222 (2014 - \$656,100), municipal governments \$445,711 (2014 - nil), private companies \$273,253 (2014 - \$746,295), fundraising \$446,135 (2014 - \$719,911), Student Associations \$93,859 (2014 - \$2,684,818) and internal funds \$3,320,114 (2014 - \$3,564,036).

Included in buildings, site improvements and Enterprise Resource Planning System is capital in progress in the amount of \$162,758 (2014 - \$23,799,479), \$96,820 (2014 - nil) and \$81,086 (2014 - nil), respectively.

5. Deferred capital contributions:

Deferred capital contributions represent the unamortized amount and unspent amount of donations and grants received for the purchase of capital assets. The amortization of deferred capital contributions is recorded as revenue in the statement of operations. The changes in the deferred capital contributions balance are as follows:

	2015	2014
Balance, beginning of year	\$ 77,065,626	\$ 60,379,314
Less amounts amortized to revenue	4,306,577	3,571,423
	<u>72,759,049</u>	<u>56,807,891</u>
Contributions received for capital purposes	6,874,756	20,257,735
Balance, end of year	<u>\$ 79,633,805</u>	<u>\$ 77,065,626</u>

As at March 31, 2015, there was \$967,028 (2014 - \$3,663,001) of deferred capital contributions received that were not spent.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

6. Long-term debt:

	2015	2014
Lindsay Student Residence loan, payable \$26,701 monthly, including interest at 4.514%, due June 2015, secured by specific property	\$ 79,503	\$ 388,712
Less principal repayments due within one year	79,503	309,209
	-	79,503
Brealey Student residence loan, payable \$630,940 semi-annually, including interest at 3.218%, due July 2027, secured by specific property	12,902,782	13,729,447
Less principal repayments due within one year	853,482	826,665
	12,049,300	12,902,782
The Peterborough Sport and Wellness Centre loan payable, secured by specific property	1,025,000	1,091,000
Less principal repayments due within one year	69,000	66,000
	956,000	1,025,000
	\$ 13,005,300	\$ 14,007,285

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

6. Long-term debt (continued):

The College has entered into an interest swap for The Peterborough Sport and Wellness Centre. The fair value of the interest rate swap has been recorded as a deferred derivative liability.

The fair value of the interest rate swap has been determined using Level 3 of the fair value hierarchy. The fair value of the interest rate swap is based on broker quotes. These quotes are tested for reasonableness by discounting estimated future cash flows based on the terms and maturity of each contract and using market interest rates for a similar instrument at the measurement date.

The Peterborough Sport and Wellness Centre swap has a notional value of \$1,500,000, whereby that portion of the loan payable is fixed at 5.49%, inclusive of the stamping fee. Principal repayments are due quarterly with the swap agreement expiring on June 13, 2026. The fair value of the swap liability is \$213,500 (2014 - \$169,000).

The principal repayments due on long-term debt in the next five years and thereafter are as follows:

2016	\$ 1,001,985
2017	954,167
2018	985,751
2019	1,020,263
2020	1,054,731
Thereafter	8,990,388
	<hr/>
	\$ 14,007,285

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

7. Post-employment benefits and compensated absences liability:

The following tables outline the components of the College's post-employment benefits and compensated absences liabilities and the related expenses:

					2015	2014
	Post-employment benefits	Non-vesting sick leave	Vesting sick leave	Compensated absences	Total liability	Total liability
Accrued employee future benefits obligations	\$ 813,000	\$ 2,283,000	\$ 316,000	\$ 256,000	\$ 3,668,000	\$ 3,416,000
Value of plan assets	(140,000)	–	–	–	(140,000)	(110,000)
Unamortized actuarial gains	78,000	614,000	58,000	–	750,000	989,000
	\$ 751,000	\$ 2,897,000	\$ 374,000	\$ 256,000	\$ 4,278,000	\$ 4,295,000

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

7. Post-employment benefits and compensated absences liability (continued):

					2015	2014
	Post-employment benefits	Non-vesting sick leave	Vesting sick leave	Compensated absences	Total expense	Total expense
Current year benefit costs	\$ 76,000	\$ 130,000	\$ 11,000	\$ 256,000	\$ 473,000	\$ 347,000
Interest on accrued benefit obligation	2,000	59,000	9,000	–	70,000	73,000
Amortized actuarial gains (losses)	(8,000)	(64,000)	19,000	–	(53,000)	9,000
	\$ 70,000	\$ 125,000	\$ 39,000	\$ 256,000	\$ 490,000	\$ 429,000

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

7. Post-employment benefits and compensated absences liability (continued):

Above amounts exclude pension contributions to the Colleges of Applied Arts and Technology pension plan, a multi-employer plan, described below:

(a) Retirement benefits:

Employees of the College are members of the Colleges of Applied Arts and Technology Pension Plan (the "Plan"), which is a multi-employer jointly sponsored defined benefit plan for eligible employees of the Colleges of Applied Arts and Technology and related employers in Ontario. The College makes contributions to the Plan equal to those of the employees. Contribution rates are set by the Plan's governors to ensure the long-term viability of the Plan.

Any pension surplus or deficit is a joint responsibility of the members and employers and may affect future contribution rates. The College does not recognize any share of the Plan's pension surplus or deficit as insufficient information is available to identify the College's share of the underlying pension assets and liabilities. The most recent actuarial valuation filed with pension regulators as at January 1, 2015 indicated an actuarial surplus of \$773,000,000. In 2015, the College's contributions amounted to \$5,846,076 (2014 - \$5,299,404) to the Plan, which has been included in the statement of operations.

The College makes contributions to the Retirement Compensation Arrangement ("RCA") triple the qualifying employee contributions. In 2015, the College's contributions to RCA amounted to \$82,627 (2014 - \$85,752), and has been included in the statement of operations.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

7. Post-employment benefits and compensated absences liability (continued):

(b) Post-employment benefits:

The College extends post-employment life insurance, health and dental benefits to certain employee groups subsequent to their retirement. The College recognizes these benefits as they are earned during the employees' tenure of service. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

The major actuarial assumptions employed for the valuations are as follows:

(i) Discount rate:

The present value as at March 31, 2015, of the future benefits was determined using a discount rate of 1.60% (2014 - 2.70%).

(ii) Drug costs:

Drug costs were assumed to increase at a 9.0% rate for 2015 (2014 - 9.0%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034 for fiscal 2015 (2014 - 4.0% in 2034).

(iii) Hospital and other medical:

Hospital and other medical costs were assumed to increase at 4.0% per annum (2014 – 4.0%).

Medical premium increases were assumed to increase at 7.5% per annum in 2015 (2014 - 7.5%) and decrease proportionately thereafter to an ultimate rate of 4.0% in 2034 for fiscal 2015 (2014 - 4.0% in 2034).

(iv) Dental costs:

Dental costs were assumed to increase at 4.0% per annum in 2015 (2014 - 4.0%).

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

7. Post-employment benefits and compensated absences liability (continued):

(c) Compensated absences:

(i) Vesting sick leave:

The College has provided for vesting sick leave benefits during the year. Eligible employees, after 10 years of service, are entitled to receive 50% of their accumulated sick leave credit on termination or retirement to a maximum of 6 months' salary. The program to accumulate sick leave credits ceased for employees hired after March 31, 1991. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

(ii) Non-vesting sick leave:

The College allocates to certain employee groups a specified number of days each year for use as paid absences in the event of illness or injury. These days do not vest and are available immediately. Employees are permitted to accumulate their unused allocation each year, up to the allowable maximum provided in their employment agreements. Accumulated days may be used in future years to the extent that the employees' illness or injury exceeds the current year's allocation of days. Sick days are paid out at the salary in effect at the time of usage. The related benefit liability was determined by an actuarial valuation study commissioned by the College Employer Council.

The assumptions used in the valuation of vesting and non-vesting sick leave are the College's best estimates of expected rates of:

	2015	2014
Wage and salary escalation	0.50% - 1.50%	0.00% - 1.75%
Discount rate	1.60%	2.70%

The probability that the employee will use more sick days than the annual accrual and the excess number of sick days used are within ranges of 0% to 24.0% and nil to 44.3 days, respectively, for age groups ranging from 20 and under to 65 and over in bands of five years.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

8. Net assets invested in capital assets:

(a) Net assets invested in capital assets represent the following:

	2015	2014
Capital assets, at cost (note 4)	\$ 188,546,465	\$ 176,023,152
Accumulated amortization (note 4)	(78,764,745)	(72,703,275)
Long-term debt:		
Long-term portion (note 6)	(13,005,300)	(14,007,285)
Current portion (note 6)	(1,001,985)	(1,201,874)
Deferred contributions related to capital assets (note 5)	(78,666,777)	(73,402,625)
Balance, end of year	\$ 17,107,658	\$ 14,708,093

(b) The change in net assets invested in capital assets is calculated as follows:

	2015	2014
Excess (deficiency) of revenue over expenditures:		
Amortization of deferred capital contributions	\$ 4,306,577	\$ 3,571,423
Amortization of capital assets	(6,429,000)	(5,669,138)
Gain on disposal of capital assets	3,501	13,200
	\$ (2,118,922)	\$ (2,084,515)
Net change in investment in capital assets:		
Donated and purchased capital assets	\$ 12,890,843	\$ 22,256,973
Amounts funded by deferred capital contributions	(9,570,729)	(18,747,935)
Repayment of debt	1,201,874	1,304,278
Proceeds on disposal	(3,501)	(13,200)
	\$ 4,518,487	\$ 4,800,116

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

9. Investment income:

Investment income earned and recorded as other revenue in the statement of operations is calculated as follows:

	2015	2014
Unrestricted resources	\$ 166,922	\$ 171,728
Endowment funds	186,027	233,167
	<u>\$ 352,949</u>	<u>\$ 404,895</u>

10. Financial instrument and risk management:

(a) Credit risk:

Credit risk is the risk of financial loss to the College if a debtor fails to make payments of interest and principal when due. The College is exposed to this risk relating to its cash, debt holdings in its investment portfolio and accounts receivable. The College holds its cash accounts with federally regulated chartered banks who are insured by the Canadian Deposit Insurance Corporation. In the event of default, the College's cash accounts are insured up to \$200,000 (2014 - \$200,000).

The College's investment policy operates within the constraints of the investment guidelines issued by the MTCU and puts limits on the bond portfolio, including portfolio composition, issuer type, bond quality, aggregate issuer, corporate sector and general guidelines for geographic exposure. All fixed income portfolios are measured for performance on a quarterly basis and monitored by management on a monthly basis. The guidelines permit the College's funds to be invested in government bonds, bank listed as schedule I or II or a branch in Canada of an authorized foreign bank under the Bank Act. Externally restricted and endowment funds, which are generally money and donations for scholarships and bursaries, can be invested in corporate bonds with a credit rating of A(R-1) or better. All other College funds are restricted to corporate bonds with a rating of AAA.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

10. Financial instrument and risk management (continued):

The maximum exposure to investment credit risk is outlined in note 3.

Student receivables are ultimately due from students. Credit risk is mitigated by financial approval processes before a student is enrolled and the highly diversified nature of the student population.

The College measures its exposure to credit risk based on how long the amounts have been outstanding. An impairment allowance is set up based on the College's historical experience regarding collections. The maximum exposure to credit risk of the College at March 31, 2015 is the carrying value of these assets.

	2015	2014
MTCU receivables	\$ 4,733,827	\$ 4,563,221
Student receivables	372,072	444,076
Other receivables	4,120,169	4,043,616
	9,226,068	9,050,913
Less allowance for doubtful accounts	140,000	159,000
	\$ 9,086,068	\$ 8,891,913

Student receivables not impaired are collectible based on the College's assessment and past experience regarding collection rates.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

10. Financial instrument and risk management (continued):

(b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate as a result of market factors. Market factors include three types of risk: currency risk, interest rate risk and equity risk.

The College's investment policy operates within the constraints of the investment guidelines issued by the MTCU. The policy's application is monitored by management, the investment managers and the Board. Diversification techniques are utilized to minimize risk. The policy sets limits and the maximum amount allowable per investment grade non-government fixed income issue at the greater of 15% of the total portfolio or 20% of the fixed income portfolio.

There have been no significant changes from the previous year in the exposure to risk or policies, procedures and methods used to measure the risk.

(i) Currency risk:

Currency risk relates to the College operating in different currencies and converting non-Canadian earnings at different points in time at different foreign exchange rates when adverse changes in foreign currency rates occur. The College does not have any material transactions or financial instruments denominated in foreign currencies.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

10. Financial instrument and risk management (continued):

(ii) Interest rate risk:

Interest rate risk is the potential for financial loss caused by fluctuations in fair value or future cash flows of financial instruments because of changes in market interest rates.

The College is exposed to this risk through its interest-bearing investments and long-term debt.

The College mitigates interest rate risk on its long-term debt through a derivative financial instrument that exchanges the variable rate inherent in the long-term debt for a fixed rate (note 6). Therefore, fluctuations in market interest rates would not impact future cash flows and operations relating to the term debt.

The College's bond portfolio has interest rates ranging from 1.25% to 4.27% (2014 - 1.67% to 4.27%) with maturities ranging from April 8, 2015 to September 8, 2023 (2013 - April 30, 2014 to September 8, 2023).

At March 31, 2015, a 1% fluctuation in interest rates, with all other variables held constant, would have an estimated impact on the fair value of bonds and the interest rate swap of \$45,000 and \$66,000, respectively. The College's long-term debt, as described in note 6, would not be impacted as the inherent variable rate of the debt has been fixed with the use of the aforementioned derivative interest rate swap.

There have been no significant changes from the previous year in the exposure to interest rate risk or policies, procedures and methods used to measure the risk.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

10. Financial instrument and risk management (continued):

(iii) Equity risk:

Equity risk is the uncertainty associated with the valuation of assets arising from changes in equity markets. The College is exposed to this risk through its equity holdings within its investment portfolio. At March 31, 2015, a 10% movement in the stock markets with all other variables held constant would have an estimated effect on the fair values of the College's equities of \$216,900 (2014 - \$229,100).

(c) Liquidity risk:

Liquidity risk is the risk that the College will not be able to meet all cash outflow obligations as they come due. The College mitigates this risk by monitoring cash activities and expected outflows through extensive budgeting and maintaining investments that may be converted to cash in the near term if unexpected cash outflows arise. The following table sets out the contractual maturities (representing undiscounted contractual cash flows of financial liabilities):

	Within 6 months	6 months to 1 year	1 - 5 years	Greater than 5 years
Accounts payable and accrued liabilities	\$ 7,480,204	\$ 2,168,347	\$ -	\$ -
Accrued payroll and employee benefits	10,865,172	25,000	-	-
Long-term debt	536,838	465,147	4,014,912	8,990,388

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

10. Financial instrument and risk management (continued):

Derivative financial liabilities mature as described in note 6.

There have been no significant changes from the previous year in the exposure to liquidity risk or policies, procedures and methods used to measure the risk.

11. Ontario Student Opportunity Trust Funds:

Net assets restricted for endowments include monies provided by the Government of Ontario from the Ontario Student Opportunity Trust Fund Phase 1 and Phase 2 ("OSOTF") matching program to award student aid as a result of raising an equal amount of endowed donations.

The College has recorded the following amounts under the OSOTF programs:

(a) OSOTF - Phase 1:

Schedule of changes in endowment fund balance:

	2015	2014
Fund balance, beginning of year	\$ 1,418,273	\$ 1,418,236
Preservation of capital	38	37
Fund balance, end of year	\$ 1,418,311	\$ 1,418,273

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

11. Ontario Student Opportunity Trust Funds (continued):

Schedule of changes in expendable funds available for awards:

	2015		2014	
	Market	Cost	Market	Cost
Balance, beginning of year	\$ 336,283	\$ 246,460	\$ 313,623	\$ 253,776
Realized investment income, net of direct investment-related expenses and preservation of capital contributions	42,315	44,274	83,840	53,864
Bursaries awarded (2015 -73; 2014 - 79)	(57,835)	(57,835)	(61,180)	(61,180)
Balance, end of year	\$ 320,763	\$ 232,899	\$ 336,283	\$ 246,460

(b) OSOTF - Phase 2:

Schedule of changes in endowment fund balance:

	2015	2014
Fund balance, beginning of year	\$ 473,449	\$ 473,377
Preservation of capital	74	72
Fund balance, end of year	\$ 473,523	\$ 473,449

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

11. Ontario Student Opportunity Trust Funds (continued):

Schedule of changes in expendable funds available for awards:

	2015		2014	
	Market	Cost	Market	Cost
Balance, beginning of year	\$ 85,250	\$ 62,282	\$ 73,234	\$ 58,836
Realized investment income, net of direct investment-related expenses and preservation of capital contributions	12,983	12,922	27,586	19,016
Bursaries awarded (2015 - 10; 2014 - 13)	(15,720)	(15,720)	(15,570)	(15,570)
Balance, end of year	\$ 82,513	\$ 59,484	\$ 85,250	\$ 62,282

12. Ontario Trust for Student Support:

Net assets restricted for endowments include monies provided by the Government of Ontario from the Ontario Trust for Student Support matching program to award student aid.

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

12. Ontario Trust for Student Support (continued):

Schedule of changes in endowment fund balances during the year:

	2015	2014
Fund balance, beginning of year	\$ 3,813,001	\$ 3,812,985
Preservation of capital	15	16
Fund balance, end of year	\$ 3,813,016	\$ 3,813,001

Schedule of changes in expendable funds available for awards:

	2015		2014	
	Market	Cost	Market	Cost
Balance, beginning of year	\$ 474,952	\$ 257,196	\$ 369,790	\$ 242,424
Realized investment income, net of direct investment-related expenses and preservation of capital contributions	106,057	114,101	235,309	144,919
Bursaries awarded (2015 -142; 2014 - 178)	(105,397)	(105,397)	(130,147)	(130,147)
Balance, end of year	\$ 475,612	\$ 265,900	\$ 474,952	\$ 257,196

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

13. Fleming College Foundation:

Fleming College Foundation (the "Foundation") was established to raise funds for the use of the College. The Foundation was incorporated under the Ontario Corporations Act and is a registered charity under the Income Tax Act (Canada).

As defined by Chartered Professional Accountants of Canada PSAB accounting recommendations for Government NPOs, the College controls the Foundation operations, in that they have common board members controlling both entities. The majority of fundraising has been carried out by the College since April 1, 2011.

The Foundation's financial statements have not been consolidated in the College's financial statements. Separate financial statements of the Foundation are available upon request.

Financial summaries of the Foundation as at and for the year ended March 31 are as follows:

	2015	2014
Financial position		
Total assets	\$ 5,405	\$ 5,457
Total liabilities	5,405	5,457
Fund balances	\$ -	\$ -
Results of operations		
Total revenue	\$ 23,138	\$ 13,456
Total expenses	5,353	5,457
Transfers to Fleming College	17,785	67,679
Excess of expenditures over revenue	\$ -	\$ (59,680)

The net resources of the Foundation amount to nil (2014 - nil).

SIR SANDFORD FLEMING COLLEGE OF APPLIED ARTS AND TECHNOLOGY

DRAFT Notes to Financial Statements (continued)

Year ended March 31, 2015

14. Internally restricted net assets:

	2015	2014
Residence and other direct student services	\$ 2,234,000	\$ 1,976,000
Sportfield Capital Reserve Fund	10,000	-

Internally restricted net assets represent funds restricted by Board motion for the purpose of residence and other direct student services, as well as, capital repairs and improvements to the sports field complex. Board approval is required for expenditures.

On May 27, 2015, the Board approved a transfer of \$268,000 from unrestricted to internally restricted net assets, \$258,000 for the purpose of residence and other direct services and \$10,000 for capital repairs and improvements to the sports field complex.

15. Commitments:

The College is committed to the following operating lease payments in each of the following years:

2016	\$ 360,304
2017	89,837

16. Comparative information:

Certain comparative information has been reclassified to conform with the financial statement presentation adopted in the current year.

SIR SANDFORD FLEMING COLLEGE

FINANCIAL STATEMENTS – 2014/15

REPORT OF

VICE-PRESIDENT FINANCE AND ADMINISTRATION

A. STATEMENT OF FINANCIAL POSITION

Introduction

A summary of the significant accounting policies and reporting practices followed by the College are outlined in the Notes to the Financial Statements.

The Financial Statements include net assets of \$ 11.2 million as at March 31, 2015 and include the prior year's financial results.

The following highlights describe the changes during the 2014/15 fiscal year.

Cash has decreased by \$ 3.3 million as outlined in the Statements of Cash Flows.

Operating activities include an excess of revenue over expenditures of \$ 306,664. When combined with items not involving cash and changes in non-cash operating working capital, cash has increased by \$ 1.2 million.

Capital activities utilized \$ 5.7 million as capital purchases exceeded contributions received during the year, primarily due to the construction of the Kawartha Trades and Technology Centre (KTTC).

Financing activities have utilized \$.7 million mainly due to the repayment of long-term debt.

Investing activities resulted in an increase in cash of \$ 2.0 million due to less funds being held in short-term investments.

Cash is invested in accordance with the Ministry of Training, Colleges and Universities' (MTCU) Banking, Investments and Borrowing Binding Policy directive.

MTCU receivables: The outstanding balance of \$ 4.7 million is due from MTCU. Of this total, \$ 3.7 million relates to the BScN Operating Grant, \$.5 million to apprenticeship related grants, \$.4 million to the Second Career Grant and \$.1 to other grant funding.

Capital assets: Details of the classification of capital assets held are provided in Note 4 to the Financial Statements. The net book value has increased, as compared to the prior year, by approximately \$ 6.5 million. During the fiscal year, capital investments totalled \$ 12.9 million and related to the KTTC (\$ 9.7 million), facilities related capital (\$ 1.0), academic equipment (\$.9 million), information technology (\$.7 million), Centre for Alternative Wastewater Treatment (CAWT) equipment and renovations (\$.2 million), residence equipment (\$.2 million) and various other capital (\$.2 million).

Accounts payable: The accounts payable have decreased by \$ 2.0 million. The decrease in accounts payable is related to the construction of the Kawartha Trades and Technology Centre project which opened in September 2014.

MTCU grants received in excess of entitlements: The outstanding balance of \$.6 million represents funds received from MTCU that had not been earned at March 31, 2015. The Second Career Grant, which offsets the MTCU receivable above amounts to \$.3 million with the balance comprised of various other grants.

Deferred revenue: The deferred revenue has increased by \$ 1.4 million. The increase is mainly due to the winter 2015 term starting one week later than the prior year, resulting in an extra week of the term being deferred. As well, tuition rate increases and an increase in Natural Sciences and Engineering Research funding deferrals contributed to the overall increase.

Long-term debt: Details of the long-term debt are outlined in the Note 6 to the Financial Statements. The net principal repayments during the year totalled \$ 1.2 million.

Deferred capital contributions: Deferred capital contribution (DCC) changes are outlined in Note 5 to the Financial Statements. The increase of \$ 2.6 million is the net of additional funding received during the year of \$ 6.9 million and \$ 4.3 million of earned amortization. As well, \$ 2.7 million of the prior year's unspent DCC was utilized. The total funding spent during the year was \$ 9.6 and offset capital purchases noted above for KTTC (\$ 8.6 million), facilities capital (\$.3 million), academic equipment (\$.3 million), CAWT equipment and renovations (\$.2 million), and other capital of (\$.2 million).

Net assets: Net assets have increased by \$ 272,288 as outlined on the Statement of Changes in Net Assets. The excess of revenue over expenditures total \$ 306,664 which includes \$ 258,000 in surplus generated by residence operations. As well, the Sports Field agreement with the City of Peterborough requires \$10,000 to be internally restricted for future capital repairs and improvements to the sports field complex. Both the residence surplus and the sports field reserve will be transferred to internally restricted net assets subject to Board of Governor approval. Endowment contributions and derivative liability market changes have resulted in a direct increase of \$10,124 and decrease of \$44,500 in net assets, respectively.

SIR SANDFORD FLEMING COLLEGE
Statement of Revenue and Expenditures
For the Period Ending March 31, 2015



	Current Year				Notes	Actual Prior Year
	Actual To 31-Mar-2015	Budget Current Year	Budget Variance	% Variance		
Revenue						
Grants and Reimbursements	\$ (46,371,578)	\$ (46,209,861)	\$ 161,717	0.3%	1	\$ (46,286,758)
Student Tuition Fees	\$ (26,355,182)	\$ (26,576,280)	\$ (221,098)	-0.8%	2	\$ (24,144,976)
Contract Training	\$ (967,803)	\$ (1,242,396)	\$ (274,593)	-22.1%	3	\$ (832,647)
Other Income						
Other Income	\$ (7,058,294)	\$ (6,947,050)	\$ 111,244	1.6%		\$ (7,937,197)
Ancillary Fees	\$ (4,250,740)	\$ (4,186,328)	\$ 64,412	1.5%		\$ (4,196,911)
Non-Operating Revenue	\$ -	\$ -	\$ -			\$ -
Total Other Income	\$ (11,309,034)	\$ (11,133,378)	\$ 175,656	1.6%	4	\$ (12,134,108)
Amortization of Deferred Capital Contributions	\$ (4,306,577)	\$ (4,311,270)	\$ (4,693)	-0.1%		\$ (3,571,423)
Total Operating Revenues	\$ (89,310,174)	\$ (89,473,185)	\$ (163,011)	-0.2%		\$ (86,969,912)
Skills Programs	\$ (3,653,156)	\$ (3,602,327)	\$ 50,829	1.4%		\$ (3,356,845)
Tuition Holdback Bursaries	\$ (1,911,335)	\$ (2,441,298)	\$ (529,963)	-21.7%	5	\$ (2,773,172)
Ministry Bursaries	\$ (645,631)	\$ (369,288)	\$ 276,343	74.8%	6	\$ (642,164)
Special Projects	\$ (2,428,501)	\$ (2,341,959)	\$ 86,542	3.7%		\$ (2,735,347)
Facilities Renewal and Renovation Projects	\$ (2,164,050)	\$ (767,046)	\$ 1,397,004	182.1%	7	\$ (770,725)
Ancillary Operations	\$ (5,386,877)	\$ (5,320,584)	\$ 66,293	1.2%		\$ (4,059,413)
Total Revenue	\$ (105,499,724)	\$ (104,315,687)	\$ 1,184,037	1.1%		\$ (101,307,578)

SIR SANDFORD FLEMING COLLEGE
Statement of Revenue and Expenditures
For the Period Ending March 31, 2015



	Current Year					
	Actual To 31-Mar-2015	Budget Current Year	Budget Variance	% Variance	Notes	Actual Prior Year
Expenditures						
Salaries and Benefits						
Salaries, Full Time	\$ 40,332,127	\$ 40,339,213	\$ 7,086	0.0%		\$ 39,415,314
Salaries, Part Time	\$ 12,457,717	\$ 12,760,984	\$ 303,267	-2.4%		\$ 12,530,370
Benefits	\$ 11,412,192	\$ 11,305,229	\$ (106,963)	0.9%		\$ 10,751,368
Total Salaries and Benefits	\$ 64,202,036	\$ 64,405,426	\$ 203,390	-0.3%	8	\$ 62,697,052
Non-Salary Expenses						
Instructional Support Costs	\$ 4,864,377	\$ 4,641,024	\$ (223,353)	4.8%	9	\$ 4,795,859
Travel and Professional Development	\$ 1,147,527	\$ 1,240,315	\$ 92,788	-7.5%		\$ 1,081,220
Advertising	\$ 957,457	\$ 1,062,436	\$ 104,979	-9.9%	10	\$ 1,017,089
Telephone, Audit, Legal & Insurance	\$ 1,119,334	\$ 1,144,529	\$ 25,195	-2.2%		\$ 1,055,886
Equipment Maintenance	\$ 426,570	\$ 429,864	\$ 3,294	-0.8%		\$ 385,010
Plant and Security	\$ 2,516,955	\$ 2,399,037	\$ (117,918)	4.9%	11	\$ 3,138,108
Rentals and Taxes	\$ 881,714	\$ 948,008	\$ 66,294	-7.0%		\$ 929,151
Utilities	\$ 2,401,449	\$ 2,619,898	\$ 218,449	-8.3%	12	\$ 2,430,274
Contract Services Trent	\$ 1,828,938	\$ 2,134,729	\$ 305,791	-14.3%	13	\$ 1,745,202
Services & Other	\$ 3,253,321	\$ 3,270,732	\$ 17,411	-0.5%		\$ 2,705,314
Long Term Debt Interest	\$ 58,391	\$ 65,200	\$ 6,809	-10.4%		\$ 63,461
Amortization of Capital Assets	\$ 5,623,434	\$ 5,703,552	\$ 80,118	-1.4%		\$ 4,937,169
Total Non-Salary Expenses	\$ 25,079,467	\$ 25,659,324	\$ 579,857	-2.3%		\$ 24,283,744
Total Operating Expenditures	\$ 89,281,503	\$ 90,064,750	\$ 783,247	-0.9%		\$ 86,980,795
Investments	\$ 279,972	\$ 674,501	\$ 394,529	-58.5%	7	\$ 494,239
Skills Programs	\$ 3,433,195	\$ 3,182,711	\$ (250,484)	7.9%	14	\$ 3,118,455
Tuition Holdback Bursaries	\$ 1,911,335	\$ 2,441,298	\$ 529,963	-21.7%	5	\$ 2,773,172
Ministry Bursaries	\$ 645,631	\$ 369,288	\$ (276,343)	74.8%	6	\$ 642,164
Special Projects	\$ 2,428,501	\$ 2,341,959	\$ (86,542)	3.7%		\$ 2,729,981
Facilities Renewal and Renovation Projects	\$ 2,164,050	\$ 197,046	\$ (1,967,004)	998.2%	7	\$ 770,725
Ancillary Operations	\$ 5,054,917	\$ 5,044,134	\$ (10,783)	0.2%		\$ 3,763,072
Net Asset Adjustment	\$ (6,045)	\$ -	\$ 6,045			\$ (29,008)
Total Expenditures	\$ 105,193,059	\$ 104,315,687	\$ (877,372)	0.8%		\$ 101,243,596
Net	\$ (306,664)	\$ -	\$ 306,664			\$ (63,982)

B. SUMMARY OF REVENUE AND EXPENDITURE VARIANCES

The purpose of the following comments is to provide explanations for significant variances (variance > \$0.1 million or 10%) when comparing the actual financial results for the year ended March 31, 2015 to the budget as disclosed through The Statement of Revenue and Expenditures.

- 1. Grants:** Actual Grant revenues for 2014/15 increased by \$0.161 million (.3%) due to added placements allowed in the Culinary Apprentice Co-op program for winter 2015. A late grant was also awarded under a provincial project to assist colleges in improving pathways for students to move within the postsecondary education system.
- 2. Student Tuition Fees:** While the College had a successful year with overall enrolment being slightly higher than the enrolment plan, the resulting student tuition revenue was under budget by \$0.221 million (0.8%) due to changes in program mix from the enrolment plan.
- 3. Contract Training:** These revenues were under budget by \$0.274 million (22.1%) as several planned program launches for 2014/2015 were deferred to 2015/2016. Despite this, contract training revenue was still \$0.135 million (16.2%) higher than the prior year.
- 4. Other Income:** Increases from budget of \$0.176 million (1.6%) were generated from a variety of sources. Increased enrolment activity in specific programs, such as those run out of Haliburton, generated increases in student supply fees of \$0.1 million. However, these increases are in direct proportion to increases in academic expenditures for the student supplies. Other increases included an increase in College facilities rentals and Investment Income.
- 5. Tuition Holdback Bursaries:** While additional funding was available to spend on bursaries during the fiscal year (when compared to budget), these funds were held back to carry over into the summer term to fund student summer jobs. Ministry policy on eligible payments from the fund allows for this and is based on the academic calendar ending August 31 rather than the College's March 31 fiscal year.
- 6. Ministry Bursaries:** Bursaries are not all known at the time of budget preparation and thus are traditionally under budgeted. This poses no risk to the College budget as all Bursaries are a direct flow through to students.
- 7. Investments and Facilities Renewal & Renovation Projects:** These two non-operating revenue and expenditure categories are comprised of projects that are a blend of small operating expense items and large capital asset procurements. For 2014/15, the \$1.4 million increase in revenue (and corresponding increase in expenditures) was the result of a shift to a larger number of small dollar expense items versus capital items, particularly those purchased with Ministry grant funding for the Kawartha Trades and Technology Center (KTTC). For budget purposes, the majority of these grants had been treated as capital.

8. **Salaries and Benefits:** Salary and benefit expenditures were under budget by \$0.2 million (0.3%). Part time salary decreases were primarily generated in the Academic division due to efforts to contain and reduce part time faculty costs as a budget management strategy. Benefits however were over budget due to increasing rates and an increase in the number of part time staff eligible to enrol in the pension plan.
9. **Instructional Support Costs:** As a result of the increase in enrolment activity in specific programs, supply costs to support these programs also increased by \$0.22 million (4.8%) This includes the cost of student supplies that are offset through increases in student supply and academic fees collected.
10. **Advertising:** A small decrease in expenditures of \$0.1 million occurred in advertising due to strategic efforts to target marketing efforts while containing costs.
11. **Plant and Security:** A budget estimate of \$0.115 million for an extraordinary item related to contaminated soil remediation at the McRae Campus was assigned to the plant department as a placeholder until final costs could be ascertained in the year. The final cost for the soil remediation and construction at McRae was \$0.1 million higher due to the discovery of more extensive soil contamination than was anticipated by the environmental consultants.
12. **Utilities:** Increases in utility rates were planned in the budget and conservative estimates were also required to project the cost of servicing the newly opened KTTC. Overall, utility costs were \$.2 million lower than anticipated primarily due to sustainable conservation efforts and lower than anticipated KTTC energy consumption.
13. **Contract Services Trent:** Final costs owing to Trent University for the Registered Nursing program were lower than originally estimated in the budget with our Trent counterparts.
14. **Skill Program:** Within the skills programs in non-operating projects, the College's practice has historically not been to provide a budget for program overheads, but rather charge them through the year end reconciliation process. This year's expenditures are over budget by \$0.250 million (7.9%) which is equal to the overhead charges in the programs. This practice has been changed for the 2015/2016 budget.

BOARD BRIEFING REPORT

<input type="checkbox"/> Board Committee Meeting	<input checked="" type="checkbox"/> Public Board Meeting	<input type="checkbox"/> In-Camera Board Meeting
Date of Meeting: May 27, 2015		Agenda Item 5.2

SUBJECT: Internally Restricted Net Assets

PRESENTED BY: Governor Gillespie, Chair – Audit Committee

DESCRIPTION: The excess of revenue over expenditures on the Statement of Operations is comprised of general operations as well as ancillary operations. The portion related to the ancillary operations is to be internally restricted annually as is a portion to establish a reserve fund for future Sports Field Complex capital repairs and improvements.

BACKGROUND: The internally restricted net assets of \$1,976,000 as at March 31, 2014 represents the cumulative residence surplus from prior years. Any additional excess of revenue over expenditure or excess of expenditures over revenue, generated by the residence as an ancillary operation, are restricted for use towards future residence or other direct student services.

The Audit Committee will review details at its meeting on May 27, 2015.

Connection to Fleming’s planning framework: N/A

Reference Documents:

- the attachments to Agenda Item 5.1

Action Requested:

<input type="checkbox"/> Information/Update	<input type="checkbox"/> Discussion/Advice	<input checked="" type="checkbox"/> Decision/Approval (<i>Recommendation as a motion</i>)
---	--	---

ANALYSIS

During the 2014-2015 fiscal year, the residence operations generated an additional \$258,000. The Internally Restricted Net Assets for the residence as of March 31, 2015 will total \$2,234,000 should the current year internal restriction be approved.

The Sports Field became operational during the year and, as part of the agreement with the City of Peterborough, a minimum of \$ 10,000 per year is to be restricted by both parties for future capital repairs and improvements to the Sports Field Complex.

Implementation Strategy

Approval of the audited financial statement will include Internally Restricted Net Assets of \$2,244,000 as at March 31, 2015.

Decision Point

1. Is the Board of Governors comfortable with the additional residence surplus of \$258,000 generated in 2014-2015 being restricted for the purpose of future residence or other direct student services?
2. Is the Board of Governors comfortable with the total transfer of \$268,000 from the Unrestricted Operating into Internally Restricted Net Assets?

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College internally restrict \$258,000 for the purpose of future residence and other direct student services, and \$10,000 for the purpose of future Sports Field Complex capital repairs and improvements.

BOARD BRIEFING REPORT

<input type="checkbox"/> Board Committee Meeting	<input checked="" type="checkbox"/> Public Board Meeting	<input type="checkbox"/> In-Camera Board Meeting
Date of Meeting: May 27, 2015		Agenda Item 5.3

SUBJECT: Fleming College Annual Report 2014-2015

PRESENTED BY: Ms. Crook, Vice-President Human Resources and Student Services

DESCRIPTION: A report to present the College's annual report for 2014-2015 for review and approval.

BACKGROUND: All colleges are required to prepare, approve and submit an annual report to the Minister and to make it available to the public. The attached report has been prepared in accordance with the Annual Report Operating Procedure established in the Binding Policy Directive.

The annual report charts the College's achievement of the operational outcomes established in the business plan for the year and includes the audited financial statements. A key purpose of the report is accountability to the public and to the government. The information is also used by the Ministry to advise and inform government planning and policy-making.

- Section 8 of O.Reg. 34/03 under the Ontario Colleges of Applied Arts and Technology Act, 2002
- Minister's Binding Policy Directive, *Governance and Accountability Framework*, rev. 2010
- Ministry Operating Procedure under the Policy Framework, *Annual Report*, rev. 2010
- Executive Leaders Team

Connection to Fleming's planning framework:

- Fleming College Strategic Plan 2010-2015, approved May 26, 2010 (BoG May26-2010 #6)
- Strategic Mandate Agreement 2014-2017

Attachments:

- Annual Report 2014-2015

Action Requested:

- Information/Update Discussion/Advice Decision/Approval (*Recommendation as a motion*)

ANALYSIS

The College achieved overall enrolment targets in a challenging context, including record full-time enrolment at Haliburton School of The Arts.

Provincial Key Performance Indicator (KPI) averages for Employer Satisfaction and Student Satisfaction were exceeded.

An integrated planning process to facilitate program prioritization and resource allocation was implemented.

The College ended this year with a small surplus through strong financial management despite significant fiscal challenges.

Implementation Strategy

The Annual Report is to be submitted to the Ministry of Training, Colleges and Universities by July 31. The document also includes the audited financial statements, as approved by the Board.

The Annual Report will be posted on the College's external web site, thereby meeting the requirement to be publically available.

Decision Point

The Annual Report is developed according to the Ministry Operating Procedure Annual Report.

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the *Fleming College Annual Report for 2014-2015*, as circulated.

PREPARED BY: Ms. Caldwell, Human Resources Generalist, Compensation/Recognition Specialist

Introduction

Fleming College is pleased to present its Annual Report for 2014 – 2015. As indicated in this report, we have successfully achieved the majority of the objectives established at the beginning of the year by being innovative and focused, while keeping an eye on quality, efficiencies and excellence in execution.

Our work this year is highlighted by a number of accomplishments related to the student experience, growth and sustaining a strong working environment. We have achieved enrolment targets, launched the Kawartha Trades and Technology Center, increased international enrolment and introduced a gated new program process. We have made improvements in the student experience and provided relevant development for our staff. We have exceeded the provincial Key Performance Indicator (KPI) average for Employer Satisfaction and Student Satisfaction and enjoyed all of those accomplishments while still making sure we are financial viable.

We have just completed a new strategic plan that will provide the guidance for us to continue to deliver seamless, personalized learning to students as we enhance creativity, continuous improvement and integration across divisions.

We are proud of our accomplishments this year and look forward to achieving strong results next year so that we provide the best and most comprehensive learning experience to students possible.

June, 2015

On behalf of the Board of Governors of Sir Sandford Fleming College, I am pleased to submit the College's 2014-2015 Annual Report.

Fleming College is in the process of completing its final year of an existing five year strategic plan and is currently developing a new three-year strategic plan that has as its center our Strategic Mandate Agreement (SMA).



Our Board believes in strategic planning, excellence in implementation and close tracking of progress toward achievement of the plan. The Board of Governors establishes its annual objectives and works with the College President on his objectives for the year. Both align to the College Business Plan and the SMA.

These innovative, integrated objectives were designed to differentiate the student experience, enhance partnerships and improve performance and productivity. We not set relevant, stretch objectives for ourselves, but that we also follow through with relevant, annual measurements of process. Every year we look to enhance our ability to continuously improve while ensuring financial viability.

I am pleased to confirm the Board's unanimous support for this year's Annual Report. Our Board concludes that the report fairly and appropriately characterizes areas of significant progress as well as some items on which the College has had to defer investment of time and funds.

We appreciate this process and have placed the SMA at the center of our Business Plan while using the Annual Report as a report card on our progress. Our goal is to be creative as we strive to continuously improve.

In closing, I submit this Annual Report with pride in accomplishments over the past year and with anticipation of those to come.

A handwritten signature in cursive script that reads "Joan Ross". The signature is written in dark ink on a white background.

Joan Ross
Chair, Board of Governors

June, 2015

Along with Board Chair Joan Ross and the Governors of Sir Sandford Fleming College, I am pleased to submit this report on 2014-2015 progress toward our Fleming College Strategic Plan.



The report highlights several areas of progress. The College has focused on aspects of our Core Promise which we believe focuses not only on enhancing learning but also producing graduates who bring very positive qualities to the workplace and to their community and country. This belief has been substantiated by employees and there is more to do.

The College has continued to work hard on creating an excellent working environment and has designed creative development offerings uniquely tailored to the needs of specific employee groups. Structural redesign has also created opportunities for internal talent.

After several years of enrolment growth, Fleming College's funded enrolment continues to be on par with the previous year. International enrolment has grown significantly from very modest levels. We anticipate the challenges ahead related to growing domestic enrolment will be offset by further growth in international enrolment and a focus on how and where to enhance domestic enrolment.

We have also worked hard at ensuring financial viability and will take a long-term look at how we re-imagine the work we do including enhancing growth, revenues and efficiencies. This will be an integral part of our Strategic Plan. An important aspect of our success that will continue to be a focus for us is partnering with potential employers and educational institutions has been and will be a focus for the College.

Another aspect of financial viability is to consistently improve both effectiveness and efficiency and, in this regard, the College has undertaken a number of Lean projects with strong results including better service to students and more focused academic learning outcomes. We will continue this work along with delivering the objectives of our newly developed Business Plan and finalize a new Strategic Plan

In summary, 2014-2015 has been a time for investment in people, facilities and services, while being careful regarding where we put our focus so that we can deliver financial viability. Further it has been a time to look at what we do and how we do it and make plans to reinvent our work. I am pleased to submit this Annual Report with its description of areas of focus, progress and achievement.

A handwritten signature in black ink that reads "G.A. Tilly". The signature is written in a cursive, flowing style.

G.A. Tilly, Ph.D.
President

Vision, Mission & Core Promise From Strategic Plan

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, service and applied research.

Core Promise to Students

At Fleming College, 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.

For all of these reasons, 99% of Fleming Students agree they made the right choice coming to Fleming College.

The Fleming College 2014-2017 Strategic Mandate Agreement

- 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

1.0 Achieving Excellence in Student Learning

Strategy 1.1

Ensure that Fleming's applied learning experience stands out, so that graduates are ready to make a difference in the workplace.

Objectives:

Successfully implement both Work Integrated Learning and Applied Learning Enhancement strategies consistent with our SMA. Success will be demonstrated by Key Performance Indicator (KPI) scores (for questions 21 through 23) at or above the provincial standard.

Met Target

Develop a solution for increasing space requirements for applied learning projects across the College's academic programs. Success will be measured by developing collaborative strategies across the Academic division and the provision of suitable facilities to accommodate all planned program needs in an acceptable manner.

Met Target

Strategy 1.2

Design and deliver programs to emphasize high expectations, student engagement and high quality student/faculty interaction with results reflected in retention and Key Performance Indicators, particularly Student Satisfaction and Graduation Rates.

Objectives:

Continue development and implementation of KPI improvement initiatives with a minimum of 60% of the student learning experience KPI ratings as 'above average' and at least 40% rated as 1st quartile provincially.

Met Target

Implement a successful integrated planning process with the measures of success being an approved set of criteria and metrics that facilitate program prioritization and resource allocation, and an approved integrated approach to the development of a new strategic plan.

Exceeded Target

Strategy 1.4

Design all aspects of the student experience, within and beyond the classroom, to deliver learning that is consistent with the College's Values and Core Promise to Students.

Objectives:

Establish a cross functional steering committee made up of students, staff and faculty to review, revise and make recommendations for changes to the Student Rights and Responsibilities Policy and Procedures. The measure of success will be an approved policy and clear procedures.

Met Target

Establish a committee of administrators, faculty and staff to look at improving out of class tutoring and academic support services to students. Success will be measured by having a tutoring plan that is supported by the academic programs and several pilot courses running in the fall semester.

Met Target

Ensure that all College programs are in full compliance with the Program Quality Assurance Process Audit (PQAPA) quality assurance criteria and demonstrate good quality standing. Success will be measured by compliance with the annual schedule of program and curriculum renewal reviews. Achievement of a student satisfaction rating of at least 85% on "Overall Quality of Programs" as well as the achievement or maintenance of full accreditation standing in all applicable programs.

Exceeded Target

Strategy 1.5

Develop an eLearning strategy that prepares our graduates for lifelong learning.

Objectives:

Develop a 3-year implementation action plan to meet the goals of the existing eLearning strategy. Success will be measured by attainment of the identified eLearning goals.

Partially Met Target – Plan to renew eLearning strategy has been included in the 2015-16 Business plan.

Implement a Geomatic Information System hybrid program delivery model that scales across the Frost software platform to enable broader adoption. The measure of success will be that IT Virtualized Delivery Infrastructure and classroom technology is fully implemented for the September 2014 Geomatics Pilot Delivery.

Partially Met Target – Internal pilot is underway. Full debrief and evaluation including plan for fall launch to be developed.

Strategy 1.6

Ensure results: graduates move on to employment and further educational opportunities that recognize and capitalize on their education at Fleming. We emphasize the KPI of Employment Rate as well as program-related employment, credential recognition and transfer as means for measuring success.

Objectives:

Develop opportunities that foster interaction with a network of internal and external industry leaders aligned to current programs and students. The measure of success will be stronger mentorship by internal and external industry leaders through the development and implementation of events to encourage current student interaction with mentors.

Partially Met Target – All events will be completed by Summer, 2015.

2.0 Providing Superior Services & Facilities

Strategy 2.1

Provide superior service to students through plans and consequent improvements that increase student satisfaction. Our overall ratings and at least twelve (i.e. two-thirds) of our KPI-based specific service/facilities ratings will be in the top quartile in the province.

Objectives:

Develop and implement targeted KPI improvement initiatives in services and facilities. Success will be measured by an improvement of at least 2% over the previous year in student satisfaction, for services not already in the 1st quartile.

Met Target – on facilities with an increase of at least 2%

Partially Met Target – in Services with 8 enjoying an increase of at least 2% and 4 not increasing (bookstore, Registrar, health and financial aid)

Met Target – on overall quality of services with an increase of at least 2%

Establish and implement a plan with cross college involvement to improve our Orientation program by placing a greater focus on school spirit and social integration and improving how we provide timely information to new students. Success will be measured by having an inventory of current programming and services, a survey of students on what would help and an established orientation committee that will make recommendations for fall 2014.

Met Target

Increase awareness of the service and involvement of students in activities that are recognized through the Co-curricular Record (CCR), following the launch in winter 2014. Success will be measured by having an increase of 20% of approved activities and students involved in CCR and a completed assessment of the initial year of CCR.

Met target

Assess the Career Services brand internally including current resources to support implementation of a communications and promotional plan that will increase awareness of the services we provide to students, staff, alumni and employers. Success will be measured by having updated promotional materials for students, alumni and employers.

Met Target

Develop a strategy to engage Fleming College male students and staff in initiatives that support healthy masculinity and prevention of violence against women. Success will be measured by having the program developed, launched and staff and students trained in mentoring for other men on campus.

Exceeded Target

Complete facility improvement projects to improve student satisfaction that include priority deferred maintenance projects such as theatre seating upgrades at Brealey; washroom renovations at Brealey and Frost; roof repairs including the replacement of the Steele Centre roof at the Brealey campus; and many safety related improvements. Success will be measured by these projects being successfully completed on time and on budget.

Met Target

In consultation with Student Administrative Council/Student Association continue to upgrade services to students including Portal mobile applications, Learning Commons upgrades, lab upgrades and smart group study spaces. Work with Academic Leadership to finalize and implement eLearning goals.

Partially Met Target – Portal updates ongoing, Frost Learning Commons upgrade complete, Brealey Learning Commons upgrade not required. Prototype of a collaborative communications platform was demonstrated at Executive Leaders Team. Technology Group being finalized and e-Learning goals will be developed in tandem with the Academic e-Learning plan in the spring/fall.

Implement the Registrar's Office and Continuing Education Operations systems priorities identified in the Registrar's Office plan designed to increase automation and efficiency. Success will be measured by feedback from staff and students and successful implementation of related activities.

Exceeded Target

Through Fleming Data Research provide data, and institutional research support for the effective measurements needed for integrated planning and for the reporting requirements from the Ministry.

Met Target

Move the newly designed credit transfer process to the next level by incorporating EDI improvements, system modifications and policy changes. Success will be measured by feedback from staff and students.

Met Target

Implement enhancements to the diploma generating process to improve efficiency and effectiveness. Success will be measured by feedback from faculty and staff.

Met Target

Strategy 2.2

Ensure that both employees and students see our Fleming IT resources and support as clear assets for their work and learning.

Objectives:

Complete a comprehensive review and consolidation of the new IT platform across all systems and users to provide feedback and the basis for the next IT three-year roadmap. The measure of success will be completion of the comprehensive evaluation by October 30th, 2014 and a 3-year roadmap completed and validated by March, 2015.

Met Target

Complete Major Systems initiatives (Database Split, Tuition Framework, Financial Health and Sustainability Grant projects, Productivity Innovation Fund – Integrated Program Planning data sources, Credit transfer). The measure of success will be that priority setting be completed by April 30, 2014 and that approved projects will be completed on-time and on-budget throughout the 2014-15 fiscal year.

Met Target

Implement core IT infrastructure and classroom/Lab technologies and integrate KTTCC into the College IT systems. The measure of success is to complete the Lab and

classroom upgrades by September 2014 and the Core Switch infrastructure upgrades by March 31, 2015.

Met Target

Strategy 2.3

Complete Campus Master Planning at our major campuses; prioritize and implement key improvements to the physical environment at all campuses.

Objectives:

Utilize the outdoor aspects of the Frost and Sutherland Campuses to promote healthy activities for staff and students. We will maintain and promote the use of the existing trails. Success will be measured by having trail signage and a maintenance plan for the trails at both campuses. The soccer fields will be used during the Sutherland Campus Orientation events.

Exceeded Target

Examine ways of improving our services to students in our Libraries by looking at the best use of the space and partnering with the Academic Schools. Success will be measured by having several courses working in a proactive way with the Libraries to prepare to assist students with assignments.

Met Target

Ensure the Kawartha Trades and Technology Centre is constructed within budget, and open for full operation in September 2014. Success will be measured by this project being successfully completed to its design specifications, on time and on budget.

Met Target

Complete the development of a comprehensive Campus Master Plan for the Frost Campus in Lindsay. Success will be measured by this plan being successfully completed on time and on budget and providing sound strategic direction for the development of the Frost campus for the future.

Partially Met Target – Project awarded to vendor later than expected.

Completion date has been adjusted to June, 2015.

Strategy 2.4

Provide training and services to employees to enable achievement of the Core Promise to Students.

Objective:

Develop and implement a cross cultural training session that can be delivered to students and staff that would contribute to the support of international students from various countries. Success will be measured by at least two sessions being held and favourable satisfaction ratings from participants.

Exceeded Target

3.0 Leading in Sustainability

Strategy 3.1

Develop and implement a five-year Fleming College Sustainability Plan that includes objectives, benchmarks and public reporting.

Objective:

Continue progress on our 5-year plan towards achieving a silver STARS rating (or higher) by 2015.

Met Target

Strategy 3.2

Reduce waste and the College's carbon footprint so that Fleming's results meet or exceed provincial and national standards for postsecondary institutions.

Objectives:

Implement the Year 2 College Operational Action Plan for the Fleming College Sustainability Plan (2013-2018).

Met Target

Review Duplicating services in relation to XEROX Multi-function deployment and implement industry standard tools to encourage users to use the most cost-effective and green approach to printing. Implement a Data Retention and Archiving Policy and complete the business plan to transition to a corporate staff portal and electronic document management in 2015-2016.

Met Target

Strategy 3.3

Infuse sustainability across the curriculum and across the student experience so that graduates understand and address sustainability issues.

Objective:

Increase the number of sustainability-focused and sustainability-related courses across our curriculum by 50%. Double the scope of sustainability-focused and/or sustainability-related courses across our curriculum.

Met Target

Strategy 3.4

Develop the Centre for Alternative Wastewater Treatment (CAWT) so that its research and activities have a significant impact on the College and a highly respected role in the province's water-related initiatives.

Objectives:

Work closely with WaterTAP (provincial Water Technology Acceleration Project) to participate in efforts to make Ontario a global water leader. Success will be measured by participating on working groups, and supporting or co-hosting provincial technology showcases and conferences.

Met Target

Meet all current research obligations and deliverables as per funder expectations and contracts. In addition, achieve ISO 17025 accreditation and secure NSERC Industrial Chair funding.

Partially Met Target – All research obligations and deliverables met. ISO17025 accreditation delayed until August, 2015. Received two very competitive NSERC grants. Did not secure NSERC Chair, but will resubmit in October, 2015 and this has been included in the 2015-16 Business Plan.

Implement the Technical Access Centres (TAC) grant as the platform for the next stage of applied research development. Success will be measured through the successful completion of specific projects.

Met Target

Strategy 3.5

Design and implement community-based applied learning opportunities to contribute to sustainable communities.

Objective:

Expand the scope and scale of our current sustainability-related community-based applied learning opportunities. To increase sustainability-related applied learning experiences by 10% and build on the success of applied projects both in SENRS and the School of Justice and Business Studies to facilitate more student projects both on campuses and in the community supporting the community sustainability plans in the City of Kawartha Lakes and Peterborough.

Met Target

4.0 Growing with Positive Results

Strategy 4.1

Develop and implement campus-based growth plans to realize an overall annual college growth target of 3%. The College will attract students from growing markets including non-direct and underserved groups. The plan will protect market share in our region and identify targeted international opportunities.

Objectives:

Successfully implement the 2014-15 Enrolment Plan and develop the Official Enrolment Plan for 2015/16. Success will be measured by achievement of the enrolment targets and approval of the 2015/16 Plan.

Exceeded Target

Generate student applications to support the achievement of the college's overall enrolment targets through traditional and online advertising and recruiting outreach.

Met Target

Continue emphasis on gaining market share in selected geographic markets (the eastern GTA and International initiatives) and key market segments (non-direct students and university students).

Met Target

Support the brand positioning for the Frost Campus/School of Environmental & Natural Resource Sciences as a Centre of Excellence through marketing and communications projects. Meet enrolment targets for the Frost Campus.

Met Target

Develop and implement marketing initiatives in support of programs and career paths in the Technology and Trades fields coincident with the opening of the new Kawartha Trades and Technology Centre. Internal and OCAS data will be measured to determine success against these marketing goals.

Met Target

Launch a new college website prior to the fall recruiting season. The site will have enhanced content, embedded tracking capabilities to link with sales and marketing automation tools, and responsive design feature to enhance the user experience across all platforms. Web analytics will be used as the measurement tool, targeting a >3% increase in traffic as well as improvements in response time, bounce rates and time.

Partially Met Target – Deferred to summer, 2015. New objective has been included in 2015-16 Business Plan.

Work in partnership with Student Recruitment and the Liaison Officers to assist with recruitment efforts to help the college to realize growth targets. Where possible (i.e. at Open House, at presentations with high schools or education fairs), provide alumni who can speak to their Fleming College experience and the career success their Fleming College education has afforded them.

Met Target

Implement international development strategies including expansion of the Brazil initiative, increased recruitment activities in the China market, and continuation of recruitment efforts in India. Success will be measured by meeting international enrolment targets included in the enrolment plan.

Exceeded Target

Increase the enrolment of upper semester direct entry students. Success will be measured by meeting targets set out in the enrolment plan.

Met Target

Design and implement strategies to begin to move Fleming along the internationalization continuum. Success will be measured by implementation of effective strategies and staff and student feedback.

Met Target

Strategy 4.2

With the Core Promise as its foundation, implement an integrated growth plan that addresses the entire enrolment cycle, from marketing and admissions to retention and support.

Objectives:

Continue to pilot sales and marketing automation tools to capture contact data, engage prospects and manage prospective students with communications personalized to their

profile and program interests through to the application process. A pilot of sales tools is underway, marketing automation tools are to be added by end of the 2014-15 fiscal year.

Met Target

Implement systems improvements designed to increase the automation of domestic and international application processes and enhance service to students. Success will be measured by feedback from students and meeting enrolment targets.

Met Target

Strategy 4.3

Implement an aggressive annual plan for new program development so that five percent of incoming students are in new programs.

Objectives:

Support new program development through the acquisition of in-kind donations of equipment. Targets for in-kind equipment acquisitions will be set once the 2014/15 capital equipment lists have been reviewed.

Met Target

Implement a “Gated Product Development Process” for new program development that aligns with Fleming’s strengths as identified in our Strategic Mandate Agreement. Success will be measured by development of up to 10 new programs. New programs will focus on “*Differentiation*” and the “*Fit with Fleming*”.

Met Target

Strategy 4.4

Expand part-time and continuing education activity levels consistent with or above the overall college growth target.

Objectives:

Increase and expand water sector online and eLearning offerings. Success will be measured by having all CE/CT water courses offered through online or eLearning.

Met Target

Continue leadership of the Canada-India Water Training Consortium and secure training partnership contracts in India. Success will be measured by securing and delivering at least 5 contracts/training activities in India this year.

Met Target

5.0 Building Community Success

Strategy 5.1

Work in partnership with our communities to contribute measurably to economic and community development. These plans include emphasis on sectors such as hospitality and tourism, health and wellness, the arts, water management, and construction and manufacturing.

Objectives:

Through community engagement opportunities, actively promote services within the college that could support economic development efforts within organizations in the community (i.e. Career Services, Contract Training, Continuing Education, Lean Academy) as a means to enhance donor/donor prospect relationship management.

Met Target

Work with City of Kawartha Lakes' Water Research and Innovation Network (WRAIN) to assist companies with economic development objectives in the water sector.

Partially Met Target – WRAIN as an organization is in transition; consequently the College's relationship with WRAIN will be re-examined.

Fulfill our role as a co-delivery agent for Environment Canada's Environmental Technologies Verification (ETV).

Met Target

Increase apprenticeship programs offered at Fleming College. Goal attainment will be measured by successful regional expansion of employer participation in apprenticeship programming.

Partially Met Target – Number of apprentices increased, but not number of programs.

Strategy 5.2

Fully realize the vision of the Kawartha Trades & Technology Center (KTTC) to address immediate and long-term needs and opportunities.

Objectives:

Complete Phase II (\$250,000 Student Financial Assistance Funding) of the KTTC campaign.

Exceeded Target

Successfully implement programming and partnerships to support the launch of the KTTC. Success will be measured by continued growth in partnerships from local industry and a successful launch of the KTTC in the Fall of 2014.

Met Target

Strategy 5.4

Undertake research in the area of healthy aging in partnership with St. Joseph's at Fleming. Fulfill our obligations as a member of Colleges Ontario Network for Industry and Innovation.

Objective:

Expand applied research activities in health sciences. Success will be measured by securing new funding for applied research in this area.

Met Target

Strategy 5.5

Enhance programs and services to Aboriginal students to improve access, participation and success of Aboriginal learners.

Partially Met Target – Event focus shifted to attendance at a provincial event resulting in panel presentation at Higher Education Quality Council of Ontario Symposium.

Objectives:

Develop and implement a plan to secure funds for programs and services to support Aboriginal learners achieve success.

Partially Met Target – Plan has been developed but is not yet approved. Deadlines and timelines will be reviewed with stakeholders for plan approval.

Broaden our service commitment to Aboriginal students through a more formal partnership with the College's Health Services and First Generation staff. Success will be measured by hosting one event for Aboriginal First Generation students and their parents to talk about career opportunities at the post-secondary level and increased health information specific to improving health outcomes for Aboriginal populations.

Met Target

Strategy 5.6

Emphasize a “Fleming Serves” philosophy that provides business and community service learning opportunities and recognizes employees’ contributions to community success.

Objective:

Through the annual employee campaign acknowledge philanthropic efforts of Fleming College employees to cultivate a greater culture of philanthropy within the college.

Met Target

6.0 Developing the Fleming Working Environment

Strategy 6.1

Through a College priority on continuous learning and professional development, enhance skills, professional capabilities and personal growth.

Objective:

Champion a focussed, comprehensive development program that includes differentiated offerings, integrated learning and individual development plans. Effective implementation of the plan, strong participation rates and the achievement of business plan objectives will be the measures of success.

Met Target

Strategy 6.2

Emphasize leaders’ responsibilities and objectives to focus in a balanced way on both people and results.

Objective:

Create and implement solutions that address deficiencies identified through our Employee Engagement survey, tackling the initiatives that will have the biggest impact

first. Success will be measured through staff focus groups, leader check-ins and a majority of leaders achieving 'fully successful' or 'above' performance ratings on their related leadership objectives.

Met Target

Strategy 6.3

Foster teamwork and strong relationships through a focus on effective communications, conflict resolution, critique, collaborative decision-making and accountability.

Objective:

Pilot stronger integration between the Academic and Student Service areas, where appropriate, to better deliver our Core Promise to students. Successful development of integrated initiatives will be the measure of success.

Met Target

Strategy 6.4

Continue to develop a welcoming working environment that supports inclusiveness, innovation and sustainability. This environment will be reflected in a high level of employee engagement.

Objective:

Continue to enhance inclusiveness and accessibility by implementing the second stage in a multi-year accessibility plan. This includes enhancing the feeling of inclusiveness for all students with emphasis on International and Aboriginal students. Success will be measured by completion of the Accessibility for Ontarians with Disabilities Act plan and the business plan objectives that relate to international and aboriginal students.

Met Target

Strategy 6.5

Regularly seek feedback and evaluate the college's progress in relation to our Core Promise values and strategic priorities.

Objective:

Continue to improve College processes and realize the efficiencies needed for future cost avoidance through the use of formal and informal Lean processes. An Annual Report Card that identifies the status of projects, benefits to students and the College, staff engagement and the relevant metrics will be the measures of success.

Exceeded Target

Analysis of Operational Performance for 2015

The achievements this year, when looked at in an integrated fashion demonstrate excellence in delivering the student experience, innovation and achievement. They lay a strong foundation for success next year.

Student Services

- Established early connections with incoming students through cross college involvement in our Orientation program. Placed greater focus on school spirit and social integration and provided more timely information to students.
- Successfully opened the fully-functioning Kawartha Trades & Technology Centre September 4, 2014 on schedule and on budget. Successfully provisioned the KTTC technical infrastructure and classroom technology.
- Promoted and developed a safe and inclusive community by engaging Fleming College male students and staff in initiatives that support healthy masculinity and prevention of violence against women. Developed a sexual assault and sexual violence policy. Enhanced the inclusive community by moving the Aboriginal Lounge and strengthening ties between First Generation programming and Aboriginal programming.
- Supported new program development across the College through identification and acquisition of in-kind donations of equipment
- Completed Phase II of the KTTC campaign (Student Financial Assistance Funding) successfully.

Growth

- Achieved overall enrolment targets in a challenging context, including record full-time enrolment at Haliburton School of The Arts
- Launched the Kawartha Trades and Technology Centre and achieved related enrolment success in Trades and Technology programs.
- Increased International enrolment by 49% over the previous year
- Established a gated process that brought increased creativity, more rigor, and greater accountability to new program development creating greater opportunity for cross-school collaborations with a strong emphasis on creating winning program clusters.

Strong Working Environment

- Developed focused and differentiated development offerings for each employee group and created opportunities for secondments into new developmental roles.
- Created a plan to improve specific areas of employee engagement such as the design of a stronger recruitment process to attract top talent. Reorganizations were developed to maximize talent and strategically place resources. A more streamlined contract faculty process was implemented.
- Improved College processes and continued to realize efficiencies needed for future cost avoidance through formal and informal Lean processes in both the service and academic areas and provided internal and external Lean Training.
- Introduced efficiencies to positively impact international, financial aid, records and continuing education business processes.

- Ended the year with a small surplus through strong financial management despite significant fiscal challenges such as an unplanned environmental contamination remediation project.
- Incorporated an integrated planning process that facilitates program prioritization and resource allocation.
- Exceeded the provincial KPI average for Employer Satisfaction and Student satisfaction by achieving 88.7% overall satisfaction for capstone question #13 and 82.6% for capstone question #24 pertaining to program quality.
- Decommissioned a large legacy Novell environment and implemented a new Call Manager phone system including the launch of Jabber.
- Acquired a Web Registration Module through collaboration between IT, the Registrar's Office and consultants.

We continue to improve our ability to deliver our core promise to students, an engaged working environment for staff and focus our efforts on innovation, quality and efficiencies.

BOARD BRIEFING REPORT

Board Committee Meeting
 Public Board Meeting
 In-Camera Board Meeting

Date of Meeting: May 27, 2015

Agenda Item 5.4

SUBJECT: New Program – Water Operations Fundamentals

PRESENTED BY: Mr. Bates, Program Development Manager

DESCRIPTION: A proposal to offer a certificate program developed under a formal collaboration contract between Fleming College and the ReserWater Innovation Foundation (RWIF) in India.

BACKGROUND

- Stage 1 presentation of the product development process presented at Committee-of-the-Whole on February 18, 2015
- Program title and outcomes validated by the Credentials Validation Service May 6, 2015; program name change requested from Water Operations for Engineering Students – India to Water Operations Fundamentals

This certificate program will augment the traditional education in an engineering discipline in India by providing additional practical specialization as an enhancement to their degree. The certificate program includes a core group of modules with a focus on the fundamentals of water demand, water usage and cycle, public hygiene, sanitation, water contaminants, water treatment and distribution, wastewater collection and treatment, legislation, environmental protection and water systems, operations and instrumentation. The program will provide a combination of theory and hands-on learning.

Connection to Fleming's planning framework:

This activity is consistent with the current year Business Plan:

Strategy 4.1 includes the following statements:

- Design and implement strategies to begin to move Fleming along the internationalization continuum.

Strategy 4.4 includes the following statements:

- Increase and expand water sector online and eLearning offerings. Success will be measured by having all CE/CT water courses offered through online or eLearning.
- Secure training partnership contracts in India. Success will be measured by securing and delivering at least 5 contracts/training activities in India this year.

Attachments:

- Program submission package

Action Requested:

Information/Update
 Discussion/Advice
 Decision/Approval (*Recommendation as a motion*)

ANALYSIS

Detailed analysis of risk, financial impact, and HR implications are included in the program submission.

Implementation Strategy

1. Board approval
2. Curriculum development
3. “Train the Trainers” events
4. Quality framework implementation
5. Targeted marketing campaign

Decision Point

1. Does the *Water Operations Fundamentals* program, delivered in India, contribute to the overall financial health of the College?
2. Does the agreement with ReserWater Innovation Foundation preclude the College from taking this program to other countries?
3. Are there protections in place to ensure ReserWater Innovation Foundation does not take the curriculum and “go it alone”?

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the *Water Operations Fundamentals – Fleming College Certificate* program with an implementation date of Fall 2015.

PREPARED BY: Brian Bates

1 Executive summary

Fleming College is the lead member of a consortium of colleges and the Ontario Clean Water Agency (OCWA) known as the Canada-India Water Training Consortium. The CIWTC is collaborating with a partner in India, Reserwater Innovation Foundation (RWIF) to develop, promote and deliver training and education to the water sector.

The Water Operations Fundamentals (India) certificate program will be developed under a formal collaboration contract between Fleming College and the RWIF in India. This certificate program will augment the traditional education in an engineering discipline in India by providing additional practical specialization as an enhancement to their degree. The certificate program includes a core group of modules with a focus on the fundamentals of water demand, water usage and cycle, public hygiene, sanitation, water contaminants, water treatment and distribution, wastewater collection and treatment, legislation, environmental protection and water systems, operations and instrumentation. The program will provide a combination of theory and hands on learning.

2 Program description

The Water Operations Fundamentals (India) certificate program would initially be offered to engineering students studying in Indian universities. These universities will be contracted to deliver the program, through an arrangement with RWIF in India. The program would propose to be delivered on-site at the universities, by a pool of faculty hired by RWIF using criteria established by Fleming College. The faculty will be trained by Fleming College content experts and faculty. In year 1 RWIF will hire 8 local faculty to cater to the immediate needs. It is anticipated this number will increase to 20 in subsequent years.

The target market segment that RWIF has identified is focused on the most proactive, brightest and eligible engineering students. There would be an entrance examination to be admitted to the course. In year 1 this would be administered with the help of the institutions by providing scholarships to a large number of students, as there may be eligible students with financial needs. In subsequent years there should be a natural high demand for the courses as the programme is able to demonstrate successful placements.

The certificate program will be modular in nature and is comprised of four modules. The program will be delivered once per week as a lecture or lab. These course modules would be taken concurrently with the third year of an engineering program. There will also be a short "master class" course delivered by Fleming College faculty on campus in India and a required industry placement component. Total programme hours will be

approximately 180-200 for the entire certificate program of 4 modules delivered over 1 or 2 semesters.

3 Market description

The target market for this certificate program will be individuals enrolled as engineering students in India. These students desire this certification to expand their credentials and employability. This program will provide the requisite hands-on applied education needed by the water sector and plumbing sector in India. Through RWIF this certificate program will also be submitted for approval through the National Skills Development Council in India through our partner RWIF.

These students, once graduated with their engineering degree will have obtained the minimum admission requirements for entry into the Fleming College Advanced Water Systems Operation Management (AWS) post graduate certificate program. Program outcomes and curriculum for the Water Operations Fundamentals (India) certificate are attached as Schedule A. Graduates of the program will qualify for advanced standing into Module 4 of the AWS program.

3.1 Market Potential

The number of jobs created in this sector is anticipated to grow aggressively as the Indian Government privatises the water sector to allow greater capital investment to come in. There is an identified need in India for developing the knowledge and competency of state water and wastewater inspectors, managers and operators through a variety of structured training courses. The training market in India is expected to be in the order of around 50,000 over the next 5 years. This is highly correlated to the job prospects in the water sector.

The overall market is expected to be very large and to increase over the years. In the first year when the training material is just being introduced the uptake is expected to be low but we anticipate this will increase significantly as placements start to increase. Some limitations to the market size will be lack of funds or time by the students. The target for student enrolment is up to 1000 per year over the next 5 years.

3.2 Competitive Environment

There are no competitors in India with a similar program.

4 Sales arguments

4.1 Student Needs / Requirements / Values

Through our partnerships in India, the colleges in Canada have become aware of significant gaps in available trained workers in many sectors, including the water and wastewater sector. There is a projected need for many thousands of skilled workers to support and maintain an increasing number of treatment facilities. There has been a historic skill and knowledge gap which has resulted in poor operating conditions, infrastructure decay and in some cases a full shut down of plants.

The National Skills Development Corporation-India is a private-public partnership which recognized and funds the development of this type of skill training.

From the NDSC profile <http://www.nsdcindia.org/faqs/1>:
A growing economy like India requires a large and skilled workforce. However, the lack of quality trainers and training institutes has created roadblocks to growth. Skills shortage is evident in every sector of the economy. NSDC seeks to fill the gap between the growing demand for, and the scarce supply of, skilled personnel across sectors, by funding skill training programmes. Our primary goal is to foster private sector and industry participation in skill training and development.

4.2 Student Benefits

This certificate program will provide added benefits to the engineering degree program graduate as they will qualify for advanced standing into the Advanced Water Operations Management (AWS) Ontario College Graduate Certificate program offered at Fleming College. If graduates choose to continue their studies in the field and obtain additional credentials, they can apply to this program offered at the Frost Campus in Lindsay

Students who successfully complete the Water Operations Fundamentals Program, will be eligible to receive credit for AWS modules 1, 2 and 3:

- Module 1 - Human Populations and the Water Cycle
- Module 2 - Watersheds: Impacts and Mitigations
- Module 3 - Small Water and Wastewater Treatment Systems

Upon successful application, students will be granted admission with advanced standing directly into AWS Module 4 – Large Water Treatment Systems, with one additional course requirement, Environmental Regulations and Legislation in Canada. This course will be developed to be completed on-line by the student. This content is not covered within the Indian curriculum

Business Case

Project Name: Water Operations Fundamentals
School: SENRS
Champion: E Rees, B Wootton & L Skilton

Page: 4 (9)
Date: 2015-05-22205

and the AWS student will need a foundational understanding of water legislation in Canada. Modules 4 and 5 within the AWS program will further expand on the legislation as detailed by the AWS program outcomes.

4.3 Fleming Value Proposition student benefits

A Canadian educational experience and credential is desired by students and employers in India. Fleming College is a recognized institution in the water and wastewater sector and brings added credibility as a well-known, well-respected Canadian educational institution.

5 Business Objective / Plan

This activity is consistent with the College business plan for the current year.

Strategy 4.1 includes the following statements:

Design and implement strategies to begin to move Fleming along the internationalization continuum.

Strategy 4.4 includes the following statements:

Increase and expand water sector online and eLearning offerings. Success will be measured by having all CE/CT water courses offered through online or eLearning. Continue leadership of the Canada-India Water Training Consortium and secure training partnership contracts in India. Success will be measured by securing and delivering at least 5 contracts/training activities in India this year.

6 Launch Plan

Launch anticipated for late summer/fall 2015 with promotion currently in progress by the partner in India. The Indian university contracts are currently being sourced to be finalized by Reserwater. Timing of the launch would be associated directly with curriculum development, availability of Fleming College content expertise, recruitment of Indian faculty and delivery of the train the trainer sessions.

7 Financial Analysis

The financial analysis for Water Operations Fundamentals (India) is shown in detail below.

Business Case

Project Name: Water Operations Fundamentals
School: SENRS
Champion: E Rees, B Wootton & L Skilton

Page: 5 (9)
Date: 2015-05-22205

Program Name: Water Operations Fundamentals	Year 1	Year 2	Year 3	Year 4	Year 5	5 year enrolment
Enrolment						
Enrolment - India	120	800	1,000	1,000	1,500	4,420
AWSOM Enrolment - Canada - Not included in total revenue	20	40	80	100		
Tuition						
Tuition Fees @ 150/student	15,000					100
Tuition Fees @ 100/student	2,000	80,000	8,000			900
Tuition Fees @ 80/student			73,600	80,000	6,400	2,000
Tuition Fees @ 50/student					71,000	1,420
Development Revenue (delivery or updates)	45,000	80,000				
Train the Trainer revenue	6,250	6,250				
Master Classes	12,500	12,500	12,500	12,500	12,500	
Total Annual Revenue	\$80,750	\$178,750	\$94,100	\$92,500	\$ 89,900	4,420
Expenses						
Development	12,000	12,000				
Train the Trainer (2 part time faculty)	4,600	4,600	4,600			
Master Classes (1 part time faculty x 2 annual deliveries)	9,200	9,200	9,200	9,200	9,200	
Total Faculty Expenses	25,800	25,800	13,800	9,200	9,200	
Coordination (part time hire)	20,000	20,000	10,000	10,000	10,000	
Management	15,000	15,000	15,000	15,000	15,000	
Total Administrative Costs	35,000	35,000	25,000	25,000	25,000	
Travel (in addition to travel invoiced as per agreement)	5,000	3,000	3,000	3,000	3,000	
Total Annual Expenses	65,800	63,800	41,800	37,200	37,200	
Net Contribution	14,950	114,950	52,300	55,300	52,700	
CTO %	19%	64%	56%	60%	59%	Average CTO 51%
Assumptions:						
1. Dean and other academic administrative expenses allocated at 5.8% of revenue						
2. College overhead is allocated at 35.25% of revenue						

Business Case

Project Name: Water Operations Fundamentals
School: SENRS
Champion: E Rees, B Wootton & L Skilton

Page: 6 (9)
Date: 2015-05-22205

8 Risks

8.1 Program Risks (i.e. alignment with SMA)

Event	Seriousness ¹⁾	Probability ¹⁾	Risk = Seriousness x Probability	Preventive actions
Ability to attract skilled and qualified faculty who are content experts to develop and deliver curriculum and travel to India	5	3	15	Have already established a small resource group of qualified faculty; however more content experts will be needed.
Sufficient enrolment numbers	4	2	8	RWIF has completed initial marketing efforts to a variety of sources. There are a few interested institutions interested in launching as soon as available Early marketing planning
Currently no nationally recognized license, credential or certification exists. Appetite of Indian water and related industries to accept this credential?	3	2	6	Create our market. Training standards and best practices associated with related professionals in other countries (Canada, Australia), will maintain the professional recognition for this role and contribute to their own professional and career development. <ul style="list-style-type: none"> • Considerable marketing efforts by RWIF • Collaboration and support from partner in India and the NSDC

Scale: 1-5; 1=very low, 2= low, 3=average, 4=high, 5=very high

8.2 Countermeasures

Since there is not a prescribed educational requirement from this industry in India, RWIF will have to create the market and ensure we have meaningful curriculum. On- the-ground promotional resources in India (RWIF), and a strong marketing plan will be needed, along with a strong program supports from the project manager, curriculum resources and staff at Fleming College in Canada.

9 Implementation

9.1 Responsible School

SENRS would be responsible for the Water Operations Fundamentals (India) program.

9.2 Staffing Requirements

Anticipate hiring 2-3 new contract faculty for curriculum design and content delivery base on their experience in water and wastewater treatment as inspectors, managers and operators

9.3 Space Requirements

N/A. Offsite delivery

9.4 IT requirements

There are no anticipated IT requirements above and beyond what is already in place at Fleming.

9.5 Delivery times

N/A. Offsite delivery

Business Case

Project Name: Water Operations Fundamentals
School: SENRS
Champion: E Rees, B Wootton & L Skilton

Page: 8 (9)
 Date: 2015-05-22205

Schedule A

Program Vocational Learning Outcomes and Curriculum

Upon completion of the Water Operations Fundamentals Certificate, the graduate has reliably demonstrated the ability to:

1. Analyze the consequences of untreated releases from wastewater collection systems, and improper installation, repair, maintenance or disinfection of water distribution systems to prevent water-borne illnesses and negative environmental impacts.
2. Analyze water and wastewater treatment facility processes to improve treatment efficiency and prevent system failure according to regional industry best practices.
3. Conduct routine inspection and testing of water distribution and wastewater collection systems to ensure compliance with regional health and environmental regulations.
4. Perform the duties of a water/wastewater operator in a safe and effective manner, and in compliance with applicable regional health, safety and environmental regulations.

Program Curriculum:

Course Title	Hours	Course Description
Introduction to Water	45	This course explores the implications of human population growth on the water cycle, quality, and usage. The impacts that both chemical and biological contaminants have on the environment and human health are examined. Students learn the theory behind water quality monitoring and assessment. Water regulations associated with water and wastewater treatment in India are discussed.
Water Treatment	60	Water treatment operations in large treatment facilities are the focus in this course. Chemical unit operations including flocculation, coagulation, sedimentation, adsorption, chlorination, de-chlorination, ozonation and UV disinfection are studied. Small on-site water treatment systems are also discussed. In addition to water treatment, students will become familiar with water distribution infrastructure including pipes, hydrants and towers within the distribution system. The laboratory component of this course will examine some of the methods used in testing water to ensure quality. Students will be able to conduct microbiological and chemical sampling protocols for large water treatment systems. Operational and environmental health and safety, quality assurance and quality control will be emphasized.

Business Case

Project Name: Water Operations Fundamentals
School: SENRS
Champion: E Rees, B Wootton & L Skilton

Page: 9 (9)
Date: 2015-05-22205

Wastewater Treatment	60	Physical and biological wastewater treatment methodologies are the main focus in this course. Students will investigate various methods of wastewater treatment such as activated sludge processes, rotating biological contactors and sequencing batch reactors. Small onsite wastewater systems including septic systems and treatment wetlands will be discussed. In addition, sewage, wastewater, and storm water collection are described. The laboratory component of this course will examine some of the methods used in monitoring and testing wastewater samples. Students will interpret these data to determine if environmental standards for effluent quality are being met. Safe sampling and working procedures within a wastewater treatment plant will be emphasized.
The Water and Wastewater Industry and the Canadian Perspective	15	An introduction to Canadian water and wastewater industry standards, training, and certifications is the primary focus of this course. Topics will include Canadian treatment facilities, new advanced technologies, and trends in water and wastewater treatment technologies. For comparison purposes there will be an opportunity to observe local Indian industry facilities.

BOARD BRIEFING REPORT

Board Committee Meeting Public Board Meeting In-Camera Board Meeting

Date of Meeting: May 27, 2015

Agenda Item 5.5

SUBJECT: New Program – Graphic Design – Visual Communication

PRESENTED BY: Mr. Bates, Program Development Manager

DESCRIPTION: A proposal to offer an advanced diploma program.

BACKGROUND

- Stage 1 presentation of the product development process presented to the Academic and Student Affairs Committee on June 16, 2014
- Approval by the Product Review Board to proceed to development
- Centre for Learning and Teaching has been working with the Credentials Validation Service (CVS) to validate the credential and the program name modifier; course outlines and high level learning outcomes have been created and submitted to CVS

The *Graphic Design – Visual Communication Ontario College Advanced Diploma program* is an addition to the Haliburton School of The Arts, but will be offered at the Sutherland Campus in the Kawartha Trades and Technology Centre. This is due to space restrictions in Haliburton and we feel demand will be stronger in Peterborough. Furthermore, Graphic Design – Visual Communications is unique in that it bridges art with technology. This is a cluster we hope to build upon in the future.

The three-year program will be compressed into two years by running continuously through the summer. Further differentiation is being sought from the CVS by focusing on the "visual arts" competencies of Graphic Design and putting a lesser focus on the "computer jockey" elements. This is reflected in both the program title modifier Visual Communication and the program learning outcomes.

Connection to Fleming's planning framework:

The Strategic Mandate Agreement (SMA) lists Haliburton School of The Arts (HSTA) programs as an area of institutional strength and proposed growth. Our differentiation strategy builds on an established commitment to high-quality learning and niche programs such as HSTA programs. *Graphic Design* would fall under the umbrella of HSTA and be considered niche based on our unique delivery option. This unique offering would continue to attract students from outside of our catchment area who are interested in completing an accelerated advanced diploma in graphic design.

The SMA identifies we would grow by three additional full-time programs in arts and design resulting in a 15% share of the overall new program growth for the College by 2019. We also identified the importance of expanding the programming for the Haliburton School of The Arts to meet student demand for design-oriented programs to supplement the arts-based portfolio. *Graphic Design* furthers these objectives.

Because Graphic Design bridges art with technology, we believe that bringing this new program to the new KTTC building will open the door to future new programs that respond to the technology sector's need for product design and creativity skills.

Attachments:

- Program submission package

Action Requested: Information/Update Discussion/Advice Decision/Approval (*Recommendation as a motion*)**ANALYSIS**

A preliminary Financial Analysis was completed and is included in the program submission.

Implementation Strategy

1. Board approval
2. Curriculum development
3. Submission for Ministry funding approval
4. Anticipated launch September 2016

Decision Point

1. Does the *Graphic Design – Visual Communications* program align with the Strategic Mandate Agreement?
2. Does the program support financial sustainability by growing enrolment?

RECOMMENDATION

THAT the Board of Governors of Sir Sandford Fleming College approve the *Graphic Design – Visual Communications Ontario College Advanced Diploma program*, for submission to the Ministry of Training, Colleges and Universities for funding approval.

PREPARED BY: Brian Bates

Business Case

1 Executive summary

The Haliburton campus is expanding into the design field with the launch of Integrated Design in the fall of 2014. Graphic Design is a natural fit in the school's portfolio and this area of study and is a highly desirable program for direct entry students. This program is now a standard in most colleges and provides an access point into the College for students who want to combine creativity, media and business skills. Applications to graphic design programs across the system are strong and steady.

Feedback from the College Marketing and Student Recruitment departments indicate that potential direct entry students are seeking this program when inquiring about the college's full-time program portfolio. Currently, the college does not have any media-based programming. Media is an area of increased demand, especially given the affordable availability of personal technology devices. Digital natives, also known as Generation Z, are a target market for the College and this group of direct entry students have had a lifelong use of technology and communication. Media and design-based programs such as Graphic Design would begin to address this program gap.

Additionally, the college's SMA speaks to growth in the arts and heritage portfolio. This program would bring in 54 full-time students by years 4, with only one intake per annum.

2 Program description

Graphic Design is a two-year continuous format advanced diploma program. Our graphic design program focuses on visual communication through independent and collaborative thinking, creative problem solving and applied design. Graduates of our program will be equal parts artist, communicator and marketer. They will understand their audience and be well equipped with the tools to successfully communicate through a variety of mediums. Some unique highlights of the curriculum include: typography, graphic design in popular culture, printmaking, drawing, interdisciplinary and multidisciplinary collaboration, sustainability and design

Graduates of our program launch into their careers as professional graphic designers quicker. Our three year advance diploma program will be achieved in two calendar years (six continuous semesters.) The final semester includes a professional internship experience that will provide students with a solid footing in the field once they leave Fleming College. In addition to our permanent faculty, our program will also include prominent members of the graphic design community as

Business Case

Project Name: Graphic Design – Visual Communications
School: Haliburton School of the Arts
Champion: Sandra Dupret

Page: 2 (11)
Date: 2015-05-22

guest faculty. The inclusion of guest faculty provides an important bridge between our students and the professional community.

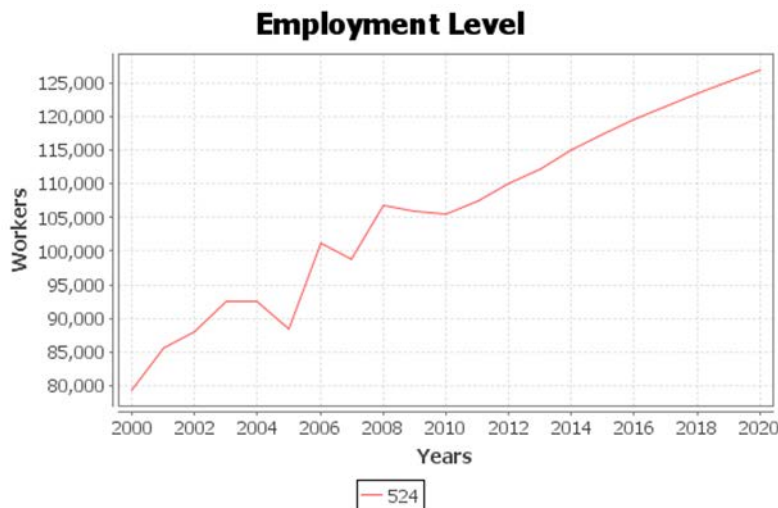
The program will be laptop based, delivered in a mobile format. Of course, this cannot happen without support from IT. Key to the success of the program will be a smooth student experience with technology.

In September 2014, Haliburton is launching a new Integrated Design program which was developed with a pathway into graphic design. The first year of Integrated Design is equivalent to the first year of graphic design, providing an option of laddering into the second year of graphic design and addressing attrition issues. Again, this would need to be developed in conjunction with the curriculum designer and any potential issues identified.

Compressing three years into two years would be possible by running the program continuously ; (i.e. -- six semesters [84 weeks] @ 22 hours/week would amount in an Advanced Diploma that is 1848 hours before an internship is added – range of hours for an advanced diploma is 1800-2100.)

3 Market description

Human Resources and Skills Development Canada (HRSDC) is projecting an excess demand for Creative Designers and Craftspersons from 2011-2020, based on expansion and replacement demand. New communication and telecommunications technologies will create new jobs in the field of graphic design. Below is a chart depicting employment level projections for Graphic Designers and Illustration Artists:



The following link was the resource for the information above and can provide greater detail:

Business Case

Creative Designers and Craftspersons Occupation Summary Detail

A summary of application statistics details on OCAS also indicates that graphic design (MTCU 61820) is in demand and that applications are healthy. There are currently 17 colleges offering graphic design:

Eastern Region = 5 colleges offering the program and there are 852 applicants
Central Region = 5 colleges offering the program and there are 1982 applicants
Northern Region = 2 colleges offering the program and there are 116 applicants
Western Region = 5 colleges offering the program and there are 1328 applicants

3.1 Market potential

OCAS also indicates that graphic design (MTCU 61820) is in demand and that applications are healthy. As such, Fleming should expect enrolment of 25 students in year 1, growing to 51 students by year 3.

	Year 1 2016/17	Year 2 2017/18	Year 3 2018/19	Year 4 2019/20	Year 5 2020/21
Fall Enrolment	25	45	51	54	54
Winter Enrolment	22	41	47	49	49
Spring Enrolment	20	39	45	47	47

Feedback from the College Marketing and Student Recruitment departments indicate that potential direct entry students are seeking this program when inquiring about the college's full-time program portfolio.

As stated above, there are currently 17 colleges offering graphic design, however none of the colleges offer graphic design in compressed format, which would give Fleming a competitive advantage.

Table 1 below shows the number of students in our catchment area that applied for Graphic Design. While Table 2 shows 1st Choice, indicating our primary competitor for local students is Durham College. However, it should be noted that because of the compressed format, and differentiated program (Visual Communications emphasis), it is expected to draw students from outside our traditional catchment area.

Business Case

Project Name: Graphic Design – Visual Communications
School: Haliburton School of the Arts
Champion: Sandra Dupret

Page: 4 (11)
Date: 2015-05-22

Number of Program Choices	2010	2011	2012	2013
ALGO - 1400X01F - GRAPHIC DESIGN	22	28	20	12
CANA - 010110 - GRAPHIC DESIGN	2	6	0	4
CENT - 6420 - GRAPHIC DESIGN	6	2	4	4
CONS - 0049 - GRAPHIC DESIGN	8	8	6	0
DURH - GDES - GRAPHIC DESIGN	46	44	40	32
FANS - GRD1 - GRAPHIC DESIGN	22	12	12	10
GBTC - G102 - GRAPHIC DESIGN	22	28	18	8
GEOR - GRDE - GRAPHIC DESIGN	14	14	8	6
HUMB - 11571 - GRAPHIC DESIGN	16	28	20	18
LACI - 61508 - DESIGN GRAPHIQUE	0	0	0	0
LOYT - GRAD - GRAPHIC DESIGN	0	0	8	18
MOHA - 508 - GRAPHIC DESIGN	0	0	0	0
NIAG - 0177 - GRAPHIC DESIGN	4	2	4	4
SAUL - 1091 - GRAPHIC DESIGN	2	0	0	2
SENE - GRA - GRAPHIC DESIGN	16	12	12	4
SLAW - 0309 - GRAPHIC DESIGN	10	10	12	6
STCL - T809 - GRAPHIC DESIGN	0	0	0	0
61820 - GRAPHIC DESIGN	190	194	164	128

Table 1: GD Applications from Fleming’s catchment area by college.

Number of Program Choices	2010	2011	2012	2013
ALGO - 1400X01F - GRAPHIC DESIGN	10	8	8	4
CANA - 010110 - GRAPHIC DESIGN	0	0	0	0
CENT - 6420 - GRAPHIC DESIGN	0	0	4	0
CONS - 0049 - GRAPHIC DESIGN	2	2	0	0
DURH - GDES - GRAPHIC DESIGN	20	12	10	16
FANS - GRD1 - GRAPHIC DESIGN	6	4	4	2
GBTC - G102 - GRAPHIC DESIGN	6	8	10	2
GEOR - GRDE - GRAPHIC DESIGN	4	4	2	2
HUMB - 11571 - GRAPHIC DESIGN	2	0	6	8
LACI - 61508 - DESIGN GRAPHIQUE	0	0	0	0
LOYT - GRAD - GRAPHIC DESIGN	0	0	2	6
MOHA - 508 - GRAPHIC DESIGN	0	0	0	0
NIAG - 0177 - GRAPHIC DESIGN	0	0	0	2
SAUL - 1091 - GRAPHIC DESIGN	0	0	0	2
SENE - GRA - GRAPHIC DESIGN	2	6	0	0
SLAW - 0309 - GRAPHIC DESIGN	2	4	4	4
STCL - T809 - GRAPHIC DESIGN	0	0	0	0
61820 - GRAPHIC DESIGN	54	48	50	48

Table 2: "First Choice" GD Applications from Fleming’s catchment area

Business Case

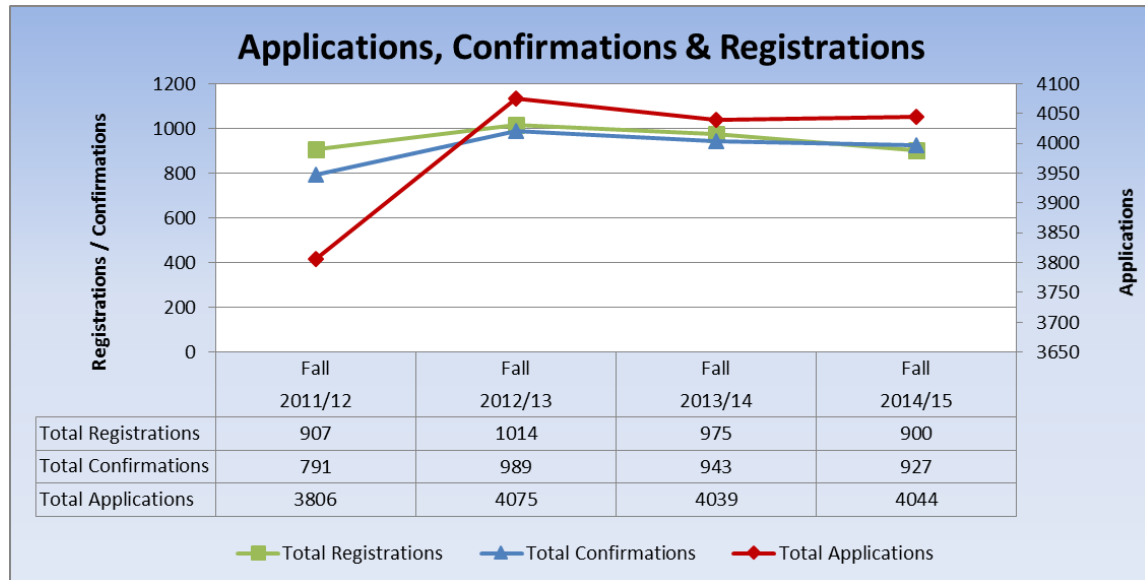


Figure 1: System Wide Applications, Confirmations, and Registrations for Graphic Design

4 Sales arguments

4.1 Student Needs / Requirements / Values

- Students are looking for unique, innovative programming that allows them to develop their creative abilities.
- Some students graduating from Fleming's new "integrated design" program will be interested in a further pursuit of the communication design field.
- Students tend to lean towards shorter program durations – showing a desire for a compressed delivery format.
- Request and demand for media based programming at Fleming (regional)
- A vocation in the arts that aligns with an industry
- High level of entrepreneurial opportunity for graduates

4.2 Student Benefits

- The new Integrated Design program will attract students interested in the design field, and potentially lead some students to return and enrol in the graphic design specialty stream.

Business Case

Project Name: Graphic Design – Visual Communications
School: Haliburton School of the Arts
Champion: Sandra Dupret

Page: 6 (11)
Date: 2015-05-22

- The Graphic Design program will be defined and differentiated by focusing on the importance of the creative/design thinking process versus the “computer jockey” approach.
- The Graphic Design program will be delivered in a continuous format, which no other college offers. This would give Fleming a significant advantage. A subject specialist and a full assessment of the space requirements will be required to determine if this is feasible; we may run into space issues with compressed delivery, thereby necessitating the hybrid laptop based program
- Ideally, we’d like to partner with large advertising and design companies for our internships and we’ll need to have a unique angle to accomplish this goal. International placements would be ideal and we can incorporate the best practices from our museum programs’ placements to assist in developing these opportunities.
- Peterborough is close to the Toronto, but with a more affordable quality of life.

4.3 Fleming Value Proposition student benefits

Building on Fleming’s strong reputation in art and design, the program will have a major focus on creative design, resulting in graduates that have a strong balance between computer skills and creative abilities.

Fleming’s high calibre faculty, and longstanding reputation for delivering innovative programming makes Graphic Design at Fleming highly desirable to students and their prospective employers. Furthermore, Fleming would stand alone in offering this program in a compressed format, satisfying the student’s need for a shorter program duration.

Fleming could expand into offering specialty graduate certificates that would provide continued pathways. For example, if a student wanted to specialize in web or creative brand identity, they could take another year of a grad cert and still finish in three years with specialized qualifications and an advanced GD diploma.

5 Business Objective / Plan

Graphic Design will be the second program in the design and media cluster, with the recently launched Integrated Design program being the first. The design and media cluster will align well with the Arts and Heritage section of the SMA because each future program will focus on artistic creativity. Future additions might include web design, app design, creative advertising, media image design, and brand design. What will make Fleming’s programs unique is the fact that we

Business Case

Project Name: Graphic Design – Visual Communications
School: Haliburton School of the Arts
Champion: Sandra Dupret

Page: 7 (11)
Date: 2015-05-22

will build on our 45+ years of history and reputation for visual arts and creative studies, which has stemmed from the Haliburton campus and the museum programs.

The design and media cluster will also support college growth, as design and media programs well-equip graduates with transferable skills providing a wide range of work opportunities. As well, in comparison to our Haliburton programming, there is a larger pool of applicants for design and media based programs.

5.1 MTCU/SMA Argumentation

Fleming College's SMA lists Haliburton School of the Arts (HSTA) program as an area of institutional strength and proposed growth. Our differentiation strategy builds on an established commitment to high quality learning and niche programs such as HSTA programs. Graphic Design would fall under the umbrella of HSTA and be considered niche based on our unique delivery option. As with our other HSTA programs, our unique offering would continue to attract students from outside of our catchment area who are interested in completing an accelerated advanced diploma in graphic design.

Our SMA is projecting an increase in growth for HSTA programming by 2019. In our SMA submitted to the MTCU, we identified that we would grow by three additional full time programs in arts and design resulting in a 15% share of the overall new program growth for the college. The new programs include: Studio Process Advancement graduate certificate (launched), Integrated Design diploma (launched) and Graphic Design advanced diploma (in process.) Within this growth cluster, we also identified the importance of expanding the programming for the Haliburton School of The Arts to meet student demand for design-oriented programs to supplement the arts-based portfolio. Graphic Design meets this objective.

The addition of the trades and technology wing at the Brealey campus provides for opportunities to think about further program expansion. We can think about graphic design as part of a cluster of programs that includes not only the arts but also innovative technology. As the college explores product development and technology programs, the addition of a graphic design program will be an important asset for the college. Developing new products, technology applications, etc. will require branding, packaging, promotion, etc., an excellent applied learning opportunity for design students. Further, as we strengthen collaboration and program connections, we can begin to branch into industrial design, branding, information design, and exhibit design. Access to the full shops and the latest technology in the KTTC will assist us in this area of growth and expansion.

Business Case

6 Launch Plan

This program will need a formal and creative marketing campaign to promote Fleming as a unique and desirable place to come for Graphic Design. The marketing material should highlight our reputation in the field of arts and heritage, and also showcase Peterborough as a desirable in terms of cost and location. The marketing material itself must showcase unique graphic design. Because of this, there will need to be ample time to prepare the marketing collateral. Should this project pass gate 2 by September, we expect launch of this program in time for September 2015 enrolment.

7 Financial Analysis

7.1 Costs

Ongoing, capital, and start-up costs are shown below. It should also be noted that \$23,000 was inserted into the costing sheet in year 5 for expected equipment replacements (printers, desktops, etc.)

Ongoing Costs

Supplies	\$4,000
Adobe Software	\$3,600
	<u>\$7,600</u>

Capital and Start Up

Year One

Lab Furniture	\$40,000
Easels	\$6,000
Connectivity	\$16,000
Computers (Desktops)	\$18,000
Printer, Plotter, Scanner	\$15,000
	<u>\$95,000</u>
Cirriculum Development	\$25,000
	<u>\$120,000</u>

Graphic Design will require one FT faculty in year 1, and an additional FT faculty member will be added in year 3. Step 15 salaries were used for costing purposes. Also note that costing also includes a PT technologist at 24 hours per week.

7.2 Contribution Margin / Profitability

Business Case

Project Name: Graphic Design – Visual Communications
School: Haliburton School of the Arts
Champion: Sandra Dupret

Page: 9 (11)
Date: 2015-05-22

As seen below in the program costing projections, cumulative cash flow goes positive in year 5. CTO goes positive in year 3 at 10.3% and moved to 38.4% by year 5.

Tuition fee (per semester)	\$ 2,000
BOG (per yr)	\$ 4,300
Attrition	10%
WFU (per semester)	0.59

(All values expressed in current dollars)

	Year 1 2016/17	Year 2 2017/18	Year 3 2018/19	Year 4 2019/20	Year 5 2020/21
Fall Enrolment	25	45	51	54	54
Winter Enrolment	22	41	47	49	49
Spring Enrolment	20	39	45	47	47

Revenues

Tuition Fees	\$ 134,000	\$ 250,000	\$ 286,000	\$ 300,000	\$ 300,000
MTCU Operating Grant Received	-	56,660	162,368	283,298	353,489
Total	134,000	306,660	448,368	583,298	653,489

Expenses

Academic Direct	135,643	295,388	295,388	295,388	295,388
Technicians	26,000	26,000	26,000	26,000	26,000
Program Coordinator	24,854	24,854	24,854	24,854	24,854
Course Supplies	16,800	16,800	16,800	16,800	16,800
Dean & Other academic costs	21,956	39,208	39,208	39,208	39,208
Total	\$ 225,252	\$ 402,250	\$ 402,250	\$ 402,250	\$ 402,250

Net Contribution or (Cost) of Proposed

New Program before Overheads	(91,252)	(95,590)	46,118	181,048	251,239
Contribution %	(68.1%)	(31.2%)	10.3%	31.0%	38.4%
Startup and Replacement Capital Costs	95,000				23,000
Development Costs	25,000				
College Overhead	71,662	127,972	127,972	127,972	127,972
Net Contribution or (Cost) of Proposed New Program	(\$282,914)	(\$223,562)	(\$81,854)	\$53,076	\$100,267

Cumulative Cash Flow	(\$211,252)	(\$306,842)	(\$260,724)	(\$79,676)	\$148,563
-----------------------------	--------------------	--------------------	--------------------	-------------------	------------------

Note: Costs are held constant for this costing model, as is the tuition and grant money per student. The standard increase in tuition and grant historically equals the increase in costs.

8 Risks

8.1 Program Risks

- Compressing the program into two years; students may not want six straight semesters of study without a break.
- Availability of content experts at the calibre that we envision necessary for a top notch program.IT infrastructure

Business Case

8.2 Market Risks

- Competitors could follow suit (2 year program).

8.3 Countermeasures

Bring in one top-notch faculty with massive connections to other potential faculty; use human resources that we have in our Integrated Design program

9 Assumptions

List and describe all the assumptions including resourcing requirements associated with the ability to address the key requirements—and the potential impact of those assumptions if they are not addressed.

9.1 Constraints

IT infrastructure; space constraints; initial capital investment

9.2 Boundaries

Identify what is to be included within the scope of the investment and explicitly state what is excluded from the investment.

9.3 Stakeholder Analysis

Describe the stakeholder environment by considering the types of stakeholders, their specific roles, and their contributions to the realization of the investment.

10 Implementation

10.1 Responsible School

The program will be delivered by the Haliburton School of the Arts, but will be housed at the Sutherland Campus in Peterborough.

10.2 Staffing Requirements

2-3 full time faculty. Must be able to teach in the summer term; 3-4 contract faculty/semester.

10.3 Space Requirements

This program as a hybrid will require one dedicated space to house a Mac lab, plus access to other classroom space as we progress towards delivering all three years, such as a room that will accommodate a drawing course with 20-30 easels. A pre-existing computer lab may work for the dedicated space, however, the nature of the space will be an integral component in creating the culture of the graphic design program; since this program will not have a full portfolio compliment at the Sutherland campus and a creative, collaborative environment is very important to the delivery of the program. We require a larger classroom with ample space and windows creating an ideal learning and working space, however, we would need to explore all options with

Business Case

Project Name: Graphic Design – Visual Communications
School: Haliburton School of the Arts
Champion: Sandra Dupret

Page: 11 (11)
Date: 2015-05-22

Facilities, IT and the industry expert who would design the program. The college should consider the possibility of expanding creative, media-based programming, in which case considering the lab location as the first of cluster of like programs that might be in the same area.

10.4 IT requirements

This program will require IT to upgrade the wireless network as the software is cloud based, and the graphical nature of the course will place a higher demand on the bandwidth. Initial conversations with IT have taken place, and a wireless upgrade is “on the radar” and very “doable.” Since there are other college initiatives that are contributing to the need to upgrade the system, those costs were NOT included in the financial analysis. However, this program, as it envisioned, cannot proceed without the wireless upgrade occurring prior to launch.

10.5 Delivery times

The program will be offered during normal operating hours.

BOARD BRIEFING REPORT

Board Committee Meeting
 Public Board Meeting
 In-Camera Board Meeting

Date of Meeting: May 27, 2015

Agenda Item 6.1

SUBJECT: 2014-2015 Key Performance Indicators Results

PRESENTED BY: Mr Brian Bates, Product Development Manager

DESCRIPTION: A report communicating the results of the 2014-2015 Key Performance Indicators (KPI) data to the Board of Governors.

BACKGROUND: Since 1998, the provincial KPIs have been gathered annually by two independent research firms for the colleges and for the Ministry of Training, Colleges and Universities. KPIs are used as a benchmark across the system, creating accountability and measuring satisfaction and success with programs and services in five areas: *Graduate Employment, Graduate Satisfaction, Employer Satisfaction, Student Satisfaction, and Graduate Rate*. For colleges, analysis of the data identifies areas requiring improvement. Often, follow-up surveys and/or focus groups are used to identify and/or clarify areas of concern.

KPIs are discussed annually with the Board; an initial discussion took place at the March meeting where the Board identified new targets, participation rates, and "the story behind the data" as a necessary addition for the 2014-2015 report to the Board.

Connection to Fleming’s planning framework:

Key Performance Indicators are used within Integrated Program Planning, Integrated Service Planning. It indicates quality in all areas and helps to inform decision-making in all areas.

Attachments:

- PowerPoint presentation

Action Requested:

Information/Update
 Discussion/Advice
 Decision/Approval (*Recommendation as a motion*)

ANALYSIS

The most recent data was collected from March 2014 to February 2015. Fleming's results were positive in all five areas, while the total system and mid-sized comparator colleges remained mostly unchanged.

Fleming's largest gain was seen in "Student Satisfaction," with an overall increase of 3.1%. Within this category of KPIs, the four capstones were all up over last year. While it is recognized that new Kawartha Trades and Technology Centre (KTTC) had a significant effect on the results, other improvement initiatives were also responsible for increases in satisfaction.

Implementation Strategy

The results are being disseminated to the associated areas (both academic and service areas) for further analysis. More in-depth surveys and focus groups will be completed as required to better understand what improvement initiatives to undertake – and what the anticipated impact to students will be.

Decision Point

N/A

RECOMMENDATION

Receive the report, as information.

PREPARED BY: Brian Bates

Key Performance Indicators

1. Graduate Satisfaction

How would you rate your satisfaction with the usefulness of your college education in achieving your goals after graduation?

(% Very Satisfied or Satisfied)

2. Employment Rate

of graduates employed during MTCU reference week, 6 months after graduation *(of those eligible for work).*

3. Employer Satisfaction

How would you rate your satisfaction with this employee's overall college preparation for the type of work he/she was doing?

(% Very Satisfied or Satisfied - employers were contacted only if graduate gave permission)

Fleming College

Key Performance Indicators

4. Graduation Rate

% of graduates who complete program requirements within a time frame equalling 200% of program duration.

5. Student Satisfaction

Students included in KPI if they answered all 4 CAPSTONE questions (Q13, Q24, Q39, Q49) and semester question (Q2).

(1st semester excluded)

Q13: OVERALL, your program is giving you knowledge and skills that will be useful in your future career.

Q24: The OVERALL quality of the learning experiences in this program.

Q39: The OVERALL quality of the services in the college.

Q49: The OVERALL quality of the facilities/resources in the college.

Fleming College

KPI Results 2013/14 vs. 2014/15

	FLEMING			SYSTEM			% Diff Fleming vs. System
	2013/14	2014/15	% Diff	2013/14	2014/15	% Diff	
Graduate Satisfaction	79.1	79.8	+0.7	80.1	80.0	-0.1	+0.8
Employment Rate	82.8	84.0	+1.2	83.4	84.0	-0.2	+0.6
Employer Satisfaction	92.6	93.2	+0.6	92.2	88.1	-4.1	+4.7

% Diff Fleming vs. System shows Fleming's change in KPI score from 2013/14 to 2014/15 in relation to the system change over the same time.

KPI Results 2013/14 vs. 2014/15

	FLEMING			SYSTEM			% Diff Fleming vs. System
	2013/14	2014/15	% Diff	2013/14	2014/15	% Diff	
Graduation Rate	65.4	66.5	+1.1	65.4	65.7	+0.3	+0.8
Student Satisfaction	77.2	80.3	+3.1	76.3	76.2	-0.1	+3.2

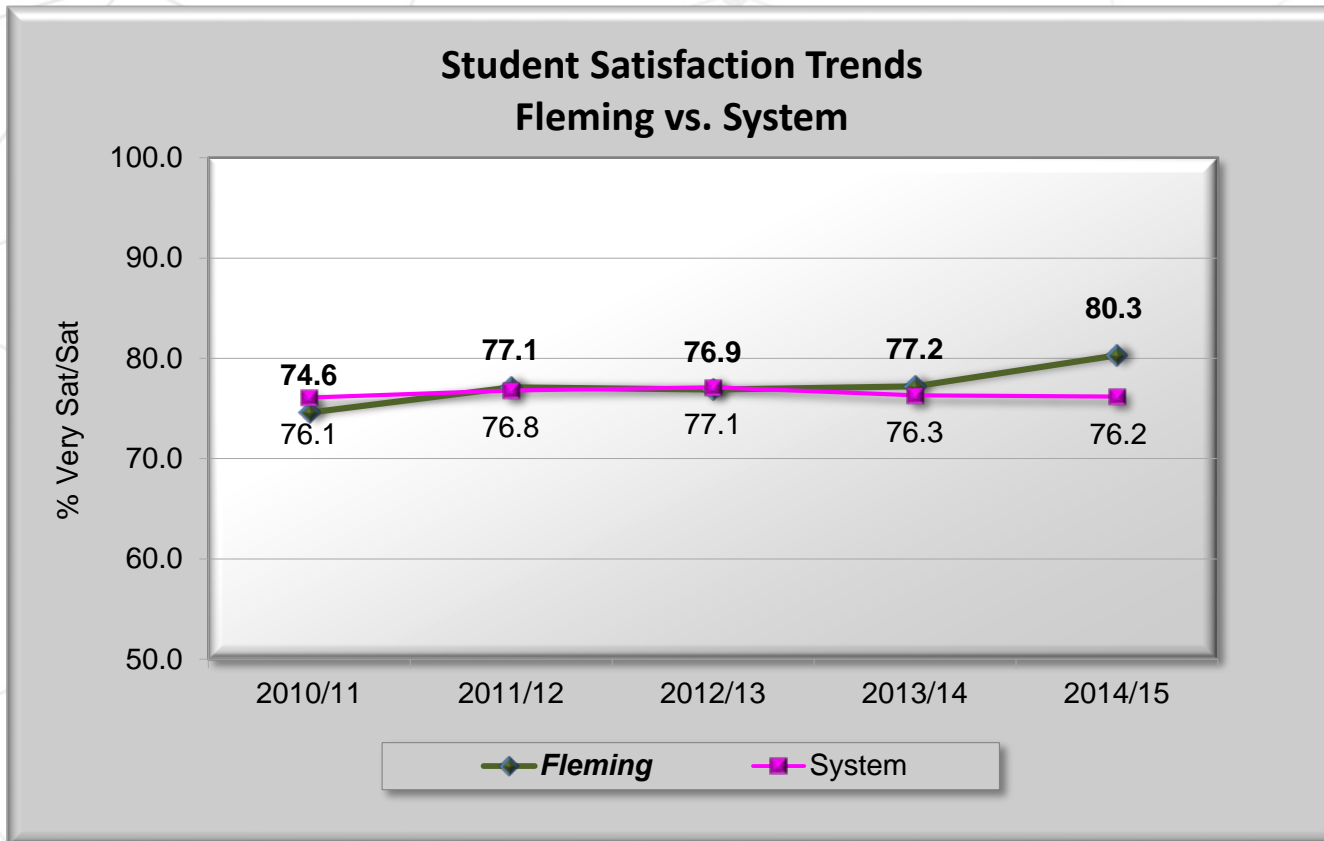
% Diff Fleming vs. System shows Fleming's change in KPI score from 2013/14 to 2014/15 in relation to the system change over the same time.

KPI Student Satisfaction and Engagement Survey			
Year	# Eligible Students	# Total Surveys	# KPI Valid Surveys
2013/14	5,569	4,246	3,730
2014/15	5,639	4,296	3,731

KPI Graduation Rate		
Year	# Entrants	# Grads
2013/14	4,020	2,630
2014/15	3,911	2,601
















Fleming College

KPI Student Satisfaction Trends



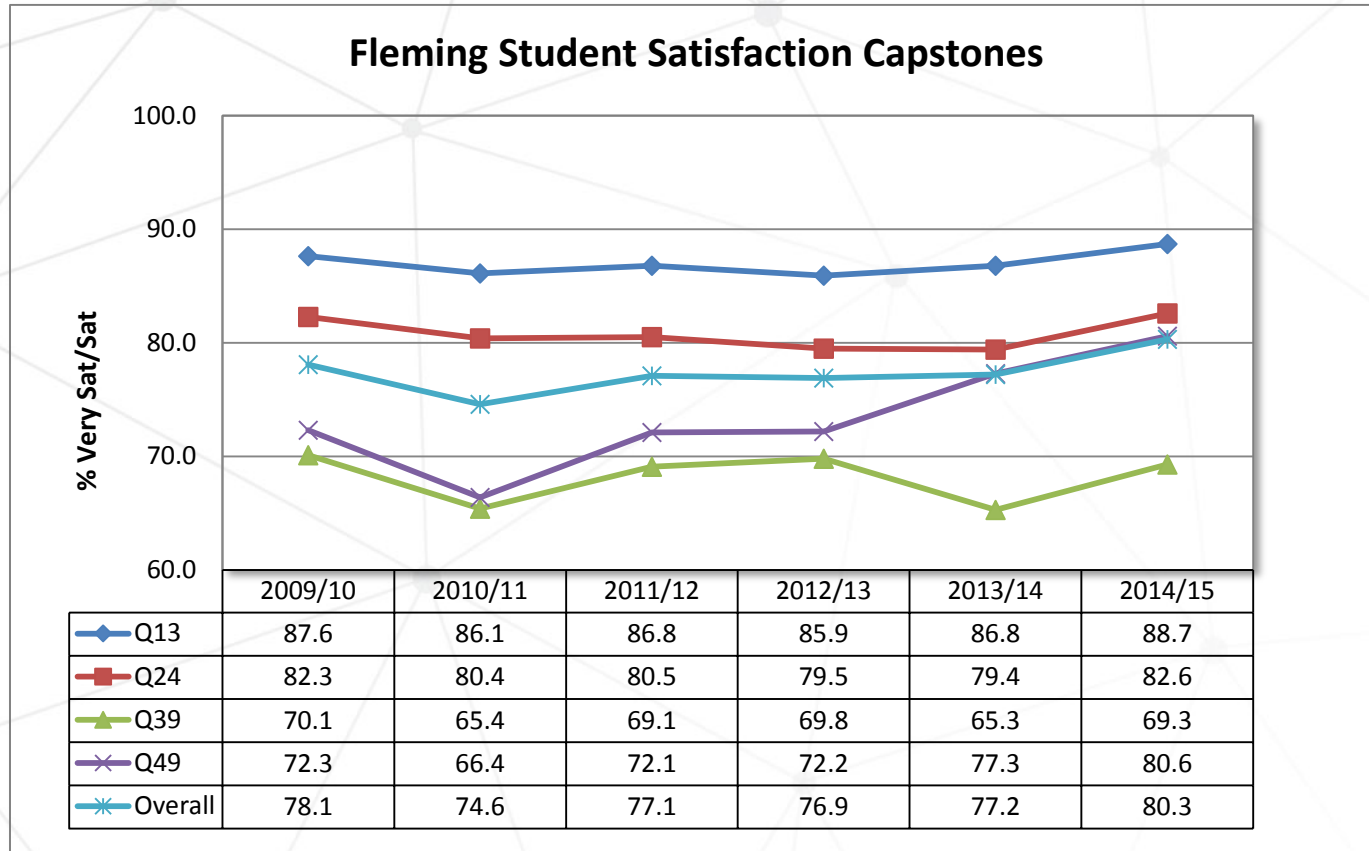
Fleming College

KPI Student Satisfaction Results

	Year	#	Q13 Knowledge & Skills - Future Career			Q24 Learning Experiences - Program Quality			Q39 Quality of Services			Q49 Quality of Facilities/Resources			Overall KPI Student Satisfaction		
			VS/S %	Neither %	D/VD %	VS/S %	Neither %	D/VD %	VS/S %	Neither %	D/VD %	VS/S %	Neither %	D/VD %	VS/S %	Neither %	D/VD %
FLEMING	2014	3,730	86.8	9.4	3.8	79.4	14.1	6.5	65.3	27.3	7.4	77.3	18.6	4.0	77.2	17.4	5.4
	2015	3,731	88.7	8.0	3.3	82.6	12.5	4.9	69.3	25.2	5.5	80.6	16.2	3.2	80.3	15.5	4.2
	% Diff		 1.9			 3.2			 4.0			 3.3			 3.1		
MEDIUM	2014	38,748	88.2	8.3	3.5	81.2	13.6	5.2	65.8	26.6	7.6	75.9	19.1	4.9	77.8	16.9	5.3
	2015	39,795	88.1	8.6	3.3	81.4	13.8	4.8	65.7	27.5	6.7	76.7	18.8	4.5	78.0	17.2	4.8
	% Diff		 -0.1			 0.2			 -0.1			 0.8			 0.2		
SYSTEM	2014	122,714	87.2	9.0	3.8	80.0	14.5	5.5	64.2	27.6	8.1	73.8	20.2	6.0	76.3	17.8	5.9
	2015	126,190	87.0	9.3	3.7	79.8	14.9	5.3	63.8	28.2	8.1	74.4	19.9	5.7	76.2	18.1	5.7
	% Diff		 -0.2			 -0.2			 -0.4			 0.6			 -0.1		

Fleming College

KPI Student Satisfaction Capstones



Q13: OVERALL, your program is giving you knowledge and skills that will be useful in your future career.

Q24: The OVERALL quality of the learning experiences in this program.

Q39: The OVERALL quality of the services in the college.

Q49: The OVERALL quality of the facilities/resources in the college.

Fleming College

LEARN | BELONG | BECOME

2014/15 Performance Report

In 2013/14, the goal was to reach the *top quartile* in all categories.

This is a moving target, as all colleges within the system are also making changes/improvements in key areas.

However, this past year we achieved significant gains – a general movement into the 1st and 2nd quartile.

Fleming College

KPI Student Satisfaction

	2013/14 Quartile	2014/15 Quartile
Q13. OVERALL, your program is giving you knowledge and skills that will be useful in your <u>future career</u> .	3	2
Q24. The OVERALL quality of the learning experiences in this program.	3	2
Q39. The OVERALL quality of the services in the college.	3	2
Q49. The OVERALL quality of the facilities/resources in the college.	2	1

KPI Student Satisfaction

	Impact of Learning Experiences on Future		Program Quality (Teachers & Courses)		Services		Facilities/Resources	
	2013/14	2014/15	2013/14	2014/15	2013/14	2014/15	2013/14	2014/15
Quartile 1	0	0	0	2	0	2	2	6
Quartile 2	3	8	1	6	7	9	5	3
Quartile 3	4	2	4	2	5	3	1	0
Quartile 4	3	0	5	0	2	0	1	0

Values represent the number of statements in each quartile



So, how did we accomplish this?

Fleming College

KPI Student Satisfaction – Learning

<i>Impact of Learning Experiences on Future This program...</i>	% Very Sat/Sat 2013/14	% Very Sat/Sat 2014/15	% Diff
Q8 Develops your math skills	57.6	61.2	+3.6
Q7 Develops your speaking skills	63.8	67.0	+3.2

% excludes students who selected Not Applicable

<i>Teachers & Courses in Program</i>	% Very Sat/Sat 2013/14	% Very Sat/Sat 2014/15	% Diff
Q21 Quality of the learning experiences related to any online instruction	46.9	54.6	+7.7
Q17 Promptness of feedback on your work	59.0	64.8	+5.8
Q23 Usefulness of assigned course materials <i>(e.g. books, other readings, software, etc.)</i>	46.9	52.7	+5.8

% excludes students who selected Not Applicable

Fleming College

KPI Student Satisfaction – Services

Service	% Very Sat/Sat 2013/14	% Very Sat/Sat 2014/15	% Diff
Q35 Campus Safety and Security Services	65.4	72.1	+6.7
Q31 International Office and other international student services	62.6	68.9	+6.3
Q26 Tutoring services	62.1	68.0	+5.9

% excludes students who Did Not Use the service and those who indicated the service was Not Available

Service	% Very Sat/Sat 2013/14	% Very Sat/Sat 2014/15	% Diff
Q36 Financial Aid Services	64.7	62.3	-2.4
Q33 Health services	72.9	72.6	-0.3

% excludes students who Did Not Use the service and those who indicated the service was Not Available

Fleming College

KPI Student Satisfaction – Facilities/Resources

Facility/Resource	% Very Sat/Sat 2013/14	% Very Sat/Sat 2014/15	% Diff
Q43 Individual/group study space	60.9	66.6	+5.7
Q46 Accessibility of buildings, classrooms, and labs/shops for students with disabilities	47.1	52.3	+5.2
Q44 Social spaces	62.8	67.1	+4.3

% excludes students who Did not Use the facility/resource and those who indicated the facility/resource was Not Available

Facility/Resource	% Very Sat/Sat 2013/14	% Very Sat/Sat 2014/15	% Diff
Q41 Internet connectivity	71.7	71.5	-0.2

% excludes students who Did not Use the facility/resource and those who indicated the facility/resource was Not Available

Fleming College

2015/16 Goals

For 2015/16, we are moving away from the “top quartile strategy.”

Instead, we are looking more internally and factoring in our **strategic plan, past trends, and budget.**

We will continue to observe the system and our mid-sized peers as a benchmark for performance.

Fleming College

2015/16 Goals

With this in mind, the goals are:

- **Knowledge and Skills**
 - *Maintain and enhance* the high satisfaction achieved this year.
- **Program Quality**
 - *Maintain and enhance* the high level achieved this year while working towards the new Quality Accreditation framework.
- **Services**
 - *Increase* satisfaction slightly over last year.
 - Implement Integrated Planning for Services and target key services for improvement, maintain others.
- **Facilities/Resources**
 - *Maintain and enhance* the high levels achieved this year.

Fleming College

BOARD BRIEFING REPORT

<input type="checkbox"/> Board Committee Meeting	<input checked="" type="checkbox"/> Public Board Meeting	<input type="checkbox"/> In-Camera Board Meeting
Date of Meeting: May 27, 2015		Agenda Item 7.2

SUBJECT: Tuition Aid for Youth Leaving Care Program

PRESENTED BY: Dr. Tilly, President

DESCRIPTION: An overview of the *100% Tuition Aid for Youth Leaving Care Program* (Crown Ward Initiative) including implementation.

BACKGROUND:

The program is a voluntary program that many colleges and universities across Ontario are participating in (estimate approximately 50% of Ontario colleges are presently participants) to assist current and former Crown Wards and/or students who are receiving or were ever eligible to receive continued care and support for youth from an Ontario Children's Aid Society.

To be eligible, in addition to the above-noted Crown Ward requirements, individuals must be enrolled in a publicly-assisted college or university in an under-graduate first-entry program, and must have at least \$1.00 of financial need under the Ontario portion of the OSAP need assessment.

The Ministry will provide 50% of the tuition aid to a maximum of \$3,000 per term (\$6,000 per academic year) through a combination of the following grants: Ontario Tuition Grant, Ontario Access Grant or the Ontario Access Grant for Crown Wards. Fleming College will provide the remaining 50% of tuition aid through a bursary funded through the Tuition Set-Aside funds. The Ministry will provide a list of eligible candidates approximately one month prior to the start of each academic term.

During the 2014-2015 academic year, there were approximately 45 students who were identified as Crown Ward students attending Fleming College. We anticipate a similar level of activity in the 2015-2016 academic year.

Connection to Fleming's planning framework: N/A

Attachments: N/A

Action Requested:

- Information/Update Discussion/Advice Decision/Approval (*Recommendation as a motion*)

PREPARED BY: Brenda Pander-Scott