

**Bachelor of Commerce  
(Human Resources Management)**

**Proposal Submission  
to the  
Ontario Postsecondary  
Education Quality  
Assessment Board**

**Application for Ministerial Consent  
Ontario Colleges of Applied Arts and Technology**

**Date of Submission: August 2012**



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## **1. Organization and Program Information**

### **1.1 Submission Title Page**

<b>Full Legal Name of Organization:</b> Fanshawe College of Applied Arts and Technology
<b>Operating Name of Organization:</b> Fanshawe College
<b>Common Acronym of Organization (if applicable):</b>
<b>URL for Organization Homepage (if applicable):</b> <a href="http://www.fanshawec.ca">www.fanshawec.ca</a>
<b>Proposed Degree Nomenclature:</b> Bachelor of Commerce (Human Resources Management)
<b>Location (specific address) where program to be delivered:</b> Fanshawe London Campus 1001 Fanshawe College Boulevard, London, Ontario, N5Y 5R6
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<b>Site Visit Coordinator (if different from above):</b>
<b>Chair, Board of Governors:</b> Britta Winther
<b>Anticipated Start Date:</b> September 2014
<b>Anticipated Enrolment for the first 4 years of the program:</b> 90

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## **Executive Summary**

This application to PEQAB is for a Bachelor of Commerce (Human Resources Management) program that is one of a cluster of four Bachelor of Commerce programs proposed for Fanshawe College in the Lawrence Kinlin School of Business. The areas of specialization for the other programs are Accounting, Digital Marketing, and Leadership and Management.

With the required faculty, resources, and policies and procedures in place to support learning and student success, the College clearly has the capacity to deliver these Bachelor of Commerce programs in a manner that will meet or exceed PEQAB's expectations. The Lawrence Kinlin School of Business (LKSb) has developed significant strength and market presence for delivering post-secondary education in business diploma, advanced diploma, and post-graduate certificate programs. Fanshawe is the sixth largest college in Ontario, with over 15,000 post-secondary enrolments annually, and the LKSb is the largest of the academic divisions within Fanshawe College.

The four areas of study above represent the four largest program areas in the LKSb. The College has a strong complement of full-time and adjunct faculty members in these areas, including PhD and Masters level professors, and has committed to hiring several more terminal degree professors in 2012-14.

The Lawrence Kinlin School of Business engaged Academica Group Inc. to help with establishing, through primary and secondary research, the feasibility of developing the Bachelor of Commerce programs, and further to help determine the focus for each of the programs. The research report is included as Appendix A.

Academica strongly endorsed the economic need for and viability of the Bachelor of Commerce (Human Resources Management) program. The human resources profession is growing rapidly in Ontario, and in Southwestern Ontario especially. In the London-Woodstock region the majority of human resources professionals are aged 45 or older, placing pressure on the labour market. The Human Resources Professionals Association (HRPA) recently introduced a degree requirement for the Certified Human Resources Professional (CHRP) designation, and hundreds of graduates from human resources diploma programs in Ontario each year now require an affordable and efficient mechanism to complete a degree program. Employers reported to Academica researchers that the applied nature of Fanshawe's proposed program will set it apart from university programs, with a mandatory co-op work term often cited as an important enhancement and key differentiator. Fanshawe College is well established with co-operative education and other forms of applied/experiential learning, and will build on that expertise with this proposed Bachelor of Commerce (Human Resources Management) program.

Following the Academica research, the College engaged an External Focus Group of employers and human resources professionals to advise whether the College should develop a human resources degree program, and to offer some direction about the focus of such a program. Following that, the College assembled a second external group, the Program Advisory Committee, to develop further details about the program focus and curriculum. With the strong endorsement from these external groups, and a

program framework in place, the College committed to develop the full proposal for submission to PEQAB.

Fanshawe College's strategic plans were updated and adopted by the Board of Governors in April 2012 (Appendix B), and affirm the College's commitment to delivering applied degrees, especially this cluster of Bachelor of Commerce programs, and to assemble the resources necessary to deliver these programs in a manner that meets the College's standards for delivery.

The Bachelor of Commerce (Human Resources Management) program is an honours-level program comprised of nine breadth courses, twenty foundational commerce courses, and thirteen specialized human resources courses courses. The Bachelor of Commerce credential is the most recognized nomenclature for business/commerce degrees in Canada, widely understood by students, employers and professional bodies as a broadly based post-secondary degree. The human resources profession provides a standard framework for post-secondary institutions to follow, to parallel the CHRP course credit requirements. Fanshawe's proposed program is comprised of 129 credit hours, of which 21% are non-core credits. All nine of the CHRP course credits are provided within this proposed program.

It is critical that Fanshawe diploma program graduates are able to transfer into this degree program, and graduates from other colleges are able to enter through advance standing. Gap analysis, degree completion pathways and entrance requirements are provided in this submission for graduates from several program areas. The table below lists the entrance requirements and level of entrance.

For entrants from Business or Business Administration diploma programs without a Human Resources specialization, credits will be granted according to the program of origin.

#### **Transfer and Advanced Standing Entrance Level and GPA Requirements**

<b>Program of Origin</b>	<b>Entrance Level</b>	<b>GPA Required</b>
Business Administration – Human Resources advanced diploma programs (3-yr.)	5	3.0
Business – Human Resources diploma programs (2-yr.)	4	3.5
Business Administration (other than HR) advanced diploma programs (3-yr.)	4	3.0
Business (other than HR) diploma programs (2-yr.)	3	3.5

The HRPA has been integral to this program development initiative. The Lawrence Kinlin School of Business has a well-established relationship with the HRPA and with its members throughout Southwestern Ontario, developed through their participation in the College's diploma program offerings and Human Resources Mentorship. The HRPA has fully endorsed Fanshawe's submission, included in Section 8.

The mandatory co-operative education delivery will be a critical element of this applied degree. Fanshawe offers over 30 co-op programs, more than any other college in Canada. Co-operative education at Fanshawe is designed to bridge the gap between education and the workplace by integrating academic studies with paid work experience and on-the-job application of theory. More than just a job, the co-operative work experience is actually part of the students' curriculum, and their on-the-job performance becomes part of their academic record. The co-op work term in the proposed

program occurs after successful completion of semester 7. The co-op work term will be a minimum of 14 weeks in length, will be paid at or above the statutory wage rate, and will be supervised.

The applied nature of this program is enhanced through the use of experiential learning methods beyond the traditional co-operative education approach. In several courses throughout the 8-semester program, and especially in third and fourth year courses, students will participate in live-client projects where students interact with community-based business clients on a consulting basis under supervision of faculty members.

The City of London is world renowned as a hub for post-secondary business education, led by the Richard Ivey School of Business at the University of Western Ontario (UWO) and bolstered by its affiliate university colleges, Brescia, King's and Huron, and by the Lawrence Kinlin School of Business at Fanshawe College. Fanshawe and UWO cater to differing student and employer needs, however, and complement each other well in the macro delivery of post-secondary business education in the hub of Southwestern Ontario west of the Greater Toronto Area. The University of Western Ontario and its affiliate university colleges turn away thousands of hopeful applicants each year who fail to meet their very high admission requirements. Many of these unsuccessful applicants are from Southwestern Ontario and would prefer to earn their business degree in the London area. Fanshawe's proposed Bachelor of Commerce programs will create enhanced opportunities for many of these applicants. A detailed applicant analysis is included in Section 14.

In the External Focus Group and Program Advisory Committee meetings, and in the research conducted by Academica (Appendix A, p. 22), employers expressed frustration that a large proportion of the UWO business and commerce graduates leave the London area for employment, out of reach for London-area employers. Fanshawe College, on the other hand, is very much community-based and integrated with the local economy. Fanshawe's Bachelor of Commerce admission requirements will be lower, for the foreseeable future at least, creating new opportunities for applicants and students. In addition, diploma graduates wishing to transfer into Fanshawe's proposed Bachelor of Commerce program, whether from Fanshawe or other colleges, will benefit from greater mobility and choices for students who face barriers entering universities.

The high level of applied learning in Fanshawe's Bachelor of Commerce programs will set it apart from most university offerings, including the UWO programs, providing further choice for students and employers who seek an applied baccalaureate degree.

Fanshawe's proposed program provides diploma students a significantly improved opportunity to complete a degree than universities will provide. The Ontario Council on Articulation and Transfer (ONCAT) agreement between colleges and universities now allows a graduate of a Human Resources advanced diploma program to transfer to a university and complete a degree with five additional semesters, compared to only three in Fanshawe's Bachelor of Commerce (Human Resources Management) program. The ONCAT agreement does not apply to graduates of a Human Resources diploma program, and this proposal allows credit for three of the eight semesters in the Bachelor of Commerce (Human Resources Management) program – a significant improvement over what universities offer.

As well as preparing graduates for careers in business and human resources, the Bachelor of Commerce (Human Resources Management) program opens doors for graduates to continue their education in graduate studies programs. Section 7 lists graduate studies institutions providing endorsement letters.

## **1. Program Abstract**

The Bachelor of Commerce (Human Resources Management) program is a four-year combined commerce and human resources management program that satisfies all Certified Human Resources Professional (CHRP) course credit requirements. It will also satisfy the degree requirement for the Human Resources Professionals Association's (HRPA) professional designation.

The Commerce training of this degree occurs in the first four semesters, covering a broad base of business skill areas that provide the student with a sound footing in the world of commerce. The Human Resources Management specialized training of this degree occurs in the final four semesters, focusing on the core HR areas as outlined by the HRPA along with other professional skills required by an HR professional.

The program prepares the student academically and experientially for a variety of HR opportunities in many organizations and sectors, including government, non-profit, education, manufacturing, hospitality, health care, financial services, and many others. Graduates may work in positions such as an HR training coordinator, recruiter, compensation analyst, health and safety specialist, labour relations representative, benefits administrator, or as an HR generalist.

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## **2. Degree Level**

A Bachelor of Commerce program has, by definition, a broadly based curriculum related to business. At the honours level, Fanshawe's proposed Bachelor of Commerce (Human Resources Management) program has a carefully crafted balance between breadth and depth in the specialized field of study.

The degree-level expectations will be met through curriculum content and delivery methods. Teaching and learning methods will include discussion, debate, research, case study analysis, group work, essay and report writing, presentations, live client consulting projects, and co-operative education. Learning will be demonstrated and evaluated through a range of methods spanning assignments, reports, presentations, essays, tests and examinations. In addition to a mandatory co-operative experience, experiential learning methodologies including case studies, live client projects, simulations, and role play will be utilized to engage students in learning and to bring the lessons of the workplace into the classroom.

Learning opportunities are boundless when extended into the community laboratory and experiential learning will be one of the hallmarks of this Bachelor of Commerce (Human Resources Management) degree, especially through live client group projects and workplace experience during the mandatory 14-week co-op work term. In Semester 7 students will be given assistance to prepare for the co-op work term, and after returning to the classroom in Semester 8 students will be coached to integrate their workplace learning into their final semester studies and to learn from the experience of their peers.

### **2.1 Degree Level Expectations**

In Figure 2.1, each of the degree-level expectations categories is listed, accompanied by the specific expectations to be demonstrated by the graduates for each category and the associated program learning outcomes and courses that will ensure the graduates fulfill these expectations at the honours level. All degree level expectations are met and, in most cases, are addressed through several program outcomes and many courses.

Due to the breadth of this Bachelor of Commerce program, graduates will be well prepared for work or further study in an interdisciplinary environment and to apply learning within and from outside the discipline of commerce and the more specialized human resources field. A total of nine non-core courses round out the already broad business curriculum.

In the last half of the program the curriculum is heavily weighted to prepare students for a career in the human resources management profession, and is closely aligned with the requirements of the HRPA. Two courses in the final semester will serve as capstone courses and tie together in applied fashion the learning from earlier semesters: Organizational Development and Strategic Policy and Planning.

The Degree Level Expectations mapping in Figure 2.1 is constructed from the mapping worksheets which follow in Figure 15.1, that illustrate the progression of achievement for each vocational learning outcome. By the end of the final year, each vocational learning outcome has been achieved at the advanced level.

**Figure 2.1 Degree Level Expectations for Bachelor Degree: Honours**

<b>EXPECTATIONS to be demonstrated by the graduates</b>	<b>LEARNING OUTCOMES:</b> Upon completion of the degree program, the graduate has reliably demonstrated the ability to:	<b>COURSES:</b> in the Bachelor of Commerce program, related to degree outcomes.
<b>Category 1: Depth and Breadth of Knowledge</b>		
1a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;	<p>1. Use the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments.</p> <p>2. Develop strategies that will achieve organizational goals through integration of business methodologies that assess costs, benefits, risks, and opportunities, and that utilize current and emerging technology and trends.</p> <p>15. Evaluate strategic human resources policies, procedures, and programs related to the following areas: staffing (recruitment, selection, retention, human capital strategy) and performance management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation, basic contract law and privacy laws.</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Introductory Accounting 1</li> <li>• Communication for a Diverse World</li> <li>• Computer Applications for Business</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> <li>• HR Management</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Managing Performance</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• Workplace Health &amp; Safety</li> <li>• International HR</li> <li>• Managing Programs &amp;Projects</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• Workplace &amp; Employment Law</li> <li>• Learning, Training &amp; Development</li> <li>• HRIS – Data and Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Co-op integration</li> <li>• Planning for the HR Professional</li> <li>• Negotiating - Mediation &amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
1b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may	<p>10. Assess resource allocation decisions that influence sustainability practices and drive economic, social, cultural, and environmental stewardship.</p> <p>12. Plan, implement, and evaluate projects and programs, using project planning principles and tools.</p>	<ul style="list-style-type: none"> <li>• Introductory Accounting 1</li> <li>• Management Fundamentals</li> <li>• Microeconomics</li> <li>• Ethics in a Global Context</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> <li>• Statistics for Business</li> <li>• Business Law</li> </ul>

intersect with fields in related disciplines;	<p>15. Evaluate strategic human resources policies, procedures, and programs related to the following areas: staffing (recruitment, selection, retention, human capital strategy) and performance management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation, basic contract law and privacy laws.</p> <p>18. Evaluate Human Resources plans to ensure alignment with organizational goals and responsiveness to current and future labour market conditions.</p>	<ul style="list-style-type: none"> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Financial Management</li> <li>• Managing Performance</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• Workplace Health &amp; Safety</li> <li>• International HR</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• Workplace &amp; Employment Law</li> <li>• Learning, Training &amp; Development</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Co-op integration</li> <li>• Planning for the HR Professional</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
<p>1c. A developed ability to:</p> <p>i. gather, review, evaluate and interpret information;</p>	<p>6. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.</p> <p>21. Analyze and evaluate required numerical and financial data for projecting the impact of human resources plans.</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Introductory Accounting 1</li> <li>• Communication for a Diverse World</li> <li>• Computer Applications for Business</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Argumentation &amp; Persuasion</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> <li>• HR Management</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Employee &amp; Labour Relations</li> <li>• Compensation</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Planning for the HR Professional</li> <li>• Negotiating - Mediation &amp; Conflict Resolution</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>

<p>1c. A developed ability to: (cont'd)</p> <p>ii. compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline;</p>	<p>15. Evaluate strategic human resources policies, procedures, and programs related to the following areas: staffing (recruitment, selection, retention, human capital strategy) and performance management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation, basic contract law and privacy laws.</p> <p>17. Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements.</p> <p>18. Evaluate Human Resources plans to ensure alignment with organizational goals and responsiveness to current and future labour market conditions.</p> <p>23. Assess how and why human resources programs, policies and procedures differ among countries, and the limitations that will be experienced by human resources managers who have transnational responsibilities.</p>	<ul style="list-style-type: none"> <li>• Argumentation &amp; Persuasion</li> <li>• Management Fundamentals</li> <li>• Ethics in a Global Context</li> <li>• Accounting for Managers</li> <li>• HR Management</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Principles of Organizational Behaviour</li> <li>• Financial Management</li> <li>• Managing Performance</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• Workplace Health &amp; Safety</li> <li>• International HR</li> <li>• Managing Programs &amp; Projects</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• Workplace &amp; Employment Law</li> <li>• Learning, Training &amp; Development</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Planning for the HR Professional</li> <li>• Negotiating - Mediation &amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
<p>1d. A developed, detailed knowledge of and experience in research in an area of the discipline;</p>	<p>6. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.</p> <p>11. Analyze domestic and international business opportunities within an international context.</p> <p>16. Research and support the development of compensation and benefit plans that assist the organization to achieve its business goals.</p> <p>23. Assess how and why human resources programs, policies and procedures differ among countries, and the limitations that will be experienced by human resources managers who have transnational responsibilities.</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Argumentation &amp; Persuasion</li> <li>• Communication for a Diverse World</li> <li>• Computer Applications for Business</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> <li>• HR Management</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Employee &amp; Labour Relations</li> <li>• International HR</li> <li>• Managing Programs &amp; Projects</li> <li>• Compensation</li> <li>• HRIS – Data &amp; Enquiry</li> </ul>

		<ul style="list-style-type: none"> <li>• Pension &amp; Benefits</li> <li>• Planning for the HR Professional</li> <li>• Negotiating - Mediation &amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
1e. Developed critical thinking and analytical skills inside and outside the discipline;	<p>3. Enhance business opportunities by incorporating external variables into various business decision models.</p> <p>6. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.</p> <p>20. Analyze and evaluate required numerical and financial data for projecting the impact of human resources plans</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Introductory Accounting 1</li> <li>• Communication for a Diverse World</li> <li>• Computer Applications for Business</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Argument &amp; Persuasion</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> <li>• HR Management</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• International HR</li> <li>• Managing Programs &amp; Projects</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Co-op Preparation</li> <li>• Planning for the HR Professional</li> <li>• Negotiating – Mediation &amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
1f. The ability to apply learning from one or more areas outside the discipline.	<p>3. Enhance business opportunities by incorporating external variables into various business decision models.</p> <p>6. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.</p> <p>8. Perform effectively and efficiently within groups or teams, demonstrating leadership, team-building, conflict resolution,</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Communication for a Diverse World</li> <li>• Computer Applications for Business</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Argumentation &amp; Persuasion</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> <li>• Statistics for Business</li> <li>• Business Law</li> </ul>

	<p>negotiating and influencing skills.</p> <p>9. Design personal learning plans and integrate lifelong learning strategies into current and future development goals.</p> <p>10. Assess resource allocation decisions that influence sustainability practices and drive economic, social, cultural, and environmental stewardship.</p>	<ul style="list-style-type: none"> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• International HR</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• Training &amp; Development</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Co-op Preparation</li> <li>• Co-op integration</li> <li>• Planning for the HR Professional</li> <li>• Negotiating – Mediation &amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
<b>Category 2: Conceptual &amp; Methodological Awareness / Research and Scholarship</b>		
<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <p>2a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</p>	<p>6. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Introductory Accounting 1</li> <li>• Communication for a Diverse World</li> <li>• Computer Applications for Business</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Argumentation &amp; Persuasion</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Employee &amp; Labour Relations</li> <li>• Managing Programs &amp; Projects</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Co-op Preparation</li> <li>• Negotiating – Mediation &amp; Conflict Resol.</li> <li>• Strategic Policy and Planning</li> </ul>

<p>2b. Devise and sustain arguments or solve problems using these methods;</p>	<p>5. Evaluate professional, ethical, and legal codes of conduct.</p> <p>6. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.</p> <p>12. Plan, implement, and evaluate projects and programs, using project planning principles and tools.</p> <p>13. Assess the overall financial performance of an organization.</p> <p>14. Apply management-level decision-making and strategic planning skills.</p> <p>17. Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Introductory Accounting 1</li> <li>• Communication for a Diverse World</li> <li>• Computer Applications for Business</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Argumentation &amp; Persuasion</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> <li>• HR Management</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Managing Performance</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• International HR</li> <li>• Managing Programs &amp; Projects</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• Workplace &amp; Employment Law</li> <li>• Learning, Training &amp; Development</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Co-op Preparation</li> <li>• Co-op Integration</li> <li>• Planning for the HR Professional</li> <li>• Negotiating – Mediation &amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
<p>2c. Describe and comment upon particular aspects of current research or equivalent advanced scholarship.</p>	<p>7. Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.</p> <p>10. Assess resource allocation decisions that influence sustainability practices and drive economic, social, cultural, and environmental stewardship.</p> <p>11. Analyze domestic and international business opportunities within an international context.</p>	<ul style="list-style-type: none"> <li>• Communication for a Diverse World</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Argumentation &amp; Persuasion</li> <li>• Macroeconomics</li> <li>• HR Management</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Managing Performance</li> </ul>

		<ul style="list-style-type: none"> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• Workplace Health &amp; Safety</li> <li>• International HR</li> <li>• Managing Programs &amp; Projects</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• Learning, Training &amp; Development</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Planning for the HR Professional</li> <li>• Negotiating – Mediation &amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
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### Category 3: Communication Skills

The ability to communicate information, arguments and analyze accurately and reliably, orally and in writing, to specialist and non-specialist audiences using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.	<p>7. Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.</p> <p>8. Perform effectively and efficiently within groups or teams, demonstrating leadership, team-building, conflict resolution, negotiating and influencing skills.</p>	<ul style="list-style-type: none"> <li>• Communication for a Diverse World</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Ethics in a Global Context</li> <li>• Argumentation &amp; Persuasion</li> <li>• HR Management</li> <li>• Business Law</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Managing Performance</li> <li>• Employee &amp; Labour Relations</li> <li>• Managing Programs &amp; Projects</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• Learning, Training &amp; Development</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Co-op Preparation</li> <li>• Co-op Integration</li> <li>• Negotiating – Mediation &amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
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### Category 4: Application of Knowledge

<p><b>4a.</b> The ability to review, present and critically evaluate quantitative and qualitative information to:</p> <p>i. develop lines of argument;</p>	<p>4. Assess the unique business needs of organizations of various sizes, public sector, private sector, and not-for-profit organizations</p> <p>6. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.</p> <p>10. Assess resource allocation decisions that influence sustainability practices and drive</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Introductory Accounting 1</li> <li>• Communication for a Diverse World</li> <li>• Computer Applications for Business</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Argumentation &amp; Persuasion</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> </ul>
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	<p>economic, social, cultural, and environmental stewardship</p> <p>13. Assess the overall financial performance of an organization.</p> <p>21. Analyze and evaluate required numerical and financial data for projecting the impact of human resources plans.</p>	<ul style="list-style-type: none"> <li>• HR Management</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Managing Performance</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• International HR</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Co-op integration</li> <li>• Planning for the HR Professional</li> <li>• Negotiating – Mediation &amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
<p><b>4a.</b> The ability to review, present and critically evaluate quantitative and qualitative information to: (cont'd)</p> <p><b>ii.</b> make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;</p>	<p>2. Develop strategies that will achieve organizational goals through integration of business methodologies that assess costs, benefits, risks, and opportunities, and that utilize current and emerging technology and trends.</p> <p>12. Plan, implement, and evaluate projects and programs, using project planning principles and tools.</p> <p>17. Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements.</p> <p>20. Establish and manage systems and processes to collect and safeguard Human Resources information.</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Introductory Accounting 1</li> <li>• Computer Applications for Business</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Accounting for Managers</li> <li>• HR Management</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Managing Performance</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• Workplace Health &amp; Safety</li> <li>• International HR</li> <li>• Managing Programs &amp; Projects</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• Workplace &amp; Employment Law</li> <li>• Learning, Training &amp; Development</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Co-op integration</li> <li>• Planning for the HR Professional</li> <li>• Negotiating – Mediation &amp; Conflict Resol.</li> </ul>

		<ul style="list-style-type: none"> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
<p><b>4a.</b> The ability to review, present and critically evaluate quantitative and qualitative information to:</p> <p>(cont'd)</p> <p><b>iii.</b> apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline;</p>	<p>2. Develop strategies that will achieve organizational goals through integration of business methodologies that assess costs, benefits, risks, and opportunities, and that utilize current and emerging technology and trends.</p> <p>12. Plan, implement, and evaluate projects and programs, using project planning principles and tools.</p> <p>17. Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements.</p> <p>19. Manage training and organizational development and change initiatives including workforce design, development, and employee engagement initiatives, to support organizational effectiveness.</p> <p>20. Establish and manage systems and processes to collect and safeguard Human Resources information.</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Introductory Accounting 1</li> <li>• Computer Applications for Business</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Accounting for Managers</li> <li>• HR Management</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Managing Performance</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• Workplace Health &amp; Safety</li> <li>• International HR</li> <li>• Managing Programs &amp; Projects</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• Workplace &amp; Employment Law</li> <li>• Learning, Training &amp; Development</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Co-op Integration</li> <li>• Planning for the HR Professional</li> <li>• Negotiating – Mediation &amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
<p><b>iv.</b> where appropriate, use this knowledge in the creative process;</p>	<p>2. Develop strategies that will achieve organizational goals through integration of business methodologies that assess costs, benefits, risks, and opportunities, and that utilize current and emerging technology and trends.</p> <p>6. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.</p> <p>17. Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Introductory Accounting 1</li> <li>• Communication for a Diverse World</li> <li>• Computer Applications for Business</li> <li>• Marketing 1</li> <li>• Ethics in a Global Context</li> <li>• Argumentation &amp; Persuasion</li> <li>• Statistics for Business</li> <li>• Marketing 2</li> <li>• Employee &amp; Labour Relations</li> <li>• Managing Programs &amp; Projects</li> <li>• Leaders &amp; Leadership</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Co-op Preparation</li> <li>• Negotiating – Mediation &amp; Conflict Resol.</li> </ul>

	<p>disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements.</p>	<ul style="list-style-type: none"> <li>• Strategic Policy and Planning</li> </ul>
<p><b>4b.</b> The ability to use a basic range of established techniques to:</p> <p>i. initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;</p> <p><b>4b.</b> The ability to use a basic range of established techniques to:</p> <p>i. initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; (cont'd)</p>	<p>5. Evaluate professional, ethical, and legal codes of conduct</p> <p>6. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.</p> <p>10. Assess resource allocation decisions that influence sustainability practices and drive economic, social, cultural, and environmental stewardship.</p> <p>11. Analyze domestic and international business opportunities within an international context.</p> <p>15. Evaluate strategic human resources policies, procedures, and programs related to the following areas: staffing (recruitment, selection, retention, human capital strategy) and performance management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation, basic contract law and privacy laws.</p> <p>18. Evaluate Human Resources plans to ensure alignment with organizational goals and responsiveness to current and future labour market conditions.</p> <p>21. Analyze and evaluate required numerical and financial data for projecting the impact of human resources plans.</p> <p>22. Assess workplace health and safety practices to: ensure practices meet legislative requirements, analyze risk to the health and safety of employees, and determine appropriate preventative measures.</p> <p>23. Assess how and why human resources programs, policies and procedures differ among countries, and the limitations that will be experienced by human resources managers who have transnational</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Introductory Accounting 1</li> <li>• Communication for a Diverse World</li> <li>• Computer Applications for Business</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Argumentation &amp; Persuasion</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> <li>• HR Management</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Managing Performance</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• Workplace Health &amp; Safety</li> <li>• International HR</li> <li>• Managing Programs &amp; Projects</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• Workplace &amp; Employment Law</li> <li>• Learning, Training &amp; Development</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Co-op Preparation</li> <li>• Co-op Integration</li> <li>• Planning for the HR Professional</li> <li>• Negotiating – Mediation &amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>

	responsibilities	
<p><b>4b.</b> The ability to use a basic range of established techniques to: (cont'd)</p> <p><b>ii.</b> propose solutions;</p>	<p>9. Design personal learning plans and integrate lifelong learning strategies into current and future development goals.</p> <p>16. Research and support the development of compensation and benefit plans that assist the organization to achieve its business goals.</p> <p>17. Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements.</p> <p>19. Manage training and organizational development and change initiatives including workforce design, development, and employee engagement initiatives, to support organizational effectiveness.</p>	<ul style="list-style-type: none"> <li>• Microeconomics</li> <li>• Ethics in a Global Context</li> <li>• Macroeconomics</li> <li>• HR Management</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Managing Performance</li> <li>• Employee &amp; Labour Relations</li> <li>• International HR</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• Workplace &amp; Employment Law</li> <li>• Learning, Training &amp; Development</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Negotiating – Mediation &amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
<p><b>4b.</b> The ability to use a basic range of established techniques to: (cont'd)</p> <p><b>iii.</b> frame appropriate questions for the purpose of solving a problem;</p>	<p>6. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.</p> <p>11. Analyze domestic and international business opportunities within an international context.</p> <p>13. Assess the overall financial performance of an organization.</p> <p>15. Evaluate strategic human resources policies, procedures, and programs related to the following areas: staffing (recruitment, selection, retention, human capital strategy) and performance management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation, basic contract law and privacy laws.</p> <p>18. Evaluate Human Resources plans to ensure alignment with organizational goals and responsiveness to current and future labour market conditions.</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Communication for a Diverse World</li> <li>• Computer Applications for Business</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Argumentation &amp; Persuasion</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> <li>• HR Management</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Managing Performance</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• Workplace Health &amp; Safety</li> <li>• International HR</li> <li>• Managing Programs &amp; Projects</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• Workplace &amp; Employment Law</li> <li>• Learning, Training &amp; Development</li> </ul>

		<ul style="list-style-type: none"> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Co-op integration</li> <li>• Planning for the HR Professional</li> <li>• Negotiating – Mediation&amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
<p><b>4b.</b> The ability to use a basic range of established techniques to: (cont'd)</p> <p><b>iv.</b> solve a problem or create a new work;</p>	<p>1. Use the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments</p> <p>19. Manage training and organizational development and change initiatives including workforce design, development, and employee engagement initiatives, to support organizational effectiveness.</p>	<ul style="list-style-type: none"> <li>• Introductory Accounting 1</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> <li>• HR Management</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Managing Performance</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• Workplace Health &amp; Safety</li> <li>• International HR</li> <li>• Managing Programs &amp; Projects</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• Learning, Training &amp; Development</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Co-op integration</li> <li>• Planning for the HR Professional</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
<p><b>4c.</b> The ability to make use of scholarly reviews and primary sources.</p>	<p>6. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning</p> <p>15. Evaluate strategic human resources policies, procedures, and programs related to the following areas: staffing (recruitment, selection, retention, human capital strategy) and performance management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation, basic contract law and privacy laws.</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Communication for a Diverse World</li> <li>• Computer Applications for Business</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Argumentation &amp; Persuasion</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> <li>• HR Management</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Operations Management</li> </ul>

<p><b>4c.</b> The ability to make use of scholarly reviews and primary sources.</p> <p>(cont'd)</p>		<ul style="list-style-type: none"> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Managing Performance</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• Workplace Health &amp; Safety</li> <li>• International HR</li> <li>• Leaders &amp; Leadership</li> <li>• Compensation</li> <li>• Workplace &amp; Employment Law</li> <li>• Learning, Training &amp; Development</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Co-op integration</li> <li>• HR Planning</li> <li>• Negotiating – Mediation &amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
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### Section 5: Professional Capacity / Autonomy

<p><b>5a.</b> The qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <p>i. the exercise of initiative, personal responsibility and accountability in both personal and group contexts;</p>	<p>5. Evaluate professional, ethical, and legal codes of conduct.</p> <p>8. Perform effectively and efficiently within groups or teams, demonstrating leadership, team-building, conflict resolution, negotiating and influencing skills.</p> <p>19. Manage training and organizational development and change initiatives including workforce design, development, and employee engagement initiatives, to support organizational effectiveness</p>	<ul style="list-style-type: none"> <li>• Introductory Accounting 1</li> <li>• Management Fundamentals</li> <li>• Ethics in a Global Context</li> <li>• Accounting for Managers</li> <li>• HR Management</li> <li>• Business Law</li> <li>• Principles of Organizational Behaviour</li> <li>• Managing Performance</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• International HR</li> <li>• Managing Programs &amp; Projects</li> <li>• Leaders &amp; Leadership</li> <li>• Workplace &amp; Employment Law</li> <li>• Learning, Training &amp; Development</li> <li>• Co-op Preparation</li> <li>• Co-op integration</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
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<p>5a. The qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: (cont'd)</p> <p>ii. working reflectively with others;</p>	<p>8. Perform effectively and efficiently within groups or teams, demonstrating leadership, team-building, conflict resolution, negotiating and influencing skills.</p>	<ul style="list-style-type: none"> <li>• Management Fundamentals</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Managing Performance</li> <li>• Employee &amp; Labour Relations</li> <li>• Leaders &amp; Leadership</li> <li>• Learning, Training &amp; Development</li> <li>• Co-op Preparation</li> <li>• Co-op Integration</li> <li>• Organizational Development</li> </ul>
<p>5a. The qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: (cont'd)</p> <p>iii. decision-making in complex contexts;</p>	<p>6. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.</p> <p>14. Apply management-level decision-making and strategic planning skills.</p>	<ul style="list-style-type: none"> <li>• Mathematics for Decision Making</li> <li>• Communication for a Diverse World</li> <li>• Computer Applications for Business</li> <li>• Management Fundamentals</li> <li>• Marketing 1</li> <li>• Microeconomics</li> <li>• Business Information Systems</li> <li>• Ethics in a Global Context</li> <li>• Argumentation &amp; Persuasion</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> <li>• Statistics for Business</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Financial Management</li> <li>• Managing Performance</li> <li>• Employee &amp; Labour Relations</li> <li>• Compensation</li> <li>• Learning, Training &amp; Development</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Pension &amp; Benefits</li> <li>• Planning for the HR Professional</li> <li>• Negotiating – Mediation &amp; Conflict Resol.</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
<p>5b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study;</p>	<p>9. Design personal learning plans and integrate lifelong learning strategies into current and future development goals</p> <p>19. Manage training and organizational development and change initiatives including workforce design, development, and employee engagement initiatives, to support organizational effectiveness</p>	<ul style="list-style-type: none"> <li>• Microeconomics</li> <li>• Ethics in a Global Context</li> <li>• Macroeconomics</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Marketing 2</li> <li>• Managing Performance</li> <li>• International HR</li> <li>• Leaders &amp; Leadership</li> </ul>

		<ul style="list-style-type: none"> <li>• Learning, Training &amp; Development</li> <li>• HRIS – Data &amp; Enquiry</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
5c. Behaviour consistent with academic integrity and social responsibility.	<p>5. Evaluate professional, ethical, and legal codes of conduct.</p> <p>10. Assess resource allocation decisions that influence sustainability practices and drive economic, social, cultural, and environmental stewardship</p>	<ul style="list-style-type: none"> <li>• Introductory Accounting 1</li> <li>• Management Fundamentals</li> <li>• Microeconomics</li> <li>• Ethics in a Global Context</li> <li>• Accounting for Managers</li> <li>• Macroeconomics</li> <li>• HR Management</li> <li>• Business Law</li> <li>• Operations Management</li> <li>• Managing Performance</li> <li>• Talent Acquisition</li> <li>• Employee &amp; Labour Relations</li> <li>• International HR</li> <li>• Managing Programs &amp; Projects</li> <li>• Leaders &amp; Leadership</li> <li>• Workplace &amp; Employment Law</li> <li>• Co-op Preparation</li> <li>• Co-op Integration</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>
<b>Category 6: Awareness of Limits of Knowledge</b>		
An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analysis and interpretations.	<p>23. Assess how and why human resources programs, policies and procedures differ among countries, and the limitations that will be experienced by human resources managers who have transnational responsibilities.</p>	<ul style="list-style-type: none"> <li>• Communication for a Diverse World</li> <li>• Ethics in a Global Context</li> <li>• HR Management</li> <li>• Operations Management</li> <li>• Principles of Organizational Behaviour</li> <li>• Business Law</li> <li>• Employee &amp; Labour Relations</li> <li>• International HR</li> <li>• Planning for the HR Professional</li> <li>• Organizational Development</li> <li>• Strategic Policy and Planning</li> </ul>

### **3. Admission, Promotion & Graduation**

Fanshawe College's requirements for admission to the Bachelor of Commerce (Human Resources Management) program, for promotion within the program, and for graduation are consistent with the post-secondary character of degree-granting organizations and meet PEQAB's standard and benchmarks for admission, promotion and graduation.

#### **3.1 Admission Requirements for Direct Entry**

Direct entry students must have completed an Ontario Secondary School Diploma with six Grade 12U or M courses, including English (ENG4U) and Advanced Functions (MHF4U). They must have achieved a minimum 65% average grade, calculated from all six courses, and a minimum 70% in both English and Advanced Functions.

Fanshawe policy (2-A-09) defines specific requirements for accommodations for applicants and students with disabilities.

#### **3.2 Admission Policies and Procedures for Mature Students**

Mature students will be eligible for admission as well, under the conditions described in the Policy 2-A-03. Students who do not meet normal admission requirements may be eligible if they meet all of the following conditions:

- will be at least 21 years of age in the calendar year in which admission is sought;
- do not have a formal basis of admission (applicants having previously attended a university or community college will be reviewed under those regulations); and
- have not normally been in full-time attendance at an educational institution within the previous four years.

Mature applicants who are eligible under the conditions above will further need to satisfy the requirement for demonstrated competence in English and math. The College has established Admission Exams for Adult Learners, administered through the Registrar's Office. Adult upgrading opportunities are available also through various educational institutions to help prepare learners for these Admission Exams.

Mature applicants who do not meet admission requirements for the degree program, but would be eligible to enter the Business – Human Resources diploma program, will be encouraged to apply for admission to the diploma program first and then transfer into the degree program upon graduation.

Mature applicants and students have the opportunity to apply for recognition of prior learning through properly documented workplace experience. Policy 2-A-10 defines the requirements for Prior Learning Assessment and Recognition.

### **3.3 English Language Proficiency Requirements**

A requirement of admission to this degree program is generally Grade 12 English (ENG4U). Applicants for whom English is their second language, including international applicants, will also be required to demonstrate English language proficiency at a level considered necessary for success in this degree program. The score required in the Test of English as a Foreign Language (TOEFL) assessment is 570 for the paper-based test (PBT), and 230 for the computer-based TOEFL. Applicants may instead demonstrate their English language proficiency using the International English Language Testing System (IELTS), where a score of 7.0 will be required for admission.

Applicants who do not score high enough will be referred to an ESL program to upgrade their English proficiency in order to gain acceptance to the degree program. If the applicant's TOEFL or IELTS score is high enough to be admitted to the Business – Human Resources diploma program, this will provide an alternate mode of entry with more time to build communications skills before entering the degree program.

### **3.4 Promotion and Graduation Requirements**

Policy 2-C-05 defines the Academic Standing requirements for Fanshawe students to progress and graduate. In order to progress from one semester to the next level, a student registered in a degree program must have achieved a minimum 2.5 GPA in the core subjects, and minimum 2.0 in non-core subjects. Policy 2-G-02 defines the opportunity for students to appeal a decision that impacts their academic standing or progression.

Policy 2-C-05 also defines the policy and procedure for academic remediation, sanctions and suspension for students that do not meet minimum achievement requirements. Students who meet the 2.5 GPA requirement will be allowed to progress to the next level if no more than two courses are not successfully completed. Students may be placed on academic probation and may be required to agree to a student success plan in order that they may continue in the program. The Lawrence Kinlin School of Business has two full-time Student Success Advisors to assist students who experience academic or other difficulties, complementing the college's full-service Counseling and Accessibility Services department.

In order to graduate, degree students are required to have successfully completed all courses with an accumulated GPA of 2.5 in core subject areas and 2.0 in non-core subjects. A requirement of graduation also is the successful completion of the mandatory co-op work term.

### **3.5 Calculation of Grade Point Average**

Fanshawe's GPA is calculated using a scale of 0 to 4.2 grade points and a weighted average based on course credits. The details can be found in Policy 2-C-04.

### **3.6 Advanced Standing Policies and Requirements**

Fanshawe College has well-defined advanced standing policies and requirements, partially described in Policy 2-A-03. Advanced standing is credit granted on a course-by-course basis for a program level or levels on the basis of previous academic achievement at another institution and/or prior learning assessment and recognition.

Applications for advanced standing are reviewed by the academic program coordinator, a faculty member with relevant expertise and qualifications in the LKSB, to ensure the program of earlier studies is relevant for advanced standing and is based on 75% similarity in curriculum content and in level of instruction and evaluation.

Applicants to the Bachelor of Commerce (Human Resources Management) program who have completed a diploma program at a college other than Fanshawe, and who have achieved an appropriate level of cumulative GPA, will be considered for advanced standing into Level 3, 4 or 5, depending on their program of origin. Graduates of 2-year diploma programs will require a cumulative GPA of 3.5 (75%), and graduates of 3-year advanced diploma programs will require a cumulative GPA of 3.0 (70%).

Applicants who have completed a degree program at either a college or university will be considered for advanced standing provided they have a cumulative GPA of 3.0 (70%).

#### **Advanced Standing Entry Level and GPA Requirements**

<b>Program of Origin</b>	<b>Entry Level</b>	<b>GPA Required</b>	<b>Percentage of Credit Granted</b>
Business Administration – Human Resources advanced diploma programs (3-yr.)	5	3.0	54%
Business – Human Resources diploma programs (2-yr.)	4	3.5	38%
Business Administration (other than HR) advanced diploma programs (3-yr.)	4	3.0	38%
Business (other than HR) diploma programs (2-yr.)	3	3.5	27%
College or university degree program	Individual assessment	3.0	

### **3.7 Program Transfer Policies and Requirements**

Program transfer is a transfer from one Fanshawe College post-secondary program to another. Diploma students who have successfully completed a 2- or 3-year diploma program in the Lawrence Kinlin School of Business and who have achieved the minimum cumulative GPA will be allowed to transfer into the Bachelor of Commerce (Human Resources Management) program into either Level 3, 4 or 6, depending on the program of origin.

Students choosing to transfer, having completed a Fanshawe diploma program at the 3.5 GPA level (75%) but from a program delivered by a school other than the Lawrence Kinlin School of Business (e.g. Travel and Tourism, Law Clerk, etc.), will be considered for transfer on a course-by-course basis only.

### **Transfer from Fanshawe Business Diploma programs**

<b>Program of Origin</b>	<b>Entry Level</b>	<b>GPA Required</b>	<b>Percentage of Credit Granted</b>
Business Administration – Human Resources advanced diploma program	6	3.0	63%
Business – Human Resources diploma program	4	3.5	38%
Business Administration – Leadership and Management advanced diploma program	5	3.0	54%
Business (other than HR) diploma programs (2-yr.)	3	3.5	27%

Figure 3.1 illustrates the course of study for graduates of Fanshawe's Business – Human Resources and Business Administration – Human Resources programs to transfer into the proposed Bachelor of Commerce (Human Resources Management) program.

Graduates of a Fanshawe diploma or advanced diploma other than the HR diploma programs will receive a customized course schedule depending upon the program of their origin. Figure 3.2 shows a course of study for graduates of the Business and Business Administration – Leadership and Management programs transferring into the proposed Bachelor of Commerce (Human Resources Management) program.

### **3.8 Gap Analysis for Advanced Standing and Transfer Students**

The gap analysis for applicants who have completed a diploma program is presented in 4.10.

**Figure 3.1 Degree Completion Transfer Schedule for Fanshawe Human Resources Diploma Graduates**

<b>Bachelor of Commerce (Human Resources Management)</b>			
<b>Direct Entry</b>	<b>2-Yr Diploma Transfers (BHR)</b>		<b>3-Yr Diploma Transfers (BAH)</b>
<b>Semester 1 - Fall</b>			
Mathematics for Decision Making	4		
Introductory Accounting 1	4		
Argumentation & Persuasion	3		
Computer Applications for Business	3		
Management Fundamentals	3		
<b>Semester 2 - Winter</b>			
Non-Core Elective	3		
Marketing 1	3		
Microeconomics	3		
Business Information Systems	3		
Ethics in a Global Context	3		
Communication for a Diverse World	3		
<b>Semester 3 - Fall</b>			
Accounting for Managers	4		
Macroeconomics	3		
HR Management	3		
Statistics for Business	3		
Non-Core Elective	3		
Leaders & Leadership	3		
<b>Semester 4 – Winter</b>		<b>Semester 4 - Summer</b>	
Business Law	3	Argumentation & Persuasion	3
Operations Management	3	Ethics in a Global Context	3
Principles of Organizational Behaviour	3	Non-Core Elective	3
Marketing 2	3	Operations Management	3
Non-Core Elective	3	Leaders & Leadership	3
		Mathematics for Decision Making	4
<b>Semester 5 – Fall</b>		<b>Semester 5 - Fall</b>	
Non-Core Elective	3	Non-Core Elective	3
Financial Management	3	Financial Management	3
Managing Performance	3	Statistics for Business	3
Talent Acquisition	3	Accounting for Managers	4
Employee & Labour Relations	3	Employee & Labour Relations	3

**Table 3.1 Continued next page**

**Figure 3.1 continued**

Semester 6 - Winter		Semester 6 - Winter		Semester 6 - Summer	
Non-Core Elective	3	Business Law	3	Ethics in a Global Context	3
International HR	3	International HR	3	Operations Management	3
Managing Programs & Projects	3	Managing Programs & Projects	3	Non-Core Elective	3
Workplace Health & Safety	3	Marketing 2	3	Argumentation & Persuasion	3
Compensation	3	Non-Core Elective	3	Marketing 2	3
				International HR	3
Semester 7 - Fall		Semester 7 - Fall		Semester 7 - Fall	
Employment & Labour Law	3	Microeconomics	3	Non-Core Elective	3
Learning, Training & Development	3	Non-Core Elective	3	Statistics for Business	3
HRIS – Data and Enquiry	3	HRIS – Data and Enquiry	3	Business Law	3
Pension & Benefits	3	Pension & Benefits	3	Pension & Benefits	3
Non-Core Elective	3	Non-Core Elective	3	Non-Core Elective	3
Co-op Preparation (non-credit)		Co-op Preparation (non-credit)		Co-op Preparation (non-credit)	
Co-op Work Term - Winter		Co-op Work Term - Winter		Co-op Work Term - Winter	
Semester 8 - Fall		Semester 8 - Fall		Semester 8 - Fall	
Co-op integration (non-credit)		Co-op integration (non-credit)		Co-op integration (non-credit)	
Planning for the HR Professional	3	Planning for the HR Professional	3	Non-Core Elective	3
Negotiating – Med. & Conflict Resol.	3	Negotiating – Med. & Conflict Resol.	3	Financial Management	3
Organizational Development	3	Organizational Development	3	Organizational Development	3
Strategic Policy and Planning	3	Strategic Policy and Planning	3	Strategic Policy and Planning	3
Non-Core Elective	3	Non-Core Elective	3	Non-Core Elective	3
Total program hours	129	Total hours taken	80	Total hours taken	48
Non-core hours	27	Hours given credit	49	Hours given credit	81
% non-core	20.9%	% of hours given credit	38.0%	% of hours given credit	62.8%

**Figure 3.2 Degree Completion Transfer Schedule for Fanshawe Business and Business Administration – Leadership and Management Program Graduates**

<b>Bachelor of Commerce (Human Resources Management)</b>				
<b>Direct Entry</b>		<b>2-Yr Diploma Transfers (BUS)</b>		<b>3-Yr Diploma Transfers (BAL)</b>
<b>Semester 1 - Fall</b>				
Mathematics for Decision Making	4			
Introductory Accounting 1	4			
Argumentation and Persuasion	3			
Computer Applications for Business	3			
Management Fundamentals	3			
<b>Semester 2 - Winter</b>				
Ethics in a Global Context	3			
Marketing 1	3			
Microeconomics	3			
Business Information Systems	3			
Communication for a Diverse World	3			
Non-Core Elective	3			
<b>Semester 3 - Fall</b>				
Accounting for Managers	4			
Macroeconomics	3			
HR Management	3			
Statistics for Business	3			
Non-Core Elective	3			
Leaders & Leadership	3			
<b>Semester 4 - Winter</b>		<b>Semester 4 – Summer</b>		
Business Law	3	Argumentation & Persuasion	3	
Operations Management	3	Ethics in a Global Context	3	
Principles of Organizational Behaviour	3	Operations Management	3	
Marketing 2	3	Leaders & Leadership	3	
Non-Core Elective	3	Marketing 2	3	
		Non-Core Elective	3	
<b>Semester 5 - Fall</b>				
Non-Core Elective	3	Non-Core Elective	3	Argumentation and Persuasion
Financial Management	3	Accounting for Managers	3	Non-Core Elective
Managing Performance	3	Managing Performance	3	Non-Core Elective
Talent Acquisition	3	Talent Acquisition	4	Talent Acquisition
Employee & Labour Relations	3	Employee & Labour Relations	3	Employee & Labour Relations

Entrance to Level 5 assumes applicants have successfully completed courses in:

- Microeconomics
- Macroeconomics
- Operations Management
- Organisational Behaviour
- Project Management
- Management Accounting
- Financial Management

If not, these courses will need to be taken before admission to Level 5.

**Figure 3.2 continued next page**

**Figure 3.2 Continued**

Direct Entry	2-Yr Diploma Transfers (BUS)		3-Yr Diploma Transfers (BAL)	
<b>Semester 6 - Winter</b>	<b>Semester 6 - Winter</b>		<b>Semester 6 - Winter</b>	
Workplace Health & Safety	3	Non-Core Elective	3	Workplace Health & Safety
International HR	3	International HR	3	International HR
Managing Programs & Projects	3	Non-Core Elective	3	Marketing 2
Non-Core Elective	3	Workplace Health & Safety	3	Ethics in a Global Context
Compensation	3	Compensation	3	Compensation
		Business Information Systems	3	
<b>Semester 7 - Fall</b>	<b>Semester 7 - Fall</b>		<b>Semester 7 - Fall</b>	
Employment and Labour Law	3	Employment and Labour Law	3	Employment and Labour Law
Learning, Training & Development	3	Learning, Training & Development	3	Learning, Training & Development
HRIS – Data and Enquiry	3	HRIS – Data and Enquiry	3	HRIS – Data and Enquiry
Pension & Benefits	3	Pension & Benefits	3	Pension & Benefits
Non-Core Elective	3	Non-Core Elective	3	Non-Core Elective
Co-op Preparation (non-credit)		Co-op Preparation (non-credit)		Co-op Preparation (non-credit)
<b>Co-op Work Term - Winter</b>	<b>Co-op Work Term - Winter</b>		<b>Co-op Work Term - Winter</b>	
<b>Semester 8 - Fall</b>	<b>Semester 8 - Fall</b>		<b>Semester 8 - Fall</b>	
Co-op integration (non-credit)		Co-op integration (non-credit)		Co-op integration (non-credit)
Planning for the HR Professional	3	Planning for the HR Professional	3	Planning for the HR Professional
Negotiating – Med. & Conflict Resol.	3	Negotiating – Med. & Conflict Resol.	3	Negotiating – Med. & Conflict Resol.
Organizational Development	3	Organizational Development	3	Organizational Development
Strategic Policy and Planning	3	Strategic Policy and Planning	3	Non-Core Elective
Non-Core Elective	3	Non-Core Elective	3	Non-Core Elective
Total program hours	129	Total hours taken	82	Total hours taken
Non-core hours	27	Hours given credit	47	Hours given credit
% non-core	20.9%	% of hours given credit	36.4%	% of hours given credit
				53.5%

## **4. Program Content**

The Lawrence Kinlin School of Business engaged Academica Group Inc. (AGI) to help to establish, through primary and secondary research, the feasibility of developing four Bachelor of Commerce programs, and further to help determine the program focus. With offices in London (Ontario), Toronto and Boston, AGI is Canada's largest research-based marketing consultancy focused exclusively on the higher education sector, and a worldwide leader in bringing marketing research to higher education. AGI's report is appended to this document as Appendix A.

The Academica research prompted the formation of an External Focus Group of employers and human resources professionals to consider the research findings and make recommendations to Fanshawe College about whether to proceed. Upon the External Focus Group's recommendation, a Program Advisory Committee was formed to determine the program name and description, program learning outcomes, curriculum content and delivery strategies. These elements provided the foundation for this proposal to PEQAB.

### **4.1 External Focus Group**

The minutes of the External Focus Group meeting of October 17, 2011, follow.

Note: This submission differs from the content of the Focus Group minutes in one substantive area due to modifications as the program was developed. We are not intending to deliver the program in hybrid/blended format, but in face-to-face web-facilitated format as per the PEQAB definition.

## External Focus Group

### Bachelor of Commerce (Human Resources Management)

October 17, 2011

5:30 – 8:30 p.m.

Fanshawe College, Room B2025

#### In Attendance

*External Representatives:* Chelsea Gould, TSC Stores; John Hope, Allied Financial; Amy Jackson, Alliance iCommunications; Carla Leitch, TransForm Automotive; Marnie McKerlie, 3M Canada; Karen McNeil Murdoch, London Life; Connie Palmer, WFS Ltd.; Isabelle Pierre, General Dynamics; Linda Pratt, TSC Stores; Robert Scalesse, TIM-BR Mart; Nancy Van Spronson, Libro Financial Group; Debbie Uniak, HRPLD  
*Fanshawe Representatives:* Cliona Geraghty, Program Coordinator; Ross Gowan, Project Manager; Dee Morrissey, Program Manager; Mary Pierce, Chair; Kit Silcox, Faculty; Roberta Wheeler, Faculty; Michelle White, Faculty

#### 1. Welcome/Introductions

Mary Pierce welcomed all participants and invited all to briefly introduce themselves.

#### 2. Process Overview and Agenda

Ross Gowan provided a brief overview of Fanshawe College's new program development process. The external focus group of industry representatives provides input on both the need for proposed program and the draft vocational learning outcomes. The fundamental question for the external focus group is "Should Fanshawe continue with the next steps in the program development process?" If program development proceeds, the group will be reconvened as the Program Advisory Committee and will review revised learning outcomes and proposed curriculum, with the final program proposal to be submitted to the Ministry of Training, Colleges and Universities (MTCU) in June 2012.

#### 3. Overview of Plans to Develop a Cluster of Degree Programs

Mary provided an overview of Fanshawe's degree efforts to date (background document included in meeting package). Ontario's Colleges of Applied Arts and Technology have had permission from MTCU to grant degrees for just over 10 years. College degrees must be of an applied nature and while originally they were to be clearly differentiated from university degrees by having a narrower focus, this requirement has now been lifted, allowing colleges to offer degrees with a broad focus similar to university programs. Industry input is a requirement of the MTCU degree development process.

The Lawrence Kinlin School of Business (LKS) currently offers 11 diploma programs and four of those programs are consistently among Fanshawe College's largest programs by enrolment:

accounting, marketing, human resources and business. These are the four areas in which Fanshawe is focusing its business degree development. Fanshawe currently offers a two-year Business – Human Resources diploma, a three-year Business Administration – Human Resources advanced diploma, and a one-year Human Resources Management graduate certificate. In Fall 2011, the graduate certificate program launched with the highest initial enrolment of any Fanshawe graduate program.

Fanshawe currently offers three degrees, none of them in business, as well as collaborative degrees. Fanshawe has not been a leader in degree development but has set a goal of offering 12 degrees across the College. Business degrees have proven among the most popular among college degree offerings, which is why the Lawrence Kinlin School of Business is now exploring four four-year Bachelor of Commerce degrees: accounting, digital marketing, human resources, and leadership and management. Fanshawe's timing has benefits; Fanshawe can learn from the Toronto-area colleges that have already launched business degrees and can follow the new MTCU guidelines that allow for broader scope and the use of "Bachelor of Commerce" for business degrees.

The proposed plan for Fanshawe's degrees has a common first two years, with specialization in the third and fourth years. Graduates from the corresponding diploma and advanced diploma programs would have opportunities to transfer to the degree program, similar to existing transfer opportunities with Ontario universities. Fanshawe would consider offering fewer than the four proposed degrees, but would like to offer more than one degree to achieve delivery efficiencies.

As set out by MTCU, the requirements for college degrees are as follows:

- Applied curriculum with minimum one co-op semester
- Four-year degrees with minimum 120 credits
- 20% of credits must be "breadth" (non-core) courses
- 50% of faculty must have "terminal degree" (usually PhD) with balance having a master's degree; faculty must have industry experience

To meet MTCU requirements for degree development, Fanshawe College hired Academica Group to conduct market research. The resulting study is one of the largest research studies undertaken for college degree proposals in Ontario. Academica interviewed 18 key stakeholders at Fanshawe College, surveyed over 500 students and graduates, and interviewed 55 employers. The study also included secondary research, with Academic drawing on its considerable resources. (Academica's Executive Summary is included in the meeting package).

Anecdotal evidence suggests student support for degrees, but the study looked for quantitative data on both student demand and industry acceptance of college degrees. The study revealed a competitive market but confirmed that Fanshawe is well-situated in Southwestern Ontario. The University of Western Ontario (UWO) is the only local option for business degrees but admission criteria and tuition rates are barriers for some students. The majority of employers were supportive of Fanshawe's degree proposal and suggested that college degrees would combine the best of college and university education. Academica's findings indicate support for all four degrees.

Mary also referenced other studies that indicate that college graduates are increasingly looking for degree completion opportunities because of degree requirements by various professional bodies. A study conducted by Seneca College and York University found that college business graduates are the most likely of all college graduates to pursue a university degree. A study of graduates from UWO and Fanshawe revealed that 80% of Fanshawe graduates remain in the London area, compared with only 20% of UWO graduates. In response to a question, Mary confirmed that university graduates are increasingly looking to college for graduate studies; UWO is now the single biggest feeder school for Fanshawe College.

#### **4. Discussion re Background and Research to Date**

Ross invited comment from the focus group on the background and market research. A summary of the discussion is provided below:

- College degree tuition would be more than college diploma tuition but less than university degree tuition. Currently, tuition for college degrees is approximately \$6500/year.
- Ideally, the launch of the degree program would include both Level 1 and Level 5 to accommodate students direct from secondary school as well as the diploma transfer students. The degree completion programs for diploma graduates will be challenging, given the structure of the diploma and degree programs.
- For direct from secondary school applicants, MTCU has a minimum admission requirement of a 65% average of six Grade 12 “U” courses; however, if programs are over-subscribed, the actual admission average would be much higher. Low admission requirements are detrimental to employer perception of the quality of college degree programs and graduates.
- If Fanshawe does not proceed with a business degree in human resources, graduates will continue to pursue degree completion options with domestic and international institutions.
- The business case calls for only 20-25 students per degree program, which would not flood the London employment market with graduates in these four areas of specialization.
- At this stage in the process, a marketing plan is not in place; however, it is understood that marketing in general and brand development in particular are critical to the success of the program. Because college degree programs are relatively new, Fanshawe would need to communicate and publicize the quality of the applied degree curriculum to HR professionals and potential employers. Perhaps HRPAO could provide data on certified HR professionals with college degrees for use in testimonials?
- Labour and industrial relations should be a critical component of the curriculum because mistakes can be costly. Could Fanshawe investigate the proactive and thorough training that is provided to union reps?
- Graduates who are “efficient, knowledgeable, and practical” could be immediately placed in human resources departments or on the plant floor.
- Co-op placements lead to a better qualified graduate. A second or third co-op semester in addition to the minimum one-semester co-op is recommended.

## **5. Proposed Bachelor of Commerce (Human Resources Management)**

Cliona Geraghty discussed career opportunities and professional affiliations, then introduced the draft vocational learning outcomes and course listing:

- Career opportunities range from HR administrator to HR generalist and HR specialist (e.g., recruiter, HRIS specialist, trainer)
- The primary professional affiliation for the proposed program is with the Human Resources Professionals Association (HRPA), with secondary affiliations with the Canadian Payroll Association, Board of Canadian Registered Safety Professionals, and the Canadian Society of Training and Development. While all nine HRPA education credits can be included in the proposed degree, given curriculum constraints, only a selection of credits from the other association credentials could be included.
- The definition of a bachelor of commerce degree allows for specialization within the broader business curriculum. The proposed vocational learning outcomes for the degree program encompass the broader business curriculum as well as the human resources specialization.
- The first 13 outcomes would be common to all four of the proposed Bachelor of Commerce degrees and would be addressed, for the most part, in the curriculum to be offered in the common first two years of all four degrees. Several of the more generic outcomes for the first two years of the degree have a human resources component. The remaining outcomes (14- 20) are unique to the human resources specialization and would be largely addressed through courses in the final two years of the program.
- The proposed curriculum (handout provided) was presented for discussion purposes.

## **6. Discussion & Recommendations re proposed Bachelor of Commerce program**

### *a. Recommendation whether to proceed to develop the program*

The External Focus Group agreed by consensus that the development of the proposed Bachelor of Commerce (Human Resources Management) should proceed to the next step.

### *b. If proceeding, what should be the curriculum and learning outcomes?*

Focus group members discussed the proposed vocational learning outcomes and courses; key points and recommendations are presented below:

- In addition to the standard admission requirements for students applying directly from second school (i.e., six “U” level Grade 12 courses), mature learners would be entitled to the Prior Learning Assessment and Recognition process. A diagnostic test for math skills might help identify students for remediation efforts.
- Fanshawe’s library would increase its holdings in the HR field if the degree program is offered.

## *Overall Curriculum*

- “Non-core courses” are largely theoretical courses with content that does not directly relate to business. Some are mandatory (e.g., Perspectives on Ethics in a Global Context) and others are electives.
- Ensure that “problem solving”, “critical thinking” and “logic” are explicitly stated (rather than implied) within outcomes where appropriate.
- Managing leaders and leadership are concepts that should be integrated in the curriculum across all four years.
- Applied/experiential learning is planned as a progressive continuum across the four years; students begin with case studies before progressing to live client projects and their co-op semester.
- The program curriculum should feature “differentiators” from the university curriculum: faculty with academic credentials and industry experience, integration of guest speakers, extensive use of case studies and other approaches to applied learning, diversity among students.
- A non-credit co-op prep course is currently in Level 4; ensure it is placed immediately before the first co-op semester.

## *Years 1 and 2*

- In first or second year, include a survey course that provides a broader perspective on business and specifically the role of people in the overall success of a business. HR Management (Semester 2) could address this concept.
- Communication and language skills (#7) are a concern and require special emphasis in the curriculum. Written communication skills continue to be critical and strong curriculum in this area will assist graduates who want to pursue a Master’s degree. Add “persuasion” to the communications outcome.
- Include the legal framework of human resources within HR Management.

## *Years 3 and 4*

- Computer Applications for Business (Level 1) would cover MS Office, and Human Resources Information Systems (Level 7) would cover advanced Excel. Statistics for Business (Level 3) would also include Excel.
- Ensure the curriculum explores the strategic human resources function and human capital strategy.
- Include investigation skills, especially as they pertain to the investigation of ethical issues.
- Ensure students gain knowledge of the “HR world” and the interconnection between different roles (e.g., role of union local and employer). Students must graduate with technical skills but also with an understanding of the “big picture” and how HR fits into broader business objectives.
- Consider including a culminating case study across more than one course in Semester 8.

- Rename Interpersonal/Cross Cultural Communication as HR Communication and expand scope to focus on specific HR situations and audiences (e.g., regulatory officials in the Ministry of Labour, Human Rights Commission).
- Address employee engagement and change management, perhaps in Managing Leaders and Leadership.
- Include marketing content for HR professionals. This content could be folded into Recruitment and Selection. Perhaps rename course “Talent Acquisition”?
- Instill in students, through the curriculum, the value of lifelong learning and emphasize the need for ongoing professional development and networking. (Ongoing professional development is necessary to retain the CHRP credential.)

### *Co-operative Education*

- The college co-op model is a paid placement with the co-op semester placed within the program (not as a final semester) to allow integration of learning into the classroom. Participants agreed that there was no ideal placement for all employers with regard to the initial and any subsequent co-op semesters (Fall, Winter, Spring/Summer semester).
- While the participants accepted the minimum co-op requirement of one semester, longer co-op placements are preferable. For some employers back-to-back co-op placements are ideal and for others two consecutive summer placements are preferable. Some employers preferred 12- or even 16-month placements. One option would have students take their co-op semester after Level 5, meaning that they would have a four-month co-op in the Winter with an optional extension into the summer semester for a total of eight months.
- Participants saw value in a co-op “debrief” opportunity for the students and suggested this be integrated into the curriculum.

## **7. Wrap up, Next Steps and Closing Remarks**

Ross thanked all for their participation and support. The group will reconvene as the Program Advisory Committee on Monday, November 21, 2011, to review revised vocational learning outcomes and curriculum.

## **4.2 Program Advisory Committee**

The **minutes** of the Program Advisory Committee meeting of November 21, 2011, follow.

Note: Again, this submission differs from the content of the following Program Advisory Committee minutes in one substantive area due to modifications as the program was developed. We are not intending to deliver the program in hybrid/blended format, but in face-to-face web-facilitated format as per the PEQAB definition.

**Program Advisory Committee**  
**Bachelor of Commerce (Human Resources Management)**

November 21, 2011

5:30 – 8:30 p.m.

Fanshawe College, Room B2025

**In Attendance**

*External Representatives:* Michelle Baldwin, Pillar Non-Profit Network; Gavin Clingbine, Director of HR, Compass Group Canada; Chelsea Gould, TSC Stores; John Hope, Allied Financial; Amy Jackson, Alliance iCommunications; Jennifer King, Thames Valley District School Board, HRPLD; Julie McQuire, Fanshawe College; Connie Palmer, WFS Ltd.; Isabelle Pierre, General Dynamics; Tanya Tilton-Reid, County of Elgin.

*Fanshawe Representatives:* David Belford, Dean; Cliona Geraghty, Program Coordinator; Seyed Goosheh, Faculty; Ross Gowan, Project Manager; Doug Miller, Mgr. Co-op and Career Services; Dee Morrissey, Program Manager; Mary Pierce, Chair; Kit Silcox, Faculty; Roberta Wheeler, Faculty; Michelle White, Faculty

**1. Welcome & Introductions**

Mary Pierce welcomed all participants, those who were with us for the first meeting and those new to the process. She invited all attendees to briefly introduce themselves.

**2. Process Overview and Agenda**

Ross Gowan provided an overview of the process, explaining that the purpose of the meeting was twofold: 1) seek approval of the Program Approval Committee to proceed with the development of a Bachelor of Commerce (Human Resources Management) through a formal motion and 2) gather input from the Program Advisory Committee on proposed curriculum.

**3. Minutes of the Industry Focus Group**

Referring to the minutes of the initial meeting of the External Focus Group, Ross summarized several follow-up actions in response to questions and suggestions:

- With regard to labour and industrial relations, investigate training provided to union reps for integration into the curriculum – will be researched and integrated where appropriate.
- Consider a second or third co-op semester – the mandatory winter co-op semester now has optional summer semester extension, for maximum of 8 months.
- Ensure curriculum addresses problem solving and critical thinking – VLOs revised as requested to explicitly address these skills.
- Ensure managing leaders and leadership concepts are integrated into the curriculum in all four years – concepts integrated across curriculum; note in particular Management Fundamentals, an introductory survey course, in Level 1
- Move co-op prep course to immediately preceded co-op semester – moved to Level 7, immediately before the co-op semester

- Consider inclusion of survey course that provides a broader perspective on business and the role of people in the success of business – included in Management Fundamentals in Level 1 and HR Management in Level 3
- Include persuasive communication in communications course – incorporated “influencing skills” into VLO #8; communications and other courses will map to this outcome
- Include investigation skills – incorporated into Negotiation – Mediation and Conflict Resolution, along with dispute resolution and incident investigation
- Ensure curriculum addresses “big picture” of how HR fits in with the broader business objectives – addressed in Management Fundamentals (Level 1), Operations Management (Level 4), and Strategic Policy and Planning (Level 8)
- Include a culminating case study – included in Strategic Policy and Planning (Level 8); will combine students across specializations to promote an interdisciplinary approach
- Incorporate employee engagement and change management – covered in the Organization Development (Level 8)
- Change name of course from Recruitment and Selection; change to Talent Acquisition – changed as requested
- Emphasize need for ongoing professional development and networking – incorporated into VLO #9; value of professional development and networking also emphasized through the activities of Fanshawe’s student HR association
- Add co-op debrief course – added to Level 8

#### **4. Proposed Program Description**

Ross invited comment on the proposed program description, noting that the description is for MTCU purposes only and is not intended for marketing purposes. The description needs to capture the essence of the program: content, professional affiliations and career prospects. No changes were requested.

#### **5. Proposed Vocational Learning Outcomes**

Ross explained that the first 15 Vocational Learning Outcomes are common to all four of BComm programs under development. The remaining nine outcomes are unique to the Human Resources Management specialization.

NOTE: VLO #15 addresses requirements set by MTCU for breadth and depth in the degree curriculum. To meet this outcome, the proposed curriculum will include mandatory (4) and elective (5) breadth courses. Some of the courses offered must be at a higher than introductory level and have a prerequisite. Fanshawe already offers degree-level breadth courses through the School of Language and Liberal Studies. The delivery of these courses must allow for efficiencies given the small enrollment.

The Program Advisory Committee endorsed the proposed Vocational Learning Outcomes, offering the following suggestions:

- VLO #4 – correct inconsistent terminology (i.e., non-profit vs. not-for-profit)
- VLO #6 – consider dividing into two outcomes
- VLO #9 – consider revising: “Integrate lifelong learning strategies and develop (lifelong?) learning plans...”
- VLO #10 – replace “multi-cultural” with “diversity”, “cultural sensitivity”, “cultural awareness” or “diverse cultures”
- VLO #16 – consider incorporating “succession planning” here, perhaps replacing “human capital strategy” with “succession planning”
- VLO #18 – add arbitrations
- VLO #21 – consider moving reference to “privacy laws”, currently in VLO #16, to #21
- VLO #24 – revise wording to improve clarity and indicate scope, e.g., in a course, across the curriculum, or as an entry-level employee

## **6. Proposed Course List, Professional Credits and Co-op Schedule**

Ross presented proposed courses, developed to address the proposed program learning outcomes. All courses are planned to be blended (a combination of face-to-face and online delivery). He noted that international exchanges are an option; exchanges are easier to implement in degree programs than in diploma programs because of the length of program and number of non-core breadth courses.

### *Levels 1-4*

Ross explained that courses in Levels 1-4 are common to all four BComm specializations, with the exception of Financial Accounting II, which was removed from the HR specialization. Business Communications is included in Level 2 to ensure students master basic business communication skills before progressing beyond first year. HR and CHRP courses are introduced in Levels 1-4 but the majority of credits are offered in Levels 5-8. The Program Advisory Committee had no recommendations for Levels 1 – 4.

### *Breadth Courses*

Ross noted that four of the nine required non-core “breadth” courses are being proposed as mandatory, including Perspectives on Ethics in a Global Context and Logic and Reasoning. Other breadth courses could be designated mandatory; however, this limits student choice.

The Program Advisory Committee endorsed in particular the inclusion of Logic and Reasoning as a mandatory elective because of its focus on the mathematics of logic which is required to improve critical thinking. This course is also useful for the analysis of HR metrics.

### **Recommendations:**

- The Program Advisory Committee highlighted the importance of creative and lateral thinking. This approach to problem solving should be included in the curriculum of Leaders and Leadership and/or Organizational Development. The Committee suggested that Creativity and Innovation be considered as a non-core mandatory course.
- A course on the history of the labour movement was suggested as an elective.

### ***Levels 5-8***

Ross stressed that most of the HR and CHRP courses are offered in Levels 5-8. Compensation and benefits has been divided into two courses to allow for more depth; CHRP has no issues with separating them into two courses.

### **Recommendations:**

- Combine compensation and benefits back into one course in Level 5, and add a new international HR course in Level 6: "HR in an International Context" (proposed title). This course would take the place of "Pension and Benefits". An international HR course could eventually be recognized by the Forum for International Trade Training as a credit toward the Certified International Trade Professional designation.
- Reconsider how payroll content is addressed. While students need some exposure (e.g., relevant legislation), they may not need a dedicated payroll course. Could come out of the lab and into the boardroom. Maybe 1) Compensation (with some Payroll); and 2) Pension & Benefits. We will find a way to cover the management aspects of payroll across other courses, primarily Compensation. Intro to Payroll will be an applied course in a lab; but it's a hands-on course; one suggestion to merge Payroll with Compensation?
- Consider alternative delivery options for Level 8 in consideration of students who may be offered full-time positions through their co-op experience. Ross explained that ideally co-op learning is integrated into the curriculum to enrich the learning experience upon the students' return to the classroom; therefore, the co-op semester is not schedule for the final semester. Level 8 is intended only as a full-time program with day-time completion although students could register on a part-time basis. Online, night or weekend delivery is not under consideration at this point; however, these options could be considered depending on enrolment.

### ***Professional Credits***

Ross explained that the proposed curriculum would give graduates the opportunity to achieve all nine academic credits towards the CHRP designation (a minimum final grade of 65% is required by CHRP). The proposed curriculum also includes credits towards the Canadian Registered Safety Professional designation offered by the Board of Registered Safety Professionals and the Certified Training and Development Professional designation offered by the Canadian Society for Training and Development.

### ***Co-op Schedule***

Ross reviewed the proposed co-op schedule: one mandatory co-op semester (winter term) with optional second co-op semester (summer term) between Levels 7 and 8. The co-op positions are intended to be

paid. It was noted that employer subsidies and incentives are often available only in summer months, and that subsidies are not usually available to not-for-profit organizations.

### **7. Summarize Direction for Fanshawe – motion to proceed (with amendments, if any)**

MOTION: To support the program proposal as amended and to proceed with application to the MTCU on the basis that this proposal meets or exceeds the requirements of the Human Resources profession and current human resources practices.

Moved: John Hope

Seconded: Amy Jackson

Discussion: No discussion

Carried: Unanimous

### **8. Next Steps**

Ross outlined the next steps in Fanshawe' program development process, which culminates with the submission of a proposal to the Postsecondary Education Quality Assessment Board (PEQAB) and to Fanshawe's Board of Governors in June. As the process continues, Fanshawe will send updates to the Program Advisory Committee and provide opportunity for feedback. Ongoing opportunities for involvement will be communicated should the programs be approved.

### **9. Wrap up and Closing Remarks**

Mary thanked all participants for their thoughtful and invaluable input into the submission being prepared for PEQAB. Considerable work remains, with each of the four applications to total approximately 900 pages; however, the time is now as Ontario's colleges have come into their own. Both students and employers have validated the need for and value of college degrees, in particular the combination of theory and practice. We hope to launch the program in September 2013, welcoming both direct entry and transfer students.

### **Program Advisory Committee Background**

Name	Company Name	Company Title	Credentials
Michelle Baldwin	Pillar Non-Profit Network	Executive Director	BA, BA (Hons), MEd
Gavin Clingbine	Compass Group Canada	HR Director	MBA
Chelsea Gould	TSC Stores	HR & Payroll Clerk	BA (Hons)
John Hope	Allied Financial	Branch Manager/Financial Advisor	BA, LL.B, R.F.P, CFP
Amy Jackson	Alliance iCommunications	HR Manager	BA (Hons), HR Diploma
Jennifer King	TVDSB/HRPLD President	Employee Relations Officer	BA, CHRP
Julie McQuire	Fanshawe College	HR Consultant	HR diploma
Connie Palmer	WFS Ltd.	HR Manager	BA(Hons), HR Diploma
Isabelle Pierre	General Dynamics	Associate General Counsel	LL.B., CHRP, CRIA
Tanya Tilton-Reid	The County of Elgin	HR Manager	BA, Conflict Resolution cert.

### **4.3 Professional Accreditation**

The Bachelor of Commerce (Human Resources Management) program will be closely aligned with the curriculum for the CHRP designation offered by the HRPA. The program satisfies all Canadian Human Resources Professional course credit requirements and the degree requirement for the CHRP designation.

More detail about the requirements for the CHRP designation and the endorsement by HRPA for this degree program is included in Section 8.

### **4.4 Learning Outcomes**

The Program Advisory Committee recommended the learning outcomes as listed below.

Upon completion of the program, the student will have reliably demonstrated the ability to:

1. Use the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments.
2. Develop strategies that will achieve organizational goals through integration of business methodologies that assess costs, benefits, risks, and opportunities, and that utilize current and emerging technology and trends.
3. Enhance business opportunities by incorporating external variables into various business decision models.
4. Assess the unique business needs of organizations of various sizes, public sector, private sector, and not-for-profit firms.
5. Evaluate professional, ethical, and legal codes of conduct.
6. Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.
7. Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.
8. Perform effectively and efficiently within groups or teams, demonstrating leadership, team-building, conflict resolution, negotiating and influencing skills.
9. Design personal learning plans and integrate lifelong learning strategies into current and future development goals.
10. Assess resource allocation decisions that influence sustainability practices and drive economic, social, cultural, and environmental stewardship.
11. Analyze domestic and international business opportunities within an international context.

12. Plan, implement, and evaluate projects and programs, using project planning principles and tools.
13. Assess the overall financial performance of an organization.
14. Apply management-level decision-making and strategic planning skills.
15. Evaluate strategic human resources policies, procedures, and programs related to the following areas: staffing (recruitment, selection, retention, human capital strategy) and performance management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation, basic contract law and privacy laws.
16. Research and support the development of compensation and benefit plans that assist the organization to achieve its business goals.
17. Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements.
18. Evaluate Human Resources plans to ensure alignment with organizational goals and responsiveness to current and future labour market conditions.
19. Manage training and organizational development and change initiatives including workforce design, development, and employee engagement initiatives, to support organizational effectiveness.
20. Establish and manage systems and processes to collect and safeguard Human Resources information.
21. Analyze and evaluate required numerical and financial data for projecting the impact of human resources plans.
22. Assess workplace health and safety practices to: ensure practices meet legislative requirements, analyze risk to the health and safety of employees, and determine appropriate preventative measures.
23. Assess how and why human resources programs, policies and procedures differ among countries, and the limitations that will be experienced by human resources managers who have transnational responsibilities.

## 4.5 Course Descriptions

### Core Courses

Course Title	Course Description
<b>Year 1 - Semester 1</b>	
Mathematics for Decision Making	<p>In this course, students will study the fundamental mathematical concepts required to understand and analyze a variety of business-related applications. These applications include: mathematics of merchandising, cost-volume-profit analysis, simple and compound interest, annuities, debt retirement through amortization or sinking funds, bonds, net present value, internal rate of return and an introduction to probability.</p>
Introductory Accounting 1	<p>This introductory course in financial accounting gives students an overview of accounting concepts, the accounting cycle and the preparation of financial statements for various forms (proprietorship, partnership and corporation) and types (service and merchandising) of business. Topics include recording transactions using a perpetual vs. periodic inventory systems, owner investments/withdrawals including shareholder equity transactions, cash flow and financial statement analysis.</p>
Computer Applications for Business	<p>This is an introductory course where students will learn to use the major elements of the Microsoft Office application suite, specifically Word, Excel, PowerPoint, Access and Outlook. The training is provided in a hands-on lab and entails the completion of weekly assignments pertaining to each of the application areas. Emphasis will be placed on developing analytical skills in Excel, and in using data extracted from databases. This course will prepare students to take an active role as knowledge workers.</p>
Management Fundamentals	<p>A foundation course in the principles and practices of managing people and organizations. Structured around the functions of management, the course covers the broad range of issues and concepts that challenge managers in modern organizations. Topics include motivation, working in teams, managing change and innovation, planning tools and techniques, empowering employees, conflict management, and control tools and techniques.</p>
<b>Year 1 – Semester 2</b>	
Marketing 1	<p>High performing businesses create value for their customers and build profitable customer relationships. This course introduces students to the methods used to understand the marketplace and the consumer. Through the use of case studies and brand examples, students will learn the techniques used to segment a market and identify target customers. They will also learn methods marketers use to develop a compelling value proposition through the integration of product (service) mix, pricing, promotion and channel management strategies. The course culminating project is the creation of a marketing plan.</p>
Microeconomics	<p>Microeconomics is the study of how households and firms make decisions and interact within defined markets. This course will provide an overview of fundamental models utilized to explain economic phenomena, including opportunity cost; demand and supply; price elasticity; government interaction in private and public markets; industry structure and international trade. Students will</p>

	apply these models to explain historical and current Canadian domestic activity and its interaction(s) in the global environment.
Business Information Systems	This course provides a strategic view of management issues associated with the governance, development, acquisition and deployment of information systems. With an emphasis on the strategic importance of Information Systems the following topics will be explored: IT governance; systems development analysis, design and issues; systems implementation, testing and support; networks; e-commerce/EDI; IS operational and security issues; and the human side of Information Systems management.
Professional Communication for a Diverse World	This course teaches students the fundamentals of intercultural and diverse communication; topics examined include identity, ethics, and multiculturalism issues, and are studied in the form of case studies and thematic readings. Students learn how to craft effective communications (written, nonverbal and verbal) that are sensitive to issues involving geographic, cultural, gender and ability diversity. These issues are examined through the lens of professional communications. Assessments in this course encompass both written assignments and presentations (individual and group).

### Year 2 – Semester 3

Accounting for Managers	This course introduces students to the role of a manager and the managers need for information for decision making in planning, implementation and organizational control. Students are provided with instruction toward a fundamental understanding of cost concepts and terminology, such that they are able to isolate areas of cost and costing techniques leading to sound information for management decision making. The main topics covered are cost accounting fundamentals, traditional and contemporary approaches to product costing, and the application of a selection of cost analysis and planning tools.
Macroeconomics	Macroeconomics is the study of economy wide phenomena including inflation, unemployment and economic growth. This course will explain the how these major economic forces impact the economy through analysis and application of concepts such as gross domestic product; cost of living calculations; unemployment; economic growth theories; Canada's banking system; aggregate demand and supply and government domestic and international policy strategies (monetary policy, fiscal policy and international policy). The student will apply these macroeconomic concepts to describe historical and current Canadian performance in both a domestic and international context.
Fundamental HR Management	This foundational HR course will introduce students to the strategic role of the human resources professional in the context of the human resources management field and the current business environment. Topics include organizational goals and strategic objectives, job analysis, training and development, recruitment and selection, planning, performance management, employment legislation, and career development. Students will apply their knowledge and understanding of HR management to critically analyze and propose revisions to a human resources strategy and plan.
Statistics for Business	The purpose of this course is to introduce students to the field of statistics and its many applications to the business world. Applications of data analysis and statistical methodology will form an integral component of the course, supported by the sound development of statistics and appropriate computer software. Topics include: presentation and description of data, summary measures, probability,

	probability distributions, sampling distributions, confidence intervals and hypothesis testing.
<b>Year 2 – Semester 4</b>	
Business Law	This course is an introductory survey of Canadian Business Law with a focus on Ontario legislation and common law. Topics include; the Canadian constitution and court system, torts (particularly negligence and professional responsibility), contracts, property (personal, real and intellectual), security interests, agency, forms of business organization, the legal aspects of credit, and employment law. The purpose of the course is to enhance the students' decision making ability with respect to various legal and ethical issues that arise in a business setting.
Operations Management	Students will learn the art and science of ensuring that goods and services are created and delivered successfully through the value chain to the end customer. The course covers practical applications of operations in both the manufacturing and services environments with an emphasis on operational strategy, leadership, decision making and customer satisfaction. Topics will include competitiveness, strategy and productivity, forecasting, Lean System, Total Quality Management (TQM) and the ability to analyze key issues and problems in operations management.
Principles of Organizational Behaviour	Beginning with the concept of the organization as an open system, students will examine key elements pertaining to the behaviour of people within an organization. They will examine models of motivation, group dynamics, teamwork, change management and communication. They will then analyze the effects of the organization's leadership, structure and external environment on culture, climate and on human behaviour. They will apply this knowledge and understanding to recommend strategies for a minor transformation and develop an appropriate change plan.
Marketing 2	This course advances the study of buyer behaviour and strategic marketing management practices in both business-to-consumer and business-to-business markets. Students utilize the case study method and apply the use of quantitative and qualitative tools to analyze the market and assess the impact of marketing decisions domestically and globally. The successful student will demonstrate the ability to solve marketing problems using a combination of creative thinking and appropriate application of marketing theory and principles. The course culminating project is the creation of a marketing plan based on a case study scenario.
<b>Year 3 – Semester 5</b>	
Financial Management	This course provides the framework for making decisions affecting a firm's present and future cash flow. Aimed at future non-financial managers of a firm it provides the foundations for sound financial management. Starting from the purpose of financial statements participants will be able to address how they can be used in day to day operations and in order to make future decisions. Performance of the firm is analyzed against its own past performance or the performance of comparable companies. Working capital is vital to the survival or expansion of a firm and it will be explored in detail. Sources of financing (short or long term) will be explored.

Managing Performance	The Performance Management course builds on the learning from Organizational Behaviour and enables students to apply and integrate several components of human resources management and performance, including corporate culture, leadership, compensation and labour relations. The students will first acquire a deeper knowledge on key topics: job design and performance measures, setting goals and objectives, facilitating performance improvements, addressing poor performance, wrongful dismissal, probationary review, progressive discipline, and termination. They will then apply this knowledge to rehearse the role of the human resources practitioner assisting managers with performance issues.
Talent Acquisition	This course will explore the development and evaluation of the recruitment strategy, including areas such as recruitment, interviewing, personnel selection and the orientation process. Further course topics will include: selection of best methods to develop and implement recruiting strategies for attracting potential candidates; using valid assessment tools to establish valid criteria for hiring; and, legal and ethical issues involved in personnel selection. Through a series of linked case studies, students will develop strategies and recommendations that align recruitment and selection with goals of the organization.
Employee & Labour Relations	This course explores the major aspects of the labour relations process in Canada. It begins with an overview of major theories of labour activity, then progressively discusses topics such as the roles of the major players in the labour relations process, theories of labour movement action, collective agreement negotiation, grievances and arbitration, and Canadian labour relations in a global context. By the end of the course, students will be able to participate in and support the labour relations process from a management perspective. Student will participate in a collective bargaining simulation as a capstone activity, and this simulation will comprise a significant portion of their overall course evaluation.

### Year 3 – Semester 6

Workplace Health & Safety	This course introduces students to occupational health and safety (OHS) as a major HR responsibility, and regulatory frameworks of OHS legislated in Canada. Students initially explore general approaches to health and safety by examining prominent workplace hazards and methods used to recognize, assess and control them before learning about fundamental procedures such as emergency response, fire/spill evacuation, near-miss reviews and incident investigation. Adopting a proactive approach, furthermore, the course introduces students to safety training, ergonomic intervention/education as well as health/wellness promotion as key measures to support H&S culture within an organization. Students will complete a culminating research project in which they analyze the elements of successful OHS program of an organization and make improvement recommendations.
International HR	This course will provide students with an overview of the impact of globalization on the management of human resources at home and abroad. The course will focus on the complex, interdisciplinary nature of international human resources and take the student beyond a narrow functional focus. The student will explore managing and developing global leaders and their staff against the backdrop of mergers, acquisitions, joint ventures and cross border alliances. Expatriate assignments, social and cultural diversity and the paradoxes of human resource management in a global environment will be investigated. Students will research and present a comparison of human resources between Canada and another country.

Managing Programs & Projects	This course gives management students the leadership skills to develop a project selection and prioritization process within a PMO (Project Management Office). The course also focuses on program and project leadership, the various methods of leadership, project integration and assesses legal and ethical project management issues. Students learn the process of analyzing, creating and managing the project plan and the project management processes for managing and controlling the overall program/project. This course covers all of the PMI (Project Management Institute) knowledge areas of project management together into a consolidated whole, and gives the student a higher-level leadership view of portfolio, program and project management and the tools and techniques to plan, execute and control various types of projects.
Leaders & Leadership	Leadership is about getting results over the long-term. In an organization, the leader's main role is to not only move the entire organization forward but to create leadership in everyone with whom they work. In this course, students will examine and analyze the most widely accepted models of what makes leadership work. They will learn to apply these concepts in the workplace of the 21st Century by understanding the role of vision, ethics, empowerment, human relations, delegation, developing others and performance management. Students will build leadership skills, insight and judgment enabling them to make a significant impact on the operational effectiveness of the organization.
Compensation	This course will provide students with an understanding of the process, issues, and techniques involved in developing a compensation system. Students will learn both the theoretical and applied aspects of the compensation function. They will develop and recommend strategies that link the compensation function to the goals of the reward systems that are necessary to attract, retain and motivate the workforce. Throughout this course students will learn how to attain strategic compensations objectives (efficiency, fairness and legal compliance) while creating a compensation program to support a variety of corporate strategies. Students will complete a simulation exercise, applying market survey data in the creation of a compensation program, identifying various base pay and performance pay approaches, and making recommendations for compensation administration.
<b>Year 4 – Semester 7</b>	
Employment & Labour Law	This course will provide students with a comprehensive overview of Workplace & Employment Law and its impact on human resource management. The focus will be on current federal and provincial legislation affecting the non-unionized environment. The Canadian legal framework will be examined, including statutory and common law and the judicial system. The student will explore the legal context of the entire employment relationship from hiring to ending the relationship and beyond. The students will assess and apply the statutory and common law to a case and present their methodology and reasoning.
Learning, Training & Development	Training and development will be examined from its strategic footing in employee engagement, performance and organizational culture. The students will examine the full process involved in the design of a learning program from the perspective of a human resources practitioner in a position to recommend developmental solutions. The students will apply their knowledge of this process to properly diagnose performance issues, assess training needs, and determine the requirement for the design, administration and evaluation of a training and development program. In a culminating activity, the students will develop and

	present a business case for a training and development program aligned with an organizational performance issue.
HRIS – Data & Enquiry	This course explores Human Resource Information Systems (HRIS) in depth. An overview of the composition and role of HRIS is provided, leading to hands-on use of analytical tools such as Excel to make more informed HR decisions. Important functional areas of HRIS systems are identified, particularly with regard to how this information is used for decision making in the organization. Finally, the process of HRIS acquisition will be covered, including needs analysis, evaluation, selection and project implementation.
Pension & Benefits	This course will examine the development, design and administration of employee pensions & benefits within the context of Canadian business. Students will review and evaluate pension and benefit design as it relates to the strategic compensation goals of the organization. They will examine the interdependence of Canadian legislation with respect to employer and employee sponsored pension and benefit plans, and explore features of insurance, disability, pension, and wellness plan components. At the end of the course, students will analyze a benefit plan for a mid-sized company and make recommendations for improvement.

#### **Year 4 – Semester 8**

Planning for the HR Professional	This course introduces students to the conventional methods of forecasting human resources (HR) demand and supply as well as strategic approaches to HR planning. Students will examine the role of information technology and job analysis techniques and learn how to utilize comprehensive tools to support managerial succession planning and other strategic organizational objectives. The foundation of strategic HR planning is further examined by investigating the fundamentals of organizational strategy and how environmental factors influence strategic HR choices. Examples of common corporate strategic choices and their effects on such key human resource management functions as planning, talent acquisition, training, performance evaluation and labor relations will be examined. Students will complete a project in which they analyze the strategy for a successful organization and examine the contribution of HR at different stages of strategy planning and execution.
Negotiating – Mediation & Conflict Resolution	This course will provide students with the knowledge and basic skills for negotiation and conflict resolution. The course offers a safe environment to practice these skills and to observe others practicing these skills. The theory and strategies of negotiation and dispute resolution will be examined in the context of personality, values and perceptions. The course will explore individual and group conflict and resolution, including cross-cultural contexts. Students will take on the roles of complainant, respondent and mediator and select and report on one of these experiences.
Organizational Development	Most organizations continuously seek to improve their performance. In this course students will examine principles and methods to create positive change in an organization's processes and structures, whether through continuous improvement or planned system-wide interventions. They will learn the importance of aligning the organization's leadership, structure, processes, relationships, learning, and people systems with its strategic goals. In a capstone project, the students will use their co-op experience to identify a case where they will apply their skills and knowledge to develop an organizational transformation plan for improved performance. The plan will include diagnostic research, gap analysis,

	recommendations and plans for intervention, execution, communication, change management and evaluation
Strategic Policy & Planning	This course explores the four elements of strategic management from a leadership perspective: environmental scanning, strategy formulation, strategy implementation and evaluation and control. The course also explores corporate governance and the checks and balances that keep organizations vital, focused and the ability to respond to change. This course provides the bridge between theory and practice by applying concepts and techniques of marketing, accounting, finance, management, production and information systems and strategic management through the development of performance measures, analysis, evaluation research and interpretation of strategic issues with workable action plans. This course discusses the key concepts of corporate governance with analysis of the latest examples of corporate failure and controversy.

## Non-Core Courses

Non-Core Electives	Students are able to select from a wide variety of courses outside their discipline.
Argumentation & Persuasion	Argumentation & Persuasion is a degree-level writing and communications breadth course. The purpose of this course is to examine the sophisticated interrelationship between rhetorical choices (including modes, style and tone), audience requirements, engagement with outside sources, and texts' ultimate success. Students will learn how to apply these concepts to their own writing, and thus how to construct a variety of successful texts, including advanced argumentation.
Ethics in a Global Context	The last half century or so has seen a rapid shift towards globalization. As a result, even our most mundane actions can easily and unwittingly impact someone halfway around the world. As good global citizens, we must consider our actions in a global context. This course introduces students to the four most prominent ethical theories – Utilitarianism, Deontology, Ethics of Care and Virtue Ethics – as well as the two chief models of business ethics – Friedman's account that shareholder's interests trump all and Freeman's more recent suggestion that corporations must balance the interests of all stakeholders. We also consider these theories within the context of a variety of topics, including abortion, euthanasia, the death penalty, sexual morality, pornography, addictions, terrorism, human rights, world hunger, poverty, economic justice and environmental issues.



Course Schedule 1 has been omitted as per PEQAB Guidelines.

## Course Schedule 2

Semester	Course Title	Total Course Sem. Hours		Course Pre-Requisites and Co-Requisites	Minimum Qualifications
		Core	Non-Core		
<b>Year 1</b>					
Sem. 1	Mathematics for Decision Making	60		N/A	PhD Mathematics MA/MSc Mathematics
	Intro. Accounting 1	60		N/A	MAcc, CA MBA, CPA MBA, CMA MAcc, CA MBA, CGA
	Argumentation & Persuasion		45	N/A	MA English PhD English
	Computer Applications for Business	45		N/A	MBA MScIS
	Management Fundamentals	45		N/A	MBA PhD Business MA Economics
Sem. 2	Ethics in a Global Context		45	N/A	MBA PhD Business MA International Politics, LLB, CHRP MA Employment Law & Relations, CHRP
	Marketing 1	45		N/A	MBA Marketing MBA Marketing PhD Consumer Behaviour MBA MBA
	Microeconomics	45		N/A	PhD Industrial Eng. MBA MA Economics
	Business Information Systems	45		Computer Applic. for Business Intro. Acctg.1	MBA MScIS
	Non-Core Elective		45	N/A	
	Professional Communic. for a Diverse World	45		N/A	MA English PhD English
	<b>Year 2</b>				
Sem. 3	Accounting for Managers	60		Intro. Acctg. 1	MAcc, CA MBA, CPA MBA, CMA MAcc, CA MBA, CGA

	Macroeconomics	45		N/A	PhD Industrial Eng. MBA MA Economics
	HR Management	45		N/A	PhD Workplace Learning MBA MBA Human Resources PhD Health Psychology, CHRP MA Employment Law & Relations, CHRP
	Statistics for Business	45		Mathematics for Decision Making	PhD Mathematics MA/MSc Mathematics
	Leaders & Leadership	45		N/A	MBA Marketing PhD Business
	Non-Core Elective		45	N/A	
Sem. 4	Business Law	45		N/A	MBA PhD Business MA International Politics, LLB, CHRP MA Employment Law & Relations, CHRP
	Operations Management	45		N/A	MBA PhD Project Management, PMP PhD Business
	Principles of Organizational Behaviour	45		HR Management	PhD Workplace Learning MBA MBA Human Resources PhD Business MA Employment Law & Relations, CHRP
	Marketing 2	45		Marketing 1	MBA Marketing MBA Marketing PhD Consumer Behaviour MBA MBA
	Non-Core Elective		45	N/A	
<b>Year 3</b>					
Sem. 5	Non-Core Elective		45	N/A	
	Financial Management	45		Mathematics for Decision Making; Financial Accounting 1	MAcc, CA MBA, CPA MBA MBA, CMA MAcc, CA MBA, CGA PhD Mathematics
	Learning, Training & Development	45		Fundamental HR Management	PhD Workplace Learning MBA Human Resources

					MA Employment Law & Relations, CHRP
	Managing Performance	45		N/A	MBA Human Resources PhD Health Psychology, CHRP MA Employment Law & Relations, CHRP
	Compensation	45		Fundamental HR Management	MBA Human Resources PhD Health Psychology, CHRP MA Employment Law & Relations, CHRP
Sem. 6	Pension & Benefits	45		Fundamental HR Management; Compensation	PhD Workplace Learning MBA Human Resources MA Employment Law & Relations, CHRP
	Workplace Health & Safety	45		Fundamental HR Management	PhD Industrial Eng. MBA Human Resources PhD Health Psychology, CHRP
	International HR	45		Fundamental HR Management	PhD Industrial Eng. MBA Human Resources MA Employment Law & Relations, CHRP
	Managing Programs & Projects	45		N/A	MBA PhD Project Management, PMP
	Non-Core Elective		45	N/A	
<b>Year 4</b>					
Sem. 7	Employment & Labour Law	45		HR Management	PhD Workplace Learning MA International Politics, LLB, CHRP MA Employment Law & Relations, CHRP
	Employee & Labour Relations	45		HR Management	PhD Labour Relations MA Employment Law & Relations, CHRP
	Talent Acquisition	45		HR Management	MBA Human Resources PhD Health Psychology, CHRP
	HRIS – Data & Enquiry	45		Bus. Info. Systems; HR Management	MBA PhD Health Psychology, CHRP
	Non-Core Elective		45	N/A	
Sem. 8	Planning for the HR Professional	45		HR Management Bus. Info. Systems HRIS – Data & Enquiry	PhD Workplace Learning PhD Industrial Eng. MBA Human Resources
	Negotiating – Mediation & Conflict Resolution	45		N/A	MBA Human Resources PhD Labour Relations PhD Health Psychology, CHRP MA Employment Law &

				Relations, CHRP
Organizational Development	45		HR Management	MBA Human Resources PhD Health Psychology, CHRP
Strategic Policy & Planning	45		Enrolment in Final Year	MBA PhD Project Management, PMP MA Economics
Non-Core Elective		45	N/A	
<b>Course hours by category</b>	<b>1530</b>	<b>405</b>		
<b>Total program course hours</b>	<b>1935</b>			

## **4.6 Work Experience**

Co-operative Education is a process which formally integrates academic study with paid, related work experience. Co-operative Education at Fanshawe is designed to bridge the gap between education and the workplace by integrating academic studies with paid work experience and on-the-job application of theory. More than just a job, the co-operative work experience is actually part of the students' curriculum, and their on-the-job performance becomes part of their academic record. Therefore, co-op students are highly motivated to apply their skills and perform well in the work place.

The mandatory co-op work term occurs after successful completion of semester 7, during the winter. Semester 8 will be offered in the fall semester, so students will have the option to extend their co-op with a second term through the summer. The co-op work term will be a minimum of 14 weeks in length, will be paid at or above the statutory wage rate, and will be supervised.

Qualifying co-op work experience opportunities will include human resources-related positions in a business environment.

Students will compete to secure the co-op work opportunities, and must perform at a level satisfactory to their workplace supervisor. At the beginning of the work term co-op students will, in collaboration with their employer, determine the expected outcomes for the work term. Students are monitored by the co-op consultant and evaluated by the employer. Students receive feedback from both the employer and the co-op consultant, and receive an academic credit for successful completion of the work-term, a requirement for graduation.

Employers and students evaluate the placement at the end of the work term, using the evaluation forms (Figures 4.1 and 4.2). Near the midpoint of the work term, the co-op consultant visits with both the employer and student to informally question the student's progress and determine whether any intervention is needed to ensure the learning objectives established at the beginning of the work term are achievable.

Co-operative education placements will be available in many organizations and sectors including government, non-profit, manufacturing, hospitality, health care, and various other areas. During the Academica research interviews with employers, the majority of employers interviewed agreed to provide co-op work opportunities to Fanshawe students in a Bachelor of Commerce program. Co-op students will have opportunities to work in human resources departments in positions as assistants to training coordinators, recruiters, payroll administrators, health and safety specialists, labour relations representatives, benefits administrators, or HR generalists. Because of the breadth involved in this Bachelor of Commerce program, students will be eligible also for work placement opportunities in non-HR fields.

Fanshawe's Co-operative Education Department has consultants who deliver classes, counsel and advise students, maintain records, market and promote programs, co-ordinate and identify a variety

of employment opportunities, and monitor work performance. Before the first work term, they will explain in detail how the co-op program works and prepare students for employment.

To assist students to prepare for their co-op work term, a 1-hour per week non-credit course will be delivered in Semester 7. Topics covered in this course include job search, resume writing, interviewing, appropriate workplace behavior and dress, and communication with employers.

In Semester 8, following the work term, students will be enrolled in a further 1-hour per week non-credit course designed to help students discuss the lessons learned in the workplace and to incorporate that experience into their academic learning. Most co-op students return to campus with a better understanding of the kind of work they will be doing after graduation, and an appreciation of how the material they learn at college applies to real-life situations.

Details about the co-operative education policy are available in Policy 2-B-06.

One of the leaders in the development of co-operative education at the college level in Canada, Fanshawe College offers over 30 co-op programs, more than any other college in Canada. With more than 30 years of experience and a proven track record in training and education, Fanshawe College is recognized nationally and internationally as the trainer of choice for thousands of students and employers.

**Figure 4.1 Employer's Evaluation of Co-Operative Education Student Form**



## EMPLOYER'S EVALUATION OF CO-OPERATIVE EDUCATION STUDENT

STUDENT:

RETURN TO: Marg Medeiros  
Co-op Consultant  
Fanshawe College  
P.O. Box 7005  
London, ON N5Y 5R6  
Fax #: 519-457-4572

EMPLOYER:

PROGRAM:

LOCATION:

WORK TERM:

*INSTRUCTIONS: The immediate supervisor should evaluate the student objectively, comparing him/her with other students of comparable academic level, with other personnel assigned the same or similarly classified jobs, or with individuals standards. Remarks are particularly helpful.*

<b>ATTITUDE-APPLICATION TO WORK</b> <ul style="list-style-type: none"> <li><input type="radio"/> Outstanding in enthusiasm</li> <li><input type="radio"/> Very interested and industrious</li> <li><input type="radio"/> Average in diligence and interest</li> <li><input type="radio"/> Somewhat indifferent</li> <li><input type="radio"/> Definitely not interested</li> </ul> <b>INITIATIVE</b> <ul style="list-style-type: none"> <li><input type="radio"/> Self-starter-seeks work</li> <li><input type="radio"/> Goes ahead independently at times</li> <li><input type="radio"/> Does all assigned work</li> <li><input type="radio"/> Hesitates</li> <li><input type="radio"/> Lacks motivation</li> </ul> <b>MATURITY - POISE</b> <ul style="list-style-type: none"> <li><input type="radio"/> Poised and confident</li> <li><input type="radio"/> Has good self-assurance</li> <li><input type="radio"/> Average maturity and poise</li> <li><input type="radio"/> Seldom assertive</li> <li><input type="radio"/> Timid</li> </ul> <b>TECHNICAL PROFICIENCY</b> <ul style="list-style-type: none"> <li><input type="radio"/> Better than expected</li> <li><input type="radio"/> As expected</li> <li><input type="radio"/> Less than expected</li> </ul>	<b>ABILITY TO LEARN</b> <ul style="list-style-type: none"> <li><input type="radio"/> Learned work exceptionally well</li> <li><input type="radio"/> Learned work readily</li> <li><input type="radio"/> Average in understanding work</li> <li><input type="radio"/> Rather slow in learning</li> <li><input type="radio"/> Very slow in learning</li> </ul> <b>QUALITY OF WORK</b> <ul style="list-style-type: none"> <li><input type="radio"/> Excellent</li> <li><input type="radio"/> Very good</li> <li><input type="radio"/> Average</li> <li><input type="radio"/> Below average</li> <li><input type="radio"/> Very poor</li> </ul> <b>SAFETY PROCEDURES</b> <small>(Where applicable)</small> <ul style="list-style-type: none"> <li><input type="radio"/> Satisfactory</li> <li><input type="radio"/> Unsatisfactory</li> </ul>	<b>COMMUNICATION SKILLS</b> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">A. ORAL</th> <th style="width: 50%;">B. WRITTEN</th> </tr> </thead> <tbody> <tr> <td><input type="radio"/> Very good</td> <td><input type="radio"/> Very good</td> </tr> <tr> <td><input type="radio"/> Satisfactory</td> <td><input type="radio"/> Satisfactory</td> </tr> <tr> <td><input type="radio"/> Needs Improvement</td> <td><input type="radio"/> Needs Improvement</td> </tr> </tbody> </table> <b>RELATIONS WITH OTHERS</b> <ul style="list-style-type: none"> <li><input type="radio"/> Exceptionally well accepted</li> <li><input type="radio"/> Works well with others</li> <li><input type="radio"/> Gets along satisfactory</li> <li><input type="radio"/> Has difficulty working with others</li> <li><input type="radio"/> Works very poorly with others</li> </ul> <b>JUDGEMENT</b> <ul style="list-style-type: none"> <li><input type="radio"/> Exceptionally mature in judgement</li> <li><input type="radio"/> Above average in decision making</li> <li><input type="radio"/> Usually makes the right decision</li> <li><input type="radio"/> Often uses poor judgement</li> <li><input type="radio"/> Consistently uses bad judgement</li> </ul> <b>ATTENDANCE</b> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">GROOMING</th> <th style="width: 50%;">PUNCTUALITY</th> </tr> </thead> <tbody> <tr> <td><input type="radio"/> Regular</td> <td><input type="radio"/> Appropriate</td> </tr> <tr> <td><input type="radio"/> Irregular</td> <td><input type="radio"/> Inappropriate</td> </tr> </tbody> </table>	A. ORAL	B. WRITTEN	<input type="radio"/> Very good	<input type="radio"/> Very good	<input type="radio"/> Satisfactory	<input type="radio"/> Satisfactory	<input type="radio"/> Needs Improvement	<input type="radio"/> Needs Improvement	GROOMING	PUNCTUALITY	<input type="radio"/> Regular	<input type="radio"/> Appropriate	<input type="radio"/> Irregular	<input type="radio"/> Inappropriate
A. ORAL	B. WRITTEN															
<input type="radio"/> Very good	<input type="radio"/> Very good															
<input type="radio"/> Satisfactory	<input type="radio"/> Satisfactory															
<input type="radio"/> Needs Improvement	<input type="radio"/> Needs Improvement															
GROOMING	PUNCTUALITY															
<input type="radio"/> Regular	<input type="radio"/> Appropriate															
<input type="radio"/> Irregular	<input type="radio"/> Inappropriate															

OVERALL PERFORMANCE:

Outstanding     Very Good     Average     Marginal     Unsatisfactory

The student's outstanding personal qualities are:

The personal qualities which the student should strive most to improve are:

This report has been discussed with the student:

Yes     No

The above student has my permission to use this evaluation for reference purposes:

Yes     No

Signed: \_\_\_\_\_  
(Supervisor)

Date: \_\_\_\_\_

**Figure 4.2 Student Evaluation of Co-Operative Work Semester Form**

**FANSHawe COLLEGE**  
**STUDENT EVALUATION OF CO-OP WORK SEMESTER**

STUDENT:		EMPLOYER:	
PROGRAM:		ADDRESS:	
WORKTERM:	1    2    3		
CONTACT:		PHONE:	

Please give a candid, but fair evaluation of the co-op work semester. We will use the completed form to assist you in evaluating your co-op work semester and provide research information for Co-operative Education.

Do your duties reflect those described in the co-op job description and/or discussed during your interview?  
 YES \_\_\_ or NO \_\_\_

If no, please describe differences

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Do you feel that you are accomplishing your work semester goals?  
 YES – HOW?

---



---



---

NO – HOW?

---



---



---

Using the scale below, please rate the following aspects of your current co-op semester.

	POOR	FAIR	AVG.	GOOD	EXCELLENT
Job Orientation	1	2	3	4	5
Instruction	1	2	3	4	5
Relevance to Academic Program	1	2	3	4	5
Degree of Challenge	1	2	3	4	5
Employer Feedback	1	2	3	4	5
RE: Job Performance					
Opportunity for Personal Growth	1	2	3	4	5
Level of Interest and Job Diversity	1	2	3	4	5
Clarification of Career Choices	1	2	3	4	5
Supervision	1	2	3	4	5
Development of Technical Skills	1	2	3	4	5
Development of Transferable Skills	1	2	3	4	5

Please provide additional comments relevant to your co-op work term that may not have been covered.

---



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**OVERALL EVALUATION OF CO-OP SEMESTER (Please check one)**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Far exceeded my expectations	Exceeded my expectations	Met my expectations	Did not fully meet my expectations	Did not meet my expectations

STUDENT SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

## **4.7 Course Outlines**

The course outlines for all core courses in the Bachelor of Commerce (Human Resources Management) program are attached as Appendix C.

## **4.8 Bridging Course Descriptions**

Students transferring into the Bachelor of Commerce (Human Resources Management) program will enter the program on a degree completion basis, with no bridging courses anticipated. The specific mechanisms for student transfer and advanced standing are described in Section 3.

## **4.9 Bridging Course Outlines**

None required.

## **4.10 Gap Analysis**

The Gap Analysis follows for applicants who will transfer from four different diploma programs, using the Ontario CAAT Program Standards for:

- 2-year Human Resources diploma programs (MTCU 50223)
- 3-year Business Administration – Human Resources advanced diploma programs (MTCU 60223)
- 2-year (General) Business diploma programs(MTCU 50200)
- 3-year Business Administration advanced diploma programs (MTCU 60200)

This analysis covers most likely transfer scenarios. Applicants presenting with a non-HR specialized diploma background will be assessed according to the gaps for 2-year General Business and 3-year Business Administration programs and some modifications awarded depending on their program of origin (e.g., an accounting graduate will have credits granted that differ somewhat compared to a marketing graduate).

### **4.10.1 Gap Analysis – Bachelor of Commerce (Human Resources Management) Degree vs. Business – Human Resources Diploma**

Applicants who transfer into the Bachelor of Commerce (Human Resources Management) program after having completed a 2-year human resources diploma program will have some foundational business skills and a significant background with specialized human resources training. They will enter the program at Level 4, having received credit for three semesters, and will complete the remaining specialized and capstone HR courses as well as any degree-level commerce and breadth courses as needed.

<b>Bachelor of Commerce (Human Resources Management) Program Outcomes</b>		<b>Corresponding Business HR Program Outcomes MTCU 50223</b>	<b>Gap</b>	<b>Remediation of Gap (Courses taken)</b>
1.	Use the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments.	8. Implement organizational development strategies aimed at promoting organizational effectiveness.	Diploma program outcomes are narrowly focused on HR topic areas and skills - leaving a large gap in breadth of business & commerce knowledge, and skills needed for interdisciplinary strategies.	Various courses crossing discipline areas including: Marketing 2 (Lvl.4) Operations Management (Lvl.4) Accounting for Managers (Lvl.5) Managing Programs & Projects (Lvl.6) Financial Management (Lvl.5) Strategic Policy & Planning (Lvl.8) International HR (Lvl.6)
2.	Develop strategies that will achieve organizational goals through integration of business methodologies that assess costs, benefits, risks, and opportunities, and that utilize current and emerging technology and trends.	1. Participate in the recruitment, selection, and retention of employees. 4. Contribute to an organization's success through effective employee relations. 7. Apply current and emerging information technologies to support the human resources function. 8. Implement organizational development strategies aimed at promoting organizational effectiveness.	Gap here is again with the non-HR related strategies and business methodologies	Various courses crossing discipline areas including: Marketing 2 (Lvl.4) Operations Management (Lvl.4) Accounting for Managers (Lvl.5) Managing Programs & Projects (Lvl.6) Financial Management (Lvl.5) Strategic Policy & Planning (Lvl.8) International HR (Lvl.6)
3.	Enhance business opportunities by incorporating external variables into various business decision models.		Gap in breadth of exposure to various external variables Inadequate statistical analysis and decision making training	Eight (8) breadth courses will broaden exposure to external variables and allow students to consider links to business models. <u>Plus:</u> Statistics for Business (Lvl.5) HRIS – Data & Enquiry (Lvl.7)
4.	Assess the unique business needs of organizations of various sizes, public sector, private sector, and not-for-profit firms.		Diploma level outcomes do not address this degree level outcome at all	Operations Management (Lvl.4) Strategic Policy & Planning (Lvl.8) Organizational Development (Lvl.8)

5.	Evaluate professional, ethical, and legal codes of conduct.		Diploma level outcomes do not address this degree level outcome at all	Business Law (Lvl.6) Strategic Policy & Planning (Lvl.8) Also, ethics is covered in several other courses through case study, research ethics, and professional practice.
6.	Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.	7. Apply current and emerging information technologies to support the human resources function.	Lack a comprehensive approach to conduct research, analyze, and critically evaluate data. Also gap in use of decision making frameworks.	Statistics for Business (Lvl.5) HRIS – Data & Enquiry (Lvl.7) Business Law (Lvl.6) Strategic Policy & Planning (Lvl.8)  Emphasis in several courses on academic research and incorporation of research results in essays, business reports, presentations and discussions.
7.	Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.	9. Communicate human resources information accurately and credibly in oral, written, and graphic form.	Lack the requirement to write well researched academic essays, reports and presentations.	Operations Management (Lvl.4) Business Law (Lvl.6) Negotiating – Mediation & Conflict Resolution (Lvl.8) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)  Emphasis in several courses on academic research and incorporation of research results in essays, business reports, presentations and discussions.
8.	Perform effectively and efficiently within groups or teams, demonstrating leadership, team-building, and influencing skills.	6. Participate in organizational health and safety policies and practices. 9. Communicate human resources information accurately and credibly in oral, written, and graphic form.	Gap here is with leadership, team-building and influencing skills	Leaders & Leadership (Lv.6) Negotiating- Med. & Conflict Res. (Lvl.8) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)
9.	Design personal learning plans and integrate learning strategies into current and future development goals.	1. Participate in the recruitment, selection, and retention of employees. 2. Participate in performance management processes.	No significant gap	Co-op preparation (Lvl.7) and Co-op Integration (Lvl.8) courses will build on this competence.

		10. Plan and act on personal professional development plans to achieve ongoing competence in human resources professional practice.		
10.	Assess resource allocation decisions that influence sustainability practices and drive economic, social, cultural, and environmental stewardship.		Lack the breadth of knowledge about economic, social, cultural and environmental issues and options available in order to assess the impact of various actions.	Microeconomics (Lvl.7) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)  Eight breadth courses will significantly expand awareness of sustainability issues related to social, cultural and environmental stewardship.
11.	Analyze domestic and international business opportunities within an international context.		Lack international business training, and also the international context	Microeconomics (Lvl.7) International HR (Lvl.6)
12.	Plan, implement, and evaluate projects and programs, using project planning principles and tools.	3. Participate in the planning, delivery, and evaluation of employee orientation, training, and development programs.	Have HR planning but lack the broader scope of program and project management	Managing Programs & Projects (Lvl.6) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)
13.	Assess the overall financial performance of an organization.		Gap in financial analysis skills	Accounting for Managers (Lvl.5) Financial Management (Lvl.8)
14.	Apply management-level decision-making and strategic planning skills.	8. Implement organizational development strategies aimed at promoting organizational effectiveness.	Inadequate critical thinking and formulation of strong arguments	Business Law (Lvl.6) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)
15.	Evaluate strategic human resources policies, procedures, and programs related to the following areas: staffing (recruitment, selection, retention, human capital strategy) and performance	1. Participate in the recruitment, selection, and retention of employees. 2. Participate in performance management processes.	Gap is with the higher level assessment and evaluation of policies, procedures and programs as opposed to participating in planning and development.	Employee & Labour Relations (Lvl.5) HRIS – Data & Enquiry (Lvl.7) Pension & Benefits (Lvl.8) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8) Negotiating-Med. & Conflict Res. (Lvl.8)

	management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation, basic contract law and privacy laws.	3. Participate in the planning, delivery, and evaluation of employee orientation, training, and development programs. 10. Plan and act on personal professional development plans to achieve ongoing competence in human resources professional practice.		
16.	Research and support the development of compensation and benefit plans that assist the organization to achieve its business goals.	5. Assist with the administration and communication of the organization's total compensation plan.	Lack training at higher level to research and support development of compensation and benefit plans	Pension & Benefits (Lvl.7) will require research and direct application of development skills
17.	Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements.	4. Contribute to an organization's success through effective employee relations.	Gaps here in ability to mediate disputes and negotiate collective agreements	Employee & Labour Relations (Lvl.5) Negotiating-Med.& Conflict Res. (Lvl.8) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)
18.	Evaluate Human Resources plans to ensure alignment with organizational goals and responsiveness to current and future labour market conditions.	1. Participate in the recruitment, selection, and retention of employees.	Gap here is in the higher level "evaluation" skills and alignment with organizational goals	Planning for the HR Professional (Lvl.8) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)
19.	Manage training and organizational development and change initiatives including workforce design, development, and employee engagement initiatives, to support	10. Plan and act on personal professional development plans to achieve ongoing competence in human resources professional	Gap is in managing the processes, as opposed to planning and implementing.	Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)

	organizational effectiveness.	practice.  8. Implement organizational development strategies aimed at promoting organizational effectiveness.		
20.	Establish and manage systems and processes to collect and safeguard Human Resources information.	7. Apply current and emerging information technologies to support the human resources function.	Gap in ability to establish and manage the systems to protect privacy of people	Business Law (Lvl.6) HRIS – Data & Enquiry (Lvl.7) Pension & Benefits (Lvl.7) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)
21.	Analyze and evaluate required numerical and financial data for projecting the impact of human resources plans.	7. Apply current and emerging information technologies to support the human resources function.	Lack quantitative and financial analysis skills	Statistics for Business (Lvl.5) Financial Management (Lvl.5) Accounting for Managers (Lvl.5) Planning for HR Professionals (Lvl.8)
22.	Assess workplace health and safety practices to: ensure practices meet legislative requirements, analyze risk to the health and safety of employees, and determine appropriate preventative measures.	6. Participate in organizational health and safety policies and practices.	Gap in higher level assessment and analytical skills	Statistics for Business (Lvl.5) Business Law (Lvl.6) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)

#### 4.10.2 Gap Analysis – Bachelor of Commerce (HRM) Degree vs. HR Advanced Diploma

Applicants to transfer into the Bachelor of Commerce (Human Resources Management) program after having completed a 3-year human resources advanced diploma program will have some foundational business skills and a significant background with specialized human resources training. They will enter the program at Level 6, having received credit for five semesters, and complete the remaining specialized and capstone HR courses as well as any degree-level commerce and breadth courses as needed.

<b>Bachelor of Commerce (Human Resources) Program Outcomes</b>		<b>Business Admin HR Program Outcomes MTCU 60223</b>	<b>Gap</b>	<b>Remediation of Gap</b>
1.	Use the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments.	8. Contribute to organizational development strategies aimed at promoting organizational effectiveness.	Diploma program outcomes are narrowly focused on HR topic areas and skills - leaving a large gap in breadth of business & commerce knowledge, and skills needed for interdisciplinary strategies.	Various courses crossing discipline areas including:  Operations Management (Lvl.6) Financial Management (Lvl.8) Strategic Policy & Planning (Lvl.8) International HR (Lvl.8)
2.	Develop strategies that will achieve organizational goals through integration of business methodologies that assess costs, benefits, risks, and opportunities, and that utilize current and emerging technology and trends.	1. Contribute to the planning and implementation of employee recruitment, selection, and retention strategies. 4. Implement and support effective employee and labour relations strategies in both non-union and union environments. 7. Contribute to the identification of information needs and apply current and emerging information technologies to support the human resources function. 8. Contribute to organizational development strategies aimed at promoting organizational effectiveness.	Gap here is again with the non-HR related strategies and business methodologies	Various courses crossing discipline areas including:  Operations Management (Lvl.6) Financial Management (Lvl.8) Strategic Policy & Planning (Lvl.8)
3.	Enhance business opportunities by incorporating external variables into various		Gap in breadth of exposure to various external variables	Seven breadth courses will broaden exposure to external variables and allow students to consider links to business models.

	business decision models.		Inadequate statistical analysis and decision making training	<u>Plus:</u> Statistics for Business (Lvl.7) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)
4.	Assess the unique business needs of organizations of various sizes, public sector, private sector, and not-for-profit firms.		Diploma level outcomes do not address this degree level outcome at all	Operations Management (Lvl.6) Strategic Policy & Planning (Lvl.8) Organizational Development (Lvl.8)
5.	Evaluate professional, ethical, and legal codes of conduct.		Diploma level outcomes do not address this degree level outcome at all	Business Law (Lvl.6) Also, ethics is covered in several courses through case study, research ethics, and professional practice.
6.	Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.	7. Contribute to the identification of information needs and apply current and emerging information technologies to support the human resources function.	Lack a comprehensive approach to conduct research, analyze, and critically evaluate data. Also gap in use of decision making frameworks.	Statistics for Business (Lvl.7) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)  Emphasis in several courses on academic research and incorporation of research results in essays, business reports, presentations and discussions.
7.	Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.	9. Present and evaluate communication messages and processes related to the human resources function of the organization.	Lack the requirement to write well researched academic essays, reports and presentations.	Business Law (Lvl.7) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)  Emphasis in several courses on academic research and incorporation of research results in essays, business reports, presentations and discussions.
8.	Perform effectively and efficiently within groups or teams, demonstrating leadership, team-building, and influencing skills.	6. Collaborate with others, in the implementation and monitoring of organizational health and safety policies and practices. 9. Present and evaluate communication messages and processes related to the human resources function of the organization.	Gap here is with leadership, team-building and influencing skills	Marketing 2 (Lvl.6) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)

9.	Design personal learning plans and integrate learning strategies into current and future development goals.	1. Contribute to the planning and implementation of employee recruitment, selection, and retention strategies. 2. Administer and facilitate the performance management program.	Gap here is with developing career development strategies for oneself	Co-op preparation (Lvl.7) and Co-op Integration (Lvl.8) courses will address this gap nicely.
10.	Assess resource allocation decisions that influence sustainability practices and drive economic, social, cultural, and environmental stewardship.		Lack the breadth of knowledge about economic, social, cultural and environmental issues and options available in order to assess the impact of various actions.	Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)  Seven breadth courses will significantly expand awareness of sustainability issues related to social, cultural and environmental stewardship.
11.	Analyze domestic and international business opportunities within an international context.		Lack international business training, and also the international context	International HR (Lvl.8)
12.	Plan, implement, and evaluate projects and programs, using project planning principles and tools.	3. Coordinate and support the development, implementation, and evaluation of employee orientation, training, and development programs.	Have HR planning but lack some elements of the broader scope of program and project management	Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)
13.	Assess the overall financial performance of an organization.		Lack financial analysis skills	Financial Management (Lvl.8)
14.	Apply management-level decision-making and strategic planning skills.	8. Contribute to organizational development strategies aimed at promoting organizational effectiveness.	Inadequate critical thinking and formulation of strong arguments	Business Law (Lvl.7) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)
15.	Evaluate strategic human resources policies, procedures, and programs related to the following areas:	1. Contribute to the planning and implementation of employee recruitment,	Gap is with the higher level assessment and evaluation of policies, procedures and programs as opposed to	Organizational Development (Lvl.8) Strategic Policy and Planning (Lvl.8)

	<p>staffing (recruitment, selection, retention, human capital strategy) and performance management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation, basic contract law and privacy laws.</p>	<p>selection, and retention strategies.</p> <p>2. Administer and facilitate the performance management program.</p> <p>3. Coordinate and support the development, implementation, and evaluation of employee orientation, training, and development programs.</p> <p>10. Develop, implement, and evaluate personal professional development plans to achieve ongoing competence in human resources professional practice.</p>	<p>administering and supporting development.</p>	
16.	Research and support the development of compensation and benefit plans that assist the organization to achieve its business goals.	5. Administer and communicate the organization's total compensation plan.	Lack training at higher level to support development of compensation and benefit plans	Pension & Benefits (Lvl.7) will require research and direct application of development skills
17.	Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements.	4. Implement and support effective employee and labour relations strategies in both non-union and union environments.	Gaps here in ability to mediate disputes and negotiate collective agreements	Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)

18.	Evaluate Human Resources plans to ensure alignment with organizational goals and responsiveness to current and future labour market conditions.	1. Contribute to the planning and implementation of employee recruitment, selection, and retention strategies.	Gap here is in the higher level "evaluation" skills and alignment with organizational goals	The following courses will be delivered at a capstone level to achieve this higher level: Organizational Development (Lvl.8) Strategic Policy and Planning (Lvl.8)
19.	Manage training and organizational development and change initiatives including workforce design, development, and employee engagement initiatives, to support organizational effectiveness.	10. Develop, implement, and evaluate personal professional development plans to achieve ongoing competence in human resources professional practice.  8. Contribute to organizational development strategies aimed at promoting organizational effectiveness.  10. Develop, implement, and evaluate personal professional development plans to achieve ongoing competence in human resources professional practice.	Gap is in organization-wide development	Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)
20.	Establish and manage systems and processes to collect and safeguard Human Resources information.	7. Contribute to the identification of information needs and apply current and emerging information technologies to support the human resources function.	Gap in ability to establish and manage the systems to protect privacy of people	Business Law (Lvl.7) Pension & Benefits (Lvl.7) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)
21.	Analyze and evaluate required numerical and financial data for projecting the impact of human resources plans.	7. Contribute to the identification of information needs and apply current and emerging information	Lack quantitative and financial analysis skills	Financial Management (Lvl.8) Strategic Policy & Planning (Lvl.8)

		technologies to support the human resources function.		
22.	Assess workplace health and safety practices to: ensure practices meet legislative requirements, analyze risk to the health and safety of employees, and determine appropriate preventative measures.	6. Collaborate with others, in the implementation and monitoring of organizational health and safety policies and practices.	Gap in higher level assessment and analytical skills	Several higher level courses delivered in Levels 7 & 8 including:  Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8) Business Law (Lvl.7) Statistics for Business (Lvl.7)

#### 4.10.3 Gap Analysis – Bachelor of Commerce (HRM) Degree vs. (General) Business Diploma

Applicants to transfer into the Bachelor of Commerce (Human Resources Management) program after having completed a 2-year General Business diploma program will have a broad foundation of business skills, but limited human resources management training. They will enter the program at Level 3, having received credit for two semesters, and will have ample time to complete the specialized HR courses as well as any other degree-level commerce and breadth courses as needed.

Bachelor of Commerce (Human Resources) Program Outcomes	Corresponding Business Program Outcomes MTCU 50200	Gap	Remediation of Gap (Courses taken)
1. Use the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments.	9. take into account the interrelationship among the functional areas of a business  4. apply knowledge of the human resources function to the operation of an organization  5. apply knowledge of the marketing function to the operation of an organization  6. apply accounting and financial knowledge to the	No significant gaps here	Knowledge and skills will be <u>strengthened</u> by various courses crossing discipline areas including:  Marketing 2 (Lvl.4) Operations Management (Lvl.4) Accounting for Managers (Lvl.5) Strategic Policy & Planning (Lvl.8) International HR (Lvl.6)

		operation of an organization 7. apply knowledge of operations management to the operation of an organization		
2.	Develop strategies that will achieve organizational goals through integration of business methodologies that assess costs, benefits, risks, and opportunities, and that utilize current and emerging technology and trends.	6. apply accounting and financial knowledge to the operation of an organization 7. apply knowledge of operations management to the operation of an organization 8. apply computer skills and knowledge of information technology to support the management of an organization 14. apply time management and organizational skills to facilitate the completion of tasks and to meet deadlines in a business environment	No significant gaps here	Knowledge and skills will be <u>strengthened</u> by various courses crossing discipline areas including: Business Information Systems Operations Management (Lvl.4) Accounting for Managers (Lvl.5) Strategic Policy & Planning (Lvl.8)
3.	Enhance business opportunities by incorporating external variables into various business decision models.	15. recognize the economic, social, political, and cultural variables which impact on a business	Gap in breadth of exposure to various external variables  Inadequate statistical analysis and decision making training	Eight breadth courses will broaden exposure to external variables and allow students to consider links to business models.  Plus: Operations Management (Lvl.4) Accounting for Managers (Lvl.5) International HR (Lvl.6) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)

4.	Assess the unique business needs of organizations of various sizes, public sector, private sector, and not-for-profit firms.		Diploma level outcomes do not address this degree level outcome well	Operations Management (Lvl.4) Strategic Policy & Planning (Lvl.8) Organizational Development (Lvl.8)
5.	Evaluate professional, ethical, and legal codes of conduct.	2. work in a manner consistent with law and professional standards, practices, and protocols.	Gap in knowledge of appropriate conduct specific to the human resources profession	Talent Acquisition (Lvl.5) Managing Performance (Lvl.5) Employee & Labour Relations (Lvl.5) Workplace Health & Safety (Lvl.6) Compensation (Lvl.6) Employment & Labour Law (Lvl.7)
6.	Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.	11. apply research skills to gather and interpret available information	Lack a comprehensive approach to conduct research, analyze, and critically evaluate data. Also gap in use of decision making frameworks.	Accounting for Managers (Lvl.5) Managing Performance (Lvl.5) Business Information Systems (Lvl.6) HRIS – Data & Enquiry (Lvl.7) Employment & Labour Law (Lvl.7) Planning for the HR Professional (Lvl.8) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)  Emphasis in several courses on academic research and incorporation of research results in essays, business reports, presentations and discussions.
7.	Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.	1. communicate business-related information persuasively and accurately in oral, written, and graphic formats	Lack the requirement to write well researched academic essays, reports and presentations.	Operations Management (Lvl.4) Employment & Labour Law (Lvl.6) Learning, Training & Development (Lvl.7) Negotiating – Med.& Conflict Res. (Lvl.8) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)  Emphasis in several courses on academic research and incorporation of research results in essays, business reports, presentations and discussions.
8.	Perform effectively and efficiently within groups or teams, demonstrating leadership, team-building, and influencing skills.	10. work effectively with co-workers, supervisors, and others	Gap here is with leadership, team-building and influencing skills	Managing Performance (Lvl.5) Leaders & Leadership (Lv.4) Negotiating - Med. & Conflict Res. (Lvl.8) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)

9.	Design personal learning plans and integrate learning strategies into current and future development goals.	13. develop strategies for personal and professional development to manage job stress, enhance work performance, and maximize career opportunities	No significant gap	Co-op preparation (Lvl.7) and Co-op Integration (Lvl.8) courses will <u>build on this competence</u> .
10.	Assess resource allocation decisions that influence sustainability practices and drive economic, social, cultural, and environmental stewardship.	12. apply creative problem-solving skills to address business problems and opportunities.  15. recognize the economic, social, political, and cultural variables which impact on a business	Lack the breadth of knowledge about economic, social, cultural and environmental issues and options available in order to assess the impact of various actions.	Leaders & Leadership (Lvl.4) International HR (Lvl.6) Employment & Labour Law (Lvl.7) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)  Eight breadth courses will significantly expand awareness of sustainability issues related to social, cultural and environmental stewardship.
11.	Analyze domestic and international business opportunities within an international context.		Lack international business training, and also the international context	International HR (Lvl.6)
12.	Plan, implement, and evaluate projects and programs, using project planning principles and tools.		Business Diploma program standards do not address this	Operations Management (Lvl.4) Managing Performance (Lvl.5) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)
13.	Assess the overall financial performance of an organization.	6. apply accounting and financial knowledge to the operation of an organization	No significant gaps here	<u>Strengthened by:</u> Accounting for Managers (Lvl.5)
14.	Apply management-level decision-making and strategic planning skills.		Inadequate critical thinking and formulation of strong arguments	Leaders & Leadership (Lvl.4) Accounting for Managers (Lvl.5) Organizational Development (Lvl.8) Strategic Policy & Planning (Lvl.8)

15.	<p>Evaluate strategic human resources policies, procedures, and programs related to the following areas: staffing (recruitment, selection, retention, human capital strategy) and performance management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation, basic contract law and privacy laws.</p>		<p>Business Diploma program standards do not address this</p>	<p>Managing Performance (Lvl.5) Talent Acquisition (Lvl.5) Employee &amp; Labour Relations (Lvl.5) Workplace Health &amp; Safety (Lvl.6) Compensation (Lvl.6) Employment &amp; Labour Law (Lvl.7) Learning, Training &amp; Development (Lvl.7) HRIS – Data &amp; Enquiry (Lvl.7) Pension &amp; Benefits (Lvl.7) Planning for the HR Professional (Lvl.8) Organizational Development (Lvl.8) Strategic Policy &amp; Planning (Lvl.8) Negotiating-Med. &amp; Conflict Res. (Lvl.8)</p>
16.	<p>Research and support the development of compensation and benefit plans that assist the organization to achieve its business goals.</p>		<p>Business Diploma program standards do not address this</p>	<p>Compensation (Lvl.6) Pension &amp; Benefits (Lvl.7)</p>
17.	<p>Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements.</p>		<p>Business Diploma program standards do not address this</p>	<p>Employee &amp; Labour Relations (Lvl.5) Managing Performance (Lvl.5) Employment &amp; Labour Law (Lvl.7) Negotiating – Med. &amp; Conflict Resolution (Lvl.8)</p>
18.	<p>Evaluate Human Resources plans to ensure alignment with organizational goals and responsiveness to current and future labour market conditions.</p>		<p>Business Diploma program standards do not address this</p>	<p>Managing Performance (Lvl.5) Planning for the HR Professional (Lvl.8) Organizational Behaviour (Lvl.8)</p>

19.	Manage training and organizational development and change initiatives including workforce design, development, and employee engagement initiatives, to support organizational effectiveness.		Business Diploma program standards do not address this	Managing Performance (Lvl.5) Learning, Training & Development (Lvl.7) Organizational Development (Lvl.8)
20.	Establish and manage systems and processes to collect and safeguard Human Resources information.		Business Diploma program standards do not address this	Business Information Systems (Lvl.4) HRIS – Data & Enquiry (Lvl.7)
21.	Analyze and evaluate required numerical and financial data for projecting the impact of human resources plans.	6. apply accounting and financial knowledge to the operation of an organization	Gap in knowledge about human resources planning	Leading, Training & Development (Lvl.7) Planning for the HR Professional (Lvl.8)
22.	Assess workplace health and safety practices to: ensure practices meet legislative requirements, analyze risk to the health and safety of employees, and determine appropriate preventative measures.		Business Diploma program standards do not address this	Workplace Health & Safety (Lvl.6) Employment & Labour Law (Lvl.7)

#### **4.10.4 Gap Analysis – Bachelor of Commerce (HRM) Degree vs. Business Administration Advanced Diploma**

Applicants to transfer into the Bachelor of Commerce (Human Resources Management) program after having completed a 3-year Business Administration program will have a broad foundation of business and management skills, but limited specialized human resources training. They will enter the program at Level 5, having received credit for four semesters, and will have ample time to complete the specialized HR courses as well as any other degree-level commerce courses as needed.

<b>Bachelor of Commerce (Human Resources) Program Outcomes</b>		<b>Corresponding Business Administration Program Outcomes MTCU 60200</b>	<b>Gap</b>	<b>Remediation of Gap (Courses taken)</b>
1.	Use the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments.	9. take into account the interrelationship among the functional areas of a business 4. apply knowledge of the human resources function to the operation of an organization 5. apply knowledge of the marketing function to the operation of an organization 6. apply accounting and financial knowledge to the operation of an organization 7. apply knowledge of operations management to the operation of an organization	No significant gaps here	<p>Knowledge and skills will be <u>strengthened</u> by various courses crossing discipline areas including:</p> <ul style="list-style-type: none"> <li>Marketing 2 (Lvl.6)</li> <li>Strategic Policy &amp; Planning (Lvl.8)</li> <li>International HR (Lvl.6)</li> </ul>

2.	Develop strategies that will achieve organizational goals through integration of business methodologies that assess costs, benefits, risks, and opportunities, and that utilize current and emerging technology and trends.	6. apply accounting and financial knowledge to the operation of an organization 7. apply knowledge of operations management to the operation of an organization 8. apply computer skills and knowledge of information technology to support the management of an organization 14. apply time management and organizational skills to facilitate the completion of tasks and to meet deadlines in a business environment 17. apply leadership and management knowledge and skills to assist in the planning, directing, and controlling of an organization	No significant gaps here	NA
3.	Enhance business opportunities by incorporating external variables into various business decision models.	15. recognize the economic, social, political, and cultural variables which impact on a business	Gap in breadth of exposure to various external variables	Seven breadth courses will broaden exposure to external variables and allow students to consider links to business models. <u>Plus:</u> International HR (Lvl.6) Organizational Development (Lvl.8)
4.	Assess the unique business needs of organizations of various sizes, public sector, private sector, and not-for-profit firms.	17. apply leadership and management knowledge and skills to assist in the planning, directing, and	Gap in higher level assessment skills	International HR (Lvl.6) Organizational Development (Lvl.8)

		controlling of an organization		
5.	Evaluate professional, ethical, and legal codes of conduct.	2. work in a manner consistent with law and professional standards, practices, and protocols.	Gap in knowledge of appropriate conduct specific to the human resources profession	Talent Acquisition (Lvl.5) Employee & Labour Relations (Lvl.5) Workplace Health & Safety (Lvl.6) Compensation (Lvl.6) Employment & Labour Law (Lvl.7) Learning, Training & Development (Lvl.7) HRIS – Data & Enquiry (Lvl.7) Pension & Benefits (Lvl.7) Planning for the HR Professional (Lvl.8)
6.	Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.	11. apply research skills to gather and interpret available information 17. apply leadership and management knowledge and skills to assist in the planning, directing, and controlling of an organization	Lack a comprehensive approach to conduct research, analyze, and critically evaluate data. Also gap in use of decision making frameworks.	HRIS – Data & Enquiry (Lvl.7) Employment & Labour Law (Lvl.7) Planning for the HR Professional (Lvl.8) Organizational Development (Lvl.8)  Emphasis in several courses on academic research and incorporation of research results in essays, business reports, presentations and discussions.
7.	Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.	1. communicate business-related information persuasively and accurately in oral, written, and graphic formats 18. plan, prepare, and deliver a variety of presentations	Lack the requirement to write well researched academic essays, reports and presentations.	Employment & Labour Law (Lvl.6) Learning, Training & Development (Lvl.7) Negotiating – Med.& Conflict Res. (Lvl.8) Organizational Development (Lvl.8)  Emphasis in several courses on academic research and incorporation of research results in essays, business reports, presentations and discussions.
8.	Perform effectively and efficiently within groups or teams, demonstrating leadership, team-building, and influencing skills.	10. work effectively with co-workers, supervisors, and others	Gap here is with leadership, team-building and influencing skills at degree level	Negotiating - Med. & Conflict Res. (Lvl.8) Organizational Development (Lvl.8)

9.	Design personal learning plans and integrate learning strategies into current and future development goals.	13. develop strategies for personal and professional development to manage job stress, enhance work performance, and maximize career opportunities	No significant gap	Co-op preparation (Lvl.7) and Co-op Integration (Lvl.8) courses will <u>build on this competence</u> .
10.	Assess resource allocation decisions that influence sustainability practices and drive economic, social, cultural, and environmental stewardship.	12. apply creative problem-solving skills to address business problems and opportunities.  15. recognize the economic, social, political, and cultural variables which impact on a business  17. apply leadership and management knowledge and skills to assist in the planning, directing, and controlling of an organization	Lack the breadth of knowledge about economic, social, cultural and environmental issues and options available in order to assess the impact of various actions.	Seven breadth courses will broaden exposure to external variables and sustainability issues.  <u>Plus:</u> International HR (Lvl.6) Organizational Development (Lvl.8)
11.	Analyze domestic and international business opportunities within an international context.		Lack international business training, and also the international context	International HR (Lvl.6)
12.	Plan, implement, and evaluate projects and programs, using project planning principles and tools.	17. apply leadership and management knowledge and skills to assist in the planning, directing, and controlling of an organization  19. develop a business plan in	No significant gaps here	<u>Strengthened by:</u> Organizational Development (Lvl.8)

		collaboration with others		
13.	Assess the overall financial performance of an organization.	6. apply accounting and financial knowledge to the operation of an organization  17. apply leadership and management knowledge and skills to assist in the planning, directing, and controlling of an organization	No significant gaps here	NA
14.	Apply management-level decision-making and strategic planning skills.	17. apply leadership and management knowledge and skills to assist in the planning, directing, and controlling of an organization  19. develop a business plan in collaboration with others	Inadequate critical thinking and formulation of strong arguments	Planning for the HR Professional (Lvl.8) Organizational Development (Lvl.8)
15.	Evaluate strategic human resources policies, procedures, and programs related to the following areas: staffing (recruitment, selection, retention, human capital strategy) and performance management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation, basic contract law and privacy laws.	17. apply leadership and management knowledge and skills to assist in the planning, directing, and controlling of an organization	Business Diploma program standards do not address this adequately at the specialized HR level	Talent Acquisition (Lvl.5) Employee & Labour Relations (Lvl.5) Workplace Health & Safety (Lvl.6) Compensation (Lvl.6) Employment & Labour Law (Lvl.7) Learning, Training & Development (Lvl.7) HRIS – Data & Enquiry (Lvl.7) Pension & Benefits (Lvl.7) Planning for the HR Professional (Lvl.8)

16.	Research and support the development of compensation and benefit plans that assist the organization to achieve its business goals.		Business Diploma program standards do not address this	Compensation (Lvl.6) Pension & Benefits (Lvl.7)
17.	Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements.	17. apply leadership and management knowledge and skills to assist in the planning, directing, and controlling of an organization	Business Diploma program standards do not address this adequately at the specialized HR level	Employee & Labour Relations (Lvl.5) Employment & Labour Law (Lvl.7) Negotiating – Med. & Conflict Resolution (Lvl.8)
18.	Evaluate Human Resources plans to ensure alignment with organizational goals and responsiveness to current and future labour market conditions.	17. apply leadership and management knowledge and skills to assist in the planning, directing, and controlling of an organization	Business Diploma program standards do not address this adequately at the specialized HR level	Planning for the HR Professional (Lvl.8) Organizational Development (Lvl.8)
19.	Manage training and organizational development and change initiatives including workforce design, development, and employee engagement initiatives, to support organizational effectiveness.	17. apply leadership and management knowledge and skills to assist in the planning, directing, and controlling of an organization	Business Diploma program standards do not address this adequately with regard to training & development	Learning, Training & Development (Lvl.7) Organizational Development (Lvl.8)
20.	Establish and manage systems and processes to collect and safeguard Human Resources information.		Business Diploma program standards do not address this at the specialized HR level	HRIS – Data & Enquiry (Lvl.7)
21.	Analyze and evaluate required numerical and financial data for projecting the impact of human resources plans.	6. apply accounting and financial knowledge to the operation of an organization 17. apply leadership and management	Gap in knowledge about human resources planning	Planning for the HR Professional (Lvl.8)

		knowledge and skills to assist in the planning, directing, and controlling of an organization		
22.	Assess workplace health and safety practices to: ensure practices meet legislative requirements, analyze risk to the health and safety of employees, and determine appropriate preventative measures.		Business Diploma program standards do not address this	Workplace Health & Safety (Lvl.6) Employment & Labour Law (Lvl.7)

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## **5. Program Delivery**

The Lawrence Kinlin School of Business adheres to the comprehensive policies and procedures established by Fanshawe College to ensure that programs meet the needs of the business community and students in a manner that is consistent with provincial standards and protocols.

The Bachelor of Commerce (Human Resources Management) program will use web-facilitated delivery, as per the PEQAB definition. Our course management system, running on the Desire To Learn platform, provides the capacity for communication via e-mail and discussion boards, for posting course materials and student grades, and for use of various other related academic tools that facilitate learning for students. Students are expected to attend classes on a regular basis and take part in face-to-face learning, to engage in independent study and research, and to contribute to group assignments. Tests and exams are supervised.

Experiential learning is a key ingredient of the learning strategy in the Lawrence Kinlin School of Business. Strategies and methodologies include case study, guest speakers, live client projects, and co-operative education. In Level 1 of this baccalaureate program students are introduced to the case study method in the Management Fundamentals course, and case studies then become progressively more comprehensive in higher semesters. Live-client projects are introduced in Year 3, where students work independently or in groups to meet with industry managers to learn about an organization's challenge and then conduct research and make recommendations to the organization. Live client projects culminate in the final year capstone Organizational Development and Strategic Policy and Planning courses. The co-operative education work term occurs in the middle of the final year, after students have completed the majority of their academic training and are able to apply those skills during their co-op work term. Students then bring their lessons learned in the workplace back into the classroom during their final semester where learning is assimilated in the senior courses.

### **5.1 Quality Assurance of Delivery**

Fanshawe College takes the assurance of quality in programming very seriously, and the Lawrence Kinlin School of Business works diligently to ensure programs remain relevant and responsive to the needs of industry and students.

On an annual basis in the Lawrence Kinlin School of Business, faculty members in each academic program formally review its curriculum and delivery methods, and make recommendations to the Academic Manager where upgrades are advisable. Course outlines are reviewed at least annually under the supervision of the Program Manager.

Policy 2-B-03 defines Fanshawe's process for review and formal evaluation of college programs. After a program is endorsed by the Program Advisory Committee, comprised of external advisors, and the program has been offered, each program is formally reviewed on a 5-year cycle by an external Program Review Panel (PRP). For this baccalaureate program, the PRP will include a representative from a peer college or university degree granting institution that delivers a human resources degree program. The PRP reviews a very broad range of information to ensure the program is achieving Ministry standards and is relevant for industry and student needs. Key Performance Indicator data, including student,

employer and graduate satisfaction levels are reviewed. Student progression, graduation, and employment statistics are reviewed. Relevance is also measured against the HRPA standards.

## 5.2 Student Feedback

Formal and documented student feedback comes primarily from two sources: the Key Performance Indicator (KPI) survey of Student Satisfaction, gathered and reported by the Ministry of Training, Colleges and Universities (MTCU), and Fanshawe's internal Student Feedback Survey conducted each semester.

Fanshawe College weighs seriously the feedback from students about the effectiveness of program delivery. Each semester in Fall and Winter all full-time students are surveyed near the end of the semester to measure this effectiveness. The data from these surveys is considered by Academic Managers and changes in curriculum and delivery are incorporated during the annual program review process.

In the KPI survey of Student Satisfaction, students are presented with the statements in Figure 5.1 and asked to rate their satisfaction level for each statement using a 5-point Likert Scale. For each question they are also asked to indicate whether or not the statement area is important to them.

**Figure 5.1 Key Performance Indicator Survey of Student Satisfaction**

Provides you with skills and abilities specific to your chosen career
Includes topics relevant to your future success
Has teachers who help you to understand your chosen career
Develops your writing skills
Develops your speaking skills
Develops your ability to solve problems using math techniques
Develop your ability to work with others
Develops your ability to solve problems
Develops your computer skills
Provides you with opportunities to further your education after graduation
Provides you with experience that will be useful to your life outside of work
Overall, your program is giving you knowledge and skills that will be useful in your future career

MTCU collects the completed surveys, analyzes the data and reports the results publically. Colleges are publically ranked, and MTCU grant levels adjusted according to the KPI survey results. Hence, Fanshawe takes the results very seriously and is eager to incorporate student satisfaction feedback in its decision making on a routine basis.

In the Student Feedback Survey (SFS), students are asked to evaluate the effectiveness of their instruction for each course using a 5-point Likert scale. The questions asked in the SFS are listed in Figure 5.2.

**Figure 5.2 – Student Feedback Survey Questions**

Starts classes on time
Provides results of tests/assignments promptly
Maintains control of the class
Manages class time productively
Answers questions clearly
Uses FanshaweOnline effectively
Sets clear expectations for evaluations
Provides fair evaluations
Is well prepared for each class
Communicates clearly and effectively
Uses a variety of learning activities where appropriate
Takes appropriate opportunities to help me apply learning
Is available for help outside the classroom
Is helpful when I don't understand something
Provides helpful comments and feedback
Engages me in learning
Displays enthusiasm for teaching
Inspires and challenges me to increase my knowledge and competence in this course
Is respectful of everyone
Respects diverse ways of thinking and learning
Overall, the effectiveness of the professor/instructor in this course

Faculty members receive the student feedback report, after the course is completed, and are urged and coached to use this feedback constructively to seek ways to improve their instructional methods. Academic managers also receive the student feedback report and discuss with the faculty members.

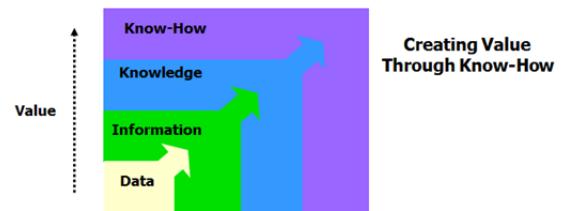
### 5.3 Experiential Learning in the Lawrence Kinlin School of Business

The process of building value in students using an applied approach to post-secondary education is illustrated in the figure to the right. Data and theoretical information are critical elements as the starting point, but need to be applied in order to create knowledge and the know-how that translates into value for students and employers.

LKSB has developed a very successful form of experiential learning, illustrated in Figure 5.4, under the direction of the Coordinator of Community Consultants and Community Partnerships.

The model assists students to build the skills to incorporate theory into practice. Students are introduced to real world examples through cases early in their program of study. Simulation exercises then prompt students to make decisions and realize the outcomes of those decisions. In later semesters of a program, students are introduced to “live client” projects where they act in the role of consultant to

**Figure 5.3 Creating Value through Know-How**



Data, when organized, becomes information, which, when provided in context, becomes knowledge, which, when coupled with the judgment that comes with experience, becomes the know-how to make good decisions.

identify and propose solutions to a specific problem for an organization. In the proposed Bachelor of Commerce program, “live client” projects would occur in the capstone courses in Level 8, if not before.

An example of a human resources related “live client” project follows. The Human Resources Community Consultants worked with two clients in Winter Semester 2012 – one a global engineering firm and the other a large Ontario retailer in a specific market. Both projects took place over 15 weeks.

For the engineering firm, the Consultants prepared a comprehensive onboarding program for new staff. The group undertook primary and secondary research on the subject. They then developed a comprehensive onboarding manual, including lesson plans and activities for the initial three-day and then ongoing onboarding. The material was presented to the client in an hour long presentation by the group with all of the material given to the client as hard and soft copy deliverables at the end of the presentation.

Comments from the client, Trojan Industries, at the conclusion of the project included:

*“Trojan Technologies had the pleasure of taking part in the Fanshawe Community Consultants program for 2012.*

*The Consultant Team undertook the rather large task of reviewing our orientation program to provide us with a proposal on how to better leverage our company, our products, and our history to create a full onboarding program for new employees.*

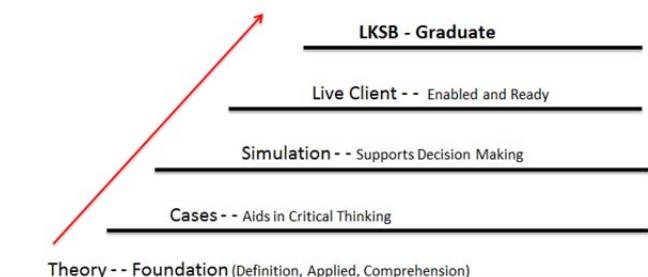
*We found our Community Consultants team to be very professional, knowledgeable and well prepared in the way that they conducted their study, and created the proposal for us.*

*We were delighted with the outcome and impressed with the quality of their work. This is a worthwhile program and we would not hesitate to participate in this program again.”*

For the retailer, the Consultants prepared a detailed, user-friendly and objective job evaluation program. The group used the retailer’s existing criteria as requested and used it to develop an employee questionnaire, comprehensive and objective scoring guide and tally sheet. The group also made recommendations for reviews of job descriptions, pay grades and criteria used. The material was presented to the client in an hour-long presentation by the group with all of the material given to the client as hard and soft copy deliverables at the end of the presentation.

Comments from the client, TSC Stores, at the conclusion of the project included:

**Figure 5.4 Model for Delivering Experiential Learning in the Lawrence Kinlin School of Business**



#### **Experiential Learning – Multiple Delivery Methods**

*"TSC Stores had our first experience working with the Fanshawe College Community Consultants in the field of Human Resources. They assisted us with job descriptions and evaluations, and put together a documented process that will be extremely beneficial to TSC Stores. The time, effort, detail, quality, recommendations and initiative by this group were exemplary and there is no question that TSC Stores would engage this group in the future. It was definitely a worthwhile experience and one that we are thankful to be a part of." The project was presented at the TSC board meeting in Toronto by Shelly and TSC plans to use it for all future job evaluations. (Shelly Pickering, CHRP, Director of Human Resources)*

*"TSC Stores has partnered with the HR Department at Fanshawe College for a number of years and it was without hesitation that we agreed to take part in the launching of the Fanshawe College Community Consultants program. The consultants were very professional and toured our site and asked many questions to familiarize themselves with our organization, which I believe aided them when going through the job evaluation process. I was overwhelmed with the amount of detail that went into the presentation and the tools that they provided TSC Stores so that we can continue the job evaluation process on an annual basis! They took a very difficult job evaluation method (the Point Method) and simplified it to the point that any individual within our team could complete a job evaluation. We will definitely request to have next year's HR Community Consultants assist us with another project! (Linda Pratt, CHRP, HR Manager)*

#### **5.4 A Student Success Endorsement**

The Lawrence Kinlin School of Business at Fanshawe College is a benchmark leader in student success. The School of Business implemented in-house Student Success Advisors in 2004 and a mandatory Strategies for Success course for all business diploma programs in 2006. These innovations have been emulated throughout Fanshawe College because of their positive impact on retention and graduation rates. More recent initiatives include the addition of an International Student Success advisor and the introduction of emotional intelligence assessments into the curriculum at both the introductory and advanced levels. The Lawrence Kinlin School of Business has been recognized as a leader within Fanshawe and within the Ontario College sector for these and other innovations.

The following is an unsolicited external assessment that validates Fanshawe's student success policies, practices, and outcomes.

A team of doctoral student and professor researchers from the University of Toronto's Ontario Institute for Studies in Education (OISE) interviewed nearly 300 student affairs and services staff from 9 universities and 5 colleges across Ontario, hoping to better understand how the province's postsecondary institutions organize to support student success.

The group visited Fanshawe College from February 13 to 15, 2012, and they had positive feedback. Here is a selection of comments taken from the OISE team's blog (<http://supportingstudentsuccess.wordpress.com/2012/02/21/site-visit-5-fanshawe-college/>):

- *"Instantly upon our arrival we felt welcomed."*
- *"During our interviews with students, staff, faculty, and administrators we learned about the innovative and supportive programs that make Fanshawe College unique."*
- *"Students highlighted many of their experiences in the programs mentioned above, but also commented on the positive role their peers have on their educational success."*
- *"From our conversations with various administrators, faculty, and staff we could sense that Fanshawe is a student-focused institution, where students are at the center of the institution and where everyone strives to provide the best opportunities to their students."*
- *"It was a pleasure visiting Fanshawe College, and our visit gave us the opportunity to meet with a range of passionate individuals working together to make Fanshawe an institution devoted to supporting student success."*

The researchers, who have the support of the Social Sciences and Humanities Research Council of Canada (SSHRC), will be including information from their Fanshawe visit in a report for the Higher Education Quality Council of Ontario (HEQCO).

## **6. Capacity to Deliver**

Fanshawe College is the sixth largest of Ontario's Colleges of Applied Arts and Technology, with over 15,000 post-secondary enrolments annually. Approximately one-third of Fanshawe's post-secondary students are enrolled in the Lawrence Kinlin School of Business, the largest academic school within the College. Fanshawe College currently delivers three applied degree programs, and is eager to expand its degree offerings.

Academic programs are delivered at Fanshawe by over 400 full-time professors and a much larger number of adjunct faculty members.

The college operates with a \$192 million budget (2011/12), and has the capacity to allocate these resources to achieve its strategic goals.

In April 2012 the Board of Governors adopted the 2012/13 Strategic Plan Implementation (Appendix B). Several elements of that strategy illustrate the college's commitment to building and maintaining capacity for learning through various approaches. Section 6 provides references to commitments made by the Board of Governors and senior executives in this Strategic Plan Implementation strategy.

### **6.1 Learning and Physical Resources**

Fanshawe College has a full-service on-site Library as well as a well-developed virtual library for students to access easily from the classroom or off-campus. Classroom space is readily available, and plans are budgeted to increase the number of laptop-enabled classrooms in order to accommodate the new Bachelor of Commerce programs. No specialized laboratory or other specialized physical resources are needed.

Space is readily available for students to study quietly, to work in groups, and to access computer workstations. Plans to expand and enhance the learning environment are outlined below.

To complement learning, an extensive array of recreational and fitness facilities and programs are readily available as well.

#### **6.1.1 Library and Media Resources and Services**

Information resources, research help and facilities to support the research and learning of students in the Lawrence Kinlin School of Business are available from Library and Media Services (LMS) at the London Campus of Fanshawe College.

##### **Information Resources**

The collection includes extensive access to digital business periodicals both on and off-campus, including recent and historical scholarly journals and trade publications. Print monographs and periodicals, media software and media equipment complete the resources available to Business students. Students can borrow materials from all 24 Ontario college libraries that participate in the "Direct Borrowing Agreement", as well as many other libraries through interlibrary loans. Further discussion of Information Resources is provided below.

### **Research Assistance and Information Literacy Skills Training**

Reference services are provided in two locations in the LMS by highly-skilled members of the Research and Data Services team, all of whom hold MLIS degrees, as well as by email and telephone. Virtual reference services are available for extended hours through the askON consortia virtual reference service that is a partnership of a number of Ontario Community Colleges. Links to the askON service are prominent on each Online Research Guide, as is the phone number and email for the Research and Data Services team, to provide avenues for research help for students away from the library. Online research guides are provided to guide students to help or to enable them to discover and learn on their own. An online research guide “Library Research and Technology” shows students the many ways they can connect to Library Resources and obtain reference help through digital devices according to their preferences.

Students who would benefit from intensive assistance (for instance, international students, those with special needs, or students who have been out of school for a significant period of time) can book half hour dedicated sessions with a member of the Research and Data Services staff for research assistance.

### **Online Research Guides**

Research and Data Services Team members develop and maintain Online Research Guides that organize and introduce specific program-focused resources in all formats, links for students to find further resources, as well as assistance in research skills, searching of each database, critical evaluation of information, and good citation practices. Specific guides are developed for each new program to respond to specific student research needs.

Online Research Guides have been developed for the following Business subject areas:

- Accounting
- Business Administration – Leadership and Management
- Computer Applications and Business Documentation
- Entrepreneurship
- Financial Planning Services
- General Business/Business Foundations
- Human Resources
- Insurance
- International Business Management
- Law Clerk
- Marketing
- Marketing Management
- Office Administration – General and Executive
- Office Administration – Medical
- Paralegal
- Professional Financial Services
- Purchasing
- Statistics and Data
- Government Resources
- Law Resources
- Cultural and Area Studies Academic Writing

Information literacy instruction is provided in-class and in the library. Specialized instruction in the use of statistics resources at the LMS is also provided both in-class and in the library. Training sessions on the use of various software packages available on our LMS student Research Lab computers take place in the Lab on a regular basis, in addition to one-on-one training at the point of need.

The Liaison and Instruction Librarian works with Faculty in the Lawrence Kinlin School of Business to integrate information literacy skills training into the curriculum and helps develop specific assignments to help students acquire critical information skills. In-class information literacy skills sessions introduce students to the Online Research Guides and the many ways to access help from the Library and Research Data services team. Instruction focuses on effective research strategies and skills, including searching the library catalogue and Electronic databases, effective Internet searching, evaluation of the quality, authority, timeliness, bias and appropriateness of information for particular uses, and good citation practices. The approach taken in formal group information literacy training and in one-on-one reference assistance is to help students acquire good information literacy skills that they can apply throughout their formal schooling and in their future careers.

### **Library and Media Services Facilities**

Facilities provided include viewing equipment for visual resources, open-access computers, group study rooms, study carrels, special needs rooms that house specialized equipment and software to facilitate access to resources, and a silent study area. Currently, the library provides more than 400 seats and includes a Student Research Lab with 74 PC and 10 MAC computers, with many of the software packages used by students for their studies, in addition to the standard office, presentation, financial and data manipulation software packages. The Lab is staffed with members of the Research and Data Services team, so help is available to students with both research and common software issues.

### **Electronic Periodicals Databases and E-Journals:**

Fanshawe College library subscribes to periodicals databases and specific e-journals to support student research. Links to open access journals are also collected for specific programs and subject areas. Fanshawe is currently negotiating a subscription to Ebsco's *Business Source Complete* database, which will provide further titles to support LKSB students, including full-text access to Harvard Business Review, Academy of Management Review, Academy of Management Journal and the Journal of Marketing. The Fanshawe Library is also subscribing to CARD (Canadian Advertising Rates and Data) for the fall 2012 term to support the work of our marketing students.

The Fanshawe College Library supports the open access movement by providing links to portals to free online journals, and linking to subject appropriate journals on Online Research Guides to facilitate student access to this content. Examples of portal site links provided include DOAJ (Directory of Open Access Journals), E-journals.org, NRC Press Journals, and Open J-Gate. Links to specific open access journals of interest to particular subject concentrations include International Business and Management, International Journal of Leadership Studies, Personnel Today, The International Journal of Management Perspectives and Advertising Age.

**Selected Periodicals Subscription Databases covering relevant international and in-depth Canadian, business core subject coverage for LKSB students:**

**ABI/INFORM Global (Proquest)**

In-depth coverage of business topics including international business and economic conditions, management techniques, theory and business practice, advertising, marketing, economics, human resource management, finance, accounting and taxation. Indexes over 3,730 scholarly and trade titles and over 2,670 full-text periodicals provided including such titles as Academy of Management Journal, Foreign Affairs, Nation's Business, Thunderbird International Business Review, and the Journal of Marketing. Also includes dissertations, cases and EIU ViewsWire (international economic news), business cases, and The Wall Street Journal.

**HR Downloads**

HR Downloads is a comprehensive site containing Human resources tools and information for Canadian Human Resources professionals, demonstrating the application of theory and law in Canadian organization workplaces. Examples of core human resources policies and best practices, informational templates, interactive learning modules and tools from CHRP experts, as well as industry norms, issues and trends are provided in a focused site.

**Quicklaw Plus**

Quicklaw Plus provides access to Canadian legal information, court cases and decisions, legislation and access to several Canadian Law journals.

**CICA Handbook Online**

The CICA Handbooks contains guidelines and recommendations for general and specialized accounting, auditing, and recommendations for emerging professional issues in Canadian accountancy.

**CBCA Business (Proquest)**

This database includes a broad range of Canadian business, finance and economics periodicals including more than 400 journals, including academic journals, trade journals, business publications, topical journals and professional publications.

**CBCA Complete (Proquest)**

In this database there are more than 600 full-text Canadian periodicals in all areas, including current events, business, education, science, arts, law and lifestyles, with a Canadian Focus. Database contains scholarly journals, trade publications, dissertations, books, newspapers and magazines.

**CBCA Reference and Current Events (Proquest)**

A broad collection of diverse Canadian periodicals, including prominent journals from the humanities, social sciences, sciences and professions, and cover opinion, public policy, lifestyles, arts and culture, health, regional concerns and more. Level ranges from academic titles to special interest publications, newspapers and magazines.

**Ontario Newspapers (Thomson Gale)**

Contains full-text of a collection of Ontario newspapers.

Periodicals Subscription Databases covering relevant electives content for LKSB students (and core business titles):

*Canadian Points of View*

This specialized database provides debate and discussion on a number of topics and issues from Canadian life, including opposing viewpoints contained in articles written by experts. Topics include the environment, crime, human rights, technology, substance abuse and many more.

*Canadian Reference Centre (Ebsco)*

Canadian magazines, newspapers, newswires and reference books in full-text, including Canadian periodicals and also UK and US periodicals, many full text biographies and a large image collection.

*Canada in Context (Thomson Gale)*

Contextual information on Canadian topics, including reference content, and a variety of formats, written from a Canadian point of view.

*Research Library (Proquest)*

This database includes more than 5000 titles, with more than 3600 full-text periodicals on academic subjects, including scholarly journals, trade publications, magazines and newspapers

*Academic Search Complete (Ebsco)*

Multi-disciplinary database with over 8500 full-text periodicals, and 7300 peer-reviewed journals. 13,200 indexed publications and full-text monographs, reports, conference proceedings in a wide range of academic subjects and including international publications.

*PsychArticles (Proquest)*

Full-text of 63 journals published by APA, content to cover electives research topics, and of interest to Marketing students Human Resources students (organizational behaviour).

*Gale Virtual Reference Library (Thomson Gale)*

Database of encyclopedias and specialized reference sources for Multidisciplinary research, provides offsite access to Reference sources as a starting point for student research on a variety of electives subjects.

**Print Journals and Periodicals:**

Although Fanshawe College's policy is to provide titles in digital format to best provide remote access and accommodate special-needs accessibility software unless there is a compelling reason to provide print, some titles are also provided in print to allow immediate access where embargo periods or limitations on full-text provision exist in our digital databases. Business core titles currently provided in print include: Harvard Business Review, Canadian Business, Canadian Insurance, Forbes, Fortune, Hazmat Management, HR Professional, Inc., Innovation, Marketing Magazine, Newsweek, Quirk's Marketing Research Review, Advertising Age, Adbusters, Rotman Magazine and Strategy. Local titles such as London Business and London CityLife are included, as well as key newspapers including the Globe and Mail, London Free Press, Globe and Mail Report on Business and the Toronto Star.

**Free Internet Sites:**

Links to selected good quality websites and information portal sites that pertain to the program needs or subject area are collected on each Online Research Guide. Examples of good quality sites and portals include: Industry Canada's Canadian Company Capabilities, which provides a directory of companies by industry sector, Profit.ca for entrepreneurship studies, Labour Relations.org, World Bank Open Data Initiative. Relevant professional association sites are also collected for student awareness and professional development, and for selected topics, directories are provided. Students are encouraged to contact the Research and Data Services team member who maintains the Online Research Guide to suggest good quality sites they have found when searching to be added to the Guide, encouraging application of their information literacy skills.

**Print and Electronic Monographs:**

The library currently has over 5000 volumes of print monographs in Business subject areas that would provide a good starting point to support the proposed degree. We typically purchase more than three hundred new titles per year, and remove older titles from the collection on a regular basis. We would significantly increase our depth of coverage in materials core to the degree program, but may add a larger proportion of ebook monographs in future to respond to user patterns, allow for ease of access away from the London campus, and to help meet the needs of students who use various assistive technologies to access our materials. Currently, we hold a small collection of ebooks on core business subjects and we provide access to several sources of free online books for use in elective subjects (e.g. Project Gutenberg, National Academies Press, and Theses Canada Portal). Participating in a consortia arrangement with other Ontario Colleges, we plan to purchase a significant amount of eBook content, including core business areas, in the next few years.

We hold Reference works relevant to Business Subject areas at the London Campus, and are purchasing an increasing number of these in Digital format to enhance access by our students from off-campus. We would plan to increase holdings of both print and digital reference materials in relevant subject areas to support the new degree. Core business titles include: Encyclopedia of Management, Encyclopedia of Leadership, Encyclopedia of Business in Today's World, Encyclopedia of Business Ethics and Society,

We also utilize inter-library loans through the Ontario Colleges' Direct Borrowing agreement to provide access to additional materials for our students. The nearby Richard Ivey School of Business at the University of Western Ontario holds a significant collection of specialized subject print monographs that our students can access via personal visit to the C.B. "Bud" Johnston Library , although these materials may not be borrowed.

**Print Monograph Holdings for Selected Subject Areas:**

Business Statistics and Statistical Techniques	44
Economics	308
Management	665
Business Policy	1104
Real estate	59
Economic History and Organization Structure	94
Human Resources and Labour Economics	249
Labour in Canada	151
Labour History	61
Resources, manufacturing , service and retail industries	437
Media Culture and News Industry, transportation	85
International marketing and world trade	76
Business ethics, cultural considerations in international trade	140
Marketing Management	287
Office Administration Techniques	40
Organizational Behaviour and Workplace Issues	89
Accounting and Cost Management	103
Business Communications	64
Advertising & promotion	88
Finance and Risk Management	223
Canadian and International Law	881
Number of Business monographs - Selected subjects	<u>5248</u>

**Statistics Resources and Government publications:**

Fanshawe Library participates in the Data Liberation Initiative of Statistics Canada, and provides pathfinders and instruction to students in accessing, downloading and designing reports from the database of micro-level data for use in their research and projects. Fanshawe subscribes to the University of Western Ontario's Equinox system, and the CHASS (Computing in the Humanities and Social Sciences) Data Centre, at University of Toronto Data Library Service to enable access to these raw statistics. An extensive Online Research Guide points students towards many high-quality statistics sources, both International and Canadian, including provincial and municipal sites.

Fanshawe College also subscribes to the Ontario Geospatial Data Exchange, providing students with access to geospatial databases maintained by the Ontario Ministry of Natural Resources. In addition to one-on-one assistance and pathfinders developed to guide students through the intricacies of using these tools to access and analyze data, classroom instruction is provided by members of the Research and Data Services Team.

Fanshawe College library is a Selective Depository Library and collects government publications at both the Federal and Ontario levels that are of interest to students and faculty for their research. Both print and electronic formats are collected, although digital resources are increasingly collected due to availability and to ease of access off-campus.

### **Audiovisual Resources:**

Fanshawe College collects audiovisual materials with public performance rights for selected areas of the business curriculum in which visual representations would enhance student learning and provide enhanced learning opportunities for students with visual learning preferences and special needs.

#### Visual Materials in Selected Business Subjects:

Management & Business Communications	196
Strategic Planning	110
Marketing	108
Human Resources	94
Economics	64
Law	51
Small Business & Entrepreneurship	43
Finance	33
Globalization and International Trade	28
Business Statistics and Statistical Techniques	21
Business Ethics	8
Accounting	6

In the Strategic Plan Implementation strategy (Appendix B) the College has committed that Library and Media Services (LMS) will assess current print, media and digital collections and acquire resources in support of new programs, especially applied degree programs (p. 32). Further, to strengthen support for student learning, LMS will expand the provision of in-class and open sessions to assist students to conduct academic research and assess data, and will create more electronic library guides specific to programs, subjects, and life/workplace skills (p. 29). LMS staff will create more social media tools, including podcasts, to enhance student engagement and learning support. For ease of access by students, LMS research staff will create additional on-demand learning opportunities so that students can access them at a time and place of their convenience (p. 18).

#### **6.1.2 A New “Information and Learning Commons”**

The College has committed to renewal and expansion of the Learning Resource Centre/Library to increase space for current and growing enrolment and student research, and a much more current learner support environment. In the Strategic Plan Implementation strategy the College revealed plans to establish an Integrated Learning Centre in the form of an “Information and Learning Commons” to serve as the primary destination for students seeking information and assistance. This new facility will serve as a Teaching and Learning Commons space linked to the traditional role of the Library but integrating new technological teaching and learning support structures for both students and staff (Appendix B, p. 27).

### **6.1.3 Enhancements to Co-operative Education**

In 2012/13 the Co-operative Education Department will add a Student Services Consultant and additional clerical support to meet increasing demands for service, including the increased enrolment in applied degree programs. The Consultant will provide on-campus service for students and employers, ensuring timely service and employer marketing, thereby increasing student opportunities for employment success (Appendix B, p. 29).

## **6.2 Resource Renewal and Upgrading**

All resources involved in post-secondary education require continuous renewal and upgrading, including buildings, equipment, information technology, and human resources. The commitment to create a new “Information and Learning Commons” environment was presented in previous pages.

### **6.2.1 Classroom, Lab and Office Renovations**

The college has committed over \$17 million of capital budget in the 2012-17 period to renovate classroom, lab and office spaces, a major portion of the College’s \$55 million capital budget for the period (Appendix B, p. 44). To ensure adequate classroom space is available for “laptop” based programs, including this Bachelor of Commerce (Human Resources Management) program, the College has committed and budgeted to create four new laptop enabled classrooms, included in the capital budget commitment.

### **6.2.2 Information Technology Renewal**

To ensure that programs remain current and relevant, equipment upgrades are required each year. Reported in the College’s Strategic Plan Implementation document (p. 16), a number of equipment upgrades are planned for 2013-14. A few relevant examples include:

- New SmartBoards for classrooms and meeting rooms
- Non-critical emergency power distribution and computer server back-up
- New and replacement high-tech podiums in classrooms
- Collaborative learning spaces
- Virtualization and cloud computing

Fanshawe’s commitment to maintaining its information technology resources in a state that is current and able to effectively support learning is further demonstrated by the Information Technology Services’ (ITS) Mandate and Principles statements shown in Figure 6.2 and by the ITS Enabling Multi-Year Plan (2011/12 – 2014/15) Goals in Figure 6.3.

The Activity Statements that define the deliverables for the ITS Enabling Multi-Year Plan are quite detailed and can be found in Appendix D. These activities statements illustrate the broad reach of information technology at Fanshawe, and the college’s capacity to provide services to students, faculty, learning systems, and to support and administrative services. The Activity Statements include deadlines and responsibilities.

**Figure 6.2 Information Technology Services Mandate and Principles**

<b>MANDATE:</b>	<b>PRINCIPLES:</b>
<p>Information Technology Services (ITS) at Fanshawe College provides a broad range of technology solutions and services to students, faculty and staff. A College Help Desk provides a single point of contact to the Information Services Community and addresses: hardware and software trouble-shooting and maintenance, software installations, hardware repairs, account creation, and high-tech classroom troubleshooting. The ITS oversees College-wide electronic storage, processing, system redundancy and back-up, and disaster recovery preparations. A project management office works closely with Service teams throughout the College to identify opportunities to improve productivity through new systems and workflow improvements. Senior decision-makers are enabled in areas of corporate IT governance, planning and priority setting by an Information Technology Advisory Committee (ITAC) led by ITS. ITS also provides a strategic role at the college in terms of its ongoing efforts to identify and harness emerging technologies of relevance to learning, teaching, research and administration.</p>	<ul style="list-style-type: none"> <li>• <b>student-centered</b> development and deployment of information technology resources</li> <li>• <b>highly accessible</b> information technology resources and infrastructure</li> <li>• <b>collaborative</b> prioritization of ICT investments</li> <li>• <b>timely training</b> and support provided to employees on new applications and hardware</li> <li>• <b>ensure</b> personal and confidential information is effectively managed and protected</li> <li>• <b>commitment</b> to provisioning Fanshawe with modern and current ICT systems</li> </ul>

**Figure 6.3 Information Technology Services Goals - Enabling Multi-Year Plan 2011/12 – 2014/15**

	<b>Effective and Efficient Stewardship of Resources</b>	<b>Highly Available and Reliable Services and Supports</b>	<b>Supports Students and Employee Engagement</b>	<b>Support Excellence in Each Academic and Enabling Area</b>
	<ul style="list-style-type: none"> <li>• Opportunities are regularly sought to introduce efficient and environmentally sustainable practices</li> <li>• Technology is rigorously tested/piloted for effectiveness before being generalized to a broad-based user group</li> <li>• Cost-benefit, demand and feasibility analyses are conducted prior to all new equipment/software purchase and implementation</li> <li>• Policies, procedures and standards contribute to effective information security and IT asset management</li> <li>• Compare current services to industry norms to inform continuous improvement and 'best-in-class' approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Reliable, relevant, and timely access to information for staff and students.</li> <li>• Technology optimizes access to all college services and supports</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce electronic methods to convey current information in a compelling and understandable format</li> <li>• Regularly and systematically review new and emerging technologies</li> <li>• Introduce measures to sustain and enhance IT human capital</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively to support College outreach and partnership efforts</li> <li>• Maintain a rich array of software and services that contribute to student success and staff wellness, health and safety</li> <li>• Establish computer based tools that support collaboration and collaborative research</li> </ul>

### **6.2.3 Professional Development for Faculty**

Fanshawe is committed to professional development for faculty members, and targets 3% of its full-time faculty complement to be absent on paid professional development leave at any one time. Most professional development leaves for faculty members involve year-long sabbatical leave to pursue further education, conduct research, or work in industry, but may also involve participation in faculty exchanges, seminars, conferences, or other short-term leave arrangements.

## **6.3 Support Services for Students**

Fanshawe College offers a full range of services to help students succeed. Assistance is available through Counseling and Accessibility Services for finding a job, academic counseling (career counseling or personal counseling). Counseling and Accessibility Services also supports mature students and First Nations students. Student Success Advisors provide academic (including learning styles assessment, study skills, procrastination and test anxiety issues), personal and career counseling to students.

The Board of Governors has established the following indicators of student success (Appendix B, p. 8):

- The student has obtained his/her educational goal of a diploma/certificate/applied degree
- The graduate has attained the ability to think critically and analytically
- The graduate was satisfied with the usefulness of his/her college education in achieving his/her employment goals after graduation
- The employer was satisfied with the graduate's overall preparation for the type of work the graduate was doing

To achieve these goals, the College provides a range of support services to students, including those listed below.

**Student Success Advisors** assist students in reaching their academic and personal goals. They work as part of a team of faculty and staff that is very committed to the success of each and every Fanshawe student. The Lawrence Kinlin School of Business is home to two Student Success Advisors (SSAs), including one dedicated to international students. In the First Nations Centre there is an Aboriginal SSA who is able to provide culturally sensitive support to students.

**Career Counseling** provides assistance in identifying career goals to all students registered in a full-time, post-secondary program and for three months following graduation. Career counseling assists individuals in looking at factors that may be influencing their career development including: lifestyle, personality, interests and values as well as aptitudes, work experience, education, and labour market trends.

**Personal Counseling** includes food issues, domestic violence, adjustment concerns, stress management, self-confidence and self-esteem, community referrals, family adjustment concerns, and community resources available to the adult learner.

**Financial Counseling** allows students experiencing financial barriers to their college success to gain support in dealing with their financial difficulties. Options available for students include assistance with budgeting, exploration of external resources, food and emergency financial assistance, and referrals to the Financial Aid Office for bursaries and OSAP.

**Services for Students with Disabilities** includes counseling and academic accommodations that are available for students with documented disabilities, including 'non-visible' disabilities such as learning disabilities, medical conditions, and mental illnesses.

The **Learning Centre** is a place where professional staff tutor students in study skills and a variety of subjects including writing, math, physics and chemistry.

**Peer Tutoring** offers one-on-one assistance for students having difficulties in a specific course. Typically, the tutor and client meet once a week and together they address difficulties the student client has encountered.

**Career and Co-op Services** assists students to secure co-op and graduate employment opportunities, and to prepare for those opportunities. They also provide liaison between students, employers and academic supervisors during the co-op work term experience.

The **First Nations Centre** provides services, activities, and resources which enhance learning opportunities for First Nations students attending Fanshawe.

The **Sharing Shop** is operated by student volunteers as a food bank and free store. Students in need of temporary assistance with items such as food, clothing and used textbooks are encouraged to make use of the Sharing Shop.

The **Ombuds Office** investigates complaints about all aspects of college life, advises and informs students of their rights and responsibilities, and makes referrals to other offices both on and off-campus. The Ombuds has the authority to investigate complaints within the college and recommend solutions.

**Chaplain Services** are available through a number of chaplains serving both staff and students. The chaplains are appointed by their respective faith communities to serve the College.

The **Fanshawe Student Union** provides a variety of services to its students including: joint sponsorship of the Ombuds Office, student health & dental insurance, peer tutoring, legal services, housing mediation services, and recreational and athletics services.

#### **6.4 Faculty for the Bachelor of Commerce (Human Resources Management) program**

The Lawrence Kinlin School of Business delivers three specialized programs in human resources management, and has faculty on staff to deliver these. Many of these faculty members have the academic and professional credentials needed to teach in the Bachelor of Commerce (Human Resources Management) program, and the college is committed to hiring additional faculty with a terminal degree. To support the development of the new Bachelor of Commerce programs, additional faculty resources

have been allocated to the Lawrence Kinlin School of Business, and three new full-time professors with terminal degree credentials were hired in July 2012. Fanshawe has approved the hiring of two additional faculty with terminal degrees in support of the four business degree proposals.

As well, LKSB delivers many advanced diploma, diploma, and graduate certificate programs in business, related to the Bachelor of Commerce (Human Resources Management) program. Faculty members are on staff for these programs as well, listed below in Figure 6.4.

**Figure 6.4 Business Programs in the Lawrence Kinlin School of Business**

**Advanced Diploma Programs (3-year)**

- Business Administration – Human Resources
- Business Administration – Accounting
- Business Administration – Marketing
- Business Administration – Leadership and Management

**Graduate Certificate Programs**

- Human Resources Management
- Marketing Management
- International Business Management
- Professional Financial Services

**Diploma Programs (2-year)**

- Business – Human Resources
- Business – Accounting
- Business – Marketing
- Business
- Business – Finance
- Business – Insurance
- Business – Purchasing

The LKSB has 55 full-time faculty members, and over 80 adjunct faculty members at August 2012, and is expanding to meet the faculty needs of current and future new programs.

Projections for student enrolment and faculty requirements are shown in Figure 6.5 and Figure 6.6. Direct entry enrolment is projected conservatively at 15 students in the first year, and rising slowly over the four following years. This enrolment can be justified when Fanshawe delivers the cluster of four Bachelor of Commerce programs with common curriculum in the first four semesters, allowing for merged class sections. Students transferring from diploma programs will bolster enrolment in years 2 and 3. The enrolment projections show 35 students enrolled in the first year, all rising to 90 by the fourth year of operation.

Faculty projections (Figure 6.6) are based on these enrolment projections. Again, there will be significant advantages in capacity to hire and maintain faculty members when the cluster of four Bachelor of Commerce programs are delivered simultaneously, and also when Fanshawe is delivering several diploma, advanced diploma and post-graduate certificate programs in related business disciplines. The projections show 2.7 full-time equivalent (FTE) faculty positions in the first year, comprised of one full-time and 1.7 adjunct faculty positions associated directly with the Bachelor of Commerce (Human Resources Management) program. This increases to 5.5 FTEs in the fourth year of operation, comprised of 2 full-time faculty positions and the remainder adjunct faculty positions. Some of these faculty positions will be full-time but shared with other degree or diploma programs, and others will be specialists delivering one or two courses in an adjunct capacity only.

**Figure 6.5 Cumulative Enrolment Projection**

	Semester								Cumulative Total
	1	2	3	4*	5	6**	7	8	
Year 1	15		10	10					<b>35</b>
Year 2	18	11.3	10	10	19				<b>68</b>
Year 3	21	14	10	10	19				<b>83</b>
Year 4	24	16	10	11	10	19			<b>90</b>

Assumed retention rate:      75%      85%      95%

\*Semester 4 intake is transfer and advanced standing students from 2-year diploma programs

\*\*Semester 6 intake is transfer and advanced standing students from 3-year advanced diploma programs

**Figure 6.6 Faculty Loading**

	Cumulative Enrolment	Cumulative Staffing FTEs				
		Full-Time	Non-Full-Time	Total Faculty	Learning Support	Total FTEs
Year 1	35	1.0	1.7	<b>2.7</b>	0.5	<b>3.2</b>
Year 2	68	2.0	2.3	<b>4.3</b>	0.5	<b>4.8</b>
Year 3	83	2.0	3.5	<b>5.5</b>	1.0	<b>6.5</b>
Year 4	90	2.0	3.5	<b>5.5</b>	1.0	<b>6.5</b>

## 6.5 Curriculum Vitae Release

The college has on file and available for inspection, from all faculty and staff whose curriculum vitae (CVs) are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in their CV and agreeing to the inclusion of their CV in any documents/websites associated with the submission, review and final status of the program application.

## 6.6 Curriculum Vitae of Faculty Assigned to the Bachelor of Commerce (Human Resources Management) program

The CVs of all faculty and professional staff who could be assigned to deliver the core courses are included in Appendix E. The CVs of faculty assigned to non-core courses are not part of this submission, but are instead included in the separate Breadth Course Submission to PEQAB.

### **6.6.1 CVs of Faculty Delivering Core Courses:**

The CVs for the following faculty members are included in Appendix E:

<u>Terminal Credentials</u>	<u>Masters Credentials</u>
Dominique Giguere	Kerry Hendricks
Seyed Goosheh	Jim Johnston
David McKenna	Sophocles Katsademas
Jason Russell	Christine Newton
Kit Silcox	Penny Parker
Valerie Watts	Tracey Slade
Kate Toth	Mike Tucker
Jie (Jane) Chen	Brian Turford
Henry Otten	Roberta Wheeler
Amy Mitchell	

The above list demonstrates Fanshawe's ability to meet PEQAB credential requirements for program delivery. CVs for alternative qualified faculty members who are listed in Schedule 1 are also included in Appendix E.

### **6.6.2 CVs of Faculty Delivering Non-Core Courses:**

The CVs for faculty delivering non-core courses are included in the separate Fanshawe College Breadth Submission to PEQAB.

Since two of the non-course courses are mandatory courses, the CVs for Dr. Amy Mitchell and Tracey Slade are also included in Appendix E as the deliverers for these two courses.

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## **7. Credential Recognition**

The Bachelor of Commerce credential is widely recognized by employers and professional associations, and the Bachelor of Commerce (Human Resources Management) program, delivered at the honours level and with a mandatory co-op work term, will clearly put graduates in a position of strength when presenting to employers to begin their careers. Whether graduates seek to enter the employment market via specialized human resources careers, or instead enter via more general business career streams, this broad base of skills, knowledge and problem-solving abilities will be recognized by students, graduates and employers alike.

The Bachelor of Commerce credential is also widely recognized by institutions that offer graduate studies programs in several business-related disciplines, including Master of Business and Master of Business Administration. Endorsement letters from several university partners to Fanshawe College are included in Appendix F.

Graduates who intend to pursue a career in human resources management require a broad range of business skills and knowledge in order to understand the factors that contribute to organizational success and to participate at the strategic level in management of the organization. The strong foundation of business/commerce curriculum in this degree program, in the first two years and later with the capstone courses, provides that depth of business skills and knowledge.

Graduates also require specialized human resources skills, delivered primarily in third and fourth year of the program. Career entrants will typically begin in one of several specialized roles (e.g., payroll administrator, benefits, health and safety, training and development) and then advance into other specialized areas (e.g., labour relations, recruitment and selection) or into management at the executive level. Within smaller organizations, which will employ a substantial share of Fanshawe's graduates, the career entrants may be the only human resources person in the organization and will provide a much broader range of human resources services for the organization. Hence, it is very important that Fanshawe's curriculum provide the full range of professional human resources skills training.

### **7.1 Employer Recognition of Credential**

The Bachelor of Commerce credential is widely recognized by employers, and Fanshawe's research with employers confirms that a Fanshawe Bachelor of Commerce (Human Resources Management) degree will be recognized and readily accepted by employers. Employers have been clear throughout the research and development stages for this new program; they strongly support the mix of theoretical and applied learning to be delivered in the Bachelor of Commerce (Human Resources Management) program.

Fanshawe undertook extensive primary research of 55 employers, through the independent research firm AGI (Appendix A), to discover employer attitudes and intentions regarding the Lawrence Kinlin School of Business' proposed Bachelor of Commerce offerings.

Approximately two-thirds of employers said they would not give preference to a university candidate over a college candidate when making hiring decisions. A common theme expressed by employers was

the focus on hands-on experience obtained during the college's applied degree education. The majority of employers believed that college business degree graduates would bring a different set of skills, training and knowledge to the workforce than graduates of university business programs, with several employers singling out co-op experience as the key differentiator (Appendix A, p. 17).

The employers consulted in the External Focus Group session (minutes Section 4.1) and in the Program Advisory Committee (minutes Section 4.2) confirmed the findings by the Academica Group research. Employers are eager to support the Lawrence Kinlin School of Business to develop and deliver this proposed degree program, to provide co-op work opportunities, and to continue to hire Fanshawe graduates.

The Lawrence Kinlin School of Business has a well-established and strong reputation with employers, built in part through its Human Resources diploma programs. Employer awareness and recognition is bolstered by the mentorship program which places over 100 human resources students into the workforce each year to shadow a human resources professional. These mentorships have regularly led to graduate employment opportunities. Since the HRPA has begun to require a degree in order to gain the CHRP credential, employers are clearly supportive of Fanshawe's approach to providing degree completion opportunities to its Human Resources diploma graduates and to direct entrants of this Bachelor of Commerce (Human Resources Management) degree.

## **7.2 Professional Association Recognition**

The Human Resources Professionals Association (HRPA) is the predominant Human Resources association in Canada. In Ontario, HRPA regulates the Human Resources profession and issues the CHRP designation, the national standard for excellence in human resources management. Several members of the London District of the HRPA, including the current President and immediate Past-President, provided input to the college to develop this program through the External Focus Group and Program Advisory Committee processes. Fanshawe College has a close affiliation with the HRPA and the London Chapter in delivery of the 2-year and 3-year Human Resources diploma programs and the Human Resources Management graduate certificate program. The HRPA has approved credits for all nine of the CHRP course requirements to graduates of Fanshawe's Business Administration – Human Resources advanced diploma program and the Human Resources Management graduate certificate program. Hence, we are confident that this Bachelor of Commerce (Human Resources Management) program will receive equivalent status with the HRPA towards the CHRP designation. Section 8 provides a more detailed explanation of the HRPA requirements and a letter of endorsement from the HRPA.

Graduates of this Bachelor of Commerce (Human Resources Management) program may also continue their studies for more specialized certification with either the Canadian Registered Safety Professionals or the Canadian Society for Training and Development. Completion of the Bachelor of Commerce (Human Resources Management) program will provide some education credits towards each of these specialized certification programs. Details follow in Section 8.1.

## **7.3 Other Post-Secondary Education Organizations**

Several universities have documented their support for Fanshawe College's proposal to deliver the Bachelor of Commerce (Human Resources Management) program, and their intention to consider graduates from this program for admission to graduate studies programs at their institutions.

Included in this submission, in Appendix F, are letters from the following institutions:

- Carleton University
- Davenport University
- ESC Bretagne Brest
- University of Glamorgan
- University of Guelph
- University of Waterloo
- University of Windsor
- Waterford Institute of Technology

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## 8. Regulation & Accreditation

The Human Resources Professionals Association (HRPA) is the predominant HR association in Canada. In Ontario, HRPA regulates the HR profession and issues the CHRP designation, the national standard for excellence in human resources management. HRPA has more than 19,000 members in 28 chapters in Canada. The London & District chapter participated in the Focus Group and Advisory Committee for this Bachelor of Commerce (Human Resources Management) program and provided valuable input and a strong endorsement. A letter of endorsement from the HRPA is included in this section.

### 8.1 The CHRP Designation

The CHRP professional designation requires completion of the nine required CHRP course credits, passing the National Knowledge Exam (NKE), satisfying the degree requirement, and satisfying the minimum three years' experience requirement.

The proposed Bachelor of Commerce (Human Resources Management) program will satisfy all course credit requirements and also the degree requirement.

**8.1.1 Required Course Credits** – There are currently nine required CHRP courses, shown in Figure 8.1 below. The first course, Human Resources Management, is a prerequisite for the other eight courses. Also shown in Figure 8.1 are the equivalent Bachelor of Commerce (Human Resources Management) courses.

**Figure 8.1 CHRP Course Equivalencies**

CHRP credit requirements	B. Comm. (HRM) course equivalent
1. Human Resources Management	1. Fundamental HR Management
2. Organizational Behaviour	2. Principles of Organizational Behaviour
3. Finance and Accounting	3. Accounting for Managers
4. Human Resources Planning	4. Planning for the HR Professional
5. Occupational Health and Safety	5. Workplace Health & Safety
6. Training and Development	6. Learning, Training & Development
7. Labour Relations	7. Employee & Labour Relations
8. Recruitment and Selection	8. Talent Acquisition
9. Compensation	9. Compensation

The Bachelor of Commerce (Human Resources Management) program will provide students with all nine of these course credit requirements. There has been discussion that Organizational Development is likely to be added in the near future as a tenth required course, and our proposed degree will also satisfy this credit requirement.

**8.1.2 National Knowledge Exam (NKE)** – After completing the Bachelor of Commerce (Human Resources Management) program, graduates will be well positioned to write and pass the NKE.

Graduates must satisfy the GPA requirements as defined by the HRPA ([www.hrpa.ca](http://www.hrpa.ca)) to be eligible to write the exam, but generally will have exceeded the breadth and depth of knowledge required for this national exam.

**8.1.3 CHRP Experience Requirement** To earn the CHRP designation, candidates must demonstrate three or more years of professional experience in human resources within the last ten years. HR experience is already a prerequisite in some provincial associations and will be required in all provinces as of January 1, 2013.

The Bachelor of Commerce (Human Resources Management) program will prepare graduates for career entry and for employment in an HR management position, which could potentially meet the experience requirement within 3 years of graduation. The co-op work term experience will open doors to employment for graduates seeking to begin their career.

The Academica Group research conducted early in the development process confirmed that career opportunities are available for graduates, and the Focus Group and Advisory Committee further endorsed this research outcome.

## **8.2 HRPA Endorsement**

The Lawrence Kinlin School of Business has a strong working relationship with the HRPA which extends course credits for courses delivered in Fanshawe's Human Resources diploma, advanced diploma and graduate certificate programs. All nine of the CHRP required course credits can be earned in the Business Administration - Human Resources program.

A letter of endorsement from Claude Balthazard, V.P. Regulatory Affairs and Registrar, HRPA, is attached next page. In the letter Mr. Balthazar refers to the already strong relationship with Fanshawe College and confirms that graduates of the Bachelor of Commerce (Human Resources Management) program will receive CHRP credits and will meet the degree requirement for CHRP designation.

## **8.3 Other Professional Association Credentials**

Although the Bachelor of Commerce (Human Resources Management) program is designed to be closely affiliated to the educational requirements for CHRP designation, graduates may also continue their studies for more specialized certification with either the Canadian Registered Safety Professionals or the Canadian Society for Training and Development. Completion of the Bachelor of Commerce (Human Resources Management) program will provide some education credits towards each of these specialized certification programs.



Human Resources  
Professionals  
Association

150 Bloor Street West  
Suite 200  
Toronto, Ontario  
M5S 2X9

Cliona Geraghty, B.Sc., B.Sc., M. Sc., B. Ed.  
Coordinator & Professor  
Business Human Resources Programs (Diploma & Graduate Certificate)  
1001 Fanshawe College Blvd.  
London, ON N5Y 5R6

Dear Cliona:

The Human Resources Professionals Association (HRPA) is pleased to support your application for Ministry approval to offer a four-year Bachelor of Commerce degree with specialization in Human Resources. As you are aware, pursuant to the *Human Resources Professionals Association of Ontario Act, 1990*, HRPA is the professional regulatory body for the Human Resources management profession in Ontario.

The courses required to qualify for the Certified Human Resources Professional (CHRP) designation offered in the context of Fanshawe College's diploma and advanced diploma programs have been approved by HRPA for years. We also acknowledge that the students who will graduate from this new program will continue to meet the coursework requirement to qualify for the certification exam.

In addition, graduates from this new program will also meet the degree requirement which was recently introduced as a requirement for the CHRP designation.

HRPA appreciates the fact that the proposed curriculum for this new program was developed with the input of members of our local chapter. The mandatory breadth electives such as Creativity and Innovation, Logic and Reasoning, Perspectives on Ethics, Sustainable Development, and Communications Skills for a Diverse World will complement the Human Resources curriculum.

Over the last few years, the responsibilities and expectations placed on Human Resources professionals have increased significantly. We believe that graduates of your program will be well positioned to succeed in the workplace of tomorrow.

Regards,

A handwritten signature in blue ink, appearing to read "Claude Balthazard".

Claude Balthazard, Ph.D., C.Psych., CHRP  
Vice-President Regulatory Affairs and Registrar  
Human Resources Professionals Association

[www.hrpa.ca](http://www.hrpa.ca)

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## **9. Nomenclature**

The Bachelor of Commerce nomenclature has become the standard for undergraduate business degrees in Canada. This applies for baccalaureate degrees delivered in either universities or in colleges. Several Ontario colleges are in the process of applying for name changes to their earlier approved business programs, to the Bachelor of Commerce nomenclature. The Bachelor of Commerce nomenclature is readily recognized and accepted by prospective students, employers, professional associations and other stakeholders. To use any other nomenclature would be risky and would create uncertainty amongst stakeholders in the current marketplace.

A Bachelor of Commerce program is understood to provide a broad foundation of business/commerce knowledge and skills, coupled with breadth knowledge in non-business areas. This Bachelor of Commerce (Human Resources Management) program, then, will be easily recognizable as providing the same broad foundation of business/commerce and other breadth areas, but with specialization in Human Resources Management.

The breakdown of courses includes:

9 breadth (non-core) courses

20 foundational business/commerce courses

13 Human Resources Management specialized courses

The Bachelor of Commerce (Human Resources Management) nomenclature will accurately reflect the nature of this proposed program, and will be recognizable to all interested parties.

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## **10. Program Evaluation**

Fanshawe College has previously provided PEQAB with a copy of all college policies. No revisions have been implemented since the most recent filing in March 2012.

The process for and scheduling of program reviews, and the procedures that govern follow-up on matters raised during reviews, are clearly defined in these policies and apply to all programs at Fanshawe.

The Centre for Academic Excellence has completed 23 program reviews in 2011, with another 27 scheduled for 2012. Each program review has a requirement to complete a one-year follow up to review how the recommendations made by the program review panel are being implemented. This process ensures that the College is complying with both MTCU and Board guidelines for having all full-time post-secondary programs reviewed every five years.

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## **11. Academic Freedom & Integrity**

Fanshawe College has previously provided PEQAB with a copy of all college policies. No revisions have been implemented since the most recent filing in March 2012.

The policies, procedures and practices pertaining to academic honesty and integrity, supporting academic freedom and intellectual freedom for faculty and students, are reflected in these policies and apply to all programs at Fanshawe.

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## **12. Student Protection**

In a recent submission to PEQAB (March 2012) Fanshawe College provided policies and a copy of several pages from the academic calendar that demonstrates openness and clarity with the information provided to applicants and students. These documents illustrate integrity and ethical conduct in the College's approach to dealing with students.

The College's Ombudsman plays a watchdog role when policies are being developed and information is made available to students, and also provides an advocacy role in situations where a student feels her/his interests are not being fairly protected.

Once a student has accepted an offer of admission to Fanshawe College, he or she receives a Registration Package which includes the Terms and Conditions under which the offer of admission is accepted. This package specifies that all students at Fanshawe are required to abide by the policies and regulations of the College. It further states that each student will receive a Student Planner at the start of each academic year registration period which will provide a reference for important policies affecting all students at Fanshawe College. It states that students should familiarize themselves with the Student Code of Conduct and Academic Offense policies. Registration in the program via the Ontario College Application Service, and payment of fees, is deemed to be acceptance of these terms and conditions.

Upon arrival at the College, all students are supplied with a Student Planner which lists and briefly describes the policies with which they should be familiar. The complete text of these policies is available to students via the College website ([www.fanshawec.ca](http://www.fanshawec.ca)) and through the Student Portal (*myFanshawe*) on Fanshawe OnLine, our course management system, to which all students have access.

A duplicate of some relevant pages from the Student Planner are included with this document as Figure 12.1.

The following policies are particularly relevant to the discussion of student protection:

- 2-G-02      Student Appeal of a Grade or other Academic Decision
- 2-G-03      Student Concerns and Complaints
- 2-E-01      Student Fees
- 2-C-06      Academic Withdrawal and Termination
- 2-C-05      Academic Standing

**Figure 12.1 Student Planner pages**

## **FANSHawe COLLEGE POLICIES AND PROCEDURES**

Fanshawe College has a number of policies related to the prevention or resolution of difficulties that students sometimes encounter. The policies define procedures to resolve complaints, to launch academic appeals, and to protect human rights. Policies also define some of the expectations the College has about student behaviour and responsibilities, including sanctions which may be applied when offences occur. They also provide you with information which can impact your life, including refund and withdrawal dates, or rules for academic progression.

It is important that you are aware of the policies which apply to you, what they are about, and how to get to them. College Policies are available on the Fanshawe College web site at [www.fanshawec.ca/policies](http://www.fanshawec.ca/policies) and on FanshaweOnline. They are also available in the Library, Fanshawe Student Union office, Counselling and Accessibility Services, divisional offices, the Ombuds Office and the main offices of regional campuses.

If you need assistance with policy information, we encourage you to contact Counselling and Accessibility Services, Fanshawe Student Union, your divisional or campus office, or the Ombuds Office. Phone numbers and room locations for these offices are on pages 11-12.

Here are some of the policies that might interest you:

Academic Offences (2-G-04)

Academic Standing (2-C-05)

Academic Withdrawal and Termination (2-C-06)

Accessibility for Persons with Disabilities (1-I-19)

Accommodation of Applicants and Students with Disabilities (2-A-09)

Admission of Students to College Applied Degree, Diploma, and Certificate Programs (2-A-03)

Articulation Credential Recognition and Credit Transfer Policy (2-A-11)

Awards (2-E-02)

Co-operative Education Programs (2-B-06)

College Alcohol Management Policy (1-D-07)

Compensation and Terms and Conditions of Employment for Student Employees not Covered by a Collective Agreement nor the Terms and Conditions of Employment for Administrative Staff (1-B-45)

Complaint Policy for the Ombuds Office (2-J-03)

Confidentiality of Student Information (2-A-08)

Course Grade System (2-C-04)

Evaluations (2-C-02)

- Freedom of Information and Protection of Privacy (1-I-18)
- Full-Time Post-Secondary Students taking Continuing Education Courses (2-F-01)
- Graduation from Approved College Programs (2-B-17)
- Harassment and Discrimination Prevention (1-B-09)
- Health and Safety (D-55)
- Interaction with Students (D-40)
- London Campus Library Policy, Part I - Print Materials (2-I-01)
- London Campus Library Policy, Part II - Interlibrary Loan Policy: Printed Material (2-I-02)
- London Campus Library Policy, Part III - Non-Print Materials (2-I-03)
- London Campus Library Policy, Part IV - Instructional Equipment (2-I-06)
- Mobile Learning, Tours and Field Trips (2-B-12)
- Parking and Traffic (1-F-05)
- Residence (1-I-15)
- Respectful College Community (1-B-46)
- Safe College Campus (1-D-05)
- Student Appeal of a Grade or Other Academic Decision (2-G-02)
- Student Code of Conduct (2-G-01)
- Student Concerns and Complaints (2-G-03)
- Student Fees (2-E-01)
- Student Success (A-35)
- Use and Sale of Tobacco Products on College Property (1-F-01)
- Video Surveillance (1-D-10)

## **Policies of Fanshawe College and Fanshawe College Board of Governors**

### **2-G-04 Academic Offences**

Academic integrity is expected and required of all Fanshawe students. Students are responsible and accountable for personally upholding that integrity. Academic offences will not be tolerated and students found guilty of such offences will be disciplined in accordance with this policy.

### **2-C-05 Academic Standing**

Academic standing statements are provided to students at the completion of each term to indicate their status toward completion of program requirements and their status in that program at a given period of time.

### **2-C-06 Academic Withdrawal and Termination**

This policy defines the consequences of withdrawal and termination on the student's academic record, fees and enrolment status.

**Figure 12.1 continued next page**

## **Figure 12.1(continued)**

### **1-I-19 Accessibility for Persons with Disabilities**

The purpose of this policy is to establish the College's commitment to complying with the Accessibility for Ontarians with Disabilities Act (AODA) and its accessibility standards. The policy includes appendices related to the accessibility standards relevant to the College. Additional appendices will be added as new accessibility standards come into effect.

### **2-A-09 Accommodation of Applicants and Students with Disabilities**

This policy is based on the Ontario Human Rights Code. Every person has the right to be free from discrimination because of disability or perceived disability and the right to equal treatment. This includes the right to accessible education.

### **2-E-02 Awards**

Awards are generally comprised of three categories: scholarships, achievement awards and bursaries. No loan, scholarship, grant or bursary under a government financial assistance program is considered within this policy.

### **1-D-07 College Alcohol Management Policy**

The purpose of this policy is to provide a healthy and safe campus environment where alcohol is involved, to prevent incidents and accidents related to the use of alcohol on campus, and to limit the College's exposure to liabilities related to the use of alcohol on campus.

### **1-B-45 Compensation and Terms and Conditions of Employment for Student Employees not Covered by a Collective Agreement nor the Terms and Conditions of Employment for Administrative Staff**

The purpose of this policy is to establish the method of determining compensation, benefits and terms and conditions of employment for student employees who are not covered by the Support Staff Collective Agreement, the Academic Collective Agreement nor the Terms and Conditions of Employment for Administrative Staff. It also establishes an appeal mechanism to the College's Human Resource Department concerning their compensation, benefits and terms and conditions of employment.

### **2-A-08 Confidentiality of Student Information**

The College is subject to the Freedom of Information and Protection of Privacy Act and regards as confidential all personal information held in its personal record banks concerning applicants, registered students and former students.

### **2-C-04 Course Grade System**

The purpose of a College-wide grade system is to enable the College to communicate internally with students and with the public in a common language of academic achievement. The course grade system is used in all courses where student achievement is graded.

### **2-C-02 Evaluations**

This policy sets out the principles governing evaluations in all post-secondary credit courses.

### **2-F-01 Full-Time Post-Secondary Students taking Continuing Education Courses**

This policy articulates the conditions governing the enrolment of full-time post-secondary students in a course or courses offered by the Continuing Education divisions.

### **2-B-17 Graduation from Approved College Programs**

This policy defines the minimum academic standards required by all students to graduate from approved College programs including grade point average, length of time to complete program requirements and recognition of academic excellence.

### **1-B-09 Harassment and Discrimination Prevention**

The purpose of this policy is:

- To provide every College community member with a learning and working environment that is free from discrimination and harassment in accordance with Ontario's Human Rights Code (the "Code").
- To provide information to ensure all community members are aware of their rights and obligations under the Code.
- To establish procedures to ensure that complaints are dealt with in a fair and timely manner.

### **D-55 Health and Safety**

The Board of Governors of Fanshawe College is committed to maintain a safe and healthy work and study environment for all students, employees, clients and members of the public who visit the College.

### **D-40 Interaction with Students**

With respect to interactions with students or those applying to be students, the president shall neither cause nor permit conditions, procedures, or decisions which are unfair, disrespectful, unnecessarily intrusive, fail to provide confidentiality and appropriate privacy, or unnecessarily limit a student's access to education and information provided by the College.

Continued next page

## **Figure 12.1 (continued)**

### **1-F-05 Parking and Traffic**

The purpose of this policy is to facilitate the safe and orderly conduct of the College's normal business operations by supporting pedestrian and vehicular traffic accessing, entering onto, circulating within and exiting from College property and the provision of parking services on College property within the limits established through the College's Campus Master Plan.

### **1-I-15 Residence**

The purpose of this policy is to define the principles concerning the operations of the Residence.

### **1-B-46 Respectful College Community**

The purpose of this policy is:

- To provide every College community member with a respectful learning and working environment that demonstrates acceptable interpersonal conduct and is free from personal harassment.
- To provide information to ensure all community members are aware of their rights and obligations under the Respectful College Community Policy.
- To communicate that every community member is expected to contribute to the development of a respectful environment by behaving in acceptable ways and discouraging offensive behaviour of others. Every person has the right and responsibility to communicate concerns and cooperate in efforts to resolve concerns.
- To establish procedures to ensure that complaints are dealt with in a fair and timely manner.

### **1-D-05 Safe College Campus**

The purpose of this policy is to articulate and demonstrate the College's commitment to provide a safe College campus environment free from violence.

### **2-G-02 Student Appeal of a Grade or Other Academic Decision**

The purpose of this policy is to fulfill the College's commitment to provide students with an effective, fair and timely process to deal with student appeals of a grade or other academic decision.

### **2-G-01 Student Code of Conduct**

This policy defines the standard of conduct expected of all students while enrolled at the College. The policy outlines behaviour that is subject to disciplinary action, sanctions that may be imposed and procedures the College will follow. Every student, upon admission, contractually agrees to be governed by Fanshawe's rules and regulations, including the Student Code of Conduct, which apply from admission through completion of programs or courses, before and after classes as well as between semesters.

### **2-G-03 Student Concerns and Complaints**

The purpose of this policy is to establish internal procedures so that concerns of students can be addressed appropriately without fear of reprisal and so that complaints by students concerning College policies, procedures or members of staff can be resolved.

A complaint in the context of this policy is understood to mean the expression, either oral or written, of some discontent or dissatisfaction with the College, its operation or its employees, made to the appropriate administrator in good faith and in the expectation that some remedy or corrective action may be available.

### **2-E-01 Student Fees**

This policy defines the various student fee schedules, how these schedules are established and the fees set, the manner in which fees are to be collected and refunded and the process to appeal fees.

### **A-35 Student Success**

The Board of Governors is committed to student success as an outcome and has established indicators to be used in monitoring student success.

### **1-F-01 Use and Sale of Tobacco Products on College Property**

Recognizing the health hazards associated with smoking, the purpose of this policy is to promote a healthier learning and working environment and to take steps towards reducing personal discomfort and health risks on College property.

### **1-I-18 Freedom of Information and Protection of Privacy**

The purpose of this policy is to outline the principles associated with providing access to public information while protecting the privacy of personal information and the confidentiality of third party information, in accordance with government legislation.

## **13. Economic Need**

Fanshawe College contracted with the independent research firm Academica Group Inc. to help determine, in part, the economic need for the proposed Bachelor of Commerce programs before pursuing this application. Academica conducted secondary and primary research. The research report is attached as Appendix A.

From a macro view of the London area labour market for Bachelor of Commerce graduates, one concern expressed often by employers, both in the Academica research (Appendix A, p. 22) and in External Focus Group and Program Advisory Committee discussions, was that graduates of Fanshawe's geographically closest university, the University of Western Ontario (UWO), tend to leave the London area to pursue employment in other Canadian cities or international destinations. Although UWO graduates a significant number of Commerce students, including those with a human resources specialization, the local labour market has capacity for more Commerce graduates and employers strongly encouraged Fanshawe to pursue permission to deliver Bachelor of Commerce programs in London.

### **13.1 Labour Market Needs for Human Resources Occupations**

According to the Ontario Job Futures, referenced by Academica (Appendix A, p. 41), an estimated 19,550 specialists in human resources and an estimated 16,360 human resources managers are employed in Ontario, and employment prospects for both specialists in human resources and human resources managers over the next few years are expected to be good.

In the London-Woodstock area, according to the Canadian Occupational Projection System (Appendix A, p. 41), employment opportunities for specialists in human resources were good in 2010 and are expected to remain good over the next few years. Demand for this occupation is growing, as reflected by the increasing number of specialists in human resources (20% growth between the latest two censuses in the area). Replacement demand is said to be strong since the majority of specialists in human resources working in the London-Woodstock area are 45 and older.

### **13.2 Professional Requirements in Human Resources**

Within the human resources profession in Ontario there is a clear need for college graduates to be able to complete a degree. Historically, the CHRP requirements for professional certification required completion of nine courses typically completed through the colleges in Ontario. Many colleges have well established diploma and advanced diploma programs that have flourished with the rising labour market needs for human resources specialists and managers. Graduate employment rates for these programs have been strong, and employers strongly support the human resources diploma programs that Fanshawe has been delivering in the London-Woodstock areas. This support from employers was expressed clearly during the External Focus Group and Program Advisory Committee meetings (minutes, Section 4).

Recently, the HRPA added a degree requirement for the CHRP designation. Now, college graduates who have completed all the CHRP professional human resources training in colleges need to complete a degree program at a university or college. This additional requirement adds significantly to the cost for students to change institutions, as the curriculum for the two programs may not align perfectly, often

requiring they move to a different community. The cost for Ontario taxpayers also is typically higher when students need to change institutions.

Fanshawe College, like several other colleges in Ontario, has well established and successful diploma and advanced diploma programs in human resources. Graduates from these programs will continue to enter the job market, but their career advancement will be hindered unless they are able to secure their CHRP designation. Employers will also be disadvantaged if their employees are unable to achieve their CHRP designation. It will be very important that human resources diploma graduates have ready access to degree completion opportunities.

In the Academica study (Appendix A, p. 107), 81% of graduating Human Resources students surveyed indicated they were interested in continuing to pursue a business degree, reflecting the recently introduced CHRP requirement for degree completion. The survey was conducted in April 2011 of all students in the graduating class of the Business - Human Resources diploma program.

## 14. Duplication

Only two colleges currently deliver a Human Resources applied degree in Ontario, both in the core of the Greater Toronto Area (GTA) and distant from the London area. Several universities also deliver bachelor programs with human resources content, but none of these uses an applied approach to the extent of Fanshawe's proposed program.

### 14.1 College Programs in Ontario

Two colleges in Ontario currently offer Human Resources degree programs. Seneca College and Humber College are both located in the Greater Toronto Area (GTA) and draw most of their applications from the GTA. Both programs have a mandatory one-semester co-op work term, similar to Fanshawe's proposed program, and the curriculum for both programs places emphasis on professional courses geared to CHRP requirements.

Seneca offers the *Bachelor of Commerce Human Resources Strategy and Technology* program. The curriculum for this program offers less breadth of business subjects, and greater focus on technology skills related to the human resources field. There are many similarities between Seneca's program and Fanshawe's proposed program. Two courses that are missing from Seneca's curriculum, and that illustrate the greater breadth of Fanshawe's program, are Macroeconomics and International Human Resources.

Seneca's program draws 82-119 applications per year, averaged over the past five years, with enrolment appearing to be capped at 20-30 students per class. The program draws only 5.4% of their applications from Western Ontario catchment areas, including from the London area (Appendix A, p. 38).

Humber offers the *Bachelor of Applied Business Human Resources Management* program, established in 2008. The breadth and scope of this program appears to be quite similar to Fanshawe's proposed program. Humber enrolls approximately 30-35 students per year and attracts 9.7% of its applicants from Western Ontario catchment areas (Appendix A, p. 38).

### 14.2 University Programs in Southwestern Ontario

Several universities in Southwestern Ontario offer bachelor's degrees with specialization in Human Resources. Although the curricula in these programs are quite similar to Fanshawe's proposed degree, generally offering course credits aligned with the CHRP requirements, the delivery methods will be quite different. None of the university programs require co-op completion, and neither will they be delivered in an applied manner to the extent of Fanshawe's delivery.

During the employer interviews conducted by Academica Group, one employer stated clearly a theme that was echoed by several employers. Employers were asked to compare the graduates of university to those of college diploma programs, and the majority strongly supported Fanshawe's intention to expand its offerings to include applied degrees in business.

*"The problem is that we need people with a mix of practical skills and theoretical knowledge, and college and university each seem to provide one or the other."*  
(Appendix A, p. 7)

Fanshawe's Bachelor of Commerce (Human Resources Management) program will have mandatory co-op, and will be delivered using various other applied approaches including simulations, live client projects, case studies, co-op preparation and integration, and capstone courses in the final semester. Fanshawe's graduates will be job ready when they graduate, and will be readily employable having a mix of theoretical knowledge and practical skills and having already established a network of connections within the business community.

The list of universities delivering a Human Resources bachelor program in Southwestern Ontario includes University of Western Ontario (and its affiliates Huron University College and King's University College), University of Ontario Institute of Technology, University of Guelph, University of Waterloo, and York University. Figure 14.1 compares Fanshawe's proposed program to each of these institutions.

**Figure 14.1 University Programs Compared to Fanshawe's Proposed Program**

Institution	Program	Program Length	# CHRP credits	Coop/Internship
Fanshawe College	Bachelor of Commerce (HRM)	4 year	9	Mandatory 14-week co-op work term
University of Western Ontario	Bachelor of Management and Organizational Studies	4 year	9	Optional
University of Waterloo	BA (Psych – HRM minor)	4 year	7	Optional
York University	Bachelor of Business Administration	4 year	9	none
University of Ontario Institute of Technology	Bachelor of Commerce	4 year	9	Optional
University of Guelph	Bachelor of Commerce (HRM)	4 year	9	none

The proposed Bachelor of Commerce (Human Resources Management) program will provide significantly improved access and mobility for students in comparison to most university programs. Admission requirements will be lower for the foreseeable future, with the increase in capacity for domestic enrolment. Students seeking admission to the Bachelor of Management and Organization Studies program at the University of Western Ontario and its affiliate university colleges required a minimum 83% average to be considered for entrance in 2011, typical of university admission requirements. A large number of applicants from Southwestern Ontario catchment areas are turned away each year and denied access to a commerce degree through UWO and other universities.

Accessibility to bachelor programs in commerce is a huge concern for applicants. Access to university programs is limited by high entrance requirements and limited capacity within Southwestern Ontario universities. For the nine universities listed in Figure 14.2, showing application and registration data for the 2010 enrolment year, only 2060 first choice applicants were registered from 7542 applicants. This represents a 27% acceptance rate, leaving almost 5500 applicants to be accepted at another university or not registered in a program of their choice. A total of 5352 applicants ended up registering to a university program, whether their first choice or not, leaving 2190 applicants not registered at all. This

data does not allow tracking of individual students, making it impossible to draw specific reliable conclusions, but does point to the general conclusion that many applicants to university commerce programs in Southwestern Ontario are unable to access the programs of their choice, and perhaps any university program in the subject area of their choice.

**Figure 14.2 University Application and Registration Data – 2010 data**

	Commerce/Management/ Business Administration Programs					
	Applicants		Registrants		Registrants as % of Applicants	
	1st choice	All choices	1st choice	All choices	1st choice	All choices
University of Western Ontario						
Main Campus	1614	9737	390	1346	<b>24.2%</b>	<b>13.8%</b>
Huron University College	110	650	33	116	<b>30.0%</b>	<b>17.8%</b>
Kings University College	204	687	102	129	<b>50.0%</b>	<b>18.8%</b>
University of Guelph	1163	4437	474	833	<b>40.8%</b>	<b>18.8%</b>
University of Windsor	337	1782	143	285	<b>42.4%</b>	<b>16.0%</b>
Univ. of Ontario Institute of Technology	553	2086	243	501	<b>43.9%</b>	<b>24.0%</b>
Wilfrid Laurier University	1390	6628	108	1099	<b>7.8%</b>	<b>16.6%</b>
York University	1145	3988	280	403	<b>24.5%</b>	<b>10.1%</b>
McMaster University	1026	6341	287	640	<b>28.0%</b>	<b>10.1%</b>
Totals	<b>7542</b>	<b>36336</b>	<b>2060</b>	<b>5352</b>		
			Average		<b>32.4%</b>	<b>16.2%</b>

Source: Common University Data Ontario (<http://www.cou.on.ca/statistics/cudo>)

Related to accessibility, the mobility for students will be enhanced when pursuing degree completion opportunities through Fanshawe's proposed program. The recent ONCAT (Ontario Council on Articulation and Transfer) agreement for Business – Human Resources advanced diploma graduates to transfer into an affiliated Human Resources degree program in a university allows for degree completion within five more semesters (3 years + bridge + 2 years). Fanshawe's proposed program offers degree completion within only three semesters (3 years + 1.5 years). The ONCAT agreement does not extend to graduates of a 2-year Human Resources diploma program at all, but Fanshawe's proposed program allows for degree completion within 5 semesters following a 2-year Human Resources diploma (2 years + 2.5 years). This improvement in mobility for students translates into significant efficiencies for students and taxpayers when students can complete their degree at Fanshawe instead of transferring to a university.

## **Section 15. Optional Materials**

The mapping worksheets that follow on subsequent pages as Figure 15.1 illustrate the progression in learning from introductory to advanced for each vocational learning outcome. By graduation, all learning outcomes have been achieved at the advanced level.

**Figure 15.1 Year 1**

**Mapping of Program Learning Outcomes**

- 1 – Introductory
- 2 – Intermediate
- 3 – Advanced

The graduate has reliably demonstrated the ability to:

		LEVEL ONE				LEVEL TWO					
		Mathematics for Decision Making	Introductory Accounting 1	Argumentation & Persuasion	Computer App. for Business	Management Fundamentals	Non-Core Elective	Marketing 1	Microeconomics	Business Inform. Systems	Ethics in a Global Context
1.	Use the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments.	1			1		1	1	1		
2.	Develop strategies that will achieve organizational goals through integration of business methodologies that assess costs, benefits, risks, and opportunities, and that utilize current and emerging technology and trends.	1	1	1	1		1	1	1		
3.	Enhance business opportunities by incorporating external variables into various business decision models.				1		1	1	1		
4.	Assess the unique business needs of organizations of various sizes, public sector, private sector, and not-for-profit firms.				1		1		1		
5.	Evaluate professional, ethical, and legal codes of conduct.		1		1		1				
6.	Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.	1		1	1		1	1	1		
7.	Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.	1	1	1			1	1	1		
8.	Perform effectively and efficiently within groups or teams, demonstrating leadership, team-building, and influencing skills.				1		1	1			
9.	Design personal learning plans and integrate learning strategies into current and future development goals.				1						
10.	Assess resource allocation decisions that influence sustainability practices and drive economic, social, cultural, and environmental stewardship.							1			
11.	Analyze domestic and international business opportunities within an international context.				1			1			
12.	Plan, implement, and evaluate projects and programs, using project planning principles and tools.				1				1		
13.	Assess the overall financial performance of an organization.		1								
14.	Apply management-level decision-making and strategic planning skills.	1			1			1			
15.	Generate creative and innovative business opportunities and solutions.						1				

**Figure 15.1 Year 1 continued**

**Mapping of Program Learning Outcomes**

- 1 – Introductory
- 2 – Intermediate
- 3 – Advanced

**The graduate has reliably demonstrated the ability to:**

			LEVEL ONE				LEVEL TWO			
			Mathematics for Decision Making	Introductory Accounting 1	Argumentation & Persuasion	Computer App. for Business	Management Fundamentals	Non-Core Elective	Marketing 1	Microeconomics
16.	Evaluate strategic human resources policies, procedures, and programs related to the following areas: staffing (recruitment, selection, retention, human capital strategy) and performance management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation, basic contract law and privacy laws.				1					
17.	Research and support the development of compensation and benefit plans that assist the organization to achieve its business goals.									
18.	Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements.									
19.	Evaluate Human Resources plans to ensure alignment with organizational goals and responsiveness to current and future labour market conditions.									
20.	Manage training and organizational development and change initiatives including workforce design, development, and employee engagement initiatives, to support organizational effectiveness.									
21.	Establish and manage systems and processes to collect and safeguard Human Resources information.			1					2	
22.	Analyze and evaluate required numerical and financial data for projecting the impact of human resources plans.			1						
23.	Assess workplace health and safety practices to: ensure practices meet legislative requirements, analyze risk to the health and safety of employees, and determine appropriate preventative measures.									
24.	Assess how and why human resources programs, policies and procedures differ among countries, and the limitations that will be experienced by human resources managers who have transnational responsibilities.									
<b>TOTAL # OF OUTCOMES EVALUATED BY EACH COURSE</b>			<b>6</b>	<b>6</b>	<b>6</b>	<b>13</b>	<b>8</b>	<b>9</b>	<b>5</b>	<b>4</b>

**Figure 15.1 – Year 2**

**Mapping of Program Learning Outcomes**

- 1 – Introductory
- 2 – Intermediate
- 3 – Advanced

The graduate has reliably demonstrated the ability to:

	Accounting for Managers	Macroeconomics	HR Management	Statistics for Business	LEVEL THREE		LEVEL FOUR		
					Non-Core Elective	Non-Core Elective	Business Law	Operations Management	Organizational Behaviour
1.	Use the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments.	1	1	1	Non-Core	Non-Core	1	2	1
	Develop strategies that will achieve organizational goals through integration of business methodologies that assess costs, benefits, risks, and opportunities, and that utilize current and emerging technology and trends.	2					1	2	1
	Enhance business opportunities by incorporating external variables into various business decision models.		1				1	1	1
	Assess the unique business needs of organizations of various sizes, public sector, private sector, and not-for-profit firms.	1						2	1
	Evaluate professional, ethical, and legal codes of conduct.	1		1			3		
	Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.	2	1				1	1	1
	Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.								2
	Perform effectively and efficiently within groups or teams, demonstrating leadership, team-building, and influencing skills.			1			1	2	1
	Design personal learning plans and integrate learning strategies into current and future development goals.								1
	Assess resource allocation decisions that influence sustainability practices and drive economic, social, cultural, and environmental stewardship.		1				1		1
	Analyze domestic and international business opportunities within an international context.		1					1	
	Plan, implement, and evaluate projects and programs, using project planning principles and tools.						2		
	Assess the overall financial performance of an organization.	2							1
	Apply management-level decision-making and strategic planning skills.	1		1				1	
	Generate creative and innovative business opportunities and solutions.								1

**Figure 15.1 Year 2 continued**

**Mapping of Program Learning Outcomes**

- 1 - Introductory
- 2 - Intermediate
- 3 - Advanced

**The graduate has reliably demonstrated the ability to:**

		LEVEL THREE				LEVEL FOUR				
		Accounting for Managers	Macroeconomics	HR Management	Statistics for Business	Non-Core Elective	Business Law	Operations Management	Organizational Behaviour	Marketing 2
16.	Evaluate strategic human resources policies, procedures, and programs related to the following areas: staffing (recruitment, selection, retention, human capital strategy) and performance management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation; basic contract law and privacy laws.	1		2			2	2		
17.	Research and support the development of compensation and benefit plans that assist the organization to achieve its business goals.			1				2		
18.	Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements.			1			2	1		
19.	Evaluate Human Resources plans to ensure alignment with organizational goals and responsiveness to current and future labour market conditions.			1						
20.	Manage training and organizational development and change initiatives including workforce design, development, and employee engagement initiatives, to support organizational effectiveness.							2		
21.	Establish and manage systems and processes to collect and safeguard Human Resources information.									
22.	Analyze and evaluate required numerical and financial data for projecting the impact of human resources plans.	2		1	2					
23.	Assess workplace health and safety practices to: ensure practices meet legislative requirements, analyze risk to the health and safety of employees, and determine appropriate preventative measures.			2						
24.	Assess how and why human resources programs, policies and procedures differ among countries, and the limitations that will be experienced by human resources managers who have transnational responsibilities.			2			2			
<b>TOTAL # OF OUTCOMES EVALUATED BY EACH COURSE</b>		11	6	12	6		11	9	11	9

**Figure 15.1 Year 3**

**Mapping of Program Learning Outcomes**

- 1 – Introductory
- 2 – Intermediate
- 3 – Advanced

The graduate has reliably demonstrated the ability to:

	Non-Core Elective	LEVEL FIVE				LEVEL SIX			
		Financial Management	Managing Performance	Talent Acquisition	Employee & Labour Relations	Workplace Health and Safety	International HR	Managing Programs & Projects	Leaders and Leadership
1.	Non-Core Elective	2	2	3	3	E	3	2	E
		2	2	3	1	3		2	2
				3			3		2
					2				
				2			3	1	2
		2		2					2
				2	2			2	2
				2				2	2
				2				2	3

Figure 15.1 Year 3 continued

### Mapping of Program Learning Outcomes

- 1 - Introductory
- 2 - Intermediate
- 3 - Advanced

**The graduate has reliably demonstrated the ability to:**

	NON-CORE	LEVEL FIVE					LEVEL SIX			
		Non-Core Elective	Financial Management	Managing Performance	Talent Acquisition	Employee & Labour Relations	Workplace Health and Safety	International HR	Managing Programs & Projects	Leaders and Leadership
16.	Evaluate strategic human resources policies, procedures, and programs related to the following areas: staffing (recruitment, selection, retention, human capital strategy) and performance management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation, basic contract law and privacy laws.	2	2	3	3	3			2	3
17.	Research and support the development of compensation and benefit plans that assist the organization to achieve its business goals.				2		2			3
18.	Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements.				3		2		3	
19.	Evaluate Human Resources plans to ensure alignment with organizational goals and responsiveness to current and future labour market conditions.			3	3		2	2		3
20.	Manage training and organizational development and change initiatives including workforce design, development, and employee engagement initiatives, to support organizational effectiveness.		3				2		3	
21.	Establish and manage systems and processes to collect and safeguard Human Resources information.		2							
22.	Analyze and evaluate required numerical and financial data for projecting the impact of human resources plans.	2			2					2
23.	Assess workplace health and safety practices to: ensure practices meet legislative requirements, analyze risk to the health and safety of employees, and determine appropriate preventative measures.					3				
24.	Assess how and why human resources programs, policies and procedures differ among countries, and the limitations that will be experienced by human resources managers who have transnational responsibilities.				3		3			
	<b>TOTAL # OF OUTCOMES EVALUATED BY EACH COURSE</b>	<b>8</b>	<b>11</b>	<b>9</b>	<b>17</b>	<b>6</b>	<b>11</b>	<b>8</b>	<b>11</b>	<b>11</b>

**Figure 15.1      Year 4**

### Mapping of Program Learning Outcomes

- 1 – Introductory
- 2 – Intermediate
- 3 – Advanced

The graduate has reliably demonstrated the ability to:

	1.	LEVEL SEVEN				LEVEL EIGHT						
		Employment & Labour Law	Learning, Training & Development	HRIS – Data & Enquiry	Non-Core Elective	Pension and Benefits	Co-Op Preparation	Co-Op Integration	Planning for the HR Professional	Negotiating – Mediation and Conflict Resolution	Organizational Development	Strategic Policy & Planning
Non-Core	1.	Use the interdependence of various functional areas of business (i.e. financial, marketing, operations, human resources) to achieve organizational success in domestic and international environments.	2	3		3	2	3		3		
	2.	Develop strategies that will achieve organizational goals through integration of business methodologies that assess costs, benefits, risks, and opportunities, and that utilize current and emerging technology and trends.		3		3	2	3		3	3	
	3.	Enhance business opportunities by incorporating external variables into various business decision models.	2			2		3		3	3	
	4.	Assess the unique business needs of organizations of various sizes, public sector, private sector, and not-for-profit firms.		3		2	2			3		
	5.	Evaluate professional, ethical, and legal codes of conduct.	3			2	3			3	3	
	6.	Research, analyze, and critically evaluate qualitative and quantitative data from a variety of sources to support business decisions through effective problem solving, critical thinking, logic and reasoning.		3		3			3	3	3	
	7.	Communicate information, arguments, and analysis accurately and reliably for the message, audience, and purpose.		3		2	3			3	3	
	8.	Perform effectively and efficiently within groups or teams, demonstrating leadership, team-building, and influencing skills.		3						3	3	3
	9.	Design personal learning plans and integrate learning strategies into current and future development goals.	3		3	2	3			3		
	10.	Assess resource allocation decisions that influence sustainability practices and drive economic, social, cultural, and environmental stewardship.		3						3		
	11.	Analyze domestic and international business opportunities within an international context.								3		
	12.	Plan, implement, and evaluate projects and programs, using project planning principles and tools.		3				3		3	3	
	13.	Assess the overall financial performance of an organization.								3		
	14.	Apply management-level decision-making and strategic planning skills.		3				2		3	3	
	15.	Generate creative and innovative business opportunities and solutions.	3	3				3			3	

**Figure 15.1 Year 4 continued**

**Mapping of Program Learning Outcomes**

- 1 - Introductory
- 2 - Intermediate
- 3 - Advanced

The graduate has reliably demonstrated the ability to:

	LEVEL SEVEN						LEVEL EIGHT					
	Employment & Labour Law	Learning, Training & Development	HRIS – Data & Enquiry	Non-Core Elective	Pension and Benefits	Co-Op Preparation	Co-Op Integration	Planning for the HR Professional	Negotiating – Mediation and Conflict Resolution	Organizational Development	Strategic Policy & Planning	Non-Core Elective
16.	Evaluate strategic human resources policies, procedures, and programs related to the following areas: staffing (recruitment, selection, retention, human capital strategy) and performance management; orientation, training and development; diversity initiatives; health and safety; disability management; finance; employment legislation, basic contract law and privacy laws.	3	2	3	3	3	3	3	3	3	3	
17.	Research and support the development of compensation and benefit plans that assist the organization to achieve its business goals.				3					3		
18.	Develop mechanisms, including policies, procedures, and programs, to foster positive employee relations, to mediate disputes/grievances in unionized and non-unionized environments, to facilitate arbitration, and to negotiate collective agreements.	3							3	3		
19.	Evaluate Human Resources plans to ensure alignment with organizational goals and responsiveness to current and future labour market conditions.		2	2	2		3		3	3	3	
20.	Manage training and organizational development and change initiatives including workforce design, development, and employee engagement initiatives, to support organizational effectiveness.		2							3	3	
21.	Establish and manage systems and processes to collect and safeguard Human Resources information.	2	3	3			3					
22.	Analyze and evaluate required numerical and financial data for projecting the impact of human resources plans.		3	3	2		3					
23.	Assess workplace health and safety practices to: ensure practices meet legislative requirements, analyze risk to the health and safety of employees, and determine appropriate preventative measures.	3	2								3	
24.	Assess how and why human resources programs, policies and procedures differ among countries, and the limitations that will be experienced by human resources managers who have transnational responsibilities.						3		3	3		
	<b>TOTAL # OF OUTCOMES EVALUATED BY EACH COURSE</b>	7	11	15	11	4	8	12	6	20	16	

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## **Section 16. Policies**

Fanshawe College has submitted the necessary policies recently in a previous PEQAB submission, so these are not attached to this application.

## **APPENDIX A**

### **Lawrence Kinlin School of Business Degree Program Feasibility Study**

**Bachelor of Commerce (Human Resources Management)**

# Fanshawe College

## **Lawrence Kinlin School of Business Degree Program Feasibility Study**

August 2011

**PREPARED BY:**

Academica Group Inc.

London | Toronto | Boston

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## Introduction

This study was conducted on behalf of the Lawrence Kinlin School of Business (LKS) to help determine the feasibility of four new business degree program offerings being proposed by the School. The proposed degree programs are in Accounting, Business Management, Human Resources Management and Marketing. Specifically, the research sought to:

- Understand the competitive environment in which Fanshawe College is considering the development of its new business degree programs;
- Measure levels of interest in pursuing a business degree program and the preferred type of institution (i.e., college versus university) among different segments, including Current Students, Prospective Students and Alumni;
- Gauge the level of appeal for each of the four degree programs, Accounting, Business Management, Human Resources Management and Marketing, and the proposed specializations falling under each program;
- Understand attitudes and perceptions of a college-granted versus university-granted degree among both students and employers; and,
- Provide an overview of labour market trends, opportunities, and employment prospects for graduates of Fanshawe's proposed business degree programs.

The research program contains six modules that were designed to take into account both the supply and demand sides of the equation in assessing the feasibility of each of the proposed business degree programs. Each module is reported within a separate chapter of this report. Descriptions of each of these modules are provided below. Please see the methodology section under each chapter of the full report for more details on the research methodology for each module of the study.

1. **Internal Executive Interviews:** Eighteen interviews were conducted among Key Stakeholders within Fanshawe College to capture internal opinions and to help inform subsequent stages of the study.
2. **Competitive Analysis:** This module consists of two parts: Part I, a competitive analysis of publicly available information gathered from college and university websites in Ontario; and Part II, an OCAS data warehouse analysis that provides an overview of business program trends at the college level.
3. **Current Students Survey:** A total of n=322 completes. A survey was conducted among upper-year LKS students in all four relevant business program areas, in order to assess interest levels in pursuing a business degree, and specifically in the degrees being proposed by Fanshawe College.

4. **Prospective Students Survey:** A total of n=237 completes. A sample was pulled from Academica Group's Consumer Panel that met the following criteria: respondents who applied to colleges only OR both colleges and universities (a segment that is approximately 15% of the Panel) and applied to business programs at the time of completion of the 2009, 2010 or 2011 UCAS™ surveys; the sample also included students identified as living in areas of South western Ontario or GTA OR as international students. The sampling frame was developed to capture the attitudes and levels of interest in the proposed degree programs among key target groups identified by Internal Stakeholders, including:
  - a. Students who are currently in a business program at another college or university
  - b. Students who are currently in high school but have applied to a post-secondary institution
  - c. Those who are currently employed/other, i.e., mature students
  - d. International students/Immigrants
5. **Alumni Survey:** A total of n=56 completes. A survey was conducted among a small sample of Alumni business graduates to assess interest levels of interest in a business degree and proposed degree programs and their attitudes about the offering. The majority of respondents were Alumni who graduated from Marketing. Please also see this chapter for verbatim feedback from Alumni on the proposed degree offerings.
6. **Labour Market Research:** This module consists of a review of labour market information and national, provincial, and regional occupational forecasts, as well as executive interviews conducted among senior representatives of businesses, organizations, and regional economic development associations. Employers who participated in the interviews were from mid- and large-sized firms across a broad range of sectors primarily in London, Ontario. A total of 55 interviews were conducted.

### **Structure of the Report**

The first part of the report is the **Executive Summary Report**, which provides an overall summary triangulating the findings from all six phases of the research. This Executive Summary Report is intended to be a stand-alone report for the reader wishing to gain an overview of the findings of the study. For more details on the research findings within each of the six modules, the reader should refer to each individual chapter in the full report.

### **Notes to reader:**

- The discussion guide and survey instruments are included as appendices under separate cover.

## Executive Summary Report

### A. Background and Context

#### The Changing Landscape of Post-Secondary Education in Ontario

- ✓ “*The problem is that we need people with a mix of practical skills and theoretical knowledge, and college and university each seem to provide one or the other.*” (*Employer Interviewee*)

Today’s post-secondary education system in Ontario is characterized by a number of shifts reflecting the demands and needs of today’s students. More now than ever before, the student market is becoming fragmented as a greater proportion of mature students are returning to school to upgrade or change careers and as more students are now seeking multiple pathways through post-secondary institutions. As a result, attitudes about the traditional university degree versus the college diploma dichotomy are changing; driven by a sense of careerism, students are increasingly interested in outcomes and on the return of their investment in school, that is, programs that focus on career training and promise employment. In response to these changing student needs, post-secondary institutions in Ontario are also evolving. A growing number of colleges have been awarding baccalaureate degrees, while universities are increasingly offering programs that have traditionally fallen into the college domain, as well as co-op opportunities to help in the preparation for a career. The boundary between colleges and universities is becoming increasingly ambiguous as a growing number of students are pursuing multiple credentials, blending practical skills and theoretical learning pedagogy, and moving between the two types of institutions to achieve their ultimate intended educational and career goals.

Academica Group’s College Applicant Survey (2007) reveals that one-quarter of all college applicants state that a major reason for applying to college is to prepare for entering a university degree.<sup>1</sup> The percentage of college graduates who actually pursued a university education has been reported as more than 8% over the past several years, almost doubling since 1990-2000.<sup>2</sup> It appears that students are most likely to make the decision to continue onto university either before they enter their current program (44%) or while they are enrolled in it (32%).<sup>3</sup> Significantly fewer consider further education after completion of their program (18%).

The Colleges Ontario study also shows that college students are more likely to return to their own college for further education (ranging from 12% to 14% from 2003 to 2006), followed by universities in Ontario (ranging from 6% to 8%).<sup>4</sup> The universities with the highest levels of college graduate enrollments are York University (23%), Ryerson University (14%), Laurentian University (6%), Windsor

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<sup>1</sup> Academica Group, 2007. *College Applicant Survey*, cited in Colleges Ontario, May 2009. *Student Mobility between Ontario’s Colleges and Universities*, p.2.

<sup>2</sup> Ibid., p.6 and The Higher Education Quality Council of Ontario, 2011. *The Transfer Experience of Ontario College Graduates who Further their Education*, p.10.

<sup>3</sup> Ibid., p.2.

<sup>4</sup> Ibid., p.6.

University (7%), and Western University (6%). Part-time enrollment of college graduates is highest at Ryerson (34%) and York (11%) Universities.<sup>5</sup>

Interestingly, 19% of those who graduated from a college in Business Administration (3-year), 21% in Business Administration- Accounting (3-year), and 15% in Business Administration - Human Resources (3-year) enrolled in university within six months of graduation (2006-2007).<sup>6</sup> Looking at the data from another point of view but with similar results, 20% of students in the program area of Commerce/Business/Administration in university were college graduates, the highest proportion of any program in university.<sup>7</sup>

### **The Demand Side of the Equation: Labour Market Trends in Southwestern Ontario**

According to the landmark 2009 report *Ontario in the Creative Age*, Ontario's capacity to compete and prosper in a period of global economic transformation will depend on its ability to harness the creative talents of its people, and enable innovation and economic growth in the businesses and industries of the future. The report describes the shift from a routine-oriented economy that relies on physical skills and repetitive tasks, to a creativity-oriented economy that values creativity, analytical and social intelligence skills. The shift is evident in the trend away from goods-producing to service industries – with nearly 80% of the Ontario workforce now employed in service occupations in financial institutions, retail, law firms, schools, and hospitals – and in the emergence of an urban mega-region stretching from Windsor to Ottawa.

In the centre of this urban mega-region, London is a mid-sized city situated midway between Detroit and Toronto. As Canada's tenth largest market area, London also serves as a regional hub for urban and rural surrounding communities in Southwestern Ontario. With a population of over 464,000, the London CMA represents about one-third of the total population of Southwestern Ontario.

Although manufacturing continues to be the dominant sector in the regional economy, *the region has experienced a long-term shift away from manufacturing to a service-based economy*, in the face of a reduction in export competitiveness caused by the rising Canadian dollar, intensified competition from Asian imports, the downturn in the US economy, and overdependence on the auto sector. More recently, the city is slowly recovering from the devastating shock of the 2009 global recession, which saw a 15.2% decline in manufacturing output and a 4.6% decline in construction output, with corresponding impacts on service sector industries such as transportation and warehousing (6.7% decline) and wholesale and retail trade (6.9% decline).<sup>8</sup>

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<sup>5</sup> Ibid., p.8.

<sup>6</sup> Ibid., p.9

<sup>7</sup> Ibid.

<sup>8</sup> Conference Board of Canada, 2011. *Economic Insights into 27 Canadian Metropolitan Economies*. Ottawa: Conference Board of Canada.

Today, London is a site of choice for subsidiaries of American manufacturers, notably in food and beverage, automotive parts, aircraft and locomotive assembly. The city remains home to many industry sector leaders, such as 3M, McCormick Canada, Kellogg's, Trojan Technologies, TSC Stores, and Starlim North America. Known for its strength in banking and insurance (London Life and Libro Financial continue to base their Canadian headquarters in London) London's economy has recently diversified into additional knowledge-based sectors such as health research and post-secondary education.

Over the past few years, the city's manufacturing sector has grown and diversified, with a focus on military, aerospace, medical devices, and automotive parts and production, as well as food processing. New business growth is being pursued in "creative economy" jobs in life sciences, technology and digital media. In addition, London's position at the junction of three major provincial expressways and the closest Ontario city to all three major US border crossings (Detroit, Buffalo, and Port Huron), have contributed to plans to position the region as Canada's gateway to international trade, by creating a regional transportation logistics hub for moving freight internationally by rail, highway, and air.<sup>9</sup>

The aging workforce is creating labour market challenges across all regions of Southwestern Ontario. The Elgin, Middlesex, Oxford Local Training Board reports that the aging of the workforce will have a particular impact in trades, transport & equipment operators, and management professions (where at least half the workforce was 45 or older in 2006), as well as business, finance & administration, primary industry, and health, where more than two out of five workers are at least 45 years of age<sup>10</sup>. Oxford expects almost one in five workers involved in the health care and non-profit sectors (social science, education, government service & religion) to retire in 2011<sup>11</sup>, and higher than average retirements projected for business, finance & administration; trades, transport & equipment operators; and management occupations. In Elgin, the lack of senior level technical and managerial positions has been identified as key challenges in workforce development<sup>12</sup>.

Shortages of business management skills, particularly for small and medium-sized businesses, were also highlighted in the Ontario government's 2008 report *Manufacturing in Ontario: Innovating for the Future* and the 2007 Conference Board of Canada report on *Ontario's Looming Labour Shortage Challenges*, in their call for strengthening managerial capability across all sectors.

This brief background overview provides a broader context to the findings of this report with regard to the demand for business degrees and the opportunities for business graduates in the labour market in Southwestern Ontario. There is clear indication of an increasing appetite for higher level credentials among students entering college, and that for a significant proportion of these students, this is their

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<sup>9</sup> LEDC, 2009. *Advantage London : London Economic Summit : Creating the Action Plan for the Next Economy*. London Economic Development Corporation.

<sup>10</sup> Elgin, Middlesex, Oxford Local Training Board (EMOLTB). March 2009. Trends, Opportunities, Priorities Report. [www.localboard.on.ca/localboard/english/newsPubs/tops/TOP%202009-web%20version.pdf](http://www.localboard.on.ca/localboard/english/newsPubs/tops/TOP%202009-web%20version.pdf)

<sup>11</sup> Oxford County. n.d. Workforce Plan.

[www.localboard.on.ca/localboard/english/newsPubs/EMO%20Publications/Oxford%20Rural%20Plan%20PDF%20or%20the%20WEB.pdf](http://www.localboard.on.ca/localboard/english/newsPubs/EMO%20Publications/Oxford%20Rural%20Plan%20PDF%20or%20the%20WEB.pdf)

<sup>12</sup> County of Elgin. July 2008. Marketing and Branding Strategy Final Report.

original intended educational goal. Students today are seeking multiple pathways including laddering to better suit their lifestyles, interests and desired career outcomes. This is the opportunity colleges have tapped into in their degree offerings. The transformation and rebuilding of the economy from its traditional manufacturing and agricultural base in Southwestern Ontario and the plan to position London and the surrounding region as Canada's gateway to international trade, as well as an ageing workforce, suggest a growing need for graduates of post-secondary institutions to remain local in London as the city moves away from a manufacturing-based economy to one that is knowledge-based. Fanshawe College is positioned to deliver business graduates for positions locally. The Report that follows highlights evidence for the support of the proposed business degrees, as well as any issues or concerns in the development and consideration of the proposed programs.

## B. Overall Summary of Research Findings

### High Level of Interest in Pursuing a Business Degree

Overall, the findings from the three surveys conducted by Academica Group among Current Students, Prospective Students and Fanshawe Business Alumni indicate that there is a very high level of interest among a fairly large proportion of students in obtaining a higher degree credential in business studies.

Prior research has shown that college students are most likely to make a decision about continuing on to further education before they are enrolled in their program or while they are enrolled in it (noted above in Background and Context section). This is certainly evidenced by Academica Group's research findings. Current Students who are either enrolled at Fanshawe College or another college express the greatest interest in further studies among all the considered groups. Of the 322 Current LKSB Students surveyed, 80% say they have considered applying for a degree either at a college or a university in the past year. The percentage is higher among final year advanced diploma students (91%) compared to diploma students (78%). Note that Current Students in this group who are enrolled in the Business diploma program are less likely than students in the Accounting, Human Resources Management and Marketing programs to be interested in pursuing a degree credential.

That current students express the highest level of interest in pursuing a degree is corroborated by findings from the Prospect Survey (total interest is 71%), in which 93% of those who are currently enrolled in a competitor college's business program report interest in applying for a degree.

Those who are currently High School Students also express a high level of interest, as do International Students/Immigrants. Of these two Prospective Survey sub-groups, 79% of High School Students and 81% of International Students say they are considering applying for a business degree in the next three years.

As expected, levels of interest among those who are currently employed or not in school are lower. Only 57% of Fanshawe Business Alumni, many of whom are currently employed, and 54% of those Employed from the Prospect Survey indicate a level of interest in continuing their education by applying for a business degree in the next three years.

**Table 1. Interest in Applying for a Degree by Student Groups**

<i>(Does not include those currently in a degree)</i>	Current Students	Business Alumni	Prospective Students
	Total	Total	Total
	N=322	N=44*	N=206
Yes considered applying for a degree	80%	57%	71%

**Table 2. Interest in Applying to a Degree by Subgroups**

(Does not include those currently in a degree)	Current Students Type of Program				Current Students Level		Prospective Students Current Situation			Prospective Students Status in Canada	
	Accounting	Marketing	Business	HR	Level 4	Level 6	In a college business program	In High School	Employed or Other	International /Immigrant	Born in Canada
	N=89	N=132	N=54*	N=47*	N=267	N=55*	n=54*	N=57*	N=94	N=37*	N=123
Yes considered applying for a degree	87%	81%	69%	81%	78%	91%	93%	79%	54%	81%	67%

LKSB should keep in mind that while stated interest is high among those we surveyed, particularly among Current Students (as above), prior research (2007-2008) indicates that roughly 15% to 20% of college graduates from specific business programs such as HR Management, Accounting and Business Administration actually enroll in university within six months of graduation (see Background and Context section above). However, if taking into consideration those who return to school after the six month period and those who attend colleges to complete a business degree, as well as taking into account the upward trend since the date of this study, enrollment percentages in degree programs overall would likely be higher today.

The primary reasons students cite for considering a degree is to help increase marketability in the job market, to increase earning potential, to increase knowledge and training in preparation for a career, and to complete a professional credential (particularly among those currently in college in an Accounting or Human Resources Management program).

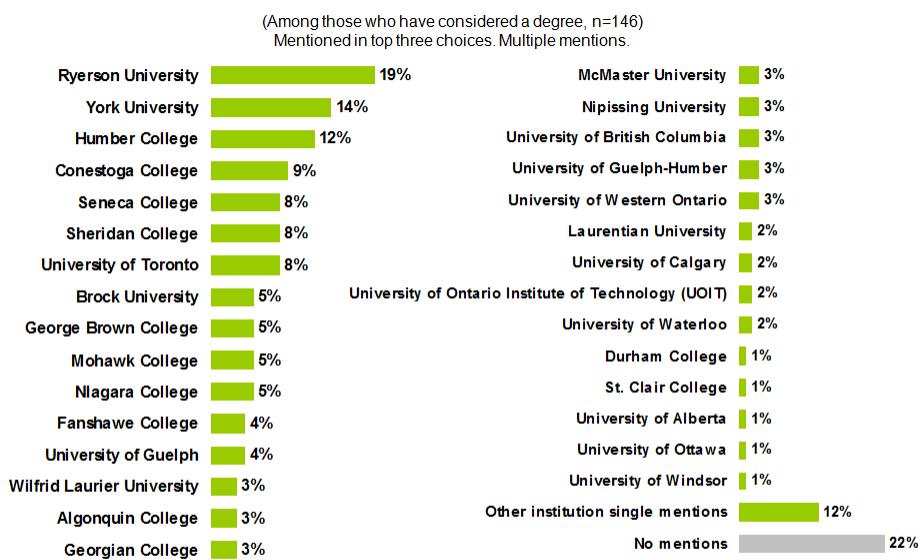
## Business Degree Options in Ontario: A Highly Competitive Environment

The business school landscape is replete with choice offerings in Ontario. There are currently nine colleges in Ontario offering twenty-one degree programs that cover the areas of Accounting (4), International Business (4), Finance/Financial Service (2), Human Resources Management (2), Marketing (1), Hospitality and Tourism (4), Fashion Management (1), Municipal and Corporate Admin. (1), Golf Management (1) and e-Business Supply Chain Management (1). St. Lawrence College offers a general BBA with no particular specialization.

A total of seventeen universities in Ontario (excluding Eastern Ontario) offer over 30 business degree programs. Universities offer the traditional degree programs in the areas of Accounting, Marketing, Human Resources, Economics, Business/General Management, Finance etc., but a few are also offering specializations that might have traditionally fallen into the college domain, such as Real Estate and Housing (University of Guelph), Supply Chain Management (Wilfrid Laurier University), Commercial Aviation and Consumer Behaviour (University of Western Ontario), Game Development and Entrepreneurship (University of Ontario Institute of Technology), and Entrepreneurial and Family Business Studies (York University). A number of universities are now marketing their business programs as practical platforms for career preparation, highlighting both theory and practical training. Specifically, some universities are placing greater emphasis on this pedagogical approach by offering optional co-op programs (mandatory in the case of the University of Waterloo).

When Prospective Students were asked about which schools they considered applying to for a degree program, forty-eight different institutions were mentioned (mostly in Ontario), highlighting the multitude of choices available (Chart 2 below). Of interest is that four of the top seven post-secondary institutions being considered among our sample of Prospective Students are colleges: Ryerson University (19%), York University (14%), Humber College (12%), Conestoga College (9%), Seneca College (8%), Sheridan College (8%), and University of Toronto (8%). Please note that, like the prospect population, our sample is skewed to the GTA; nonetheless, Conestoga appears in this list among the top colleges considered for a business degree.

**Chart 1. PSE Institutions Considered for a Degree Program among Prospective Students**



*Q. Which post-secondary institution(s) have you considered applying to for a degree program in business? If you have not considered any yet, please leave the boxes blank.*

Among Fanshawe Business Alumni (n=32 – those interested in a degree), Athabasca University (16%) is listed as the top school of interest, as might be expected due to high interest in online delivery among this group. The majority of other schools considered are local or are located in the surrounding region including the University of Western Ontario (16%) (plus Ivey, King's and Brescia) as well as Fanshawe College (13%).

While mention was made in the Executive Interviews that the University of Western Ontario and the colleges in the surrounding region of London and in the GTA (that offer degrees) are seen as Fanshawe College's main competitors, the research also suggests that Ryerson University and York University should be considered among this set. As mentioned above, these two universities are the two largest receiving universities of college graduate enrollments: York University (23%), Ryerson University

(13.7%)<sup>13</sup>. They are also the only two institutions currently offering part-time enrollment (part-time enrollment of college graduates is highest at Ryerson (33.5%) and York (11.4%)<sup>14</sup>).

*Given the numerous offerings, would there not be an over-saturation of degree offerings in the marketplace?*

The research findings in this report do not indicate this would necessarily be the case, as the needs and demands of today's students relate more to accessibility, the offering of different pathways and the educational outcomes of a program, all of which a college education is able to provide. Students cite the ability to transfer credits easily into a degree program, the possible career paths upon graduation, along with the reputation of the program and the school, and the types of courses offered as the most important factors in choosing a degree program.

- ✓ “*It's a great idea. I only planned on doing a 2 year program and then I decided to do the extra third year. If there was a fourth year offered to receive a degree I would have done it for sure.*” (Alumnus)
- ✓ “*I think this is a great idea. I am thinking of this from the perspective of my own kids. My son got a BMOS degree at Western and applied but didn't get into Ivey. My daughter got a double diploma from Fanshawe in HR. Now she is getting a business degree online from Athabasca. She would definitely have stayed for a degree at Fanshawe if it was available.*” (Employer)

Included in these top factors is also the location of the school. And among Alumni, the availability of part-time options and online delivery also rank highly in importance.

In addition, the abundance of business degree options available does not necessarily preclude that new degree program offerings would be over-saturating the market. The relative success of new business degree offerings at colleges over the past few years suggests that they are meeting the changing needs and demands in the student marketplace for different pathway options to achieving a business or business-related degree, as well as offering more accessible options. Success is here determined by the number of applications relative to enrollments to programs (OCAS data analysis). For most college business degree programs currently offered, the total number of first choice applicants far exceeds the number of students who enroll in the programs themselves, in some cases by three or four to one.

Some college degree programs have had appeal beyond their own catchment areas, typically drawing between ten percent and twenty percent of students from outside their own areas. There is the opportunity to cater to students locally as a small percentage of students are attending colleges in the GTA to obtain a business degree. Conversely, Fanshawe College could potentially offer specialized programs that would draw students from the GTA. Conestoga College, the geographically closest college competitor has shown promising numbers with the launch of its business degrees. The college has drawn a good proportion of applications (averaged over the years the programs have been in existence) from the GTA/Central catchment areas through its Accounting, Audit and Information Technology

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<sup>13</sup> Ibid., p.8

<sup>14</sup> Ibid., p.8.

program (15.4%) and International Business Management program (17.7%). Similarly Niagara College's International Commerce and Business Development program has drawn 24% of its applications from the GTA/Central catchment areas. Neither of these colleges currently offers part-time or online degree options.

### **An Alternative Path to Obtaining a Degree: Changing Attitudes about Post-secondary Options**

One of the concerns brought forth in the Executive Interviews among Fanshawe Stakeholders was the challenge of dispelling public perceptions of the college-granted degree as being marginal to a university-granted degree among the public. The findings of this research study reveals a promising trend regarding perceptions and attitudes about college-granted degrees both among students and employers in the marketplace. A substantial proportion of students is considering the option of applying to colleges for a degree for reasons such as flexibility, accessibility, location and cost. They also tend to prefer the pedagogical approach of a college education in preparation for a career. And while college degrees are still a relatively new offering and many employers have yet to hire college degree graduates, a significant proportion are at least receptive to the idea. That said, it may still take some time for public attitudes and perceptions to shift, as many of those we surveyed and interviewed were still undecided in their opinions. This is due in part to a lack of awareness about the quality of education that a degree granted from a college can provide compared to a university, as well as a lack of exposure to college degree graduates.

#### ***Students' Attitudes***

For students, college is clearly becoming a competitive option for obtaining a business degree. When asked about the institution of preference when considering a business degree:

- **Fifty-nine percent of Current Students said they are considering applying to a college as an option:** 39% are considering applying to both college and university, 20% are considering college only, and 34% are considering university only.
- **Eighty percent of Prospective Students are considering college:** 43% are considering both at college and university, 37% are considering college only, and 16% are considering a university only.
- **Forty-three percent of Business Alumni are considering a college-granted degree (\*small base size):** 34% are considering both college and university, and only 9% are considering college only, while 34% are considering university only.

**Table 3. Preferred Institution by Student Groups**

(Does not include those currently in a degree)	Current Students Total	Business Alumni Total	Prospective Students Total
	N=259	N=32*	N=146
<b>Yes considered applying...</b>	<b>80%</b>	<b>73%</b>	<b>71%</b>
<i>College only</i>	<i>20%</i>	<i>9%</i>	<i>37%</i>
<i>University only</i>	<i>34%</i>	<i>34%</i>	<i>16%</i>
<i>Both College &amp; University</i>	<i>39%</i>	<i>34%</i>	<i>43%</i>
<i>Not strongly considering college or university</i>	<i>7%</i>	<i>22%</i>	<i>4%</i>

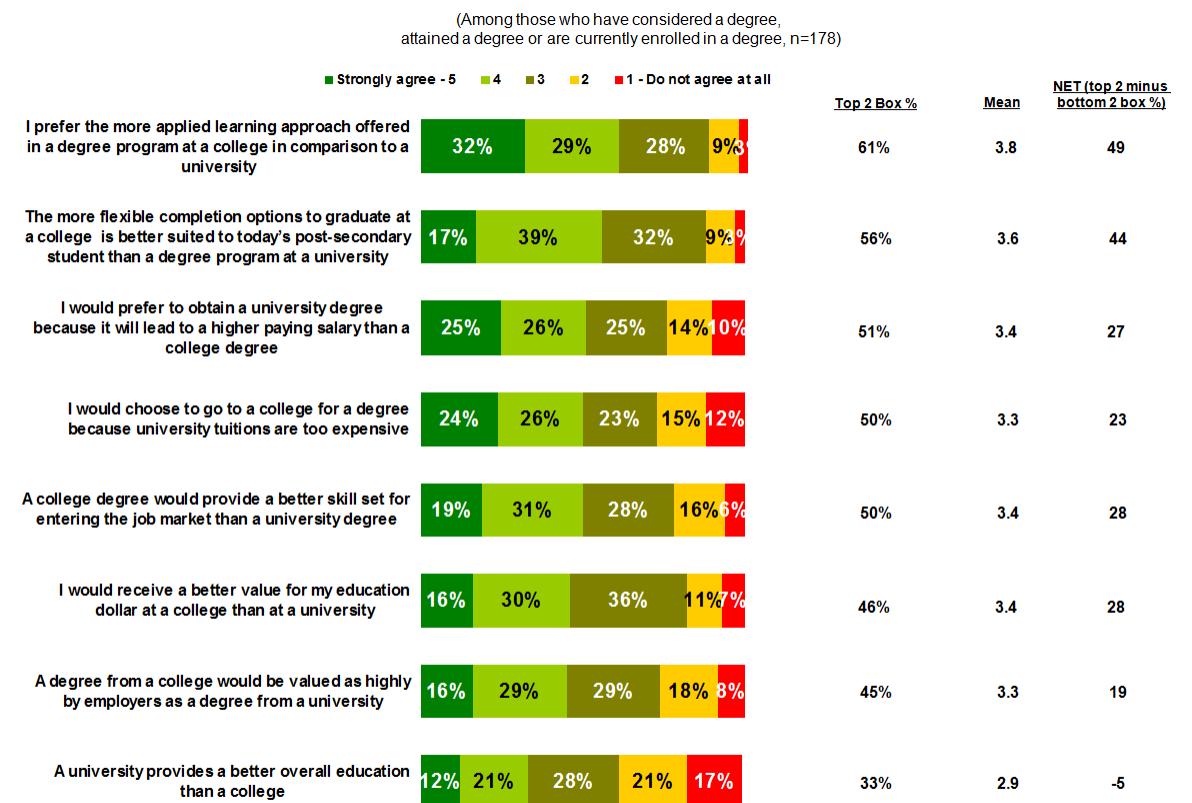
Current Students in the Human Resources and Accounting programs are more likely to consider university as an option for a degree, likely due to their interest in completing a professional credential. International students are less likely than their Canadian born counterparts to express interest in applying to college only. High School students are more likely than those currently enrolled in a college business program to be interested in applying to a college for a degree, suggesting perhaps a greater receptivity to a college-granted degree among the generation just graduating from high school (keeping in mind that Prospective students in our sample were identified as having applied to colleges only or both colleges and universities – a segment that is approximately 15% of Academica Group's Panel).

**Table 4. Preferred Institution by Subgroups**

(Does not include those currently in a degree)	Current Students Type of Program				Current Students Level		Prospective Students Current Situation				Prospective Students Status in Canada	
	Accounting	Marketing	Business	HR	Level 4	Level 6	In a college business program	In High School	Employed or Other	International /Immigrant	Born in Canada	
	N=89	N=132	N=54*	N=47*	N=267	N=55*	N=54*	N=57*	N=94	N=37*	N=123	
<b>Where considered...</b>												
<i>College only</i>	<i>14%</i>	<i>26%</i>	<i>19%</i>	<i>18%</i>	<i>23%</i>	<i>12%</i>	<i>22%</i>	<i>42%</i>	<i>47%</i>	<i>20%</i>	<i>44%</i>	
<i>University only</i>	<i>40%</i>	<i>31%</i>	<i>22%</i>	<i>42%</i>	<i>30%</i>	<i>50%</i>	<i>28%</i>	<i>18%</i>	<i>2%</i>	<i>27%</i>	<i>15%</i>	
<i>Both College &amp; University</i>	<i>44%</i>	<i>36%</i>	<i>49%</i>	<i>26%</i>	<i>40%</i>	<i>34%</i>	<i>48%</i>	<i>36%</i>	<i>45%</i>	<i>50%</i>	<i>38%</i>	
<i>Not strongly considering college or university</i>	<i>1%</i>	<i>7%</i>	<i>11%</i>	<i>13%</i>	<i>7%</i>	<i>4%</i>	<i>2%</i>	<i>4%</i>	<i>6%</i>	<i>3%</i>	<i>4%</i>	

The argument that perceptions and attitudes about colleges and college-granted degrees are shifting is also supported by the responses to agreement statements asked in the surveys among Prospective Students and Alumni. Approximately half of Prospective Students are “college supporters”. They prefer the more applied learning approach of a college degree program in comparison to a university. They also agree that the flexible options of a two-, three- or four-year completion are better suited to today’s student and that a college degree offers a better skill set for the job market. A sizable proportion also agrees that a college degree would be valued as highly by employers as a degree from a university. Of significance is that fifty percent say that they would choose to go to college because university tuitions are too expensive, seeing better value for the education dollar at a college than at a university. That said, there is still a substantial group of Prospects (approximately one quarter to one-third) that is undecided in their opinions about the benefits of a college degree versus a university degree.

### Chart 2. Attitudes about a College Degree versus a University Degree among Prospective Students



*Q. Below is a number of statements about attending a college versus a university. To what degree do you agree or disagree with each of the following?*

The perceptions and attitudes of Alumni about colleges and college-granted degrees are relatively similar to those of Prospective Student in many respects. Approximately half of Alumni are positive about a college education and prefer the practical teaching approaches, the flexible completion pathways, and career preparation provided by colleges. While this group is less likely to agree that a university provides a better education than a college, they are, however, more sceptical that employers would value a college degree as highly as university degree.

### Employers' Attitudes

While a small proportion of Employers (approximately one-in-five) stated that they would favour university graduates over college graduates holding degrees – viewing university graduates as of a higher calibre and better critical thinkers and independent workers – the majority believed that there were benefits that a degree from a college could offer. Approximately two-thirds said that they would not give preference to a university candidate over a college candidate when making hiring decisions. A common theme expressed by employers – and by far the most important strength mentioned – was the focus on hands-on experience obtained during a college education. The majority of employers believed that college business degree graduates would bring a different set of skills, training and knowledge to

the workforce than graduates of university business programs, with several employers singling out co-op experience as the key differentiator.

In terms of salary, a large majority of employers stated that they would not pay employees with university degrees more than employees with college degrees, indicating that pay scales are set according to the position, not educational qualifications. On the same basis, many employers also said that they would not offer higher salaries to employees with college degrees compared to college diplomas, if the employees were entering the same position. Following this, almost two-thirds of employers supported the continued offering of business diplomas if the business degrees go forward, although some questioned the long-term viability of business diploma programs since a college degree may likely increase minimum educational requirements for entry-level business positions. There is some evidence indication that this “credential creep” is already happening, as indicated by the decrease in number of applications to 3-year business advanced diplomas corresponding to the increase in 2-year diplomas and 4-year degree programs in our OCAS data analysis.

Employers were evenly split as to whether college business degree graduates would perform differently on the job compared to university graduates. Several employers described college graduates as “ready to hit the ground running,” with specialized knowledge that allows them to adapt quickly to the workplace. Some employers also felt that college students graduate with more realistic expectations than university graduates, with a few noting that college students have a better attitude and a willingness to work harder than university students. Many employers also valued the real-life experiences brought to the classroom by college instructors, and the close interactions between students and instructors in small class settings.

- ✓ *“I would probably look at a student with college education before a student with a university education. College education at the business level is more realistic. Educators at college have been in business in the real world. An instructor is going to teach not only the course but also how it is in the real world. The students are given realistic expectations.”*
- ✓ *“The beauty of the college program is that if you can have a prestigious college degree program then you will produce grads that are trained in theory and practical application”.*
- ✓ *“Diplomas don't provide professional designations, but degrees would fix this.”*
- ✓ *“Right now we have a bias in favour of Fanshawe College. Their lack of pomposity is a big factor.”*

However, some Employers valued the ability of university graduates to work independently and think critically.

- ✓ *“For higher level positions then I would choose the university candidate, but for mid-level positions requiring a lot of teamwork I would choose the college student for their tactical strengths.”*
- ✓ *“I would choose a university grad for the area of critical thinking and working independently. College students are spoon fed too much and expectations to achieve aren't high enough. Historically I have felt that a university B.A. shows that they can work independently. My perception is that colleges take everybody and will graduate everyone.”*

One concern that several employers brought forth was that the narrow specializations of college business degrees would be a potential weakness and believed it would be important for business students to gain a broader and more theoretical education. Conversely, some also argued that the lack of specializations in university degree programs was also a weakness.

Despite the relative receptiveness to the offering of college-granted degrees, many Employers felt that it may still take some time for general public perceptions to change in regard to the value of a college degree. Observing that college business degrees have not yet established a reputation, some employers commented on the difficulties in breaking down this barrier without a proven track record of success. A few advised that a strong, continued education campaign would be necessary to help change attitudes.

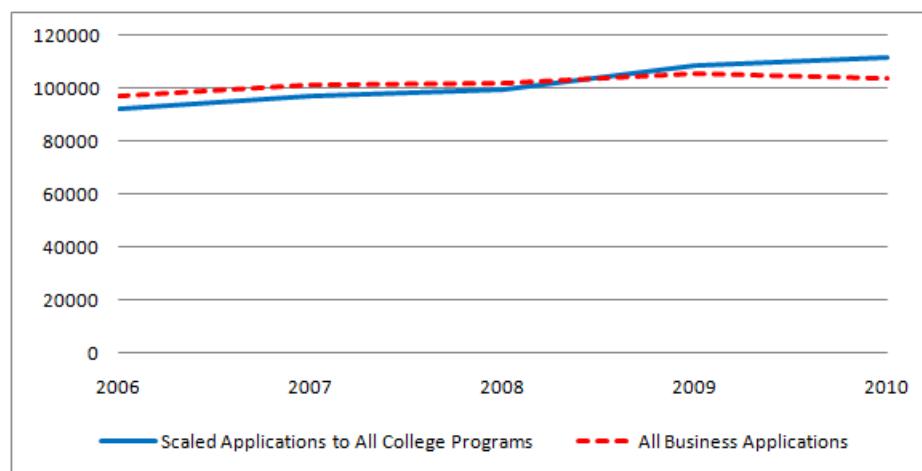
- ✓ *"When we start calling things the same between university and college there is a stigma that will be attached to a degree from college. This stems from easier entrance requirements, which makes the education seem less valuable."*
- ✓ *"Unfortunately, the prestige, the name. A degree from college does not sound the same as a degree from university."*
- ✓ *"There are some stereotypes about college versus university ... there needs to be strong marketing to let the business community know what these programs are about."*
- ✓ *"It just won't have the same credibility as university. Until it has been tested and proven it will be a hard sell."*

## Applications to Business Programs in College Remain Steady; Degree Applications on the Rise

### Overall Applications to All College Business Programs

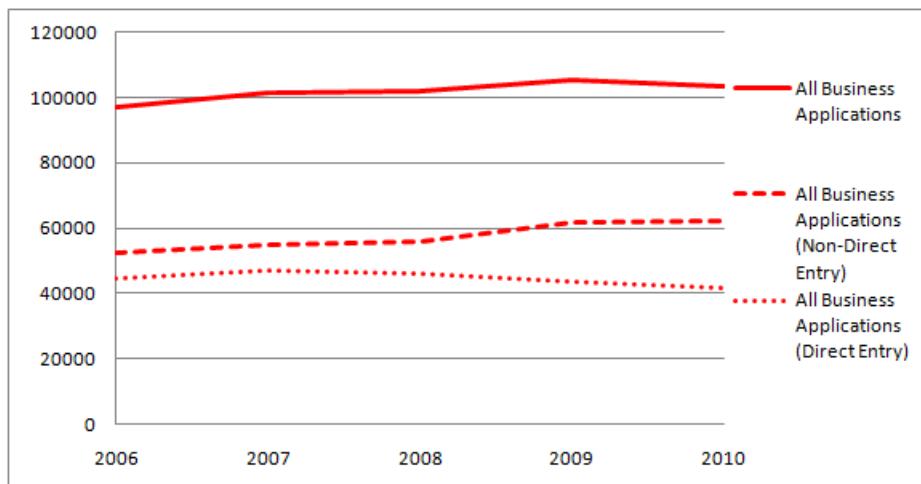
It is also important to note that business school remains a popular area of study at the college level and shows no real signs of decreasing enrollments. As the chart below reveals, applications to all college programs in Ontario have seen a steady increase over the past five years (scaled down for trend comparison to business applications). Following a similar trend line, applications to all business programs is keeping relative pace, albeit levelling off in 2010.

**Chart 3. Application Trends from 2006 to 2010: Applications to All College Programs (scaled) vs. All Business Applications**



The profile of business applicants, however, is changing. The chart below suggests that growth is due in part to the greater proportion of mature or Indirect Students applying to business programs, while applications from Direct Students are trending down.

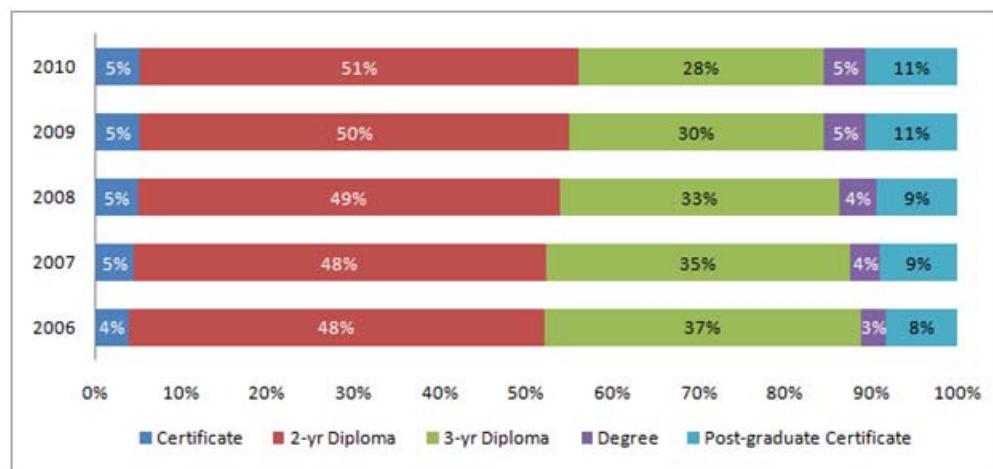
**Chart 4. Business Application Trends: Non-direct Entry vs. Direct Entry Applications vs. All Business Applications**



### College Applications Trends by Completion Level

OCAS data indicate that, since 2006, interest in pursuing a business degree at a college is on an upward trend. The chart below reveals a two point increase in the proportion of applications to degree programs (as well as post-graduate certificates and two-year diplomas) across Ontario over a five year period. Note, however, that there has been a corresponding decrease of nine points in the proportion of applications to 3-year advanced diploma business programs. This is likely due to the increase in the proportion of mature students going to college (Non-direct Entry Students) versus Direct Entry Students in more recent years. Given the increasing need for degree requirements for professional designations/certifications, applications to a business degree programs are likely to take a greater proportion of overall applications to business programs.

**Chart 5. Application Trends to All College Business Programs by Completion Level. Source: OCAS Data**

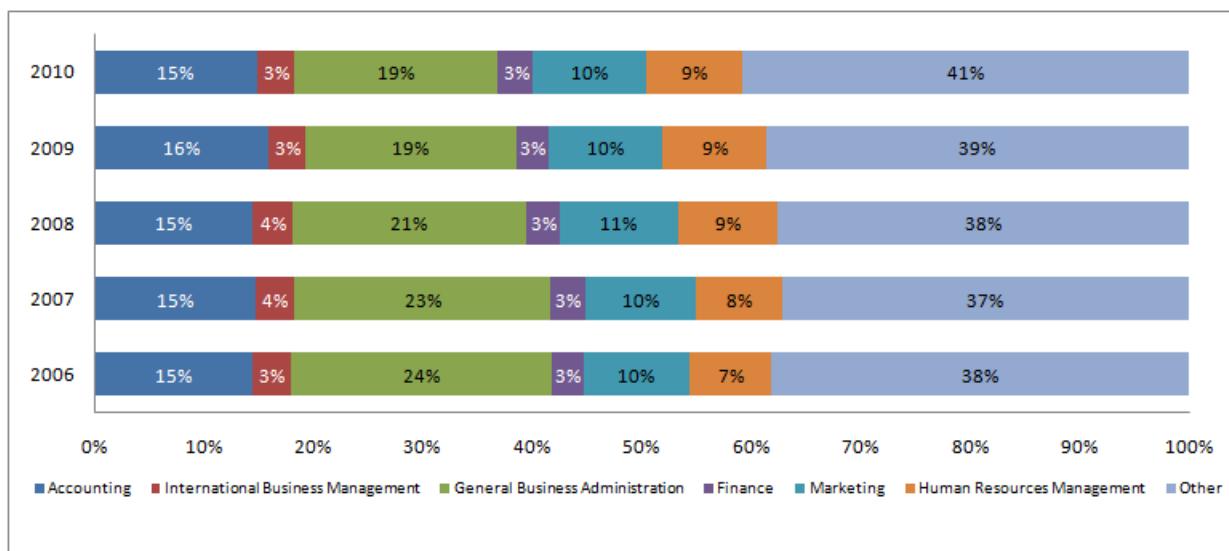


### College Applications Trends by Business Program Areas

For context, this section provides an overview of the general application trends in each of the major business program areas: Accounting, International Business Management, General Business Administration/Management, Financial Services/Planning, Marketing and Human Resources Management; all other program areas (more specialized) have been grouped into an “Other” category.

Applications to Accounting programs have remained relatively steady over the past five years holding a 15% to 16% proportion of all business applications, as have applications to Marketing (10% to 11%), International Business Management (3% to 4%) and Finance/Financial Planning (3%) programs. There has been a significant decline in General Business/Administration/Management program applications (24% to 19%) and an increase to Human Resources Management programs (7% to 9%) and “Other” program areas (38% to 41%).

**Chart 6. Application Trends by Type of Business Program**



### The Community Case for Fanshawe College's Proposed Business Degrees

As a majority of Internal and External Stakeholders noted, the offering of business degree programs would help position Fanshawe College as an accessible and affordable option for students in the Southwestern Ontario region. They underlined that the high standards of admission and high tuition costs of the Richard Ivey School of Business are often cited as barriers to accessibility for many local students.

- ✓ *"I see it as a tremendous opportunity to better support post-secondary opportunities for students in our region. There is a demand for degree programs in business. A lot of our students do not have access to the University of Western Ontario, which is our home university... and our home students are really disadvantaged by the high entrance marks required by UWO, and our students are even more disadvantaged coming from a lot of small communities, Woodstock, Simcoe, in accessing a degree program in business." (Fanshawe College Stakeholder)*
- ✓ *"Price will make us attractive. We are located in a city with a university with a strong reputation and they just can't accept [all] the students that want to attend university in this community. We are hoping that our entry requirements will be just slightly lower than theirs. We're hoping that students from London won't have to leave the city to get a business degree." (Fanshawe College Stakeholder)*
- ✓ *"Not everyone can afford university. Not everyone wants to go away for that long. The mandatory co-op is great, and there is a need for the instructors with industry experience. It opens the door for people who can't get into university." (Employer)*
- ✓ *"This gives more opportunities for people raised in London to go to school at home if they can't get into Western." (Employer)*

Importantly, the business degree offerings would be beneficial to the community as a whole, in light of the transformation and rebuilding of the economy from its traditional manufacturing and agricultural base in Southwestern Ontario. Most importantly, many Employers were enthusiastic about the idea of producing business graduates who would continue to stay in the city. The economic cost of students passing through has been a continuing issue for the city and the University of Western Ontario.

- ✓ *"Ivey is not an easy school to get into. There are a lot of local people interested in business degrees who may not be able to get into Ivey. Very few Ivey grads plan to work in London. I think there will be demand for grads of these degrees" (Employer).*
- ✓ *"I rarely see UWO grads come through my door as applicants. They go to school in London and then they leave. College grads tend to be from the area and they stay in town." (Employer)*
- ✓ *"Because of our challenges regionally, high unemployment, changing nature of the economic unemployment sector will be one of the chief engines for attempting to recast the employment base of this region. SW Ontario is not going to renew the auto industry. The area needs to transform itself. It needs to wean itself from easy reliable manufacturing. We need to be offering more pathways to higher education to our region right away. The traditional university model will not necessarily meet all the needs that are going to emerge out there in this new economy." (Fanshawe College Stakeholder)*

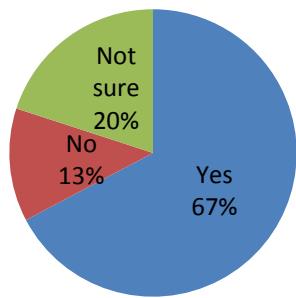
- ✓ “Regionally, we are the largest college in the region and there is an ongoing interest in business in the region. [...]The economic foundation of the SW Ontario region is necessarily changing from heavy reliance on primary manufacturing to increased secondary service sector. There will inevitably be a redirection of emphasis in our region and we will be able to help support and meet that through these degrees.” (Fanshawe College Stakeholder)

Offering business degrees would allow the Lawrence Kinlin School of Business to remain relevant and competitive in the marketplace, as increasingly professional bodies are implementing degree requirements for professional certifications. A few Internal Stakeholders (and a couple of Employers) argued that the degree programs would also help to raise the status and profile of the Lawrence Kinlin School of Business and that with a range of business degree options between Western and Fanshawe, London could conceivably be marketed as the “business school centre”, similar to Waterloo’s reputation as a “technology city”.

- ✓ “And as more and more of the business professional credentialing partnerships are moving to degree based requirements there is more and more pressure for us to remain relevant, to offer the diploma, the advanced diploma, certificate and the degree suite of products. We need the full suite.” (Fanshawe College Stakeholder)
- ✓ “We hope that provides a benefit for us in terms of enrollment, we may have students stay longer. Certainly it will be more in line with industry certifications that are moving towards degrees. This gives us a product that maintains that good relationships. International students know that degrees are better than diplomas. Generally enhanced image for the college that we have a degree. In many minds, a degree is a minimum for some employers. We can offer it in a new flavour that is in keeping with employers needs too, in terms of practical skills.” (Fanshawe College Stakeholder)
- ✓ “Fanshawe is positioned well in Southwestern Ontario. It is a leading institution with a great brand. It is lacking in some of the relevant areas in today's marketplace and offering business degrees could help that.” (Employer)

Two-thirds of Employers we interviewed endorsed the development of business degree programs by Fanshawe College; twenty percent were unsure and 13% were against the idea, i.e., a college offering a degree program.

**Chart 7. Percentage of Employers who Indicated Need for Fanshawe Business Degree Programs (n=55)**



As mentioned, for some Employers the appeal of the Fanshawe degree was the increased likelihood of graduates staying in the London labour market after completing their program. Some Employers noted that these degrees are important because of their mandatory co-op component which provides local industry experience. Many Internal Stakeholders from Fanshawe College stated that Lawrence Kinlin School of Business has an already established reputation and strong relationship with the London business community which could be leveraged by the new degree program offerings. Indeed, the opportunity to strengthen local relationships is further shown by the number of Employers who have expressed considerable interest in participating in the development and implementation of the new business degree programs, in such capacities as business mentors, co-op placement hosts, and Program Advisory Committee members.

Almost two-thirds of Employers stated a definite or possible interest in providing paid co-op placements in support of all four degree programs (particularly in Marketing). With regard to HR mentors, the opportunity to participate in co-op does not appear to affect employer willingness to serve as mentors: of the eleven Employers who are current HR mentors, only one said he/she would no longer be interested in the mentorship program.

**Table 5. Willingness to Provide Co-op Placements (n=26)**

	Yes (n)	Maybe (n)
Accounting	15	7
Marketing	20	2
Human Resources	14	3
Business Management	10	5

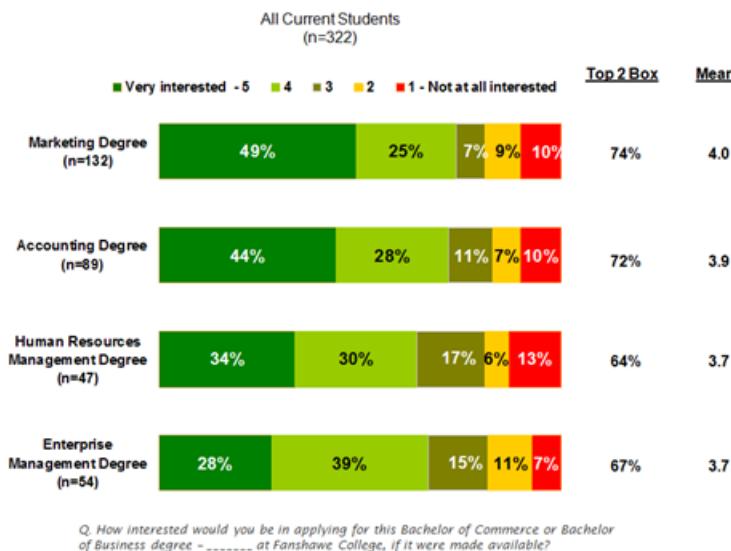
## Student Interest in LKSB Proposed Business Degrees

### Current Students

The survey research indicates that Current Business Students are very interested in continuing on at the Lawrence Kinlin School of Business for a business degree.

- Almost three-quarters of Marketing Students (both level 4 and 6) are “interested” (rated “4” or “5” in interest) in the Marketing degree; all (100%) of those with a high GPA of 4.0 to 4.2 in marketing express a level of interest.
- A similar proportion (72%) of Accounting Students is also interested in the Accounting degree (those in Level 6 are more interested than those in Level 4).
- Approximately two-thirds of Human Resources and Business Students are interested in the Human Resources and Enterprise Management proposed degrees.

**Chart 8. Current Students - Interest in Degree Programs**



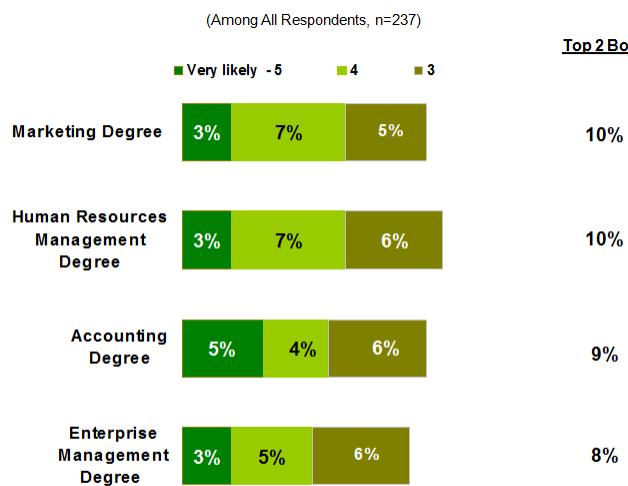
Those, particularly HR and Accounting Students, who stated an interest in applying to university or both college and university are less likely than those interested in applying to college only to be interested in the degree programs overall. In fact, HR students who have a higher GPA and who are more likely to be interested in university are less interested in the LKSB degree offering. That being said, there is strong interest among Accounting Students who are considering college only as an option.

### Prospective Students

Overall, approximately ten percent of ALL Prospective Students surveyed expressed an interest in applying to each of the degree programs in Accounting, Marketing, Human Resources Management and Enterprise Management at LKSB in the next three years if it were made available. These proportions likely reflect levels of interest among the student population which our sample reflects (those who had at one time applied to a business program at a college or both at a college or university in SW Ontario and GTA).

A similar proportion also said they would have likely applied to Fanshawe College's degree programs if it had been available when they were first applying to post-secondary institutions.

**Chart 9. Prospective Students' Likelihood to Apply to Fanshawe's Proposed Degree Programs**



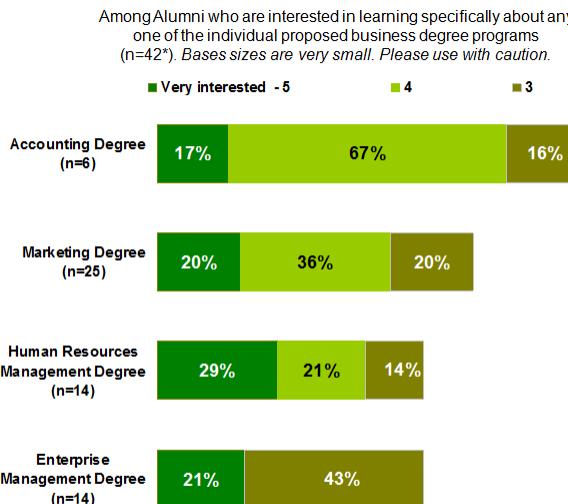
*Q. If this \_\_\_\_\_ degree program had been offered at Fanshawe College at the time when you were first applying to post-secondary institutions, how likely would you have considered applying?*

Among those who stated that they were interested in a degree and expressed interest in learning about LKSB's business programs, half or less than half stated they were interested in applying to each of the programs. While many did not provide an answer as to why they were not interested in considering the proposed programs, the most common reason (among those who did answer) was the distance of the school or that they were planning on attending another college or a university.

#### Fanshawe College Business Alumni

The base size for Alumni was very small and is used only directionally in this report. Over half of Alumni, who were interested in learning more about the Marketing degree, said they were interested in applying if it were made available in the next three years. A similar proportion of those who were interested in learning more about HR Management, said they were interested in applying to the program.

#### Chart 10. Alumni - Interest in Degree Programs



*Q. How interested would you be in applying for this Bachelor of Commerce or Bachelor of Business degree \_\_\_\_\_ in the next three years, if it were made available at Fanshawe College?*

Half of the Alumni who participated in the survey provided final comments about the proposed degree programs, with many showing strong support overall.

- ✓ “I think it’s an amazing idea exactly what I have been looking for over the past two years as an HR professional. I know that I would value the degree from an applicant and obtaining the degree myself would open more doors with my current company.”
- ✓ “Fanshawe should definitely offer applied degree programs. This will be in line with their competition and provide more flexibility to their students. These programs will have to be marketed to both the high school sector and also have the ability to transfer diploma students and alumni back into their programs. I completely support this venture and it would have been a huge advantage having this back in the day. Also feel like a focus on articulation agreements would be fantastic to give their students as many pathway possibilities for advancement. Proud alumnus!”

#### Importance vs. Appeal of Features of Proposed Degree Programs

Current Students were asked to rate the importance of each factor in choosing a degree program early in the survey (ranked in order of importance on top 2 box percentage below in Column 1 – Total Percentage Important). Each of these factors was described in each of the four proposed degree program descriptions and Students were asked to rate the level of appeal on each of these features. The appeal scores for each of the programs were combined (Column 2 – Total Percentage Appeal) and analyzed by post-secondary institution choice (remaining columns): interested in college only, interested in university only, interested in both university and college.

Overall, the descriptions of the proposed degree programs appear to satisfy what students are looking for in terms of the criteria that were asked. When analyzing the table below, it is clear that the features

which are considered most important meet expectations (ability to transfer credits and the location of school are all given both a high ranking in importance and in appeal, and possible career paths). Those features, including accreditation, an applied curriculum and a paid co-op placement, which are considered relatively less important also have high level of appeal and can, therefore help in the marketing communication of the degree programs. Tuition, however, holds a lower appeal relative to its importance ranking; that being said, cost is always raised as an issue among students.

Interestingly, a greater proportion of University students are more likely to give a higher appeal score to the applied versus theoretical curriculum (not an expectation in a degree and therefore a potential differentiator among this group) but are less likely to find the co-op placement as appealing compared to those who are interested in applying to a college.

**Table 6. Importance and Appeal of Features by PSE Preference among Current Students**

<i>Among those who are interested in applying to each of the four programs (rate "3", "4" or "5" in interest) Ratings for all four programs combined for each of the following features</i>	Total Percentage Important (rate "4" or "5" in importance)	Total Percentage Appeal (rate "4" or "5" in appeal)	PSE Choice (rated "4" or "5" in interest)		
	N=228	N=228	Both college and university % Appeal	College only % Appeal	University only % Appeal
The possible career paths upon graduation	95%	88%	86%	92%	90%
Ability to transfer credits easily into a degree program	94%	93%	95%	98%	92%
The location of the school	81%	81%	77%	85%	85%
Accreditation with professional bodies	76%	91%	88%	98%	93%
The cost of the tuition	64%	49%	51%	46%	57%
An applied (or less theoretical) curriculum	61%	80%	82%	77%	83%
A paid co-op placement	48%	74%	80%	77%	65%

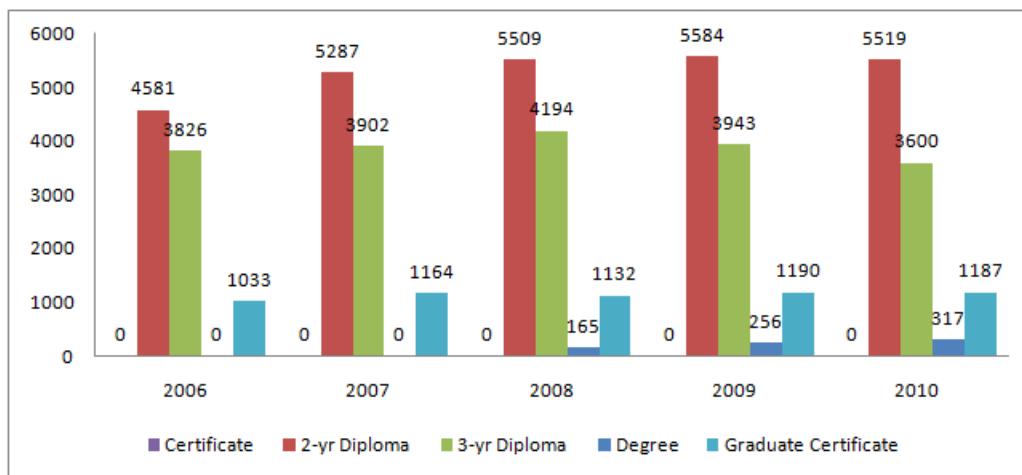
## Overview of Each of the Proposed Business Program Areas

### *Marketing*

#### **Application Trends**

There has been an increase in the number of applications to marketing 2-year diploma programs, while the proportion of those applying to a 3-year advanced diploma program has decreased. The number of applications to Marketing degree programs has increased steadily over the past three years, while applications to post-graduate certificates have remained level.

**Chart 11. Marketing Application Trends by Completion Level**



### Competitive Scan

Over eight universities in Ontario offer general business degrees with a concentration on marketing. Few offer e-business. Laurentian University offers an e-Business Science degree (HBcomm) that blends commerce and computer science. And three universities offer web-based marketing courses: Wilfrid Laurier offers a course in e-Business; Algoma University offers a course in Marketing on the Internet; and, Lakehead University offers a course in Social Marketing.

Humber College is currently the only college that offers a marketing degree program with a specialization in e-Business. It is also the only marketing degree program (including universities) that appears to require mandatory co-op completion. Applications to and enrollment numbers in the program have fluctuated over the past five years indicating moderate success. First choice applications ranged from 53 to 86 and enrollments ranged from 8 to 29 in each of the past five years. The program draws 9.7% of all its applications from western catchment areas and 6.9% from eastern areas.

### Student Interest in LSKB Proposed Marketing Degree

The proposed Marketing degree program drew the most interest among students, both Current and Prospective. Almost three-quarters (74%) of Current LSKB Marketing Students (both level 4 and 6) said they were “interested” (rated “4” or “5” in interest) in applying to the Marketing degree if it were made available, the highest level of interest of all the proposed degree programs. All (100%) of those with a high GPA of 4.0 to 4.2 in Marketing expressed an interest. Those in the Marketing program were also more likely to state an interest in applying to colleges for a degree: 62% were “seriously” interested (rated “4” or “5” in interest) in applying to a college, (26% to college only and 36% to both a college and university), significantly higher than those enrolled in Accounting, HR Management or Business programs. The most appealing features of this degree offering to this group were the ability to apply with advanced standing (90%), to ladder into a higher credential (88%), the possible career paths (87%), followed by accreditation by the Canadian Professional Sales Association (83%). Eighty-three percent also found the digital marketing focus of the degree program appealing.

The proposed Marketing degree was also the most appealing among Prospective Students, as 42% (including 26% very interested) of those interested in learning more about the degree (n=38) said they were interested in applying in the next three years. The most appealing features to this group were the co-op placement, the possible career paths, the digital marketing focus and the ability to apply with advanced standing, as well as the emphasis on critical thinking and applied learning.

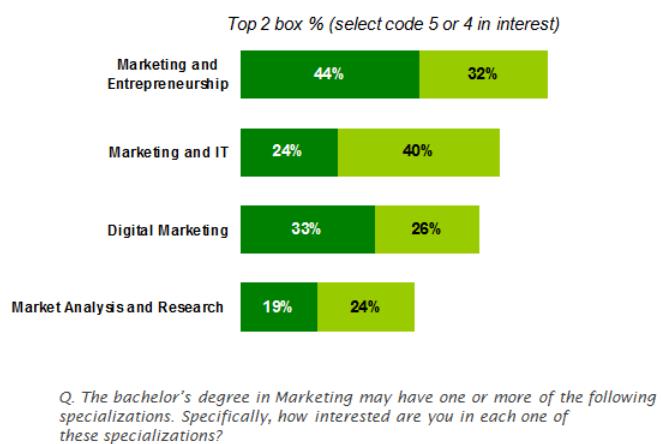
### **Marketing Specializations with the Most Appeal**

The following five specializations are considered for the Marketing degree program:

- Marketing and Entrepreneurship
- Marketing and IT
- Digital Marketing
- Market Analysis and Research

The most appealing specializations among both Current Students were Marketing and Entrepreneurship, Digital Marketing and Marketing and IT. Market Analysis and Research had the least appeal.

**Chart 12. Current Students - Appeal of Marketing Specializations**

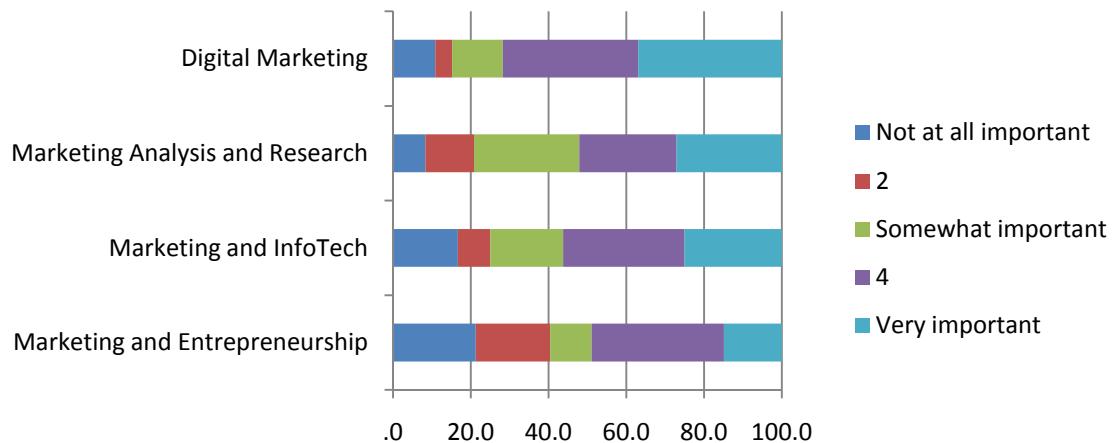


Most Employers were able to offer opinions on the marketing specializations most important to their sector or industry, and ascribed high importance ratings to all four specializations presented in the survey. Reflecting concerns about shortages of Digital Marketing Analysts, the marketing specialization considered most valuable to employers was Digital Marketing. There were also a number of Employers who placed high importance on Marketing Analysis and Research and Marketing and IT, as well as Marketing and Entrepreneurship.

**Table 7. Employer - Importance of Marketing Specializations**

	n	Mean Importance	Don't know
Digital Marketing	46	3.8	16.4%
Marketing Analysis & Research	48	3.5	12.7%
Marketing & IT	48	3.4	12.7%
Marketing & Entrepreneurship	47	3.0	14.5%

**Chart 13. Employer - Importance of Marketing Specializations**



## Labour Market Needs

### *Provincial and Regional Occupational Projections*

Of the total Sales, Marketing and Advertising Managers employed in Ontario, 16% are employed in the Western region: Kitchener-Waterloo-Barrie (9%), London (4%), Windsor-Sarnia (2%) and Stratford-Bruce Peninsula (1%).

Regional information about employment prospects for Sales, Marketing and Advertising Managers in Kitchener-Waterloo-Guelph Area and London-Woodstock indicates that employment potential is expected to be average for the next five years, although retirements are expected to produce many employment opportunities.

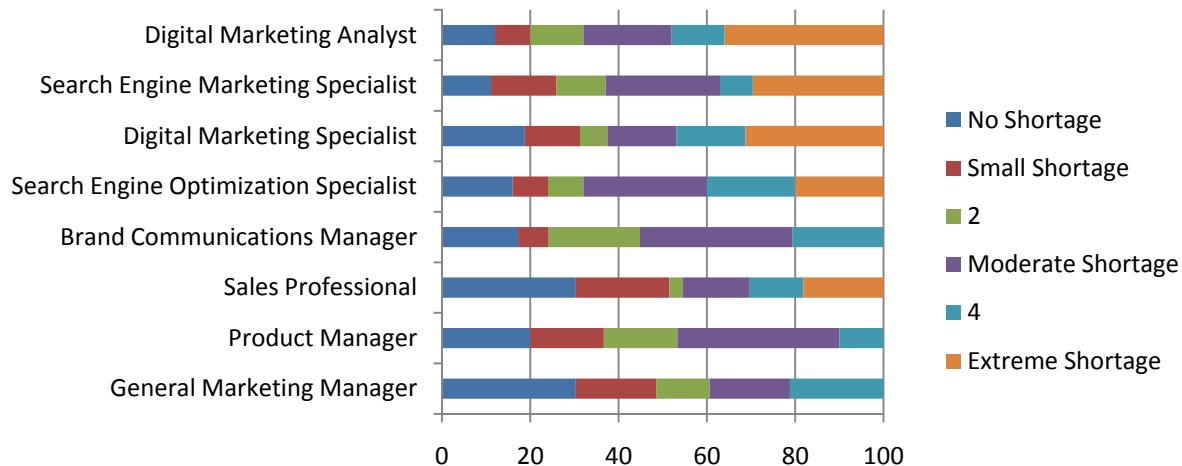
Employer interviews provided further insights into current needs for marketing professionals within the local labour market. Employers were presented with eight specific marketing occupations and asked to indicate whether shortages currently existed. While about half of Employers were unable to identify whether there would be shortages in marketing positions in the near future, among those who did, the majority indicated the greatest shortages for the positions of Digital Marketing Analyst, and SE Marketing Specialist, Digital Marketing Specialist, SEO Specialist, and Sales Professional. Undersupply was least likely to be identified for the position of General Marketing Manager and Brand Communication Manager.

When respondents were also asked whether current shortages existed in any other marketing occupations, several mentioned technology-related marketing occupations (Conversion Optimization, Web Analytics, Social Media Specialist, and Mobile Specialist).

**Table 8. Employers – Shortage in Marketing Specializations**

	n	Mean Shortage	Don't know
Digital marketing analyst	25	3.2	54.5%
Search engine marketing specialist	27	2.9	50.9%
Digital marketing specialist	32	2.9	41.8%
Search engine optimization specialist	25	2.9	54.5%
Brand communications manager	29	2.3	47.3%
Sales professional	33	2.1	40.0%
Product manager	30	2.0	45.5%
General Marketing Manager	33	1.8	40.0%

**Chart 14. Employers – Shortage in Marketing Specializations**



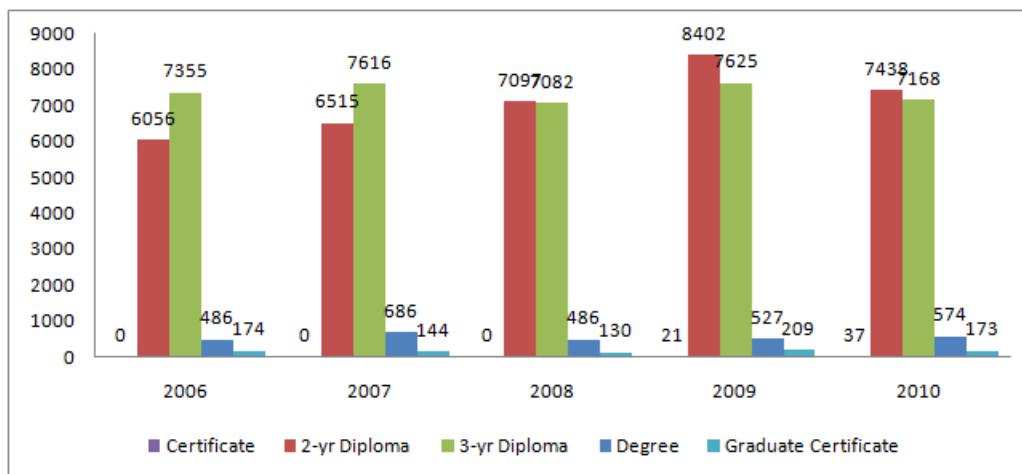
Looking ahead to potential labour market shortages for employees in marketing occupations, 40% of employers believed that the supply of qualified candidates would be sufficient to fill expected job openings over the next five to 10 years, and one-third of Employers were not able to offer an opinion. About 20% of Employers believed that supply would not be able to meet demand, and another 7% believed that shortages were possible. The majority of these Employers predicted that little progress would be made to address the labour market gaps, and felt that the most significant needs would be in web-related specializations such as Digital Marketing, Web Marketing, SE Marketing Specialist, Digital Technology Optimization, and Social Media.

## **Accounting**

### **Application Trends**

The following chart highlights the college application trends to Accounting programs by completion level. Overall, applications in all levels of completion either show a steady or upward trend. The application trend for 2-year Accounting diploma programs has shown an increase over the past five years. It remains relatively steady for 3-year diploma programs. And the application trends for degree programs in Accounting have shown a slight increase since 2008.

**Chart 15. Accounting Applications by Completion Level**



### **Competitive Scan**

There are currently over nineteen accounting degree programs being offered in Ontario, four of which are offered by the following colleges:

- Conestoga College – Accounting, Auditing and Information Technology
- George Brown College – Financial Services, Accounting major
- Seneca College – International Accounting and Finance
- Humber College – Accounting (New 2011)

Of the degree program specializations which LKSB are considering, International Accounting, and Accounting and Information Technology appear to be similar to Seneca's and Conestoga's accounting programs, respectively. The International Commerce and Global Development program offered by Niagara College also has a focus on accounting. Accounting and Enterprise Management and Accounting and Entrepreneurship appear to be relatively unique offerings.

Applications and enrollment numbers in all three existing accounting degree programs at Conestoga, George Brown and Seneca Colleges are among the highest of all college business degree programs. The offering at Conestoga College is relatively new (2010) with 90 first-choice applicants and 44 enrolled in the first year. First choice applicants to the two GTA programs range from 150 to over 230 in each of the

past five years, with enrollments ranging from 67 to 117. Enrollment generally ranges from 30% to 45% of first choice applicants.<sup>15</sup>

Each of the accounting programs attracts approximately 15% to 20% of students (applications averaged) from outside the colleges' catchment areas:

- **Conestoga College's** Accounting, Auditing and Information Technology program attracts 15.4% from the central/GTA catchment areas, 3.6% from eastern areas and 2.4% from outside of Ontario.
- **Seneca College's** program attracts 4.4% of applications from the western catchment areas, 6.2% from Eastern areas, and 2.3% from outside of Ontario.
- The Financial Services program (including an Accounting major) at **George Brown College** attracts 6.2% of students from the western areas, 5.7% from the eastern areas, 2.4% from the north, and 1.8% from outside of Ontario.

Accounting programs from George Brown College, Humber College, and Seneca College require one co-op term, while Conestoga College requires three co-op terms and 173 hours to graduate. The University of Waterloo requires four co-op work terms. Co-op opportunities are offered as optional at a number of other universities.

#### **Student Interest in LKSB Proposed Accounting Degree**

Current Students enrolled in Accounting (n=89) at the time of the survey, were more likely to consider university as an option for pursuing a degree program (although a significant proportion were also considering a college) than those who are enrolled in Marketing or Business. A majority (84%) were considering the options of applying to university or both college and university (university only – 40%, and both college and university – 44%). Only 14% were considering college only as an option.

However, the proposed Accounting degree program (once they read the description) held great level of appeal to Accounting Students as 72% (44% of whom were very interested) said they were interested in applying to the program in the next three years. A greater proportion of those enrolled in Level 6 are interested than those in Level 4, 85% vs. 66% respectively.

The top two features were the ability to apply with advanced standing to transfer credits (92% found it appealing among those interested in the Accounting degree) and that the program satisfies the degree requirement for all Canadian accounting professional bodies (93% found it appealing). Accounting students generally found all the features describing the Accounting degree appealing including the possible career paths, location of the school, flexibility to ladder, and relevance for working globally and for current international financial reporting.

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<sup>15</sup> Note that these percentages are not absolute conversion rates since we are unable to determine how many students met qualifications, how many enrollments were first choice, second choice applicants etc., and/or if classes were capped at quotas. Nevertheless, these percentages do suggest that there is a steady demand for these college programs.

The program was less appealing to Prospective Students. Only 30% were interested in applying to the Accounting program among those who said they were interested in learning more about the proposed Accounting program (n=50).

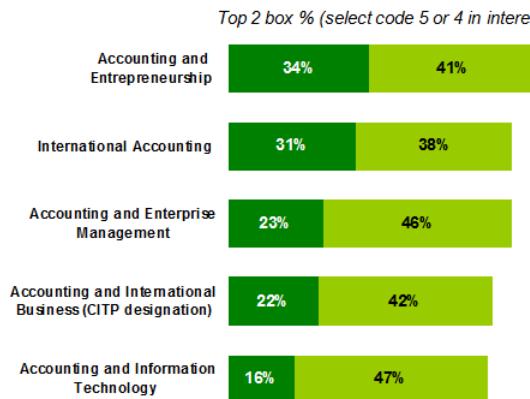
### **Accounting Specializations with Most Appeal**

The following five specializations are considered for the Accounting degree program:

- Accounting and Entrepreneurship
- International Accounting
- Accounting and Enterprise Management
- Accounting and International Business
- Accounting and Information Technology

The specializations with the most appeal among Current Students were Accounting and Entrepreneurship and International Accounting. Among Prospective Students the specializations with the most appeal were International Accounting, Accounting and IT, and Accounting and International Business. The specializations valued most by employers was Accounting and IT, followed by Accounting and Entrepreneurship.

**Chart 16. Current Students – Interest in Accounting Specializations**



*Q. The bachelor's degree in Accounting may have one or more of the following specializations. Specifically, how interested are you in each one of these specializations?*

**Table 9. Employers – Importance in Accounting Specializations**

	n	Mean Importance	Don't know
Accounting and Information Technology	44	3.5	20.0%
Accounting and Entrepreneurship	44	2.8	20.0%
Accounting and Enterprise Management	44	2.7	20.0%
Accounting and International Business	44	2.6	20.0%
International Accounting	44	2.3	20.0%

## Labour Market Needs

### *Provincial and Regional Occupational Projections*

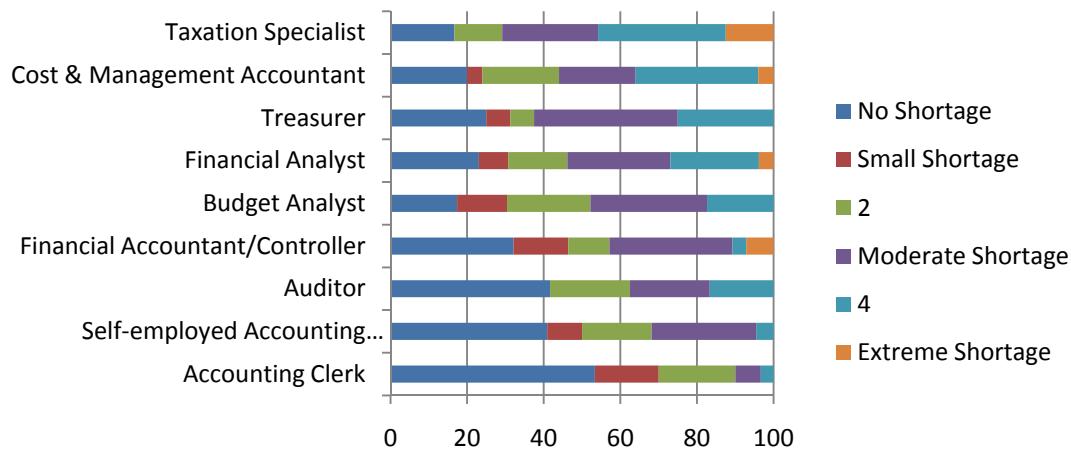
According to the Ontario Job Futures (The Ministry of Training, Colleges and Universities), of the 68,440 Financial Auditors and Accountants employed in Ontario, 15% are employed in the Western region: Kitchener-Waterloo-Barrie (7%), London (4%), Windsor-Sarnia (3%), and Stratford-Bruce Peninsula (1%).

While the majority of Employers were unable to respond to questions about specific occupational shortages in the area of Accounting, those who did were able to provide some insight. None of the nine accounting occupations (as seen below) was considered to be in significant undersupply. Some shortage was, however, perceived for positions such as Taxation Specialist and Cost & Management Account.

**Table 10. Employers – Shortage in Accounting Specializations**

	n	Mean Shortage	Don't know
Taxation Specialist	24	3.0	56.4%
Cost & Management Accountant	25	2.5	54.5%
Treasurer	16	2.3	70.9%
Financial Analyst	26	2.3	52.7%
Budget Analyst	23	2.2	58.2%
Financial Accountant/Controller	28	1.8	49.1%
Auditor	24	1.7	56.4%
Self-employed Accounting Professional	22	1.5	60.0%
Accounting Clerk	30	0.9	45.5%

**Chart 17. Employers – Shortage in Accounting Specializations**



In terms of future workforce needs, while 40% of Employers believed that the supply of qualified accounting candidates would be sufficient to fill expected openings over the next five to 10 years, close to half (45.5%) did not feel able to offer an opinion. Only 9% of Employers felt that supply would not keep pace with demand.

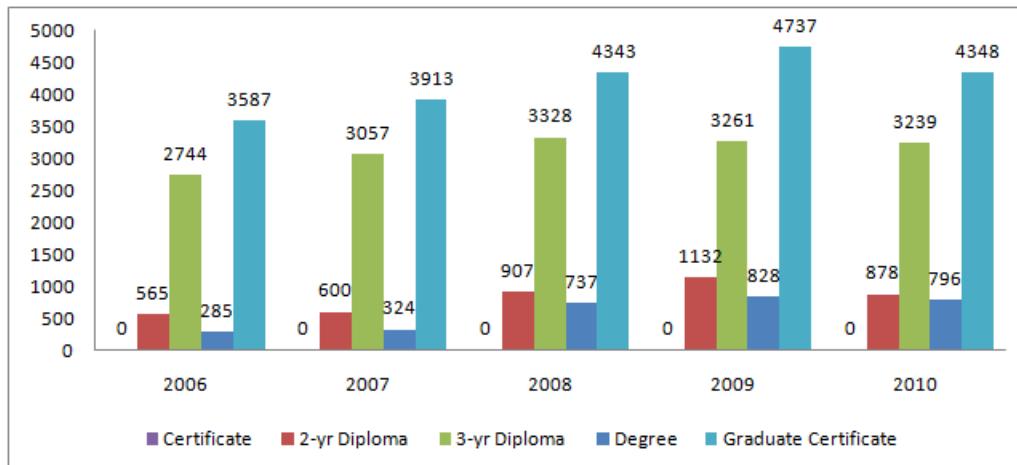
However, an analysis of Statistics Canada 2006 census data by local training boards indicates looming retirements among currently employed accounting professionals. Within the Elgin Middlesex Oxford Workforce Planning and Development Board, legal and accounting services have a larger share, by several percentage points, of the total occupations in this sub-sector when compared to the provincial average.<sup>16</sup> Of 2460 Financial Auditors and Accountants employed in Professional, Scientific, and Technical Services, 50% are 45-54 and almost two-thirds (64.6%) are 45 and over. In the counties of Brant, Haldimand and Norfolk, the majority (56%) were 45+ years of age in 2006.<sup>17</sup> Almost half of Financial Auditors and Accountants in the London-Woodstock area were over 45 years of age based on Canada 2006 Census.

## ***Human Resources Management***

### **Application Trends**

The greatest proportion of applications to Human Resources Management programs fall into the post-graduate certificate category. There has been a significant increase in the number of applications over the past five years. Applications to a 3-year diploma program and to a degree programs have remained relatively steady over the past three years.

**Chart 18. Human Resources Management Application Trends by Completion Level**



### **Competitive Scan**

Ten universities in Ontario (excluding Eastern Ontario) offer general Human Resources bachelor's degrees. Universities that offer Human Resources include Algoma University, Huron University College, King's University College, Lakehead University, University of Ontario Institute of Technology, Wilfrid

<sup>16</sup> Elgin Middlesex Oxford Workforce Planning and Development Board. (2011). Local Labour Market Plan 2011. Trends, Opportunities & Priorities (TOP) Report. London, Ontario: Author.

<sup>17</sup> Workforce Planning Board of Grand Erie. (2011). 2011 Local Labour Market Plan. Brant-Haldimand-Norfolk. Brantford: Author.

Laurier University, University of Guelph, University of Waterloo, York University, and University of Western Ontario. None of these universities require co-op completion.

Humber College and Seneca College are currently the only two colleges that offer Human Resources specializations.

- **Seneca College**'s HR Strategy and Technology program focuses on using technology and related software to conduct business functions. The program requires 157 hours and one co-op term. Applications are relatively high for this program ranging from 82 to 119 over the past five years. Enrollments appear to be capped at 20 to 30 students per class. The program draws 6.4% applications from eastern catchment areas and 5.4% from western catchment areas
- **Humber College**'s HR Management program was established in 2008. The program requires 120 hours and one co-op term. The program enrols approximately 30 to 35 students a year and attracts a greater proportion of western catchment area applications than Seneca College (9.7%); it also draws 7.5% of applications from eastern catchment areas.

### **Student Interest in LKSB Human Resources Management Degree**

Similar to Current Students in Accounting, Current Students enrolled in Human Resources (n=47) at the time of the survey, were more likely to consider university only (42%) as an option for pursuing a degree program than those who are enrolled in Marketing or Business. While 26% of Current Students enrolled in HR are considering both college and university as an option for pursuing a degree program, only 18% are considering college only.

Overall 64% of Human Resources students expressed interest (34% say they are “very interested”) in applying to the proposed Human Resources Management degree. Unlike those interested in the proposed Accounting and Marketing degree programs, Current Students with higher GPAs are less likely to be interested in the proposed HR Management degree. This may be due in part to the fact that HR Students expressed greater interest in a university degree earlier in the survey.

The top features were the ability to apply with advanced standing with transfer credits, the ability to satisfy CHRP course credit requirements and the degree requirement for the CHRP designation. The possible career paths listed as an HR training co-ordinator, recruiter, compensation analyst, health and safety specialist, labour relations representative, benefits administrator, or HR generalist also had high appeal among Human Resources students. Additionally, HR Students rank the ability to satisfy professional course and degree requirements as the factor with greatest appeal at 68%.

The program was slightly less appealing to Prospective Students, having 54% among those interested in learning more about the HR program showing interest in applying over the next three years.

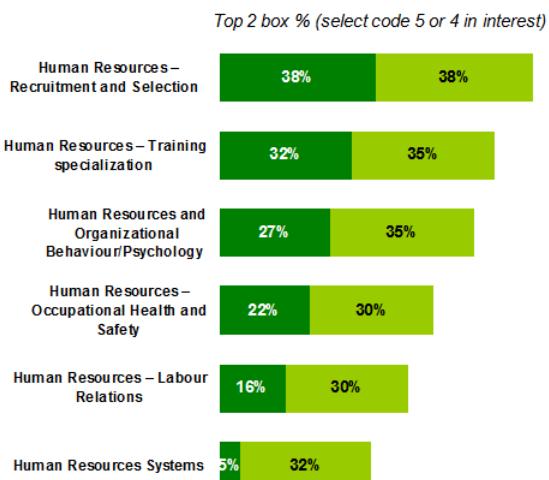
## HR Management Specializations with the Most Appeal

The following six specializations are considered for the Marketing degree program:

- Human Resources and Organizational Behaviour/Psychology
- Human Resources Systems
- HR – Training specialization
- HR – Labour Relations
- HR – Recruitment and Selection
- HR – Occupational Health and Safety

The specializations with the most appeal among Current Students were Human Resources – Recruitment and Selection and Human Resources – Training specialization. Among Prospective Students, the specializations that hold the greatest interest are HR – Recruitment and Selection, with Organizational Behavioural Psychology and Occupational Health and Safety following closely.

**Chart 19. Current Students – Interest in Human Resources Management Specializations**

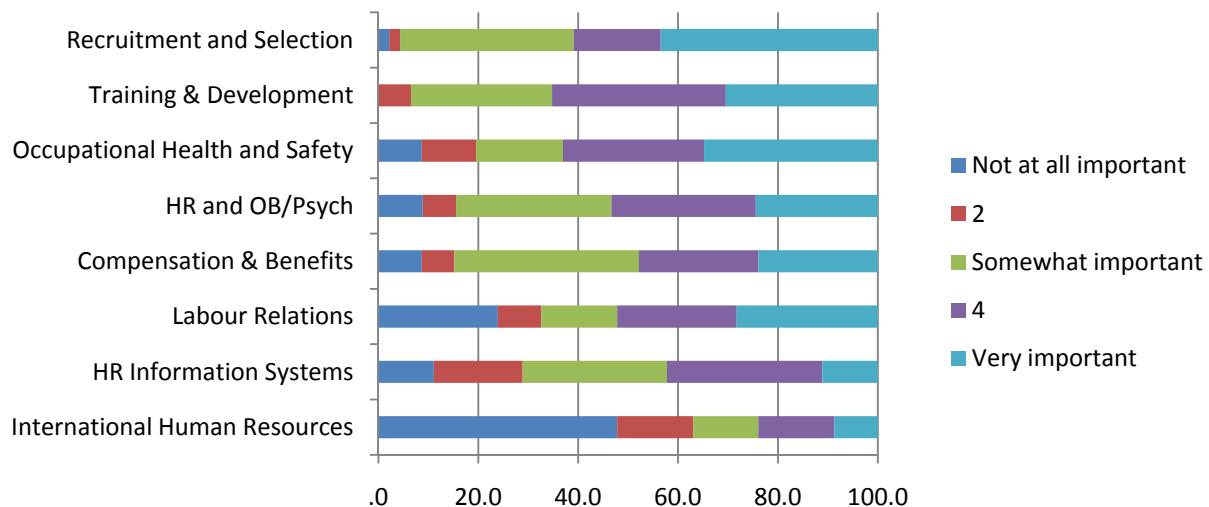


*Q. The bachelor's degree in Human Resources Management may have one or more of the following specializations. Specifically, how interested are you in each one of these specializations?*

Most Employer respondents offered opinions on human resource specializations, and rated eight out of nine specializations very high in importance. Recruitment & Retention was rated higher than any other specialization across the four business areas. Specialized skills in Training & Development and Occupational Health & Safety were also considered to be very valuable to employers. These top three specializations were considered more than somewhat important by approximately 60% of employers.

**Table 11. Employers – Importance in Human Resources Management Specializations**

	n	Mean Importance	Don't know
Recruitment & Selection	46	4.0	16.4%
Training & Development	46	3.9	16.4%
Occupational Health and Safety	46	3.7	16.4%
HR & Organizational Behaviour/Psychology	45	3.5	18.2%
Compensation & Benefits	46	3.5	16.4%
Labour Relations	46	3.2	16.4%
HR Information Systems	45	3.1	18.2%
International Human Resources	46	2.2	16.4%

**Chart 20. Employers – Importance in Human Resources Management Specializations**


## **Labour Market Needs**

### *Provincial and Regional Occupational Projections*

According to the OFJ, an estimated 19,550 Specialists in Human Resources, and an estimated 16,360 Human Resources Managers are employed in Ontario within a range of sectors including: Public administration; Finance, insurance, real estate and leasing; Health care and social assistance; and other professional services. Employment prospects for both Specialists in Human Resources and Human Resources Managers over the next few years are expected to be good.

Kitchener-Waterloo-Barrie (7%), London (3%), Windsor-Sarnia (4%) and Stratford-Bruce Peninsula (1%) hold a combined 15% employment share of Human Resource Specialists. COPS (Canadian Occupational Projection System) occupational projections were available for two areas of Western Ontario: London-Woodstock and Kitchener-Waterloo-Barrie. Both areas offer good employment prospects for Specialists in Human Resources over the next few years.

- In the London-Woodstock area, employment opportunities for specialists in human resources were good in 2010 and are expected to remain good over the next few years. Demand for this occupation is growing, as reflected by the increasing number of specialists in Human Resources (20% growth between latest two censuses in the area). Replacement demand will be strong since the majority of specialists in Human Resources working in the London-Woodstock area are aged 45 and older.
- In the Kitchener-Waterloo-Barrie area, employment prospects for Human Resources specialists were also good in 2010 and are expected to remain good for the next few years. Employment growth in this occupation is expected to exceed or match similar occupations in business and finance. Replacement needs will also create some job opportunities as workers retire.

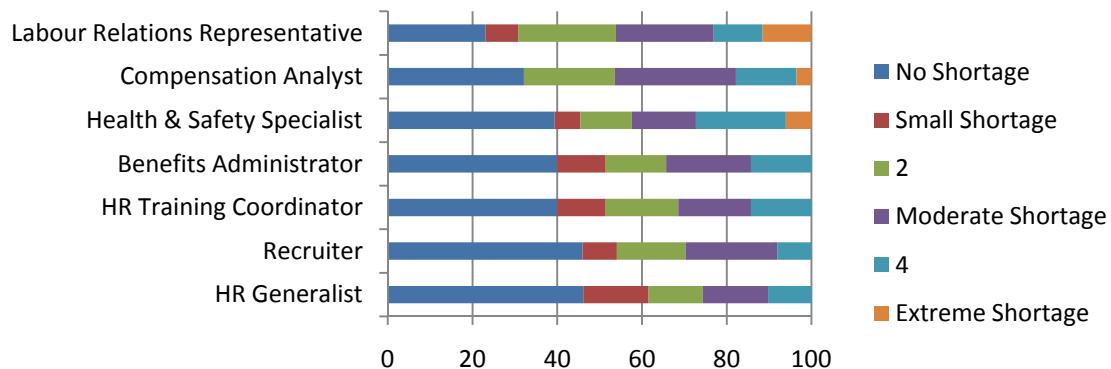
Although many Employers felt unable to respond to questions regarding labour shortages in Human Resources positions, the overall mean score (<2.5) for Employers who responded suggests that shortages in HR occupations are relatively minor. The occupation that was most frequently perceived as being in undersupply was Labour Relations Representatives, followed by Compensations Analyst and then Health and Safety Specialist.

When respondents were also asked whether current shortages existed in any other HR occupations, significant difficulties were mentioned for filling the following positions: Senior HR Generalist, Research and Development Manager, Environmental Health & Safety, Human Capital Specialist, and Governance.

**Table12. Employers – Shortage in Human Resources Management Specializations**

	<b>n</b>	<b>Mean Shortage</b>	<b>Don't know</b>
Labour Relations Representative	26	2.3	52.7%
Compensation Analyst	28	2.0	49.1%
Health & Safety Specialist	33	1.9	40.0%
Benefits Administrator	35	1.6	36.4%
HR Training Coordinator	35	1.5	36.4%
Recruiter	37	1.4	32.7%

**Chart 21. Employers – Shortage in Human Resources Management Specializations**



In terms of future workforce gaps, about half of Employers believed that the supply of qualified HR candidates would be sufficient to fill expected job openings over the next five to 10 years, while one-third did not feel able to offer an opinion. However, approximately one-sixth of Employers felt that supply would not keep pace with demand, while 6% believed that a future shortage may be possible. The majority of those predicting future shortages believed that needs would be greatest for Labour Relations Representatives, Health & Safety Specialists, and HR Generalists.

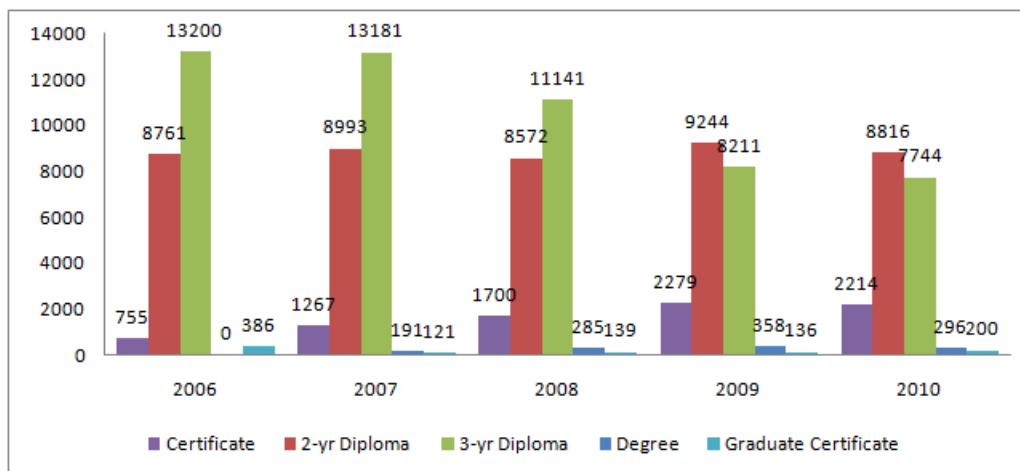
## ***Business Management***

### **Application Trends**

#### ***General Business/Administration/Management***

Applications to 3-year diploma programs in General Business Administration and Management have shown significant declines since 2006, while applications to certificate programs have shown significant an increase. Applications to 2-year diplomas remain relatively steady, while applications to general Business Administration/Management degree programs peaked in 2009 but levelled back to 2008 levels.

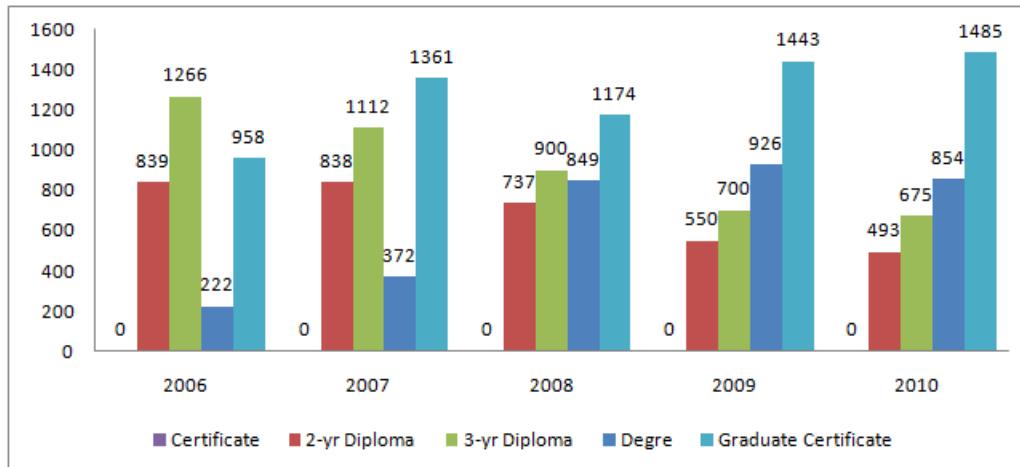
**Chart 22. Business Management Application Trends by Completion Level**



### ***International Business Management***

Applications to International Business Management 2-year and 3-year diploma programs have shown a significant decline since 2006, while applications to post-graduate certificate programs have shown significant increases over the same period. Applications to International Business Management degrees increased from 2006 to 2009 but have levelled off since.

**Chart 23. International Business Management Application Trends by Completion Level**



### **Competitive Scan**

LKSB is considering a number of specializations under this degree program, including Business Entrepreneurship, Sustainable Business, Business Enterprise Management and Accounting, Global Business Management, and Leadership and Management. Of these, Leadership and Management is the one program that appears to be the most unique offering.

There are few universities that offer a specialization focusing on entrepreneurship.

- The **University of Waterloo** promotes a culture of innovation and entrepreneurship. Specifically, business entrepreneurship is supported through the Conrad Business, Entrepreneurship and Technology (a part of the Faculty of Engineering at Waterloo).
- **Wilfrid Laurier University** offers a concentration on entrepreneurship. The Communitech Hub in Kitchener, supported by the Schlegel Centre for Entrepreneurship, provides the opportunity for Laurier students to work with entrepreneurs in the digital media industry.
- **York University** offers a specialization in Entrepreneurial and Family Business Studies.
- The **University of Ontario Institute of Technology** offers a specialization in Game Development & Entrepreneurship.

The only degree program currently offered that focuses on sustainable business in Ontario is the Environment and Business program at the University of Waterloo, which requires five mandatory co-op terms to graduate. It focuses on sustainability under three theme areas: Environmental Auditing and Reporting, Green Entrepreneurship, and Corporate Responsibility.

**Global/International Management Business Studies** is a much more widely offered discipline. There are nine universities and five colleges offering this specialization area.

- **Conestoga College** offers the International Business Management Degree program that focuses on daily worldwide trade. Completion requires 45 courses (total 187 class hours) and three mandatory co-op terms. First choice applications to the program remained relatively steady over the past five years ranging from 62 to 118 a year. Class sizes were relatively small ranging from 24 to 40 in each of the years. This program attracts students from all over Ontario: including 75.7% from western catchment areas, 17.7% from central areas/GTA and 5.0% from eastern catchment areas.
- **Niagara College** offers an International Commerce and Global Development program that is focused on international trade, international marketing, as well as international accounting. It requires 49 courses and one co-op term to graduate. Niagara College is the only college to state that it holds MBA articulation agreements with Niagara University, Skyline University (UAE) and Davenport University (International Commerce and Global Development degree program). It also holds an articulation agreement with Forum International Trade Training (FITT) (fulfills requirements for all 8 FITT skills courses). This program also attracts a large percentage of applications from all around Ontario: Central/GTA catchment areas (24.1%), Eastern (11.6%), Northern (1.4%), and outside of Ontario (2.6%). First-choice applications are much lower than other business college programs, ranging from 22 to 59, with enrollments ranging from 21 to 32, suggesting a lower demand for this program.
- **Humber College** offers an International Business specialization that focuses on international trade and finance. It requires 40 courses and 120 class hours. Applications to Humber College range from 133 to 142 in each of the three years since the program's inception. Class enrollment ranges from 45 to 48 per class. This program attracts 10.2% from western catchment areas, and 6.6% from eastern catchment areas.
- **Sheridan College** offers Global Business Management focused on international trade, international marketing, supply chain management, and international finance. The Forum for International Trade Training (FITT) and Supply Chain & Logistics Canada (SCL Canada) both accredit the Global Business Management program. This program has eight study terms and two mandatory co-op terms, and requires 39 courses to graduate. It also offers the opportunity to study in the Netherlands for one semester. Similar to Humber College, this program attracts a large number of first-choice applications (128 and 138 in each of the two years since the program's launch), and enrolled 31 and 32 students in each year. Eight percent of applications are from the western catchment areas.

In addition to these colleges, nine universities offer international business management specializations. These universities are King's University College, Huron University College, Lakehead University, Wilfrid Laurier University, University of Western Ontario, University of Windsor, York University, York Schulich Business School, and the University of Waterloo. The University of Waterloo offers both Global Engagement and International Trade specializations through its five-year Arts and Business program.

### **Student Interest in LKSB Proposed Business Management Degree**

Of all Current Student Groups, those enrolled in Business (Level 4 only) were the least likely to be interested in applying for a degree, and the least likely to want to apply to a university (likely due to the fact that they are enrolled in a 2-year diploma and therefore potentially less interested than those who would be enrolled in a 3-year diploma). Two-thirds of Business Students (including 28% very interested) were interested in applying to the Business Management degree (referred to as Enterprise Management in the survey). Among Prospective Students who were interested in learning more about the proposed degree (n=25\*), 35% said they were “interested” in applying in the next three years.

The most appealing features to both these groups combined (Current Students and Prospective Students) were the ability to apply with advanced standing, to ladder into a higher credential, ability to work in a variety of jobs, and the co-op placement.

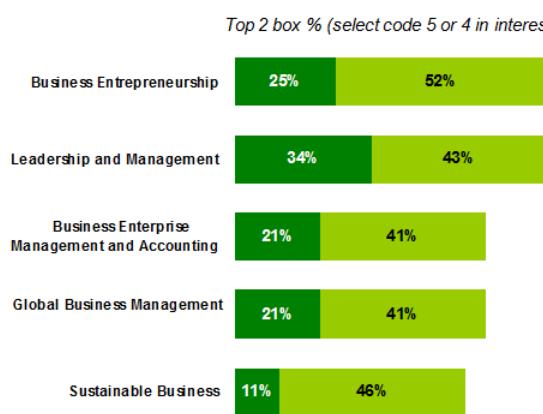
### **Business Management Specializations with the Most Appeal**

#### **LKSB Proposed Specializations are:**

- Business Entrepreneurship
- Leadership and Management
- Business Enterprise Management and Accounting
- Global Business Management
- Sustainable Business

The most appealing specializations among both Current Students and Prospective Students were Business and Entrepreneurship and Leadership and Management. Approximately two-thirds were interested in Global Business Management, Sustainable Business and Business Enterprise Management and Accounting.

**Chart 24. Current Students and Prospective Students – Appeal of Business Management Specializations**



*Q. The bachelor's degree in Enterprise Management may have one or more of the following specializations. Specifically, how interested are you in each one of these specializations?*

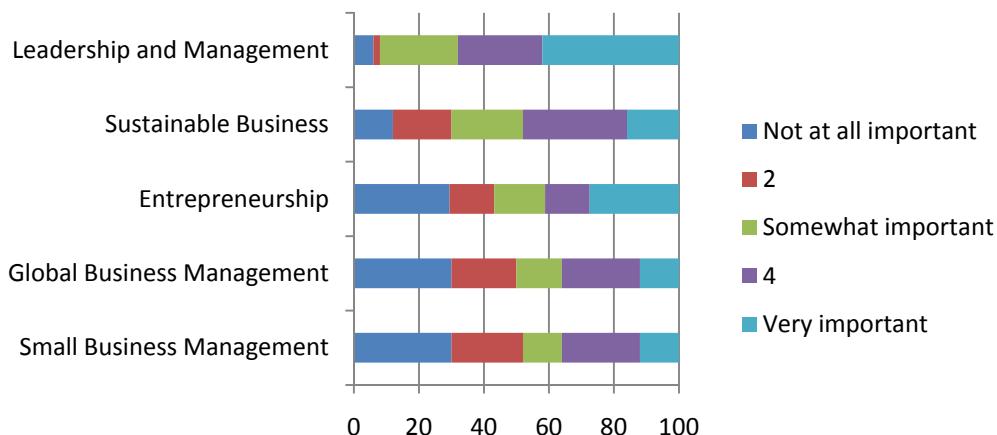
Of the five Business Management specializations presented to employers, Leadership & Management was rated the highest. The majority of employers considered this specialization to be important,

including almost half who viewed it as *highly* important. Employers were also likely to say that Entrepreneurship, and Sustainable Business were very important. Global Management and Small Business Management were considered the least important of all the specializations.

**Table 13. Employers – Importance in Business Management Specializations**

	n	Mean Importance	Don't know
Leadership & Management	50	4.0	9.1%
Sustainable Business	50	3.2	9.1%
Entrepreneurship	51	3.0	7.3%
Global Business Management	50	2.7	9.1%
Small Business Management	50	2.7	9.1%

**Chart 25. Employers – Importance in Business Management Specializations**



## Labour Market Needs

### *Provincial and Regional Occupational Projections*

Across Canada, management skills were among the seven most frequent skills shortages reported by Canadian businesses based on 2007 surveys of managers of local and provincial/territorial Chambers of Commerce and business members of the Canadian Chamber of Commerce,<sup>18</sup> primarily because of much higher than average replacement demand. The average age of workers in these occupations is higher than the all-occupation average.<sup>19</sup>

When Employers were presented with the nine specific business management occupations and asked to indicate whether shortages currently existed and the size of that shortage, between half to almost

18 The Canadian Chamber of Commerce. (2008, November). Building a Twenty-First Century Workforce: A Business Strategy to Overcome Canada's Skills Crisis. Ottawa: Author.

19 HRSDC, Policy Research Directorate, Strategic Policy and Research Branch (2008, November). Looking-Ahead: A 10-Year Outlook for the Canadian Labour Market (2008–2017). Gatineau: Author.

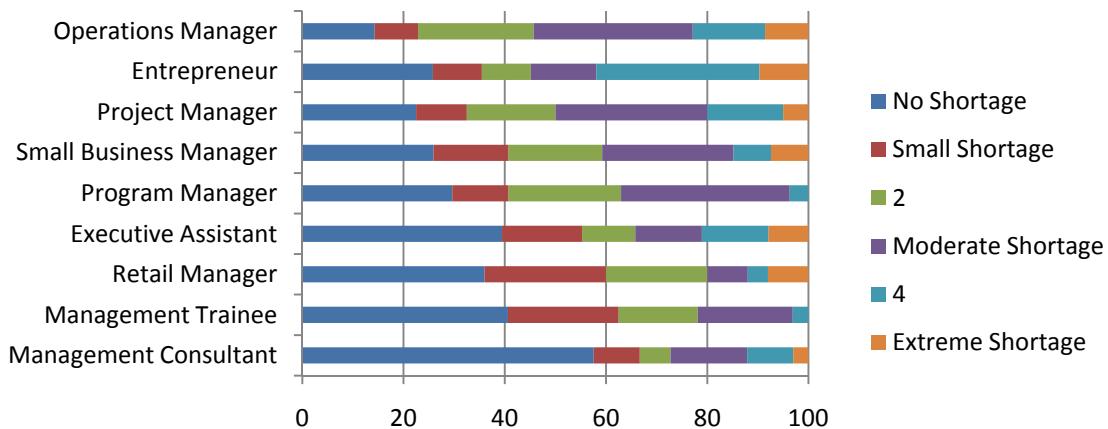
two-thirds of employers were familiar enough with the labour market to rate shortages in business management occupations. Operations Manager and Entrepreneur were the two occupations considered to have the greatest undersupply; however, the shortage was in the small to moderate range.<sup>20</sup>

The majority of Employers indicated shortages for the positions of Operations Manager, with almost one-quarter rating the shortages as significant. While similar proportions of employers indicated shortages for Entrepreneur, Project Manager, Small Business Manager and Program Manager (about three-quarters), the Entrepreneur shortages were much more likely to be considered significant.

**Table 14. Employers – Shortage in Business Management Specializations**

	n	Mean Shortage	Don't know
Operations Manager	35	2.5	36.4%
Entrepreneur	31	2.5	43.6%
Project Manager	40	2.2	27.3%
Small Business Manager	27	2.0	50.9%
Program Manager	27	1.7	50.9%
Executive Assistant	38	1.7	30.9%
Retail Manager	25	1.4	54.5%
Management Trainee	32	1.2	41.8%
Management Consultant	33	1.2	40.0%

**Chart 26. Employers – Shortage in Business Management Specializations**



In terms of potential future shortages for business management employees, only one-quarter of Employers did not feel they could offer an opinion and more than half felt that supply would meet demand over the next five to 10 years. One-fifth of employers did not believe that there would a sufficient supply of employees with business management skills, and a small number of Employers

<sup>20</sup> Mean scores were calculated on the basis of all respondent rankings (from 0 to 5), excluding “Don’t know”.

believed that shortages were possible. Most employers expected current shortages to continue while one-quarter predicted a worsening of the situation. When asked to identify the occupations expected to experience the greatest labour market pressures, a broad range of management positions were mentioned, as well as entrepreneurs.

### Catering to the Needs of Flexibility in Delivery: Online and/or Part-time Options

In our competitive scan, online distance education options were listed for business courses in many colleges, but most of the college websites did not clearly indicate whether there was an option for completing a business degree online or part-time. The exceptions are Algonquin College, which offers courses with hybrid delivery or entirely online and St. Lawrence College which offers a part-time degree option. If Fanshawe were to offer part-time and or hybrid delivery/fully online options, it would be a point of differentiation from colleges in the GTA, although two universities, York University and Ryerson University, are offering part-time enrollment.

- ✓ “*If this is delivered online then we could compete in a way that others aren’t. This school is developing a growing understanding of how to deliver courses and programs online. If this business degree was delivered totally online or at least one or two sections, then that would be a differentiator.*” (*Fanshawe Internal Stakeholder*)

### Levels of Interest

While there are clearly a number of delivery options students prefer depending on their current situation, hybrid delivery appears to be the most widespread among all the respondents we surveyed. A large majority (80%) of Current Students are receptive to having an online component (either hybrid and/or fully online) to their business degree, but a nearly equal number (76%) also want at least some courses to be fully in-class, suggesting in-class delivery is still an important factor for a majority of Current Students. Only 8% are interested in a fully online degree offering. Fifteen percent prefers in-class courses only. With regard to part-time offerings, 25% stated it was “very important” as a feature when considering a degree.

A substantial proportion of Prospective Students (59%) (among those who were interested in the proposed degree programs) also expressed interest in a degree that was delivered either fully online or hybrid or a combination of the two. Only 8% are interested in a fully online degree offering. And in terms of a part-time offering, 20% considered it “very important”.

As expected, preferences among Fanshawe Business Alumni show a departure. Approximately three-quarters stated that part-time delivery options online delivery options were “very important” factors in choosing a degree, ranking second and third in the list of features considered. In terms of course delivery, relatively equal proportions of Alumni are interested in having hybrid/blended delivery as well as fully on-line courses. Having part-time degree options was also proposed by Alumni wanting to continue to work full-time.

- ✓ “*It would be something I'd be interested in doing part time because at this stage in my life I can't leave work and I don't have a lot of spare time. I would be interested in getting the degree*

*though. I also hope that courses taken 4-7 years ago would count as much as courses taken in the past 3 years." (Alumnus)*

In addition, the majority of Employers who were interested in making their employees aware of the opportunities to earn a Fanshawe business degree preferred a hybrid delivery, valuing a combination of in-class evenings and online courses.

- ✓ *"Offering both on-line lessons as well as those in the classroom would maximize the flexibility to other possible part-time students who are in a similar situation to myself. Currently I'm working full time and taking part-time courses looking to complete a degree program." (Employer)*
- ✓ *"Online learning must be a major component of this program. The traditional "college experience" model of students physically moving away from home and attending class all day and working (or partying) all night is rapidly becoming obsolete as a result of the expenses involved. If I were a new student I would gladly pay a premium price for this course if it meant I would avoid the expenses of paying rent, dining out, automotive expenses and et cetera." (Employer)*

### ***Ensuring Adequate Training for Online Delivery***

While a hybrid model of online delivery or fully online delivery may be options Fanshawe College considers, a few Internal Stakeholders cautioned that there would be a need for proper training before delivering online curriculum and that substantial resources should be devoted to this task. While there is higher level of satisfaction for hybrid courses (75%), satisfaction levels among Current Students with fully online delivered courses (46% satisfied) suggest there is room for improvement.

- ✓ *"The model that I am thinking of for the degree is already set up in a hybrid model where it is two in one. There is going to be a demand for certain courses to be online and then we will give it. I believe that we have everything here that we need to be able to do that, but we need to have a market. We need to get the word out for people to know that online options exist." (Fanshawe Internal Stakeholder)*
- ✓ *"We need to know how to get faculty to create online curriculum that will be engaging. Quite a bit of training would be required". (Fanshawe Internal Stakeholder)*
- ✓ *"The faculty are less interested in online learning than administration is. Admin sees the dollar opportunity, but those of us delivering the courses want to walk before we run. We aren't sure yet whether it is practical to deliver, whether we can control the quality, whether students even are interested in online or whether it is a totally different demographic." (Fanshawe Internal Stakeholder)*
- ✓ *Having looked at the research, it is quite clear that creating curriculum for online learning is quite different for creating curriculum for classroom learning or hybrid learning. The temptation to take existing content and putting it online as-is does not lead to successful students... Content has to be created in such a way that is truly engaging ... The business school here is fond of something called Elluminate, which is a lecture capture software which is quite good at capturing a lecture, but a lecture that is captured is no more interesting than a lecture that is given in the classroom. We need to know what students and faculty know about technology. We*

*need to know how to get faculty to create online curriculum that will be engaging. Quite a bit of training would be required. Don't jump in without thinking about how it is going to work best."*  
*(Fanshawe Internal Stakeholder)*

### ***Perceptions of Online Degrees***

Comments from Employers indicate there are mixed perceptions about online degrees. Over half of Employers did not perceive them to be any different from other degrees, some pointing out that completing a degree online demands some specific skills of the student, such as self-discipline and time-management.

- ✓ *"The bottom line is that they got the marks, they got the degree and they did the work."*
- ✓ *"They are still getting the same type of instruction just a different format. Online still requires skills such as time management."*
- ✓ *"I think among more mature employers there is a greater acceptance now. Kind of like how online dating is becoming more socially acceptable over time, online degrees are having the same increased acceptance."*

For about one-third, however, there was a strong bias against graduates with online degrees. Some considered the lack of interpersonal interaction in a classroom to be a major disadvantage. Several felt that online standards were lower, and that online degrees did not provide appropriate mechanisms to ensure that students did the work on their own.

- ✓ *"A combination would be good. You need self-discipline for the online portion, but you need the interaction and feedback from the classroom interaction as well."*
- ✓ *"Employers still value personal interaction and classroom time. There is still a mistrust of online degrees. There needs to be at least a blend of in-class and online."*
- ✓ *"If it is a combo of online and in-class there is a lot to be said. There are many different learning styles and some people absorb material really well from online. My only concern is that they are lacking interaction".*
- ✓ *"I hate to say this, but I don't think they get the same education without face-to-face interaction. I think you get a lot out of group work."*

## C. Conclusion and Recommendations

### The Opportunity for Fanshawe College

- The findings from this Degree Program Feasibility Study indicate that there is an opportunity for Fanshawe College to offer degree programs in business. The OCAS data analysis reveals that the trend in applications to all college business programs has remained steady over the past five years and there is no reason to believe that they will decline any time soon.
- But the credentials students are now pursuing at the college level are shifting as more students are seeking degrees to keep pace with employer expectations in qualifications. Secondary research has shown that the percentage of college graduates who have pursued a university degree has doubled since 1990-2000, but the offering of business degrees will likely not result in growth of the category of those pursuing business programs. Rather, research suggests that it will result in a stealing of market share from other colleges and universities, as well as a cannibalization of three-year college diploma programs. There is already strong indication that applications to three-year diplomas have been trending down (9 points) over the past five years.
- The market is highly competitive and challenging as nine colleges and over seventeen universities in Ontario are currently offering business degrees, and as universities are positioning themselves to meet the changing demands of students as they are increasingly adopting a careerism mindset. Geographically, however, the school is situated in an ideal location, where the only other option in the immediate region is the University of Western Ontario and the Richard Ivey School of Business, which requires high standards of admission and high tuition costs. A strong argument is evident from our research that local students would benefit greatly from a Fanshawe College business degree offering. Certainly, there is growing demand on the part of students for more post-secondary options, for reasons including, but not limited to, a more practical, skills-based education, accessibility, cost of tuition and location.
- The argument has also been made that a higher credential offering at Fanshawe College would benefit the community as students who attend the College are more likely to stay in the local area. And given the region's initiatives to transform its traditional manufacturing and agricultural-based economy into one that is more competitive within a knowledge-based and globally-oriented economy, and the shortages expected from the onset of retirements over the next ten years, the supply of graduates with higher credentials in business management would be an advantage for London and the surrounding area.

### Target Groups to be Considered

- The findings from the surveys among Current Students, Prospective Students and Fanshawe Business Alumni indicate that there is a high level of interest in pursuing a business degree, and that college would be considered as an option. The key opportunity is for LKS to retain its Current Students as well as to attract those graduating from competitor college diploma programs, as they show the highest level of interest in pursuing a degree while they are in school. The ability to ladder up to credentials is a relatively easy sell.

- Direct Students from high school also indicate a high level of interest in applying to a college for a degree. A relatively easy target are those high school students who apply to both college and universities; college, which is likely considered a back-up in this case, would be considered as a strong alternative option.
- Another group for strong consideration is International/Immigrant Students. While a university degree would be more sought after among this group, a college degree if positioned well (consider career positioning and cost in messaging) could be attractive. Our research indicates that a substantial proportion of students of International/Immigrant background would consider a college degree.
- While mature and returning students are also a key target group, they constitute a much smaller segment. Only half indicate they are interested in pursuing a degree. And among those who are interested, preference is for more flexible delivery options including fully online or hybrid delivery and/or part-time degree options.

#### **A Communication Strategy to All Stakeholders**

- The post-secondary landscape in Ontario is in the midst of significant changes as colleges offer baccalaureates and as universities are providing curriculum and courses that better prepare students for careers. Our research indicates attitudes toward college-granted degrees are relatively positive as there are high levels of interest in pursuing a degree at a college among students and as there is a strong receptiveness among many Employers in hiring college degree graduates. Approximately half of Prospective Students are “college supporters” and some Employers state they prefer the skill sets and attitudes of college graduates over university graduates.
- Despite shifting attitudes, some Employers are biased against a degree obtained from a college and some students see a university degree as lesser. However, about one-quarter to one-third of students have no opinion or are undecided in their opinions about a college versus a university granted degree. And some Employers are quick to point out that it will take some time to change perceptions until there is a proven track record. If Fanshawe College were to offer these degree programs, there is a clear need for a substantial and sustained communication strategy to all stakeholders, including the public, employers, high school counsellors, etc., to help in changing perception by raising awareness of the quality of education and the advantages a college degree can offer.

#### **Messaging to Students**

- Among students, the communication of clear and transparent pathways prior to entering school and while they are in school is important to assist them in their academic preparation. The most important factors to be communicated in order of appeal for Current Students are the ability to transfer credits easily between institutions, accreditation with professional bodies, the possible career paths that caters to their primary goal of obtaining a career in the easiest way possible, and an applied and theoretical curriculum. Only three-quarters found the paid co-op placement appealing, but given the importance Employers place on this requirement, it would be beneficial to communicate the connection of co-op placements with future job possibilities.

- Emphasizing LKSB's key strength – its faculty and instructors – would be a key element to include in communications. Both Fanshawe Current Students and Employers value the industry experience the instructors bring to the classroom.
- Last but not least, while the lower cost of a college education may be a significant factor among some students, the idea of it is not necessarily appealing and should be avoided in communications.

### **The Proposed Degree Programs with the Greatest Opportunities**

Of the four proposed programs, our research strongly supports the development of the Marketing, Accounting and Human Resources Management degree programs. Overall, the research indicates that the fourth degree program in general Business Management would be launched in a highly competitive environment of business degree offerings. That being said, offering a Business Management program as one of a cluster of degree programs provides students with the option of a foundation business degree while allowing LKSB to achieve economies and efficiencies in the delivery of its courses across all four degree programs. In addition, the general business diploma program offered at LKSB is one of the largest programs currently delivered at Fanshawe College and the College will be offering a new 3-year Business Admin Leadership & Management program, a strong base for laddering students up into a degree program. LKSB should keep in mind, however, that application levels to general business management programs overall at the college level have been showing declines over the past five years. We note, however, that Fanshawe College has so far not experienced a significant decline.

The arguments in support of each of the proposed programs are provided below.

#### *Marketing*

The program that shows the most promise in differentiating Fanshawe College in the marketplace is Marketing. Digital Marketing and other technology-related specializations were viewed as highly relevant to industry and sector needs. There is also a high level of interest among students in a Marketing degree with a focus on Digital Marketing as well as Marketing and Entrepreneurship. And given the limited PSE options in this particular area, Fanshawe would have an opportunity to differentiate itself.

- A trends analysis indicates an increase in college applications to the program area of Marketing, and specifically to Marketing degree programs (that have been offered over the past three years).
- Student interest is highest for this degree offering both among Current Students and Prospective Students.
- Employers indicate that this the area that will likely see the most demand for graduates and ascribed high importance to web-related specializations in the future such as Digital Marketing, Web Marketing, Search Engine Marketing Specialist, Digital Technology Optimization and Social Media. In addition the LEDC indicates that new business growth is also being pursued in the region in technology and digital media.

- And the competitive market is less saturated as approximately eight universities and one college in Ontario currently offer a concentration in marketing. There are few offerings in e-Marketing. Laurentian University offers an e-Business Science degree (HBcomm) that blends commerce and computer science. And three universities offer web-based marketing courses: Wilfrid Laurier offers a course in e-Business; Algoma University offers a course in Marketing on the Internet; and, Lakehead University offers a course in Social Marketing.
- Humber College is currently the only college that offers a marketing degree program with a specialization in e-Business. It is also the only marketing degree program (including universities) that appears to require mandatory co-op completion. The one cautionary note is that applications to and enrollment numbers in the program have fluctuated over the past five years indicating moderate success compared to other college degree offerings. First choice applications ranged from 53 to 86 and enrollments ranged from 8 to 29 in each of the past five years. The program draws 9.7% of all its applications from western catchment areas and 6.9% from eastern areas.
- The proposed specializations with most appeal among employers were Digital Marketing, followed by Marketing Analysis and Research, and Marketing and IT. Among Students, it was Marketing and Entrepreneurship and Digital Marketing, followed by Marketing and IT.
- While half of Employers were not able to identify shortages in the future, those who did noted the greatest shortages would be in the web-related positions such as Digital Marketing Analyst, Search Engine Marketing Specialist, Digital Marketing Specialist, and Search Engine Optimization Specialist.

### *Accounting*

Accounting is a core program area in business and while there is an abundance of competitive options for obtaining a degree in this area, applications and enrollments remain steady and among the highest of all college business degree programs currently offered. The research indicates that there is some potential in this offering although there is some risk of saturating the market with accounting degree graduates.

- The research indicates that the demand side exists for an Accounting program among students. A trends analysis shows an increase or steady trend in college applications to the program area of Accounting (including degree programs). And while Accounting students were more likely to originally consider university as an option for pursuing a degree, likely due to professional accreditation requirements, the proposed Accounting degree program at Fanshawe College held a great level of appeal once Students read the description.
- However, the demand side of the equation among Employers does not indicate as much need. Approximately half of Employers interviewed believed that supply of qualified accounting candidates would be sufficient in the next five to ten years, while a small proportion felt that supply would not keep pace with demand (half were not able to provide any projections). Some shortage was perceived for positions such as Taxation Specialists and Cost & Management Accounts. Overall, however, demographic projections show that demand for accounting occupations will be based in large part on replacement demand – almost half of Financial Auditors and Accountants in the London-Woodstock area were over 45 years of age based on Canada 2006 Census.

- As a core program offered in most universities, there is ample choice (over 15 degrees offered) if one were to pursue a degree in Accounting. And, currently there are four colleges offering Accounting degrees. Of the degree program specializations which LKSB are considering, International Accounting, and Accounting and Information Technology appear to be similar to Seneca's International Accounting and Finance and Conestoga's Accounting, Auditing and Information Technology programs, respectively. The International Commerce and Global Development program offered by Niagara College also has a focus on accounting. Accounting and Enterprise Management and Accounting and Entrepreneurship appear to be relatively unique offerings.
- Applications and enrollment numbers in all three existing accounting degree programs at Conestoga, George Brown and Seneca Colleges are among the highest of all college business degree programs. The offering at Conestoga College is relatively new (2010) with 90 first-choice applicants and 44 enrolled in the first year. First choice applicants to the two GTA programs range from 150 to over 230 in each of the past five years, with enrollments ranging from 67 to 117. Enrollment generally ranges from 30% to 45% of first choice applicants.<sup>21</sup>
- Specializations of high interest among Current Accounting students are Accounting and Entrepreneurship and International Accounting, although other specializations in accounting and Enterprise Management, Accounting and International Business also garner interest. Among Employers, Accounting and IT, followed by Accounting and Entrepreneurship. The Employers we spoke to did not indicate the need for international accounting specialists since the majority of companies in London are small to mid-sized and do not conduct business abroad.

### *Human Resources Management*

Human Resources Management is another core program area in business school and projections indicate that there are good employment prospects for Specialists in Human Resources over the next few years and that there is high interest among employers in almost all the HR specializations being considered by Fanshawe College, although many did not themselves project any shortages or a need in London because the city is characterized primarily by small and mid-sized businesses. Given the new requirements for a credential in the HR profession, there will likely be interest among students in a college degree option.

- A trend analysis indicates an increase in the number of college applications to the program area of Human Resources Management over the past five years, in all credentials but specifically in degrees.

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<sup>21</sup> Note that these percentages are not absolute conversion rates since we are unable to determine how many students met qualifications, how many enrollments were first choice, second choice applicants etc., and/or if classes were capped at quotas. Nevertheless, these percentages do suggest that there is a steady demand for these college programs.

- Over ten universities in Ontario currently offer Human Resources bachelor's degrees, but only two colleges offer specialized HR Management programs – Humber College's, HR Strategy and Technology and Seneca College's HE Management Program. Both colleges are the only post-secondary institutions to offer co-op placements. Both programs show relatively high number of first-choice applicants relative to enrollments, indicating substantial interest. First-choice applications to Humber's program ranged from 82 to 119 over the past five years, with enrollments capped at 20 to 30 students per class. This program attracts approximately 10% of applications from the Western catchment areas, while Seneca's program attracts approximately 5% of applications from this same region.
- Similar to Current Students in Accounting, Current Students enrolled in Human Resources were more likely to consider university only as an option for pursuing a degree program than those who are enrolled in Marketing or Business. This may be explained by the importance they place on professional accreditation. Nevertheless, over half of Current HR students said they are interested in applying to this program.
- The HR specialization with the most appeal among Students and Employers is Human Resources – Recruitment and Selection, Training and Development, and Occupational Health and Safety. Other specializations valued by Employers were HR and Organizational Behaviour/Psychology, Compensation and Benefits, and labour Relations.
- Overall, half of Employers believed that the supply of qualified HR candidates will be sufficient to fill expected job openings over the next five to 10 years, but one-tenth believed that supply would not be able to keep up with demand. The majority of those predicting future shortages believed that needs would be greatest for Labour Relations Representatives, Health & Safety Specialists, and HR Generalists.
- Occupational projections for two areas of Western Ontario (London-Woodstock and Kitchener-Waterloo-Barrie) offer good employment prospects for Specialists in Human Resources over the next few years.

### *Business Management*

There are literally dozens of colleges and universities offering programs in general management and while the overall research suggests that a new general Business Management degree offering may be the least differentiating program, the generalist nature of the degree itself may be its strength. Importantly, as a foundation of business skills can be applied to any organization and given the estimated rate of retirements in London and surrounding region over the next ten years, a business management program appears to be viable as it will help sustain labour supply in the local area. The greatest benefit is for the student who enters the college without having decided upon a specialization. This provides them the opportunity to explore options and the ability to continue in a general program or to switch into a more specialized program.

- Caution should be noted, however, that applications to the program area of General Business Administration and Management are decreasing at the college level relative to other business programs. Applications to International Business Management, however remains relatively steady, with significant numbers applying to degree programs.

- LKSB is considering a number of specializations under this Business Management degree program, including Business Entrepreneurship, Sustainable Business, Business Enterprise Management and Accounting, Global Business Management, and Leadership and Management. Of these, Leadership and Management and Business and Entrepreneurship are the two programs that appear to have the greatest levels of interest among Students. Employers have also expressed that a background in entrepreneurship are valued in their employees in today's businesses.
- LKSB should also keep in mind the competitive environment in which a Business Management degree will be launched. Entrepreneurship is a well-established program offering in universities with very strong reputations and centres for entrepreneurship. If Fanshawe College were to offer this as a focus in a degree program, they would be competing against strong players including the University of Waterloo, Wilfrid Laurier University, York University and the University Of Ontario Institute Of Technology. The same could be argued for Global Business Management. Currently four other colleges are offering this specialization including two in the region – Conestoga College and Niagara College, and two in the GTA – Humber College and Sheridan College. In addition, nine other universities offer degrees focusing on international business management specializations. Employers also note that there is less of a market for graduates with this specialization in London since the city is comprised primarily of small and medium sized businesses.

### **Online Delivery of Degrees**

Those wanting a classroom-only delivery of their business degree are in a minority. Most students and employers of student prospects are looking for the flexibility afforded by at least blended delivery of courses along with some being fully-online.

Sufficient resources must however be dedicated to creating an infrastructure to develop online programs; it's not enough to simply provide lecture notes and videos on the web. The online delivery cannot undermine the advantages students and employers expect to have from a college degree, e.g. hands-on training and faculty-student interactions.

It's therefore imperative to maximize the benefits of online delivery, while not diluting the (real or perceived) quality of the education.

## Chapter 1. Internal Key Informant Interviews

### A. Introduction

#### Objectives

The objectives of the Key Informant Interviews were to gather information and insight as well as any questions and/or concerns about the proposed programs among internal faculty and staff at Fanshawe College. Broadly, these key interviews also helped to inform the development of subsequent stages of the research program.

#### Methodology

A total of 18 interviews were conducted. The list of interviewees is provided at the end of Chapter 1.

The majority of the interviews were conducted between March 15<sup>th</sup> and March 28<sup>th</sup>, with the exception of one interview conducted on April 26<sup>th</sup>, 2011. Interviews were approximately 30 to 50 minutes in length.

#### Note to Reader:

Chapter Structure: This chapter is divided by themes that came out during the interviews. Within each theme, are the recurring opinions that were expressed along with representative quotes.

## B. Detailed Findings

### Overall Perceptions of the Proposed Business Programs

The majority of Stakeholders noted that the Lawrence Kinlin School of Business (LKS) is very well positioned to provide a degree offering. As LKS has an established record with its diploma offerings, the proposed business degrees seem to be a logical extension, offering an alternate educational pathway to students.

- ✓ “LKS has been extraordinarily successful in its initiatives. As a platform for offering the degrees it has shown itself to be an extraordinarily firm foundation. Well resourced, well managed. I believe that applied degrees in this area will have the kind of staffing and management that will ensure its success.”
- ✓ “Why business degrees...well, the business school at Fanshawe is the largest school, has the greatest breadth and depth of enrollment and has the largest demand for articulation in its students. We have the most students who actually see college as a pathway to a degree or a university program.”

Internal Stakeholders were very optimistic about the development of the proposed business programs. Many cited that strong leadership, as well as available funding and resources would help ensure the success of this initiative.

The majority of key Stakeholders stated that the proposed business degree programs have the full support of the College and the Lawrence Kinlin School of Business in terms of funding and resources. Stakeholders expressed confidence in the strong and supportive staff and their will to see these programs succeed.

- ✓ “I see the leadership. I see the will in some faculty to make this happen.”
- ✓ “Good leadership. The will to do it. There’s enough faculty on board. I think we have expertise in some of the areas. Leadership is so important at the coordinator level. They are do-ers. They are good motivators”.
- ✓ “This school is well placed in that we have gathered the team, the resources, we’ve gotten approval for a number of other faculty and administrative resources to dedicate to this project, a full time project manager, approval to cover costs of development, approval to do the off-load of the subject matter, experts for the development of the curriculum. The college has never been better placed to make this happen. We have the will. We have the team.”
- ✓ “We are as equipped as any other college in Ontario to bring these programs on board. I think we are a top-five college. We have population, geography, knowledge.”

### Benefits of the Proposed Business Programs

Offering business degrees would allow the Lawrence Kinlin School of Business to remain relevant in the market place, as increasingly professional bodies are implementing degree requirements for

**professional certifications. The degree programs would also help raise the status and profile of Fanshawe College.**

As degree programs bring in more funding from the government, the offering of the business degrees would also help Fanshawe College enter the top funding level for colleges, leading to an increased reputation as a “Top Tier” college.

- ✓ “Good for college from the funding perspective.”
- ✓ “The other huge issue is the direction by the ministry, the move towards a differentiated status system, where they expect to have three tiers or three funding levels for colleges. Fanshawe is pretty eager to be in that top funding level. We need ten or 12 degree programs to qualify for what we used to call polytechnic status.”
- ✓ “And as more and more of the business professional credentialing partnerships are moving to degree based requirements there is more and more pressure for us to remain relevant, to offer the diploma, the advanced diploma, certificate and the degree suite of products. We need the full suite.”
- ✓ “We hope that provides a benefit for us in terms of enrollment, we may have students stay longer. Certainly it will be more in line with industry certifications that are moving towards degrees. This gives us a product that maintains that good relationships. International students know that degrees are better than diplomas. Generally enhanced image for the college that we have a degree. In many minds, a degree is a minimum for some employers. We can offer it in a new flavour that is in keeping with employers needs too, in terms of practical skills.”

**Importantly, the business degrees would benefit students in the community, offering a more accessible and affordable program, as well as one that is based in practical skills learning and training.**

As the Richard Ivey Business School’s high standards of admission and high tuition costs are often cited as barriers to accessibility for many local students, the majority of Stakeholders noted there is an opportunity for Fanshawe College to provide students, who wish to stay in the area and study in business, a more accessible and affordable educational package.

- ✓ “I see it as a tremendous opportunity to better support post secondary opportunities for students in our region. There is a demand for degree programs in business. A lot of our students do not have access to the University of Western Ontario, which is our home university... and our home students are really disadvantaged by the high entrance marks required by UWO, and our students are even more disadvantaged coming from a lot of small communities, Woodstock , Simcoe, in accessing a degree program in business.”
- ✓ “Price will make us attractive. We are located in a city with a university with a strong reputation and they just can’t accept [all] the students that want to attend university in this community. We are hoping that our entry requirements will be just slightly lower than theirs. We’re hoping that students from London won’t have to leave the city to get a business degree.”

- ✓ “The bar to get into Ivey is very high and so that means there’s a lot of people who would like to that can’t. And we will definitely be cheaper than they will too. Between those two factors combined, I think there is a very strong cohort of students out there that want a business degree that would consider Fanshawe if we market ourselves well.”
- ✓ “Colleges are able to educate and give skills unique from university in an affordable way. Nice package.”
- ✓ “UWO has high admission standards. Grads from Thames Valley District School Board with 81% [average] will not get into Western. It is important for them to have alternatives.”
- ✓ “It should save the province money...but the parents in small town Ontario look for value for money. They have plotted out the costs of college versus university and they are ahead of the game in college.”

**Many also see the business degree programs as beneficial to the community as a whole, in light of the transformation and rebuilding of the economy from its traditional manufacturing and agricultural base in Southwestern Ontario.**

- ✓ “...if students want to pursue business in London and don’t get it here. Because if they go elsewhere with co-op they will do not come back. Facing labour shortage in future locally. Compared to 20 years ago. It’s an advantage for students locally, great opportunity to support our brand and give a degree. It’s attractive for economic development.”
- ✓ “Because of our challenges regionally, high unemployment, changing nature of the economic unemployment sector will be one of the chief engines for attempting to recast the employment base of this region. SW Ontario is not going to renew the auto industry. The area needs to transform itself. It needs to wean itself from easy reliable manufacturing. We need to be offering more pathways to higher education to our region right away. The traditional university model will not necessarily meet all the needs that are going to emerge out there in this new economy.”
- ✓ “Regionally, we are the largest college in the region and there is an ongoing interest in business in the region. [...]The economic foundation of the SW Ontario region is necessarily changing from heavy reliance on primary manufacturing to increased secondary service sector. There will inevitably be a redirection of emphasis in our region and we will be able to help support and meet that through these degrees.”

**Bachelor’s degrees offered in business would have a good chance for success because of the ability to ladder current and returning business diploma graduates.**

Many argue that the business degrees would have a good chance for success since the already existing diploma programs would allow for laddering into the degree programs. They also stated that the area of business itself has proven to be successful in the implementation of degrees at other colleges in Ontario.

- ✓ “We know that across the province the most successful degree programs at colleges have been business.... The School of Business is very profitable; we have a strong reputation in the

*community. There's a real push by senior management to get some degree programs that will pay their way because the ones we have now have not."*

- ✓ *"If you look at anywhere else in the college, ILP, Bio-technology, we have lost millions. We have relied on direct entry, huge professor costs, basically there is no laddering."*
- ✓ *"Many of our students wish to get a university degree. Some of them choose to come to [Fanshawe] straight out of high school for a variety of reasons. Some have applied to university and did not get in. Some choose to do a college diploma first and while they are doing that they realize that they would like to go on and do a university degree.."*
- ✓ *"For students, the ability to start in a diploma program and then choose whether to exit after two years, three years or four years. They don't have to fail out; they can exit with a two-year diploma, three-year diploma or four-year degree. I think that can be a strong marketing feature for us that universities can't offer."*
- ✓ *"Mature students who never finished and it's easier to have one institution to finish a degree. Those in transition – second career. They need to increase education and training to transition to another job."*
- ✓ *"We have a lot of mature students in the system who would ladder to the degree as well."*

#### **A business degree offering would help increase international student enrollment.**

In part due to the changing demographic profile of the region (decreasing population of high school students), the College is seeking to increase enrollment targets particularly among international students as a part of its strategy. A number of Stakeholders noted that there is a significant opportunity for growth here. Business degree programs, in particular, would be attractive to this student market, as degrees are the credential many students, predominantly from China and India, seek while studying in Canada.

- ✓ *"No one just wants to get a diploma. They have the hope that maybe they can get a degree. It's a degree fixation ... If we have degree in place, it's a big attraction. UWO requires higher marks. They might say, if we cannot get into UWO we can get into Fanshawe."*
- ✓ *"Fanshawe has a very aggressive mandate for attracting international enrollment, looking to almost double it next year, the business school is where 90% of that.... Most of our international partners are saying loud and clear to us, we could do more with you if you had a degree offering."*
- ✓ *"If you go overseas and say diploma and degree, they will recognize degree and they won't recognize what a diploma is. If you're a parent and you can send your child to a school that can offer a more affordable place for an accredited degree."*
- ✓ *"A lot of international students that come here now want to have a degree, so this is an affordable pathway for that."*
- ✓ *"International students don't generally recognize a diploma as a significant credential."*
- ✓ *"International students... many of them indicate a wish to proceed to business or accounting. It would be hard for me to believe that an accounting degree would not have plenty of interest. These proposed business programs could increase enrollment in ESL. I believe it would also be*

*optimal if we could provide ongoing language support to international students in the degree programs, as optional. If we could have a section or two of some specific language support course for students that have met the language thresholds but are still encountering challenges with facility of language. We are looking at developing for the college something called English Language Institute, a comprehensive system of language supports for all levels of the college. For LKSB, we could offer what they call occupational specific language training courses (OSLT) that might reinforce English skills using vocabulary that are pertinent to these degrees."*

**While a large proportion of the target market will be students local to the London area, it was also noted that London is a study destination for some students from the Greater Toronto Area who may be seeking a different experience away from home.**

- ✓ *"London is seen as a safe environment for students. A lot of parents would choose London over Toronto."*
- ✓ *"London has a great reputation for a place to go to school because it is a student-centred city. We cater to students. Social life is very good. In some ways it's a bad reputation to have. Both Western and Fanshawe have had reputations about being fun places to go. Some are here for social reasons, but we have excellent students as well. Students from outside the London area are often hearing of us through word of mouth. On occasion, some students say I just needed to get away. London has been a destination for students looking for the college experience away from home."*
- ✓ *"Toronto schools, definitely, but there are students looking for a different experience than a Toronto experience."*

**A couple of Stakeholders have suggested that London could potentially be positioned as the business school centre of Southwestern Ontario, with the addition of an alternate business degree offering at Fanshawe College.**

Being located in the same city as the University of Western Ontario's Richard Ivey School of Business was also noted as a possible benefit to Fanshawe College's proposed business degree programs. With a range of business degree options between Western and Fanshawe, London could conceivably be marketed as the business school centre, similar to Waterloo's reputation as a "technology city". A few commented that this strategic vision would help to offset the decline of London's manufacturing economy.

- ✓ *"In London, we have Ivey which focuses on the MBA and they don't care about a common degree. So we need something under it as a team for the community. London could become a focal point for business. If Fanshawe has degree programs then the system is complete. We work with government to set up an international student service centre. It's not just for students to live, but parents will come to visit them. Set up international week. Invite them and talk to them about projects. In my mind when that centre is set up and we get Ivey School involved, we do the basic things such as business plans and Ivey could do the strategic plans. So there is a vision. We are different from Ivey. This is a strategic vision of seeing London as a business centre."*
- ✓ *"Fanshawe in SW Ontario, it would make sense as a hub that we should have more degrees. We can draw from other smaller colleges who can't afford to do degrees that could feed into ours."*

## Strengths of the Programs Themselves

**Many Stakeholders stated that Lawrence Kinlin School of Business has an already established reputation and strong relationship with the London business community which could be leveraged by the new degree program offerings.**

- ✓ *"With HR, there are already bridges built. Other programs have co-op programs, so we have a relationship with those employers. Business programs have a relationship with Small Business Center and Canadian Institute of Management. Every program has connections with one or more professional bodies."*
- ✓ *"We do have a relatively healthy employer market. Large companies like 3M, London life, etc that could be a good employer market for grads. Fanshawe has a good relationship with these companies, but a lot of big companies like 3M, RIM, Kellogg or McCormick's look for university degrees for entry level marketing management positions. Fanshawe grads often don't get hired. 3M does have retention problems with some of their university grads because they want to enter in middle management at high pay. This results in high turnover. They perceive that a college grad may be more grounded in terms of expectations."*
- ✓ *"Play up strengths. We have a great track record with employers, certification agencies, with skills based and training and education, but we can also offer you the things a degree will get*

*you. A broader look at the world. As a college we have a growing amount of resources. Smaller classes. Faculty with industry experience, applied learning."*

**Many argued that the instructors are a key element to the program's success. Co-op programs could also be a potential sell to students.**

The applied course structure and instructors who have industry experience would ensure that training is relevant to the workplace, an important aspect of a college education.

- ✓ *"Our programs are designed to getting a designation of that field. That is our top strength."*
- ✓ *Almost everyone has experience in the industry. Professors in universities don't. Here they have experience and are members of designation organizations. They teach what is important to kids."*
- ✓ *"For some it might be co-op, for some it might be the certifications. It may be that the programs can take people further. I think the quality of the faculty with their industry experience is always something we can talk about and our strategy to continually update programs and to bring in things like search engine marketing and that kind of thing. This school has lots of great ways for students to interact with employers outside of their studies. It's that whole student experience between clubs, networking nights, guest speakers. That would also appeal to the target market of this."*

**Of the four programs, internal Stakeholders felt the most confident about the success of the Accounting and Human Resources program since both are in relatively high demand.**

Stakeholders also described the marketing degree as having a unique competitive advantage with a specialization in the areas of eMarketing and search engine marketing, including a partnership with Google.

- ✓ *"From the accounting perspective. We would have it set up; you would have all the credits for CGA – advanced and CMA – entrance exam point. UWO does not have this."*
- ✓ *"Accounting program...we are the only school in this market that is offering international designation."*
- ✓ *"In marketing we do have a niche...eMarketing, digital marketing, we have clearly carved out a niche in that area more so than any other college that I am aware of. That clearly is an area where we have a distinct advantage, I think."*
- ✓ *"We are trying to build a reputation in search engine marketing and Google analytics. That is one of competitive advantages. We thought it would be an opportunity to provide a niche program. The market is in need of more tacticians in that area. No one else is graduating students who are able to functional in those areas. I thought it was a great opportunity. No other colleges or universities in that area. Anyone offering marketing needs to touch upon digital marketing but everyone is teaching it at a theoretical level, hands on to help write Google*

*adwords exam, and get search engine marketing certification,. Much more applied. We have the opportunity to marry an applied skill set with a bachelor's designation so that it's a win-win.*

## A Brief Look at Competitors

Any Ontario colleges offering degrees are technically in competition with Fanshawe College. Conestoga was mentioned by several Stakeholders because of its proximity. Greater Toronto Area colleges offering degrees such as Humber and Seneca were also mentioned as strong competitors. However, many of the Stakeholders felt that Fanshawe's geography and size would eliminate much concern regarding direct competition overall, as there is a large enough population in the local region to potentially sustain the program.

Stakeholders were divided in seeing the University of Western Ontario as a competitor to Fanshawe. Some see the university as existing in a different league and therefore not being a direct source of competition. Many argued that a relationship between UWO and Fanshawe College would be a great benefit but that this was likely not on the horizon. However, as some noted, students are likely to appreciate competitive advantages that Fanshawe business degrees can offer, such as an applied learning pedagogy, instructors with industry experience, and preparation for professional accreditations that Western does not currently offer.

- ✓ “*I don't see UWO as competition. It would depend on who's coming to the program from the beginning or at the end. Some students start at UWO and come here, some start here and go there. We deliver a different product than they do. More synergy than competition.*”
- ✓ “*Probably the....the fact that Western has been offering degrees for many years and we are the new kid on the block. that is our disadvantage*”
- ✓ “*They see themselves as a tier one university. They don't feel the need to build relationships with colleges.*”
- ✓ “*Fanshawe students are capable of everything from strategy to application. Ivey can only do strategy. Many clients have said this is competitive advantage.*”
- ✓ “*Conestoga, maybe. They have excellent programs, but they are a smaller school. They can't offer our flexibility.*”
- ✓ “*Our location is fabulous right in the middle of SW Ontario. We run all the time, students can pick up a course in the next semester if they miss it.*”
- ✓ “*BMOS program - I think we have a better program. We have more connections with the business community, coop placements, business consultants. Our students don't get into Ivey... I also think we get entry-level positions, they are positive about students from diploma programs. They say when they're hiring, salary wishes are realistic, very amenable to work. Our students are in a better position for promotions.*”
- ✓ “*Only one college in London. We have no competitors geographically. In Toronto we would have more. But here some kids don't want to go to other regions. They are not big competitors. Geographically we can exist independently.*”

## Potential Challenges in Offering the Business Degree Programs

**One of the most significant challenges that Stakeholders noted is the ability to meet the Ph.D. requirements in offering degree programs.**

The majority stated that finding suitable candidates would be difficult for a number of reasons including the current pay scale which does not recognize beyond 6 years of study (an instructor with a Ph.D. would be paid the same as an instructor with an M.A.), as well finding qualified instructors for specific programs areas such as accounting, in which there is a scarcity.

There is the possibility of upgrading current staff's potentials, but that would require time. There is also a concern that the push for hiring Ph.D.s. would dilute the learning experience in courses taught by instructors with industry experience. That being said, there was mention that they could circumvent the requirement by hiring Ph.D.s. in the areas of general studies or liberal arts.

- ✓ “*The college system is not supporting moving towards degrees. The collective agreement does not recognize university education beyond 6 years of post-sec. If I have my Ph.D. I get no points for that on the grid. I'm not given any more money. Why would I come here vs. a university? The message is not valued. Our collective agreement maxes at 6 years of university education. It was not envisioned that we would need Ph.D.s, which we do. Until the collective agreement rewards faculty for having a Ph.D. the message is not a good one. Half of the faculty need to have Ph.D.s. Big concern.*”
- ✓ “*Concerned about our ability to attract faculty. Collective agreement puts a cap on salaries. It is the same salary for a Ph.D. as for an MA level, so that may be an issue. Plus, the requirement is that we attract Ph.D.s. in accounting, and they aren't out there. You don't do a Ph.D. in accounting. It's going to be a significant challenge to find good quality faculty with the Ph.D. credential.*”
- ✓ “*Biggest challenge is finding teachers. Digital marketing is changing so frequently that people in industry are practitioners. A Master's degree was not valued. It was about keeping skills current with what was happening in the market. Academic qualification was not what would get you promoted it was knowing the technology. It will be difficult to find people with M.A. or Ph.D. and who is current.*”
- ✓ “*Not many accountants with a Ph.D. since they go for professional designation.*”
- ✓ “*If the guideline was that all instructors have to have Ph.D.s I don't think that would be reasonable and that would dilute and hurt the program. Students would not be getting the same practical experience that they do now from the search engine marketing course, for example. We are not going to find a Ph.D. anywhere who could replicate that course.*”
- ✓ “*More Ph.D. Personal opinion. I think Ph.D. is not that important. Some of them read more but doesn't mean they know how to teach. I don't know how much we can use the Ph.D. here. We have three-yr diploma here but people are from the industry. I have suggestion that we train present professors in teaching more theoretical thinking. High level applied degree that is supported by theoretical and critical thinking will create point of difference from other colleges.*”

- ✓ “*The other thing is that some colleges are affiliated with a university so they can use faculty with university partner Guelph and Humber have an advantage. They are able to have Ph.D.s.*”

**The greatest challenge in offering degree programs is in dispelling the perception of the college-granted degree as being marginal to a university-granted degree.**

One of the greatest challenges faced in offering degree programs, many Stakeholders highlighted, is the need to overcome perceptions of a college-granted bachelor's degree. While some argued that societal perceptions have shifted over the last decade in terms of the value of a college education, there may still be some way to go in changing perceptions of a college-granted bachelor's degree. There was the general sense that this relatively recent movement toward the college baccalaureate reflects the need for change in the current structure of our college versus university postsecondary education system, since it is no longer necessarily meeting the needs of today's multi-faceted students.

Many agree that a significant marketing effort from the College will be needed to communicate the value of a college degree and to help shift public opinion among the various stakeholder groups including prospective students, parents, teachers, guidance counsellors, employers and university graduate schools.

- ✓ “*That will depend very much on the employer. There will be a traditional group of employers who will feel that a university education is more rigorous or prestigious than a college education. However there may be some employers who may have quite the opposite interpretation where they would think university preparation is theoretical and general and all well and good but this is the real world and they may feel, quite rightly, that college better prepares the students for the work in a more practical immediate way that actually pays more attention to the emergent needs and situations of industry and business.*”
- ✓ “*In London, I think there'll be both. There will be a strong commitment for some to the traditional dominance of UWO in the region, but there will be others who know of the reputation of the college and who will see college degree offerings as having street cred.*”
- ✓ “*The concern that some people have is that other universities may not be accepting these bachelors for graduate work. If students are thinking they will be able to move on and do graduate work that has to be clearly spelled out for them.*”
- ✓ “*We're new in degrees, so amongst the colleges Fanshawe has a strong reputation in business, but there's a bunch of people out there including guidance counsellors who don't think that the colleges are a reasonable alternative to university. Even though the college is going to be delivering degrees, it is going to take time, probably an entire generation to change that. It is going to take success stories and time. I think it has to work in the long run. I know that the college is delivering quality programs.*”
- ✓ “*I think we would definitely have to put a big push on marketing the bachelor degree program...we would have to put a fair bit into marketing the new program, new curriculum, and how the courses are delivered. There would be big marketing, no question. I think we could get*”

*their buy in, but it wouldn't be without some work. That comes down to history...when you're the new kid on the block you have a lot of work to do."*

- ✓ *"I would doubt that parents of London high school students (and guidance counsellors) that they would say that of course Fanshawe is just as good as UWO. A lot of parents need the time for the Fanshawe degree reputation to grow. [...]Have to do outreach with schools and guidance counsellors, who are not going to direct students to college for a degree first. It will be a public relations campaign that we can embark on."*
- ✓ *"The barrier will be some of the employers will look at the resume and think the student made a typo. 'You mean you got a diploma?' They'll think the student is misrepresenting themselves."*

**A few Stakeholders expressed caution about launching the degrees without first proving there is a demand in the industry.**

Concern was expressed that if employers are not prepared to accept college degrees as being on par with university degrees, then students with college degrees will be at a disadvantage.

In a similar vein, most Stakeholders raised concerns with whether college degrees would be accepted by university Master's programs. It was important to a few Stakeholders to confirm that students would be receiving a degree that is respected in the job marketplace and in graduate schools, as they would not want to make false promises.

- ✓ *"If there is a demand by industry for students who have degrees in these areas then that makes sense. If it's a case of the college wanting to offer up degrees because there is a cache that goes with that, I'm not sure that is doing the students a favour. There has to be a pull from industry. If students are interested in pursuing post-grad work that would make sense too. The concern that some people have is that other universities may not be accepting these bachelors for graduate work. If students are thinking they will be able to move on and do graduate work that has to be clearly spelled out for them. Is industry requiring their candidates to be obtaining these degrees? If you create the degree, will there eventually be an industry demand for it? That's possible. But we have to be cautious about promising students something that is not delivered."*

## The Ethical Question of Offering of Degrees at the College Level

While there was a positive response to the proposed degrees overall, the issue of offering degrees at the college level and whether it is consistent with the current notion of what a community college is was brought forth by a few Stakeholders, as the offering of college degrees calls into question the original mandate and mission of the college system.

The issue was also brought forth that the degree programs may actually cannibalize the diploma programs offered in the same area of study.

The College Mandate of 1967 outlines that colleges are intended to be openly accessible and to offer vocational training as an alternative to university. If the degrees require a relatively competitive standard for entry, this may be in opposition to the mandate of open accessibility. Likewise, if there is a chance that the degree program will ultimately cannibalize the diploma program this further opposes the college mandate. A few expressed concern that college degree offerings would divert colleges from their original mission of access and equity. That being said, some Stakeholders felt that the college was adjusting to demands in the local market place by offering a degree that is now more accessible, which is in part fulfilling the mandate to serve the community.

- ✓ “I hear small business, lower income families see colleges as affordable post secondary option. Affordability. I do hear that in smaller communities they don’t feel they have the access, not raising our sights high enough for people in immediate area outside of London. They always thought they would get job at ford plant but now they have to apply themselves more creatively to entrepreneurship.”
- ✓ “Students may go for the degree even though it is not in their best interest. If that happens we may see diploma programs close. Now we are coming against the college mandate of 1967 which is to offer vocational training to students who choose not go to university. Our original mandate is to be an open access institution; anybody who wants to come here can come here. If we start limiting that, and no longer offer diploma programs in these areas then we are fighting that mandate.”
- ✓ “I don’t want to leave a group of students out in the cold because we don’t offer that diploma anymore because it is now a degree.”
- ✓ “I struggle with idea of having a degree. Why would we have technical college having an academic degree? Perhaps it gives the opportunity to different types of learner to achieve a degree. Through educating the community. First few years not sure how it will be received but we are coming in advantage because other colleges are offering it. And we can piggyback on this.”
- ✓ “However, as difference from college to college, I don’t know that they have to be significantly different. If they are providing training for a particular business role, that business role probably is fairly consistent in a variety of jurisdictions in Ontario. The question is do you have the opportunity to acquire it within a given region? The answer is no, not until we get this started at Fanshawe college will it be available in SW Ontario. Colleges have traditionally been understood as having a primary regional service function so that students can access opportunities and

*pathways within their region. The colleges have become more competitive throughout the country and internationally but that will never offset the regional function of the college. There is still something in the neighbourhood of 50-60% regional students."*

- ✓ *"We are at a time of great change in the college system; we're just not really clear on where we are going.... Mohawk's articulation program makes the most sense to me and makes them more A-level."*

### **With the offering of degrees comes the need to attract higher quality students.**

Some respondents were concerned about whether the applicants to the program would be of high enough calibre to meet the standards of a degree. A higher level of math and English skills would be necessary for success in these degrees compared to the standards accepted for diplomas. Some Stakeholders suggested that standardized tests may have to be put in place to ensure that students entering the degrees would be meeting standards. Again, this brings forth the issue of maintaining an accessible educational pathway into the college system, as a couple of Stakeholders noted.

- ✓ *"Most of our students that have come into marketing for diploma programs have not been strong in mathematics, statistics. This would be really good to focus on. We would need to attract a different type of students than what we have brought into our two-year diploma program. Generally many of them lack the skills needed to succeed in that area. [...] Maybe, if this was a sub-discipline, we would have to test students' mathematics skills. To deal with analytics and other aspects of marketing, students should have a deeper understanding and skill set for finance, accounting and math."*
- ✓ *"I wonder too, will they look at people's English and math skills before they come in. I think those criteria at the beginning will set the people who pass to be more successful. Is it grade 12 with a certain average? I'm assuming they'll let the WRIT assessment stand for these. They might change the WRIT and make it a more rigorous test for people entering these programs."*

**As college students commonly prefer courses that are highly specific to their career trajectory, there is a concern that students may be resistant to the high number of general education courses that will be required in the degree programs.**

- ✓ *"The feedback we get from students is that they don't see the relevance of taking courses outside of discipline, even some of the business courses. If they are taking accounting, they don't see why they should take a marketing course. If 20% of program is non-discipline related I think we'll get feedback saying that's too much. It looks like half the courses are discipline specific, and 25% are general education and 25% are business related but not discipline specific. Maybe students will expect a higher % of discipline related courses."*

- ✓ “They do resist Gen Ed because they see it as something that’s not necessary. Employers want students to have a broader perspective of the world around them. Better citizens. Most students have gotten over this resistance. The government mandates it, so they have to do it. There is a broad spectrum of choices, history, geography, science, sociology, psychology etc. I think a lot of it comes down to the teacher. Pitch it so they come on side.”

**A few Stakeholders stated that articulation agreements with institutions such as Nipissing would likely fall to the wayside if students were given the option to complete a degree in business at Fanshawe College.**

Fanshawe business students have reported that being able to complete their degree locally and affordably is a high priority to them.

- ✓ “For our internal students the opportunity for them to stay at the college and get a degree is good. We know that many students are thinking that way. We have developed a program at Nipissing and looked at other articulation agreements with other universities. It makes sense for us to offer something internal for students to progress through a degree without leaving the college after two or three yrs.”
- ✓ “It could cannibalize other 2+2 programs that exist at the college. That will be another challenge. The universities that we have relationships with like expanding relationships with Kings and BMOS. I don’t know what we’d do about that. I don’t know if Nipissing would want to bother with us anymore because obviously we’d be promoting our own degree pathway.”

### Comments on Online Delivery Methods

Most respondents were confident about the new business programs’ ability to deliver online content. Online delivery will be of interest to many mature working students who are looking for more flexibility. Online curriculum will also help alleviate the necessity to use space on the college campus. A hybrid model of online delivery and classroom teaching is being considered. However a few voices pointed out that there would be a need for proper training before delivering online curriculum and that substantial resources should be devoted to this task.

- ✓ “The model that I am thinking off for the degree is already set up in a hybrid model where it is two in one. There is going to be a demand for certain courses to be online and then we will give it. I believe that we have everything here that we need to be able to do that, but we need to have a market. We need to get the word out for people to know that online options exist.”
- ✓ “We need to know how to get faculty to create online curriculum that will be engaging. Quite a bit of training would be required”.
- ✓ “The faculty are less interested in online learning than administration is. Admin sees the dollar opportunity, but those of us delivering the courses want to walk before we run. We aren’t sure

*yet whether it is practical to deliver, whether we can control the quality, whether students even are interested in online or whether it is a totally different demographic. “*

- ✓ *“If this is delivered online then we could compete in a way that others aren’t. This school is developing a growing understanding of how to deliver courses and programs online. If this business degree was delivered totally online or at least one or two sections, then that would be a differentiator.”*
- ✓ *“Having looked at the research, it is quite clear that creating curriculum for online learning is quite different for creating curriculum for classroom learning or hybrid learning. The temptation to take existing content and putting it online as-is does not lead to successful students. If you are just sitting at home looking at a power point presentation, that is not nearly as engaging as sitting in a classroom with your friends looking at the same thing. Content has to be created in such a way that is truly engaging ... The business school here is fond of something called Elluminate, which is a lecture capture software which is quite good at capturing a lecture, but a lecture that is captured is no more interesting than a lecture that is given in the classroom. We need to know what students and faculty know about technology. We need to know how to get faculty to create online curriculum that will be engaging. Quite a bit of training would be required. Don’t jump in without thinking about how it is going to work best.”*

While most shareholders were confident in the infrastructure of the school being able to support these programs, one Stakeholder expressed some concern about lack of daytime space. Night classes and online delivery were suggested as options.

- ✓ *“I think the college has some obstacles even without offering degree programs, related to capacity. We are at our limit in the daytime programs for classrooms. And so we’ll have to creatively or physically create more classroom space. Right now we are thinking about how to move the courses out of the classroom, considering online hours. We are talking about going into the night or weekends, and I don’t think that will hurt. In the past we have set students up with this expectation that you have classes between 9 and 4. That has to stop. I think night time attendance will improve; students will be more inclined to attend night classes than morning classes.”*

## D. C. List of Stakeholders Interviewed

*In alphabetical order:*

1. David Belford, Dean
2. Denise Blay, Coordinator - General Education and English (Business & Health)
3. Perry Broome, Marketing Professor
4. Sue Deakin, Coordinator, Business Administration - Accounting Program
5. Catherine Finlayson, Executive Director Fanshawe College Foundation
6. Cliona Geraghty , Coordinator, Human Resources Programs
7. Ross Gowan, Coordinator, Business Foundations (Project facilitator)
8. Whitney Hoth, Chair of Language & Liberal Studies
9. Sherry McEvoy, Coordinator, Business Administration - Marketing Program
10. Marg Medeiros, Business Co-Op Consultant
11. Dee Morrissey, Program Manager
12. Mary Pierce, Chair
13. Otte Rosenkrantz, Curriculum Consultant
14. Howard Rundle, Fanshawe President
15. Lane Trotter, Vice President Academic
16. Chris Wang, Professor – Business Foundations
17. Deb Wilkin, Manager, Centre for Academic Excellence
- 18. Alison Wiseman, Coordinator, Business and Business Administration Leadership & Management Programs**

## Chapter 2. Competitive Analysis

### A. Introduction

#### Objectives

The purpose of this phase of the research study was to gather information on post-secondary business program options in Ontario to help the Lawrence Kinlin School of Business better understand the broader competitive landscape in which it is considering the development of its new business degree programs. Specifically, the analysis identifies all colleges and universities offering business degree programs in Ontario (with the exception of universities in Eastern Ontario), and the types of programs and specializations offered.

This phase of the research also examines overall trends of applications to all business programs over the past five years as well as enrollment numbers to specific college business degree programs through an analysis of data mined from the Ontario College Applications Services (OCAS) data warehouse.

#### Methodology

This competitive analysis gathers information on business programs at all completion levels from publicly available information, i.e., college and university websites. This report also includes an analysis of data mined from the Ontario College Applications Services (OCAS) data warehouse (English-speaking schools only).

*Note to reader: Reference to “Applications” in the OCAS data analysis is made to application volume and not to individual applicants.*

## B. Executive Summary

### Business Degree Options in Ontario PSEs

The business school landscape is replete with choice offerings in Ontario. This does not preclude, however, that new program offerings would necessarily be saturating the market. While a large number of business degrees are being offered by universities, the relative success (success is determined by the number of applications relative to enrollments to programs) of new college business degree offerings suggests there is a changing demand in the marketplace for different pathway options to achieving a business or business-related degree.

There are currently **nine colleges** offering 21 business degree programs (See Tables 1 and 2 in this chapter for details):

- Conestoga College and Niagara College(Southwestern Ontario)
- George Brown College, Humber College, Seneca College, Sheridan College and Georgian College (GTA and surrounding region)
- St. Lawrence College and Algonquin College (Eastern Ontario)

College degree programs offered include: four Accounting programs, four International Business programs, two in Financial Services/Planning, one in e-Business Marketing, and two in HR Management. Other degree program offerings include Hospitality and Tourism Management, Fashion Management, Golf Management, e-Business Supply Chain Management and Municipal and Corporate Administration. St. Lawrence College is the only college that offers a general business degree.

While online distance education options are listed for business courses in many colleges, most of the college websites do not clearly indicate whether there is an option for completing a business degree online or part-time. The exceptions are Algonquin College, which offers courses with hybrid delivery or entirely online and St. Lawrence College which offers a part-time degree option.

**Seventeen universities** in Ontario (excluding Eastern Ontario) offer over 30 business degree programs (See Table 4 in this chapter for details):

- Nine universities are located in Southwestern Ontario: four are primarily undergraduate universities, three are comprehensive universities, and three are medical doctoral universities
- Five universities are located in the GTA or surrounding area: three are primarily undergraduate universities, one is a comprehensive university and one is a medical doctoral university
- Three primarily undergraduate universities in Northern Ontario offering business degrees

Universities offer the traditional degree programs in the areas of Accounting, Marketing, Human Resources, Economics, Business/General Management, Finance etc., but a few are also offering specializations which may have typically fallen into the college domain, such as Real Estate and Housing (University of Guelph), Supply Chain Management (Wilfrid Laurier University), Commercial Aviation and Consumer Behaviour (University of Western Ontario), Game Development and Entrepreneurship (University of Ontario Institute of Technology), and Entrepreneurial and Family Business Studies (York University). A number of universities are now marketing their business programs as practical platforms

for career preparation, highlighting both theory and practical training. Specifically, some universities are placing greater emphasis on this pedagogical approach by offering optional co-op programs (mandatory in the case of the University of Waterloo).

York University and Ryerson University are the only two institutions currently offering part-time enrollment.

### **Overall Trends in Business Studies at the College Level**

Applications to business programs at the college level have maintained a steady upward trend over the past five years, albeit levelling off in 2010. Overall, it is keeping relative pace with the upward trend of college applications to all programs over the past five years.

However, the overall demand for different business program specializations has been shifting over time. Overall interest in the area of General Business Administration/Management has declined over the past five years while applications to other programs, including HR Management and "Other specialization" areas, have shown a significant increase. Marketing, International Business Management, Accounting, and Finance/Financial Planning have remained relatively steady or have shown slight increases.

In reviewing the number of applications to business programs at all levels of completion, the OCAS data analysis indicates that interest levels in 3-year diplomas is trending downwards as the offerings of degree and post-graduate certificate programs are on the rise. This may be due in part to an increase in the proportion of mature students going to college (Non-direct Entry Students) versus Direct Entry Students in more recent years.

Specifically, while there has been a decline over the past five years in levels of interest in 3-year diplomas in the areas of General Business Administration/Management, International Business, Finances/Financial Planning/Services, and Marketing, there has been a corresponding increase in both degree and post-grad certificate programs in these same areas.

Applications to 3-year diplomas in Accounting have remained relatively steady while applications to HR Management programs have increased slightly. Both of these program areas have not seen any declines in the number of applications.

### **Overview of Business Program Areas**

**Accounting:** There are currently over nineteen accounting degree programs in existence in Ontario (excluding Eastern Ontario), four of which are offered by colleges:

- Conestoga College – Accounting, Auditing and Information Technology
- George Brown College – Financial Services, Accounting major
- Seneca College – International Accounting and Finance
- Humber College – Accounting (New 2011)

Of the degree program specializations which LKSB are considering, International Accounting, and Accounting and Information Technology appear to be similar to Seneca's and Conestoga's accounting programs, respectively. The International Commerce and Global Development program offered by

Niagara College also has a focus on accounting. Accounting and Enterprise Management and Accounting and Entrepreneurship are relatively unique offerings.

Applications and enrollment numbers in all three existing accounting degree programs at Conestoga, George Brown and Seneca are among the highest of all college business degree programs. The offering at Conestoga is relatively new (2010) with 90 first choice applicants and 44 enrolled in the first year. First choice applicants to the two GTA programs range from 150 to over 230 in each of the past five years, with enrollments ranging from 67 to 117. Enrollment generally ranges from 30% to 45% of first choice applicants. *Note that these percentages are not absolute conversion rates since we are unable to determine how many students met qualifications, how many enrollments were first choice, second choice applicants etc., and/or if classes were capped at quotas. Nevertheless, these percentages do suggest that there is a steady demand for these college programs.*

Each of the accounting programs attracts approximately 15% to 20% of students (applications averaged) from outside the colleges' catchment areas:

- Conestoga's Accounting, Auditing and Information Technology program attracts 15.4% from the central/GTA catchment areas, 3.6% from eastern areas and 2.4% from outside of Ontario.
- Seneca's program attracts 4.4% of applications from the western catchment areas, 6.2% from Eastern areas, and 2.3% from outside of Ontario.
- The Financial Services program (including an Accounting major) at GBC attracts 6.2% of students from the western areas, 5.7% from the eastern areas, 2.4% from the north, and 1.8% from outside of Ontario.

Accounting programs from George Brown College, Humber College, and Seneca College require one co-op term, while Conestoga College requires three co-op terms and 173 hours to graduate. The University of Waterloo requires four co-op work terms. Co-op opportunities are offered as optional at a number of other universities.

**Marketing:** Over eight universities in Ontario offer general business degrees with a concentration on marketing. Laurentian University offers an e-Business Science degree (HBcomm) that blends commerce and computer science. Three universities offer web-based marketing courses: Wilfrid Laurier offers a course in e-Business; Algoma University offers a course in Marketing on the Internet; and, Lakehead University offers a course in Social Marketing.

Humber is currently the only college that offers a marketing degree program and the only college with a specialization in e-Business. It is also the only marketing degree program that requires mandatory co-op completion. Applications to and enrollments numbers in the program have fluctuated over the past five years indicating moderate success. First choice applications ranged from 53 to 86 and enrollments ranged from 8 to 29 enrollments in each of the five years. The program draws 9.7% of applications from western catchment areas and 6.9% from eastern areas.

**Business Enterprise Management/International Business/Entrepreneurship:** LKSb is considering a number of specializations under this degree program, including Business Entrepreneurship, Sustainable Business, Business Enterprise Management and Accounting, Global Business Management, and

Leadership and Management. Of these, Leadership and Management is the one program that appears to be the most unique offering.

There are few universities that offer a specialization focusing on **entrepreneurship**.

- The University of Waterloo promotes a culture of innovation and entrepreneurship. Specifically, business entrepreneurship is supported through the Conrad Business, Entrepreneurship and Technology (a part of the Faculty of Engineering at Waterloo).
- Wilfrid Laurier University offers a concentration on entrepreneurship. The Communitech Hub in Kitchener, supported by the Schlegel Centre for Entrepreneurship, provides the opportunity for Laurier students to work with entrepreneurs in the digital media industry.
- York University offers a specialization in Entrepreneurial and Family Business Studies.
- The University of Ontario Institute of Technology offers a specialization in Game Development & Entrepreneurship.

The only degree program currently offered that focuses on **sustainable business** in Ontario is the Environment and Business program at the University of Waterloo, which requires five mandatory co-op terms to graduate. It focuses on sustainability under three theme areas: Environmental Auditing and Reporting, Green Entrepreneurship, and Corporate Responsibility.

**Global/International Management Business Studies** is a much more widely offered discipline. There are nine universities and five colleges offering this specialization area.

- Conestoga College offers the International Business Management Degree program that focuses on daily worldwide trade. Completion requires 45 courses (total 187 class hours) and three mandatory co-op terms. First choice applications to the program remained relatively steady over the past five years ranging from 62 to 118 a year. Class sizes were relatively small ranging from 24 to 40 in each of the years. This program attracts students from all over Ontario: including 75.7% from western catchment areas, 17.7% from central areas/GTA and 5.0% from eastern catchment areas.
- Niagara College offers an International Commerce and Global Development program that is focused on international trade, international marketing, as well as international accounting. It requires 49 courses and one co-op term to graduate. Niagara College is the only college to state that it holds MBA articulation agreements with Niagara University, Skyline University (UAE) and Davenport University (International Commerce and Global Development degree program). It also holds an articulation agreement with Forum International Trade Training (FITT) (fulfills requirements for all 8 FITT skills courses). This program also attracts a large percentage of applications from all around Ontario: central/GTA catchment areas (24.1%), eastern (11.6%), northern (1.4%), and outside of Ontario (2.6%). First-choice applications are much lower than other business college programs, ranging from 22 to 59, with enrollments ranging from 21 to 32, suggesting a lower demand for this program.

- Humber College offers an International Business specialization that focuses on international trade and finance. It requires 40 courses and 120 class hours. Applications to Humber College range from 133 to 142 in each of the three years since the program's inception. Class enrollment ranges from 45 to 48 per class. This program attracts 10.2% from western catchment areas, and 6.6% from eastern catchment areas.
- Sheridan College offers Global Business Management focused on international trade, international marketing, supply chain management, and international finance. The Forum for International Trade Training (FITT) and Supply Chain & Logistics Canada (SCL Canada) both accredit the Global Business Management program. This program has eight study terms and two mandatory co-op terms, and requires 39 courses to graduate. It also offers the opportunity to study in the Netherlands for one semester. Similar to Humber College, this program attracts a large number of first-choice applications (128 and 138 in each of the two years since the program's launch), and enrolled 31 and 32 students in each year. Eight percent of applications are from the western catchment areas.

In addition to these colleges, another 9 universities are offering international business management specializations. These universities are King's University College, Huron University College, Lakehead University, Wilfrid Laurier University, University of Western Ontario, University of Windsor, York University, York Schulich Business School, and the University of Waterloo. The University of Waterloo offers both Global Engagement and International Trade specializations through its 5-year Arts and Business program.

**Human Resources Management:** Ten universities in Ontario (excluding Eastern Ontario) offer general Human Resources bachelor's degrees. Universities that offer Human Resources include Algoma University, Huron University College, King's University College, Lakehead University, University of Ontario Institute of Technology, Wilfrid Laurier University, University of Guelph, University of Waterloo, York University, and University of Western Ontario. None of these universities require co-op completion.

Humber College and Seneca College are currently the only two colleges that offer Human Resources specializations.

- Seneca College's HR Strategy and Technology program focuses on using technology and related software to conduct business functions. The program requires 157 hours and one co-op term. Applications are relatively high for this program ranging from 82 to 119 over the past five years. Enrollments appear to be capped at 20 to 30 students per class. The program draws 6.4% applications from eastern catchment areas and 5.4% from western catchment areas
- Humber College's HR Management program was established in 2008. The program requires 120 hours and one co-op term. The program enrolls approximately 30 to 35 students a year and attracts a greater proportion of western catchment area applications than Seneca College (9.7%); it also draws 7.5% of applications from eastern catchment areas.

## C. Detailed Findings

### Section 1. Competitive Overview

#### *i. Summary of College Degree Programs Offered in Ontario*

In Ontario, there are a total of twenty-two colleges that offer business programs; nine of these colleges are currently offering business degree programs (four are offered in the GTA, two in each of Southwestern and Eastern Ontario, and one in Barrie). There are currently no colleges offering degree programs in the northern region of Ontario (north of Barrie). The following table indicates the areas in Ontario in which all colleges offering business programs are located.

**Table 1. Colleges in Ontario with Business Programs**

	<b>Colleges Currently Offering Business Diploma <u>and</u> Degree Programs</b>	<b>Colleges Currently Offering Diploma Business Programs <u>Only</u> (no degree programs)</b>
<b>Southwestern Ontario</b>	<ul style="list-style-type: none"> <li>▪ <b>Conestoga College</b>, School of Business and Hospitality</li> <li>▪ <b>Niagara College</b>, School of Business and Management Studies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lambton College</li> <li>▪ Mohawk College</li> <li>▪ St. Clair College</li> <li>▪ Fanshawe College, Lawrence Kinlin School of Business</li> </ul>
<b>Greater Toronto Area (GTA) and Surrounding Region</b>	<ul style="list-style-type: none"> <li>▪ <b>George Brown College</b>, School of Business</li> <li>▪ <b>Humber College</b>, The Business School</li> <li>▪ <b>Seneca College</b>, School of Business Management</li> <li>▪ <b>Sheridan College</b>, Faculty of Business</li> <li>▪ <b>Georgian College</b>, School of Business (Barrie)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Centennial College</li> <li>▪ Durham College</li> </ul>
<b>Northern Ontario</b>		<ul style="list-style-type: none"> <li>▪ Cambrian College</li> <li>▪ Canadore College</li> <li>▪ Confederation College</li> <li>▪ Northern College</li> <li>▪ Sault College</li> </ul>
<b>Eastern Ontario</b>	<ul style="list-style-type: none"> <li>▪ <b>St. Lawrence College</b>, School of Business</li> <li>▪ <b>Algonquin College</b>, School of Business</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fleming College</li> <li>▪ Loyalist College</li> </ul>

### **College Business Degree Program Specializations Offered (Table 2)**

A total of twenty-two degree programs in business are being offered by the nine colleges. Accounting, International Business, and Hospitality and Tourism degree programs are most widely delivered with four each. There are currently only two degree programs in the area of Human Resources Management (Humber College and Seneca College) and two degree programs in the area of Financial Services/Planning (George Brown College and Seneca College). Humber is the only college that offers an e-business focused Marketing college degree in Ontario. Other degree program offerings are very specialized including Municipal and Corporate Administration (under General Business Administration/Management), e-Business Supply Chain Management, Automotive Management, Golf Management, and Fashion Management. St. Lawrence College offers a *general* business degree.

**Table 2. College Degree Specializations Currently Offered**

	Accounting	International Business Management	Financial Services/ Financial Planning	Marketing	Human Resources Management	Hospitality and Tourism Management / Other Programs	General Business Administration/Busi ness Management/ Other
<b>Conestoga college (BAB)</b>	Accounting, Audit, and Information Technology (international focus)	International Business Management					
<b>Niagara College (BAB)</b>		International Commerce and Global Development				Hospitality and Food Management (joint with GBC)	
<b>George Brown College (BAB)</b>	Financial Services- <i>Accounting major</i>		Financial Services – <i>Personal Financial Planning major</i>			Hospitality Operations Management (joint with Niagara College)	
<b>Humber College (BAB)</b>	Accounting (NEW) (B.Comm)	International Business		e-Business Marketing	Human Resources Management	Tourism Management	Fashion Management
<b>Seneca College (B.Comm)</b>	International Accounting and Finance		Financial Services Management		Human Resources Strategy and Technology		Municipal and Corporate Administration
<b>Sheridan College (BAB)</b>		Global Business Management					
<b>Georgian College</b> <i>A BBA also offered by Laurentian University through Georgian College</i>							Golf Management (BBGM) Automotive Management (BBAM)
<b>Algonquin College</b>						Bachelor of Hospitality and Tourism Management (NEW Fall 2011),	e-Business Supply Chain Management (BAB)
<b>St Lawrence College (BBA)</b>	<i>General Business Degree – no specialization; Offered by Laurentian University</i>						

### **Specifics of College Business Degree Programs (Appendix B)**

Appendix A includes a comparison chart of the details of each program (from publicly available information). The number of courses required for completion of the degree programs varies from 39 courses at Sheridan College and 40 courses at Humber College and Niagara College, to 48 courses at Seneca College and 49 courses at George Brown, depending on the program. The number of class hours to graduate ranges from 120 hours at Humber College and Sheridan College to 187 class hours at Conestoga College in the International Business Management program.

While online distance education courses are listed for business courses in many colleges, most of the college websites do not clearly indicate whether there is an option for completing a business degree online or part-time with the exception of Algonquin College (courses are offered with hybrid delivery or entirely online) and St. Lawrence College (part-time degree option).

Most degree programs offered have mandatory co-op programs (except St Lawrence College, which is optional). Nine out of fifteen programs require only one co-op term. The maximum number of co-op terms is three required by Conestoga College in its BAB programs and Algonquin College (e-Business Supply Chain Management).

All program start dates begin in the fall term; George Brown College and Seneca College also offer winter term enrollment.

Only two colleges indicate the offering of an articulation with university graduate programs. Niagara College holds agreements with Niagara University, Skyline University (UAE) and Davenport University for articulation into MBA programs with its International Commerce and Global Development degree program. It also holds an articulation agreement with Forum International Trade Training (FITT) (fulfills requirements for all 8 FITT skills courses). Its Hospitality and Food Management program has articulation MBA agreements with Davenport University, Niagara University and the International Hospitality Management program at IMI International Hotel Management Institute in Switzerland. George Brown's Hospitality Operations Management (joint program with GBC) holds articulation agreements with Niagara University, University of Guelph and IMI Institute.

*ii. Summary of University Degree Programs Offered in Ontario*

There are seventeen universities (nineteen including two business schools – Schulich and Ivey) offering business degree programs in Ontario (excluding Eastern Ontario). There are Undergraduate Universities in Southwestern Ontario, two universities in the GTA, and four universities in Northern Ontario. A total of four Comprehensive Universities and three Medical Doctoral Universities are located in Southwestern Ontario and the GTA.

**Table 3. List of Universities by Type of University and Region**

	<b>Primarily Undergraduate Universities</b>	<b>Comprehensive Universities</b>	<b>Medical Doctoral Universities</b>
<b>Southwestern Ontario</b>	<ul style="list-style-type: none"> <li>▪ Huron University College, Department of Business and Economics</li> <li>▪ King's University College, Department of Business</li> <li>▪ Wilfrid Laurier University, School of Business and Economics</li> <li>▪ Brock University, Faculty of Business</li> </ul>	<ul style="list-style-type: none"> <li>▪ University of Guelph, Department of Business</li> <li>▪ University of Waterloo, integrated into different faculties incl. Arts, Engineering, and Science</li> <li>▪ University of Windsor, Odette School of Business</li> </ul>	<ul style="list-style-type: none"> <li>▪ McMaster University, DeGroote School of Business</li> <li>▪ University of Western Ontario, Richard Ivey School of Business</li> </ul>
<b>Greater Toronto Area (GTA) and Surrounding Region</b>	<ul style="list-style-type: none"> <li>▪ Ryerson University, Ted Rogers School of Management</li> <li>▪ University of Ontario Institute of Technology, Faculty of Business and Information Technology (Oshawa)</li> </ul>	<ul style="list-style-type: none"> <li>▪ York University, Schulich School of Business</li> </ul>	<ul style="list-style-type: none"> <li>▪ University of Toronto, Rotman School of Management</li> </ul>
<b>Northern Ontario</b>	<ul style="list-style-type: none"> <li>▪ Lakehead University, Faculty of Business Administration</li> <li>▪ Laurentian University (@ Georgian College and St. Lawrence College)</li> <li>▪ Nipissing University, School of Business</li> <li>▪ Algoma University</li> </ul>		

#### **University Business Degree Program Specializations Offered (Table 4)**

Table 4 (next page) includes a comparison chart of the specializations of each program. Overall there are more than twenty-five different business degree programs offered by universities. Accounting, Economics, Finance, Human Resources Management, General Management, and International Business are the most widely offered. E-Business is only offered at the University of Ontario Institute of Technology and Algoma University; entrepreneurship is offered University of Waterloo, the University of Ontario Institute of Technology, Wilfrid Laurier, and York Schulich.

A few very specialized programs are also currently being offered across different institutions including Brand Communication, Real Estate and Housing, Digital Arts Communication and Entrepreneurial and Family Business Studies, among others.

#### **Specifics of University Degree Programs (Appendix C)**

There are over thirty business degree programs offered. The majority are 4-year programs. Brock University offers two programs that are 4.5 years, Nipissing University offers two programs that are 3 years, and University of Waterloo offers two programs that are five years in length.

Nipissing University and York University are the only two schools that mention the option of online distance education. York and Ryerson Universities are the only two universities that offer a part-time option.

Only the University of Waterloo requires mandatory co-op completion. Other universities either offer optional co-op opportunities or do not offer them at all.

**Table 4. Business Degree Programs at Universities**

	Accounting	Marketing	Human Resources	Economics	Business/ General Management	Admin. General	Finance	Global studies/ International Business	Information System/ Technology Management	Public Admin.	e-Business	Entrepreneurship	Other
Huron University College (BMOS and BEF)	✓		✓	✓	✓	✓	✓✓ (and administration)	✓					
King's University College (BMOS)	✓		✓	✓	✓	✓	✓ (and administration)	✓ (Commerce)					
Wilfrid Laurier University (BBA)	✓	✓	✓				✓	✓				✓	Insurance and Risk Manage. Brand Communication Supply Chain Manage.
Brock University (BAcc and BBA)	✓					✓							
Ryerson University (BComm)					✓				✓				Hospitality and Tourism Retail Management
University of Ontario Institute of Technology (H.BComm)	✓	✓	✓		✓		✓			✓ (e-Commerce)	✓		
Algoma University (BBA)	✓	✓	✓	✓						✓	✓		
Lakehead University (BBA and BComm)	✓	✓	✓	✓	✓			✓	✓				
Laurentian University (HBComm and BBA under construction)	✓	✓			✓					✓			
Nipissing University (BComm, BBA)	✓	✓		✓	✓	✓			✓				
University of Guelph (BComm)	✓	✓	✓	✓			✓			✓			Tourism Food and Agriculture Public Management Real Estate and Housing
University of Waterloo (AFM and CFM)	✓		✓				✓	✓	✓			✓	Digital Arts Communication
University of Windsor (H.BComm)				✓		✓		✓					Business Admin and Computer Science
York University (BAS)	✓		✓	✓	✓	✓	✓	✓	✓				Business Research IT
York University Schulich Business School (BBA/HBA and International BBA/HBA)	✓	✓		✓	✓		✓	✓	✓			✓	Organization Studies Strategic Management Entrepreneurial and Family Business Studies
McMaster University (H. BComm, BComm)													
University of Toronto (H.BComm)	✓			✓	✓		✓						
University of Western Ontario (BMOS and BEC)	✓		✓	✓			✓	✓					Commercial Aviation Consumer Behaviour
University of Western Ontario – Richard Ivey School of Business (HBA)													

### *iii. Summary of Diploma and Post-graduate Certificate Offerings*

Included in Appendices C, D and E are the types of programs offered in 3-year and 2-year diplomas, and post-graduate certificate programs to provide reference and context to the business program landscape in Ontario colleges.

#### **College 3-year Diploma Programs (Appendix D)**

There is a wide variety of diploma options offered in colleges, ranging from traditional general business programs in Accounting and Human Resources to very specialized programs in Banking and Wealth and Professional Golf Management. Every college in Ontario offers a 3-year Accounting diploma; the majority of colleges offer also offer diplomas in Human Resources Management, Marketing and General Business Administration. Six colleges offer programs in International Business Management and six colleges offer Finance/Financial Planning. Many, but not all, offer co-op opportunities. Fanshawe is the only college which appears to offer a mentorship program in Human Resources Management.

#### **College 2-year Diploma Programs (Appendix E)**

There are an even greater number of diploma offerings at the 2-year level. Marketing, Accounting and General Business/Business Administration are the most widely offered. Six colleges offer Human Resources Management diplomas (but none in SW ON except Fanshawe College). Seneca College is the only one to offer International Business.

Fanshawe College and Mohawk College are the only ones to offer co-op opportunities in their 2-year diploma programs.

#### **College Post-grad Certificate Programs (Appendix F)**

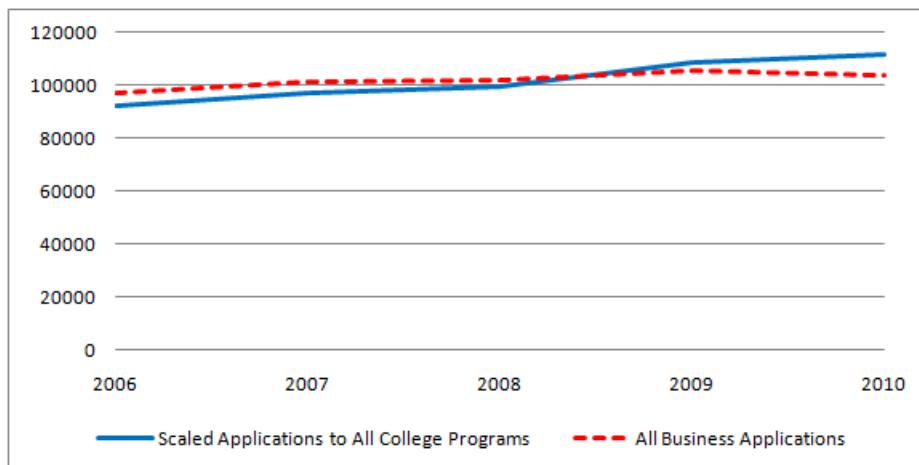
The majority of post-grad certificate programs offered in college fall into the area of International Business, Human Resources Management, and Finance/Financial Planning. Thirteen colleges offer Human Resources Management specializations, while ten colleges offer International Business and seven colleges offer Finance/ Financial Planning. In addition to these three major specializations, Marketing, General Business and Accounting are also offered by several colleges. Humber College offers an Accounting program with Information Technology specialization. Several other specializations including Event Management and Hospitality are available in Graduate Certificate.

## Section 2. Overall Business Program Trends in Colleges (OCAS Data Analysis)

### i. Overall Trends in Business Applications to Colleges

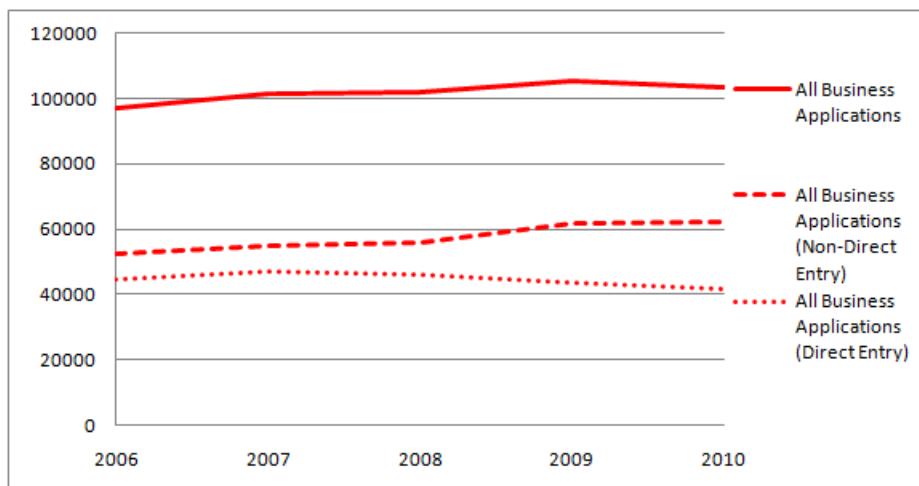
Applications to all college programs have been trending upwards since 2006 (application trends to all programs have been scaled down for direct trend comparison to all business applications). Overall, business applications have remained relatively steady, showing a peak in 2009 but then levelling off in 2010.

**Chart 1. Application Trends from 2006 to 2010: Applications to All College Programs (scaled) vs. All Business Applications**



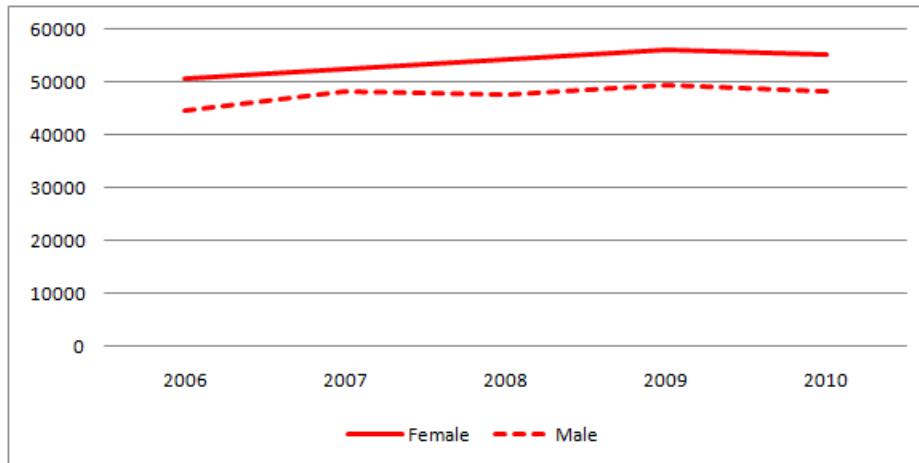
Among all business applications, Direct Entry applications have been trending down since 2008, while Non-direct Entry applications have been trending up.

**Chart 2. Business Application Trends: Non-direct Entry vs. Direct Entry Applications**



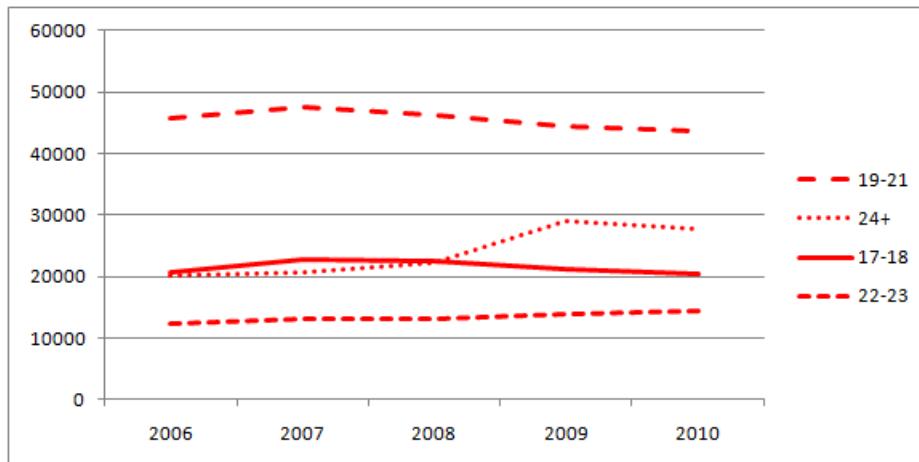
A greater proportion of women than men apply to business programs. There has been a steady increase in the number of women who have applied to business programs since 2006, and while the numbers of men applying has also shown an increase, there has been some fluctuation over the years.

**Chart 3. Business Application Trends: Female vs. Male**



The number of mature applicants (24 plus years) has significantly trended upwards since 2006, peaking in 2009 and then levelling off in 2010. Conversely, there has been a noticeable decline in the number of applications and the number enrolled in the 17-18 and 19-21 age groups.

**Chart 4. Business Application Trends: Age Group Comparisons**

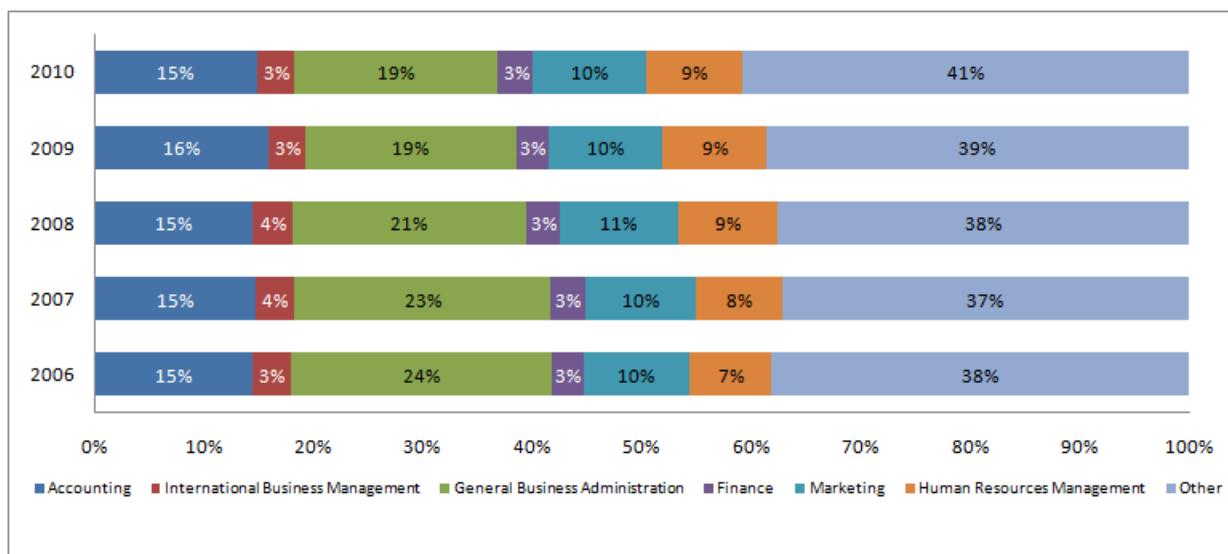


## *ii. Proportions of Applications by Type of Program and Credential*

The chart below indicates the proportion of business applications to each of the key business area specializations: Accounting, International Business Management, General Business Administration/Management, Financial Services/Planning, Marketing and Human Resources Management; all other programs have been grouped into an “Other” category.

Applications to Accounting programs have remained relatively steady at 15% to 16% of all business applications, as have applications to Marketing (10% to 11%), International Business Management (3% to 4%) and Finance/Financial Planning (3%) programs. There has been a significant decline in General Business/Administration/Management program applications (24% to 19%) and an increase to Human Resources Management programs (7% to 9%) and “Other” program areas (38% to 41%).

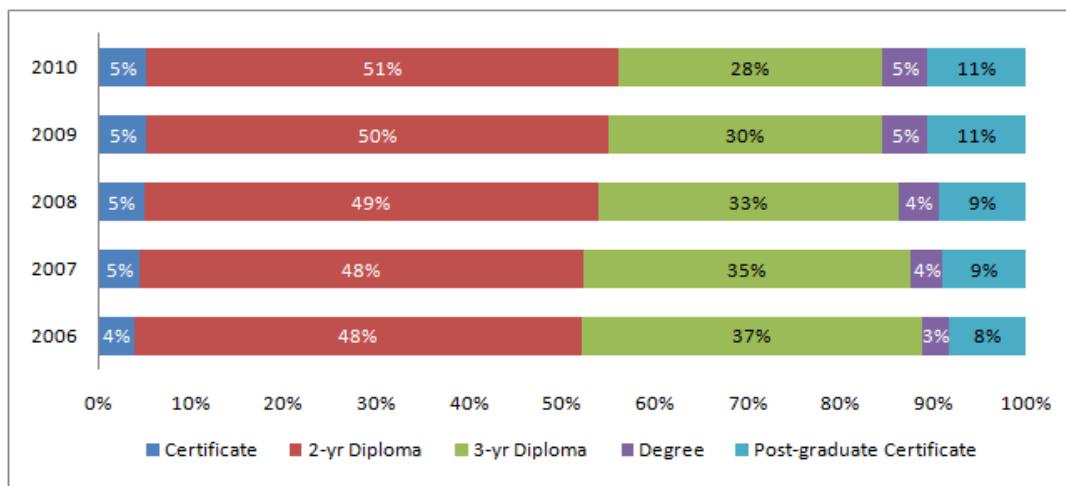
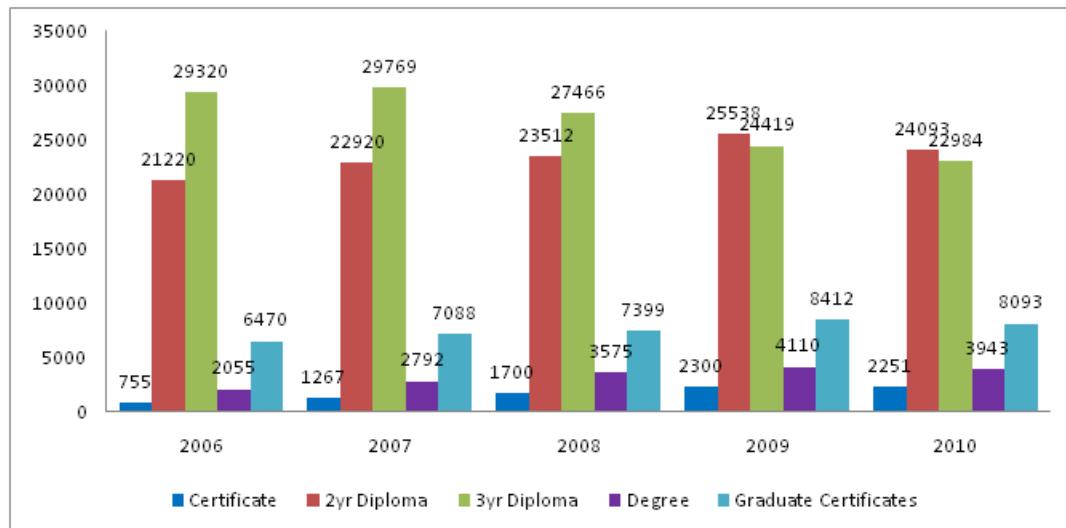
**Chart 5. Application Trends by Type of Business Program**



There has been a small increase in the proportion of those applying to a 1-year business certificate from 2006 to 2011 (4% to 5%). A more significant upward trend is noted in applications to 2-year diplomas (48% to 51%), to business degrees (3% to 7%), and to post-graduate certificates (8% to 11%). A notable decline is seen in applications to 3-year diploma programs (37% to 28%).

The charts on the following pages which highlight application trends by type of program illustrate there has been a decrease over the past five years in applications to 3-year diplomas specifically in the areas of General Business Administration/Management, Marketing, International Business and Finance/Financial Services and Planning. Applications to 3-year diplomas in Accounting and HR Management have trended up or remained steady.

Applications to degree programs and post-graduate certificates in all various study areas have either remained steady or have trended up over the last few years.

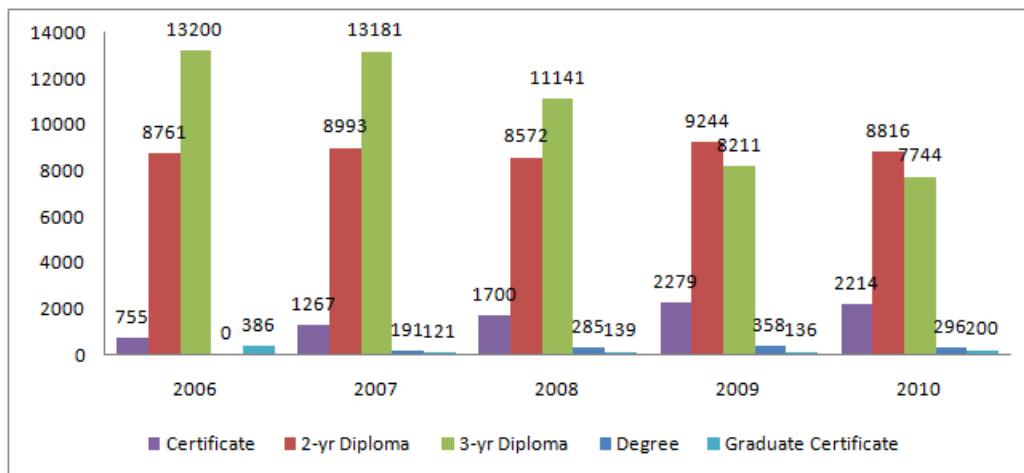
**Chart 6. Proportion of Business Program Area Applications by Credential**

**Chart 7. Number of Applications to Business Program Area by Credential**


*iii. Application Trends in Program Areas by Credential*

### General Business/Administration/Management

Applications to 3-year diploma programs in General Business Administration and Management have shown significant declines since 2006, while applications to certificate programs have shown an increase. Applications to 2-year diplomas remain relatively steady, while applications to general Business Administration/Management degree programs peaked in 2009 but went down to 2008 levels in the past year.

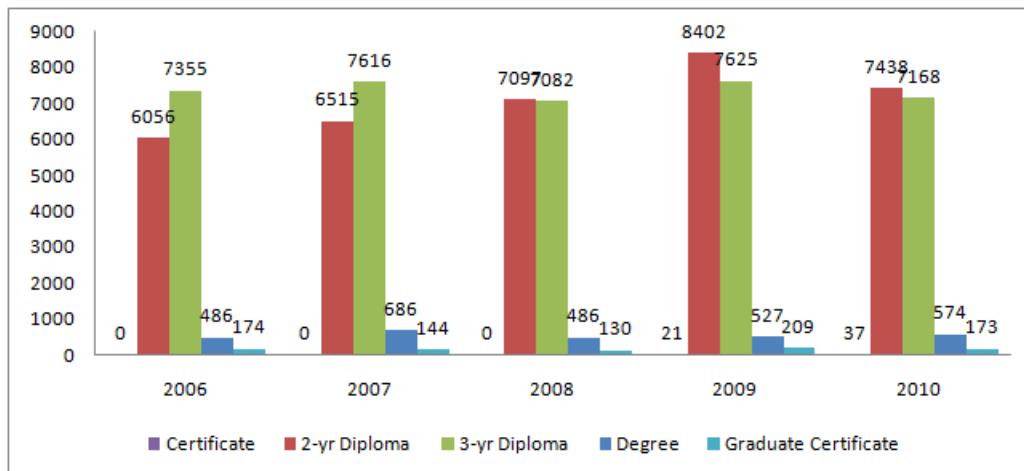
**Chart 8. General Business Application Trends by Completion Level**



## Accounting

The application trend for 2-year Accounting diploma programs has shown an increase over the past five years. It remains relatively steady for 3 year diploma programs. The trend for accounting degree programs has shown a slight increase since 2008.

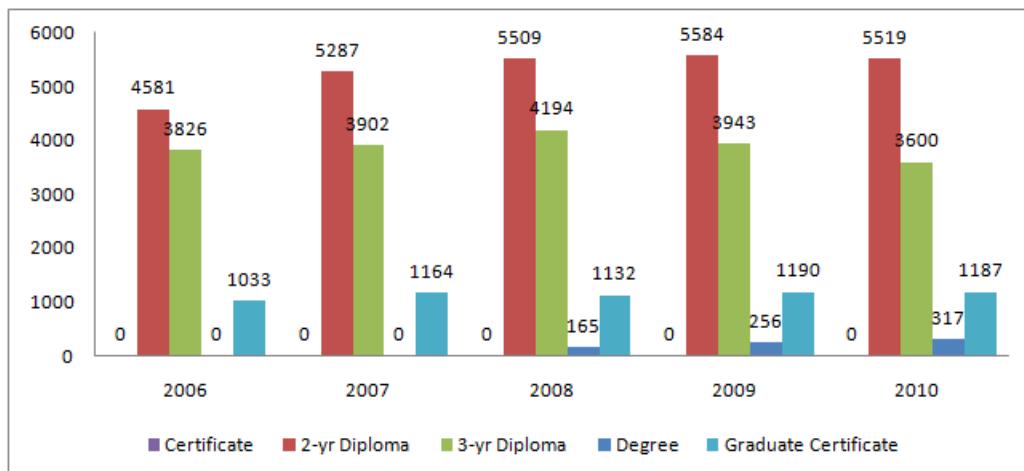
**Chart 9. Accounting Application Trends by Completion Level**



## Marketing

There has been an increase in the number of applications to marketing 2-year diploma programs, while the proportion of those applying to a 3-year diploma program has decreased. The number of applications to Marketing degrees has increased steadily over the past three years; applications to post-graduate certificates have remained level.

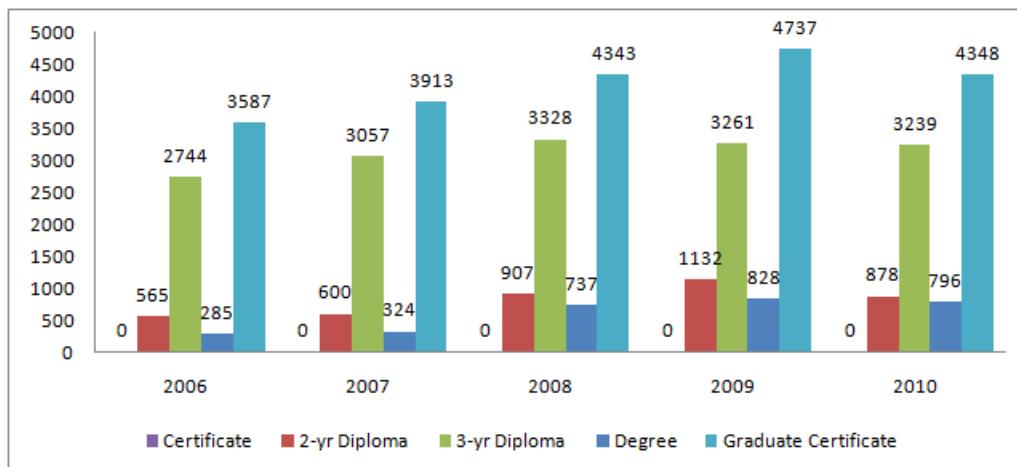
**Chart 10. Marketing Application Trends by Completion Level**



## Human Resources Management

The greatest proportion of applications to Human Resources Management programs fall into the post-graduate certificate category. There has been a significant increase in the number of applications over the past five years. Applications to a 3-year diploma program and to a degree programs have remained relatively steady over the past three years.

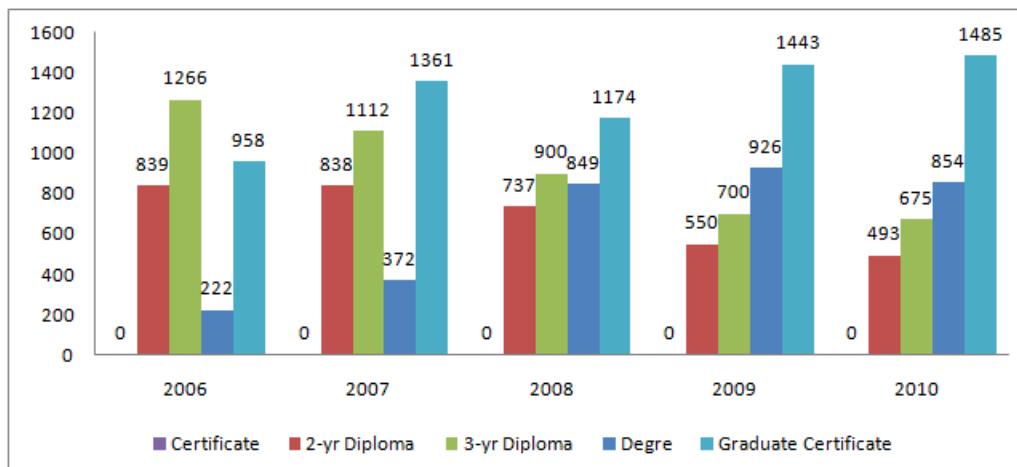
**Chart 11. Human Resources Management Application Trends by Completion Level**



## International Business Management

Applications to International Business Management 2-year and 3-year diploma programs have shown a significant decline since 2006, while applications to post-graduate certificate programs have shown significant increases over the same period. Applications to International Business Management degrees increased from 2006 to 2009 but have levelled off since.

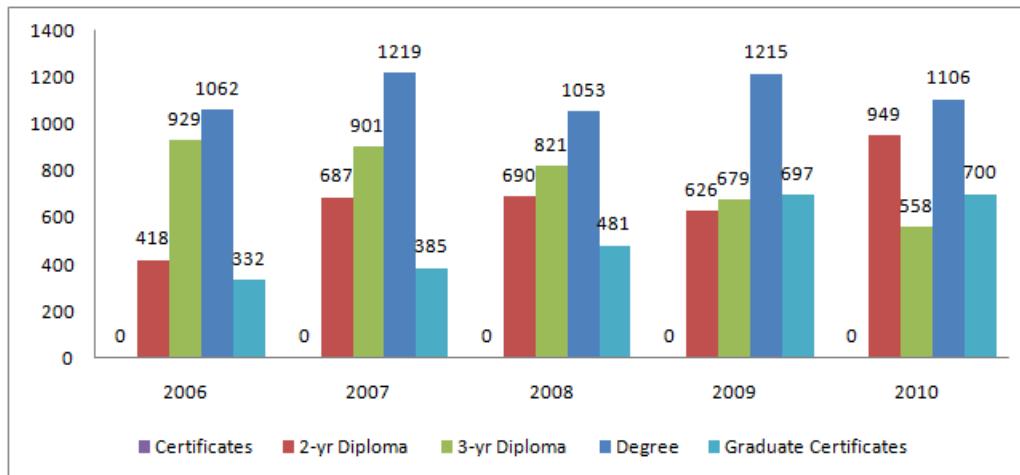
**Chart 12. International Business Management Application Trends by Completion Level**



### **Finance/Financial Services/Financial Planning**

Applications to degrees in Finance/Financial Services or Planning is trending upwards more than any other completion level. There has also been an increase in the number of post-graduate certificate and 1-year certificate applications, and a corresponding decline in 3-year diploma applications.

**Chart 13. Finance Application Trends by Completion Level**



#### **iv. Program Areas by First-Choice Applicants and Enrollments by Year**

Below is a table outlining degree programs by first-choice applicants and by enrollment numbers over the past five years. The majority of degree programs show a relatively high level of demand (number of applicants, first-choice), including International Accounting and Finance, Financial Services and Accounting, International Business Management, Human Resources Management. It is not possible to determine from the OCAS data whether enrollment numbers vary from year to year based on the qualified applicants or whether programs have met quotas for class sizes in that particular year.

Class sizes are largest at George Brown and Seneca (over 60 enrollments in Financial Services and International Accounting and Finance), while class sizes for other programs range from 20 to 50 enrollments.

**Table 5. First-Choice Applications and Enrollments of College Business Degree Programs**

College name	Degree Program	First Choice Applicants					Enrollments				
		2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
<b>Accounting and Finance/Financial Services</b>											
Conestoga	BACHELOR OF APPLIED BUSINESS-ACCOUNTING, AUDIT AND INFORMATION TECHNOLOGY			7	90						44
George Brown	BACHELOR OF APPLIED BUSINESS - FINANCIAL SERVICES (Accounting and Personal Financial Planning majors)	187	235	174	233	236	74	73	67	117	73
Seneca	BACHELOR OF APPLIED BUSINESS - INTERNATIONAL ACCOUNTING AND FINANCE	181	188	191	196	151	51	84	85	75	68
Humber	BACHELOR OF COMMERCE - ACCOUNTING						New program in 2011				
Seneca	BACHELOR OF APPLIED BUSINESS-FINANCIAL SERVICES MANAGEMENT	179	181	118	84	87	50	76	40	43	38
<b>International Business Management</b>											
Conestoga	BACHELOR OF APPLIED BUSINESS-INTERNATIONAL BUSINESS MANAGEMENT	62	112	107	118	80	24	28	35	40	29
Niagara	BACHELOR OF APPLIED BUSINESS (INTERNATIONAL COMMERCE AND GLOBAL DEVELOPMENT)	22	55	59	43	44	21	31	32	31	21
Humber	BACHELOR OF APPLIED BUSINESS-INTERNATIONAL BUSINESS			135	142	133			48	45	46
Sheridan	BACHELOR OF APPLIED BUSINESS (GLOBAL BUSINESS MANAGEMENT)			138	129				31	32	
<b>Marketing</b>											
Humber	BACHELOR OF APPLIED BUSINESS-E-BUSINESS MARKETING	68	73	53	64	86	21	29	8	26	18
<b>Human Resources Management</b>											
Humber	BACHELOR OF APPLIED BUSINESS-HUMAN RESOURCES MANAGEMENT			119	114	138			33	36	34
Seneca	BACHELOR OF APPLIED BUSINESS - HUMAN RESOURCES STRATEGY AND TECHNOLOGY	82	96	113	119	97	20	30	36	28	27
<b>General Business/Administration/Management</b>											
Seneca	BACHELOR OF COMMERCE - MUNICIPAL AND CORPORATE ADMINISTRATION			13	15	22	4	Qualified applications may not have been sufficient			
<b>Hospitality/Tourism Management</b>											
George Brown	BACHELOR OF APPLIED BUSINESS - HOSPITALITY OPERATIONS MANAGEMENT	152	184	187	169	176	44	53	36	71	43
Humber	BACHELOR OF APPLIED BUSINESS-TOURISM MANAGEMENT	24		35	49	40			15	14	14
Niagara	BACHELOR OF APPLIED BUSINESS (HOSPITALITY OPERATIONS MANAGEMENT)	83	46	59	72	54	27	20	17	25	20
Algonquin	BACHELOR OF HOSPITALITY AND TOURISM MANAGEMENT			152	136	163			68	64	76
<b>Other</b>											
Algonquin	BACHELOR OF APPLIED BUSINESS (E-BUSINESS SUPPLY CHAIN MANAGEMENT)	72	77	91	76	71	33	26	31	40	32
Georgian	BACHELOR OF APPLIED BUSINESS - AUTOMOTIVE MANAGEMENT	72	60	80	32	30	36	36	59	29	20
Humber	BACHELOR OF APPLIED BUSINESS-FASHION MANAGEMENT			152	136	163			68	64	76

#### v. Program Areas by Applications and Enrollments by Catchment Area

The two specialized degree programs that attract the most students from all over Ontario are Niagara College's Hospitality Operations Management and Humber College's Fashion Management programs. Other college degree programs typically draw between 10% and 20% of students from outside catchment areas, with the exception of Humber's e-Business program which attracts only 4% from outside the GTA.

The programs offered in the GTA that are attract the most students from Southwestern Ontario are Humber's International Business (7.5%) and Human Resources Management degrees (7.7%), and Sheridan's Global Business Management (6.3%).

Conestoga's programs are attracting a good proportion of students from the Central Catchment Area - Accounting, Audit and IT (13.6%), and International Business Management (9.7%). Similarly, Niagara

College is attracting 17% of enrollments from the Central Catchment Area with its International Commerce and Global Development program. *See next page for catchment area definitions.*

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**Note to reader: Colleges that Fall within Each Catchment Area**

**Western** refers to area that is west of the GTA. It includes catchment area of Conestoga College, Fanshawe College, Lambton College, Mohawk College, Niagara College, Ridgetown College, and St. Clair College.

**Centre** includes only GTA. Schools included are Centennial College, George Brown College, Georgian College, Humber College, Michener College, Seneca College, and Sheridan College.

**Eastern** includes schools that are northeast to GTA; these schools are Alfred College, Algonquin College, Durham College, Fleming College, Kemptville College, La Cite College, Loyalist College, and St. Lawrence College.

**Northern** covers all areas that are northwest to GTA. Cambrian College, Canadore College, Confederation College, Northern College, and Sault College are within Northern Ontario.

**Table 6. Catchment Area of College Business Degree Programs**

College name	Degree Program	Applications (average of past one to five years depending on start of program)						Enrollments (average of past one to five years depending on start of program)					
		Own Catchment area	Western	Central	Eastern	Northern	Outside Ontario	Own Catchment area	Western	Central	Eastern	Northern	Outside Ontario
<b>Accounting and Finance/Financial Services</b>													
Conestoga	BACHELOR OF APPLIED BUSINESS-ACCOUNTING, AUDIT AND INFORMATION TECHNOLOGY	Western	78.7%	15.4%	3.6%	0.0%	2.4%	Western	86.4%	13.6%	0.0%	0.0%	0.0%
George Brown	BACHELOR OF APPLIED BUSINESS - FINANCIAL SERVICES (Accounting and Financial Planning majors)	Central	6.2%	83.9%	5.7%	2.4%	1.8%	Central	4.5%	89.5%	3.5%	1.0%	1.5%
Seneca	BACHELOR OF APPLIED BUSINESS - INTERNATIONAL ACCOUNTING AND FINANCE	Central	4.4%	86.8%	6.2%	0.4%	2.3%	Central	2.2%	89.2%	6.0%	0.0%	2.7%
Seneca	BACHELOR OF APPLIED BUSINESS-FINANCIAL SERVICES MANAGEMENT	Central	4.6%	87.6%	6.2%	0.2%	1.4%	Central	2.4%	91.0%	5.7%	0.0%	0.8%
Humber	BACHELOR OF COMMERCE - ACCOUNTING	New program 2011											
<b>International Business Development</b>													
Conestoga	BACHELOR OF APPLIED BUSINESS-INTERNATIONAL BUSINESS MANAGEMENT	Western	75.7%	17.7%	5.0%	0.7%	0.9%	Western	83.3%	9.7%	5.6%	0.0%	1.4%
Niagara	BACHELOR OF APPLIED BUSINESS (INTERNATIONAL COMMERCE AND GLOBAL DEVELOPMENT)	Western	60.3%	24.1%	11.6%	1.4%	2.6%	Western	80.3%	16.7%	2.3%	0.8%	0.0%
Humber	BACHELOR OF APPLIED BUSINESS-INTERNATIONAL BUSINESS	Central	10.2%	81.3%	6.6%	0.6%	1.4%	Central	7.5%	85.8%	6.7%	0.0%	0.0%
Sheridan	BACHELOR OF APPLIED BUSINESS (GLOBAL BUSINESS MANAGEMENT)	Central	8.1%	89.6%	1.6%	0.0%	0.7%	Central	6.3%	92.1%	0.0%	0.0%	1.6%
<b>Marketing</b>													
Humber	BACHELOR OF APPLIED BUSINESS-E-BUSINESS MARKETING	Central	9.7%	82.4%	6.9%	0.4%	0.7%	Central	2.0%	95.9%	0.0%	2.0%	0.0%
<b>Human Resources Management</b>													
Humber	BACHELOR OF APPLIED BUSINESS-HUMAN RESOURCES MANAGEMENT	Central	9.7%	81.5%	7.5%	0.5%	0.8%	Central	7.7%	85.6%	6.7%	0.0%	0.0%
Seneca	BACHELOR OF APPLIED BUSINESS - HUMAN RESOURCES STRATEGY AND TECHNOLOGY	Central	5.4%	87.0%	6.4%	0.4%	0.9%	Central	1.8%	88.4%	8.0%	1.8%	0.0%
<b>General Business/Administration/Management</b>													
Seneca	BACHELOR OF COMMERCE - MUNICIPAL AND CORPORATE ADMINISTRATION	Central	3.9%	83.0%	11.7%	1.1%	0.4%	Central	n/a	n/a	n/a	n/a	n/a
<b>Hospitality/Tourism Management</b>													
George Brown	BACHELOR OF APPLIED BUSINESS - HOSPITALITY OPERATIONS MANAGEMENT	Central	9.8%	78.2%	9.1%	0.6%	3.3%	Central	6.9%	79.7%	7.7%	0.0%	5.7%
Humber	BACHELOR OF APPLIED BUSINESS-TOURISM MANAGEMENT	Central	8.7%	79.3%	9.2%	0.7%	2.0%	Central	4.7%	88.4%	4.7%	0.0%	2.3%
Niagara	BACHELOR OF APPLIED BUSINESS (HOSPITALITY OPERATIONS MANAGEMENT)	Western	22.0%	26.1%	3.5%	41.6%	6.8%	Western	28.0%	19.9%	3.7%	44.3%	4.1%
Algonquin	BACHELOR OF HOSPITALITY AND TOURISM MANAGEMENT	New program 2011											
<b>Other</b>													
Algonquin	BACHELOR OF APPLIED BUSINESS (E-BUSINESS SUPPLY CHAIN MANAGEMENT)	Eastern	2.4%	3.8%	87.3%	1.0%	5.5%	Eastern	1.3%	1.3%	92.7%	0.3%	4.5%
Humber	BACHELOR OF APPLIED BUSINESS-FASHION MANAGEMENT	Central	16.2%	60.2%	16.4%	2.2%	4.6%	Central	16.1%	57.6%	15.7%	3.2%	7.4%

## Chapter 3. Current Business Students Survey

### A. Introduction

#### Objectives

The primary objectives of the survey conducted among Current Business Students enrolled in the Lawrence Kinlin School of Business at Fanshawe College are to understand the following:

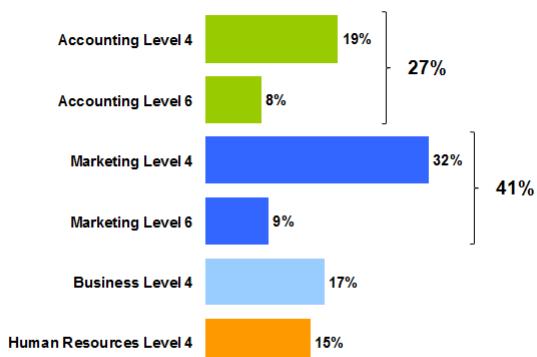
- level of interest in a business degree program and the preferred type of institution
- appeal of the four degree programs proposed by Lawrence Kinlin School of Business (LKS) and the specializations falling under each area
- levels of satisfaction with LKS and the program in which the student is enrolled
- strengths and weaknesses of LKS
- levels of satisfaction with online class delivery methods and online tools and preferences for type of class delivery

#### Methodology

The study was administered online and via paper in class between April 4 and April 14, 2011 among students currently enrolled in the level 4 or level 6 of the following programs: Accounting, Marketing, Business and Human Resources. A total of 672 students were invited to participate in the survey. The overall response rate was 48%. Table 1 below outlines the number of students who completed by type and level of program.

The margin of error for the overall sample of n=322 is  $\pm 3.8\%$ , 19 times out of 20. The margin of error is larger for subgroups. An asterisk has been used throughout the report to denote small base sizes; interpret subgroups with small base sizes with caution.

**Chart 1. Percentage of Current Students by Type and Level of Program**



*Q. What is the program and level you are currently enrolled in at Fanshawe College?  
Base: All Respondents, n=322*

	Class Size	Number of Completes	Completes by Program	Margin of error
Accounting 4	168	n=62	n=87	+/-9.8
Accounting 6	59	n=27		
Marketing 4	183	n=104	n=132	+/-7.7
Marketing 6	52	n=28		
Business 4	128	n=54	n=54	+/-12.8
Human Resources 4	82	n=47	n=47	+/-13.8
Total	672	n=322		+/-3.8

## B. Executive Summary

### High Level of Interest in a Business Degree

There is very strong interest in continuing on with a business degree among final year diploma and advanced diploma business students at Fanshawe College. Of the 322 Current LKSB Students surveyed, 80% say they have considered applying for a degree either at a college or a university in the past year. The top three reasons for considering a degree is to help increase marketability in the job market, to increase earning potential and to complete a professional credential.

### College is a Competitive Option to University

College is clearly becoming a competitive option for obtaining a business degree. Thirty-nine percent of Current Students are considering applying to both college and university, 20% are considering college only, and 34% are considering university only. Those enrolled in Level 4 Business are less likely to consider a degree compared to students in other programs. Those in the Human Resources and Accounting programs are more likely to consider university as an option for a degree, likely due to their interest in completing a professional credential.

The factors of greatest importance when considering a degree among Current Students are the educational outcome – that is, the types of jobs available, and the ability to transfer credits easily as they upgrade into a four year degree. The next most important consideration is reputation – reputation of the program, the school, and the faculty. Types of courses offered as well as the location of the school also rank high in importance.

Those who are interested in applying to colleges only or both colleges and universities are looking for more flexibility and options. They are more likely to place more importance on factors such as an applied curriculum, availability of part-time options, a paid co-op placement and the ability to take some or all courses online than those who are interested in applying to university only for a degree. Cost is also an important factor among those considering college than those considering university.

### Interest Levels Highest for Marketing and Accounting Proposed Degrees

The research indicates that Current Business Students are very interested in continuing on at the Lawrence Kinlin School of Business for a business degree. Almost three-quarters of Marketing Students (both level 4 and 6) are “interested” (rated “4” or “5” in interest) in the Marketing degree; all (100%) of those with a high GPA of 4.0 to 4.2 in marketing express a level of interest. A similar proportion (72%) of Accounting Students is also interested in the Accounting degree (those in Level 6 are more interested than those in Level 4). Approximately two-thirds of Human Resources and Business Students are interested in the Human Resources and Enterprise Management proposed degrees.

Those, particularly HR and Accounting Students, who stated an interest in applying to university or both college and university are less likely than those interested in applying to college to be interested in the degree programs overall. In fact, HR students who have a higher GPA and who are more likely to be

interested in university are less interested in the LKSB degree offering. That being said, there is strong interest among Accounting Students who are considering college only as an option.

There is a relatively high level of interest in all the specializations proposed by LKSB. Entrepreneurship, in particular, is a popular theme in Accounting, Enterprise Management and Marketing. A Digital Marketing specialization in Marketing, an International Accounting specialization, Leadership and Management in Enterprise Management are also rated high in interest.

Overall, Current Business Students found the features of each proposed program appealing and the descriptions met the expectations of students in what they were looking for in terms of a degree. In particular, while accreditation with professional bodies, an applied curriculum, and a paid co-op placement were ranked lower than other factors such as educational outcomes, Current Students rated them higher in terms of appeal, even among those students interested in applying to university only.

### **Overall Satisfaction with Lawrence Kinlin School of Business**

Students are generally satisfied with their quality of learning experience at LKSB (82% “satisfied” overall, including 27% “very satisfied”), and with the program in which they are enrolled (77% “satisfied” overall, including 24% “very satisfied”) in that it provides them with knowledge and skills for a future career. Business Students are less likely to give a higher rating to LKSB compared to students in other programs. Overall, Level 6 Students appear to be more satisfied with their experience and career preparation.

Faculty and instructors are the key strength of LKSB according to Students. Seventy-seven percent agree that LKSB faculty/instructors are supportive and 76% agree that they are knowledgeable in their fields. Overall, Current Students feel their education has prepared them well for a future career (74% agree, including 23% strongly agree). Two-thirds agree that LKSB has an excellent reputation as a business school. Fewer agree that the School offers excellent student support services (57%). Of those who report participating in a co-op program, only 34% agree that it was useful. And only half of HR Students agree that their mentorship program was useful.

### **Moderate Interest in Online Delivery Options**

Approximately three-quarters of Current Students have participated in a hybrid delivery course. Of these, seventy-percent were satisfied. Over half have participated in a fully on-line course, but satisfaction levels are lower for this delivery method (46%).

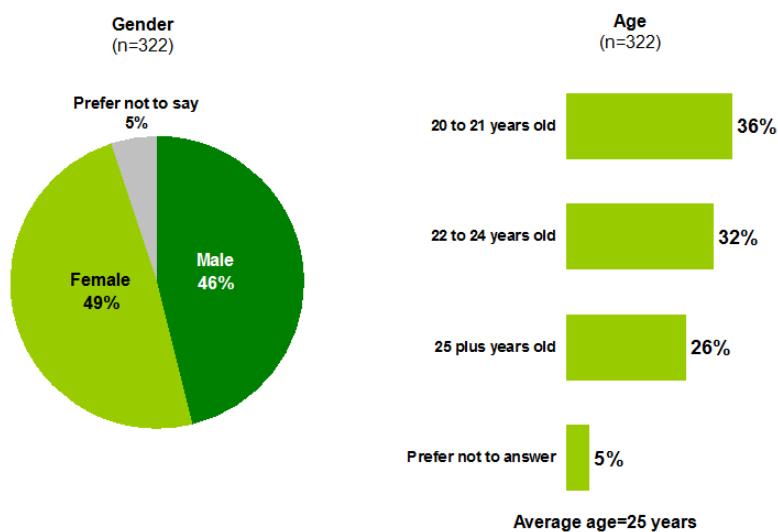
A large majority (80%) of students are receptive to having an online component to their business degree, but a nearly equal number (76%) also want at least some courses to be fully in-class. Two-thirds (68%) would like there to be a combination of delivery methods in the program. Eight percent are interested in a fully online degree offering.

## C. Detailed Findings

### Section 1. Profile of Current Students

Current Students who participated in the survey were almost evenly split between female (49%) and male (46%); 5% chose not to answer. A majority of Students (68%) are under 24 years old while a quarter are over 25 years old. Those enrolled in Business are more likely to be male and those enrolled in HR are more likely to be female and older than 25 years old. Students who are enrolled in Marketing skew 24 years old or younger.

**Chart 2 and 3. Gender and Age**



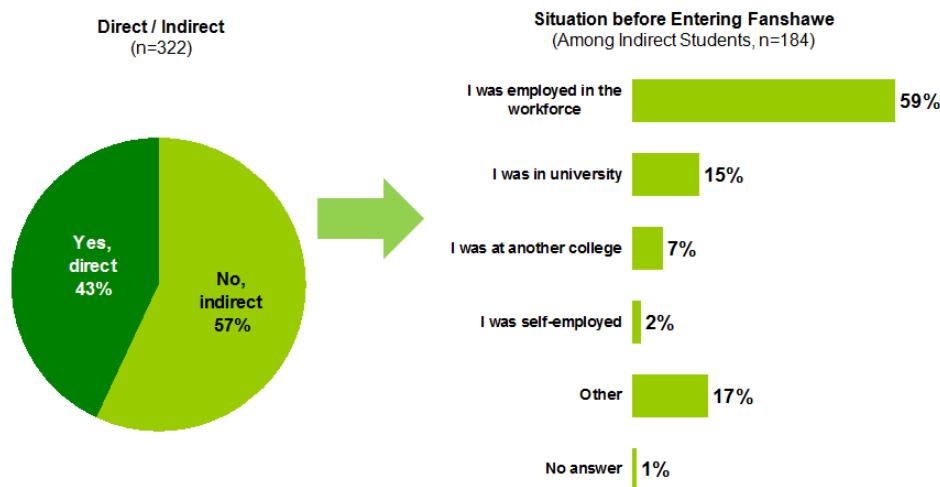
**Table 2. Type of Program by Age and Gender**

	Total	Gender		Age		
		Male	Female	20 – 21	22 - 24	25 +
	N=322	N=149	N=157	N=115	N=103	N=85
Accounting	27%	24%	32%	22%	30%	35%
Marketing	41%	40%	38%	50%	46%	16%
Business	17%	28%	7%	20%	16%	15%
Human Resources	15%	7%	22%	8%	9%	33%

Over half of Current Students (57%) entered college indirectly. A majority of those who entered indirectly were employed (self-employed or employed in workforce – 61%), while 22% attended another college or university.

Those who entered indirectly are more likely to be older (22 plus years old) and enrolled in the Human Resources program and to have been formerly employed (Table 2). In addition, those enrolled in a Level 4 program are more likely to have indirect status.

**Chart 4 and 5. Indirect vs. Direct Status and Situation before Entering Fanshawe College**



*Q. Did you enter Fanshawe College directly from high school?*

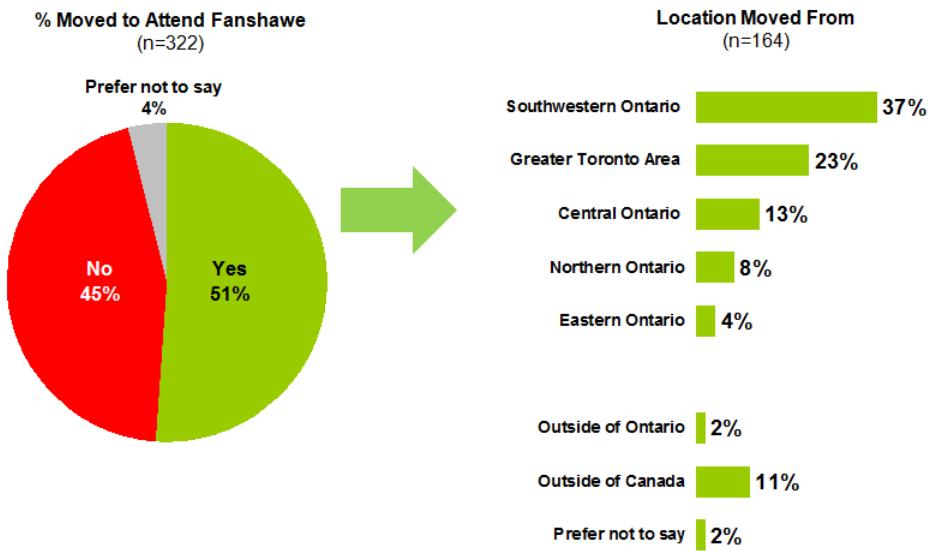
*Q. Which of the following best describes your situation before entering Fanshawe College?*

**Table 3. Indirect vs. Direct Status by Demographics**

	Total	Gender		Age			Type of Program				Level of Program	
		Male	Female	20 – 21	22 - 24	25 +	Account-ing	Market-ing	Business	Male	Level 4	Level 6
		N=322	N=149	N=157	N=115	N=103	N=85	N=89	N=132	N=54*	N=149	n=267
Yes, direct from high school	43%	47%	43%	76%	39%	4%	44%	49%	46%	19%	41%	51%
No, indirect	57%	53%	57%	24%	61%	96%	56%	51%	54%	81%	59%	49%
Prior situation....	N=184											
I was employed in workforce/self employed	61%	65%	56%	68%	47%	65%	54%	58%	66%	71%	62%	52%
I was in university	15%	15%	17%	7%	25%	12%	14%	18%	10%	16%	15%	19%
I was at another college	7%	6%	6%	4%	8%	6%	6%	12%	3%	-	6%	11%
Other	17%	13%	21%	21%	18%	15%	26%	10%	21%	13%	17%	19%

Half of Current Students had moved to London to attend Fanshawe College, with a significant proportion of these having moved from within the Southwestern Ontario region (37%). A quarter had moved from the GTA, while smaller proportions had come from Northern Ontario (8%) and Central (13%) and Eastern Ontario (4%). One-sixth of Students (11%) had moved from outside of Canada.

**Chart 6 and 7. Geographical Location and Original Location**

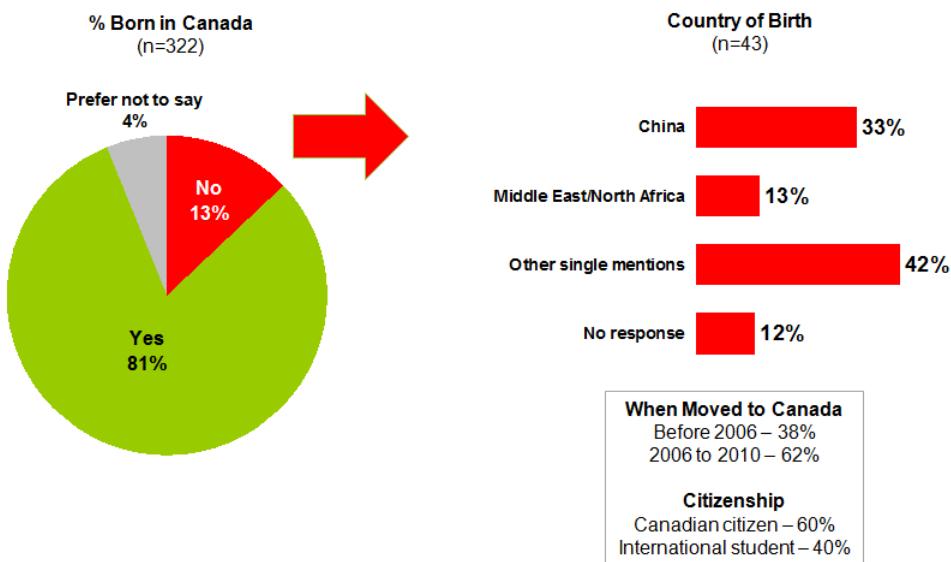


*Q. Did you move to the London area to attend Fanshawe College?*

*Q. From where did you move?*

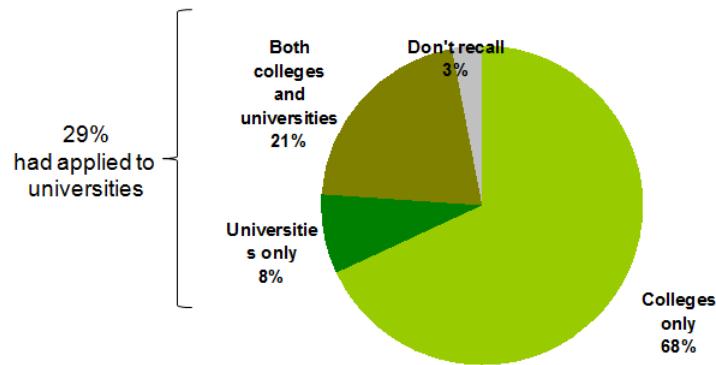
The majority of Current Students were born in Canada (81%), while a small proportion had immigrated to Canada (13%); of those who immigrated, 62% are recent immigrants (2006 to 2010). Chinese students are the largest ethnic group among those who had immigrated.

**Chart 8 and 9. Canadian Status and Country of Origin**



Almost one-third (29%) of Students had applied to universities only or both colleges and universities before entering Fanshawe College. Women and Level 6 Students were more likely to have done so, as were those who are older (22 plus years old) and who are enrolled in the Accounting and Human Resources programs.

**Chart 10. PSE Applied to Before Entering Fanshawe College**



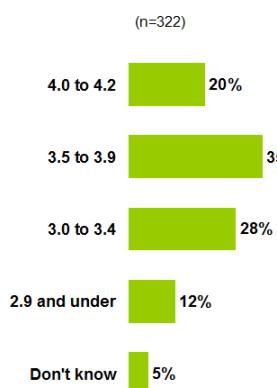
*Q. Before coming to Fanshawe College, what type of post-secondary institution(s) did you apply to?*

**Table 4. PSE Applied to Before Entering Fanshawe College by Demographics**

	Total N=322	Gender		Age			Type of Program				Level of Program	
		Male N=149	Female N=157	20 – 21 N=115	22 - 24 N=103	25 + N=85	Account -ing N=132	Market- ing N=54*	Business N=47*	HR n=267	Level 4 N=55*	Level 6
		Colleges only	Both Colleges & Universities	Universities	Don't recall							
		68%	21%	8%	3%							
		73%	20%	5%	3%							
		62%	23%	12%	3%							
		70%	26%	2%	2%							
		62%	21%	13%	4%							
		68%	15%	13%	4%							
		64%	23%	14%	-							
		66%	24%	5%	5%							
		76%	17%	2%	6%							
		70%	17%	13%	-							
		69%	21%	6%	3%							
		60%	22%	16%	2%							

One-fifth of students report a GPA of 4.0 to 4.2, while 35% report a GPA of 3.5 to 3.9, and 40% report 3.0 or under.

**Chart 10. Reported GPA**

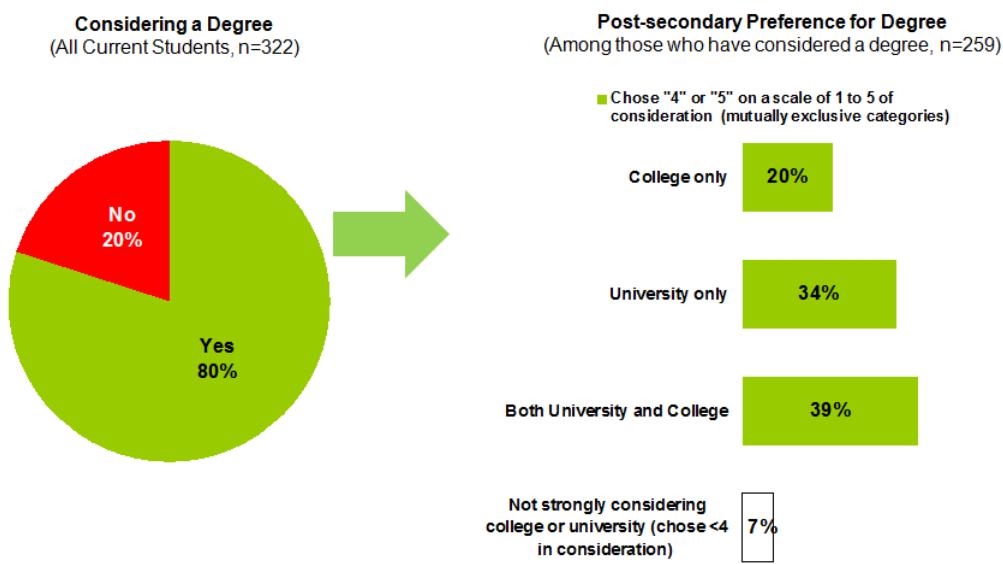


## Section 2. Interest in a Business Degree

### Interest in a Business Degree and Preference for PSE Institution

Of all Current Students surveyed, the vast majority (80%) state they are considering the option of continuing their studies by applying for a degree. One-fifth of Students are “seriously” considering applying only to a college for a degree, while 34% are considering only a university (rate a “4” or “5” on a scale of 1 to 5 in interest). Thirty-nine percent are considering applying to both college and university. While a greater percentage of students are considering university as their post-secondary option (73%), a substantial proportion (59%) is considering college.

**Chart 11 and 12. Considering a Degree and PSE Preference**



- Q. In the past year, have you considered the option of continuing your studies by applying for a degree at a college or university?*  
*Q. Please rate how much you have considered the option of continuing your studies by applying for a degree at a college or university.*

Women (86%) are more likely to consider a degree, as are those who are enrolled in a Level 6 program (91%). Those taking business are less likely than other groups to be interested in applying for a degree (69%). HR Students are more interested in applying to a university only (university only – 42% and college and university – 26%), while a larger proportion of Accounting students are considering both college and university (university only – 40% and college and university – 44%). Marketing students lean slightly more towards applying to a college only (26%) (Table 5).

Not surprisingly, those with GPAs of 3.5 or higher are more likely to express interest in applying for a degree and applying to a university or to both a college and university (Table 6). But this does not preclude that Students with a lower GPA are not considering a degree as almost three-quarters of those with a GPA of 3.0 to 3.4 (72%) and those with a GPA of 2.9 and under (71%) are considering one, albeit predominantly at a college.

**Table 5. Considering a Degree by Demographics**

	Total	Gender		Age			Type of Program				Level of Program	
		Male	Female	20 – 21	22 - 24	25 +	Account -ing	Market- ing	Business	HR	Level 4	Level 6
		N=322	N=149	N=157	N=115	N=103	N=85	N=89	N=132	N=54*	N=47*	n=267
Yes considered applying for a degree	80%	77%	86%	79%	81%	82%	87%	81%	69%	81%	78%	91%
Where considered...	N=259											
College only	20%	23%	18%	24%	12%	21%	14%	26%	19%	18%	23%	12%
University only	34%	33%	34%	32%	37%	33%	40%	31%	22%	42%	30%	50%
Both College & University	39%	39%	41%	37%	43%	40%	44%	36%	49%	26%	40%	34%
Not strongly considering college or university (chose <4 in consideration)	7%	5%	8%	7%	7%	6%	1%	7%	11%	13%	7%	4%

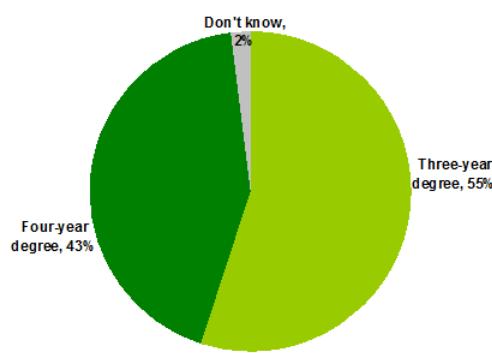
**Table 6. Considering a Degree by GPA**

	Total	GPA				
		<3.0 GPA	3.0 to 3.4 GPA	3.5 to 3.9 GPA	4.0 to 4.2 GPA	Don't know
		N=322	N=38*	N=89*	N=114	N=65*
Yes considered applying for a degree	80%	71%	72%	83%	94%	88%
Where considered...	N=259					
College only	20%	30%	27%	14%	20%	25%
University only	34%	19%	31%	36%	38%	50%
Both College & University	39%	30%	39%	43%	41%	17%
Not strongly considering college or university (chose <4 in consideration)	7%	22%	3%	7%	2%	8%

Students are relatively split in their preference for a three-year or four-year degree.

**Chart 13. Interest in a Three or Four Year Degree**

(All Current Students Considering a Degree, n=259)

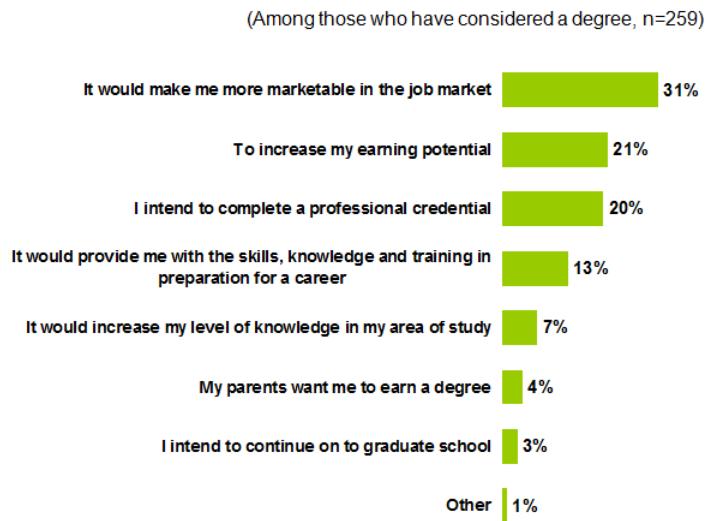


Q. Are you interested in earning a three-year bachelor's degree or a four-year bachelor's degree?

### Reasons for Interest in a Degree

The top three reasons for considering a degree are to increase marketability in the job market (31%), to increase earning potential (21%) and to complete a professional credential (20%). Only a very small proportion of Students intends to pursue graduate school (3%). Those in the Human Resources and Accounting programs are more likely to select a professional credential as a reason for continuing on to a degree program (34% and 42%, respectively).

**Chart 14. Reasons for Interest in a Degree**



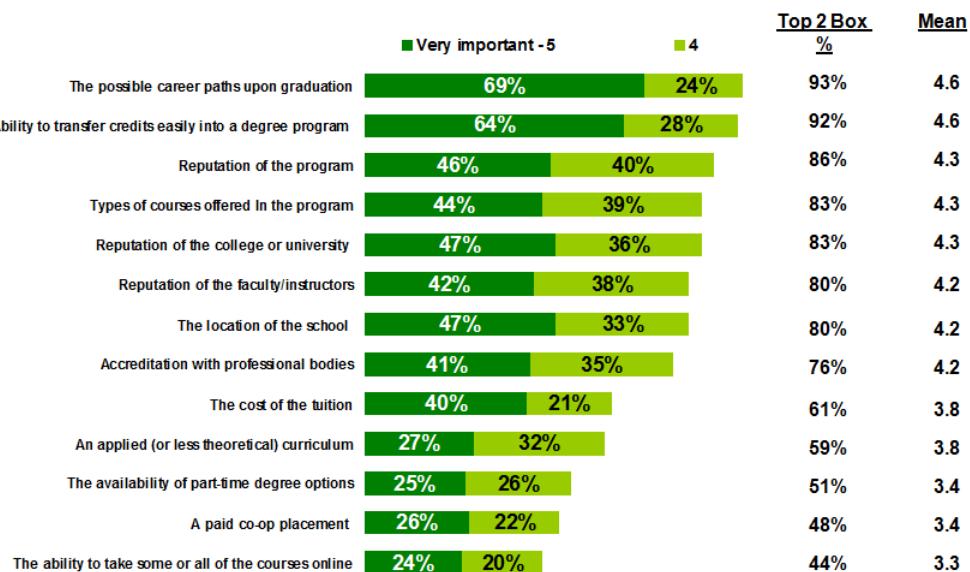
*Q. Which of the following reasons best describes why you have considered earning a degree. Select one only.*

### Factors of Importance in Choosing a Degree Program

The education outcome in terms of career path is the top-driving factor in choosing a degree program (93% state it is “important”), followed by the ability to transfer credits easily into a degree (92%) and types of courses offered in the program (83%). Reputation is also a top ranking factor – reputation of program (86%), reputation of college/university (83%) and reputation of faculty/instructors (80%). Location of the school ranks relatively high in importance (80%), as does accreditation with professional bodies (76%). Less than half rank a paid co-op placement or the ability to take some or all courses online as “important”.

**Chart 15. Importance of Factors in Choosing a Degree**

(Among those who have considered a degree, n=259)



*Q. If you were to consider/are considering applying for a degree, how important would each of the following factors be in choosing a degree program?*

Those who stated their preference for applying to college only or applying to both college and university for a degree program are more likely to give more importance to the cost of tuition, an applied curriculum, availability of a part-time degree option, and a paid co-op placement when choosing a degree. Those considering a degree at a college are less likely to place emphasis on accreditation with professional bodies.

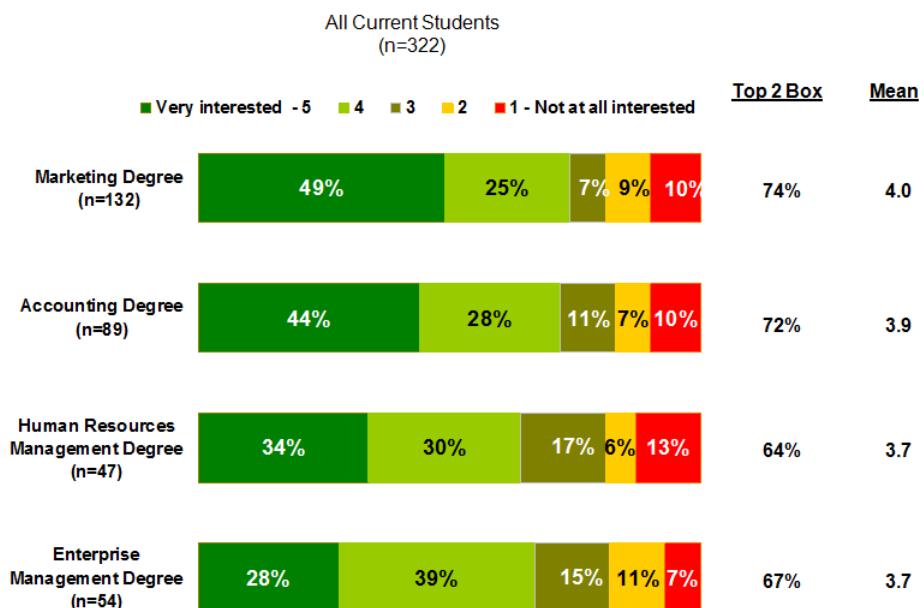
**Table 7. Importance of Factors in Choosing a Degree by PSE Preference**

Base: Among those considering a degree Top 2 box % (rate "4" or "5" importance)	Total N=259	PSE Choice (rated "4" or "5" in interest)		
		Both college and university N=101	College only N=53*	University only N=88*
The possible career paths upon graduation	93%	97%	93%	90%
Ability to transfer credits easily into a degree program	92%	98%	89%	89%
Reputation of the program	86%	92%	85%	81%
Types of courses offered in the program	83%	87%	74%	83%
Reputation of the college or university	83%	84%	83%	82%
Reputation of the faculty/instructors	80%	86%	76%	74%
The location of the school	80%	84%	72%	80%
Accreditation with professional bodies	76%	82%	68%	74%
The cost of the tuition	61%	67%	66%	49%
An applied (or less theoretical) curriculum	59%	66%	64%	50%
The availability of part-time degree options	51%	59%	59%	38%
A paid co-op placement	48%	57%	51%	34%
The ability to take some or all of the courses online	44%	52%	42%	39%

### Section 3. Interest in Lawrence Kinlin School of Business Proposed Degrees

Current Students were provided a description of the proposed degree program in each of their respective areas of study in Marketing, Accounting, Human Resources and Business. After reading the description each student was asked about their level of interest in applying for the degree program if it were made available. Of all four programs, the Marketing and Accounting Degrees show the greatest level of interest among Marketing and Accounting Students, with almost three-quarters expressing "interest" (rated "4" or "5" on a scale of 1 to 5 interest), 74% and 72% respectively. Two-thirds of HR and Business Students expressed interest in a Human Resources Management and Enterprise Management degrees, 64% and 67% respectively.

**Chart 16. Interest in Applying to Individual Proposed Degree Programs**



Interest in an Accounting degree is higher among men than women (81% vs. 69%) and those who are currently in level 6 of the diploma program (85%). There is high level of interest in the Marketing degree among Marketing Students who hold a 4.0 to 4.2 GPA (n=24). This is not the case with HR Students; those with higher GPAs are less likely to be interested in the proposed HR Management degree. This may be due in part to the fact that HR Students expressed greater interest in a university degree earlier in the survey.

**Table 8. Interest in Applying to Individual Proposed Degree Programs by Demographics**

Top 2 Box % (rated "4" or "5" in interest)	Total	Gender		Age			GPA				Level of Program	
		Male	Female	20-21	22-24	25+	<3.0 GPA	3.0 to 3.4 GPA	3.5 to 3.9 GPA	4.0 to 4.2 GPA	Level 4	Level 6
	N=322	Bases vary by type of program. Caution: very small base sizes										
Marketing Degree (n=132)	74%	77%	80%	74%	81%	86%	80%	67%	74%	100%	74%	75%
Accounting Degree (n=89*)	72%	81%	69%	68%	77%	70%	71%	70%	72%	77%	66%	85%
Human Resources Degree (n=47*)	64%	55%	66%	100%	56%	54%	60%	78%	75%	44%	n/a	
Enterprise Management Degree (n=54*)	67%	64%	73%	70%	56%	69%	33%	70%	71%	67%	n/a	

Among those who stated they were interested in a degree and whose preference for a post-secondary institution was a university only, there is less appeal for each of the proposed degree programs compared to those whose preference was for a college only or both college and university. A greater proportion of those whose preference was college only or both college and university were “interested” in the Marketing and Enterprise Management degree. Those in Accounting and whose preference is college were more likely to be interested than those whose preference is a university.

**Table 9. Interest in Applying to Individual Proposed Degree Programs by PSE Preference**

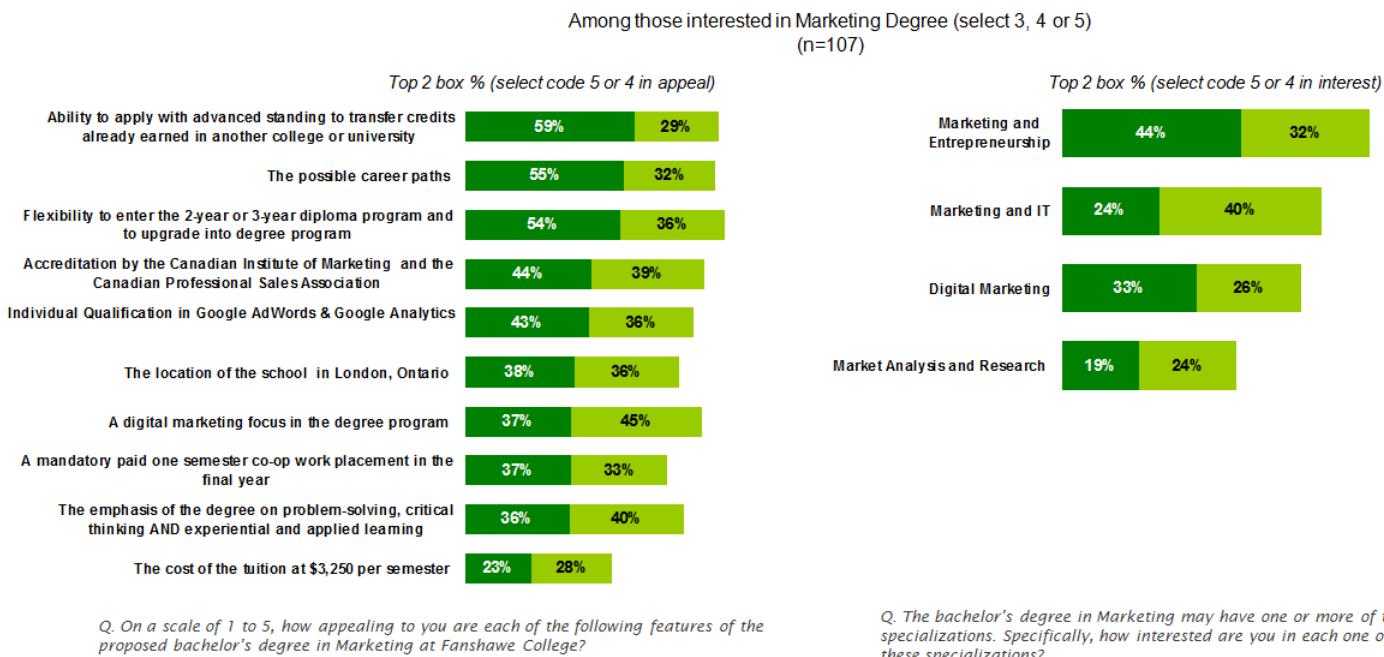
Base: Among those who are interested in a degree (n=259)  Top 2 Box % (rated "4" or "5" in interest)	Total	PSE Choice (rated "4" or "5" in interest)		
		Both college and university	College only	University only
	N=259	Bases vary by type of program. Caution: very small base sizes		
Marketing Degree (n=107)	83% (n=89)	95% (n=37)	82% (n=23)	73% (n=24)
Accounting Degree (n=77*)	78% (n=60)	76% (n=26)	91% (n=10)	74% (n=23)
Human Resources Degree (n=38*)	66% (n=25)	70% (n=7)	71% (n=5)	63% (n=10)
Enterprise Management Degree (n=37*)	81% (n=30)	83% (n=15)	100% (n=7)	75% (n=6)

### *Appeal of Marketing Degree Based on Description and Interest in Specializations*

Among Marketing Students, the ability to apply with advanced standing into a degree program and the flexibility of education paths (2-, 3- or 4-year programs) had great appeal, as did the possible career paths including market analyst, digital marketing specialist, product manager, distribution manager, sales professional, communications manager, marketing manager, Internet marketer, web developer, content manager, online support, or be self-employed. Professional accreditation and the focus of the degree on digital marketing and qualification in Google AdWords and Analytics also had strong appeal.

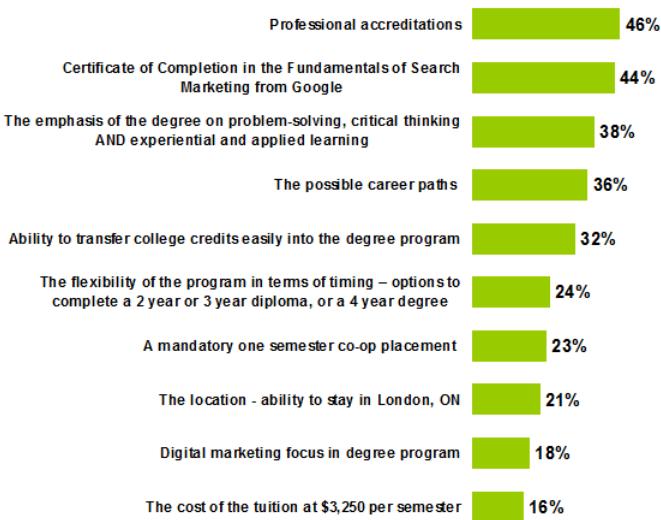
The Marketing Entrepreneurship specialization (76%) holds the greatest appeal among Marketing Students, followed by Marketing and IT (64%). Fewer selected digital marketing (59%) and marketing analysis and research (43%).

**Chart 17 and 18. Appeal of Features of Marketing Degree and Interest in Specializations**



When Students were asked to rank the top reasons as first, second and third in terms of personal appeal, professional accreditations and Certificate of Completion in the Fundamentals of Search Marketing from Google tied in first and second place (ranked 1st, 2nd or 3rd most often) at 46% and 44%.

**Chart 19. Ranking Appeal of Features of Proposed Degree Program**



*Q. Of all the following features of the bachelor's degree in Marketing, please rank the top three that are most appealing to you personally. Click and drag your top three choices to the top of the list, ranking them in order of importance – 1st, 2nd and 3rd.*

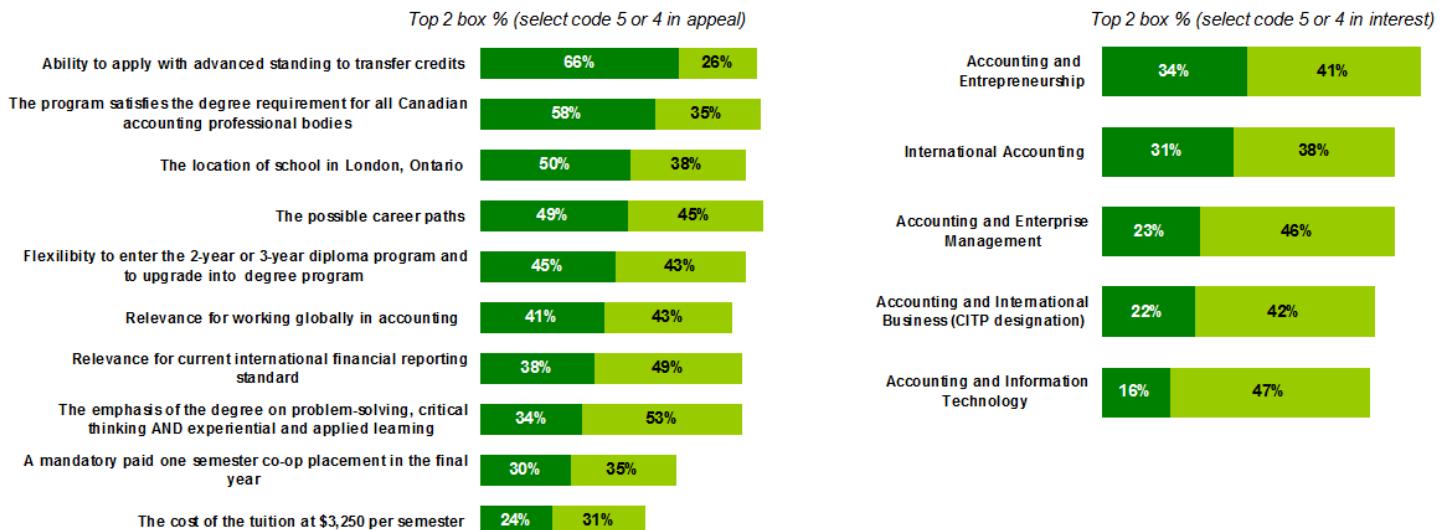
### *Appeal of Accounting Degree Based on Description and Interest in Specializations*

Overall, those interested in applying to the proposed Accounting degree found the majority of the features in the description to be appealing. Above all, Students rated the program very high on the fact that they are able to transfer credits, that it satisfies degree requirements for accounting professional bodies and the possible career paths as an accountant, budget analyst, taxation specialist, auditor, treasurer or as a self-employed professional. The location of the school in London was also rated as a very strong feature among half of the Accounting Students.

All the specializations proposed generally had some appeal among Accounting Students. Accounting and Entrepreneurship (75%) ranked the highest, followed by International Accounting (69%) and Accounting and Enterprise Management (69%). Accounting and IT was least favoured (63%).

**Chart 20 and 21. Appeal of Features of Accounting Degree and Interest in Specializations**

Among those interested in Accounting Degree (select 3, 4 or 5)  
(n=74\*)



*Q. On a scale of 1 to 5, how appealing to you are each of the following features of the proposed bachelor's degree in Accounting at Fanshawe College?*

*Q. The bachelor's degree in Accounting may have one or more of the following specializations. Specifically, how interested are you in each one of these specializations?*

When Students were asked to rank the top reasons as first, second and third in terms of personal appeal, degree and professional accreditations clearly outrank the other features (ranked 1st, 2nd or 3rd most often) as having most appeal in the accounting degree at 81%.

**Chart 22. Ranking Appeal of Features of Proposed Degree Program**



*Q. Of all the following features of the bachelor's degree in Accounting, please rank the top three that are most appealing to you personally. Click and drag your top three choices to the top of the list, ranking them in order of importance – 1st, 2nd and 3rd.*

## *Appeal of Enterprise Management Degree Based on Description and Interest in Specializations*

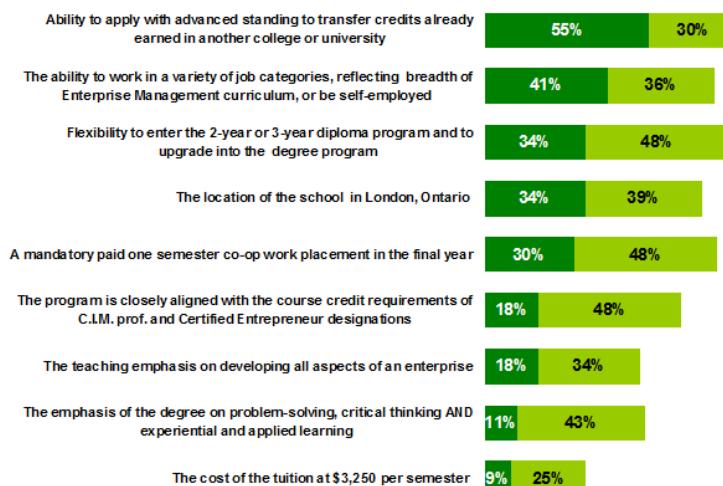
As with Accounting and Marketing Students, Business Students like the ability to transfer credits and the flexibility to enter a 2- or 3-year diploma and upgrade to a degree. The career paths – ability to work in a variety of job categories reflecting the breadth of enterprise management curriculum also had appeal. Among this group, a paid co-op holds stronger appeal with 78% rating it a “4” or “5”.

The specializations of most interest are Leadership and Management (77%) and Business Entrepreneurship (77%).

**Table 23 and 24. Appeal of Features of Enterprise Management Degree and Interest in Specializations**

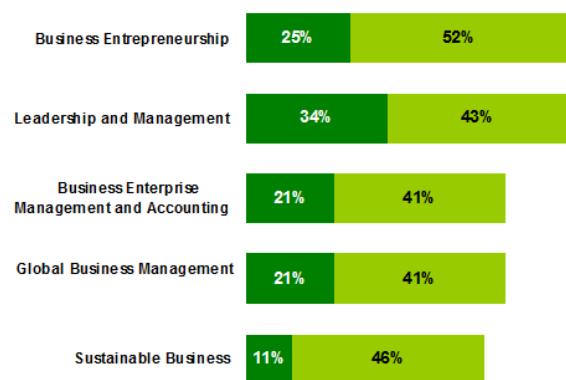
Among those interested in Enterprise Management Degree (select 3, 4 or 5)  
(n=44\*)

*Top 2 box % (select code 5 or 4 in appeal)*



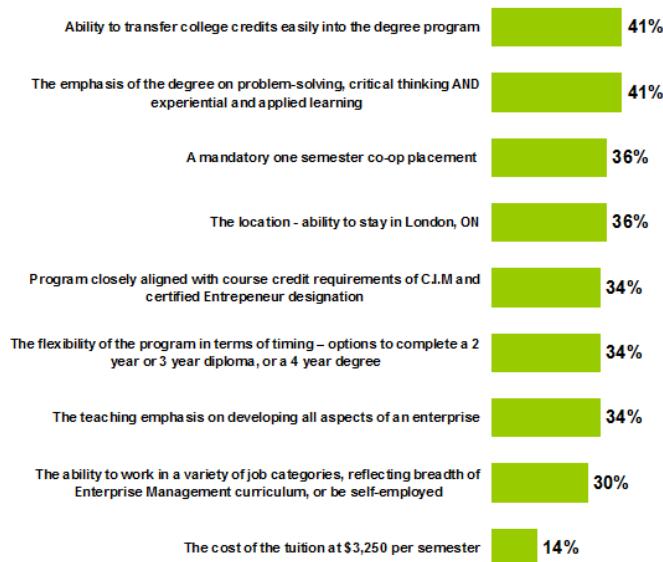
*Q. On a scale of 1 to 5, how appealing to you are each of the following features of the proposed bachelor's degree in Enterprise Management at Fanshawe College?*

*Top 2 box % (select code 5 or 4 in interest)*



*Q. The bachelor's degree in Enterprise Management may have one or more of the following specializations. Specifically, how interested are you in each one of these specializations?*

**Chart 25. Ranking Appeal of Features of Proposed Degree Program**



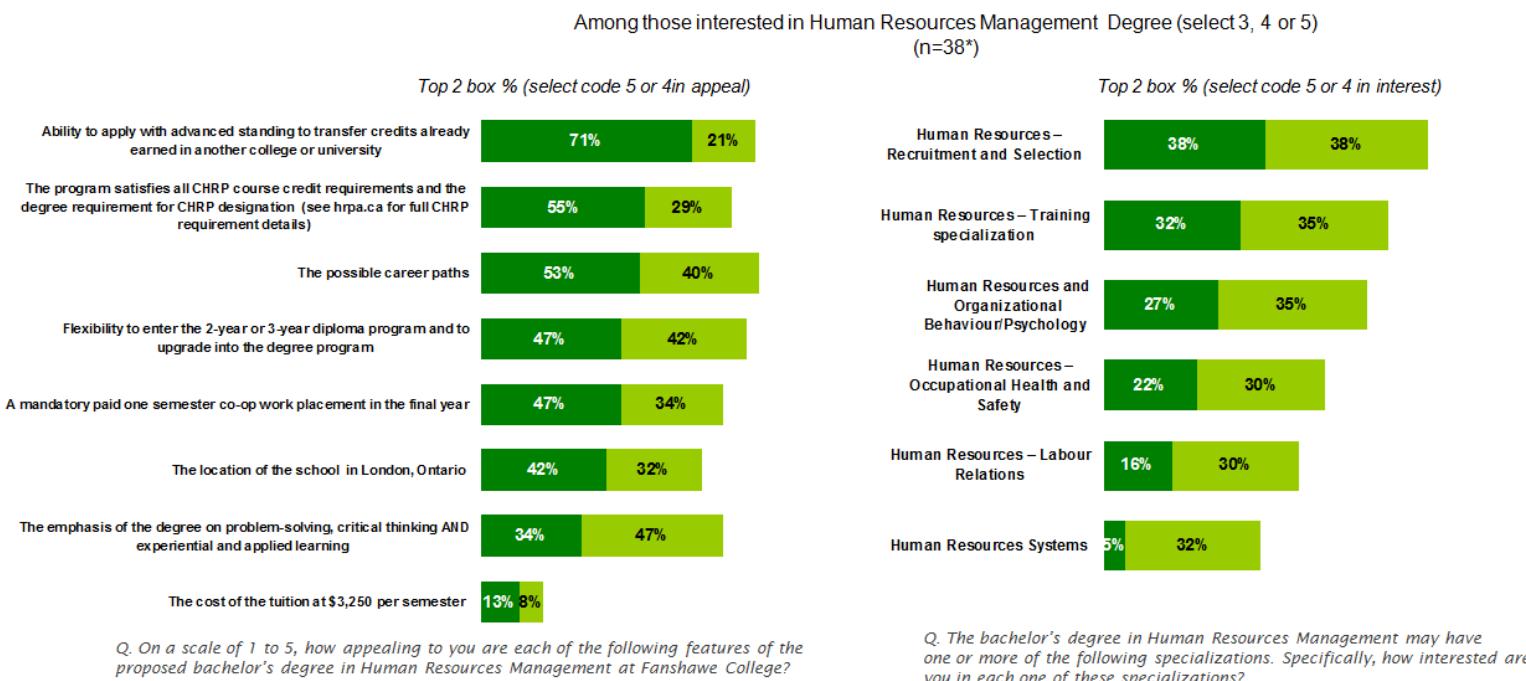
*Q. Of all the following features of the bachelor's degree in Enterprise Management, please rank the top three that are most appealing to you personally. Click and drag your top three choices to the top of the list, ranking them in order of importance – 1st, 2nd and 3rd.*

## *Appeal of Human Resources Management Degree Based on Description and Interest in Specializations*

The ability to apply with advanced standing with transfer credits, the ability to satisfy CHRP course credit requirements and the degree requirement for the CHRP designation rank high in appeal among Human Resources Students. The possible career paths listed as an HR training co-ordinator, recruiter, compensation analyst, health and safety specialist, labour relations representative, benefits administrator, or HR generalist also had high appeal.

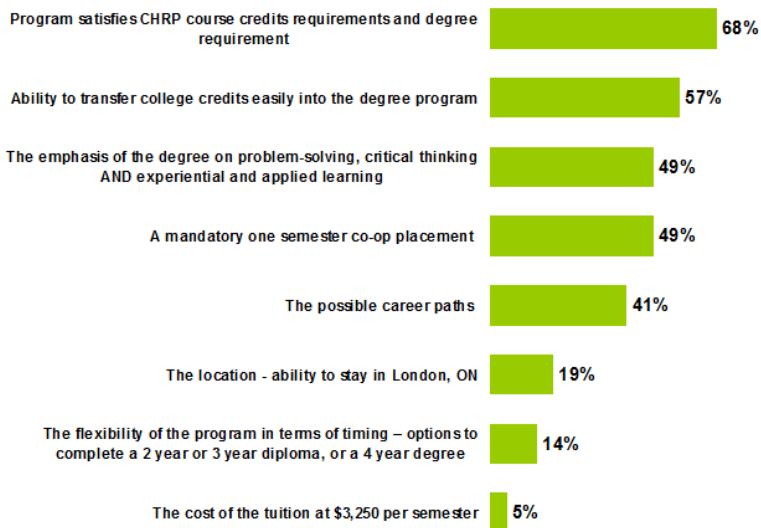
The specializations with the greatest level of interest were Human Resources – Recruitment and Selection (76%) and Human Resources – Training specialization (67%).

**Table 26 and 27. Appeal of Features of Human Resources Management Degree and Interest in Specializations**



HR Students rank the ability to satisfy professional course and degree requirements as the factor with greatest appeal at 68%. This is followed by the ability to transfer credits easily into a degree program (57%).

**Chart 28. Ranking Appeal of Features of Proposed Degree Program**



*Q. Of all the following features of the bachelor's degree in Human Resources Management, please rank the top three that are most appealing to you personally. Click and drag your top three choices to the top of the list, ranking them in order of importance – 1st, 2nd and 3rd.*

### *Importance vs. Appeal of Features of Proposed Degree Programs*

Current Students were asked to rate the importance of each factor in choosing a degree program early in the survey (ranked in order of importance on top 2 box percentage below in Column 1 – Total Percentage Important). Each of these factors was described in each of the four proposed degree program descriptions and Students were asked to rate the level of appeal on each of these features. The appeal scores for each of the programs were combined (Column 2 – Total Percentage Appeal) and analyzed by post-secondary institution choice (remaining columns): interested in college only, interested in university only, interested in both university and college.

Overall, the descriptions of the proposed degree programs appear to satisfy what students are looking for in terms of the criteria that were asked. When analyzing the table below, it is clear that the features which are considered most important meet expectations (ability to transfer credits and the location of school are all given both a high ranking in importance and in appeal, and possible career paths). Those features, including accreditation, an applied curriculum and a paid co-op placement, which are considered relatively less important also have high level of appeal and can, therefore help in the marketing communication of the degree programs. Tuition, however, holds a lower appeal relative to its importance ranking; that being said, cost is always raised as an issue among students.

Interestingly, a greater proportion of University students are more likely to give a higher appeal score to the applied versus theoretical curriculum (not an expectation in a degree and therefore a potential differentiator among this group) but are less likely to find the co-op placement as appealing compared to those who are interested in applying to a college.

**Table 10. Importance and Appeal of Features by PSE Preference**

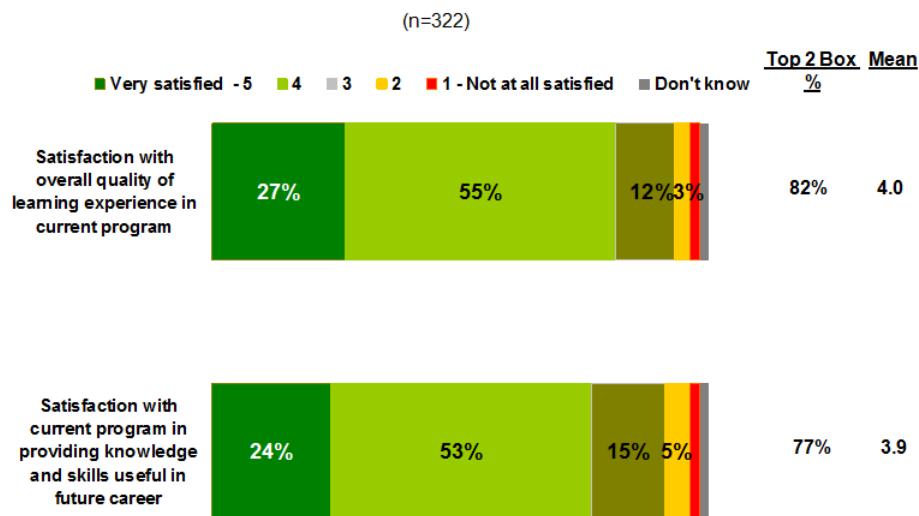
Among those who are interested in applying to each of the four programs (rate "3", "4" or "5" in interest) Ratings for all four programs combined for each of the following features	Total Percentage Important (rate "4" or "5" in importance)	Total Percentage Appeal (rate "4" or "5" in appeal)	PSE Choice (rated "4" or "5" in interest)		
	N=228	N=228	N=94	N=48*	N=72*
The possible career paths upon graduation	95%	88%	86%	92%	90%
Ability to transfer credits easily into a degree program	94%	93%	95%	98%	92%
The location of the school	81%	81%	77%	85%	85%
Accreditation with professional bodies	76%	91%	88%	98%	93%
The cost of the tuition	64%	49%	51%	46%	57%
An applied (or less theoretical) curriculum	61%	80%	82%	77%	83%
A paid co-op placement	48%	74%	80%	77%	65%

## Section 4. Satisfaction with Lawrence Kinlin School of Business

Overall, LKSB Students are “satisfied” with their experience in their current business program (82%), with approximately one-quarter (27%) saying they’re “very satisfied”. A majority (77%) are also satisfied with their current program in its ability to provide knowledge and skills useful in a career.

Those enrolled in the business program are less likely to be satisfied overall compared to those enrolled in other program areas. A vast majority of Students enrolled in level 6 programs are satisfied over those enrolled in level 4 programs.

**Chart 29. Satisfaction with LKSB**



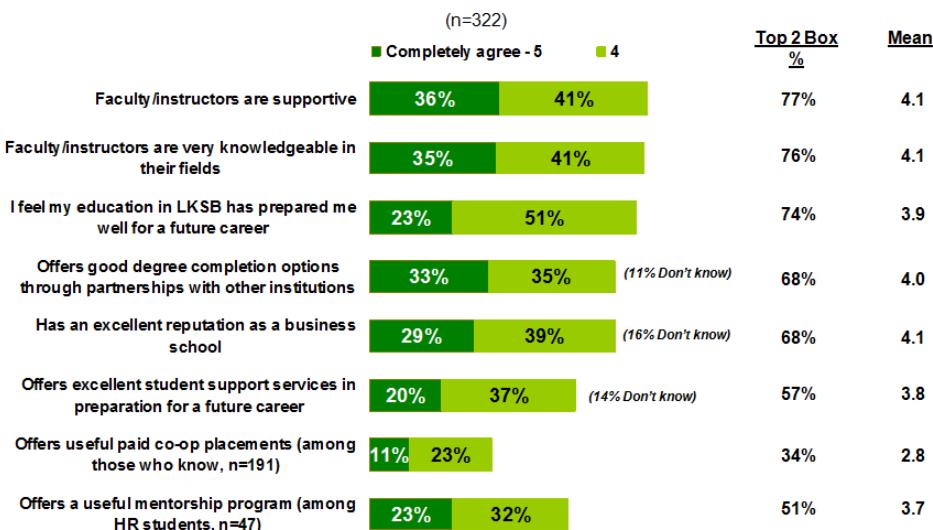
*Q. How satisfied are you with the overall quality of the learning experiences in your current program at Fanshawe College?*

**Table 11. Satisfaction with LKSB by Type and Level of Program**

Top 2 Box % (rate “4” or “5” on a scale of 1 to 5 satisfied)	Total	Type of Program				Level of Program	
		Account-ing	Market-ing	Business	HR	Level 4	Level 6
	N=322	N=89	N=132	N=54*	N=47*	n=267	N=55*
Satisfaction with the overall quality of the learning experiences in your current program at Fanshawe College	82%	88%	81%	74%	83%	79%	93%
Satisfaction that current program at Fanshawe College is preparing you with the knowledge and skills that will be useful in your future career	77%	81%	76%	69%	81%	73%	95%

Overall, over two-thirds of Current Students agree that LKSB has an excellent reputation as a business school (68%), although 16% answered “don’t know” to the question. Faculty is also generally seen as supportive (77% agree) and knowledgeable in their fields (76% agree). Significantly fewer agree that LKSB offers excellent student services in preparation for a career (57%). Only a small proportion of those who report participating in a co-op rate it as useful (34%). And half of the HR Students rate the mentorship program as useful.

**Chart 30. Agreement with Statements about LKSB**



*Q. Please indicate how much you agree or disagree with each of the following statements about the Lawrence Kinlin School of Business (LKSB).*

Those enrolled in the Accounting program are generally more positive in their ratings of LKSB. They are more likely to find faculty/instructors as supportive (81%) and knowledgeable in their fields (84%) than those enrolled in other programs. They are also more likely to agree that LKSB offers good degree completion options through partnerships with other institutions (83%). Those enrolled in the business program are less positive overall in rating LKSB on different attributes. Level 6 Students are also more likely to be satisfied overall with LSKB than Level 4 Students.

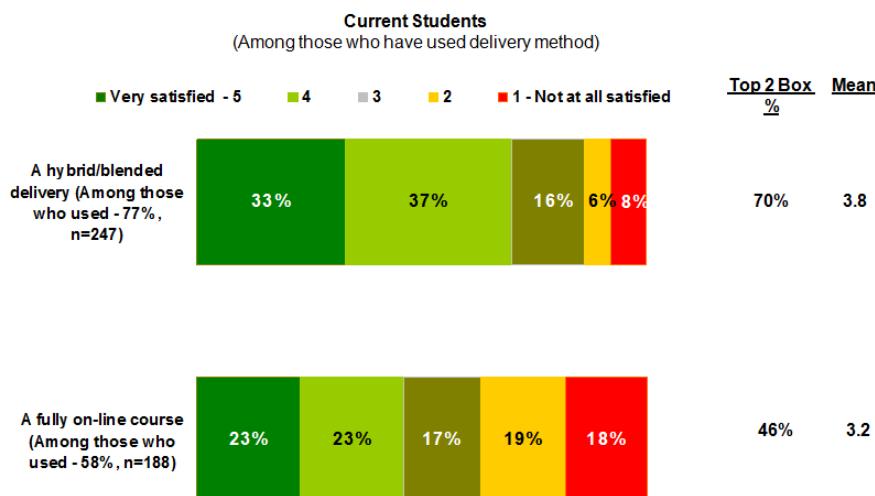
**Table 12. Agreement with Statements about LKSB by Type and Level of Program**

Top 2 Box % (rate "4" or "5" on a scale of 1 to 5 satisfied)	Total	Type of Program				Level of Program	
		Account-ing	Market-ing	Business	HR	Level 4	Level 6
	N=322	N=89*	N=132	N=54*	N=47*	n=267	N=55*
At LKSB, faculty/instructors are supportive	77%	81%	75%	72%	81%	75%	87%
At LKSB, faculty/instructors are very knowledgeable in their fields	76%	84%	74%	67%	79%	75%	84%
I feel my education in LKSB has prepared me well for a future career	74%	76%	72%	67%	79%	71%	85%
LKSB offers good degree completion options through partnerships with other institutions	68%	83%	69%	57%	47%	65%	80%
LKSB has an excellent reputation as a business school	68%	72%	66%	57%	74%	66%	76%
LKSB offers excellent student support services in preparation for a future career	57%	53%	56%	61%	60%	57%	56%

## Section 5. Online Delivery Methods – Satisfaction and Preference

Seventy-seven percent of LKSB Students have participated in a hybrid delivery course. Of these a majority are satisfied (70%). Fewer Students (58%) have participated in a fully on-line course and of these only half (46%) are satisfied with this method of delivery.

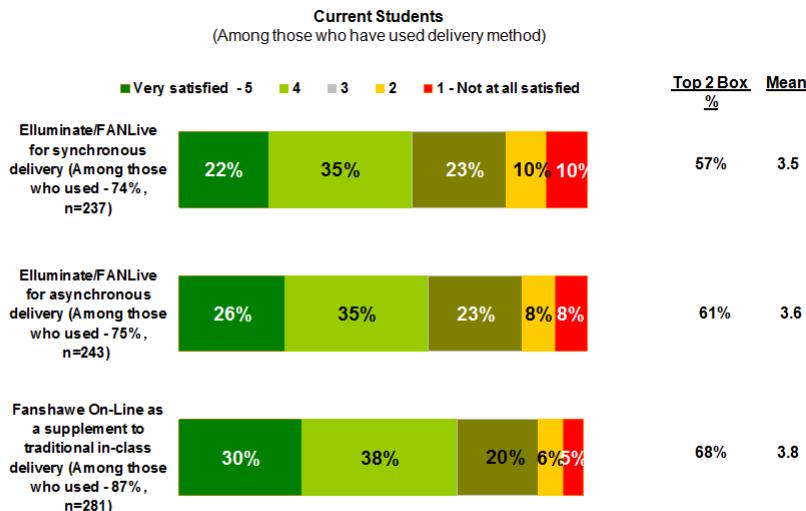
**Chart 31. Satisfaction with Online Delivery Methods**



*Q. As you may know, Fanshawe offers both hybrid/blended delivery online courses (2 hours a week in-class and 1 hour a week on-line) and fully on-line courses (no in-class delivery). Q. How satisfied are you with each of these online delivery methods that you have participated in?*

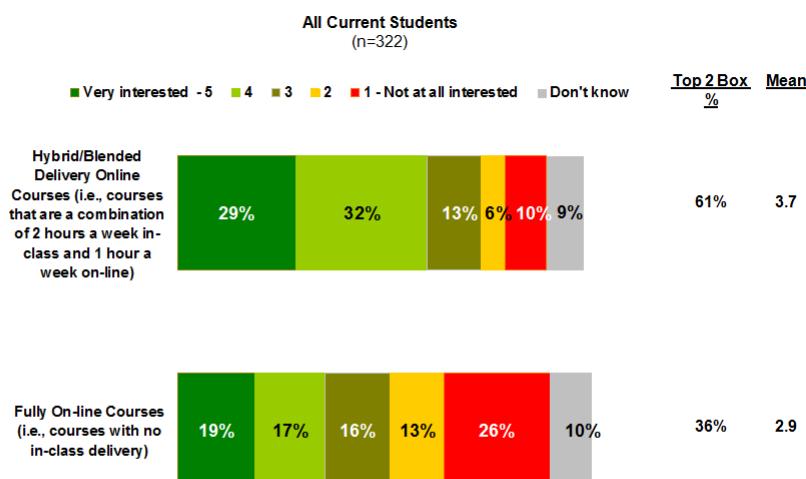
Three-quarters of Current Students have used each of the Elluminate synchronous and asynchronous delivery methods. Overall satisfaction scores are moderate for each of the methods (57% and 61% respectively). A greater proportion of students have used Fanshawe Online as a supplement to in-class delivery; satisfaction is slightly higher at 68%.

### Chart 32. Satisfaction with Online Delivery Tools



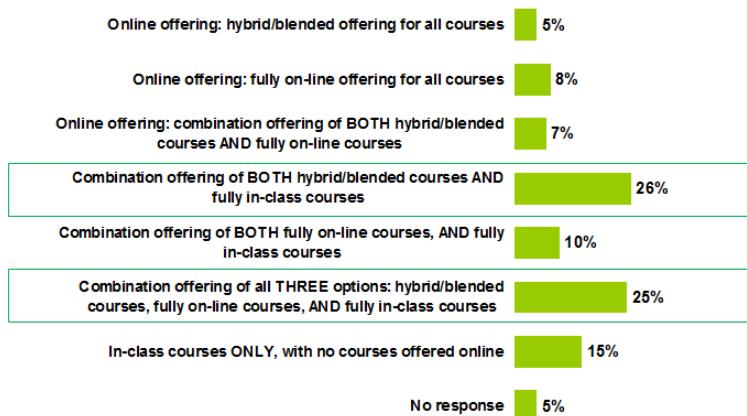
Almost two-thirds of Current Students express interest in the offering of hybrid/blended delivery courses. Preference is lower for a fully online offering, with 36% showing interest, and 39% having little to no interest.

### Chart 33. Interest in Online Delivery Methods



A large majority (80%) of students are receptive to having an online component to their business degree, but a nearly equal number (76%) also want at least some courses to be fully in-class. Two-thirds (68%) would like there to be a combination of delivery methods in the program.

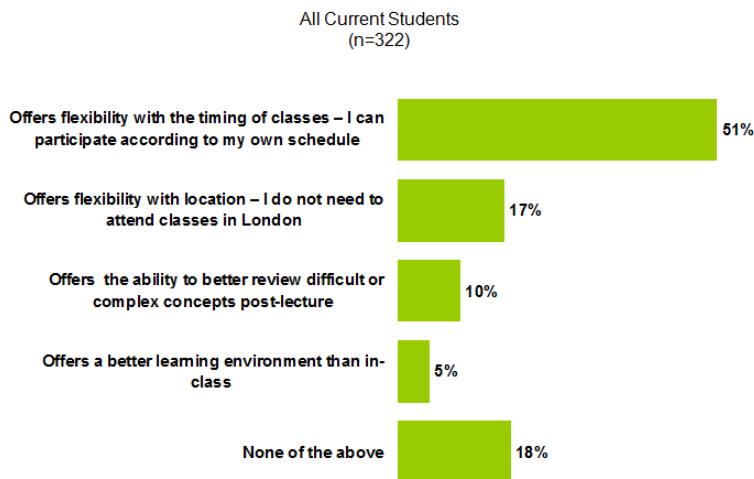
**Chart 34. Preference for Online Delivery Method Options**



*Q. LKSB may offer online delivery methods for courses in a combination of ways. Which of the following options would you prefer most, if it were offered in the Bachelor of Commerce or Bachelor of Business degree program? Select one only. Among students interested in degree.*

Current Students cite the greatest advantage of online delivery to be the flexibility it offers with the timing of classes.

**Chart 35. Ranking of Advantages of Online Delivery**



*Q. Below is a list of commonly cited advantages that on-line delivery of courses offers to the student. Which one, if any, is of most value to you? Select one only.*

## Chapter 4. Prospective Students Survey

### A. Introduction

#### Objectives

The primary objective of this survey is to determine levels of interest in the business degree program being proposed at Fanshawe College among “Prospects”. Specifically, the objectives are to determine and/or understand:

- levels of interest in a business degree offered at a college, and the preferred type of institution
- importance of factors in choosing a degree
- attitudes about a college- versus a university-obtained degree
- levels of interest in each of the four program areas proposed (Marketing, Accounting, Human Resources Management, and Enterprise Management) and the specializations falling under each area
- appeal of delivery mechanisms – fully online and/or hybrid delivery

This survey seeks to understand the attitudes and behaviours of key segments the Lawrence Kinlin School of Business is considering.

1. Students who are currently in a business program at another college or university who may have considered Fanshawe College at the time they were applying to post-secondary institutions (more likely to be 20 to 24 years old)
2. Students currently in high school (under 20 years old)
3. Prospective Students who are currently employed/other, i.e., mature students (more likely to be 25 plus years old)
4. International students/immigrants

#### Methodology

The survey was administered online between May 6 and May 21, 2011.

Panellists were identified and pulled from Academica’s Proprietary Consumer Panel. From this panel, we targeted those who met the following criteria:

- applied to colleges only OR both colleges and universities
- applied to business programs at the time of completion of the 2009, 2010 or 2011 UCAS™ surveys
- identified as living in areas of South western Ontario or GTA OR identified as international students at the time of completion of the 2009, 2010 or 2011 UCAS™ surveys

The survey screened for those who are interested in applying for a business or business-related bachelor's degree program, and for those who are currently enrolled in a business program either in a college or university. Those who are not interested or are not currently enrolled in a business college program were screened out.

A total of 1978 panellists were invited to participate in the survey. 237 respondents qualified to complete the survey, a response rate of 12%. In order to help increase the response rate a \$250 Best Buy gift card was offered as an incentive draw prize.

The margin of error for an overall sample of n=237 is  $\pm 6.3\%$ , 19 times out of 20. The margin of error is larger for subgroups.

**A note to the reader: an asterisk has been used throughout the report to denote small base sizes; interpret these small subgroups with caution. In questions where base sizes are too small (<n=20), cross-tab analyses have not been shown.**

## B. Executive Summary

### **Strong Interest in a Business Degree at College among Prospective Students**

This research among Prospective Students indicates there is a relatively high level of interest in applying for a business degree either at a college or a university in the next three years – 71% say they have considered a degree (note: all respondents, including those in high school or who are currently employed/other situation had at one time applied to a business program). Ninety-three percent of those who are currently enrolled in a college business program say they are considering, while 79% of high school students and 54% of employed/other say they are considering a degree. International students are more likely to be considering a degree than those who are born in Canada (81% vs. 67%).

The educational outcome of possible career options is the factor that holds the greatest importance among Prospects. The reputation of the program and school also rank high - particularly among International Students/immigrants, as does the types of courses offered and the location of the school.

A vast majority of those considering a degree (80%) are considering the option of applying to a college (37% considering college only; 43% are considering both at college and university). Only 16% are considering a university only.

When asked about which post-secondary institutions they considered, equal proportions mentioned the names of colleges only and of universities only in their choices (30%). Only 18% mentioned both universities and colleges. This percentage is roughly in line with data from Academica Group's UCAS™ 2010 study that showed that approximately 15% of students apply to both colleges and universities. That being said, the high percentage of those interested in a college degree may be reflecting a change in attitudes about college degrees in the marketplace.

Prospects mentioned 48 different institutions in their choices (mostly in Ontario), reflecting the abundance of PSE business degree options available and considered. The top post-secondary institutions being considered among our sample is Ryerson University (19%), York University (14%), Humber College (12%), Conestoga College (9%), Seneca College (8%), Sheridan College (8%), and University of Toronto (8%).

### **Substantial Support for College-granted Degrees**

The statement that attitudes about college-obtained degrees are changing is also supported by the responses to agreement statements asked in the survey. Approximately one half to two-thirds of Prospective Students are “college supporters”. They prefer the more applied learning approach of a college degree program in comparison to a university. They also agree that the flexible options of a 2-, 3- or 4-year completion are better suited to today’s student and that a college degree offers a better skill set for the job market. A sizable proportion also agrees that a college degree would be valued as highly by employers as a degree from a university. Of significance is that fifty percent say they would choose to go to college because university tuitions are too expensive, seeing better value for the education dollar

at a college than at a university. There is still, however, a group of Prospects (approximately one quarter to one-third) that is undecided in their opinions about the benefits of a college degree versus a university degree.

Those employed and those older (25 plus years old) are more likely to prefer a more applied approach and agree that flexible options for degree completion better suit today's student. International students/immigrants are twice as likely to think that universities provide a better education and that it leads to a higher paying job.

### **Interest in Lawrence Kinlin School of Business Proposed Business Programs**

Overall, ten percent or less of all Prospective Students surveyed express an interest in applying to each of the degree programs in Accounting, Marketing, Human Resources Management and Enterprise Management at LKSB in the next three years if it were made available. A similar proportion also says they would have likely applied to Fanshawe's degree programs if it had been available when they were first applying to post-secondary institutions.

On average, about half of Prospective Students interested in each of the degree programs say that the degree being offered at Fanshawe College is in itself appealing.

Among those who stated they were interested in a degree and expressed interest in learning about LKSB's business programs, half or less than half state they are interested in applying to each of the programs. While many did not provide an answer as to why they were not interested in considering the proposed programs, the most common reason for not being interested (among those who did answer) was the distance of the school or that they were planning on attending another college or a university.

All the proposed specializations in each of the programs show a relatively high level of interest. Entrepreneurship is popular both in Marketing and in Enterprise Management. Digital Marketing and International Accounting both show promise in each of their respective programs.

### **Interest in Online Delivery Options**

A substantial proportion (65%) of Prospective Students who are interested in the proposed degree programs express interest in some form of online delivery of courses. Eleven percent are interested in fully on-line delivered courses, while 54% are interested in either hybrid or a combination of hybrid and fully online courses.

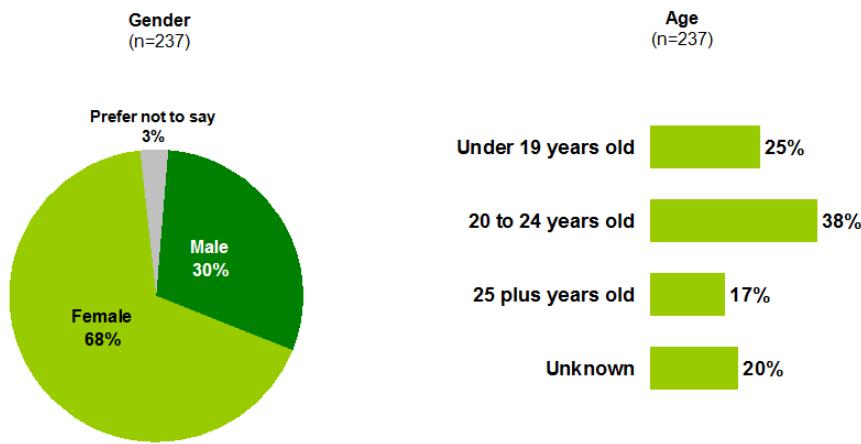
There is a small percentage of Prospects (5%) which is interested in a fully on-line degree offering for the proposed programs. Over half show a preference for a combination of online methods but 35% are not seriously interested in any online delivery options.

## C. Detailed Findings

### Section 1. Profile of Prospective Students

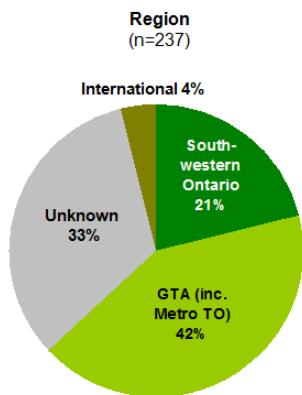
The respondents in our Prospective Survey were more likely to skew female (68%) than male (30%). A greater proportion of Prospects are 20 to 24 years old (38%); 25% are under 19 years old and 17% are 25 plus years old.

**Chart 1 and 2. Gender and Age**



One-fifth of Prospects (21%) were from the Southwestern Ontario region and 42% were from the GTA (original locations at the time of applying to a post-secondary institution). 4% were international.

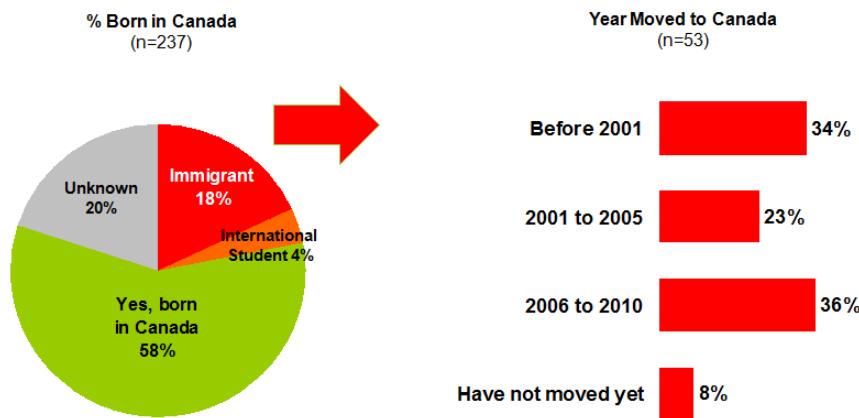
**Chart 3. Region of Origin**



*\*Note: At time when first applying to a post-secondary institution*

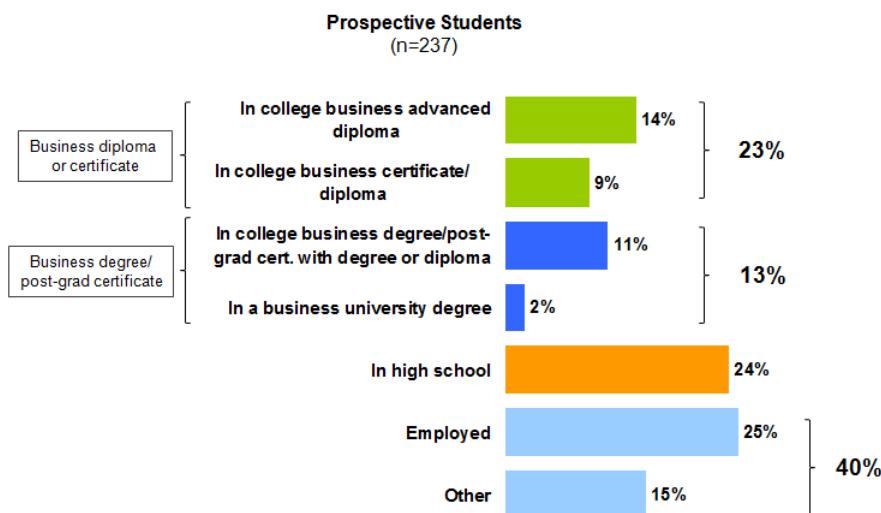
Of our sample, 58% were born in Canada, while 22% had immigrated to Canada or are international students. Of these, two-thirds (67%) had recently moved to Canada (between 2006 and 2010) or had not yet moved to Canada (at the time of applying to a post-secondary institution).

**Chart 4 and 5. Status in Canada and Year of Immigration**



The profile of the sample from this survey conducted among Prospective Students consists of a mix of respondents with varying backgrounds. A total of 36% of Prospects are currently taking business in one form or another in a post-secondary institution: 14% are currently enrolled in an advanced college diploma, 9% are enrolled in a 2-year diploma or college certificate, and 13% are attending a college or university for a business degree or for a post-graduate certificate (with a degree or diploma). One quarter (24%) of Prospects is currently in high school and 40% are employed/other. These defined Current Situation subgroupings are used throughout the report for cross-tab analysis.

**Chart 6. Current Situation Subgroups defined in Survey Population**



As expected, each group generally reflects a particular age group: those in high school are under 20 years old. Those in a business diploma or certificate are more likely to skew 20 to 24 years old, while those in a degree or post-grad certificate and those employed/other are more likely to be 20 plus years old.

**Table 1. Current Situation Subgroups by Demographics**

	Total	Gender		Age		
		Male	Female	<20 years old	20- 24 years old	25 + years old
	N=237	N=70*	N=160	N=59*	N=90*	N=41
In a business diploma or under (college advanced diploma or diploma or certificate)	23%	29%	23%	20%	38%	24%
In a business degree (college or university degree) or post-grad certificate (with degree or diploma)	13%	13%	13%	7%	18%	22%
In High School	24%	20%	25%	56%	7%	2%
Employed or Other	40%	39%	39%	17%	38%	51%

Among those who are currently enrolled in a business program, Accounting is the most popular program with 37%. Twenty-one percent are enrolled in General Business/Administration/Commerce program, 17% are in a Marketing/Sales/Advertising program, 9% in Human Resources, 6% in Finance or Financial Planning, and 3% are enrolled in each of Insurance, International Business, and Office Administration.

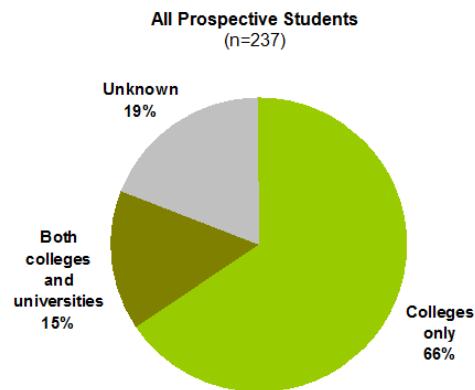
**Chart 7. Type of Program Currently Enrolled In**

**Among Current College or University Students Currently Studying Business  
(certificate/diploma/degree)**



When first applying to a post-secondary institution, two-thirds (66%) of the sample had applied to colleges only, while 15% had applied to both colleges and universities. Women (71%) and those who are currently employed/other (72%) were more likely to have applied to colleges only.

**Chart 8. Type of PSE Applied to When First Applying**



**Table 2. Type of PSE Applied to by Demographics and Current Situation**

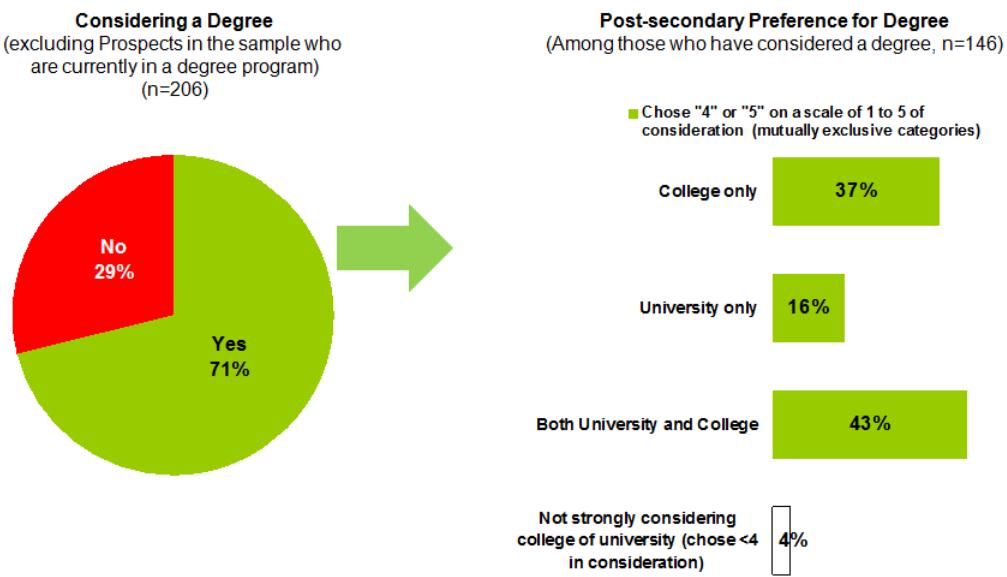
	Total	Gender		Age			Current Situation			
		Male	Female	<20 years old	20- 24 years old	25 + years old	In a business program (college cert./ diploma/ advanced diploma)	In a business program (college/ university degree / post- grad certification)	In High School	Employed or Other
		N=237	N=70*	N=160	N=59*	N=90*	N=41*	N=56*	N=30*	N=57*
Colleges only	66%	59%	71%	61%	86%	81%	80%	53%	46%	72%
Both Colleges & Universities	15%	24%	12%	36%	11%	12%	13%	40%	23%	4%
Unknown	19%	17%	17%	3%	3%	7%	7%	7%	32%	23%

## Section 2. Interest in a Business Degree

### Interest in a Business Degree and Preference for PSE Institution

Of the Prospective Students (those are who not currently in a degree or post-graduate certificate) who were asked if they have considered the option of applying for a business or business-related degree either at a college or a university, 71% said “yes”. A vast majority (80%) are considering college (37% are considering college only) for a business degree, while 59% are considering university (16% are considering university only).

**Chart 9 and 10. Considering a Degree and PSE Preference**



*Q. Have you considered, or would you consider, the option of continuing your studies by applying for a business or business-related degree program (i.e., a Bachelor's degree) either at a college or university? Are you considering applying for a business or business-related degree program (i.e., a Bachelor's degree) either at a college or university in the next three years?*

*Q. Please rate how much you have considered the option of continuing your studies by applying for a degree at a college or university.*

Those who are currently enrolled in a business diploma or certificate (93%) are more likely to say they are considering a business degree. A relatively high proportion of high school students (79%) are also considering a degree program, while approximately half of those who are employed/other (54%) are interested in a degree.

Those currently in a business program are more likely to consider university only (28%) than those in high school (18%) and those employed/other (2%). Those in high school (42%) and employed/other (47%) are more likely to consider college only for a business degree.

A greater proportion of International Students and Immigrant Prospects are interested in applying for a degree (81%) than those born in Canada (67%). They are also more likely to consider applying to a university only (27% vs. 15% born in Canada) but are also open to applying to both college and university (50%).

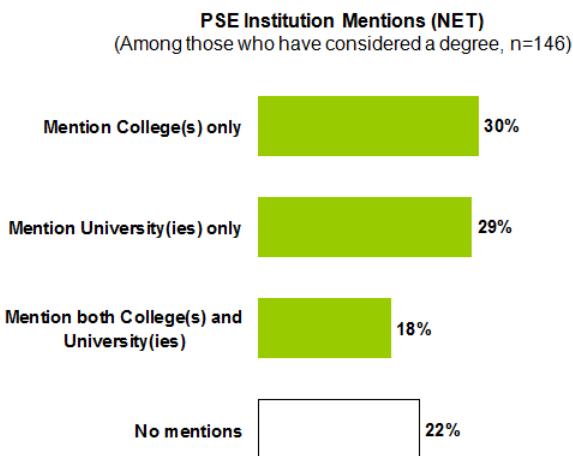
**Table 3. Considering a Degree by Current Situation and by Status in Canada**

(Does not include those currently in a degree)	Total	Current Situation			Status in Canada	
		In a business college certificate or diploma or advanced diploma	In High School	Employed or Other	International/ Immigrant	Born in Canada
	N=206	n=54*	N=57*	N=94	N=37*	N=123
<b>Yes considered applying for a degree</b>	<b>71%</b>	<b>93%</b>	<b>79%</b>	<b>54%</b>	<b>81%</b>	<b>67%</b>
<b>Where considered...</b>	<b>N=146</b>					
<i>College only</i>	37%	22%	42%	47%	20%	44%
<i>University only</i>	16%	28%	18%	2%	27%	15%
<i>Both College &amp; University</i>	43%	48%	36%	45%	50%	38%
<i>Not strongly considering college or university (chose &lt;4 in consideration)</i>	4%	2%	4%	6%	3%	4%

### PSE Considerations for a Business Degree

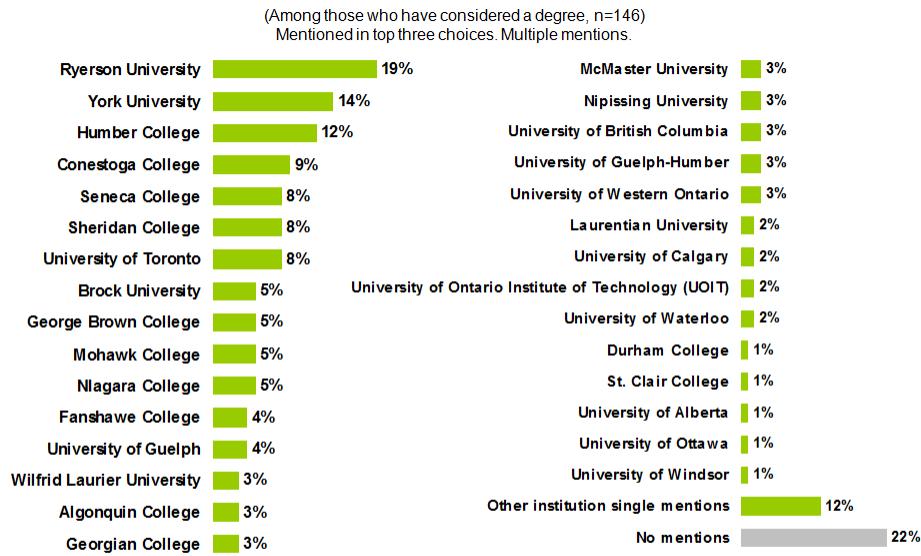
Prospects were asked which PSE institutions they were considering (up to three selections): 30% mentioned colleges only in their considerations for a PSE institution; 29% mentioned universities only and 18% mentioned both colleges and universities. A greater proportion reported they were interested in both colleges and universities in Chart 10 (43%) versus those who actually mentioned the names of both colleges and universities in Chart 11(18%), indicating less top-of-mind recall of colleges with business degrees. Not surprising, given the relatively new degree offerings now available at the college level.

**Chart 11. NET of PSE Institution Mentions (based on open-ended answers)**



While there is a wide selection of PSE institutions that Prospective Students mention in their consideration of a business degree (48 institutions in total mentioned), the institution that was cited most often (first, second or third mention) was Ryerson University, followed by York University, Humber College, Conestoga College, Seneca College, Sheridan College and University of Toronto, among the Prospects in the survey. Notes to reader: 1) the sample skews towards respondents who were from the GTA (42%) and from Southwestern Ontario (21%); 2) the sample includes only those who had once applied to colleges only or both colleges and universities.

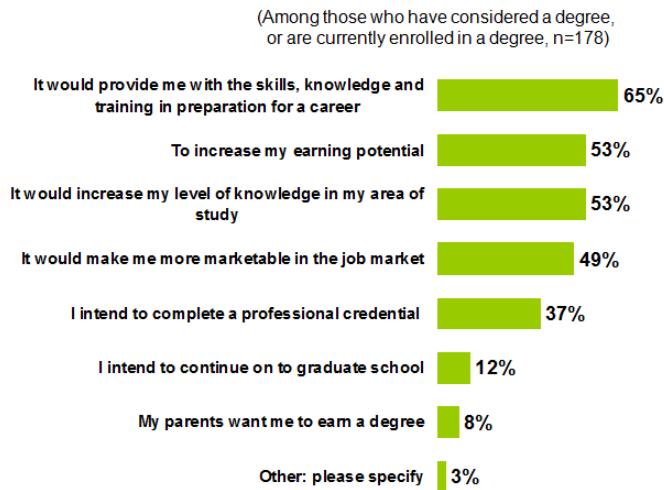
#### **Chart 12. PSE Institutions Considered for a Degree Program**



## Reasons for Interest in a Degree

The top three cited reasons for wishing to apply for a degree are to gain the skills, knowledge and training in preparation for a career, to increase earning potential and to increase level of knowledge in an area of study.

**Chart 13. Reasons for Interest in a Degree**



*Q. Of the following list, please choose the top three reasons that describe why you chose/have considered or are considering earning a business or business-related bachelor's degree. Please select three reasons only.*

Those in high school see it more as an opportunity to gain the skills and training for a career and to increase their level of knowledge in the area of study, while those employed/other are more likely to see it as an opportunity to become more marketable in the job market.

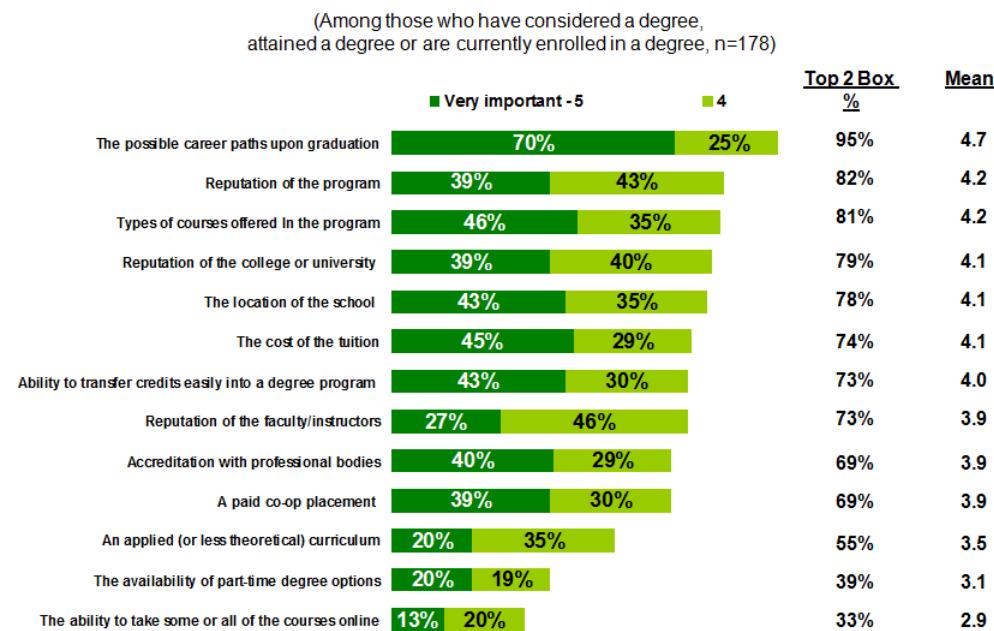
**Table 4. Reasons for Interest in a Degree by Current Situation (Top 2 Box %)**

Base: Among those who have considered a degree, or are currently enrolled in a degree	Total	Current Situation		
		In any business program	In High School	Employed or Other
	N=178	n=82*	N=45*	N=51*
It would provide me with the skills and training in preparation for a career	65%	57%	76%	67%
To increase my earning potential	53%	61%	42%	51%
It would increase my level of knowledge in my area of study	53%	52%	62%	47%
It would make me more marketable in the job market	49%	46%	38%	63%
I intend to complete a professional credential	37%	39%	31%	39%
I intend to continue one to graduate school	12%	11%	13%	12%
My parents want me to earn a degree	8%	13%	7%	2%
Other	3%	-	9%	2%

### Factors of Importance in Choosing a Degree Program

The factors with greatest importance when choosing a degree program are the possible career paths (70%), followed by the types of courses in the program (46%), the cost of the tuition(45%), location of the school(43%), the ability to transfer credits into a degree program(43%), and accreditation with professional bodies (40% very important). A paid co-op placement is also rated relatively high in terms of importance (39% very important) among Prospects. The factors with least importance when choosing a degree are: an applied curriculum (20%), the availability of part-time degree options (20%), and the ability to take some or all courses online (13%).

**Chart 14. Importance of Factors in Choosing a Degree**



*Q. How important are each of the following factors to you in choosing a degree program?*

Not surprisingly, those currently enrolled in a business program (diploma/certificate in college or degree in college/university or post-graduate certificate at college) are more likely to place greater importance on specific factors when choosing a degree including the types of courses offered, the cost of the tuition, the ability to transfer credits, professional accreditation, a paid co-op placement, etc. Similarly, international students and those who have immigrated to Canada place more importance overall than those born in Canada on the reputation of the school, program and faculty/instructors, as well as the types of courses that are offered in the program, a more applied curriculum, and the ability to take some or all of the courses online.

**Table 5. Importance of Factors in Choosing a Degree by Current Situation (Top 2 Box %)**

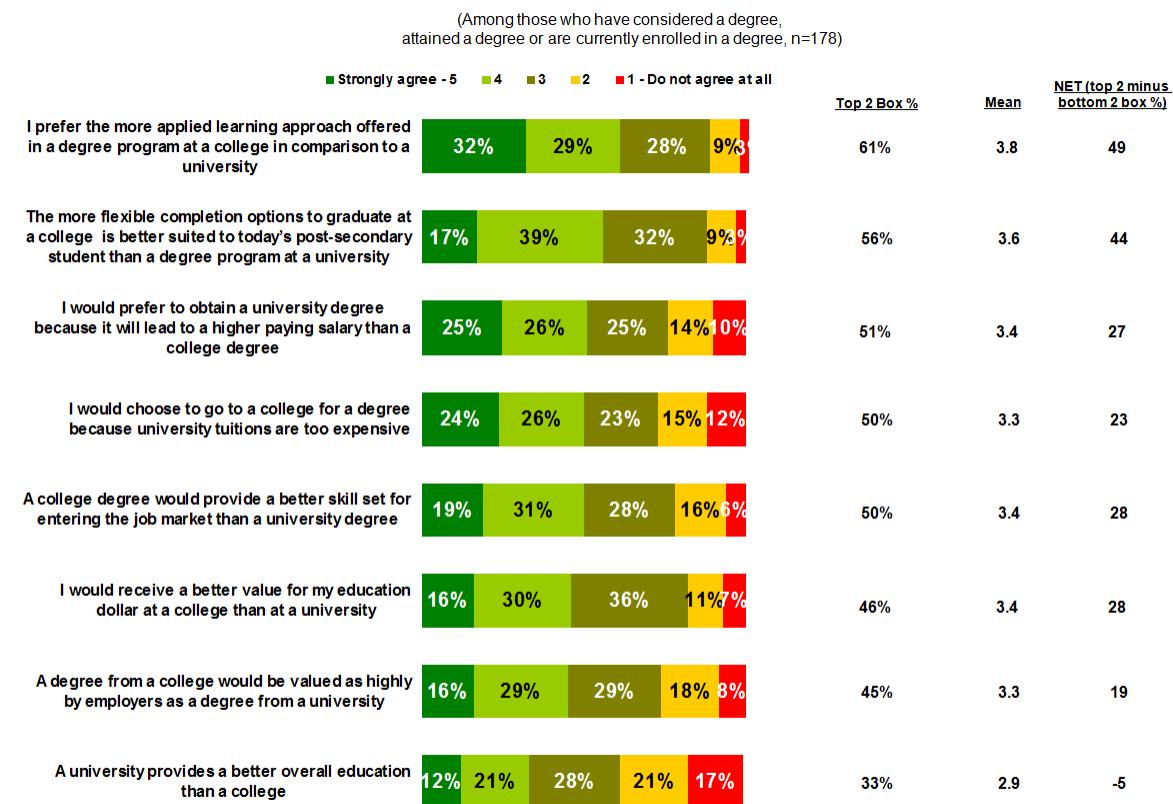
Base: Among those considering a degree/are in a degree	Total N=178	Current Situation			Status in Canada	
		In a business program n=82*	In High School N=45*	Employed or Other N=51*	International/ Immigrant N=46*	Born in Canada N=96*
The possible career paths upon graduation	95%	96%	96%	94%	96%	98%
Reputation of the program	82%	88%	69%	86%	94%	83%
Types of courses offered in the program	81%	87%	73%	78%	98%	76%
Reputation of the college or university	79%	84%	62%	88%	91%	77%
The location of the school	78%	85%	64%	78%	83%	78%
The cost of the tuition	74%	79%	73%	67%	74%	75%
Ability to transfer credits easily into a degree program	73%	79%	71%	67%	83%	71%
Reputation of the faculty/instructors	73%	76%	62%	78%	83%	75%
Accreditation with professional bodies	69%	74%	62%	67%	74%	65%
A paid co-op placement	69%	73%	67%	63%	67%	69%
An applied (or less theoretical) curriculum	55%	63%	44%	49%	61%	48%
The availability of part-time degree options	39%	44%	33%	35%	52%	32%
The ability to take some or all of the courses online	33%	34%	27%	37%	39%	30%

### Section 3. Attitudes about a College vs. University Degree

While a relatively significant proportion of students (approximately one quarter to one-third) sit on the fence in terms of their attitudes about the benefits of a college degree versus a university degree, there is clearly a group of Prospects who see the advantages of obtaining a college degree (approximately half of Prospects overall). Sixty-one percent “agree” that they prefer the more applied learning approach of a college degree program in comparison to a university; fifty-six percent prefer the flexible options of a 2-, 3- or 4-year completion; fifty percent agree that a college degree offers a better skill set for the job market and that they would choose to go to college because university tuitions are too expensive; and, 46% agree that they would receive a better value for the education dollar at a college. Forty-five percent agree that a college degree would be valued as highly by employers as a degree from a university (18% percent disagree).

There is a higher level of agreement on the merits of a university degree versus a college degree in terms of its ability to lead to a higher paying salary (51%), and opinions are polarized about the statement that a university provides a better overall education than a college (33% agree vs. 38% disagree).

**Chart 15. Attitudes about a College Degree versus a University Degree**



*Q. Below is a number of statements about attending a college versus a university. To what degree do you agree or disagree with each of the following?*

Those who are employed are more likely to see the benefits of a college degree over a university degree. They are more likely to prefer the applied learning approach offered in a college degree program over a university degree program. They are also less likely to agree that a university education provides a better overall education than a college and that they would prefer a university degree because it leads to a higher paying salary than a college degree.

**Table 6. Attitudes about a College Degree versus a University Degree by Demographics and Current Situation (Top 2 Box %)**

Base: Among those considering a degree or in a degree	Total	Gender		Age			Current Situation		
		Male	Female	<20 years old	20- 24 years old	25 + years old	In a business program	In High School	Employed or Other
	N=178	N=119	N=56*	N=48*	N=71*	N=27*	n=82*	N=45*	N=51*
I prefer the more applied learning approach offered in a degree program at a college in comparison to a university	61%	59%	64%	67%	65%	37%	56%	56%	73%
A degree from a college would be valued as highly by employers as a degree from a university	45%	48%	41%	44%	47%	41%	40%	40%	59%
I would choose to go to a college for a degree because university tuitions are too expensive	50%	52%	46%	48%	51%	52%	51%	42%	55%
I would receive a better value for my education dollar at a college than at a university	46%	48%	43%	48%	45%	59%	51%	40%	43%
A college degree would provide a better skill set for entering the job market than a university degree	50%	49%	52%	63%	48%	44%	52%	51%	45%
The more flexible completion options to graduate at a college is better suited to today's post-secondary student than a degree program at a university	56%	57%	54%	56%	63%	48%	60%	47%	59%
A university provides a better overall education than a college	33%	29%	43%	31%	37%	41%	42%	36%	20%
I would prefer to obtain a university degree because it will lead to a higher paying salary than a college degree	51%	51%	52%	46%	62%	52%	60%	53%	35%

Those who prefer a college only as a post-secondary institution for obtaining a degree clearly hold different opinions about a college obtained degree versus a university obtained degree than those prefer a university only. Those who choose college are more likely to prefer the more applied learning approach and are less likely to agree that a university provides a better overall education.

Twice as many International Students than students born in Canada are likely to agree that a university provides a better overall education than a college; that being said, only half agree with this statement (52%). They are also more likely to prefer a university degree because it leads to a higher paying salary than a college degree (63% vs. 50% born in Canada).

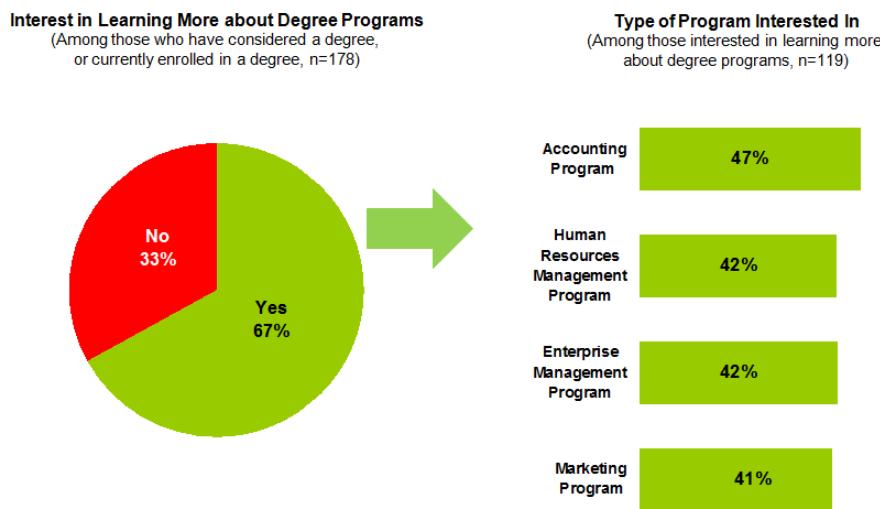
**Table 7. Attitudes about a College Degree versus a University Degree by PSE Preference (Top 2 Box %)**

Base: Among those considering a degree	Total	PSE Choice (rated "4" or "5" in interest)			Status in Canada	
		Both college and university	College only	University only	International/ Immigrant	Born in Canada
		N=146	N=63*	N=54*	N=23*	N=46*
I prefer the more applied learning approach offered in a degree program at a college in comparison to a university	66%	62%	78%	48%	59%	60%
A degree from a college would be valued as highly by employers as a degree from a university	49%	52%	54%	26%	46%	45%
I would choose to go to a college for a degree because university tuitions are too expensive	55%	56%	54%	52%	44%	54%
I would receive a better value for my education dollar at a college than at a university	48%	44%	56%	48%	44%	53%
A college degree would provide a better skill set for entering the job market than a university degree	51%	49%	52%	52%	44%	56%
The more flexible completion options to graduate at a college is better suited to today's post-secondary student than a degree program at a university	59%	65%	59%	48%	59%	57%
A university provides a better overall education than a college	30%	38%	9%	52%	52%	25%
I would prefer to obtain a university degree because it will lead to a higher paying salary than a college degree	48%	60%	24%	74%	63%	50%

## Section 4. Interest in Lawrence Kinlin School of Business Proposed Degrees

Prospective Students were provided with a brief description of the four degree programs being proposed by the Lawrence Kinlin School of Business. They were then asked if they were interested in learning more about these programs and to then select up to two programs. Sixty-seven percent selected to continue on with learning more about the programs. Interest levels in learning more about each of the proposed degree programs were about evenly split (ranging from 41% to 47%).

**Chart 16 and 17. Interest in Learning about a Degree Program and Type of Program Interested In**



*Q. Are you interested in learning specifically about any one of the individual proposed business degree programs?*

Of the Prospects who selected up to two programs (n=119):

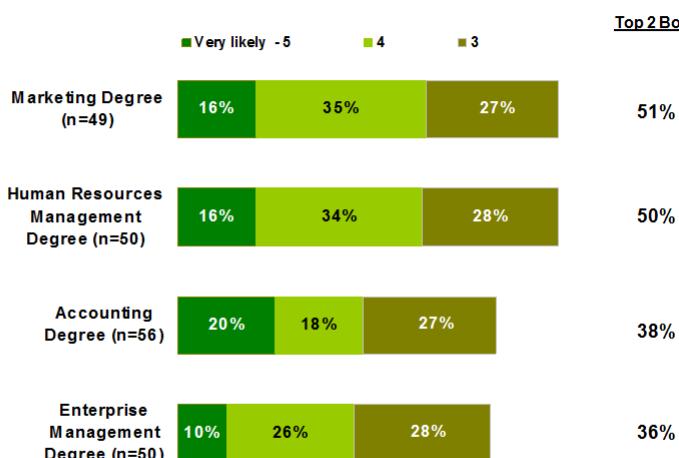
- **15% selected Accounting only**
- **6% selected HR Management only**
- **5% selected Marketing only**
- **3% selected Enterprise Management only**
- 16% selected Enterprise Management and Marketing
- 14% selected Accounting and Enterprise Management
- 14% selected HR Management and Marketing
- 13% selected Accounting and HR Management
- 9% selected HR Management and Enterprise Management
- 6% selected Accounting and Marketing

Of the Prospective Students who continued on to learn more about the programs (n=119), those who were interested in Accounting were more likely to say they would have been “strongly interested” in applying when they were first considering PSE institution options (20%). However, there is a higher level of interest overall in both the Marketing and Human Resources Management programs (51% and 50%, respectively).

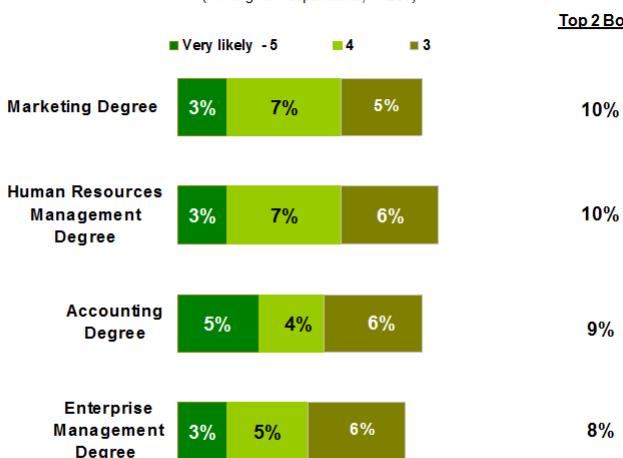
The proportion of those interested in each of the proposed degree programs was rebased to All Respondents (Chart 19 below). One-sixth of All Prospective Students who participated in the survey say they would have likely applied in each of the Marketing, Human Resources Management (10% each), Accounting (9%) and Enterprise Management (8%) degree programs, when they were first considering PSE options.

#### **Chart 18 and 19. Likelihood to Have Applied to Each Proposed Degree Program When First Applying to A PSE Institution**

(Among those who chose to learn more about the degree programs, n=119)



(Among All Respondents, n=237)

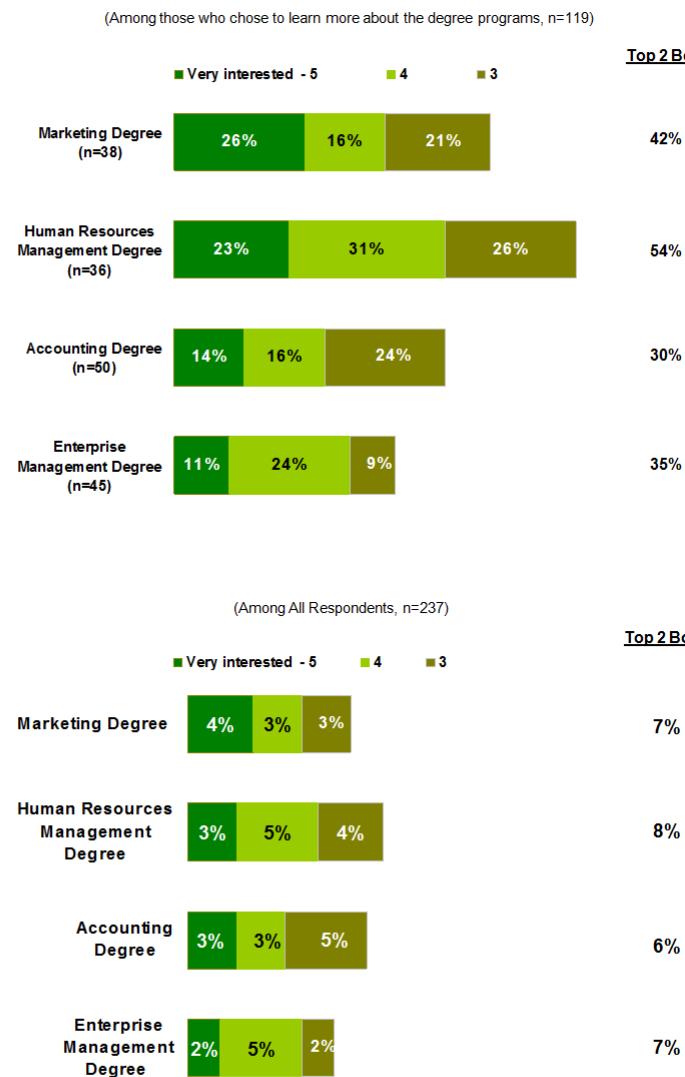


*Q. If this \_\_\_\_\_ degree program had been offered at Fanshawe College at the time when you were first applying to post-secondary institutions, how likely would you have considered applying?*

In terms of future interest in applying over the next three years, a greater proportion of Prospects shows interest in applying for the Marketing degree (42%) and a Human Resources Management degree (54%). Approximately one-third are interested in applying to the Accounting and Enterprise Management Degrees (30% and 35%, respectively).

Overall, less than ten percent of All Prospective Students surveyed is interested in each of the proposed degree programs (Chart 21 below). Seven percent are interested in the Marketing degree, 8% in the Human Resources degree, and 6% and 7% in each of the Accounting and Enterprise Management degrees.

**Chart 20 and 21. Future Interest in Applying to Each Proposed Degree Program**



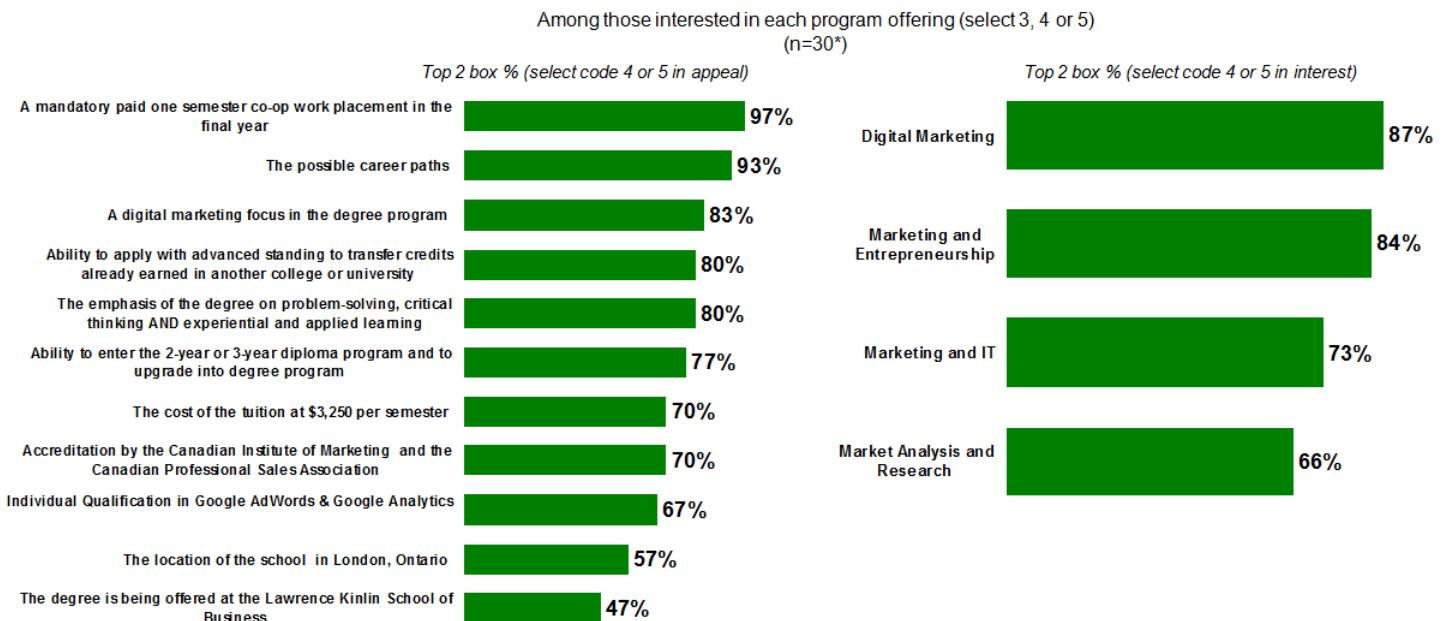
*Q. Please tell us how interested you would be in applying to this \_\_\_\_\_ degree program in the next three years, if it were made available at Fanshawe College.*

### *Appeal of Marketing Degree Based on Description and Interest in Specializations*

Among those interested in learning more about the Marketing degree program, the features with the most appeal are the mandatory co-op placement in the final year and the possible career paths as a market analyst, digital marketing specialist, product manager, sales professional, communications manager, marketing manager, Internet marketer, content manager, or be self-employed. A majority were also interested in the digital marketing focus and the ability to transfer credits and emphasis on applied and theoretical learning. Forty-seven percent give an appeal score to the fact that the degree is being offered at LKSB.

Digital Marketing and Marketing and Entrepreneurship rank as the two specializations with most appeal among Prospective Students.

**Chart 22 and 23. Appeal of Features of Marketing Degree and Interest in Specializations**



*Q. On a scale of 1 to 5, how appealing to you are each of the following features of the proposed bachelor's degree in Marketing at Fanshawe College?*

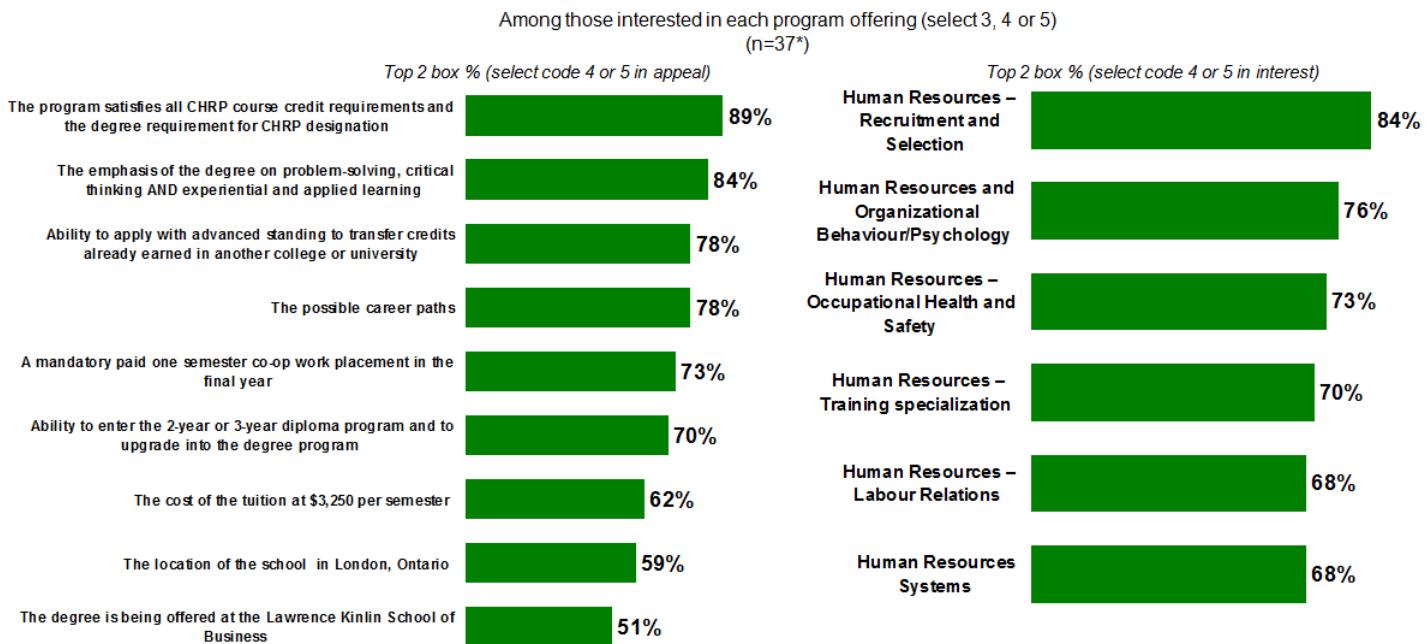
*Q. The bachelor's degree in Marketing may have one or more of the following specializations. Specifically, how interested are you in each one of these specializations?*

## *Appeal of Human Resources Management Degree Based on Description and Interest in Specializations*

The professional accreditation for CHRP and the emphasis on applied and theoretical learning holds great appeal among those interested in the Human Resources Management degree.

The specializations that hold the greatest interest are HR – Recruitment and Selection, with Organizational Behaviour Psychology and Occupational Health and Safety following closely.

**Chart 24 and 25. Appeal of Features of Human Resources Management Degree and Interest in Specializations**



*Q. On a scale of 1 to 5, how appealing to you are each of the following features of the proposed bachelor's degree in Human Resources Management at Fanshawe College?*

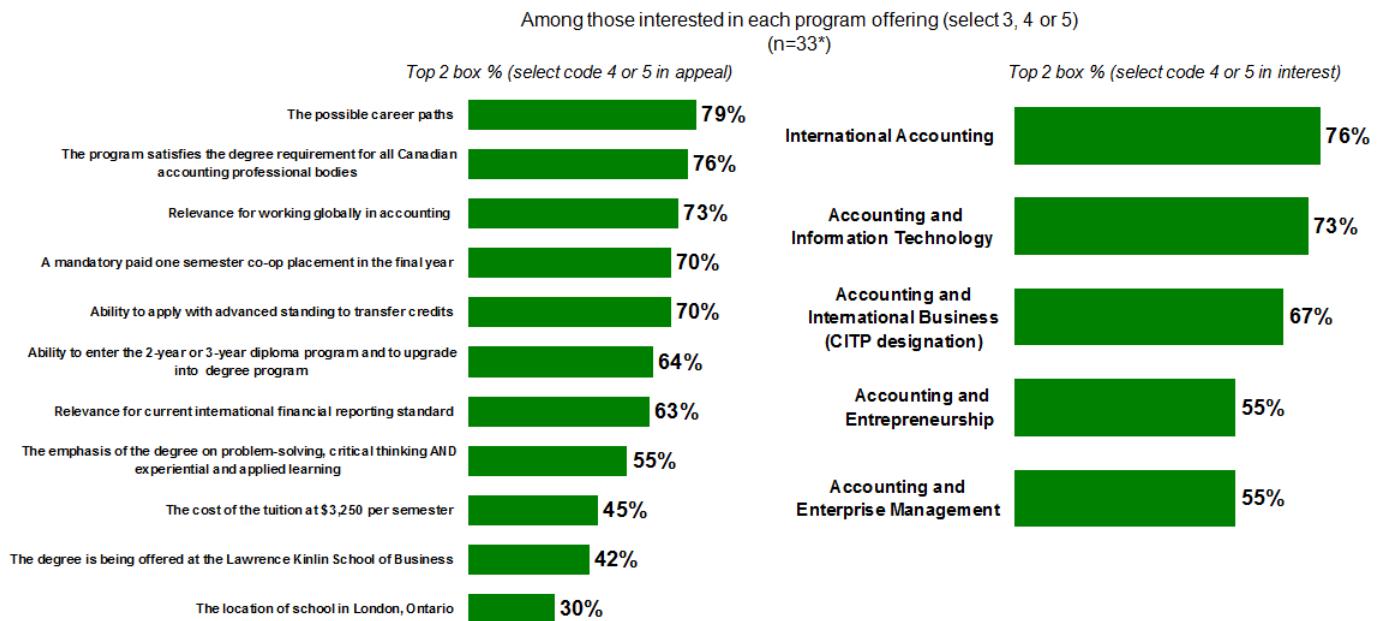
*Q. The bachelor's degree in Human Resources Management may have one or more of the following specializations. Specifically, how interested are you in each one of these specializations?*

## *Appeal of Accounting Degree Based on Description and Interest in Specializations*

Professional accreditation and possible career paths as accountant, budget analyst, taxation specialist, auditor, treasurer or as a self-employed professional, as well as relevance for working globally are top ranking features which Prospects find appealing.

International Accounting and Accounting and Information Technology both rank as specializations with the highest levels of interest.

**Chart 26 and 27. Appeal of Features of Accounting Degree and Interest in Specializations**



*Q. On a scale of 1 to 5, how appealing to you are each of the following features of the proposed bachelor's degree in Accounting at Fanshawe College?*

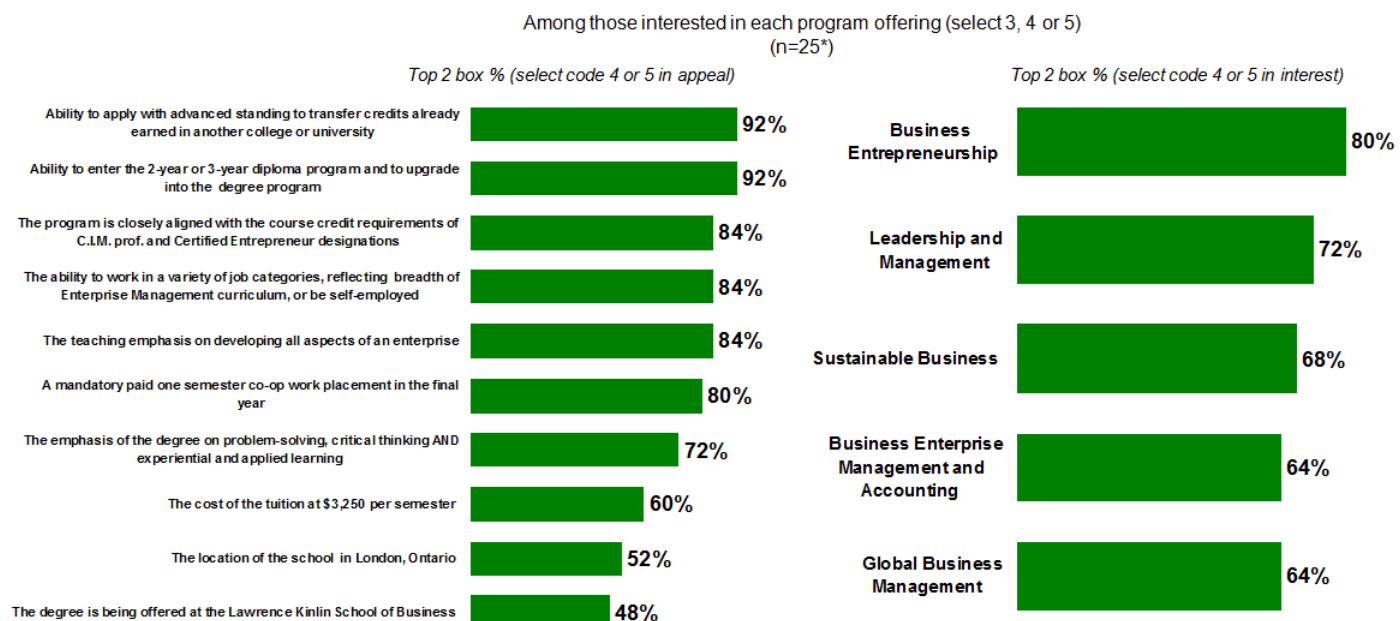
*Q. The bachelor's degree in Accounting may have one or more of the following specializations. Specifically, how interested are you in each one of these specializations?*

## *Appeal of Enterprise Management Degree Based on Description and Interest in Specializations*

Among those interested in the Enterprise Management Degree, the ability to apply with advanced standing and the ability to upgrade into a degree from a 2- or 3-year diploma are the most appealing features. This is followed by the education outcome – to be an entrepreneur and the alignment of the program with the course requirements for the C.I.M. professional and Certified Entrepreneur designations.

The specialization with the highest level of interest is Business Entrepreneurship (80%), followed by Leadership and Management (72%).

**Chart 28 and 29. Appeal of Features of Enterprise Management Degree and Interest in Specializations**



*Q. On a scale of 1 to 5, how appealing to you are each of the following features of the proposed bachelor's degree in Enterprise Management at Fanshawe College?*

*Q. The bachelor's degree in Enterprise Management may have one or more of the following specializations. Specifically, how interested are you in each one of these specializations?*

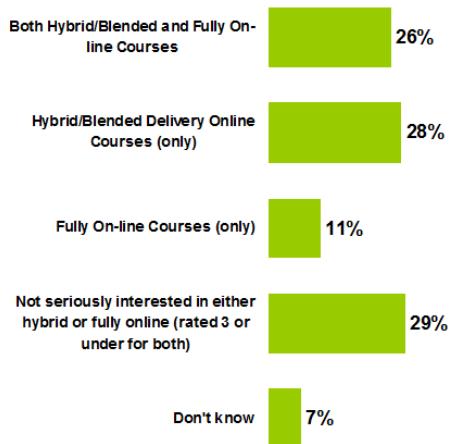
## Section 5. Online Delivery Methods – Preference

Prospective Students who were interested in the degree programs were asked about their preference in the delivery of the courses – hybrid/blended delivery and fully online delivery. Sixty-five percent were “interested” in some form of online delivery method (28% were interested in a hybrid delivery only, 11% were interested in a fully on-line delivery and 26% were interested in both – rated a “4” or “5” in interest). Twenty-nine percent were not interested in either a hybrid or fully online delivery.

**Chart 30. Interest in Online Delivery Methods – mutually exclusive categories**

(Among those interested in learning more about each of the programs)  
(n=119)

Top 2 box % (select code 4 or 5 in interest)



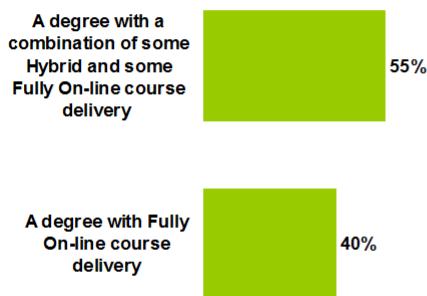
*Q. Fanshawe College is considering different options for delivering courses online in the Bachelor of Commerce or Bachelor of Business degree program. They are considering offering Hybrid/Blended Delivery Online Courses AND/OR Fully On-line Courses. How interested would you be in each of these online delivery options for courses offered?*

Fifty-five percent of Prospective Students are interested in a degree that offers a combination of some Hybrid and some Fully On-line courses. Forty percent show an interest in a fully-online degree.

#### Chart 31. Interest in Online Delivery of Degree (1)

Among those interested in learning more about each of the programs  
(n=119)

*Top 2 box % (select code 4 or 5 in interest)*



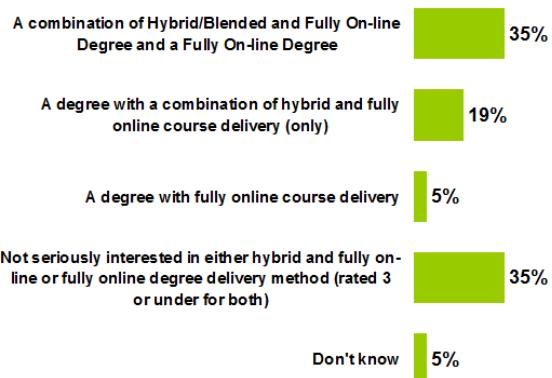
*Q. And, when considering online delivery options for obtaining a degree, how interested would you be in a degree that is delivered as...*

However, when looking at mutually exclusive categories, 5% prefer a degree that is offered fully online only, 19% prefer a Hybrid only option, while 35% prefer a combination of both or a fully online option. All in all, 64% prefer at least some online delivery method for a degree. Thirty-five percent are “not interested” or are ambivalent (rated “3”, “2” or “1” in interest) about the online delivery of a degree.

#### Chart 32. Interest in Online Delivery of Degree (2) – *mutually exclusive categories*

Among those interested in learning more about each of the programs  
(n=119)

*Top 2 box % (select code 4 or 5 in interest)*



*Q. And, when considering online delivery options for obtaining a degree, how interested would you be in a degree that is delivered as...*

## Chapter 5. Fanshawe Alumni Business Students Survey

### A. Introduction

#### Objectives

The primary objective of this survey is to determine levels of interest in the business degree programs being proposed at Fanshawe College among Alumni. The specific objectives are similar to Current Students and Prospective Students surveys, including understanding the:

- importance of factors in choosing a degree
- attitudes about a college- versus a university-obtained degree
- levels of interest in each of the four program areas proposed (Marketing, Accounting, HR) and the specializations falling under each area
- appeal of delivery mechanisms – fully online and/or hybrid delivery

#### Methodology

This survey was conducted online between June 1 and July 6, 2011. Due to circumstances beyond the control of this study, the survey, which was originally intended to be administered to all Alumni at Fanshawe College, was sent out to small select group of Alumni who had studied business only. A total of 56 Alumni completed the survey. The majority of respondents were those who had graduated from the Marketing program at Fanshawe.

Due to the small sample size and the composition of the sample, these results should be taken as directional only.

## B. Executive Summary

### Moderate Level of Interest in a Business Degree

Although 73% of Alumni say they would consider applying to a business degree in the next three years, just over half (57%) are seriously considering applying to a degree program at either a college or a university. Fanshawe College ranked third among top institutions considered for a business degree, following Athabasca University in Alberta and the University of Western Ontario. The top three reasons for considering a degree are to increase marketability in the job market (52%), to increase earning potential (52%), and to increase level of knowledge in an area of study (39%).

For Alumni interested in a business degree, the top-driving factors important in choosing a degree program are: the ability to transfer credits easily into a degree program (93%) followed by the types of course offered in the program (90%), and the possible career paths upon graduation (80%). The availability of part-time degree options ranks relatively high in importance (77%), as does the ability to take some or all courses online (74%) and the location of the school (75%). A paid co-op placement (26%) is the least important factor for Alumni when choosing a degree.

### Preference for Earning a Degree On-line at College

Alumni are more likely to prefer the applied learning approach offered in a degree at a college in comparison to a university, and agree that a college degree is better suited for today's post-secondary student because of the flexible completion options and affordable cost of tuition. Although half of Alumni are more likely to prefer the pedagogical approaches offered at a college over a university, they are sceptical that employers would value a college degree as highly as a university degree.

The majority of Alumni interested in the degree programs would prefer to have the option to complete the degree programs entirely online, which is likely due to the expressed desire to continue to work full-time while pursuing a degree. In terms of course delivery, relatively equal proportions of Alumni are interested in having hybrid/blended delivery as well as fully on-line courses. Having part-time degree options was also proposed by Alumni wanting to continue to work full-time.

### Proposed Business Degrees will Benefit London Community

The research shows that Alumni agree strongly that the proposed business degrees from LKSB will benefit both prospective students and the business community in London and surrounding areas. Sixty-six percent of Alumni agree that the introduction of the proposed programs would offer them the opportunity to return to school and update their credentials. Given that the greatest proportion of Alumni graduated in Marketing from LKSB, it is not surprising that the proposed Marketing degree is most appealing, having 44% (n=25) of Alumni interested in learning specifically about the Marketing degree. In terms of future interest in applying, the Marketing degree is likely to draw in 25% of Alumni in our sample. To a lesser degree, the Human Resources Management degree is likely to attract

approximately 13% of Alumni, while the Accounting and Enterprise Management degrees appeal to less than 9% of Alumni.

### **LKSB Provides a Satisfactory Learning Experience**

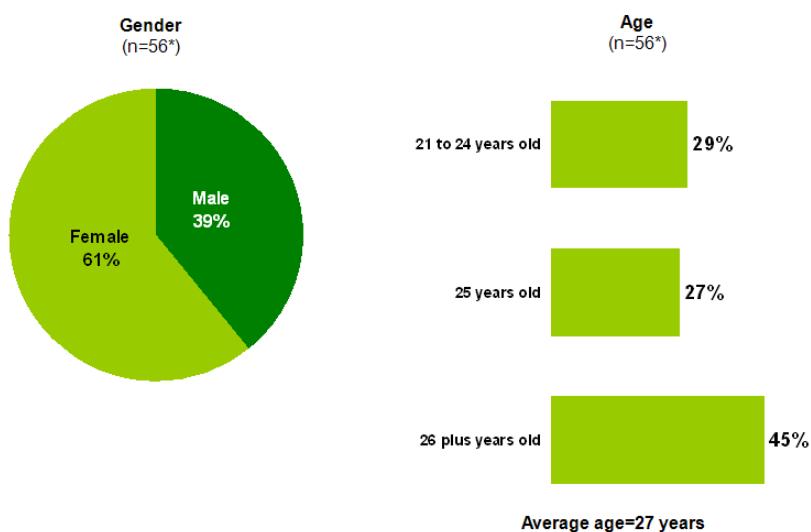
Alumni were generally satisfied with their learning experiences at LKSB, but were less satisfied that their program provided the knowledge and skills useful in their present career. Alumni hold strong agreement that the faculty at LKSB is supportive (84% agree) and knowledgeable (78% agree) in their fields; however, few agree that LKSB offers excellent student services in preparation for a career (40%). Only 46% of Alumni agree that LKSB has an excellent reputation as a business school, while 18% said they “don’t know”.

## C. Detailed Findings

### Section 1. Profile of Alumni

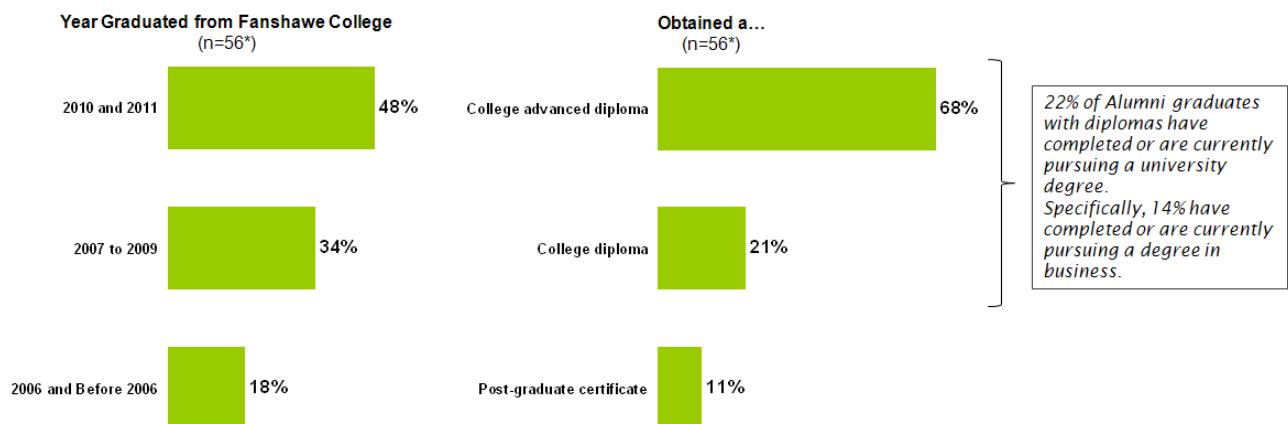
The respondents in our Alumni survey were more likely to skew female (61%) than male (39%). While a large proportion of Alumni are 26 years older or older, 27% are 25 years old, and 29% are 21 to 24 years old. The average age of Alumni is 27 years old.

**Chart 1 and 2. Gender and Age**



The greatest proportion of Alumni graduated from Fanshawe College in either 2010 or 2011. Very few Alumni in our sample graduated in or prior to 2006, and 34% graduated between 2007 and 2009. The majority of Alumni (68%) obtained a college advanced diploma (3 year program); while 21% obtained a college diploma (2 year program) and only 11% obtained a post-graduate certificate. Among those who earned a diploma (either 2- or 3- year program) from Fanshawe College, 14% have reported the pursuit of a business degree thereafter.

**Chart 3 and 4. Year Graduated from Fanshawe College and Credential Obtained**

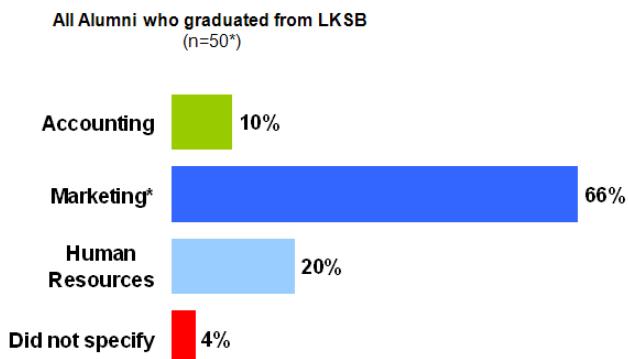


*Q. In what year did you graduate from Fanshawe College?*

*Q. Did you obtain a...?*

The majority of Alumni who graduated from LKSB at Fanshawe College graduated from a Marketing or Marketing-related program (66%). 20% of LKSB Alumni graduated from a Human Resources program and only 10% graduated from Accounting.

**Chart 5. Type of Program Graduated from in Business at Fanshawe College**



\*Includes Business – Purchasing and  
Business – Leadership and  
Management programs

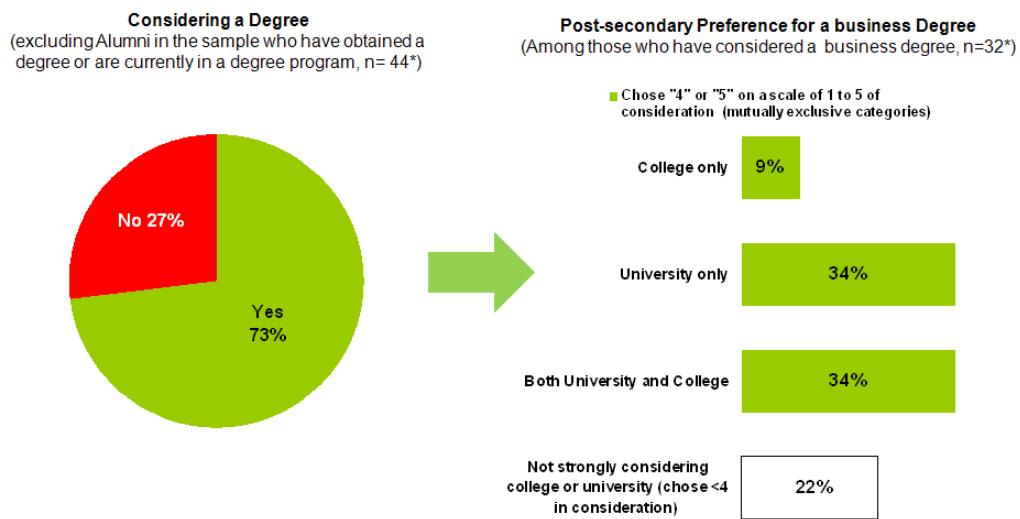
*Q. What program did you graduate from in business at Fanshawe College?*

## Section 2. Interest in a Business Degree

### Interest in a Business Degree and Preference for PSE Institution

Of the Alumni (those who have not obtained a degree or are not currently in a degree or post-graduate certificate) who were asked if they would consider the option of applying for a business or business-related degree either at a college or a university in the next three years, 73% said “yes”. However, taking into account that 22% of those saying “yes” are not strongly considering college or university for a business degree, it’s likely that only approximately 57% of Alumni are seriously considering a business degree in the next three years. A majority of Alumni (68%) are considering university (34% are considering university only) for a business degree, while 43% are considering college (9% are considering college only).

**Chart 6 and 7. Considering a Business Degree and PSE Preference**



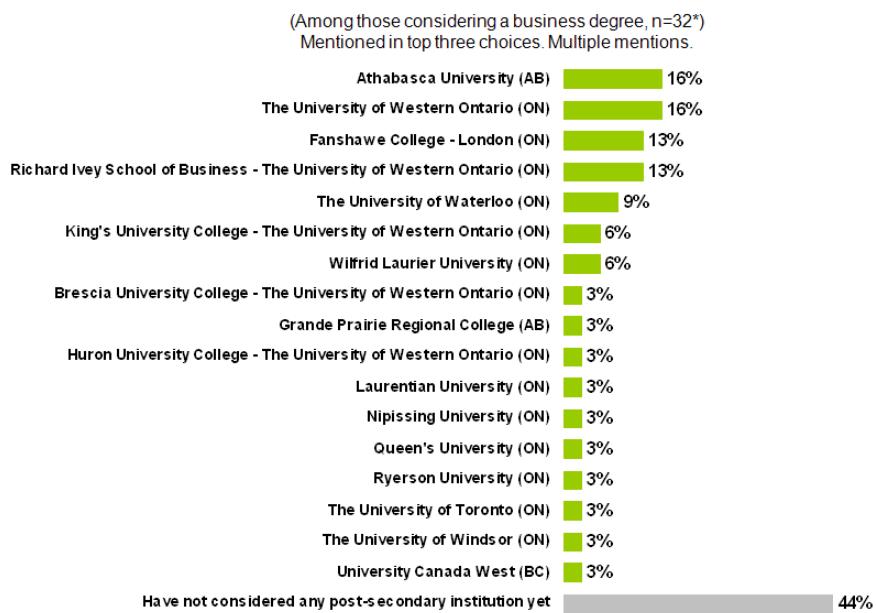
*Q. Now thinking specifically about a business or business-related degree program, have you considered, or would you consider, a bachelor's degree either at a college or a university in the next three years?*

*Q. Please rate how much you have you considered the option of applying for a business or business-related degree program (i.e., a Bachelor's degree) either at a college or university.*

### PSE Considerations for a Business Degree

Alumni were asked which PSE institutions they were considering (up to three selections). Athabasca University in Alberta (16%) and the University of Western Ontario (16%) are among the top institutions cited for Alumni considering applying to a degree program in business. Fanshawe College (13%) ranks third among top mentions, along with Richard Ivey School of Business at UWO (13%).

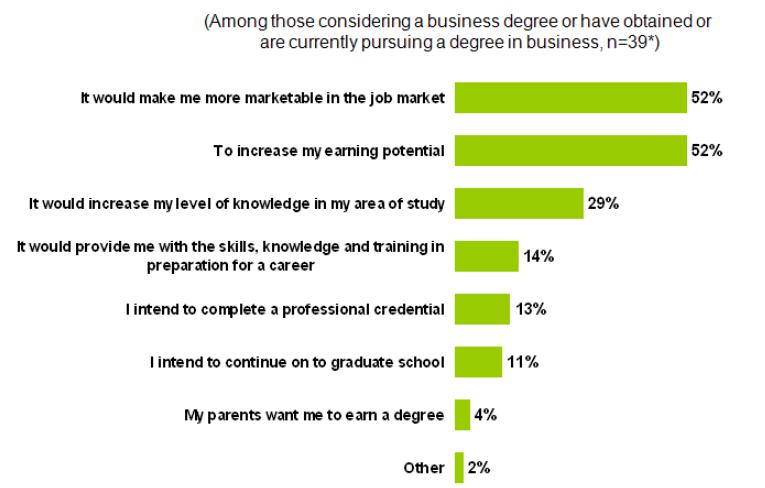
### Chart 8. PSE Institutions Considered for a Degree Program



*Q. Which post-secondary institution(s) have you considered applying to for a degree program in business? If you have not considered any yet, please leave the boxes blank.*

The top three reasons for considering a degree are to increase marketability in the job market (52%), to increase earning potential (52%), and to increase level of knowledge in an area of study (39%).

### Chart 9. Reasons for Interest in a Degree



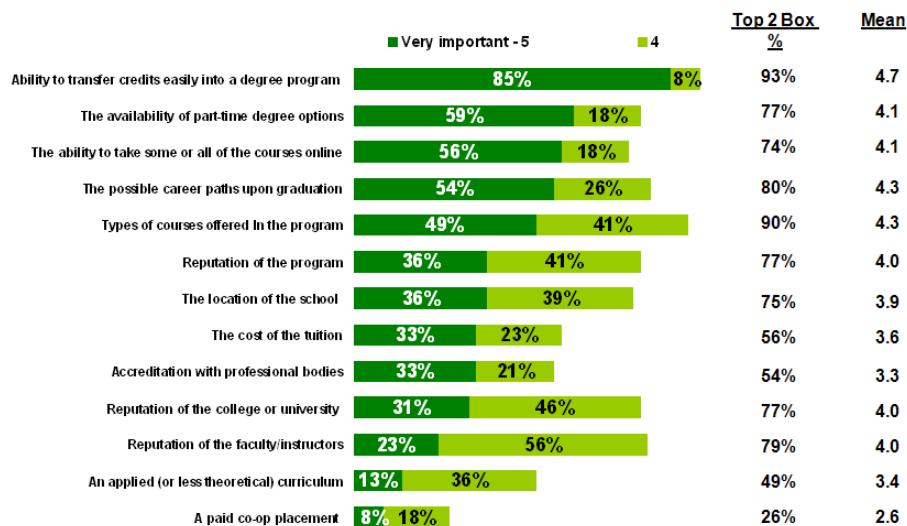
*Q. Of the following list, please choose the top three reasons that describe why you have considered (or are considering a business or business-related bachelor's degree).*

## Factors of Importance in Choosing a Degree Program

The ability to transfer credits easily into a degree program (93% state it is “important”), followed by the types of course offered in the program (90%), and the possible career paths upon graduation (80%) are the top-driving factors important in choosing a degree program for Alumni interested in a business degree. Reputation is also a top ranking factor – reputation of faculty/instructors (79%), reputation of the program (77%), and reputation of the college or university (77%). The availability of part-time degree options ranks relatively high in importance (77%), as does the ability to take some or all courses online (74%) and the location of the school (75%). A paid co-op placement (26%) is the least important factor when choosing a degree.

**Chart 10. Importance of Factors in Choosing a Degree**

(Among those considering a business degree or have obtained or are currently pursuing a degree in business, n=39\*)



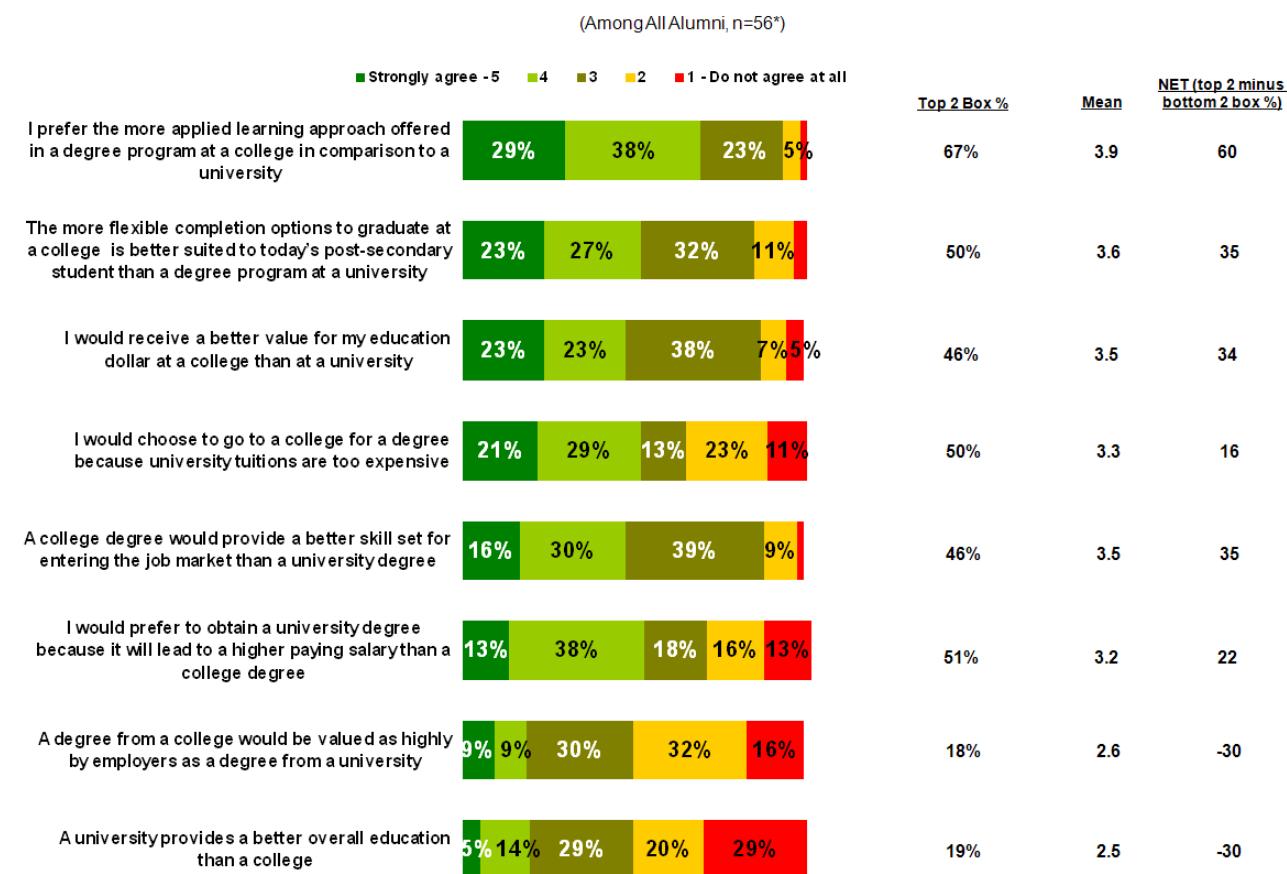
*Q. If you were to consider/are considering applying for a degree, how important would each of the following factors be in choosing a degree program?*

### Section 3. Attitudes about a College vs. University Degree

While a relatively significant proportion of students (approximately one quarter to one-third) sit on the fence in terms of their attitudes about the benefits of a college degree versus a university degree, there is clearly a group of Alumni who see the advantages of obtaining a college degree (approximately half of Alumni overall). Approximately two-thirds of Alumni prefer the more applied learning approach offered in a degree program at a college in comparison to a university, and 50% of Alumni “agree” that the more flexible completion options to graduate and the cost of tuition at a college is better suited to today’s post-secondary student.

Although there is agreement that college provides a better value of education for the dollar, there is a higher level of agreement on the merits of a university degree versus a college degree in terms of its ability to lead to a higher paying salary (51%). Alumni do not agree that a university provides a better overall education than a college (49%), yet there is disagreement that a degree from a college would be valued as highly by employers as a degree from a university (48%).

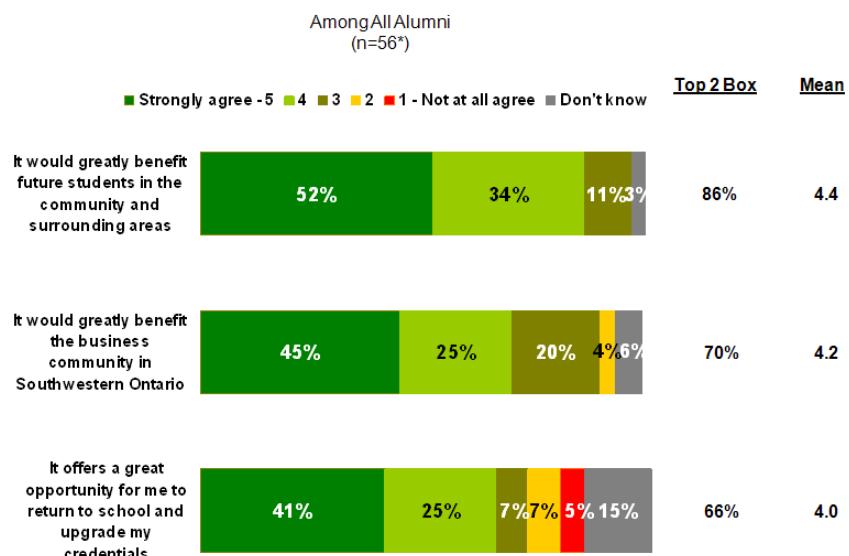
**Chart 11. Attitudes about a College Degree versus a University Degree**



## Section 4. Interest in Lawrence Kinlin School of Business Proposed Degrees

Alumni hold strong agreement that the proposed business degrees at LKSB will benefit prospective students (86%) and the business community (70%) in London and surrounding areas. 66% agree that the proposed programs offer the opportunity for them to return to school and update their credentials.

**Chart 12. Agreement with Statements regarding Proposed Degree Programs at LKSB**

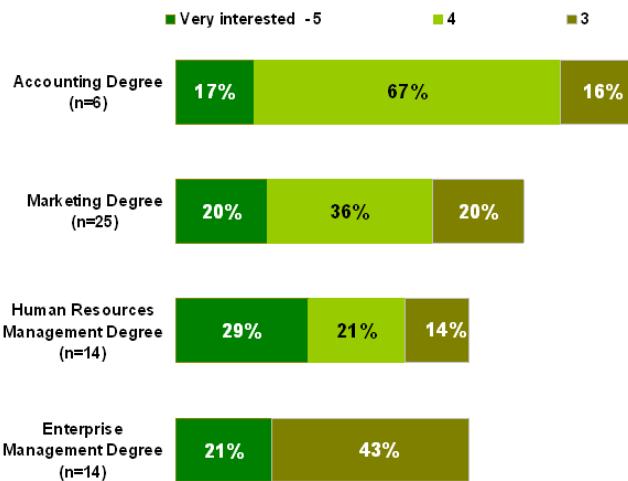


*Q. To what extent do you agree or disagree with each of the following statements regarding the new business degree program offering at Fanshawe College.*

In terms of future interest in applying over the next three years, a greater proportion of Alumni shows interest in applying for the Accounting degree (84%), the Marketing degree (56%), and a Human Resources Management degree (50%). Under one-quarter of Alumni are interested in applying to the Enterprise Management Degree (21%).

**Chart 13. Future Interest in Applying to Each Proposed Degree Program**

Among Alumni who are interested in learning specifically about any one of the individual proposed business degree programs (n=42\*). Bases sizes are very small. Please use with caution.

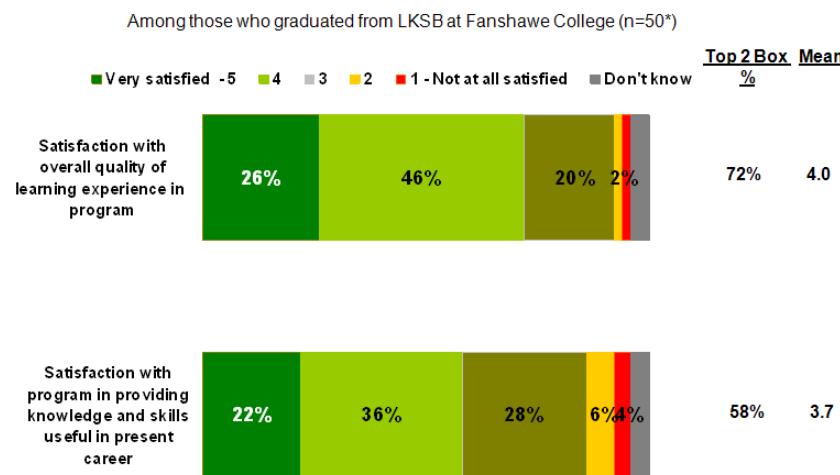


*Q. How interested would you be in applying for this Bachelor of Commerce or Bachelor of Business degree - \_\_\_\_\_ in the next three years, if it were made available at Fanshawe College?*

## Section 5. Satisfaction with Lawrence Kinlin School of Business

Overall, LKSB Alumni were “satisfied” with the quality of the learning experience in their program (72%), with approximately one-quarter (26%) saying they were “very satisfied”. Just over half (58%) were satisfied that their program provided the knowledge and skills useful in their present career.

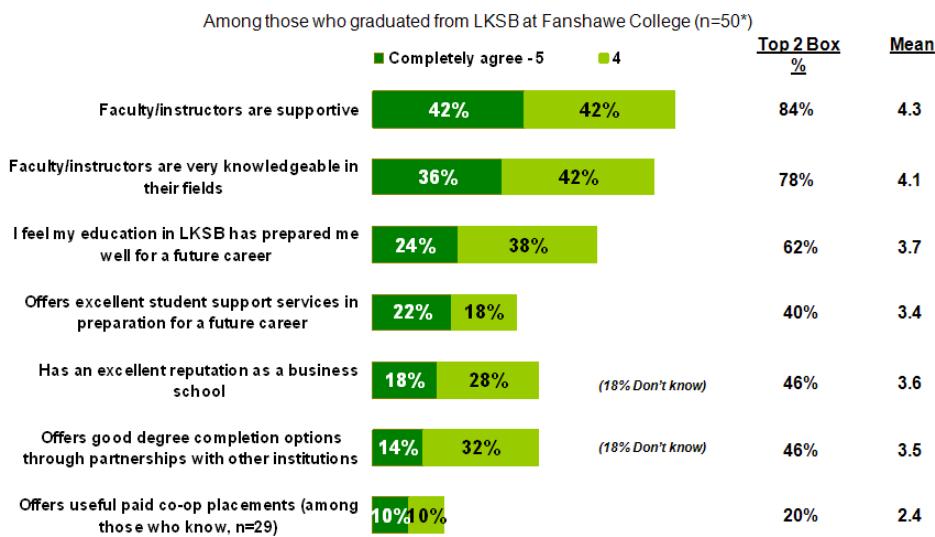
**Chart 14. Satisfaction with LKSB**



*Q. Thinking back to when you were a student at Fanshawe College, how satisfied were you with the overall quality of the learning experiences in the program you were enrolled in?*

*Q. And, overall, how satisfied were you that your program at Fanshawe College prepared you with the knowledge and skills useful in your present career?*

Overall, only 46% of Alumni agree that LKSB has an excellent reputation as a business school, although 18% answered “don’t know” to the question. Faculty is generally seen as supportive (84% agree) and knowledgeable (78% agree) in their fields. Significantly fewer agree that LKSB offers excellent student services in preparation for a career (40%). Very few Alumni who experienced co-op rated it as useful (20%).

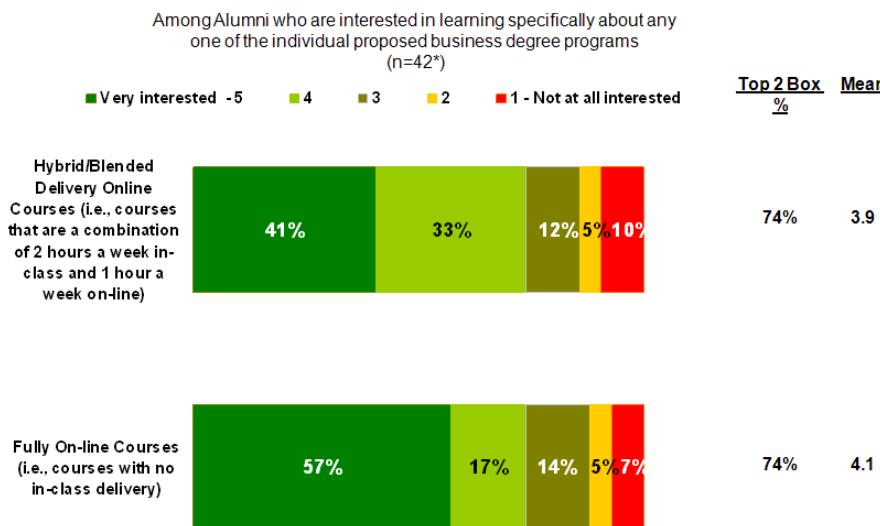
**Chart 15. Agreement with Statements about LKSB**


*Q. Please indicate how much you agree or disagree with each of the following statements about the Lawrence Kinlin School of Business (LKSB).*

## Section 6. Online Delivery Methods – Preference

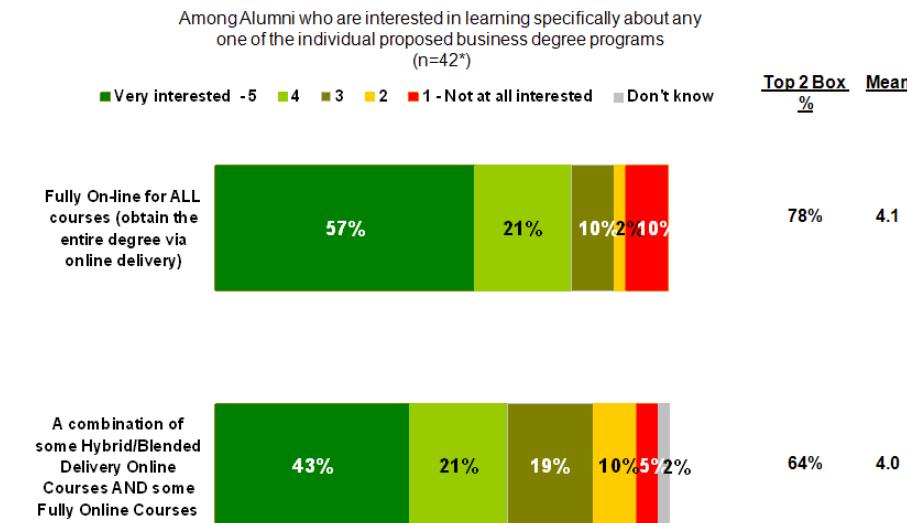
Alumni who were interested in the degree programs were asked about their preference in the delivery of the courses and the degree. Chart 16 shows that there is equal interest (74%) in having either hybrid/blended delivery and fully on-line delivery for courses; however, over half (57%) of Alumni are “very interested” in fully on-line courses as opposed to 41% who are “very interested” in hybrid/blended delivery. Likewise, Chart 17 shows that Alumni are more interested in the option of a fully on-line degree (78%) than a degree that is offered as a combination of hybrid/blended and fully on-line courses (64%). Overall, Alumni have a stronger interest in having the option to complete courses and a degree fully on-line.

**Chart 16. Interest in Online Delivery Options for Courses**



*Q. Fanshawe College is considering different options for delivering courses online in the Bachelor of Commerce or Bachelor of Business degree program. They are considering offering Hybrid/Blended Delivery Online Courses AND/OR Fully On-line Courses. How interested would you be in each of these online delivery options for courses offered?*

**Chart 17. Interest in Degree Delivery Options**



*Q. And, when considering online delivery options for obtaining a degree, how interested would you be in a degree that is delivered as...*

## E. D. Open-ended Comments from Alumni about Proposed Degree Programs

- As many Marketing Management students come to Fanshawe after having completed BAs, I believe that the Marketing Management Program preparation should be taken into consideration when assessing advanced standing in a B Comm program. Many students with past BAs and Graduate Certificates would likely not be willing to put years into completing a B Comm. Further, I believe the full online delivery of the program would be very helpful for those students who have left the London area to pursue career opportunities and have no current plans to leave their position and return to London.
- Be more up to date with the industry. Teach more about agency work. Focus on specific course offerings. Allow students to concentrate their marketing focus by allowing students to choose their own course instead of a set curriculum.
- Excellent Idea! I would be interested in learning more. For those who have a 3 year diploma, what level would they enter the program at? And is part time study available for those who wish to continue working during their studies.
- Fanshawe should definitely offer applied degree programs. This will be in line with their competition and provide more flexibility to their students. These programs will have to be marketed to both the high school sector and also have the ability to transfer diploma students and alumni back into their programs. I completely support this venture and it would have been a huge advantage having this back in the day. Also feel like a focus on articulation agreements would be fantastic to give their students as many pathway possibilities for advancement. Proud alumnus!
- Great idea, wish I could have done this program.
- I already completed my degree abroad in Australia. If this option was in place when I wanted to go back to school I would have completed my degree at Fanshawe. My experience at that school was better than my university experience and the teachers are exceptional at Fanshawe. This is such a brilliant idea and I can't believe it wasn't thought of sooner!
- I don't think it's a bad idea but if people are going to commit 4 years to education they are going to get a BMOS from UWO.
- I like the direction you're going in.
- I love the idea of a Bachelors degree. I am not interested in online learning. An online course is no better to me than learning from a book. I don't learn from reading I need hands on examples and experience.
- I really agree with this business degree offering at Fanshawe College. I just wish it would be offered early and not three years from now.
- I think it is a great idea and it should be something offered to students to easily transfer course credits from the three year program to complete their degree. Especially for previous graduates who are currently in the workforce. I think it is a great opportunity for Fanshawe.
- I think it is a very good idea because I, like a lot of students, am having a hard time finding a job in our field. We were not properly prepared for the NKE and that has greatly affected us. The cost of upgrading seems very high but the idea of online courses is appealing to me because it allows me to keep a full time job.

- *I think it's an amazing idea exactly what I have been looking for over the past two years as an HR professional. I know that I would value the degree from an applicant and obtaining the degree myself would open more doors with my current company.*
- *I think that it is a great idea. I would like to see the courses online so those who have recently graduated from Fanshawe can have the chance to go back to school and get their degree. Also since graduating from the Business Administration- Marketing program students have approached me about if they should consider the Business Administration-Marketing program. I recommend that they don't due to the fact that once they have graduated it is hard to find a decent job in that field.*
- *I think this is a great idea however I wish it was offered while I was a student. I'm currently looking to Kings College because a degree option was not offered at Fanshawe. (BMOS- Organizational Management and Human Resources) course. I'm currently a CHRP Candidate and my main concern is not being able to gain the experience in the time specified. This will allow students to gain a degree and not have to worry about the degree requirements.*
- *I think this would be a great benefit to all students that are considering updating their skills as well as to those leaving high school. The SCOR (south central Ontario region) is one that needs to engage their youth to stay in the area as well as find creative ways to train those already in the work force. A suggestion would also be to make use of satellite campuses further out of London for evening classes (Simcoe / Tillsonburg etc.) for those interested that live in rural areas.*
- *I will apply for one of these degree programs if they are offered fully online.*
- *I'm in the program right now. If people want information about the program, Fanshawe should try to get students that are currently (or soon to be) in the (BCOMM) program to speak to the Fanshawe students wishing to learn more. It would provide the most accurate information/feedback about the program because the Nipissing students could share their experience(s) with the Fanshawe students in order to give them a better/clearer picture of what to expect.*
- *It was a very educational and exciting experience.*
- *It would be great if it was a part-time upgrade possibility for those who have already graduated from the 3 year program so that students could continue to work while upgrading their academics.*
- *It would be something I'd be interested in doing part time because at this stage in my life I can't leave work and I don't have a lot of spare time. I would be interested in getting the degree though. I also hope that courses taken 4-7 years ago would count as much as courses taken in the past 3 years.*
- *It's a good idea. I'm doing the Nipissing program because having a degree gives you much more options than just the Fanshawe Diploma*
- *It's a great idea. I only planned on doing a 2 year program and then I decided to do the extra third year. If there was a fourth year offered to receive a degree I would have done it for sure.*
- *Offering both on-line lessons as well as those in the classroom would maximize the flexibility to other possible part-time students who are in a similar situation to myself. Currently I'm working full time and taking part-time courses looking to complete a degree program.*
- *Online learning must be a major component of this program. The traditional "College experience" model of students physically moving away from home and attending class all day and working (or partying) all night is rapidly becoming obsolete as a result of the expenses involved. If I were a new student I would gladly pay a premium price for this course if it meant I would avoid the expenses of paying rent, dining out, automotive expenses and et cetera.*
- *Please make alumni aware of options once the degree program is finalized. I have been seeking an option in obtaining my degree but cannot bring myself to quitting work and going back to*

*school full time. I would be interested in learning more about the options this program will offer.*

- *The degree is a good idea because then students graduate with full CHRP requirements...As a college course as it is now the program offers too little knowledge to prepare for the select few jobs available.*
- *The proposed tuition per semester was too expensive. That is more than what I am currently paying while obtaining my degree at UWO. Students who already received their two year diploma in Business HR should be able to automatically enter into the degree program.*
- *This is a wonderful idea and I am very interested. My only concern would be if the ability to do part time would be available fully online so I can continue to work full time.*

## Chapter 6. Labour Market Research

### A. Introduction

#### Objectives

Effective human capital development depends on a postsecondary education system that is responsive to current and future labour market realities and needs. In order to match the local supply of labour and skills to labour market demand, educational institutions require accurate labour market information (LMI). This chapter provides an overview of labour market trends, opportunities, and employment prospects for graduates of Fanshawe College's proposed business degree programs through review of national, provincial, and regional occupational forecasts and analysis of data collected from 55 interviews with employers and economic development representatives.

The findings provide insights into the factors that affect demand for graduates of business programs, and the anticipated labour market needs for workers with these skill sets – regionally, provincially, and nationally. Results from the Employer interviews highlight current and future employment opportunities for graduates within the local labour market, and identify the business specializations considered by Employers to be in greatest demand. The findings also shed light on Employer perceptions of differences between college and university education in terms of the skills and knowledge of graduates, salary differentials, and Employer attitudes toward online degrees. Finally, the chapter provides insights into Employer interest in participating in program development and delivery, and in enabling their own employees to access the proposed business degree offerings.

#### Methodology

##### **Part I. Labour Market Information (LMI)**

The following sources of Labour Market Information (LMI) were used to gather the most up-to-date and relevant information available for the assessment of labour market demand for occupations in Accounting, Marketing, HR and Business Management in Southwestern Ontario.

##### **National LMI**

- The Canadian Occupational Projection System (COPS) provides supply and demand projections for five skill levels across 140 occupational groupings over a 10 year period. COPS projections take account of expansion demand (job openings resulting from economic growth), replacement demand (based on retirements and labour mobility), and labour supply, including recent school graduates, immigrants, and re-entrants to the labour force. The most recent national projections are contained in the 2008 report *Looking Ahead: A 10-Year Outlook for the Canadian Labour Market (2008-2018)*. Projections are based on the National Occupational Classification (NOC) System, which organizes more than 30,000 occupations into 520 categories, each identified by 4-digit NOC codes. These categories are grouped again and identified by 140 3-digit codes, which are analysed for the COPS projections.

- The Government of Canada, through a collaborative initiative of Service Canada (SC) and Human and Social Development Canada (HRSDC), makes regional labour market information available Resources online at [www.workingincanada.gc.ca](http://www.workingincanada.gc.ca). The website uses COPS and Statistics Canada data, as well as analysis of economic conditions and regional labour market trends, to assess occupational employment prospects within a given geographic area. Employment outlooks are provided for select occupations with prospect ratings of “good,” “fair” (alternatively referred to as “average”) or “limited”.

### **Provincial LMI**

- The Ontario Ministry of Training, Colleges and Universities Ontario (MTCU) provides regional labour market information for four regions: Central, Western, Eastern, and Northern, as well as monthly and annual provincial labour market reports. The Western region is comprised of 16 census districts (Brant, Bruce, Chatham-Kent, Elgin, Essex, Grey, Haldimand-Norfolk, Hamilton, Huron, Lambton, Middlesex, Niagara, Oxford, Perth, Waterloo, and Wellington)
- Ontario Job Futures provides information on current trends and the future employment outlook for 190 occupations in Ontario at <http://www.tcu.gov.on.ca/eng/>, using the categories of “good”, “average” and “limited”.

### **Regional and Local LMI**

- Ontario’s 25 local workforce and development boards are community-based organizations that identify local workforce issues, facilitate partnerships, and develop collaborative solutions. Local boards implement community consultation and planning to promote a greater understanding of labour market trends, opportunities and priorities in their local communities. Workforce planning boards produce labour market information in a variety of formats, including the annual *Trends, Opportunities and Priorities (TOP) Reports* at <http://www.workforceplanningontario.ca/labour-market-trends/local-labour-market-plans.htm>. For the purpose of this assessment, the information available from five local workforce planning boards was examined: Elgin Middlesex Oxford, Grand Erie, Sarnia Lambton, Windsor Essex, and Waterloo-Wellington Dufferin.

### **Part II. Employer Interviews**

Drawing upon sources from Industry Canada’s Strategis online directory, the London Economic Development Corporation, and London Chamber of Commerce, Academica Group created an initial list of approximately 150 employers and representatives of regional economic development organizations for potential interviews. Fanshawe College supplemented the list with employer contacts already partnering with the college as members of the Lawrence Kinlin School of Business College Advisory Committee, HR mentors, or co-op placement hosts. The list consisted largely of businesses and organizations located in London or Southwestern Ontario; however, several Toronto-based firms were included because of their involvement in the digital media sector. The email invitation, which provided a brief description of the four proposed programs, was approved by Fanshawe College, along with the interview guide and complete list of potential interviews. Academica Group distributed the email to

employers for whom email contact information was available, inviting them to participate in the research. The email invitation was followed up by a telephone call from Academica Group approximately one week following the initial request. Employers for whom email addresses were not available received a telephone invitation to participate, with information about the study emailed on request.

In total, interviews were conducted with 47 representatives of medium and large businesses and organizations from sectors representative of the regional economy, and eight representatives of local and regional economic development associations. Each interview lasted approximately 30-45 minutes. Careful notes were taken, with efforts made to record verbatim responses where-ever possible.

### **Respondent Profile**

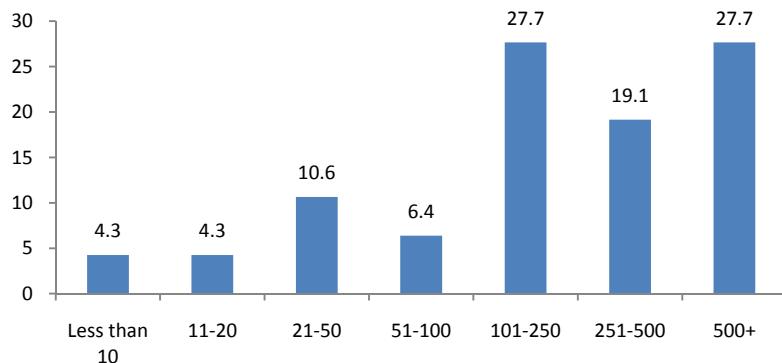
As shown in Table 1 below, close to three-quarters of Employers who participated in the interviews ( $n=40$ ) were involved in the services sector and one-quarter were from manufacturing ( $n=13$ ). Among service sector employers about one-third ( $n=13$ ) were involved in the professional, scientific and technical sector, and 15% were in health care and social assistance ( $n=6$ ).

*Table 1 - Service Sector Employer Classifications*

Classification	n	Percent
Professional, Scientific, and Technical	13	32.5
Health Care and Social Assistance	6	15.0
Other	4	10.0
Transportation and Warehousing	4	10.0
Finance and Insurance	4	10.0
Arts, Entertainment and Recreation	3	7.5
Educational Services	3	7.5
Public Administration	2	5.0
Retail	2	5.0
Information and Cultural Industries	2	5.0
Wholesale	1	2.5
Real Estate and Rental Leasing	1	2.5
Accommodation and Food Services	1	2.5

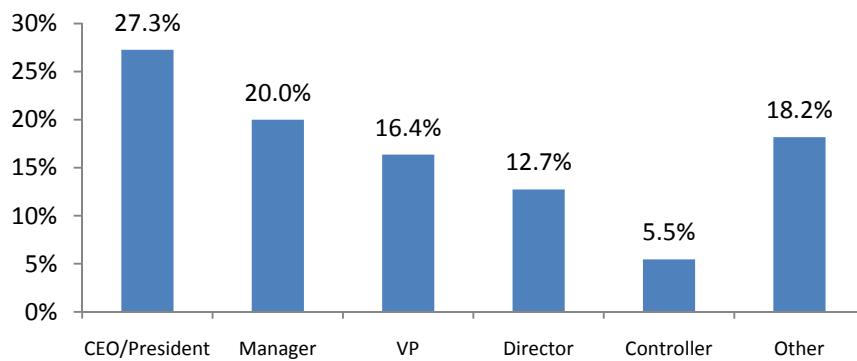
Three-quarters of Employers reported more than 100 employees, including more than one-quarter representing very large firms with at least 500 employees (*Figure 1*).

*Figure 1 - Employer Size*



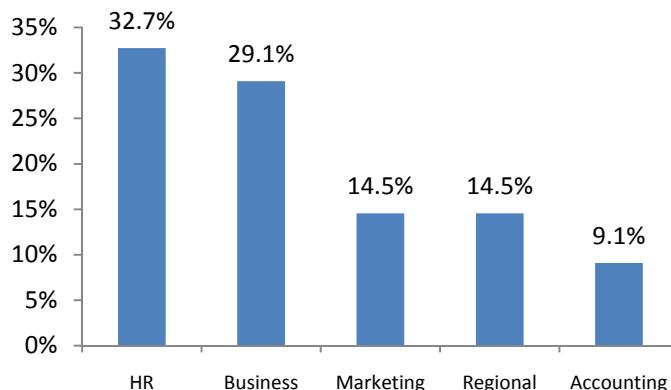
Many Employer respondents were in very senior positions within their companies (*Figure 2*). More than one-quarter were Presidents or CEOs, and another 13% were Vice-Presidents. Almost all of the “other” positions represented in the interviews were HR-focused (including HR Generalist, HR Officer, HR Representative, and HR Recruiter).

*Figure 2 - Employer Position*



About one-third of Employers were specifically responsible for HR, and almost as many were responsible for overall business management (*Figure 3*). 15% were involved in some aspect of marketing or communications, and about one in 10 were responsible for financial operations.

*Figure 3 – Area of Responsibility*



## B. Executive Summary

This chapter provides an overview of labour market trends, opportunities, and employment prospects for graduates of Fanshawe College's proposed business degree programs through review of labour market information and national, provincial, and regional occupational forecasts and analysis of data collected from 55 interviews with senior representatives of businesses, organizations, and regional economic development associations. Employers who participated in the interviews were from mid-sized and large firms across a broad range of sectors.

### Labour Market Shortages

Employers reported the most significant labour market shortages in the current labour market for positions in Marketing (Digital Marketing Analyst, Search Engine Marketing Specialist, Digital Marketing Specialist, and SEO Specialist) and Accounting (Taxation Specialist).

Marketing was also the business concentration most likely to be identified as facing future shortages, with fully 20% of Employers indicating that supply would be insufficient to meet labour market demands over the next five to 10 years. Digital Marketing, Web Marketing, SE Marketing Specialist, Digital Technology Optimization, and Social Media were identified as the occupations with the greatest undersupply. Digital Marketing and other technology-related specializations were also viewed as highly relevant to industry and sector needs.

Future labour market shortages for a broad range of Business Management occupations were also reported by 18% of Employers. Entrepreneurs were singled out by a few Employers as being in critical future undersupply. The specializations most valued by employers were Leadership & Management and Sustainable Business. Although less frequently selected by Employers as important to their sector or industry, Employers who identified Entrepreneurship placed high value on this specialization.

Shortages were less likely to be anticipated in the areas of Human Resources (11%) and Accounting (9%). In Human Resources, future needs for Labour Relations Representatives, Health & Safety Specialists, and HR Generalists were noted. There was high interest among employers in almost all the HR specializations being considered by Fanshawe College, particularly Recruitment & Selection, Training & Development, and Occupational Health & Safety. Employers felt least able to assess future Accounting

needs, with almost half unable to comment on the likelihood of future shortages. Those who expected future shortages in Accounting felt the shortages would be particularly acute in senior financial positions. Accounting and IT was the specialization most valued by Employers.

### **Skills Gaps**

The majority of Employers who had recently hired for business positions reported that the skills, training and knowledge of the new hires met their expectations. Satisfaction was highest for new employees in Business Management and Accounting. The following skills gaps were identified by Employers:

- Some Accounting graduates were perceived to lack skills in analysis, data entry and Microsoft Excel.
- Some Marketing graduates were viewed as lacking industry specific knowledge and experience, high-level communication and writing skills, and knowledge of social media and search engine marketing.
- Some HR graduates were considered to lack full understanding of payroll, skills in Excel, and relevant work experience.
- Some Business Management graduates were perceived to lack basic people management skills.

### **Employer Perceptions of Postsecondary Business Programs**

The breadth and depth of theoretical knowledge provided by a university business degree was viewed as its key strength, together with the reputation and prestige of a university education. The focus on theory was also considered to be a major weakness, and a concern that university graduates may not know how to apply their knowledge to the workplace. The most important strength of a business degree earned at college was the hands-on experience provided in a college setting. The commonly-held perception of college as inferior to university was the major weakness, along with the potentially narrow specializations of college business degrees.

### **Fanshawe College Business Degrees and Diplomas**

Two-thirds of employers endorsed the need for Fanshawe to offer business degree programs. Employers saw college business degrees as an accessible and affordable option for local students who could not get into UWO but wanted to stay in the London area, and who were likely to remain and work in the area after completing their program.

Almost two-thirds of employers supported the continued offering of business diplomas if the business degrees go forward, but several questioned the long-term viability of business diploma programs. Cautions were raised that employers would increase minimum educational requirements for entry-level business positions.

### **Skill Sets and Job Performance**

The majority of Employers believed that college business degree graduates would bring a different set of skills, training and knowledge to the workforce than graduates of university business programs, with several Employers singling out co-op experience as the key differentiator.

Employers were evenly split as to whether college business degree graduates would perform differently on the job compared to university graduates. Some differences were expected based on college graduates' practical skills and ability to "hit the ground running," and university graduates' broader knowledge and superior business training. Those few who did not expect differences indicated that both were degree programs, with similar expectations and learning outcomes.

### Hiring Preferences and Online Delivery

While two-thirds of Employers stated that they would not give preference to a university candidate over a college candidate when making hiring decisions, one-fifth of Employers would favour university over college graduates, viewing university graduates as higher calibre and better critical thinkers and independent workers.

Although the majority of employers did not perceive online degrees to be any different from other degrees, one-third said they would have reservations if the college degree was earned online and would view those candidates' qualifications differently.

### Pay Differentials

In terms of salary, a large majority of Employers stated that they would not pay employees with university degrees more than employees with college degrees. Many indicated that pay scales are set according to the position, not educational qualifications. On the same basis, most Employers indicated that they would not offer higher salaries to employees with college degrees compared to college diplomas, if the employees were entering the same position.

### Employer Involvement

Many Employers were interested in making their employees aware of the opportunities to earn a Fanshawe business degree, and believed that courses in Marketing and Business Management would be particularly useful. By far the preferred mode of delivery for these business courses was a combination of in-class evenings and online.

More than three-quarters of employers said they were definitely interested in participating in the development and implementation of the new business degree programs – as possible business mentors, co-op placement hosts, and Program Advisory Committee members. Close to half of Employers indicated that they would definitely provide paid co-op placements across all four business program areas. The opportunity to participate in co-op does not appear to affect employer willingness to serve as HR mentors: of the 11 Employers who are current HR mentors, only one said he/she would no longer be interested in the mentorship program.

## C. Detailed Findings

### Section 1. Labour Market Overview

#### *Regional Labour Market*

##### **Industry Profile**

In 2009, employment in the Western region was concentrated in three industries: manufacturing (16%), wholesale and retail trade (15%), and health care and social assistance (12%).<sup>22</sup> Four business-related sectors comprised about 20% of the regional economy: finance, insurance, real estate and leasing (6%), professional, scientific and technical services (5%), management, administration and other support (4%), and public administration (4%).

Between 2008 and 2009, there were employment gains in some sectors, including agriculture (up 11% or 5,800 jobs), finance, insurance, real estate and leasing (up 1% or 1,400 jobs), and health care and social assistance (up 1% or 2,900 jobs). Given the Western region's higher than average concentration of manufacturing jobs (16% compared to 14% provincially), the sharp decline in manufacturing employment between 2008 and 2009 (down 11% or 35,300 jobs) had a much greater impact on the Western region than other parts of Ontario. There was no change in professional, scientific and technical services employment, and a modest decline of 1% in wholesale and retail trade. Job losses were somewhat larger in management, administration and other support (4%), and public administration (2%).

##### **Occupational Profile**

In 2009, about one-quarter of Western region workers (24%) were in sales and service occupations.<sup>23</sup> Business, finance and administrative professionals, and workers in trades, transport and equipment operators and related occupations each comprised about 16% of the region's workforce. With the recession, large declines in employment were experienced in business, finance, and administrative occupations (down 5% or 13,300 jobs). Management occupations, representing a smaller share of regional employment (about 9%), also experienced a 5% decline since 2008.

##### ***Labour Market Trends***

Demographic factors such as the aging workforce and slowing of the overall birthrate are factors that are driving increased labour demand in many occupations in all industrialized countries.

The HRSDC report, *Looking-Ahead: A 10-Year Outlook for the Canadian Labour Market (2008–2017)*, estimates that nationally, the rate of growth for business, finance, and administration occupations is expected to equal the average rate of growth for all occupations.<sup>24</sup> However, in some occupations, such as Human Resources Professionals (NOC 112), Administrative and Regulatory Occupations (NOC

<sup>22</sup> Labour Market Information & Research, Research and Planning Branch, MTCU. (2010, April). *Labour Market Information. Employment Ontario Western Region. 2009 Annual Labour Market Report*. Toronto: Author.

<sup>23</sup> Ibid.

<sup>24</sup> HRSDC, Policy Research Directorate, Strategic Policy and Research Branch (2008, November). *Looking-Ahead: A 10-Year Outlook for the Canadian Labour Market (2008–2017)*. Gatineau: Author.

122) and Senior Managers (NOC 001), demand is expected to be above average, because of much higher than average replacement demand due to the older average age of workers in these occupations.

## Section 2. Accounting Outlook

This section provides national, provincial and regional employment forecasts for Accounting occupations. The section also presents findings from interviews with local employers about labour market needs for graduates of Accounting programs, and employer views on the most important Accounting specializations.

HRSDC labour market information for Accountants is available under the 4-digit occupational category Financial Auditors and Accountants (NOC 1111). Some of the job titles applied to workers in this category are: Accountant, Chartered Accountant (CA), Certified General Accountant (CGA), Certified Management Accountant (CMA), and Industrial Accountant. Common job titles for Financial Auditors include Financial Auditor, Income Tax Expert, and Internal Auditor.

Accountants plan, organize, and administer accounting systems for individuals and establishments. They develop and maintain cost finding, reporting, and internal control procedures. When employed as part of senior management teams they help determine and steer the establishment's growth strategy. Financial Auditors typically examine and analyze the accounting and financial records of individuals establishments to ensure accuracy and compliance with established accounting standards and procedures or statutory requirements. Common employers of Accountants and Financial Auditors include: banks and other financial institutions, insurance companies, governments (federal, provincial and municipal), and auditing, accounting and bookkeeping firms. Accountants and Financial Auditors may also be self-employed. Industry employers are another source of jobs in these occupations.

The Certified General Accountants Association projected that employment prospects for certified general accountants for 2007 and beyond would be fair and employment growth would be below average, although some increased demand was projected based on organizations requiring more analysis of business operations and more sophisticated accounting systems.<sup>25</sup>

Increased labour market demand for Accountants will stem from the following:

- Due to recent global accounting scandals and demands for fiscal responsibility, firms will come under greater financial scrutiny, with accountants playing an increased role in assisting management with planning and internal accounting practices designed to reduce risk and improve financial operations. This may be a source of new jobs in the manufacturing sector as economic recovery drives increased production in that sector.

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<sup>25</sup> Certified General Accountants Association. Labour Market Information. [http://www.cga-ontario.org/Prospective\\_Students/Post\\_secondary/Internationally\\_Trained\\_Professionals/Labour\\_Market\\_Information.aspx](http://www.cga-ontario.org/Prospective_Students/Post_secondary/Internationally_Trained_Professionals/Labour_Market_Information.aspx)

- The Ontario Public Accounting Act was changed recently to enable qualified Chartered Accountants, Certified General Accountants, and Certified Management Accountants to obtain a license to practice public accounting. This is expected to increase employment opportunities for Certified General Accountants. Public accounting licenses were mostly restricted to Chartered Accountants under the old Act. These changes are expected to increase competition for jobs to the eventual consolidation of some accounting designations.
- Increased use of technology and accounting software has increased demand for computer skills and technical knowledge. Demand will be strongest for individuals with specialized skills in the areas of information technology, financial and investment planning, taxation, forensic investigation, software and IT development.

Slower rates of new job creation are explained by the following:

- The real-estate market downturn.
- Less increase in labour market demand for investment specialists in future than previously.
- The downsizing of the workforce by industry (specifically the manufacturing sector in the Western region) during the economic recession limited opportunities for employment growth in administrative positions.

### *Occupational Projections*

#### **National**

National labour market information is available at the 3-digit level (NOC 111) for Auditors, Accountants, and Investment Professionals. This is the broader occupational category within which Financial Auditors and Accountants (NOC 1111) are classified.

COPS projections indicate that in Canada overall in the period from 2009 to 2018, labour market demand for Auditors, Accountants and Investment Professionals will be matched fairly well to the expected supply of workers to fill available job openings. In the period from 2009 to 2018 124,320 job openings are expected and 119,180 workers are anticipated to fill these job openings. The number of job seekers will increase slightly between 2009 and 2018, with the increase mainly coming from the school system. It is expected that the number of job seekers will be sufficient to fill the job openings in these occupations in the 2009 to 2018 period.

Although the rate of employment growth is expected to be average, most of the job openings created in this period (61%) will be based on retirements rather than growth in the number of new jobs created. Compared to the 2.0% annual job creation increase over the past decade, a much lower average increase of only 0.6% is predicted for 2008 and 2017. Conversely, while an average retirement rate is predicted throughout the forecast period, the rate is a sharp increase from the previous decade, since workers in these occupations are older and retire somewhat earlier on average. Some demand will also be created by workers leaving for other occupations, such as management.

## Provincial

The Ontario Job Futures (OJF) website reports that 2006 estimated employment of Financial Auditors and Accountants (NOC 1111) in Ontario was 68,440. The main industries of employment for Financial Auditors and Accountants were:

- Professional business services (36%)
- Finance, insurance, real estate and leasing (13%)
- Public administration (12%)
- Wholesale and retail trade (9% combined)

Ontario Job Futures estimates that the employment prospects for Financial Auditors and Accountants will be average over the five year period from 2009 to 2013. Due to the large size of this occupational category, replacement demand based on retirements will contribute to sizable labour market demand annually. New businesses, the need for increased financial efficiencies, and increased public accountability will contribute to continuing demand for these occupations.

## Regional

According to the OJF, of the 68,440 Financial Auditors and Accountants employed in Ontario, 15% are employed in the Western region: Kitchener-Waterloo-Barrie (7%), London (4%), Windsor-Sarnia (3%), and Stratford-Bruce Peninsula (1%).

Analysis of Statistics Canada 2006 census data by local training boards indicates looming retirements among currently employed accounting professionals. Within the Elgin Middlesex Oxford Workforce Planning and Development Board, legal and accounting services have a larger share, by several percentage points, of the total occupations in this sub-sector when compared to the provincial average.<sup>26</sup> Of 2460 Financial Auditors and Accountants employed in Professional, Scientific, and Technical Services, 50% are 45-54 and almost two-thirds (64.6%) are 45 and over. In the counties of Brant, Haldimand and Norfolk, the majority (56%) were 45+ years of age in 2006.<sup>27</sup>

Short-term employment prospects for Financial Auditors and Accountants (NOC 1111) in three areas of the Western region suggest that the most promising prospects for the next few years are in the Windsor-Sarnia area, followed by London-Woodstock.

- In London-Woodstock, employment prospects for Financial Auditors and Accountants was expected to be average in the next few years. Demand for these occupations will be based in large part on replacement demand – almost half of Financial Auditors and Accountants in the London-Woodstock area were over 45 years of age based on Canada 2006 Census.

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<sup>26</sup> Elgin Middlesex Oxford Workforce Planning and Development Board. (2011). Local Labour Market Plan 2011. Trends, Opportunities & Priorities (TOP) Report. London, Ontario: Author.

<sup>27</sup> Workforce Planning Board of Grand Erie. (2011). *2011 Local Labour Market Plan*. Brant-Haldimand-Norfolk. Brantford: Author.

- In the Kitchener-Waterloo-Barrie-Guelph area employment potential was limited at the time of the forecast in 2010 and expected to remain limited in the short term. The decline in manufacturing and slowing of trade with the United States has reduced job prospects in these occupations in the area. In the longer term, however, employment opportunities will be created by retirements since about half of those employed as Financial Auditors and Accountants are over 45 years of age.
- In the Windsor-Sarnia area employment prospects were expected to be good for the next several years. In the Windsor-Sarnia area, the older age of those in this occupational category (over 30% of Financial Auditors and Accountants are nearing retirement) increases employment prospects. As well, although most auditors and accountants are employed in professional services, manufacturing and government sectors provide other sources of full-time employment.

### *Interview Findings*

#### **Current Shortages**

Employer interviews provided further insights into current needs for accounting professionals within the local labour market. Employers were presented with nine specific accounting occupations and asked to indicate whether shortages currently existed, and the size of the shortage, using a six-point scale from 0 (no shortage) to 5 (extreme shortage). Table 2 indicates that the majority of employers were unable to respond to questions about specific occupational shortages. Among employers who offered an opinion, overall mean scores suggest that none of the nine accounting occupations was considered to be in significant undersupply.<sup>28</sup>

More than 80% of employers indicated shortages for the positions of Taxation Specialist and Budget Analyst, and slightly fewer reported shortages for Cost & Management Accountant (*Figure 4*). Shortages were perceived to be greatest for Taxation Specialist and Cost & Management Account, with more than one-third of the employers who responded to this question ascribing shortage ratings of 4 or 5. More moderate shortages were described for Budget Analyst. About three-quarters of respondents identified shortages for the occupations of Treasurer and Financial Analyst, including one-quarter who perceived significant shortages (ratings of 4 or 5). Close to two-thirds of respondents perceived shortages for Financial Accountant/Controller, and about 60% for Auditor and Self-employed Accounting Professional. Accounting Clerk was the occupation least likely to be considered in short supply – fewer than half of respondents indicated shortage, and those who did usually described the shortage as minor.

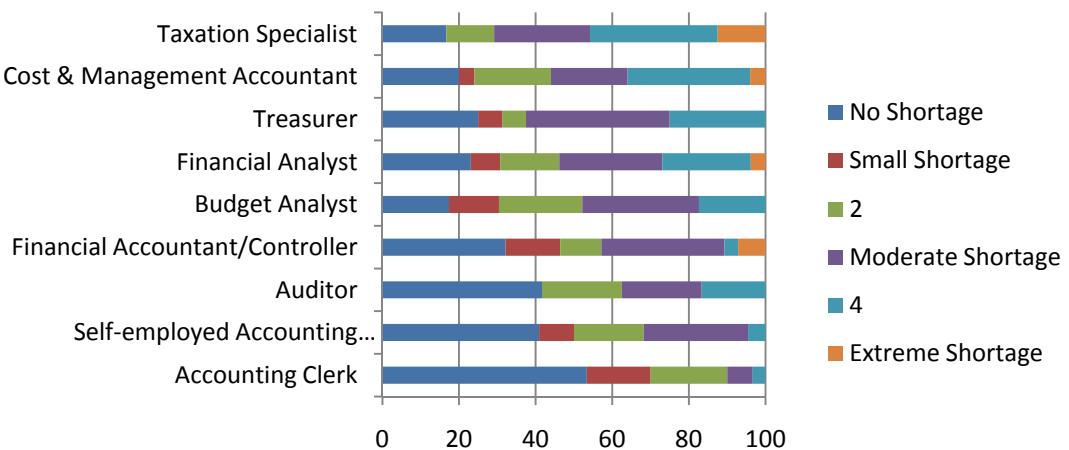
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<sup>28</sup> Mean scores were calculated on the basis of all respondent rankings (from 0 to 5), excluding “Don’t know”.

*Table 2 – Accounting Shortages*

	n	Mean Shortage	Don't know
Taxation Specialist	24	3.0	56.4%
Cost & Management Accountant	25	2.5	54.5%
Treasurer	16	2.3	70.9%
Financial Analyst	26	2.3	52.7%
Budget Analyst	23	2.2	58.2%
Financial Accountant/Controller	28	1.8	49.1%
Auditor	24	1.7	56.4%
Self-employed Accounting Professional	22	1.5	60.0%
Accounting Clerk	30	0.9	45.5%

*Figure 4 – Accounting Shortages*



Respondents were invited to identify other accounting occupations where they perceived current labour market shortages. The following occupations each received single mentions, and were rated as 4 or 5 in severity: CGA, International Accounting, Financial Systems Analyst, Public Accounting Manager, and CFO (*Table 3*).

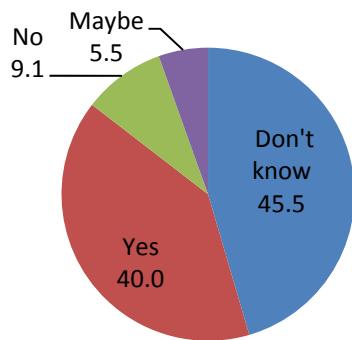
*Table 3 – Other Accounting Shortages*

	n	Shortage Rating
CGA	1	5
International Accounting	1	5
Financial Systems Analyst	1	4
Public Accounting Manager	1	4
CFO	1	4
Account Manager	1	2
Payroll	1	2

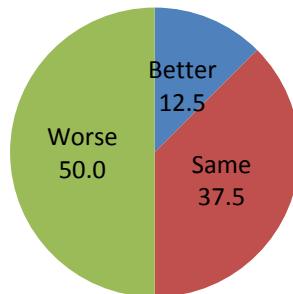
### Future Shortages

In terms of future workforce needs, while 40% of employers believed that the supply of qualified accounting candidates would be sufficient to fill expected openings over the next five to 10 years, close to half did not feel able to offer an opinion (*Figure 5*). Among the 9% of Employers who felt that supply would not keep pace with demand, and the additional 6% who believed that future shortages were possible, fully half projected a worsening of labour market pressures (*Figure 6*).

*Figure 5 – Sufficient Future Accounting Supply*



*Figure 6 – Direction of Future Accounting Shortages (n=8)*



As shown in Table 4, the most acute shortages were predicted in senior financial positions.

*Table 4 – Most Significant Future Accounting Shortages (n=8)*

	n
Controller/Manager	2
Directors of Finance	1
Senior Business Analysts	1
General CGA equivalent	1
Financial Analyst	1
Cost Management Auditors	1
Taxation Analyst	1
Clerical positions	1

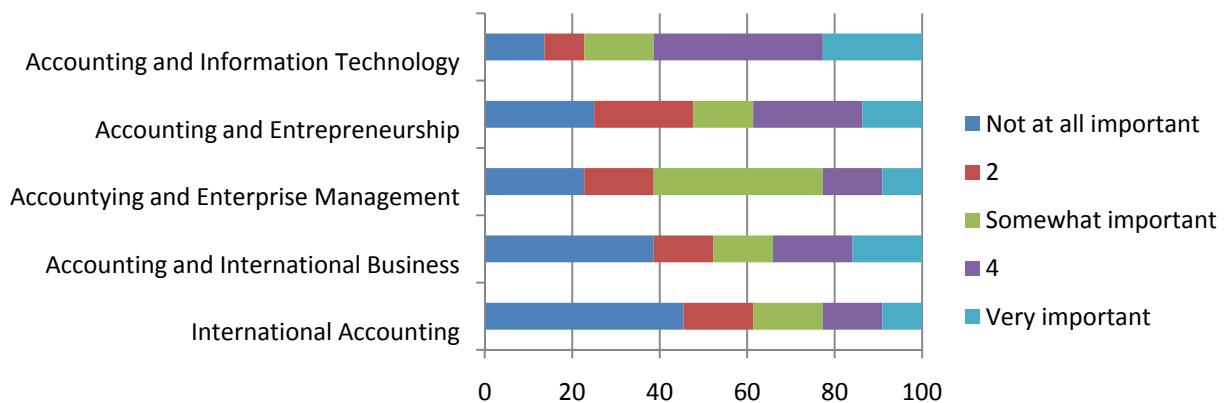
### Specializations

Employers were presented with five areas of accounting specialization, and asked to rate the importance of the specializations to their sector or industry using a five-point importance scale from 1 (not at all important) to 5 (very important). One-fifth of respondents did not feel able to rate the specializations (*Table 5*). Among those who provided importance ratings, the specialization valued most by employers was Accounting and IT, with 60% of Employers rating this specialization more than somewhat important (*Figure 7*). This was followed by Accounting and Entrepreneurship, which was rated 4 or 5 by almost 40% of employers.

Table 5 – Accounting Specializations

	n	Mean Importance	Don't know
Accounting and Information Technology	44	3.5	20.0%
Accounting and Entrepreneurship	44	2.8	20.0%
Accounting and Enterprise Management	44	2.7	20.0%
Accounting and International Business	44	2.6	20.0%
International Accounting	44	2.3	20.0%

Figure 7 – Accounting Specializations



In an open-ended question, eight other specializations were identified by employers as important to their sector or industry, and all were highly rated in importance (Table 6).

Table 6 – Other Accounting Specializations

	n	Importance Rating
Public Sector Accounting	2	5
Credit Manager	1	4
Accounting for Manufacturing	1	4
Accounting Analysts	1	4
Digital Database Management	1	4
Accounting for Non-Profits	1	5
International Tax	1	5
Financial Accounting	1	5

### Section 3. Marketing Outlook

This section provides national, provincial and regional employment forecasts for Marketing occupations. The section also presents findings from interviews with local employers about labour market needs for graduates of Marketing programs.

There are various occupations in the field of marketing, including marketing consultants, marketing managers, and marketing researchers. This summary presents labour market information for Professional Occupations in Business Services to Management (NOC 1122), and Sales, Marketing and Advertising Managers (NOC 061).

Professional Occupations in Business Services to Management is a broad category encompassing a wide range of professional occupations. The category includes those who provide services to management such as analyzing the operations, managerial methods or functions of an organization in order to propose, plan and implement improvements, or analyzing advertising needs and developing appropriate advertising plans. They are often employed by management consulting firms, advertising agencies and throughout the public and private sectors, or they are self-employed. Some of the job titles in this category which apply to marketing professional include: Marketing Specialist-Advertising, Product Manager-Marketing, Senior Marketing Consultant, Service Manager-Marketing Support, and Advertising Specialist.

Sales, Marketing and Advertising Managers plan, organize, direct, control and evaluate the activities of establishments or departments involved in commercial, industrial and wholesale sales, marketing, advertising and public relations. Common employers of Sales, Marketing and Advertising Managers are wholesalers, advertising firms, marketing and public relations consulting firms, commercial establishments, financial services, insurance and investment firms, and industrial establishments. Common job titles for these occupations include: Marketing Coordinator, Marketing Director, Marketing Manager, Corporate Sales Manager, Advertising Director, Promotions Manager, Export Sales Manager, E-Commerce Manager, E-Business Development Manager, and Director of Communications.

Drivers of employment growth for marketing consultant and manager occupations include:

- Employment trends in this occupational group are directly related to consumer/business spending and follow the business cycles, with business spending on marketing and advertising declining during economic downturns and rebounding with economic upturns.
- Emerging markets account for an increasing share of marketing and advertising expenditures. The growth of foreign competition and increasing operations in foreign markets will require increased knowledge of international business practises as well as international marketing and advertising.
- The growth of e-commerce and demand for new skills such advertising, marketing, promotions, public relations, and sales activities using the Internet and for technical skills such as information technology.

The Sarnia-Lambton Industrial Alliance, formed in 2010 with funding from the National Research Council, provides an example of the kind of initiative that is stimulating demand for marketing specialists

in the regional labour market. This alliance was established to support local manufacturing, machine shop, engineering, and environmental services in promoting their products and services globally (outside traditional markets).<sup>29</sup>

### ***Occupational Projections***

#### **National**

National labour market information for these occupational categories is provided by HRSDC at the 3-digit level for Sales, Marketing and Advertising Managers (NOC 061).

Over the period from 2009 to 2018, the number of Sales, Marketing and Advertising Manager job seekers is expected to be sufficient to fill the available job openings for these occupations. Job openings are expected to total 39,312, while it is projected that the job seekers available to fill these job openings will total 45,903. The majority of job openings (61%) in this period will be produced by retirements. Expansion demand (the creation of new job opportunities based on economic growth) will account for 23% of job openings. A large number of job seekers will be workers with experience in sales, advertising, or marketing seeking to progress to management positions. There will also be a large number of job seekers who come directly from school business programs.

#### **Provincial**

According to the OJF website, Ontario employed an estimated 72,610 Sales, Marketing and Advertising Managers in these main industries:

- Wholesale trade (36%)
- Other professional services (11%)
- Information, culture and recreation (10%)
- Finance, insurance, real estate and leasing (5%)
- Management, administrative and other support (4%)

These occupations are expected to have average employment prospects over the period from 2009 to 2013. While employment growth will be slower than for other occupations, the large size of this occupational category will create strong replacement demand due to retirements.

HRSDC provides additional provincial employment outlook information for Professional Occupations in Business Services to Management (1122), which includes marketing professionals. In Ontario, these occupations are expected to offer good employment prospects for the next few years. The large number of retirements will produce job openings in this occupational category, coupled with new job openings (expansion demand) from continuing employment growth. Employers may have difficulty recruiting the workers they will need, and a shortage of workers is likely.

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29 Sarnia-Lambton Industrial Alliance. (2011, December 2.) New Sarnia-Lambton industry group launched. <http://www.sarnialambton.on.ca/main/ns/19/doc/90/id/386>

## Regional

Of the total Sales, Marketing and Advertising Managers employed in Ontario, 16% are employed in the Western region: Kitchener-Waterloo-Barrie (9%), London (4%), Windsor-Sarnia (2%) and Stratford-Bruce Peninsula (1%).

Regional information about employment prospects for Sales, Marketing and Advertising Managers (NOC 0611) was only available for two Western Ontario areas (Kitchener-Waterloo-Guelph Area and London-Woodstock). In both areas, employment potential is expected to be average for the next five years.

- In London-Woodstock, about 32% of workers in this occupation in this area are over the age of 50 (compared to 27% for all occupations in the region), however, the effects of economic recovery on employment levels are not yet clear. The majority of these workers are employed in wholesale trade, a sector that was impacted by recession when wholesaler-distribution (such as motor vehicle and parts) businesses closed.
- In the Kitchener-Waterloo-Barrie-Guelph area employment prospects for Sales, Marketing and Advertising Managers were forecasted to remain average over the following few years. Because this occupational group is large in size, retirements will produce many employment opportunities.

## Interview Findings

### Current Shortages

Employer interviews provided further insights into current needs for marketing professionals within the local labour market. Employers were presented with eight specific marketing occupations and asked to indicate whether shortages currently existed, and the size of the shortage, using a six-point scale from 0 (no shortage) to 5 (extreme shortage). Similar to the question about accounting professionals, the majority of Employers were unable to respond to questions about shortages in specific marketing occupations (*Table 7*). Among Employers who responded, overall mean scores highlight a significant shortage of Digital Marketing Analysts.<sup>30</sup>

Most employers indicated shortages for the positions of Digital Marketing Analyst, and SE Marketing Specialist and slightly fewer for SEO Specialist and Brand Communications Manager (*Figure 8*). Shortages for Digital Marketing Specialist and Product Manager were perceived by about 80% of Employer respondents, while about 70% reported shortages for Sales Professional and General Marketing Manager. Almost half of Employer respondents ascribed shortage ratings of 4 or 5 to both Digital Marketing Analyst and Digital Marketing Specialist. The occupations of SEO Specialist and SE Marketing Specialist were also considered to have significant shortages, particularly SE Marketing Specialist. Undersupply was least likely to be identified for the position of General Marketing Manager, however, 70% of respondents still reported shortages for these positions.

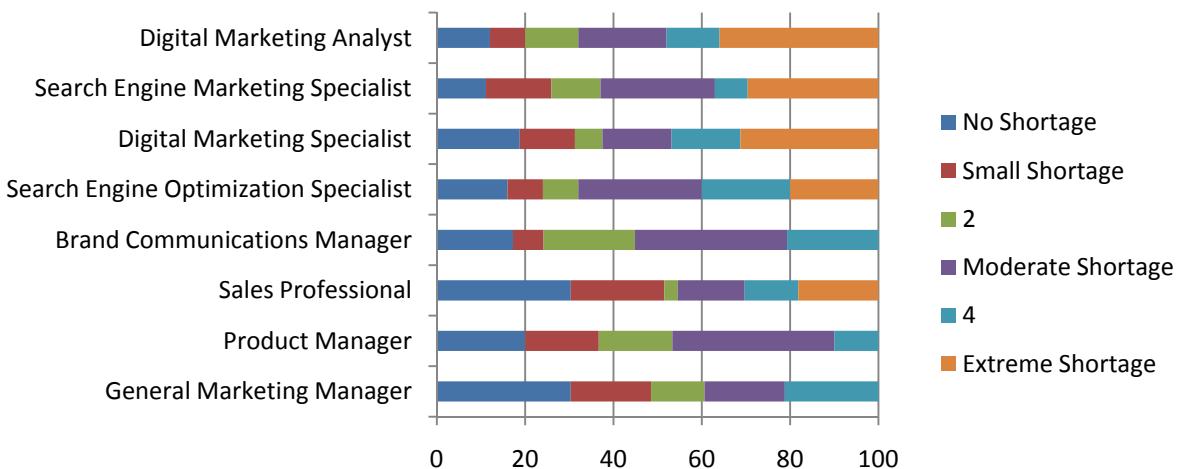
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<sup>30</sup> Mean scores were calculated on the basis of all respondent rankings (from 0 to 5), excluding "Don't know".

Table 7 – Marketing Shortages

	n	Mean Shortage	Don't know
Digital marketing analyst	25	3.2	54.5%
Search engine marketing specialist	27	2.9	50.9%
Digital marketing specialist	32	2.9	41.8%
Search engine optimization specialist	25	2.9	54.5%
Brand communications manager	29	2.3	47.3%
Sales professional	33	2.1	40.0%
Product manager	30	2.0	45.5%
General Marketing Manager	33	1.8	40.0%

Figure 8 – Marketing Shortages



Respondents were asked whether current shortages existed in any other marketing occupations, and mentioned several technology-related marketing occupations (Conversion Optimization, Web Analytics, Social Media Specialist, and Mobile Specialist) with each rated as 4 or 5 in severity of shortage (*Table 8*). Other occupations considered to be in significant current undersupply included: Independent Consultant, Senior Marketing Executives, and International Sales.

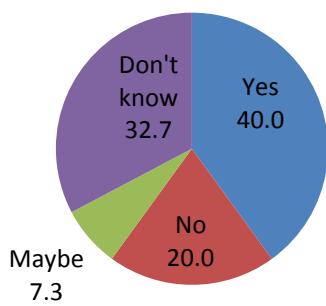
*Table 8 – Other Marketing Shortages*

	<b>n</b>	<b>Shortage Rating</b>
Conversion Optimization	1	5
Independent Consultant	1	5
Senior Marketing Executives	1	5
Web Analytics	1	5
Social Media Specialist	1	4
International Sales	1	4
Mobile Specialist	1	4
Creative Advertising Producer	1	3
Insurance Marketing Specialist	1	3
Major Account Representatives	1	3
Strategic Alliances	1	3
Marketing Research & Comparative Analysis	1	1
Graphic Designer	1	1

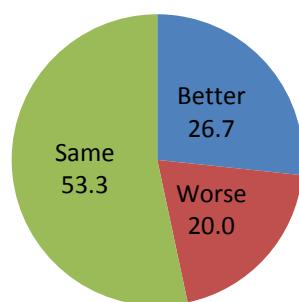
### **Future Shortages**

Looking ahead to potential labour market shortages for employees in marketing occupations, many Employers believed that the supply of qualified candidates would be sufficient to fill expected job openings over the next five to 10 years, and one-third of employers were not able to offer an opinion (*Figure 9*). About a fifth of Employers believed that supply would not be able to meet demand, and a few believed that shortages were possible. The majority of these Employers predicted that little progress would be made to address the labour market gaps (*Figure 10*), and felt that the most significant needs would be in web-related specializations such as Digital Marketing, Web Marketing, SE Marketing Specialist, Digital Technology Optimization, and Social Media (*Table 9*).

*Figure 9 – Sufficient Future Marketing Supply*



*Figure 10 – Direction of Future Marketing Shortages (n=15)*



*Table 9 – Most Significant Future Marketing Shortages (n=15)*

	n
Digital Marketing	6
Sales Professional (Transportation)	4
Senior Level Managers	3
Brand Communications Manager	2
Web Marketing	2
Search Engine Marketing Specialist	1
Digital Technology Optimization	1
Social Media	1

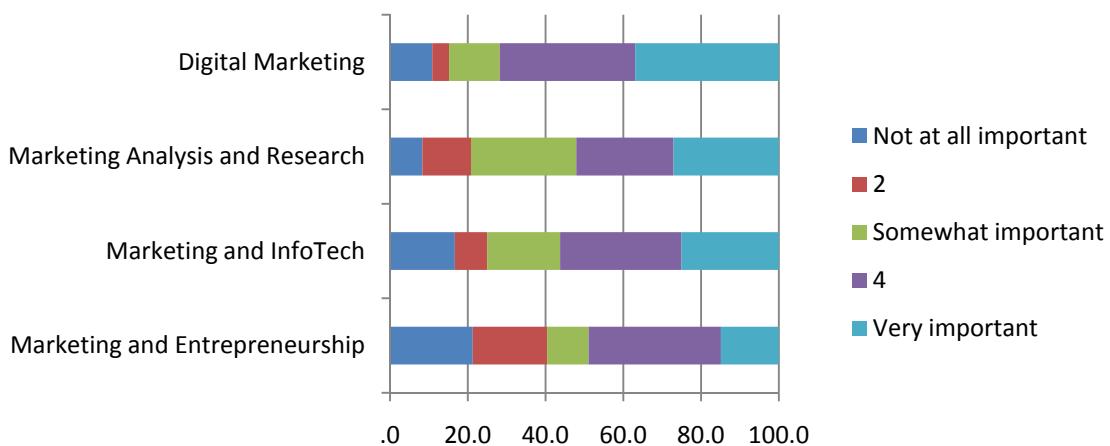
### Specializations

Most Employer respondents offered opinions on the marketing specializations most important to their sector or industry, and ascribed high importance ratings to all four specializations presented in the survey (*Table 10*). In each case, the majority of respondents ascribed importance ratings of greater than somewhat important. Reflecting concerns about shortages of Digital Marketing Analysts, the marketing specialization considered most valuable to employers was Digital Marketing, which rated 4 or 5 in importance by fully 70% of respondents (*Figure 11*).

*Table 10 – Marketing Specializations*

	n	Mean Importance	Don't know
Digital Marketing	46	3.8	16.4%
Marketing Analysis & Research	48	3.5	12.7%
Marketing & IT	48	3.4	12.7%
Marketing & Entrepreneurship	47	3.0	14.5%

*Figure 11 – Marketing Specializations*



In open-ended comments, a wide range of other specializations were mentioned by Employers as important to their sector or industry, and most were rated high in importance (*Table 11*). Many of the specializations were associated with digital marketing, including search engine optimization (mentioned by four respondents), web analytics, conversion optimization, and social media (mentioned by two respondents). Some Employers referenced trade-related marketing specializations (International Marketing and Export Managers) and one pointed to new opportunities in Sustainable Marketing. Other frequently mentioned specializations concerned basic marketing skill sets (sales, product marketing, brand management, technical writing, communications, promotions & advertising and graphic design).

*Table 11 – Other Marketing Specializations*

	n	Importance Rating
Search Engine Optimization	4	5
Sales	3	4
Product Marketing	2	5
Brand Management	2	4
Marketing and Technical Writing	2	5
International Marketing	1	4
Marketing and Strategic Planning	1	3
Communications	1	4
Web Analytics	1	5
Export Managers	1	4
Customer Service Representative	1	4
Conversion Optimization	1	5
Technology and Social Media	1	5
Environmental/Sustainable Marketing	1	5
Social Media	1	4
Promotion and Advertising	1	4
Graphic Design	1	3

#### Section 4. Human Resources Outlook

This section provides national, provincial and regional employment forecasts for HR occupations. The section also presents findings from interviews with local employers about labour market needs for graduates of Human Resource programs.

This occupational summary provides information for two sub-categories of workers: Specialists in Human Resources (NOC 1121) and Human Resources Managers (NOC 0112).

Specialists in Human Resources develop, implement and evaluate human resources and labour relations policies, programs and procedures and advise managers and employers on personnel matters. These workers are employed in the public and private sectors, or they may be self-employed. Common Ontario employers include: banks and other financial institutions, insurance companies, governments (federal, provincial and municipal), motor vehicle manufacturers, electric power companies, management consulting firms, labour organizations, and other large organizations. Common job titles include: Consultant-Human Resources, Employee Relations Officer, Labour Relations Officer, Classification Officer-Human Resources, Compensation Research Analyst, Employment Equity Officer, Human Resources Research Officer, Job Analyst, and Mediator.

Human Resources Managers are responsible for the planning, organization, direction, control, and evaluation of the operations of human resources and personnel departments. These managers develop and implement policies, programs, and procedures related to staffing, recruitment, labour relations, training and development, compensation, and other functions.

Common industries of employment include banks and other financial institutions, insurance companies, governments (federal, provincial and municipal), hospitals and other public institutions, manufacturing firms, large corporations, and independent HR consulting firms. Common job titles include: Human Resources Manager, Human Resources Administrator, Compensation Manager, Pay and Benefits Manager, Labour Relations Director, and Manager of Staff Relations.

Growth in replacement demand for Human Resources occupations will be based on a number of factors:

- Changing job requirements and demand for new skills including knowledge and skills in areas of human rights, labour relations, computer skills, as well as knowledge of community needs.
- Specialists in human resources will be in demand from businesses leading industrial sectors such as information technology, insurance and financial services, and manufacturing where businesses are looking to grow their workforces.
- Human resource specialists will remain important to the competitive success of companies in future, and to the ability of organizations to re-skill workers, retain workers, promote changes in leadership style, and improve relations between workers and management
- An aging workforce and competition for qualified workers will lead to companies focusing on recruiting and retaining workers. Canadian workers in these occupations are older and retire somewhat earlier on average than workers in other occupations.

Factors that are expected to limit or moderate employment growth for Human Resources Managers over the next decade include:

- Downsizing and streamlining of the workforce during the recession
- Increase in strategies to retain and retrain existing workers
- Longer-term trends to the contracting out of human resource to employment agencies and payroll firms
- Growing use of computerized human resource management systems that increase productivity and reduce the need for these workers.

### *Occupational Projections*

#### **National**

National labour market demand and supply information is available from COPS at the 3-digit level for Human Resources and Business Service Professionals (NOC 112).

Between 2006 and 2008, Human Resources and Business Service Professionals experienced strong job growth and low unemployment, suggesting there were not enough job seekers to fill available job openings. Over the period from 2009 to 2018, a continuing shortage of workers in this occupational category is projected, with insufficient job seekers to meet the demand. Job openings are projected to total 89,301, compared to an anticipated 73,551 job seekers to fill these positions. Job seekers will mainly be school leavers and individuals migrating from other occupations. Job openings for Human Resources and Business Service Professionals will result from both employment growth (expansion demand will account for 45% of total job openings) and retirements (which will account for 47% of total job openings). The rates of replacement demand and employment growth for these occupations will be among the highest for all occupations in the period from 2009 to 2018.

#### **Provincial**

The OJF website indicates that an estimated 19,550 Specialists in Human Resources (NOC 1121) are employed in Ontario in a range of sectors, including:

- Public administration (25%)
- Finance, insurance, real estate and leasing (14%)
- Other professional services (13%)
- Other services (10%)
- Health care and social assistance (4%)

The employment prospects for the five-year period from 2009 to 2013 are expected to be good, with strong replacement demand due to retirements.

An estimated 16,360 Human Resources Managers (0112) were also employed in 2006 in the following industries:

- Public administration (13%)

- Finance, insurance, real estate, and leasing (9%)
- Retail and wholesale trade (15% combined)
- Management, administrative and other support (6%)
- Information, culture and recreation (6%)

Similar to the occupational projections for Specialists in Human Resources, employment prospects for Human Resources Managers (NOC 0112) for the five year period from 2009 to 2013 are also expected to be good.

### **Regional**

The four regions for which data were available from Ontario Job Futures held a combined 15% share of employment in Specialists in Human Resources: Kitchener-Waterloo-Barrie (7%), London (3%), Windsor-Sarnia (4%) and Stratford-Bruce Peninsula (1%).

COPS occupational projections, including employment prospects for Specialists in Human Resources from 2009 to 2013, were available for two areas of Western Ontario: London-Woodstock and Kitchener-Waterloo-Barrie. Both areas offer good employment prospects.

- In the London-Woodstock area, employment opportunities for specialists in human resources were good in 2010 and expected to remain good over the next few years. Demand for this occupation is growing, as reflected by the increasing number of specialists in human resources (20% growth between latest two censuses in the area). Replacement demand will be strong since in the London-Woodstock area the majority of specialists in human resources are aged 45 and older.
- In the Kitchener-Waterloo-Barrie area, employment prospects for human resources specialists area were good in 2010 and expected to remain good for the next few years. Employment growth in this occupation is expected to exceed or match similar occupations in business and finance. Replacement needs will also create some job opportunities as workers retire.

## ***Interview Findings***

### **Current Shortages**

Additional information about current and future needs for HR professionals within the local labour market was gathered through interviews with Employers. Employers were asked to indicate whether shortages currently existed across seven specific HR occupations. Those who perceived a shortage were asked to rate the size of the shortage, using a six-point scale from 0 (no shortage) to 5 (extreme shortage). Similar to the Accounting and Marketing questions, many Employers felt unable to respond to questions about specific HR shortages (*Table 12*). However, generally fewer employers reported that they did not know about current labour market needs for HR professionals. Overall mean scores for the

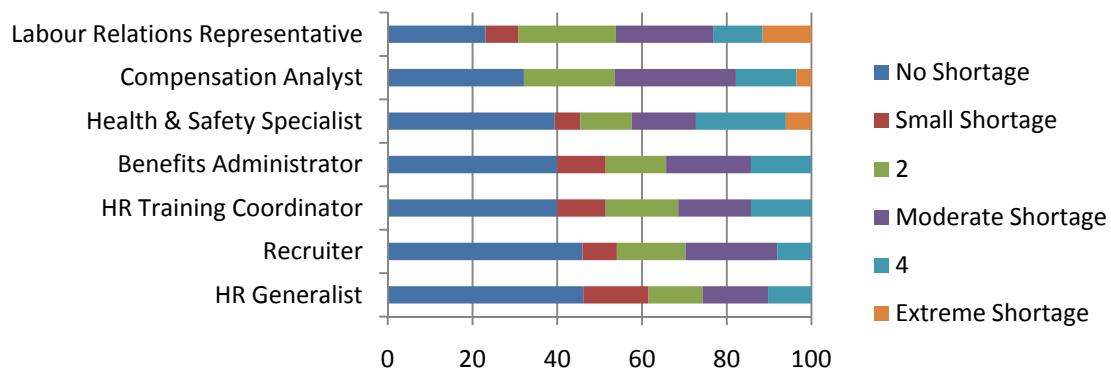
Employers who responded to this question suggest that shortages in HR occupations are relatively minor.<sup>31</sup>

The occupation most frequently perceived as being in undersupply was Labour Relations Representative, by about three-quarters of employer respondents, followed by Compensation Analyst (*Figure 12*). Three out of five employers reported current shortages for Health & Safety Specialist, Benefits Administrator and HR Training Coordinator, and just more than half described shortages for Recruiters and HR Generalist. The occupations most often considered to have critical shortages were Health & Safety Specialist (rated 4 or 5 by more than one-quarter of respondents) and Labour Relations Representative (rated 4 or 5 by just less than one-quarter of respondents).

*Table 12 – Human Resource Shortages*

	n	Mean Shortage	Don't know
Labour Relations Representative	26	2.3	52.7%
Compensation Analyst	28	2.0	49.1%
Health & Safety Specialist	33	1.9	40.0%
Benefits Administrator	35	1.6	36.4%
HR Training Coordinator	35	1.5	36.4%
Recruiter	37	1.4	32.7%
HR Generalist	39	1.3	29.1%

*Figure 12 – Human Resource Shortages*



In open-ended responses about other shortages experienced by Employers, significant difficulties were mentioned filling the following positions: Senior HR Generalist, Research & Development Manager, Environmental Health & Safety, Human Capital Specialist, and Governance (*Table 13*).

<sup>31</sup> Mean scores were calculated on the basis of all respondent rankings (from 0 to 5), excluding “Don’t know”.

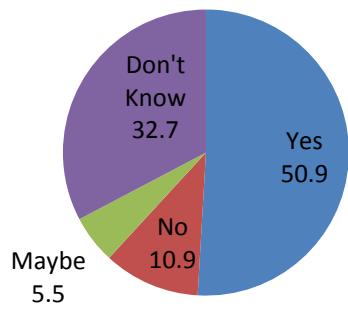
*Table 13 – Other Human Resource Shortages*

	<b>n</b>	<b>Shortage Rating</b>
Senior HR Generalist	1	5
Research & Development Manager	1	4
Environmental Health & Safety	1	4
Human Capital Specialist	1	4
Governance	1	4
HR Benefits Manager	1	3
Senior Director	1	3
Strategic Planning	1	3
HR Manager	1	3
Learning & Development Strategist	1	3
Employee Relations Specialist	1	2

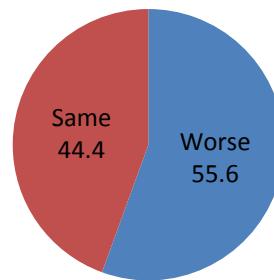
### Future Shortages

With regard to future workforce gaps, about half of Employers believed that the supply of qualified HR candidates would be sufficient to fill expected job openings over the next five to 10 years, and one-third were not able to offer an opinion (*Figure 13*). However, several employers believed that supply would not be able to meet demand, and another few believed that a future shortage was possible. The majority of those predicting future shortages believed that the undersupply would worsen (*Figure 14*), and that needs would be greatest for Labour Relations Representatives, Health & Safety Specialists, and HR Generalists (*Table 14*).

*Figure 13 – Sufficient Future HR Supply*



*Figure 14 – Direction of Future HR Shortages  
(n=9)*



*Table 14 – Most Significant Future HR Shortages (n=11)*

	<b>n</b>
Labour Relations Representative	5
Health & Safety Specialist	4
HR Generalist	3
Benefits Administrator	2
Compensation Analyst	1
Senior Level HR	1
Strategic Planning	1
Governance	1

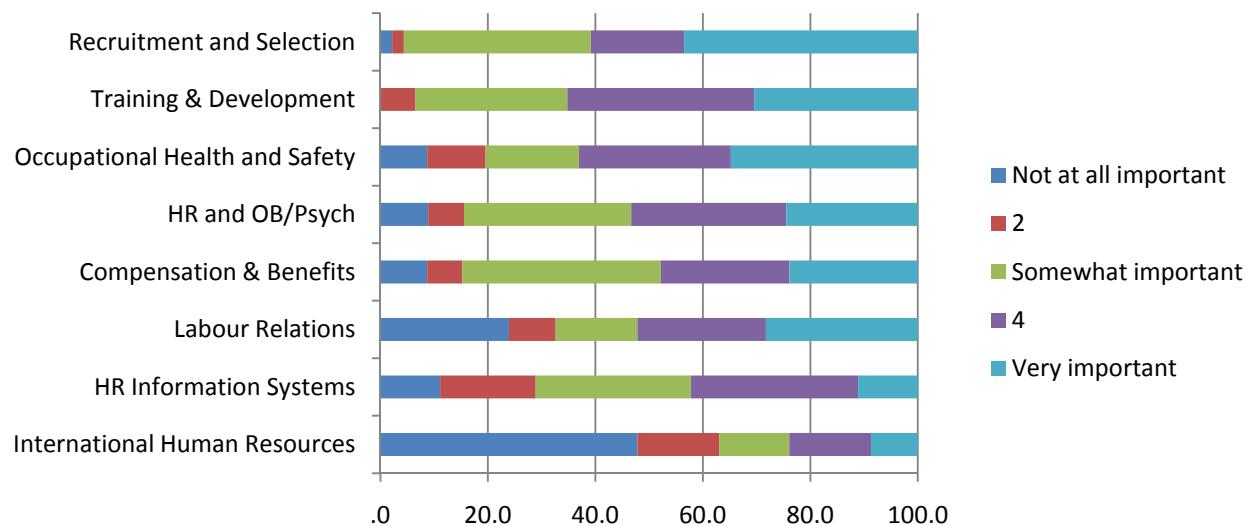
### **Specializations**

Most Employer respondents offered opinions on human resource specializations, and rated eight out of nine specializations very high in importance (*Table 15*). With a mean score of 4.0, Recruitment & Retention was rated higher than any other specialization across the four business areas. Specialized skills in Training & Development and Occupational Health & Safety were also considered to be very valuable to employers. These top three specializations were considered more than somewhat important by approximately over half the Employers (*Figure 15*).

*Table 15 – Human Resource Specializations*

	<b>n</b>	<b>Mean Importance</b>	<b>Don't know</b>
Recruitment & Selection	46	4.0	16.4%
Training & Development	46	3.9	16.4%
Occupational Health and Safety	46	3.7	16.4%
HR & Organizational Behaviour/Psychology	45	3.5	18.2%
Compensation & Benefits	46	3.5	16.4%
Labour Relations	46	3.2	16.4%
HR Information Systems	45	3.1	18.2%
International Human Resources	46	2.22	16.4%

*Figure 15 – Human Resource Specializations*



When questioned about other HR specializations they considered important, Employers identified eight different specializations, and ranked all but two high in importance (*Table 16*).

*Table 16 – Other Human Resource Specializations*

	n	Importance Rating
Organizational Development	1	3
Occupational Abilities Coordinator	1	5
Employee Relations	1	4
Employment Law Specialist	1	4
Governance	1	4
HR for Non-Profits	1	4
Attendance Management	1	4
HR in Regulated Professions	1	2

## Section 5. Business Management Outlook

This section provides national, provincial and regional employment forecasts for Business Management occupations. The section also presents findings from interviews with local employers about labour market needs for graduates of Business Management programs.

A bachelor degree in business or business administration/management is required in many public and private sector management roles. The management occupations for which labour market information was analyzed to assess demand for graduates of a college bachelor degree program in business management include the following:

- Senior Managers – Health, Education, Social and Community Services and Membership Organizations (NOC 0014)
- Purchasing Managers (NOC 0113)
- Insurance, Real Estate and Financial Brokerage Managers (NOC 0121)
- Banking, Credit and Other Investment Managers (NOC 0122)
- Retail Trade Managers (NOC 0621)
- Facility Operation and Maintenance Managers (NOC 0721)
- Manufacturing Managers (NOC 0911)
- Professional Occupations in Business Services to Management (NOC 1122)
- Administrative Officers (NOC 1221)

A number of factors are likely to contribute to replacement demand for management occupations over the next five to ten years:

- Similar to other business occupations, the average age of managers tends to be higher than the all-occupation average, increasing the retirement rate in these occupations.
- For larger occupational groups, the number of job openings created by retirements each year is larger. For example, because of the large size of the Retail Trade Managers occupational group, many job openings will be created annually by the need to replace workers who retire or leave for other occupations with better pay or career opportunities.

Factors that will impact expansion demand for Management Occupations in the next five to ten years include:

- Demand for Financial Managers is tied to the overall growth of the economy. Over the longer term, economic recovery and the stabilization of public finances will enable the creation of new positions for senior managers in education, health, sales, finance, and administrative services.
- Employment in this occupation is not particularly vulnerable to economic downturns in specific industries such as manufacturing. The construction and health care components of this occupation will help sustain employment opportunities.

A number of factors could moderate demand for Management Occupations in the next five to 10 years:

- Mergers, acquisitions, and corporate downsizing from 2009 to 2018 could moderate employment growth for Financial Managers. Industry consolidation and restructuring and improved productivity will moderate future employment growth for Banking, Credit, and other Investment managers.
- Slower growth in manufacturing activities and increases in productivity based on enhanced computer software will likely moderate demand for Purchasing Managers.
- Computerized financial systems and real estate listing services are widespread in the finance, insurance, and real estate industry. These developments will continue to moderate future employment growth for insurance, real estate, and financial brokerage managers.
- Due to stricter regulatory requirements, the need to contract out certain services and the recent economic crisis, fewer new positions will be created for managers in financial and business services.
- Telephone and Internet banking has altered how customers receive banking services, often reducing the need for physical branch outlets. Industry consolidation and restructuring and improved productivity may further moderate future employment growth for Banking, Credit and Other Investment Managers.
- Employment growth for Manufacturing Managers will be moderated due to an accelerated decline in manufacturing activity during the recession and over the forecast period due to the adoption of computerized scheduling and planning software and productivity gains on the production line.
- Administrative functions in middle management of larger companies have been affected by downsizing, outsourcing, and streamlining of business services. Technological change and the increased use of specialized computer systems have moderated demand for Administrative Officers. Demand is strongest for administrative officers with knowledge in computer software applications.

### *Occupational Projections*

#### **National**

COPS projects that from 2009 to 2018, demand in Canada for eight of the nine categories of management occupations will be met by the available supply of workers, with most job openings created by retirements. Recovery from economic recession will be a source of new job openings for management positions between 2009 and 2018.

While labour supply will be matched fairly well to labour demand for many of managerial occupations, demand will be higher than average in some occupations due to higher than average rates of retirement. In particular, job openings for human resources and business services professionals (NOC 112), administrative and regulatory occupations (NOC 122), and senior managers (NOC 001) will be

above average, primarily because of much higher than average replacement demand. The average age of workers in these occupations is higher than the all-occupation average.<sup>32</sup>

For business management positions, skills gaps are a critical issue. Across Canada, management skills were among the seven most frequent skills shortages reported by Canadian businesses based on 2007 surveys of managers of local and provincial/territorial Chambers of Commerce and business members of the Canadian Chamber of Commerce.<sup>33</sup>

### **Provincial**

Ontario Job Futures provides occupational profiles with employment projections for the period 2009 to 2013 for the following management occupations:

- Financial Managers (NOC 0111)
- Purchasing Managers (NOC 0113)
- Insurance, Real Estate and Financial Brokerage Managers (NOC 0121)
- Banking, Credit and Other Investment Managers (NOC 0122)
- Retail Trade Managers (NOC 0621)
- Manufacturing Managers (NOC 0911)
- Administrative Officers (NOC 1221)

In most cases, the employment prospects for business management occupations will be Average between 2009 and 2013. Two exceptions to this are Manufacturing Managers, for whom employment potential will be Limited to 2013, and Professional Occupations in Business Services to Management, for whom employment prospects are Good in the period from 2009 to 2013.

### **Regional**

Where regional data are available, occupational outlooks for the Western region mirror the provincial trends. In addition, reports from local planning boards were examined to identify other factors affecting local labour markets:

- The Elgin Middlesex Oxford Workforce Planning and Development Board reported a potential shortfall for Senior Managers in the near to mid-term future, with more than half the Senior Managers in Health, Education, Social and Community Services & Membership Organizations and in Social, Community & Correctional Services aged 45 or older.<sup>34</sup>

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32 HRSDC, Policy Research Directorate, Strategic Policy and Research Branch (2008, November). Looking-Ahead: A 10-Year Outlook for the Canadian Labour Market (2008–2017). Gatineau: Author.

33 The Canadian Chamber of Commerce. (2008, November). Building a Twenty-First Century Workforce: A Business Strategy to Overcome Canada's Skills Crisis. Ottawa: Author.

34 Elgin Middlesex Oxford Workforce Planning and Development Board. (2011). Local Labour Market Plan 2011. Trends, Opportunities & Priorities (TOP) Report. London, Ontario: Author.

- Within the Workforce Planning Board of Grand Erie, more than half of workers employed in Professional, Scientific, and Technical Services are 45 years of age or older. This includes Sales, Marketing and Advertising Managers (NOC 0611), Financial Auditors and Accountants (NOC 1111), and Administrative Officers (1221).<sup>35</sup>
- In Waterloo, Wellington and Dufferin, the top five occupational groups in the Securities, Commodity contracts and Other Financial Investment and Related Activities sector (including Banking, Credit and Other Investment Managers), together employed 1,050 or almost half of everyone employed in the industry.<sup>36</sup>
- Manufacturing Managers are the third largest occupational group in chemical manufacturing in Sarnia Lambton.<sup>37</sup>

## *Interview Findings*

### **Current Shortages**

Employer interviews enabled the collection of additional data about local labour markets needs for employees with business management skills. Employers were presented with nine specific business management occupations and asked to indicate whether shortages currently existed, and the size of the shortage, using a six-point scale from 0 (no shortage) to 5 (extreme shortage). Between half to almost two-thirds of Employers were familiar enough with the labour market to rate shortages in business management occupations (*Table 17*). A review of mean scores suggests that Operations Manager and Entrepreneur were the two occupations considered to have the greatest undersupply; however, the shortage was in the small to moderate range.<sup>38</sup>

Most employers indicated shortages for the positions of Operations Manager, with almost one-quarter rating the shortages as significant (*Figure 16*). While similar proportions of employers indicated shortages for Entrepreneur, Project Manager, Small Business Manager and Program Manager (about three-quarters), the Entrepreneur shortages were much more likely to be considered significant – more than 40% ascribed shortage ratings of 4 or 5.

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35 Workforce Planning Board of Grand Erie. (2011). 2011 Local Labour Market Plan. Brant-Haldimand-Norfolk. Brantford, Ontario: Author.

36 Workforce Planning Board of Waterloo Wellington Dufferin. (2011). Local Labour Market Plan. Waterloo Wellington Dufferin 2011. Ayr, Ontario: Author.

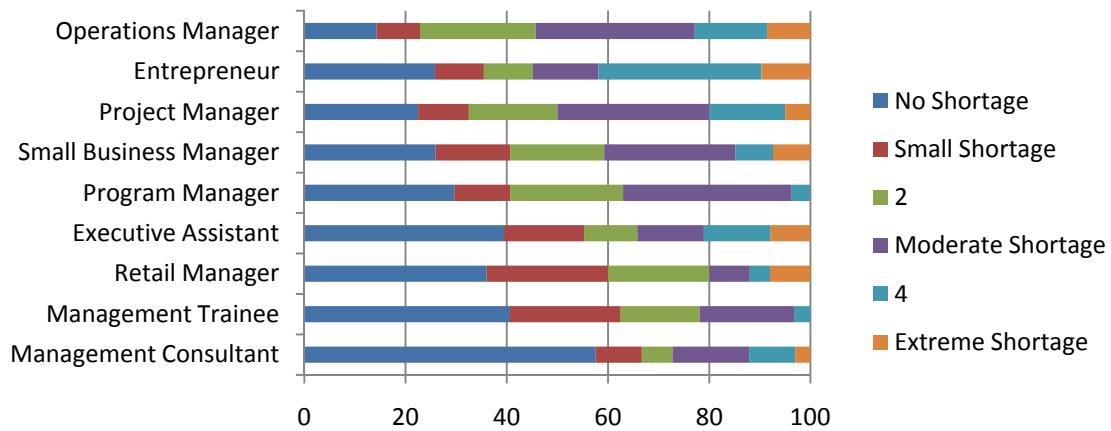
37 Sarnia Lambton Workforce Development Board. (2011, March). Sarnia Lambton's Labour Market Update. Sarnia, Ontario: Author.

38 Mean scores were calculated on the basis of all respondent rankings (from 0 to 5), excluding "Don't know".

Table 17 – Business Management Shortages

	n	Mean Shortage	Don't know
Operations Manager	35	2.5	36.4%
Entrepreneur	31	2.5	43.6%
Project Manager	40	2.2	27.3%
Small Business Manager	27	2.0	50.9%
Program Manager	27	1.7	50.9%
Executive Assistant	38	1.7	30.9%
Retail Manager	25	1.4	54.5%
Management Trainee	32	1.2	41.8%
Management Consultant	33	1.2	40.0%

Figure 16 – Business Management Shortages



Asked to identify other Business Management occupations currently experiencing shortages, single mentions were made of four occupations, all of which were considered to be in significant undersupply (*Table 18*).

Table 18 – Other Business Management Shortages

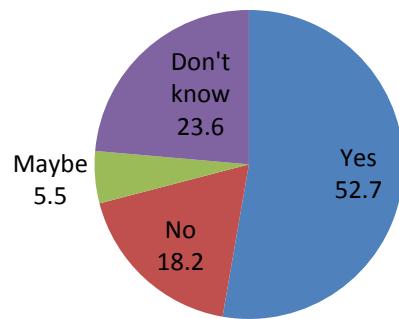
	n	Shortage Rating
General Manager	1	4
Insurance Manager	1	4
Logistics and Transportation Manager	1	4
Account Managers	1	4
Crisis Manager	1	5

### Future Shortages

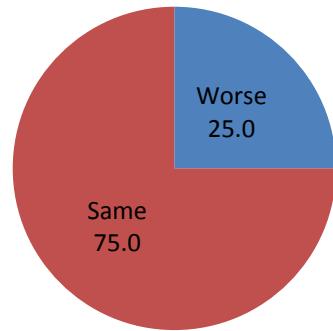
In terms of potential future shortages for business management employees, only one-quarter of Employers did not feel they could offer an opinion and more than half felt that supply would meet

demand over the next five to 10 years (*Figure 17*). Several employers did not believe that there would a sufficient supply of employees with business management skills, and a few believed that shortages were possible. Most employers expected current shortages to continue while one-quarter predicting a worsening of the situation (*Figure 18*). When asked to identify the occupations expected to experience the greatest labour market pressures, a broad range of management positions were mentioned, as well as entrepreneur (*Table 19*).

*Figure 17 – Sufficient Future Business Management Supply*



*Figure 18 – Direction of Future Business Management Shortages (n=12)*



*Table 19 – Most Significant Future Business Management Shortages (n=13)*

	n
Entrepreneurs	2
General Managers	2
Management Trainees	2
Operations Managers	2
Project Managers	2
Senior Managers	2
Business Analyst	1
Retail Managers	1
Small Business Managers	1
Product Specialist Management	1

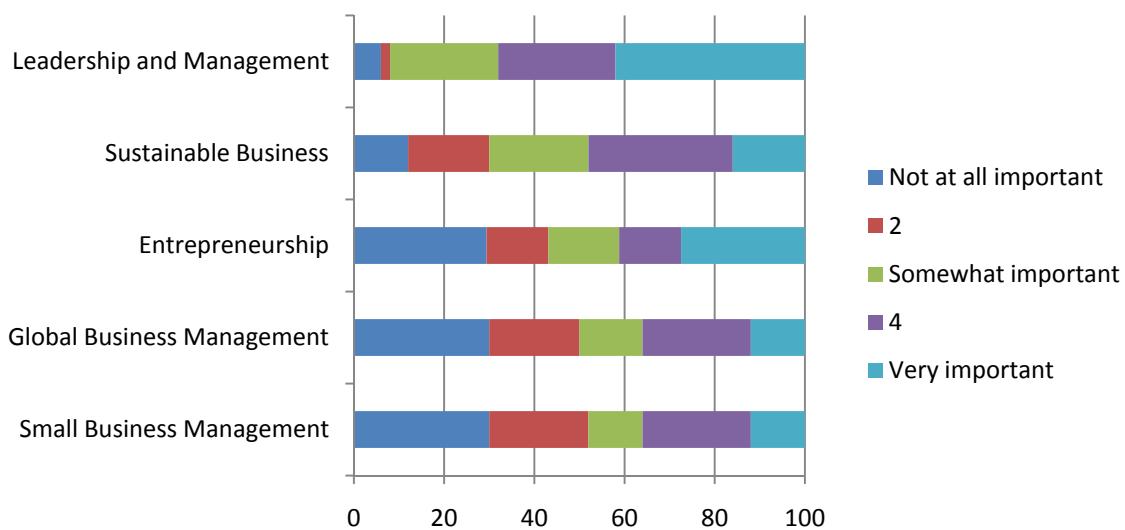
### Specializations

Of the five Business Management specializations presented to Employers, Leadership & Management was rated extremely high, with a mean importance score of 4.0 (*Table 20*). Nearly all employers considered this specialization to be important, including nearly half who viewed it as *highly* important (*Figure 19*). While Sustainable Business was also identified as important by Nearly all Employers, fewer considered this specialization to be very important. Although less frequently selected by Employers as important to their sector or industry, Employers who identified Entrepreneurship placed high value on this specialization.

*Table 20 – Business Management Specializations*

	n	Mean Importance	Don't know
Leadership & Management	50	4.0	9.1%
Sustainable Business	50	3.2	9.1%
Entrepreneurship	51	3.0	7.3%
Global Business Management	50	2.7	9.1%
Small Business Management	50	2.7	9.1%

*Figure 19 – Business Management Specializations*



Several other specializations were mentioned by Employers as important to their sector or industry, with all rated high in importance (*Table 21*).

*Table 21 – Other Business Management Specializations*

	n	Importance Rating
Understanding Accounting & Reporting Standards	1	5
Teamwork & Flexibility	1	4
Strategy Execution	1	5
Inventory Management	1	5
Product Specialist Management	1	5
Technology	1	5
General Management	1	4
Logistics	1	5

## Section 6. Skills Gaps

Employers were asked whether they had recently hired for positions in Accounting, Marketing, Human Resources or Business Management, and their perceptions of the skills, training and knowledge of their new employees. As shown in Table 22 below, almost two-thirds of employers had recently hired for Marketing positions, and more than half had hired for Accounting positions. While the majority of Employers reported that the skills, training and knowledge of the new hires for all four business occupations met their expectations, satisfaction was highest for Business Management and Accounting hires (*Table 23*).

*Table 22 – Recent Business Hires*

	Yes (%)	No (%)	Not sure (%)
Accounting	52.7	47.3	-
Marketing	63.6	34.5	1.8
Human Resources	40.0	60.0	-
Business Management	43.6	47.3	9.7

*Table 23 – Satisfaction with Recent Hires*

	Yes (%)	No (%)	Not sure (%)
Accounting (n=29)	65.5	31.0	3.4
Marketing (n=35)	51.4	45.7	2.9
Human Resources (n=22)	57.1	38.1	4.8
Business Management (n=24)	66.7	29.2	4.2

Two-thirds of Employers who had hired for Accounting positions were satisfied with the skills, training and knowledge of the candidates (*Table 23*). Employers who felt that new employees did not meet their expectations identified a lack of skills in analysis, data entry and Microsoft Excel:

- ✓ *They were lacking computer skills in Word and especially Excel (candidates could not do 90% of what Excel can offer).*

Close to half of the employers who had recently hired for Marketing positions were not satisfied with the skills, training and knowledge of the candidates (*Table 23*). Employers were looking for more industry specific knowledge and experience, a higher level of communication and writing skills, knowledge of social media and search engine marketing. Some employers sought candidates with more generalist, rather than specialist, skills.

- ✓ *The new hires are familiar with social media but lack specific writing skills. Writing a good solid media release is different than tweeting.*

Most Employers were able to find HR candidates with the right skills, training and knowledge for their positions (*Table 23*). Among the Employers who were not satisfied with their HR hires, some wanted to see improved understanding of payroll and more thorough knowledge of Excel. Several Employers also felt that candidates lacked enough relevant work experience.

- ✓ *Excel is a huge issue. It is critical for analyzing information yet there is not enough emphasis put on it in school. Students need to spend a lot of time working with Excel in school, not just a week. Candidates also needed more knowledge about how to enter things into HR Information Systems software. They really need experience with payroll.*

Two-thirds of Employers who had recently hired for Business Management positions were satisfied with the skills, training and knowledge of the candidates (*Table 23*). Employers often described these candidates as internal hires, or university graduates with approximately 10 years of relevant work experience. Among the Employers who were not satisfied with employee skills, training and knowledge, the basic ability to manage people was often mentioned as the missing quality.

- ✓ *There is not enough attention paid to training managers to be effective leaders, and that can be hard to do once they are already in the workplace. School needs an emphasis on how important this is (motivating, empowering and leading staff). The young managers we hire want a lot of autonomy from the beginning and don't want to be told what to do.*

## Section 7. Employer Perceptions of Postsecondary Business Programs

Employers were invited to share their views about the strengths and weaknesses of business degree programs offered at university, compared to college business degree programs. They were also asked about the need for Fanshawe College to offer business degree programs, in light of business degrees available at area universities, and to continue to offer business diploma programs.

### *University Business Degrees*

#### **Strengths**

Employers most frequently identified the breadth and depth of theoretical knowledge that students receive during a university program of study as its key strength. The second most commonly cited strength was the reputation and prestige of a university education, with a few Employers commenting that university faculty are more highly educated than college faculty. Critical thinking skills were another key attribute (with some Employers singling out the business case model for particular mention). This was followed by the belief that university entry-requirements lead to higher-calibre graduates, who have demonstrated a commitment to education and received less “hand-holding” throughout their education than college students. Although mentioned less frequently, other strengths included opportunities for students to gain an international perspective and experience, develop strong writing and communication skills, and engage in networking.

- ✓ *University attracts a higher calibre of student. They offer a wider scope and higher level discussion.*
- ✓ *Lateral thinking, international placements, the non-business courses that students take before acceptance into the business program leads to broader thinking and understanding which provides a valuable larger context, and university students bring strong writing and communication skills, which is a critical difference from college grads.*
- ✓ *Reputation (whether it is right or not). In some of the theory there is good depth.*
- ✓ *Credibility (that's a lot of the strength of university). There is a perception of higher entrance requirements and a perception of higher quality instructors.*
- ✓ *The higher level thinking and analysis and the expectations of the student. University has higher standards for entry than college and it makes a difference.*
- ✓ *The individual must be self-taught, self-motivated. No hand-holding.*
- ✓ *The quality of education at the theoretical level ... the importance of the selection process in determining success. Not just anyone is accepted, and that gives grads a certain status.*

#### **Weaknesses**

Employers also identified some weaknesses related to university business degree programs, with most expressing concerns about university students’ lack of hands-on experience and practical skills.

Employers often suggested that universities can be too focused on theoretical knowledge and that graduates do not always know how to apply their knowledge to the workplace. Another significant theme that emerged was that university graduates may have an air of entitlement – even “arrogance” – and often have unrealistic expectations about the positions and the pay that they qualify for. Other less frequently cited weaknesses included lack of co-op opportunities, the cost of university, the lack of

specialization opportunities, and the time involved. Two Employers felt there were no weaknesses to a university education.

- ✓ *The students sometimes have an "aura of greatness", their practical application skills in the workplace can take a while to get going, they have no training in business execution.*
- ✓ *Not very realistic and not hands-on.*
- ✓ *Too much theory, not enough practical, hands-on.*
- ✓ *With general business degrees there's not always opportunities for employment. They lack a specific technical skill.*
- ✓ *The sense of entitlement and how much they think they should get paid on day one.*
- ✓ *Affordability for the employer ... grads usually have salary expectations that are out of reach. Grads also aren't looking for entry level positions, they often want to start as management trainees.*

### ***College Business Degrees***

#### **Strengths**

Since many Employers had not hired graduates of college degree programs, most drew on their experiences with graduates of college diploma programs to describe strengths and weaknesses associated with college. A common theme expressed by Employers – and by far the most important strength mentioned – was the focus on hands-on experience during a college education, which graduates can then apply directly in the workplace. Several Employers described college graduates as “ready to hit the ground running,” with specialized knowledge that allows them to adapt quickly to the workplace. Closely related to hands-on experience, the mandatory co-op component was another popular strength. Some Employers felt that college students graduate with more realistic expectations than university graduates, with a few noting that college students have a better attitude and are willing to work harder than university students. The accessibility, affordability, and flexibility of the college model were regarded as important strengths by several Employers. Many Employers also valued the real-life experiences brought to the classroom by college instructors, and the close interactions between students and instructors in small class settings. Two Employers felt there were no strengths to a college degree.

- ✓ *Good knowledge of tactical resources available, a fair bit of current environment information instead of just older theory, better at the digital side of things.*
- ✓ *I would probably look at a student with college education before a student with a university education. College education at the business level is more realistic. Educators at college have been in business in the real world. An instructor is going to teach not only the course but also how it is in the real world. The students are given realistic expectations.*
- ✓ *Fanshawe grads are more hands-on and tech-ish. They have more realistic expectations in the workplace. They have better discipline about getting things done in a certain timeframe. We hire more Fanshawe grads for this reason.*

- ✓ *I don't know. You can call it a degree but there is a perception that college is lower quality education. Maybe if there is a strong education campaign that told people that these degrees are something different. Otherwise it's a pretty bow on the same package.*

### **Weaknesses**

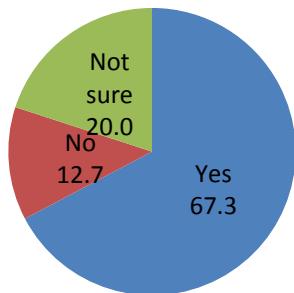
The most frequently cited weakness of college business degrees was the perception that university is a superior form of education. Observing that college business degrees have not yet established a reputation, some Employers commented on the difficulties in breaking down this barrier without a proven track record of success. Several employers were concerned about the potentially narrow specializations of college business degrees and believed it would be important for business students to gain a broader and more theoretical education. A few Employers worried that college entry requirements are set too low, and raised concerns that college students are looking for a faster, cheaper option and may therefore be less committed to their education. The lack of job opportunities in the current market for these graduates was identified as a weakness by one Employer. Several Employers felt that there were no weaknesses to a college business degree.

- ✓ *Unfortunately, the prestige, the name. A degree from college does not sound the same as a degree from university.*
- ✓ *There are some stereotypes about college versus university ... there needs to be strong marketing to let the business community know what these programs are about.*
- ✓ *The perception of it being a lesser degree than university, the branding of it.*
- ✓ *It just won't have the same credibility as university. Until it has been tested and proven it will be a hard sell.*

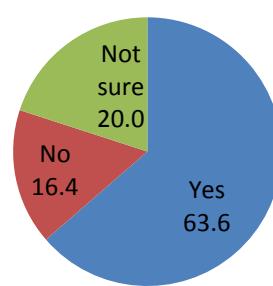
### **Fanshawe College Business Degrees and Diplomas**

Employers were asked whether they perceived a need for Fanshawe College business degree programs in light of the availability of business degree programs at area universities. Given the possibility that the proposed new degrees could trigger “credential creep,” and lead to the gradual phasing out of diplomas as an entry requirement for many business occupations, Employers were also asked if they saw a need for Fanshawe to continue to offer business diploma programs if the new degrees went forward.

*Figure 20 –Need for Fanshawe Business Degree Programs*



*Figure 21 – Continued Need for Fanshawe Business Diploma Programs*



### Fanshawe Business Degree Programs

Most employers endorsed the need for Fanshawe College to offer business degree programs (*Figure 20*). Employers saw college business degrees as an accessible and affordable option for local students who could not get into UWO but would like to stay in the London area. For some Employers, the appeal of the Fanshawe degree was the increased likelihood of graduates staying in the London labour market after completing their program – unlike many Western graduates. The degree was viewed as offering more practical skills and more specialized knowledge than existing university degrees. Some Employers noted that these degrees are important because of their mandatory co-op component which provides local industry experience. Employers speculated that college degree graduates would have more realistic expectations, and could be more willing to start in lower-level positions at lower pay than university graduates. Several employers believed the degrees would make Fanshawe more marketable and competitive. A few Employers pointed out that these degrees are important for their association with professional designations. Employers who did not see a need for Fanshawe to offer these degrees raised concerns that a college degree would water down the meaning of a baccalaureate, and that the marketplace may be too crowded already.

- ✓ *Not everyone can afford university. Not everyone wants to go away for that long. The mandatory co-op is great, and there is a need for the instructors with industry experience. It opens the door for people who can't get into university.*
- ✓ *Fanshawe is positioned well in Southwestern Ontario. It is a leading institution with a great brand. It is lacking in some of the relevant areas in today's marketplace and offering business degrees could help that."*
- ✓ *If people are already going to Fanshawe and want to take something further this is an easy option for them. It's nice for some students to be able to stay on the same campus.*
- ✓ *This gives more opportunities for people raised in London to go to school at home if they can't get into Western.*
- ✓ *Ivey is not an easy school to get into. There are a lot of local people interested in business degrees who may not be able to get into Ivey. Very few Ivey grads plan to work in London. I think there will be demand for grads of these degrees.*

- ✓ *I rarely see UWO grads come through my door as applicants. They go to school in London and then they leave. College grads tend to be from the area and they stay in town.*
- ✓ *Having a differentiation between what is offered at college and university is important. People need to understand that when they go to college they are getting practical education from instructors with industry experience while at university they are taught by academics with research experience. Employers will probably place a higher value on university degrees because they are harder to get into.*

### **Fanshawe Business Diploma Programs**

An important consideration for Fanshawe College is the impact of college business degrees on the College's existing business diploma programs. Asked if they saw a continued need for business diploma programs if the proposed college degree programs were introduced, close to two-thirds of Employers acknowledged that there will always be a market for business diplomas (*Figure 21*). It may be a concern, however, that several Employers questioned the continued relevance of business diploma programs if the business degrees go forward.

In offering a rationale for their responses, Employers often stated that a diploma provides an option for students who do not have time or resources to commit to four years of school. Several Employers observed that there are some positions that only require a diploma and that smaller businesses often cannot afford to pay for a degree graduate to fill an entry-level position. A few Employers stated that a range of options is important, since different students have varying goals and motivations. Related to this theme, some Employers encouraged Fanshawe to offer the new degrees with flexible options for diploma students to ladder into the degree programs. It was observed by a few Employers that community colleges are intended to be accessible to all and therefore have a mandate to continue to provide diploma options. Two Employers expressed the opinion that Fanshawe should only offer diplomas.

- ✓ *There are a number of reasons such as timing, financial situation or not being sure what to do yet. Coming out of high school students often don't know what they want, so shorter diploma programs are a good option.*
- ✓ *You have to have those options. Some people don't have the time or money to put into four years. Then you're getting away from what the college is supposed to offer. College is supposed to be for everyone.*

Employers who did not see a continued need for diploma programs warned that employers would be unlikely to make a clear distinction between a diploma and a degree. They saw a real risk that employers would no longer consider diplomas sufficient to meet their needs, and would raise their minimum entry requirements. .

- ✓ *Fanshawe needs to decide what they want to offer. I don't know how they would differentiate the programs. In London there would be a three-tiered system (diplomas, college degrees and university degrees). Are college degrees needed? No (but they could probably be successful).*

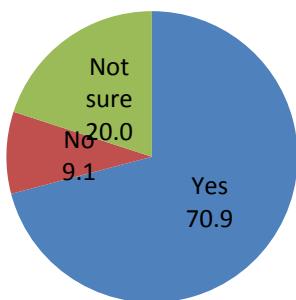
## Section 8. Employer Perceptions of Business Graduates

To probe employer expectations about the skill sets they would anticipate from Fanshawe College business degree graduates, Employers were asked whether Fanshawe business degree graduates would bring different skill sets to the workplace than university-educated business graduates, and whether they would perform differently on the job. Employers were also asked if they would give hiring preference to university graduates, and whether they would offer different rates of pay based on the degree-granting institution and type of credential.

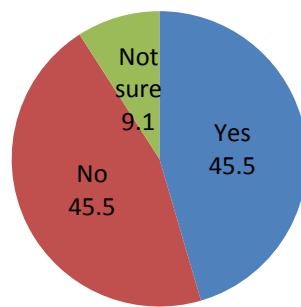
### ***Skill Sets and Job Performance***

The majority of Employers believed that college business degree graduates would bring a different set of skills, training and knowledge to the workforce than graduates of university business programs (*Figure 22*), but were divided as to whether they would expect differences in job performance (*Figure 23*).

*Figure 22 – Differences in Skill Sets*



*Figure 23 – Differences in Job Performance*



### **Skill Sets**

Most Employers expected that college graduates would have more hands-on experience and practical and tactical skills, as well as specialized knowledge gained through quality interactions with industry-experienced instructors. Several Employers specifically mentioned the co-op placement with local industry as differentiating between college grads and university grads in the skills brought to the workplace. A few employers commented that there would be no difference in skills because college degree programs would have to adhere to the same guidelines and standards as university degree programs. Two Employers felt that university graduates would simply do better.

- ✓ *The practical and hands-on. They are ready to go. Plug and play.*
- ✓ *I would expect the Fanshawe program to have more hands-on, local, real-life opportunities. They are more familiar with work in the local community.*
- ✓ *Instructors are more from the field and give you more work-related instruction and this helps in the actual job situation.*

### **Job Performance**

Employers were evenly split as to whether college graduates would perform differently in the workplace compared to university graduates. Employers who expected to see a difference referred to college

graduates' practical skills and ability to "hit the ground running." Some Employers felt that college graduates would display a better attitude and work ethic, and anticipated that college students would adjust well due to their more realistic expectations. A few Employers expected to see university graduates perform better on the job because of their broader knowledge and superior training.

- ✓ *A college grad with experience in digital marketing gets up and running faster when they are first hired.*
- ✓ *University students can get too caught up in needing a detailed business plan, while college students work more like I do, and are willing to do what it takes to get it done quickly. College students are also willing to accept their time at the bottom, while university students resent it.*
- ✓ *They tend to be more detailed and down-to-earth than Western grads. They are far more grounded. University grads feel that the company should be honoured to have them. There is a better work ethic from Fanshawe grads.*

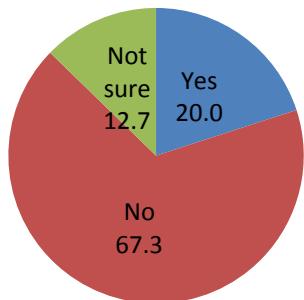
Employers who did not expect to see a difference in the on-the-job performance of college graduates and university graduates stated that both types of graduates would be held to the same performance expectations for the position. Some Employers argued that since both degree programs would follow the same set of quality assurance guidelines, they would be expected to produce graduates with similar skills and knowledge.

- ✓ *The expectation will be to do the job requirements, no matter which degree you hold.*
- ✓ *We would expect everybody to perform to the highest possible level.*
- ✓ *Everybody wants to do the job once they are hired. It is more about the person than their education*

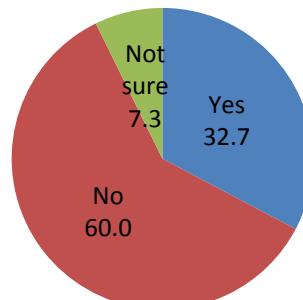
### ***Hiring Preferences and Online Delivery***

Employers were asked if they would give preference to university degree graduates over Fanshawe business degree graduates in making hiring decisions, given two candidates with similar work experience and educational qualifications. To test Employer receptivity to online delivery of the proposed business degree programs, employers were also asked if their perceptions of candidates with college business degrees would change if the degree was earned online.

*Figure 24 – Prefer University Graduates Over College Graduates*



*Figure 25 – Differences in Online Degrees vs. Other Degrees*



### Hiring Preferences

About two-thirds of Employers stated that they would not give preference to a university candidate over a college candidate when making hiring decisions, given two candidates with similar employment experience and similar business degrees (*Figure 24*). However, 20% of employers reported that they would prefer university over college graduates, and another 13% were unsure.

The main reason given by most employers for not automatically hiring a university grad over a college grad was the importance to Employers of other qualities, such as personality and work experience, over education. Several Employers explained that they would consider both degrees to be equal and therefore it would not affect their hiring decision. A few Employers clarified that they would hire university graduates for higher-level positions and college graduates for mid-level positions. A few Employers stated that they would favour a college grad over a university grad because of the hands-on skills, and some stated a preference for college grads since they were also graduates of the college system.

Of the Employers who said that they would hire a university graduate over a college graduate, the most frequent explanation was the perception of university graduates as higher calibre and better prepared as critical thinkers and independent workers. A few Employers preferred university graduates because of the positive reputation that university holds.

- ✓ *I will hire the person that fits. I hire for attitude, humility and work ethic. I don't care about where their degree came from.*
- ✓ *It wouldn't matter. I see them both as degrees. I'd concentrate more on personal differences.*
- ✓ *For higher level positions then I would choose the university candidate, but for mid-level positions requiring a lot of teamwork I would choose the college student for their tactical strengths.*
- ✓ *Right now we have a bias in favour of Fanshawe College. Their lack of pomposity is a big factor.*
- ✓ *I would choose a university grad for the area of critical thinking and working independently. College students are spoon fed too much and expectations to achieve aren't high enough.*

*Historically I have felt that a university B.A. shows that they can work independently. My perception is that colleges take everybody and will graduate everyone.*

- ✓ *Simply because of the existing perception that a university business degree holds more validity. There is no track record for college degree graduates yet.*

### **Online Delivery**

While the majority of Employers did not perceive online degrees to be any different from other degrees, one-third said they would view the candidate's qualifications differently (*Figure 25*).

Employers often explained that as long as the student did the work, it would not matter how they earned their degree. Some Employers pointed out that completing a degree online demands some specific skills of the student, such as self-discipline and time-management. A few Employers indicated that they would be comfortable with online components to a degree, as long as it was combined with some classroom interaction.

- ✓ *The bottom line is that they got the marks, they got the degree and they did the work.*
- ✓ *They are still getting the same type of instruction just a different format. Online still requires skills such as time management.*
- ✓ *Maybe they didn't have travel money, maybe they have kids at home to look after...there could be several reasons. If they completed the course I wouldn't have anything against them.*
- ✓ *I think among more mature employers there is a greater acceptance now. Kind of like how online dating is becoming more socially acceptable over time, online degrees are having the same increased acceptance.*

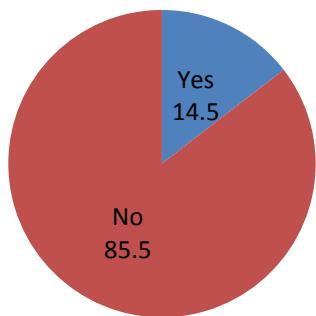
Online degrees did not measure up in the eyes of all Employers. Some considered the lack of interpersonal interaction in a classroom to be a major disadvantage. Several felt that online standards were lower, and that online degrees do not provide appropriate mechanisms to ensure whether the student did the work on their own.

- ✓ *A combination would be good. You need self-discipline for the online portion, but you need the interaction and feedback from the classroom interaction as well.*
- ✓ *Employers still value personal interaction and classroom time. There is still a mistrust of online degrees. There needs to be at least a blend of in-class and online.*
- ✓ *If it is a combo of online and in-class there is a lot to be said. There are many different learning styles and some people absorb material really well from online. My only concern is that they are lacking interaction.*
- ✓ *I hate to say this, but I don't think they get the same education without face-to-face interaction. I think you get a lot out of group work.*

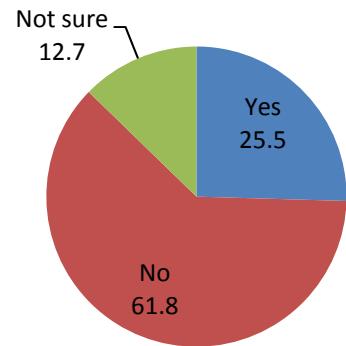
### **Pay Differentials**

Finally, Employers were asked if they would offer different rates of pay based on whether the degree was earned at university or college. They were also asked about pay differentials between three-year advanced diplomas and four-year college degrees.

*Figure 26 – Pay Differential, University vs. College*



*Figure 27 – Pay Differential, College Diploma vs. Degree*



### **University Degree vs. College Degree**

A large majority of Employers stated that they would not pay someone more if they had a university degree over a college degree (*Figure 26*), usually because the salary is determined for the job itself, and the type of degree a candidate holds would not change the set rate of pay. Some Employers stated that the pay would not be different because college and university degree graduates would have attended the same approved program, and would have essentially similar skills and qualifications. A couple of Employers explained that pay is based more on experience than education, and a few who based salary on performance.

- ✓ *College students are ready to work, and university students are ready to make money. I'm not going to reward university students for their sense of entitlement.*
- ✓ *You either qualify for the opportunity or you don't. Pay is set for the job.*

Of the Employers who would offer a higher pay to university graduates, the main reason was that college degrees do not have an established reputation yet. A few Employers explained that they would need to know more about the college degree before they decide what to pay graduates of these programs.

### **College Degree vs. College Diploma**

Arguing that pay is set for the job, or that experience and personal fit matters more than education, most Employers indicated that they would not offer a higher salary to a college degree graduate compared to a college diploma graduate (*Figure 27*). However, acknowledging the difference between a degree and a diploma, several Employers said that they would offer higher salaries to college degree graduates because of their higher qualification. A few Employers could not decide if there would be a difference in pay because of insufficient information about differences between college business degrees and college business diplomas.

- ✓ *The best candidate for the job will be hired and paid the rate set out for the job."*

- ✓ *I might give a slight increase for a degree at the entry level, but within three to four years the degree and diploma grads would reach parity.*
- ✓ *I would act on the assumption that there has been more knowledge gained in the degree program.*

## Section 9. Employer Involvement

The survey assessed employer interest in participating in the development, implementation or delivery of the proposed business degree programs. To determine levels of corporate interest in the business degree programs as a form of workplace learning, Employers were asked whether they would provide opportunities for their current employees to enroll in these degree courses, and the preferred mode of delivery to make the courses accessible to employees.

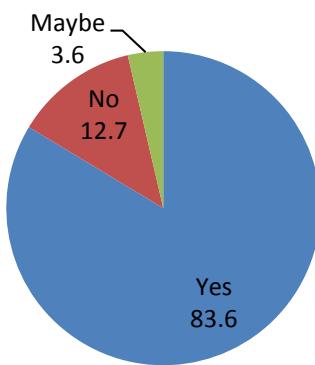
Employers were also provided with an opportunity to become involved with the program in a variety of other ways, such as through the HR mentorship program or program advisory committee.

### *Workplace Learning*

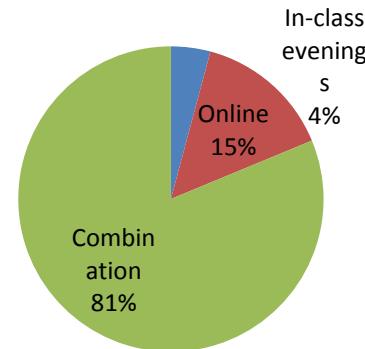
Most Employers expressed a willingness to make their employees aware of the opportunities to access Fanshawe business degree courses (*Figure 28*). Asked to rank the four program areas in terms of their importance to current employees, the overall ranked preferences of Employers were for Marketing and Business Management, which were almost equally likely to be ranked first or second. Courses in HR and Accounting were considered somewhat less important to these Employers.

By far the preferred mode of delivery for these business courses was a combination of in-class evenings and online, which was viewed as the most accessible form of scheduling for employees (*Figure 29*).

*Figure 28 – Interest in Workplace Learning*



*Figure 29 – Preferred Workplace Learning Mode of Delivery*



### *Co-op, Mentorship and Other Participation*

There was considerable employer interest in participating in the development and implementation of the new business degree programs. Five employers indicated a possible interest, and more than three-quarters of Employers indicated a definite interest, and expressed a willingness to assist in a variety of capacities as business mentors, co-op placement hosts, and Program Advisory Committee members

(Table 24). Almost all those who responded to this question were interested in assisting with the development of classroom materials or attending classes as guest lecturers.

*Table 24 – Employer Interest in Participating (n=41)*

	Yes (n)
Possible program endorsement	24
Possible participation in courses (providing case study materials /guest lecturers)	35
Possible business mentor	37
Possible co-op opportunities	34
Possible summer jobs for students	23
Possible student bursaries/awards	13
Possible donations and/or equipment	13
Possible Program Advisory Committee member	34

In addition to general interest in providing co-op opportunities, Employers were specifically asked whether they would provide paid co-op employment for students in their final year of their four-year program.

Close to half of employers (n=26) indicated that they would definitely provide paid co-op placements. Another 15 Employers expressed a possible interest (n=11) or were unsure (n=4). Among Employers who agreed to take co-op students, interest was particularly strong in Marketing placements, but Employers were receptive to participating as co-op hosts across all four areas of business concentration (Table 25).

*Table 25 – Willingness to Provide Co-op Placements (n=26)*

	Yes (n)	Maybe (n)
Accounting	15	7
Marketing	20	2
Human Resources	14	3
Business Management	10	5

Given concerns about the potential for the proposed HR degree specialization to impact Fanshawe College's existing HR mentorship program by providing opportunities for employers to hire HR co-op students, Employers currently participating as HR mentors were asked if they would be willing to continue participating in the mentorship program. Of the 11 employers who were currently assisting students as HR mentors, only one indicated that he/she would no longer be interested in being an HR mentor.

### **Final Comments**

Before concluding the interview, Employers were given a final opportunity to offer comments on the possible introduction of the four proposed degree programs. Employer comments reflected a mix of enthusiastic endorsements and strong cautions, along with some advice about specific content and marketing approaches for the new programs:

- ✓ *I'm glad that the college is looking at this pro-actively.*
- ✓ *I'm looking forward to Fanshawe developing these programs. It's too bad it wasn't around when I was in school.*
- ✓ *I would be happy for any follow up. We have great respect for Fanshawe and are happy to help in any way.*
- ✓ *I think this is a great idea. I am thinking of this from the perspective of my own kids. My son got a BMOS degree at Western and applied but didn't get into Ivey. My daughter got a double diploma from Fanshawe in HR. Now she is getting a business degree online from Athabasca. She would definitely have stayed for a degree at Fanshawe if it was available.*
- ✓ *There is always a need for strong, qualified individuals in accounting. The same is true with HR. Our marketing has been growing two fold per year. Business management is a very strong need, especially entrepreneurship. The problem is that we need people with a mix of practical skills and theoretical knowledge, and college and university each seem to provide one or the other.*
- ✓ *I definitely hope that you get a Search Engine Optimization Specialization launched.*
- ✓ *I think Fanshawe should be looking more at technology disciplines. We need more girls in this area. We would LOVE to see a business analyst program. I'd love to see any material about that if it comes out.*
- ✓ *The critical thing if these courses go through will be how you communicate about these degrees to employers. Endorsements and testimonials will be key. Don't be afraid to scream it.*
- ✓ *A) differentiation is key. B) We'd be interested in whether they'd be capable of moving on to an MBA. That's part of our professional development offerings.*
- ✓ *The more shades in definitions of what a degree is, the more watered down it gets. This is a concern because you get something very different from college than university. In my business, what I need most is skilled trades people. I don't need more book smart people. The trades program is messed up. The expectation is that the employer pays the tradesperson to learn the skill for 4 years. The employer should be paid from the student's tuition for providing a learning experience. I need Fanshawe to train people in trades and IT.*
- ✓ *I don't understand why Fanshawe would do this. If the difference between university and college is degrees versus diplomas, I'm not sure why Fanshawe would offer degrees.*
- ✓ *I don't think it is the role of a community college to provide business degrees. I think it is a duplication."*
- ✓ *Why would Fanshawe do this? It won't make them stand out from the crowd. You have to focus on specializations that nobody is offering. There are three areas that I think Fanshawe should be working on really fast: 1) web-marketing 2) e-commerce 3) virtual reality 4) flexographic printing 5) Sharepoint software, which is cutting edge from Microsoft. This is crucial. There also needs to be more depth and linking at the global level. Fanshawe should look at what they are*

*offering at Phoenix University and model after that. Fanshawe should also look at Athabasca University and the way they do distance learning and web learning. At this point, college grads have technical skills without enough depth. It is difficult to get people who can analyze, evaluate, read and spell, even from university. I'm not impressed with the quality of grammar and spelling that comes from either level of school. I would also suggest that Fanshawe offer an intensive, condensed stream to get the degree in 1 to 1.5 years. You have to make Fanshawe a global player.*

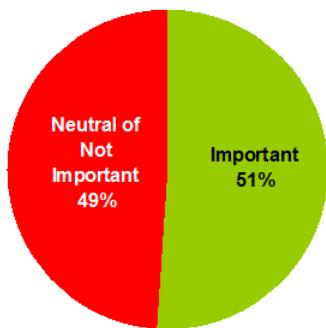
## Appendix A. Current Student Survey – Filtered by Those Interested in Part-time Studies

Half of those interested in continuing onto a degree are considering the availability of part-time options as important in choosing a degree program.

**Table 1. Percentage who consider availability of part-time option important**

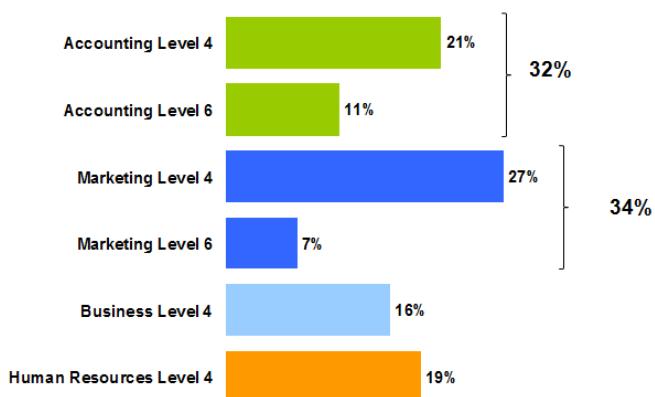
**Among those Who Are Considering a Degree  
(n=259)**

*Those who Consider Availability of Part-time options as Important ("5" or "4") in Choosing a Degree Program.*



**Table 2. Program Area (Part-time Filter)**

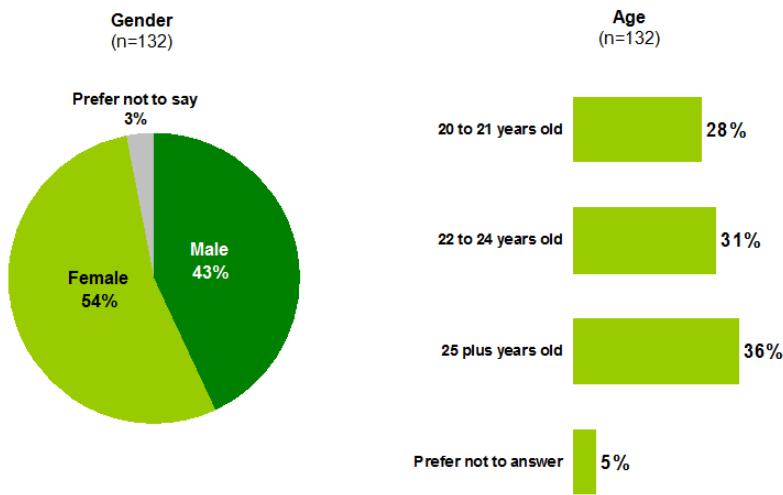
Among those Who have Considered a Degree and Interested in Part-time Degree Option  
(n=132)



*Q. What is the program and level you are currently enrolled in at Fanshawe College?  
Base: All Respondents, n=322*

Over one-third of those who are interested in part-time options are 25 years or older.

**Table 3. Gender and Age (Part-time Filter)**

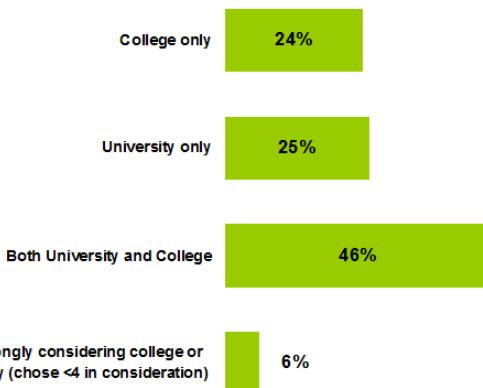


Almost three-quarters are interested in applying to college only or both college and university.

**Table 4. Post-secondary Preference (Part-time Filter)**

**Post-secondary Preference for Degree**  
 (Among those who have considered a degree and Interested in Part-time Degree Option, n=132)

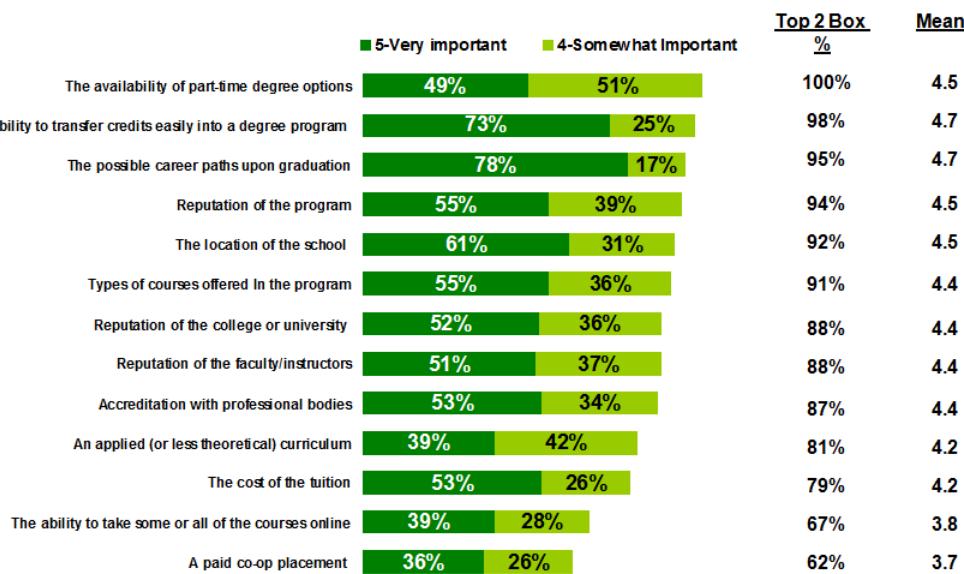
■ Chose "4" or "5" on a scale of 1 to 5 of consideration (mutually exclusive categories)



*Q. Please rate how much you have considered the option of continuing your studies by applying for a degree at a college or university.*

**Table 5. Factors Important in Choosing a Degree (Part-time Filter)**

(Among those who have considered a degree and Interested in Part-time Degree Option, n=132)

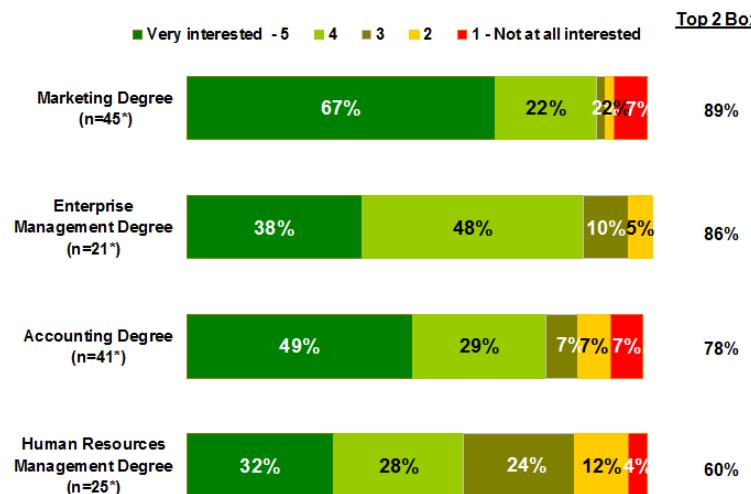


*Q. If you were to consider/are considering applying for a degree, how important would each of the following factors be in choosing a degree program?*

Those who are interested in part-time options and who are enrolled in Marketing and Accounting are more interested in pursuing a degree in their respective areas than those enrolled in the Business and HR Management programs.

**Table 6. Interest in Degree Programs (Part-time Filter)**

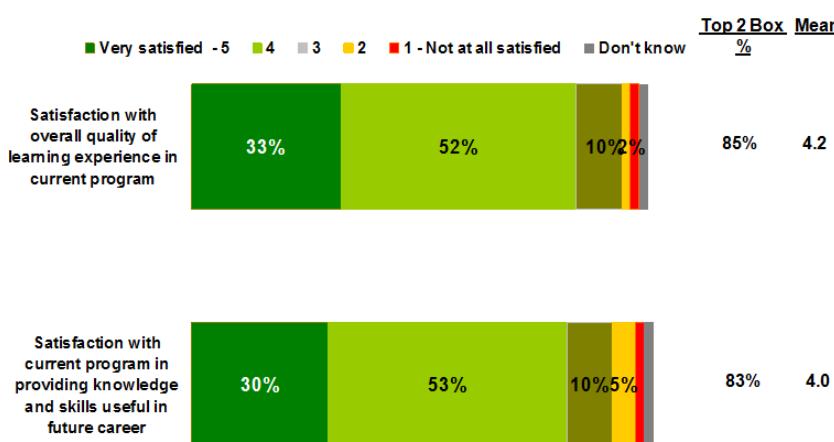
(Among those who have considered a degree and Interested in Part-time Degree Option, n=132)



*Q. How interested would you be in applying for this Bachelor of Commerce or Bachelor of Business degree - \_\_\_\_\_ at Fanshawe College, if it were made available?*

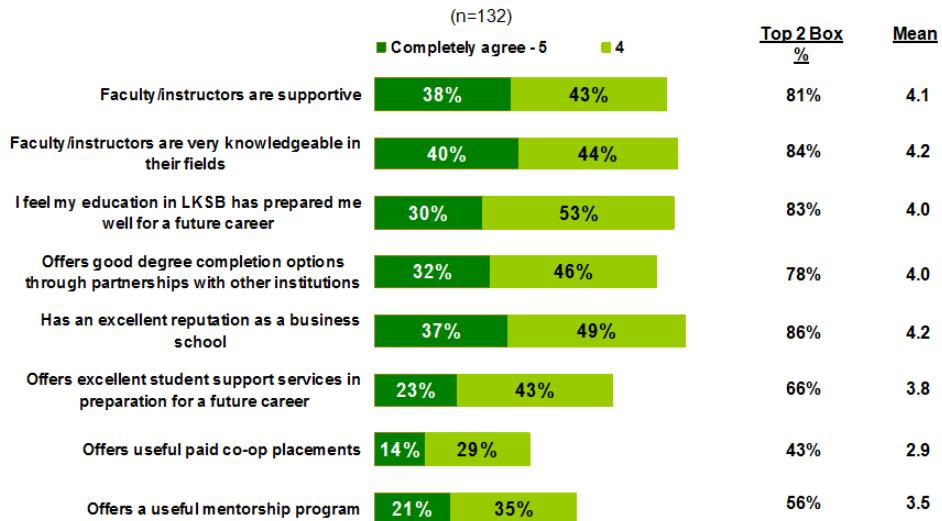
**Table 7. Satisfaction with LKSB (Part-time Filter)**

(n=132)



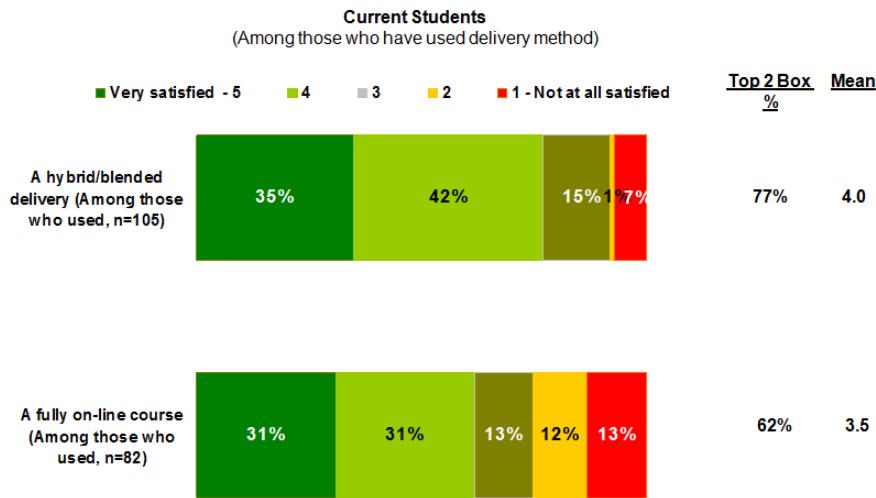
*Q. How satisfied are you with the overall quality of the learning experiences in your current program at Fanshawe College?*

**Table 8. Rating of LKSB (Part-time Filter)**

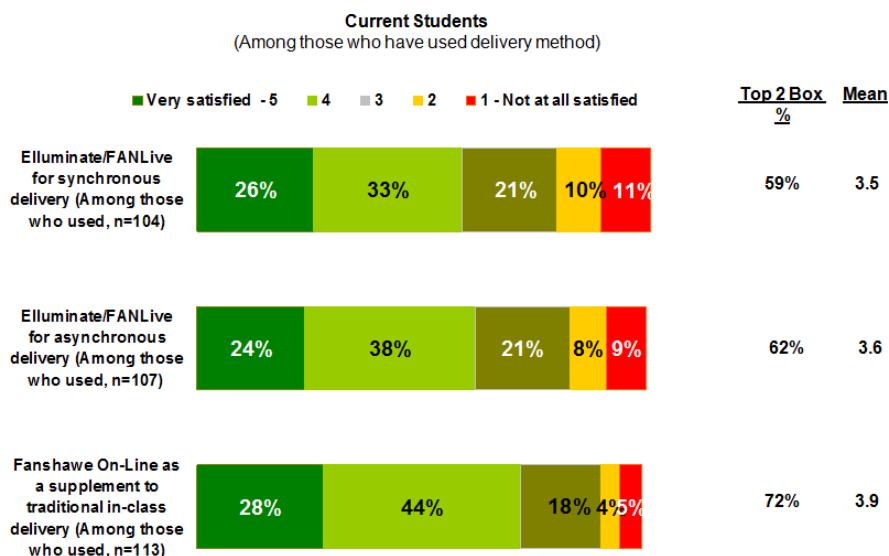
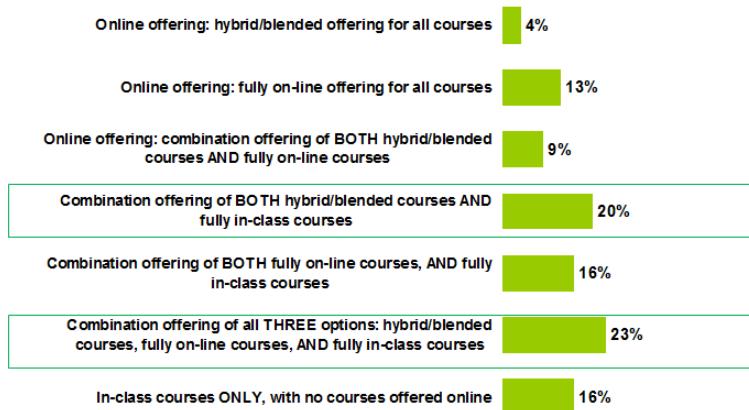


*Q. Please indicate how much you agree or disagree with each of the following statements about the Lawrence Kinlin School of Business (LKSB).*

**Table 9 . Satisfaction with Online Delivery Methods (Part-time Filter)**



*Q. As you may know, Fanshawe offers both hybrid/blended delivery online courses (2 hours a week in-class and 1 hour a week on-line) and fully on-line courses (no in-class delivery). Q. How satisfied are you with each of these online delivery methods that you have participated in?*

**Table 10. Satisfaction with Online Delivery Tools (Part-time Filter)**

**Table 11. Preference for Class Delivery (Part-time Filter)**


*Q. LKSB may offer online delivery methods for courses in a combination of ways. Which of the following options would you prefer most, if it were offered in the Bachelor of Commerce or Bachelor of Business degree program? Select one only. Among students interested in degree.*

## Appendix B. Details of Each College Degree

Colleges Offering Degrees	Specializations	Class hours	Required Courses	Co-op hours/terms	Start Date	Fully Online	Hybrid Delivery	Part-time Offering	Articulation Agreements for Master's Programs
<b>Congestoga College</b>									
Bachelor of Applied Business (BAB) – Accounting, Audit, and Information Technology	Accounting, Audit, and Information Technology	173	45	Three Co-op terms	Fall	n/a	n/a	n/a	n/a
Bachelor of Applied Business (BAB) – International Business Management	International Business Management	187	45	Three Co-op terms	Fall	n/a	n/a	n/a	n/a
<b>Niagara College</b>									
Bachelor of Applied Business (BAB) – Hospitality and Food Management (joint program with George Brown College)	Hospitality and Food Management	147	40	Two 24-week paid Co-op terms	Fall	n/a	n/a	n/a	MBA - Strategic Management Concentration at Davenport University; MBA at Niagara University; MBA - International Hospitality Management at IMI International Hotel Management Institute Switzerland
Bachelor of Applied Business (BAB) – International Commerce and Global Development	International Commerce and Global Development	144	48	One Co-op term	Fall	n/a	n/a	n/a	FITT skills Program at Forum for International Trade Training (FITT); MBA at Niagara University; MBA at Skyline University College (United Arab Emirates); MBA - Strategic Management Concentration (Davenport University)
<b>George Brown College</b>									
Bachelor of Applied Business (BAB) – Financial Services	Personal financial planning	141	49	One Co-op term, and two optional Co-op terms	Fall and Winter	n/a	n/a	n/a	n/a
Bachelor of Applied Business (BAB) – Financial Services	Accounting	155	49	One Co-op term	Fall and Winter	n/a	n/a	n/a	n/a
Bachelor of Applied Business (BAB) – Hospitality Operations Management (joint program with Niagara College)	Hospitality Management	126	40	Two paid Co-op terms	Fall	n/a	n/a	n/a	Niagara University in New York State; University of Guelph, IMI Institute in Lucerne, Switzerland
<b>Humber College</b>									
Bachelor of Commerce – Accounting	Accounting	120	40	One 14-week co-op	Fall	n/a	n/a	n/a	n/a
Bachelor of Applied Business – Fashion Management	Fashion	120	40	One 14-week co-op	Fall	n/a	n/a	n/a	n/a
Bachelor of Bachelor of Applied Business – Human Resources Management	HR Management	120	40	One 14-week co-op	Fall	n/a	n/a	n/a	n/a
Bachelor of Applied Business – International Business	International Business	120	40	One 14-week co-op	Fall	n/a	n/a	n/a	n/a
Bachelor of Applied Business – Tourism Management	Tourism	120	40	One 14-week co-op	Fall	n/a	n/a	n/a	n/a
Bachelor of Applied Business – E-Business Marketing	Marketing (e-business)	120	40	One 14-week Co-op	Fall	n/a	n/a	n/a	n/a
<b>Seneca College</b>									
Bachelor of Commerce (BComm) – Municipal and Corporate Administration	Administration	154	48	One Co-op term	Fall	n/a	n/a	n/a	n/a
Bachelor of Commerce (BComm) – Human Resources Strategy and Technology	Human Resources Management	157	48	One Co-op term	Fall and Winter	n/a	n/a	n/a	n/a
Bachelor of Commerce (BComm) – Financial Services Management	Finance Management	168	49	One Co-op term	Fall and Winter	n/a	n/a	n/a	n/a
Bachelor of Commerce (BComm) – International Accounting and Finance	International Accounting	177	49	One Co-op term	Fall and Winter	n/a	n/a	n/a	n/a
<b>Sheridan College</b>									
Bachelor of Applied Business (BAB) – Global Business Management	Global Business Management	120	39	Two 4-month Co-op terms; option to study for one semester at Arnhem Business School in the Netherlands	Fall and Winter	n/a	n/a	n/a	n/a
<b>Georgian College</b>									
Bachelor of Business (BBAM) – Automotive Management	Automotive Management	126	42	Three Co-op terms	Fall	n/a	n/a	n/a	n/a
Bachelor of Business – Tourism	Golf Management	123	41	Three Co-op terms	Fall	n/a	n/a	n/a	n/a
<b>St Lawrence College</b>									
Bachelor of Business Administration		120		One Co-op term (optional)	Fall	n/a	n/a	✓	n/a
<b>Algoma College</b>									
Bachelor of Applied Business – e-Business Supply Chain Management	e-Business Supply Chain Management	144	47	Three Co-op terms	Fall	✓	✓	n/a	n/a
Bachelor of Hospitality of Tourism Management – Bachelor of Hospitality and Tourism Management program (NEW Fall 2011)	Hospitality and Tourism Management	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

## Appendix C. Details of University Degrees

University	Credit hours	courses to graduate	Co-op opportunity available	Co-op hours/terms	Online Delivery	Total years	Part-time Offering
<b>Algoma University</b>							
Bachelor of Business Administration	120		Optional			4	
<b>Brock University</b>							
Bachelor of Accounting		40	Optional	4 work terms		4.5	
Bachelor of Business Administration		40	Optional	3 work terms		4.5	
<b>Huron University College</b>							
Bachelor of Management and Organizational Studies		40 (20 credits)	n/a			4	
Bachelor of Economic and Finance		40 (20 credits)	n/a			4	
<b>King's University College</b>							
Bachelor of Management and Organizational Studies Honors		40 (20 credits)	Optional internship			4	
Bachelor of Management and Organizational Studies 4-year Specialization		40 (20 credits)	Optional internship			4	
<b>Lakehead University</b>							
Bachelor of Administration (1-year college transfer program)			n/a			1	
Honours Bachelor of Commerce		41.5 courses	Option available	Up to 16 months		4	
<b>Laurentian University</b>							
H.B.Com Degree	120		Optional internship			4	
<b>Nipissing University</b>							
Bachelor of Commerce	90		n/a		v	3	
Bachelor of Art (single major in Admin. Studies)	90		n/a			3	
Bachelor of Business Administration Honour Degree	120		n/a			4	
<b>Ryerson University</b>							
Bachelor of Commerce			n/a			4	v
<b>University of Ontario Institute of Technology</b>							
Bachelor of Commerce-Honour Degree		27 credits	Optional	Paid internship		4	
<b>Wilfrid Laurier University</b>							
Honours Bachelor of Business Administration			n/a			4	
Honours Bachelor of Business Administration Double Degree Program		25.5 credits	Optional	3 or 4 terms		5	
<b>University of Guelph</b>							
Bachelor of Commerce		20 credits	Optional			4	
<b>University of Waterloo</b>							
Accounting and Finance Management			Mandatory	4 terms		4	
Art and Business			Optional	5 terms		5	
Computing and Financial Management		40 courses	Mandatory	6 terms		5	
<b>University of Windsor</b>							
Bachelor of Commerce Honour Degree		40 courses	Optional	3 terms		4	
<b>York University</b>							
Bachelor of Administrative Studies (Honour Degree of Non-Honour Degree)	120		n/a		v	4	v
Bachelor of Art (Honour Degree of Non-Honour Degree)	90		n/a		v	3	v
<b>York University Schulich Business School</b>							
Bachelor of Business Administration		24 credits	n/a			4	
International Bachelor of Business Administration		24 credits	Optional summer internship abroad			4	
<b>McMaster University</b>							
Bachelor of Commerce Honour Degree			Optional internship	8-16 months		4	
Bachelor of Commerce			Optional internship	8-16 months		4	
<b>University of Toronto</b>							
Bachelor of Commerce Honour Degree		20 credits	n/a			4	
<b>University of Western Ontario</b>							
Bachelor of Management and Organizational Studies (Honours/non-honours)		20 credits	Optional internship			4	
Bachelor of Economics (Honours/non-honours)			n/a			3 or 4	
<b>University of Western Ontario Richard Ivey Business School</b>							
Ivey Honour Business Administration Program			Internship			4	

## Appendix D. College 3-year Diploma Programs (✓=co-op options)

	General Business Administration	Accounting	International Business Management	Finance/ Financial Planning	Marketing	Human Resources Management	General Management	Other Programs
<b>Colleges with Degree Programs</b>								
Conestoga College		■ ✓		■	■ ✓		■	Materials and Operations Management ✓
Niagara College		■ ✓	■ ✓		■ ✓	■ ✓		Operations Management Professional Golf Management ✓
George Brown College	■ ✓	■ ✓		■ ✓	■ ✓	■ ✓		Professional Golf Management
Humber College	■ ✓	■ ✓						
Seneca College		Acctng & Fin. Planning ✓	■		■ ✓	■		Entrepreneurship and Small Business Purchasing and Supply Management Fashion Business Management Retail Management
Sheridan College		■		■	■	■	■	Advertising Banking and Wealth
Georgian College		■ ✓			■ ✓	■ ✓		Automotive Marketing ✓ Aviation Management ✓
Algonquin College	■	■	■	■	■	■		Materials and Operations Management
St Lawrence College	■	■			■	■		
<b>Colleges with No Degree Programs</b>								
Fanshawe College		■			■ ✓	■ ✓ (mentorship)		Leadership and Management
Lambton College	■ ✓	■ ✓			■ ✓	■ ✓		Hospitality and Tourism Management ✓ Sports and Recreation Management ✓
Mohawk College	■							Advertising (student run), Agency option
St. Clair College		■	■	■	■	■		Professional Golf Management
Centennial College	■	■ ✓	■ ✓	■ ✓	■ ✓	■ ✓	■ ✓	Business Operations
Durham College		■			■	■		Operations Management Professional Golf Management Sport Management
Cambrian College	■	■						
Canadore College	■	■						
Confederation College		■			■	■		
Northern College	■	■				■		Information Systems
Sault College	n/a							
Fleming College	■	■	Int. Trade		■	■		Hospitality Administration Sporting Goods Business
Loyalist College	■	■				■		Material Management

## Appendix E. College 2-year Diploma Programs (✓=co-op options)

	General Business/ Business Administration	Accounting	International Business Management	Finance/ Financial Planning/Services	Marketing	Human Resources Management	General Management	Other Programs
<b>Colleges with Degree Programs</b>								
Conestoga College	■				■			Culinary Management ✓ Hospitality and Tourism Management ✓ Public Administration Municipal Services Office Administration: Health, Legal, Exec Business Insurance ✓ Purchasing
Niagara College	■	■			■			
George Brown College		■					■	
Humber College		■		■	■			Cosmetic Management Esthetician/Spa Management Fashion Arts Law Clerk Paralegal Education
Seneca College	■	■	■	■	■			International Transportation and Customs Fashion Business Global Logistics and Supply Chain Management Insurance
Sheridan College	■	■		■	■	■		Office Administration: Health, Legal, Exec Advertising Paralegal Tourism and Travel
Georgian College	■				■			Advertising Office Administration: Health, Legal, Exec
Algonquin College		■			■			Paralegal – law clerk Small and Medium Enterprise Management
St Lawrence College	■	■			■	■		Advertising Office Administration: Health, Legal, Exec

## Appendix E (Cont.'d). College 2-year Diploma Programs (✓=co-options)

	General Business/ Business Administration	Accounting	International Business Management	Finance/ Financial Planning Services	Marketing	Human Resources Management	General Management	Other Programs
<b>Colleges with No Degree Programs</b>								
Fanshawe College	■ ✓	■ ✓		■ ■ ✓ ✓	■ ✓	■ ✓		Insurance ✓ Purchasing ✓ Office Administration: Exec. ✓, Medical
Lambton College								Fashion Business Industrial Management Law clerk Office Administration: Exec., Medical ✓
Mohawk College	■	■ ✓		■	■ ✓			Office Administration: Health, Legal, Exec ✓ Insurance Tourism and Travel
St. Clair College		■			■			
Centennial College	■	■			■			Business Operations Law clerk Office Administration: Health, Legal, Exec
Durham College		■			■	■		Entrepreneurship and Small Business Hospitality Management Sport Administration
Cambrian College	■							Advertising
Canadore College	■	■			■	■		
Confederation College		■						
Northern College	■	■						
Sault College	■	■						Office Administration
Fleming College	■							Tourism and Travel
Loyalist College	■	■				■		Material Management

## Appendix F. Post-graduate Certificate Programs

	General Business Administration	Accounting	International Business Management	Finance/ Financial Planning	Marketing	Human Resources Management	General Management /Project Management	Other Programs
<b>Colleges with Degree Programs</b>								
Conestoga College		■	■	■		■		Event Management
Niagara College			■			■		Event Management Hospitality & Tourism Management Wine Business Management
George Brown College			■	■	■	■		Sport and Event Marketing Strategic Relationship Marketing Small Business Entrepreneurship
Humber College		■ (IT)	■	■	■ (International)	■	■ (Marketing)	International Development Public Administration
Seneca College	■		■	■	■	■		Brand Management Green Business Management
Sheridan College			■	■	■	■	■	Advertising Management Business Process Management
Georgian College			■			■		
Algonquin College					■ (and Business Intelligence)			Green Business Management Event Management Sport Business Management
St Lawrence College						■		
<b>Colleges with No Degree Programs</b>								
Fanshawe College			■		■	■		Corporate Communications and PR
Lambton College	■					■		
Mohawk College			■	■				Public Relations
St. Clair College						■		
Centennial College								Advertising Account Management Advertising Media Management Corporate Communications and PR
Durham College						■		Sports Business Management
Cambrian College						■		
Canadore College				■			■	
Confederation College			■					
Northern College	None							
Sault College	None							
Fleming College	None							
Loyalist College	None							

July 2011

**PREPARED BY:**

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## **APPENDIX B**

### **2012-2013 Annual Report on Strategic Plan Implementation**

**Bachelor of Commerce (Human Resources Management)**



FANSHAWE  
COLLEGE



# 2012-2013 ANNUAL REPORT on STRATEGIC PLAN IMPLEMENTATION



## ***Our Mission ...***

*Fanshawe College is committed to personal, social and economic success through quality education and learning for employment.*

*We enrich the lives of individuals and meet the changing needs of our diverse communities.*

*We are innovative and responsive.*

*We promote opportunity.*

*We are Fanshawe College.*



**FANSHawe  
COLLEGE**

*Community Driven ...  
Student Focused*

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# 2012/13 Strategic Plan Implementation

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# EXECUTIVE SUMMARY





# Executive Summary

## 2012/13 Strategic Plan Implementation

Policy	Successes Achieved	Challenges & Emerging Issues
A-05 Vision and Mission (page 10)	<p><b>Strategic Developments</b></p> <ul style="list-style-type: none"><li>➤ The Board of Governors has determined it necessary to review the College's strategic architecture with a view to contemporizing it.</li><li>➤ Concurrently, the senior leadership will assume leadership for an exercise to make core organizational values explicit. The product, a future values statement, will act as a filter at the College for strategy and decisions.</li><li>➤ An Enterprise Risk Assessment Framework and tools will be introduced to enhance priority-setting and effectively manage risk and opportunity.</li><li>➤ Decisions taken in the organization regarding new academic program approval and existing program continuance will be enabled by a rigorous stage-gate approach which will provide an up-front understanding involving idea to interest, interest to market, business plan, and program delivery decision points.</li><li>➤ The College will begin to wind-down its Strategic Enrolment Management (SEM) Initiative as it begins this year to operationalize key recruitment, retention and learning strategies. Business Process Improvement and Culture Alignment Initiatives will continue as a means of anchoring gains made by SEM.</li><li>➤ The College will conclude a review of its advisory/operations committee structure to ensure that moving forward it optimally supports the review and advice functions of College Council and the Senior Leadership Council (to the President), and supports effective and efficient operationalization of the College's Mission, Strategic Directions, and Foundational Strategic Initiatives.</li><li>➤ A Reputation Recovery Initiative to address the recent "Fleming Drive" incident will be targeted to employees, other stakeholders and the general public.</li></ul> <p><b>Pursue excellence in learning, teaching and service</b></p> <ul style="list-style-type: none"><li>➤ The Centre for Academic Excellence completed 23 program reviews in 2011. Another 27 program reviews will be completed in 2012 including several programs classified as Centres of Excellence.</li><li>➤ New, innovative academic programming as well as program renewal continues to be a high priority. Ten new programs are planned to commence in 2012/13. Additional, strategic academic resources have also been added to enable increased growth in program development and approvals going forward.</li></ul>	<ul style="list-style-type: none"><li>➤ The external environment can be expected to become increasingly turbulent in the mid-term requiring the College to be appropriately nimble and adaptive.</li><li>➤ Transitions will be a hallmark of College life for employees going forward necessitating ongoing change management.</li><li>➤ Government funding will become increasingly constrained necessitating pursuit of new funding sources and ongoing innovation.</li></ul> <ul style="list-style-type: none"><li>➤ Our traditional 17 - 24 year old cohort is beginning a period of decline, which means that the College now more than ever will depend on thoughtful strategy and effective execution.</li><li>➤ The College learning environment will rapidly change in terms of its student age, culture composition, student preferences and needs. The College will be challenged to remain responsive.</li></ul>

# Executive Summary

## 2012/13 Strategic Plan Implementation (cont'd)

Policy	Successes Achieved	Challenges & Emerging Issues
A-05 Vision and Mission (cont'd)	<p><b>Pursue excellence in learning, teaching and service (cont'd)</b></p> <ul style="list-style-type: none"><li>➤ The College has endeavored to stay ahead of the curve this year through strategic investment in and deployment of: leading instructional and administrative technologies; e-learning; and student services technology.</li><li>➤ Numerous organizational development actions are being taken to ensure that changes being introduced across the College are effectively managed in terms of both work and people factors.</li><li>➤ Many actions are being taken to enhance even further the safe and enriching physical learning and working experience for staff and students including: emergency preparedness initiatives; implementation of 'high-value' HR systems and processes; and implementation of evidence-based methods to optimize scarce academic space.</li><li>➤ Many new initiatives are in place to respond to the unique learning needs and supports required by international, at-risk, non-direct and mature students.</li><li>➤ The College is ramping up its efforts on the sustainability front with a view to achieving a bronze rating from the Sustainability Tracking Assessment and Rating System (STARS) from the Association for the Advancement of Sustainability in Higher Education (AASHE) on or before March 2013.</li></ul> <p><b>Foster a workplace where employees are proud to contribute and grow</b></p> <ul style="list-style-type: none"><li>➤ Staff from across the College will participate in a range of formal and informal learning/development opportunities.</li><li>➤ A new "Fanshawe People" section on the College's internal staff portal was launched featuring staff stories, announcements, upcoming events, interesting information, and staff volunteer activities.</li><li>➤ Our Leadership Talent Strategy will be fine-tuned and adjusted to ensure that competencies adequately align with challenges and opportunities to be faced by the College in the mid to long-term.</li></ul>	<ul style="list-style-type: none"><li>➤ There remains a significant amount of high priority equipment that is not funded – efforts will continue to identify sources of funding.</li><li>➤ Alternate program delivery methods and the identification of new academic and student service space will be essential as the College strives to maximize enrolment while continuing to respond to industry demand and government initiatives.</li></ul>

# Executive Summary

## 2012/13 Strategic Plan Implementation (cont'd)

Policy	Successes Achieved	Challenges & Emerging Issues
A-35 Student Success (page 26)	<p><b>Engage in applied research and scholarly activity</b></p> <ul style="list-style-type: none"><li>➤ Applied research continues to grow and be embedded within the curriculum of many of the College's program areas.</li><li>➤ A new virtual institute model will be added to the current Centre for Sustainable Energy and the Environment (CSEE) and will also act as a foundation to support the Faculty of Technology's longer-term vision for innovation in practice.</li><li>➤ The College is increasingly hosting a number of research based knowledge-mobilization events to the broadest number of College constituents.</li></ul> <p><b>Encourage and enhance student success</b></p> <ul style="list-style-type: none"><li>➤ Many initiatives are planned to improve student success, including:<ul style="list-style-type: none"><li>○ Re-design of curriculum in many areas of the College to enhance transferability between program majors to vocational programs and university pathways</li><li>○ Expansion of online delivery options for students</li><li>○ Student-centric timetables</li><li>○ Consistent electronic access to the College's learning systems and the internet by on and off-campus students</li><li>○ Improved collaborative learning spaces</li><li>○ Convenient student self-service options</li><li>○ Enhanced methods for students to assess their program and career affinity and fit</li></ul></li></ul>	<ul style="list-style-type: none"><li>➤ Fanshawe's long-term goal is to further expand the College's participation in research projects by integrating applied research and innovation into all programs and activities.</li><li>➤ The College's ability to sustain adequate funding and attract research grants will be challenged by the current economic environment.</li></ul> <ul style="list-style-type: none"><li>➤ As the at risk student population increases, the College will be challenged to invest adequately in support for student success.</li><li>➤ More systematic introduction of online delivery at Fanshawe requires considerable investment in training and development and infrastructure and equipment at a time when resources will become increasingly scarce.</li></ul>
A-40 Meeting Labour Market Needs (page 29)	<p><b>Support strategic growth in current and new markets, both domestic and international</b></p> <ul style="list-style-type: none"><li>➤ Full-time domestic enrolments projected to increase by 1.4 percent; international enrolments are projected to increase by 3.2 percent for full-time post-secondary programs.</li><li>➤ The College continues to pursue collaborative programs, articulation agreements, and more seamless credit transfer.</li></ul>	<ul style="list-style-type: none"><li>➤ Competition amongst colleges and universities globally is increasing for international student markets.</li></ul>

## Executive Summary

### 2012/13 Strategic Plan Implementation (cont'd)

Policy	Successes Achieved	Challenges & Emerging Issues
A-40 Meeting Labour Market Needs (cont'd)	<p><b>Support strategic growth in current and new markets, both domestic and international (cont'd)</b></p> <ul style="list-style-type: none"><li>➤ The College is launching a virtual School of Graduate and Professional Studies that will be a single point of access for existing and prospective students seeking access to a graduate certificate program, a Fast-track program or a program that leads to a professional certification.</li><li>➤ A new 3-year marketing plan will include more marketing to direct students, a significant increase in high-yield on-campus recruitment activities, tailored marketing to post-graduate and lifelong learners, and marketing of Fanshawe degrees.</li><li>➤ A new conversion program is resulting in increased conversions early in the recruitment and admissions process.</li><li>➤ The International Centre is developing initiatives to expand its recruitment reach to new markets in Nigeria and Russia.</li></ul>	<ul style="list-style-type: none"><li>➤ The high rate of unemployment in our communities will continue to present challenges for the College to support unemployed workers seeking new careers and retraining.</li></ul>
Other (page 32)	<p><b>Engage the support of community partners and patrons</b></p> <ul style="list-style-type: none"><li>➤ A new multi-year community campaign will secure major capital contributions in support of the new School of Applied and Performance Arts as well as other key funding priorities of the College.</li><li>➤ The Fanshawe College Alumni Association will seek to further engage its more than 143,000 alumni through the launch of a new branding campaign.</li><li>➤ The College will increase efforts to engage employers and continue to steward and expand industry and community partnerships.</li><li>➤ Efforts will continue aimed at partnering with organizations and institutions to benefit and improve community conditions.</li></ul>	<ul style="list-style-type: none"><li>➤ Industry partnerships provide support and essential resources to the College. The fragility of the economy may make it difficult to raise money and increase or even sustain training contracts with industry.</li><li>➤ To fund the Ontario Tuition Grant (OTG) the Ontario Trust for Student Support and the Queen Elizabeth II Aiming for the Top Scholarship will be eliminated.</li></ul>

## Executive Summary

### 2012/13 Strategic Plan Implementation (cont'd)

Policy	Successes Achieved	Challenges & Emerging Issues
D-05 Financial Planning/ D-10 Financial Condition (page 34)	<ul style="list-style-type: none"><li>➤ The proposed 2012/13 Operating Budget reflects an in-year deficit of \$1 million with a projected year-end Accumulated Operating Fund Balance of \$10.64 million representing 5.4 percent of Operating Revenue.</li><li>➤ Cost reductions and additional revenues generated a net savings to partially offset the excess of expenditures over revenues for 2012/13. There are always a number of new developments for which investment is required to sustain current enrolment levels and support future growth.</li></ul>	<ul style="list-style-type: none"><li>➤ While the College takes a conservative approach to its financial plans, the following are potential areas of risks associated with the 2012/13 operating plan:<ul style="list-style-type: none"><li>○ Level of Operating Grants</li><li>○ Other revenue targets</li><li>○ Government programs</li><li>○ International revenues</li></ul></li></ul>
D-12 Capital Projects (page 41)	<ul style="list-style-type: none"><li>➤ Capital projects continue to unfold largely as expected, on time and within budget.</li></ul>	<ul style="list-style-type: none"><li>➤ There is little risk associated with about 95 percent of the sources of financing.</li><li>➤ Some challenges may present as the College seeks to acquire property for Phase 2 of SAPA at fair market value.</li></ul>



# SECTION A

## Government Issues





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## A. Government Issues

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### A.1 Government Issues

The following major government issues are influencing strategic planning and implementation.

❖ **Economic and Political Challenges**

The outlook for global growth has deteriorated materially in recent months. Global growth is expected to be 2.5 percent in 2012, before rebounding to 3.3 percent in 2013. The European sovereign debt crisis remains the dominant risk to the global outlook. If European leaders and the European Central Bank do not act effectively to contain it, the crisis could very well unleash a financial chain reaction that would rapidly spread globally. The final outcome could be as bad, if not worse, than late 2008. This outcome is inevitable unless euro-zone leaders persist with bold and decisive action. If Europe sets off a global financial crisis, there will be virtually no fiscal room across advanced economies to buffer the impact of such an outcome, and monetary policy is largely a spent force.

Adding to the precarious nature of the global environment, the Provincial and Federal Governments have significant deficits to address. Rating agencies are watching closely and insisting that clear and meaningful action be taken to reduce spending so that the province's credit is not downgraded further - which would trigger increased borrowing costs.

Recognizing their inability to maneuver, the Federal and Provincial Governments have strongly indicated in their respective Budget proposals that the province and indeed the nation will be entering a period of austerity lasting several years. In an effort to balance its books within five years, the Provincial Government proposed little in the way of new funding. Should the Budget be enacted, operating fund cuts are to be expected in all Ministry and transfer payment areas with the exception of education and healthcare. Wage freezes for key professional groups including doctors, teachers and bureaucrats are described as key to finding the Provincial Government a further \$6 billion over three years. To eliminate its deficit by 2015 (an election year), the Federal Government will focus upon cutting 19,200 public service jobs over three years, increasing public pension contributions and increasing the age of eligibility for Old Age Security.

Beyond the Ontario Budget, the Provincial Government will be basing much of its short- to mid-term plans on the advice of the Drummond Commission - related to the Reform of Ontario's public services. Save for Drummond's recommendation to delay full-day kindergarten, each of the remaining 362 recommendations remain under active consideration by Government. While Ontario's colleges do not support all of the recommendations, they do feel the report carefully balances the need to address the provincial deficit with the longer-term goal to increase the post-secondary attainment rate in Ontario to at least 70 percent. Areas of clear support include: creation of a comprehensive, enforceable credit recognition system; transferring functions related to the administration of apprentice classroom training to colleges; more strategic and efficient management of scarce research funds; prioritization of deferred maintenance; leveraging existing collective purchasing capacity; and devolution of federal immigrant training programs to the province with an appropriate funding mechanism. Areas where colleges remain significantly at odds with the Drummond Report include: a recommendation for a "rational and strategic division of roles between the college and university systems"; a recommendation that colleges not be granted any new degree programs; and delaying new program approvals until a new mandate agreement process is completed between Government and colleges. Collectively the first two areas are viewed by the colleges as not reflecting the fact that the student experience is no longer a straight line from high school to post-secondary credential completion.

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## A. Government Issues

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### A.1 Government Issues (cont'd)

Instead, students may attend multiple institutions and programs over several years before landing in a career that reflects their passion. Rather than establishing a rigid system of sector roles, Ontario's post-secondary system needs enough flexibility to respond quickly to this modern reality. And respecting the third area, colleges view delays in program approvals as irresponsibly paralytic given that the colleges' ability to respond to labour market needs will be severely obstructed.

❖ **Demographic Challenges**

Demographics will play an increasingly significant role for Ontario higher education enrolment and service delivery over the next many years. It can be surmised from much of the relevant demographic data that the composition of student enrolment will shift (becoming older and increasingly multi-cultural) and that the labour markets of non-Greater Toronto Area (GTA) communities will increasingly depend on the availability of flexible, longer-term employment arrangements for mature workers to address potential skill shortages. Everything about the way that colleges operate - from recruitment to teaching methods to student supports - will need to be transformed. Highlights from the general population-level data that are suggestive of this trend include:

- Ontario's population is projected to rise to 16.4 million by 2031, from its current level of 12.9 million;
- The main driver of population growth is, and will continue to be, international migration. In recent years, Ontario has been losing population to other provinces through net interprovincial migration;
- Natural increase (births minus deaths) has been on a long-term decline in Ontario;
- Ontario's population is aging. Its median age and the proportion of older people in the population are rising. By 2031, the median age in the province is projected to be 43 years and seniors aged 65 and over will make up almost 22 percent of the population;
- The 15 - 29 age cohort as a whole will grow over the next few years but then either decline or grow slowly after that;
- Ontario's population is highly concentrated in the GTA. The share of the Ontario population living in the GTA is expected to be even higher in the future;
- Canada's population is projected to reach 39 million by 2031 and 42.5 million by 2056 - up from 33 million today;
- By 2030, the rate of natural increase is expected to turn negative, with the number of deaths outnumbering births. Immigration will then account for all of Canada's population growth; and
- London significantly lacks people in the 15 - 24 year old labour force category. Its growth in this age group is -4.36 percent - much lower than most communities. Conversely, in the 45 - 54 year old category, London has had very strong growth. Regionally, in Oxford, Elgin, Norfolk and Middlesex, a similar demographic picture is emerging.

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## A. Government Issues

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### A.1 Government Issues (cont'd)

For the past many years, Ontario colleges have experienced steady growth in enrolment. Demographers caution however that with the recent onset of a smaller birth cohort moving through post-secondary, enrolment will begin to flatten around 2013. After 2013, the Ontario College Application Service (OCAS) forecast predicts enrolment will consistently decline in Northern and Eastern regions of the province, decline and then largely stabilize (flatten again) in Southwestern Ontario, and have some likelihood of growing in the GTA area. Once the age structure is taken into account (and participation rates are held constant) Statistics Canada predicts a decline in post-secondary enrolment in Canada lasting from 2016 - 2031. Across Canada during this same period for instance, the enrolment level for all 17 - 29 year olds is expected to decline by over 90,000, with over 60,000 of this decline coming from the 20 - 24 age group. Given these challenges, colleges intent on growing enrolment will need to sharpen recruitment and retention processes, capitalize on new market opportunities, and constantly align program offerings to student demand and labour market change.

#### ❖ **Access to Post-Secondary Education and Skills Training**

The proposed Ontario Budget, introduced to the Ontario Legislature on March 27, 2012, followed on the completion of the College Budget. Once an Ontario Budget is passed, and its impacts upon the College are more fully understood, amendments to the College Budget may be required.

The Ontario Budget 2012 proposed the introduction of the Ontario Tuition Grant (OTG) which affords part- and full-time students (who have been out of secondary school for less than four years and whose parents earn \$160,000 or less) 30 percent off of their tuition. College students in a degree program can receive a tuition grant of \$1,600 a year, while those in a certificate or diploma program can receive \$730 per year. The OTG does not however advantage non-direct students who have been out of secondary school for more than four years. These students, many of whom are more mature, have dependent responsibilities, and already carry significant debt, do not qualify. This very group is disproportionately represented in the Fanshawe catchment relative to the rest of the college system.

To fund the OTG, beginning in 2012/13, funding for the Ontario Textbook and Technology Grant and Ontario Trust for Student Support will be eliminated. In addition, the Queen Elizabeth II Aiming for the Top Scholarship will be phased-out over three years so that the current students will not lose funding. No new Queen Elizabeth II scholarships will be awarded in 2012/13. Additional student financial assistance changes in the proposed Budget include The Ontario Special Bursary Program and the Ontario Work Study Program. Colleges and universities are expected to finance these programs from the savings that will be achieved in the Tuition Set Aside Fund as a result of the OTG reducing the unmet financial needs of students.

In its proposed Budget, the Provincial Government committed to continue to promote apprenticeship completion to increase Ontario's supply of skilled workers. New apprenticeship measures will include: introducing technical literacy and numeracy support and expanding examination supports; re-designing the Ontario Youth Apprenticeship Program (OYAP) and Pre-Apprenticeship Program to enhance effectiveness; addressing barriers to entry to programs by key groups (aboriginal peoples, youth and women); and reviewing the effectiveness of the Ontario Apprenticeship Training Tax Credit. The Government would also maintain funding of \$251 million in 2012/13 to serve 12,000 participants in the Second Career program.

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## A. Government Issues

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### A.1 Government Issues (cont'd)

The Federal Government Budget made a few notable funding commitments intended to increase post-secondary and labour market access for aboriginals, youth, and the disabled. Some highlights include:

- working with willing partners to introduce a First Nations Education Act with a view to it being in place by September 2014;
- \$27 million over two years to renew the Urban Aboriginal Strategy to improve economic opportunities for Aboriginal peoples living in urban centres; and
- \$50 million over two years to enable the Youth Employment Strategy to help more young Canadians get the information and gain the skills, work experience and abilities they need to make a successful transition to the workplace.

#### ❖ Internationalization of Post-Secondary Education

Under the proposed Provincial Budget, investments taken by the Provincial Government over the past couple of years to substantially increase international enrolments would not be sustained. To the contrary, the Government would introduce an International Student Recovery of \$750 per international student beginning 2013/14. The amount would be deducted from operating grants. In 2013/14, the recovery would only apply to first-year international students, but would be expanded to include all international students over time. Institutions would be allowed to increase their international tuition fees, however, in a competitive post-secondary market for international students, offsetting tuition fee increases may not be viable.

The Federal government appears to be focusing on the country's gap in skilled labour largely by drawing already skilled and educated labourers to Canada in greater volume. Following on the early successes of its Canadian Experience Class program for new immigrants, it will be introducing further incentives to retain educated and experienced talent by introducing a new stream to facilitate the entry of skilled tradespersons. It will however be indirectly supporting the post-secondary system by strengthening the assessment of educational credentials and reforming the federal skilled worker point system to reflect the importance of younger immigrants with Canadian work experience and better language skills. In order for many immigrants to obtain Canadian work experience and better language skills they will need to upgrade and to utilize English as a Second Language (ESL) resources at Ontario colleges.

#### ❖ Long-Term Capital Planning

Infrastructure spending (for all public sectors), intended to promote the completion of short- to mid-term capital projects, recently sunsetted October 2011. The Ontario Government states that it is committed to last year's announcement of \$35 billion over three years focusing on transportation networks, hospitals and post-secondary institutions. The commitment has however been counter-indicated somewhat by recent examples of hospital projects which had been formerly approved and even in some cases started, only to be discontinued.

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## A. Government Issues

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### A.1 Government Issues (cont'd)

The Province recently reviewed its Capital Plan and found ways to reduce its borrowing costs to generate savings of \$120 million over three years. It intends to sharpen project management discipline of all of its funded projects by implementing a new alternative financing and procurement model. A concurrent comprehensive review of the electricity sector, intended to improve efficiencies and reduce costs, may also contribute to government and partner efforts to bring projects in within budget.

#### ❖ Research and Technology

Despite cut-backs in many areas, the Federal Government is choosing to persist with its investments in the area of innovation. Several new investments were included in the current Budget including:

- \$110 million per year starting in 2012/13 to double support for companies through the Industrial Research Assistance Program. This will allow the National Research Council to support additional small- and medium-sized businesses that create high-value jobs, and to expand the services provided to businesses through the Program's Industrial Technology Advisors;
- \$67 million in 2012/13 to support the National Research Council in refocusing on business-led, industry-relevant research. In consultation with businesses and university and college stakeholders, the Government will consider ways to better focus the National Research Council on demand-driven research, consistent with the recommendations of the Expert Panel;
- \$500 million over five years to support advanced research infrastructure through the Canada Foundation for Innovation. The funding will support new competitions, including the College-Industry Innovation Fund, with funding awarded in 2014/15;
- \$7 million per year to the Social Sciences and Humanities Research Council for Industry-Academic partnership initiatives; and
- \$40 million over two years to support CANARIE's operation of Canada's ultra-high speed research network.

#### ❖ Accountability to Government

Multi-year Accountability Agreements (MYAAs) commit the Ministry and post-secondary institutions to communicate results achieved through Reaching Higher investments. Data elements which are collected and reported upon, at both the system and individual college level, relate to government principles of access, quality and accountability. Specific areas of focus include: enrolment – full-time headcount; under-represented students; Student Access Guarantee compliance; credit transfer; class size; e-learning (courses; programs; registrations); international (full and part-time enrolment; in-bound and out-bound exchanges; English as a Second Language); supply chain compliance; space utilization; student satisfaction; graduation rate; graduate employment rate; retention rates; quality of learning environment; and requirement for a 10 percent over two years reduction in executive office costs beginning in 2011/12.

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## A. Government Issues

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### A.1 Government Issues (cont'd)

Perhaps the most substantive change being introduced to the accountability regime between colleges and the Ministry of Training, Colleges and Universities (MTCU) is the introduction of a unified College Enrolment Data Collection System. The new system will enhance MTCU's and the college's current capabilities to collect and report on student enrolment data owing to the introduction of a common IT infrastructure, utilization of an agreed upon set of data elements which are clearly defined, and minimization of manual and duplicative data processes. The new system and standardized data elements will, among other things, allow for:

- a similar level of information on college students and university students;
- improved grant administration, auditability, and consistency in enrolment reporting;
- better integration of MTCU programs such as Second Career;
- a better understanding of the total enrolments (including international) and enrolment mix at each college in support of capital and capacity analysis;
- enrolment trends analysis;
- consistent application of the Ontario Education Number (OEN) - as it becomes available throughout the college sector – in support of better program design for areas such as credit transfer; and
- consistency between what colleges report to MTCU and also the Ontario College Application Service (OCAS) on a term basis.

The MTCU will also be refining and updating its existing Facilities Condition Assessment System, which attempts to accurately inventory, on an ongoing and consistent basis, college-wide maintenance and refurbishment requirements.

#### ❖ **Funding Levels and Distribution**

Ontario colleges currently receive lower revenues per student from operating grants and tuition fees than Ontario secondary schools and universities. Additionally, Ontario provides its universities and colleges with the lowest per-student provincial operating grants in the country; they are lower today on a per-student basis than they were in 2006/07 for colleges and in 2007/08 for universities. This reduction has occurred while the institutions' costs have been rising by three percent to five percent per annum.

If the proposed Provincial Budget passes, total operating funding for colleges in 2014/15 will be \$43.6 million higher than in 2011/12. This represents an increase of 3.2 percent over the three years, or an average of about 1 percent per year. However the increase is front-end loaded. Funding for enrolment growth will continue. Distribution of growth funding is based on individual college growth and will therefore vary amongst colleges.

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## A. Government Issues

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### A.1 Government Issues (cont'd)

The proposed Budget also includes a number of measures that will reduce the amount of funding for colleges. In total, these will result in a reduction of \$55.7 million by 2014/15. Measures include:

- the already mentioned International Student Recovery of \$750 per student;
- a two-year phased-in elimination of the Small, Northern and Rural Grant for some colleges starting in 2013/14. Algonquin, Georgian, Conestoga, Durham, Fanshawe, Niagara and St. Clair will be impacted; and
- additional policy levers will be announced in early summer, amounting to reductions of \$25.5 million by 2014/15.



# SECTION **B**

## Board Directions





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## B. Board Directions

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### B.1 Board of Governor's Directions

The Board of Governors has provided direction for the College's Strategic Plan through the following Ends Policies.

#### ❖ Vision and Mission (A-05)

The College's Mission Statement presented at the front of this document was established by the Board of Governors in June 2002. This Mission Statement reflects the unique results that our communities require from the College and emphasizes learning for employment and responsiveness to support the economic development of the communities that the College serves. In June 2002, the Board reaffirmed the College's Vision Statement also presented at the front of this document. The Vision Statement reflects how the College will grow and lead in the future.

The Mission and Vision Statements are dynamic and memorable statements that guide and focus our future energy and efforts.

During 2008/09, the Board established a task force to undertake a regular five-year review of the Vision and Mission policy. In May 2009 the Board again reaffirmed the Vision Statement and the Mission Statement as shown at the front of this document.

In March 2011, the Strategic Discussion Task Force of the Board recommended that the Board consider, on a semi-annual basis, and based on current environmental scan information, engaging in a formal assessment of the currency of vision, mission and strategic directions. The Board approved the recommendation in May 2011 and directed that a plan be developed to review its strategic architecture. College leaders returned with a plan to review and revise as necessary the College's Vision, Mission, and Strategic Directions commencing January 2012 and finishing June 2013. The Board approved the plan in May 2011.

#### ❖ Student Success (A-35)

The Board's Student Success policy affirms its commitment to student success as an outcome.

The Board has established the following indicators of student success:

- The student has obtained his/her educational goal of a diploma/certificate/applied degree.
- The graduate has attained the ability to think critically and analytically.
- The graduate was satisfied with the usefulness of his/her college education in achieving his/her employment goals after graduation.
- The employer was satisfied with the graduate's overall preparation for the type of work the graduate was doing.

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## B. Board Directions

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### B.1 Board of Governor's Directions (cont'd)

#### ❖ Meeting Labour Market Needs (A-40)

The Board's Meeting Labour Market Needs policy clearly affirms the College's commitment to providing graduates with the appropriate skills necessary to satisfy current and future labour market needs of the communities served by the College. More specifically, the communities served include Southwestern Ontario and strategic provincial, national and international labour markets.

# SECTION C

## Progress Towards Achieving Board Ends & College Strategic Directions





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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05)

The Board's Vision and Mission Policy A-05 is the highest level Ends statement and reflects the results our communities require from the College and how they will be better because we are here. The following three College Strategic Directions support the achievement of this End:

- Pursue excellence in learning, teaching, and service;
- Foster a workplace where employees are proud to contribute and grow; and
- Engage in applied research and scholarly activity.

#### Strategic Developments Supporting the College's Strategic Statements

- ❖ It has been approximately 10 years since the College's Vision and Mission statement have been formally revisited and modified to reflect new and emerging realities. With an appreciation that the College is entering into a relatively unstable period characterized by demographic shifts and increased competition, the Board has determined it necessary to review the College's strategic architecture with a view to contemporizing it. This review will position the College to sustain and even grow enrolment.
- ❖ The strategic architecture renewal exercise will last until the Summer 2013. The Board will lead the development work and ultimately approve the new Vision and Mission Statements. The College's senior leadership will be responsible for developing a suite of calibrated Strategic Directions for which Board endorsement will be sought. By June 2012, it is expected that the Board will be positioned to notionally approve a new Vision Statement. The notional Vision Statement will anchor the development of the Mission and the calibration of Strategic Directions leading to final approvals and endorsements of all by June 2013.
- ❖ All organizations have values, however, often these values are not explicit. Values are important because they comprise those beliefs, so strongly held, that drive people's behaviours and dictate how people will interact with and treat each other. Values also help to produce coordinated action married with passionate resolve. They also provide direction and the energy source for the Vision. If explicit, they ultimately act as a filter for strategy and decisions. With this in mind, and with Board support, senior leaders have assumed leadership for the formalization of a College Values Statement which will better enable the development of strategy and decision-making. Employees across the College have been invited to participate in the process of helping to describe the College's explicit core values (those values that are deeply ingrained). Validation of the core values with appropriate staff and stakeholders will occur as the process unfolds. The need to identify aspirational values, which may not currently be core, but which may be equally or more important to cultivate to better prepare Fanshawe to address new and emerging environmental threats and opportunities, may also need to occur.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

- ❖ The College has been working on the creation of processes to better mitigate and leverage risk including developing a standard risk and opportunity analysis framework and tools to be applied at key planning and decision-making junctures for enterprise and departmental situations. At the enterprise level, new structures are being studied by a Committee Structure Review Task Force which could assess risk and opportunity of organizational priorities, to assess risk appetite and to provide reasonable assurance to senior leaders of the potential achievement of their objectives. By reviewing periodically and then sharing and discussing recommendations with senior leaders it can be expected that many more plans will land; and the right concentration and pace of activities will move forward which create the greatest overall return for the organization and which best optimize scarce resources.
- ❖ During 2012/13 the College will introduce a stage-gate approach to the planning and decisions it takes for the development of new and revision of existing academic programs. The Strategic Enrolment Management Initiative (SEM) has made it clear that such an approach is necessary because it allows scarce resources to be focused upon programs that can be accomplished with distinction. This approach will move the College towards a more rigorous up front understanding involving idea to interest, interest to market, business plan, and program delivery decision points. Naturally, this approach is meant to generate efficiencies since higher return investments will be taken.
- ❖ The planning phase associated with SEM will largely be completed June 2012, with only a few planning task teams (focusing on student support issues) carrying on to the end of the calendar year. The first six priorities that have emerged from the SEM planning phase for implementation include:
  - Introduction of online registration for GAP/GAS, CE and Part-time Studies programs (Fall 2012) and for the Lawrence Kinlin School of Business and the School of Information Technology (ITY) (Fall 2013);
  - The introduction of the ENCAMPUS Infosilem software (Fall 2012) affording integrated coordination and storage of student timetabling schedules and data for all College learning spaces;
  - Selection and implementation of a Customer Relations Management System (CRM) - allowing better coordination of recruitment cycle activities, the creation of high-level student communication/engagement plans, and more targeted messaging to and integrated information gathering about student prospects;
  - Fast-tracking new program development;
  - Piloting the implementation of the European Credit Transfer System (ECTS) with degree programs; and
  - Introducing an enterprise e-learning strategy - to guide the systematic delivery of web-enhanced, hybrid, and pure online learning.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

- ❖ The Enterprise Business Process Improvement Initiative, launched last year, advanced improvements to the College's student timetabling process; the equipment and facilities process; aspects of the international student admission process; and a project to more effectively link academic data to facilities and IT enabling plans. Carry over work into the upcoming year will include: development and implementation of a charter for the Delegations of Authority project and implementation of a project to more effectively link academic data to other enabling areas' planning. Other projects may be undertaken as appropriate and where capacity exists to entertain further requests. The Delegations of Authority project will help to formalize the mechanisms at the College allowing managers to act on behalf of the College - providing them the formal authority to commit the organization and/or incur liabilities for it.
- ❖ A Culture Alignment Initiative will be continuing to focus the College upon the systematic and regular assessment and alignment of the College culture with future challenges and opportunities. Specific actions that are being introduced through the initiative relate to: programs of change leadership and management; effective organizational communication and accountability; the optimization of horizontal collaboration; enhanced employee engagement; and results-based measurement systems and tools for executive and operational decision-making and planning.
- ❖ A Committee Structure Review Task Force has been working to develop and recommend a lean advisory/operations committee structure going forward which both optimally supports the review and advice functions of College Council and Senior Leadership Council (to the President), and effective and efficient operationalization of the College's Mission, Strategic Directions, and Foundational Strategic Initiatives. Task force recommendations are anticipated early Summer 2012. A secondary focus has been one of researching and recommending an approach that can be taken by the College to use meetings in a way that best respects people's time while at the same time advancing the goals of the organization.

#### **C.1.1. Pursue excellence in learning, teaching and service**

Enrolment across the system is expected to flatten and then decline in the absence of innovations that colleges may be prepared to take to grow. Fanshawe intends to grow through specific actions intended to enhance excellence in learning, teaching, and service. Specific actions Fanshawe College intends to take to meet this Board End relate to: quality improvement and program optimization, technological innovation, effective student supports, and a safe and enriched learning and working environment. The following examples are illustrative of the College's planned efforts.

##### Quality Improvements and Program Optimization

- ❖ The Centre for Academic Excellence completed 23 program reviews in 2011. Another 27 program reviews are scheduled for 2012 including several programs classified as Centres of Excellence that will have an enhanced program review. Each program review has a requirement to complete a one year follow up to review how the recommendations made by the program review panel are being implemented. The program review process will ensure that the College is complying with both MTCU and Board guidelines for having all programs reviewed every five years for full-time post-secondary programs and seven years for continuing education programs.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

- ❖ New resources have been allocated to the Centre for Academic Excellence to assist the College in achieving its SEM growth objective. This includes new faculty positions along with a support staff position to assist in the development of new programs and with the College's move towards eLearning. Additional resources have also been provided to the Office of the Senior Vice-President Academic to allocate toward curriculum development projects over the coming year. These new resources are critical to support the College in developing new programs and to also revise existing programs as needed to attract new students. In addition, our students are demanding more choices in how they access programs/courses and how they interact with faculty and other students. This will place more demand on FanshaweOnline (FOL) and our web-enhanced delivery androgogies including hybrid learning.
- ❖ New, innovative academic programming as well as program renewal continues to be a high priority. New offerings in the current year will include:
  - Paralegal - Graduate Certificate
  - Massage Therapy - Advanced Diploma
  - Aviation Technician (Maintenance) - Diploma
  - Business Entrepreneurship and Management - Diploma
  - Project Management - Graduate Certificate
  - Online Game Development - Graduate Certificate
  - Renewable Energies Technician - Diploma
  - Artisan Culinary - Graduate Certificate
  - Payroll and Bookkeeping - Diploma
  - Accounting - Graduate Certificate

If resources are fully available and Ministry approvals forthcoming, the program offerings over the next two years that are planned include:

#### 2013/14

- Interior Design - Bachelor Degree
- Computer Animation - Advanced Diploma
- Ultrasound - Advanced Diploma
- Theatre Arts Production (Technical Production) - Diploma
- Theatre Arts Production (Costume Design) - Graduate Certificate
- Network Specialist - College Certificate
- Supply Chain Management - Graduate Certificate
- Bookkeeping and Payroll - Diploma
- Insurance and Risk Management - Graduate Certificate
- Accounting - Graduate Certificate

#### 2014/15

- Electromechanical Technology - Advanced Diploma
- Eco Tourism - Diploma
- Health Information Management - Diploma
- Contemporary Music Performance - Diploma
- Event Management - Graduate Certificate
- Food Service Worker - College Certificate

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

- ❖ The College is awaiting approval from the Post-secondary Education Quality Assessment Board (PEQAB) so that it can launch the Interior Design degree. In addition, the College continues work on the development of four business degree programs:
  - Bachelor of Commerce - Accounting degree
  - Bachelor of Commerce - Leadership and Management degree
  - Bachelor of Commerce - Digital Marketing degree
  - Bachelor of Commerce - Human Resources Management degree
- ❖ The launch of the Aviation Technician (Maintenance) diploma program represents the continuation of the College's strategy to create Aerospace Canada International (ACI) in partnership with Sault College. The College has allocated resources for the implementation of this program including \$500,000 for capitalization of equipment and will allocate additional resources as required going forward. The existing Aviation Technician (Avionics) program launched in September 2011 is planning to have its first full intake of international students in September 2012. To support ACI, the College has designated a facility where all the aviation programs, including both the Aviation Technician (Avionics) and Aviation Technician (Maintenance) and the Aircraft Structure program from Sault College will be located. Over the next year the business plan for renovating this facility will be finalized.
- ❖ To support the development of the four new Business degrees, additional faculty resources have been allocated to the Lawrence Kinlin School of Business (LKSB). These new positions will require PhDs to meet PEQAB requirements and will be hired over the Summer of 2012. The College will be submitting the four degree proposals to PEQAB over the Summer of 2012. These new positions are critical to obtaining approval to offer the degrees because of the qualification requirements to have the appropriate number of faculty with the appropriate credential.
- ❖ The Faculty of Arts, Media and Design's (FAMD's) commitment to program quality assurance is being enhanced by the introduction of a new quality assurance checklist to be completed by Chairs and program coordinators, in conjunction with faculty teams, on an annual basis. This will improve the quality of programs with FAMD and ensure that they remain current outside of the Program Review process.
- ❖ The School of Information Technology received approval in 2011 to offer a Paralegal program after completing a lengthy and thorough accreditation process required by the Law Society of Upper Canada. The Paralegal Graduate Certificate program will run for the first time in September 2012.
- ❖ A grant was received from the Research Innovation Fund (RIF) at Fanshawe to pilot a program that had proven successful for teaching children with autism social skills in the early year's settings. With the overwhelming support for project from the community, Thames Valley Children's Centre, All Kids Belong, and Fanshawe applied for additional funding from Autism Speaks Canada to implement the new program in fifteen childcare centres in the London area. The application was recently approved and program roll-out will occur in 2012/13.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

- ❖ The School of Building Technology initiated a project to map the Architectural Technology program learning outcomes against the European Credit Transfer and Accumulation Structure (ECTS) of the Bologna Process that defines transfer for higher education in the European Higher Education Area (EHEA). This project received a grant from the College University Consortium Committee (CUCC) to map the Fanshawe College three year advanced diploma in Architectural Technology against the learning outcomes needed to enter the master's degree in Architecture at the Victoria University of Wellington (VUW) in New Zealand using ECTS. The resulting framework provides the basis, during 2012/13, to map our other advanced diplomas for equivalency against the first cycle degree requirements under the Bologna Process. This is truly an international collaboration since the Irish Institutes of Technology have agreed to assist the College in mapping the learning outcomes between our program with the EHEA standards to the VUW Master's degree.
- ❖ Fanshawe College is providing leadership support for the refinement and update of the existing Facilities Condition Assessment System with Colleges Ontario and Ontario Colleges Facilities Management Association (OCFMA). In addition, Fanshawe is providing lead support to Colleges Ontario with the planning, development and implementation of the Colleges Ontario Facilities Space Standards and Inventory Classification System to support effective planning and utilization of a 10 year capital plan to be provided to MTCU by Colleges Ontario.
- ❖ As a result of the outcomes and recommendations from all SEM teams, a large number of new marketing and communications activities have been prioritized with feedback from across the College. For example, the College will increase its marketing of new academic programs with the development of a new program marketing tool kit focused on maximum publicity and promotion. In order to do this, the College will redirect existing marketing resources from activities deemed to be of lower priority, for example reduced marketing resources will be invested in marketing for undersubscribed or hard-to-fill programs. This is a bold, but necessary redirect of resources to where they can have the greatest impact on enrolment growth. Research by the College through Strategy and Planning supports this decision.
- ❖ Increased collaboration between College recruiters and academic leaders will occur including consultation with the recruiters as new programs are being considered. Recruiters are often the first point of contact for the College and they received hundreds of queries and suggestions each year about program viability or program interest as they visit over 80 towns and cities and communicate with prospective learners around the world. Both domestic and international recruiters will be consulted and a forum for exchange with academic leaders will be conducted through the College's Marketing Advisory Committee.
- ❖ The School of Design is enhancing the class representative system with the goal of greater involvement by students and faculty in working together to ensure an excellent educational experience.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

#### Technological Innovation

- ❖ Information Technology Services will work with departments throughout the College to eliminate paper forms wherever possible by developing and substituting electronic forms and workflows. E-commerce and electronic payment functions are being reviewed throughout the College with a view to enhance and evolve these services to improve productivity, meet customer requirements and comply with emerging industry standards.
- ❖ The College has allocated new equipment resources for the expansion of simulation technology within the School of Nursing. In addition, the College has increased staffing resources within the simulation labs. These additional investments will allow more students to access the simulation labs and reduce the need for some clinical placements (which have become increasingly difficult to arrange for nurses and allied health science students).
- ❖ Social media functionality will be integrated into the FanshaweOnline learning management system used by faculty and students throughout the College. This will ensure that FanshaweOnline offers enhanced collaboration and communication opportunities and takes advantage of complementary social media products where they can add value to the educational experience or strengthen engagement.
- ❖ A comprehensive assessment of the anticipated Windows 8 Operating System is planned upon its release in 2012. If the system performs well, planning will commence to upgrade windows computers to ensure that the College's computing platforms remain up to date.
- ❖ To ensure that programs remain current and relevant with changing technology, equipment upgrades are required each year. The demand always exceeds the available resources and in the current economic environment, this situation has been exacerbated. Nevertheless, a number of equipment upgrades are planned for the next year. A few examples include:
  - New SmartBoards for classrooms and meeting rooms;
  - Non-critical emergency power distribution and computer server back-up;
  - New and replacement high-tech podiums;
  - Collaborative learning spaces;
  - Health Sciences lab equipment;
  - Sheet metal lab renewal; and
  - Virtualization and cloud computing.
- ❖ Through the Equipment and Facility Package (EFP) process, new investments will also be made during the Summer 2012 to upgrade the MAC Computer Labs in M-Building. The use of MAC computers is essential to many of the programs within the School of Contemporary Media and the School of Design. These investments will ensure that students are using the latest computer technology in their programs.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

- ❖ Significant efforts will be directed to finalize planning for the information and communications technology infrastructures to support Phase 1 of the School of Applied and Performance Arts (SAPA) in downtown London. As a building hosting a number of electronic media intensive programs and as our downtown flagship facility, it is important that we leverage technology in a manner that will position the College going forward in this location. Conversations are underway with the City of London, London Hydro, LARG\*Net and others to find the most cost and operationally effective way to provide essential connectivity and related services to our SAPA campus.
- ❖ Several faculty members in the School of Language and Liberal Studies (SLLS) will support online course delivery by assisting other faculty in converting courses from face-to-face to hybrid or online delivery. This effort will result in engaging, productive and pedagogically sound courses that appeal to a wider variety of learners.
- ❖ The Geographic and Information Systems (GIS) and Urban Planning program in the School of Design has introduced iPads as a technology tool in the field. The experience will begin to put graduates from the program at the leading edge of GIS technology use and give them a competitive advantage with employers. The iPads will enable the students to do GIS (Geographic Information System) work at their planning site instead of the previous process of collecting data and doing the work back on campus.
- ❖ New technology will be implemented which will provide enhanced options for first point of contact telephone service for the College and also support improved capacity to monitor and analyze service levels.
- ❖ Retail Services will continue to increase brand awareness and keep students in the know through creative messaging by employing social media such as Facebook, Twitter and online ordering enhancements. These new improvements will increase student engagement through permission-based promotions and social media directed marketing. Retail Services will also collaborate with academic schools to provide e-learning resources where needed to support online program and course delivery.
- ❖ The Office of the Registrar and Fanshawe International Centre will expand the implementation of Image Now electronic document management software and process review to improve efficiency of processing non-academic documents such as home stay requests, building on successful implementation of the online application. This initiative supports the strategic growth of our international student enrolments and retention of students.

#### Effective Student Supports

- ❖ The 2012/13 academic year will see the launch of the English Language Institute (ELI) that will be housed in the School of Language and Liberal Studies (SLLS). The ELI will be both a physical and virtual point of contact for, and liaison amongst, International students, English as Second Language students, the International Centre and service and academic areas involved in supporting students new to post-secondary studies at Fanshawe College seeking English language training. It will also help the College work with other post-secondary institutions that may be interested in using the ELI for their students.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

- ❖ The College, through its Marketing and Corporate Communications Department, is developing a social media strategy to enhance service levels. Two pilot projects this year have resulted in a dramatic increase in new student or applicant response to messages sent to them using Facebook, Twitter, and other social media. In these two pilot projects, the rate of response from students increased significantly compared to previous methods of communications, including e-mail. The College will focus on social media policy development for service areas in the first phase of a new social media strategy and will provide the results of its research to academic leaders, for future applications in the learning and teaching environment. Some professors currently use social media in their curriculum with very positive outcomes and results. Social media has now become an acceptable-use method in educational institutions world-wide, with the fastest growing user group in the 39+ age category. This will benefit the College in both post-secondary and continuing education student communications and future learning.
- ❖ As online learners are becoming a larger segment of the Fanshawe community, Student Academic Success Services (SASS) will enhance current protocols to identify and intervene with at-risk online learners. SASS will also make recommendations on mechanisms to incorporate resource efficient interventions in current student success strategies offered to the general population. It is anticipated that this effort to identify effective ways to academically support online learners will positively impact persistence and retention.
- ❖ Student Services will work collaboratively with academic schools, Information Technology Services and Facilities Management to develop service delivery models and plans to serve the students who will be learning at the School of Applied and Performance Arts.
- ❖ Counselling and Accessibility Services will develop and implement personal, academic, and career counselling services at all regional campuses providing consistent services for all Fanshawe College students, regardless of study location.
- ❖ Counselling and Accessibility Services (C&AS) will plan for the integration of the Testing Centre and Accessibility Testing Centre operations and staffing. These plans will be implemented when the new testing facility is built in 2012 or 2013. C&AS will also develop communication strategies for faculty and students to ensure a smooth rollout of the new service model.
- ❖ Library and Media Services (LMS) research staff will create additional on-demand learning opportunities so that students can access them at a time and place of their convenience. Programs will range from simple introductory software guides to more sophisticated guides related to aspects of scholarly literature searching. LMS systems staff will also improve services by automating additional features to provide more patron controlled and initiated access to services. This will allow students to be more aware of their borrowing activities and faculty to more easily reserve equipment and media resources.
- ❖ International Centre staff will refine and enhance activities to welcome and support international students including providing country-specific orientations for incoming students to better address unique cultural issues, working with academic schools to offer welcome receptions for international students and collaborating with Library and Media Services staff to introduce a book club for international students.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

#### A Safe and Enriched Learning and Working Environment

- ❖ Human Resources will be working with other departments to support the outcomes of the College's Strategic Enrolment Management initiative by placing a focus on supporting the organization through the associated change management efforts. Many of the SEM recommendations coming forward will involve changes to systems, processes and practices and will require efforts to effectively manage the resultant changes. In addition, staff recruitment efforts will need to be assessed to ensure alignment with SEM strategies - for example hiring staff that are highly technology savvy as we shift towards an increased use of technology in our learning delivery and learning supports.
- ❖ Human Resources has recently completed a number of organizational changes within the department aimed at shifting resources to focus efforts on better meeting emerging priorities for the organization. As part of these changes, Human Resources will evolve the newly created Employee Relations unit leveraging the strengths of Client Services and Labour Relations to create a better continuum of service. The portfolio model of service delivery will continue as a methodology supporting optimal customer service while creating opportunities for service enhancements.
- ❖ Human Resources is engaged with Information Technology in the development and implementation of a number of new IT systems intended to improve the efficiency and effectiveness of services across the College. A new absence monitoring tool is currently under development to enable managers and employees to more accurately and readily track time missed from work due to illness, vacation, etc. Work is also underway to finalize the development and implementation of a new Academic Planning Tool for deployment in 2012. This tool will facilitate teaching resource planning through scenario modeling in advance of the production of faculty standardized workload assignments. Enhanced information tracking will be available through this system facilitating accurate reporting.
- ❖ Through 2012/13, Campus Security Services will be commencing with the replacement and modernization of the College's existing VHF-band portable radio communications system with a new digitally-encrypted, UHF-band system. The College's portable radio communications system is predominantly used by Facilities Management, including the Emergency Management Office and Campus Security Services, and Residence Services with some minor, intermittent use by several academic program areas. As part of its approval, Industry Canada has mandated transition be completed within a few years with its UHF-band radio waves being shorter than the existing system VHF-band radio waves, the new system will penetrate through concrete and steel better, which will greatly improve in-building radio transmission/reception, thereby eliminating several existing radio reception in-building dead-spots on-campus. With its digital encryption feature, the system will also prevent analog radio band receivers from tuning in and listening in to radio traffic, thereby provide enhanced privacy and security, which will enable College Special Constables to communicate directly with the London Police Service's dispatch for the Canadian Police Information Centre (CPIC) and other background checks.
- ❖ In an ongoing effort to provide the most effective campus security/policing service model for the College community, Campus Security Services will be enhancing/expanding its Special Constable Authority by seeking additional campus security/policing service agreements with police services proximal to the regional campuses.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

- ❖ As outlined in the external audit report on the College's Corporate Health and Safety Management System (CHSMS) presented March 2012 to the Board of Governors by WESA Inc. Environment, Health and Safety Services (EHSS) will develop an action plan to implement the recommendations for improvement identified in the report and to develop and implement a transition plan to migrate the CHSMS auditing tools to meet the requirements of either the OHSAS:18001 or CSA:Z1001 standard.
- ❖ College emergency planning will continue to be a focus in the upcoming year. College Emergency Plans and Guidelines will be developed for regional campuses and centres and overall College preparedness, response and recovery will continue to be assessed and continuously improved upon vis-à-vis annual lock-down drills and real-life simulation ("Exercise Merlin").
- ❖ Facilities Operations and Sustainability will be reviewing opportunities for and advancing and implementing strategies to further the College's sustainability and stewardship initiative. The College will hire its first sustainability coordinator and work to achieve a bronze rating from the Sustainability Tracking Assessment and Rating System (STARS) from the Association for the Advancement of Sustainability in Higher Education (AASHE) on or before March 2013.
- ❖ Facilities Management will continue to develop and improve its facilities information management system (VisionFM), and its asset management/capital planning system (VFA), through implementation of: project management and capital planning modules to better manage multi-year capital budgets, funding sources and project expenditures for fiscal accountability and future planning/forecasting; the timesheet module to benchmark, monitor and report on staff resource requirements for project planning and implementation; and integration between VFA and VisionFM systems to link capital asset management planning with integrated facilities operations.
- ❖ In 2012/13, Facilities Management will undertake the process to review and update the College's Campus Master Plan for London and the College's facilities condition assessment and comprehensive energy/sustainability audit for the London and Regional Campuses. Facilities Management will also complete the College's Comprehensive Certificate of Approval - Air and Noise process currently underway with the Ontario Ministry of the Environment for the Regional Campuses.
- ❖ Efforts will continue to review, plan and implement facilities developments and strategic property acquisition consistent with the College's Long-Term Facilities/Properties Plans and Campus Master Plans in support of the College's strategic directions and the SEM initiative.
- ❖ The Office of the Registrar in collaboration with Facilities Management will begin to develop a service model and related facilities requirements, based on best practices in student service. This model will guide the future development of the Office of the Registrar facilities and service provision to our students, future students and all stakeholders. This long-term project aligns with SEM initiatives and the development of coordinated, self-help services across the College and will drive the future service provision and roles of our staff.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

- ❖ Retail Services will review branding and growth opportunities for Food Services through an independent evaluation of current locations in an effort to identify future enhancements as the College continues to grow and diversify. A capital project has been established for future food service facilities developments. The student satisfaction KPI for our Food Services has been near the top for large colleges and the aim is to maintain and, if possible, further improve student satisfaction.

#### **C.1.2. Foster a workplace where employees are proud to contribute and grow**

- ❖ All three Schools within the Faculty of Arts, Media and Design (FAMD) have created and will be introducing recurring, faculty-organized and faculty-led professional development sessions. These will range from *Lunch and Learns*, *Mystery Topic* and presentations made by faculty of the work they or their students are doing. The goal is to improve faculty knowledge, practice, and skills. Other externally based Professional Development activities will be held for faculty in FAMD to maintain and enhance their skills, currency and program reputation. These include the NAB Broadcasting Conference, Siggraph, Flash in the Can, Broadcast Educators Group, Radio-Television News Directors Association of Canada conference, intensive invitational drawing workshop in New York City, visiting professor at Nova Scotia College of Art and Design, Hot Docs, Women in Film and Television, Digital Interactive Gaming, etc.
- ❖ The Continuing Education team within the Centre for Community Education and Training Services (CCETS) has implemented a new enrolment planning process and has begun the process of establishing a new Customer Service Charter (CSC) aimed at improving the service levels to our students, faculty and staff for a continuous quality improvement process. The CSC committee is dedicated to improving the quality of service received by our customers at large, whether face to face, on the phone, online or via e-mail.
- ❖ The School of Building Technology will participate in a number of Habitat for Humanity builds over the next year. The School has developed a strong relationship with the local Habitat group that will continue to grow and involve greater numbers of students.
- ❖ Faculty in the Lawrence Kinlin School of Business and the School of Information Technology will continue to participate in courses offered by the Illinois Online Network (ION) through the University of Illinois, the largest provider of outsourced online teacher training in North America to acquire eLearning certification. To date, over fifty faculty have been engaged in completing their Masters Certificate in Online Teaching through ION. Additional faculty will be going through the ION program to receive their certification.
- ❖ The Faculty of Technology will host its annual auto slalom event with a local sanctioned racing body open to staff, students and the general public. All of the proceeds collected will go to the Children's Hospital Foundation and programs, facilities and successes will be showcased as well.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

- ❖ As part of both the College's Employee Engagement and Advocacy Strategies, the College has introduced a new "Fanshawe People" section on the College's internal staff portal. Branded with a recognizable symbol, the Fanshawe People section features a place to share staff stories, announcements, upcoming events, and information that will be of interest to employees across the College. Included is a "Volunteer Corner" that showcases staff involvement in a wide range of volunteer activities across our communities - demonstrating how our employees are giving back in their efforts to contribute to the communities in which they live. Every month, a new story will be featured that is sure to inspire others to get involved, be generous with their time and make a difference in the lives of others.
- ❖ The new Web-based User Interface for Datatel Colleague was deployed throughout the College to improve ease of navigation and access to corporate information managed on the Datatel platform. Work is underway to review the College's deployment of Student, Finance and Human Resources systems to ensure that they are optimized and continue to serve the needs of the College as efficiently and effectively as possible. Monitoring will take place to ensure that electronic courses and resources are highly available to support workplace wellness, and health and safety priorities. In an effort to be better informed by our data, various business intelligence tools will be harnessed to improve our analytical capacity and to populate dashboards for employees.
- ❖ Information Technology has recently undertaken an organizational structure review and introduced changes largely through the realignment of resources with a view to ensuring that staffing and structure continues to meet the needs of the College. A portfolio model of service delivery will be introduced to the IT systems development and project management services in an effort to provide a more comprehensive and consistent level of support College-wide. Technical services to support the MAC computer platform have recently been shifted to be part of the central IT infrastructure in an effort to provide enhanced MAC services across the College in close alignment with similar services already offered for the PC platform.
- ❖ Research demonstrates that employee engagement is a critical element of high performance organizations. Efforts to enhance employee engagement will be a focus of activity in the coming years. Human Resources will lead a working group to identify organizational elements for employee engagement as organizational shifts unfold relative to culture and strategic focus. A number of new and continuing or refocused initiatives will unfold throughout the year. For example, an increased emphasis on employee wellness will be evident through showcased and measured health and wellness programs on matters such as smoking cessation, heart and stroke prevention, weight loss, etc. The results of these programs will be measured to better understand the benefits of wellness in the areas of employee engagement, satisfaction, attendance and productivity. A key tool for monitoring employee engagement is the College's bi-annual employee survey that will be administered next in the Fall of 2012.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

- ❖ Responding to a recent consultant's report based on a cross-college assessment of the current state and preferred future state regarding technology training, Organizational Learning and Development has added resources in 2012/13 to enable the implementation of many of the recommendations arising from the consultant's report. A key focus will be on improved coordination and delivery of all technology training in support of the College's emerging E-Learning Strategy as well as training related to new technologies and software intended to improve operational effectiveness.
- ❖ Over the next year, a fine-tuning and adjusting of our Leadership Talent Strategy will be undertaken to better integrate tools and processes for leadership recruitment, onboarding, and development. A consultant has recently been engaged to assist with the development of a formal succession planning process based on a strong foundation of leadership competencies that define future leadership requirements. The College Employer Council (CEC) has been working with the same consultant on a province-wide basis to develop a cross College Leadership Capability Framework focused on leadership competencies. These two processes will intersect and enhance the work at Fanshawe.
- ❖ Employee engagement through communications and events will be reviewed in the coming year, with recommendations on how to continuously improve the level of participation amongst all employees. Different forums or channels of communications with employees will be reviewed such as the staff portal and newsletters. All major College events will be analyzed for their effectiveness and protocols to ensure, among other things, we are using events to foster a work place where employees are proud to work and grow.
- ❖ In response to Fanshawe's enrolment growth targets and increasing international student population, the Athletics Department is conducting an organizational review to explore structures and processes to enhance resource efficiency while meeting student program and service needs. All full-time staff in the department will participate in and contribute to the review by engaging in discussions on defining the Athletics Department of the future, aligned with the College's academic and SEM priorities.
- ❖ Student Academic Success Services staff will be encouraged to participate in relevant professional development opportunities provided by Organizational Development and Learning to enhance their skills and network with other College personnel. Student Success Advisors will continue to develop their capacity as academic advisors. The group will continue to enhance their ability to provide solution-focused resolutions when meeting with students. Some staff will participate in poverty training (training designed to work with clients who come from a background of generational poverty) and share, as appropriate, in a train the trainer model. Learning Centre staff will also participate in relevant training including development opportunities for math and writing educators. Additionally, individual staff members will have the opportunity to pursue unique personal development plans.
- ❖ Career, Co-op and Community Employment Services staff will undertake a training needs analysis to identify the training required to support quality service for our diverse student population. Staff will receive training in the use of social media (Facebook, LinkedIn, Twitter, and YouTube) thereby enhancing their ability to communicate in the manner most appropriate to student or employer needs.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

- ❖ Counselling and Accessibility Services (C&AS) staff will be encouraged to participate in professional development and continuing education opportunities to ensure that the department continues to develop and innovate to meet the needs of the diverse population it serves. All C&AS staff will receive suicide risk identification and intervention training to increase the department's capacity to appropriately respond to high risk student mental health issues.
- ❖ All Office of the Registrar quality of service projects and facility renovations will support the shifting roles of our staff from transactional-based services provision to an advising and relationship management approach to service provision. To support this service evolution, staff will meet on a weekly basis to provide information, seek input and interact with each other, all in support of enhancing internal communication. All significant changes and projects will include change management and training plans to support staff during and after the development and implementation of significant projects and initiatives.
- ❖ In the rapidly changing environment of information access, effective searching and critical evaluation it is crucial that staff stay up to date with new technologies. Library and Media Services staff will actively pursue training opportunities offered both internally by Organizational Development and Learning, and by external agencies, for example, University of Toronto's iSchool, the Ontario Library Association's Education Institute, and Webinars by vendors and others.

#### **C.1.3 Engage in applied research and scholarly activity**

- ❖ The College will continue, through its Centre for Sustainable Energy and the Environment (CSEE), to strive toward completion of all deliverables contained in a \$2.3 million grant agreement with the CCI/NSERC Innovation Enhancement Program. An enhanced virtual institute model will be added to the current project model to ensure that the CSEE projects are successfully implemented. The virtual institute model will also act as a foundation to support the Faculty of Technology's longer-term vision for innovation in practice.
- ❖ Students from the Computer Programmer Analyst program in the School of Information Technology will work as part of a team on a federal NSERC research grant to further develop the real-time trading cloud computing infrastructure of Cyborg Trading Inc.
- ❖ The College continues to expand its research capabilities. Twenty-five student projects from across the College were selected from forty submitted projects for presentation at this year's inaugural Student Research and Innovation Day (SRID), held in April 2012. Future events will focus on increasing the awareness of innovative activities conducted by Fanshawe students to potential students, existing students, industry and the human services community.
- ❖ The School of Contemporary Media supported by a Colleges Ontario Network for Industry Innovation (CONII) grant, will develop JAMii - a physical fitness motivation application for mobile devices.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

- ❖ Fanshawe's School of Nursing, McMaster's School of Nursing, and the Canadian Association of Schools of Nursing (CASN) are co-sponsoring the 2012 National Nursing Research Conference entitled *Innovations in Research and Knowledge Exchange*. This is the first time that a CASN National Conference has even been co-sponsored by a College and has involved Colleges Ontario along with the Council of Ontario Universities (COU). The Chair, School of Nursing at Fanshawe, and the Associate Dean and Director, School of Nursing at Macmaster University, are conference co-chairs.
- ❖ The focus of the Applied Research Agenda at Fanshawe College has to this point been primarily one of pursuing and then executing the deliverables associated with the CSEE Grant. The College will now be placing increased attention as well on introducing a model of capacity-building across schools allowing for an evenness of involvement by all students in the completion of relevant applied research projects.
- ❖ Work will be undertaken in collaboration with academic administrators to ensure that the College's computing infrastructure and networks enable and support research activities. The Learning Systems department will support and conduct where appropriate applied research into the effectiveness and efficiency of electronic products and methodologies to enhance learning. For example, in February 2012 a comprehensive Educational Technology Student Survey was administered to better understand use patterns, activities and aspirations with respect to Educational Technologies at Fanshawe. Information from this survey will inform priorities and investments going forward. New computer models and configurations will be tested in various labs to ensure that these will meet the needs of students and faculty and are compliant with evolving technology standards and products.
- ❖ Fanshawe recognizes the growing need to leverage technology in all areas of operation where it will provide enhanced effectiveness and is operationally efficient to do so. Much work has already occurred in both academic and administrative areas, but there is more to be done, particularly in the administrative operations (e.g. effective use of electronic workflows). There will be an increased focus on broadening professional collaboration using electronic tools such as Team sites, wikis, tele-presence, and blogs both within the College and also with external organizations.
- ❖ As a follow up to our participation in Colleges Ontario's Aboriginal Self-Identification Project in Fall 2011 that involved hosting a number of student focus groups to discuss issues related to self-identification, the College will also be supporting Phase 2 of the project in Spring 2012. Phase 2 will build upon the themes identified in Phase 1 through the administration of a campus-wide survey. To encourage Aboriginal participation in the survey that will be sent to both Aboriginal and non-Aboriginal students, the First Nations Centre will host a number of promotional sessions to encourage students to complete the survey and ensure that staff are available to answer questions.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.1 Vision and Mission (Policy A-05) (cont'd)

- ❖ Fanshawe will be participating in a study led by researchers at the University of Toronto to explore the structures and processes supporting the knowledge of transfer options and procedures of students who attend university after college. Fanshawe has achieved one of the highest transfer rates of students who apply through the Ontario University Application Service for admission to one of Ontario's universities. This study will look at the ways that Fanshawe's staff and services support this process and how the College plans to build on this success to support future learners.
- ❖ As the emphasis on applied research grows, and the number of staff pursuing advanced degrees climbs, Library and Media Services Research and Data Services staff will provide support and assistance to faculty, staff and students by creating more electronic library guides and demonstrating how to conduct a thorough literature review and use demographic tools to map data.

### C.2 Student Success (Policy A-35)

#### **C.2.1 Encourage and enhance student success**

- ❖ The School of Language and Liberal Studies has redesigned the curriculum for its Preparatory Studies programs (General Arts and Science streams) for delivery in Fall 2012 to enhance and enrich transferability between program majors for students wishing to prepare academically for vocational programs and university pathways.
- ❖ The School of Language and Liberal Studies will now offer courses in the summer term designed to help students make up courses that are preventing their progression or graduation.
- ❖ The School of Tourism and Hospitality boasts a 70 percent local sustainable food service practice. It will continue to sell fair-trade coffee, engage in recycling and composting, and support local food suppliers. Professors and students will be engaged in meat processing including the smoking of bacon and plans are underway to set up bee hives to create a local supply of honey.
- ❖ A process is being developed to track London Continuing Education (CE) students and their progress in their program of choice. This has its challenges as CE students register by course rather than by program. The result will be an improved strategic approach to program and course planning with the ultimate goal of increasing the opportunities for students to complete their program and successfully graduate.
- ❖ The College is looking to expand online educational delivery options for students. These include offering more courses in hybrid or blended formats, where certain components are delivered in class and other components are online, and more courses where classes take place entirely online. Currently the FanshaweOnline learning management system allows professors to post lectures, associated learning materials, assignments, and quizzes, etc., online where they are available for student access at any time. The College hopes to expand the use of this online channel to supplement and compliment classroom and lab experiences. In this regard, use of FanLive to record the content of lectures and organize these materials for student review and replay has been increasing significantly and is proving very popular with students.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.2 Student Success (Policy A-35) (cont'd)

- ❖ While the College has had a centralized electronic timetabling system in place for a number of years, a priority over the next year will be the acquisition and implementation of a major upgrade to that system. A detailed implementation and training plan will be developed to ensure a smooth transition. The new software upgrade will improve the College's ability to effectively timetable its spaces to optimize timetable development activities, maximize utilization of academic space and the quality of student timetables. This project has been identified as a SEM priority.
- ❖ Information Technology Services will work with academic areas to complete deployment of a system to track and support clinical placements within academic programs. Currently Cooperative Education staff and students use the Orbis software product to provide support and communications. This product will be extended for use with clinical placements taking place in various academic programs.
- ❖ A review of the College's initial deployment of Smartboards was recently completed and will be used to inform future investment and deployment. The College installed 11 Smartboards a year ago as a pilot to undertake assessment of the technology itself, nature and extent of training required for staff, level of technical support needed, optimum room configurations, possibility of connectivity to video display units, etc. Taking into account the findings of the report on the pilot implementation, the College has taken steps to acquire and install a further 15 units, with the potential to add others subject to available capacity. Over time, it can be anticipated that the need for this type of technology in all general purpose learning spaces will become a "standard" not unlike overhead projectors of the past.
- ❖ As part of another College pilot recommended by the Strategic Enrolment Management Teaching and Learning Methods Team (TLM), Facilities Management, in collaboration with Information Technology Services, will enhance existing student study, lounge and cafeteria spaces to enable students to collaborate and learn with classmates and faculty anywhere/anytime. Enhancements will include a variety of fixed/flexible/mobile furnishings - from counters with bar stools to couches to tables and chairs, connectivity for data (hard wired and Wi-Fi) and electrical power for devices as well as display screens will allow students to meet informally, share ideas, collaborate in pairs, small groups or on their own.
- ❖ As part of a College pilot, Facilities Management, in collaboration with Academic Services and Information Technology Services, will investigate, develop and create two flexible, technology enhanced learning environments to support collaborative student focused learning on a trial basis. These non-traditional (non-timetabled) learning spaces will be "sandboxes" for faculty to try new equipment and delivery methods in a flexible environment that will allow students to learn in a variety of formats from small groups to traditional lectures. Furniture will be mobile to ease reconfiguration on the fly. Technology will allow faculty and students to display work on one or more display screens throughout the room.
- ❖ As a result of a continued increase in donor funded programs and new Government initiatives, the amount of financial assistance provided by the Awards and Scholarships Office has increased significantly over the past several years. The Awards and Scholarships Office will be increasing its capacity to address what can be expected to be another year of increasing donor funding.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.2 Student Success (Policy A-35) (cont'd)

- ❖ A major reconfiguration and design of the College's website has resulted in multiple new features being planned in the coming year to support and encourage student success. For example, dozens of videos will be produced in collaboration with a number of areas to assist prospective students in determining the right program fit. In addition, new 'program pages' are being created on the website to highlight special features of each program. Training will continue to allow program staff to populate these pages.
- ❖ By increasing the amount and value of information on careers, training, and pathways through increased marketing, it is anticipated that improved student success and ultimately, improved graduation rates will result. Through Marketing and Corporate Communications, the annual recruitment plan will include new strategies aimed at specific segments of the market that need assistance in determining program fit and program preparedness, such as the non-direct student applicant cohort. In collaboration with the student services departments, marketing needs for those areas will be prioritized as part of a new, three-year marketing plan.
- ❖ In July 2012, Student Success will be expanding Fanshawe's summer transitional program piloted in 2011. Head Start is a half day program offered in collaboration with academic and service partners, to assist incoming Level 1 students in their preparations for success at Fanshawe. Activities include completion of the WRITing Assessment, academic information sessions, academic tours, completing registration-related tasks such as obtaining a student card as well as opportunities to meet other students and faculty within students' respective programs. The College will be using the analysis of the 2011 Head Start participants' retention and academic performance measures to inform the content and delivery of the expanded program.
- ❖ The First Nations Centre (FNC) will design, implement and maintain student success tracking systems and processes to measure retention, graduation and possibly employment outcomes as a means of measuring performance. This new system will track reasons for students' visits to the First Nations Centre and analyze participants' demographic information to identify learner needs. Strategy and Planning will assist by conducting comparison analysis against general student body and self-identified Aboriginal students who are not registered with the FNC service. These efforts will inform the future development of programs and services including community outreach.
- ❖ Student Services working with academic and other service areas will develop a program and career fit pre-admissions service model for prospective and current students. This model will be implemented in phases, with the first phase focused on clarity of roles and coordination of advising services, to ensure students and prospective students receive seamless services which meet their diverse needs. As a partner in this initiative, Career Services will develop online and in-person career advising for prospective students.
- ❖ The Registrar and Associate Registrar Systems will contribute to and lead the development and implementation of an online course and program based registration model and self-help service models for continuing education, part-time and full-time post-secondary students. These models will utilize existing technology within the College's Datatel system and will require business process reviews prior to implementation. This project was listed as the number one priority by the SEM Committee to increase enrolments by making the registration process more student-centric.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.2 Student Success (Policy A-35) (cont'd)

- ❖ To strengthen support for student learning, Library and Media Services (LMS) staff will expand the provision of in-class and open sessions of Research 101 and Statistics 101 and create more electronic library guides specific to programs, subjects and life/workplace skills. Staff will also create more “how to” podcasts and increase the use of social media tools to enhance student engagement and learning support. LMS will also provide more assistance for international students, students with disabilities, mature students returning to school and others who may need additional support in accessing electronic and other resources and in finding the most relevant information for their research and assignments.
- ❖ To support students as they explore and prepare for employment opportunities, Career Services in partnership with the Fanshawe Student Union will launch innovative employment services such as a newly launched Career Café, an open forum for students to discuss career goals, preparation and services available to support them, and “after hours” workshops in our Residences called Career Corner. Career Services will also introduce online resume software and online, interactive career consulting. In response to increased student requests for service, Career Services will also add Career Consultant staffing to focus on the employment preparation needs of international students and those with disabilities.
- ❖ Co-operative Education will add a Student Services Consultant and additional clerical support to meet increasing demands for service. The Consultant will provide on-campus service for students and employers, ensuring timely service and allowing other Co-op Consultants additional time to conduct outreach and employer marketing, thereby increasing student opportunities for employment success.
- ❖ In collaboration with the Fanshawe International Centre, Career, Co-operative Education and Community Services will develop online resources for international students pursuing employment opportunities. Resources will include information about on-campus jobs, work and placement visa regulations, Canadian employment protocols, and completing Canadian job applications.
- ❖ In support of further internationalization of student learning, the International Centre will partner with academic schools to increase the opportunities for student exchanges and other international learning opportunities for students.

### C.3 Meeting Labour Market Needs (Policy A-40)

#### **C.3.1 Support strategic growth in current and new markets, both domestic and international**

- ❖ The School of Language and Liberal Studies has initiated outreach to various First Nations community members for input on the development and delivery of a joint-venture, First Nations Diploma program. Discussion with Western University is underway to formalize a credit transfer articulation for students wishing to pursue studies there. The goal of the program is to provide essential employability skills and academic upgrading in the framework of an Aboriginal world-view, focusing on traditional First Nations teachings and off-site learning opportunities.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.3 Meeting Labour Market Needs (Policy A-40) (cont'd)

- ❖ The College will launch its new School of Graduate and Professional Studies over the Summer of 2012. This virtual school will be a single point of access for existing and prospective students seeking access to a graduate certificate program, a Fast-track program or a program that leads to professional certification. This new School will be managed by the Centre for Community Education and Training Services (CCETS).
- ❖ A new articulation agreement with Huddersfield University in the UK supports faculty exchanges so that one of our professors will co-teach with one of their faculty for two weeks in the UK, followed by their faculty coming to co-teach at Fanshawe College for two weeks. Similar academic opportunities are currently being considered with partners in Brazil, Belgium, India and Wales.
- ❖ A new collaborative program is in development with Fanshawe's Music Industry Arts and Western University's (UW) Don Wright Faculty of Music for ten students, with implementation to occur in Fall 2012. This agreement will also provide reciprocity for ten Fanshawe College students to enrol in the Don Wright Faculty of Music.
- ❖ In July of 2011 CCETS assumed responsibility from the Centre for Academic Excellence for the School to College Work Initiative (SCWI) program. This partnership with the Thames Valley District School Board, The Avon Maitland School Board, the Huron Perth Catholic School Board and most recently, the London District Catholic School Board, involves students from secondary schools attending college courses and obtaining credits toward both a high school diploma and a college certificate or diploma. In 2011/12 the program doubled in size, and is expected to grow again in 2012/13 due to the success of the students and the enthusiasm from the boards of education for this program. Programming in this area is planned to expand in Elgin County and Oxford County this year through our campuses in St. Thomas and Woodstock to better serve students in those and surrounding communities.
- ❖ The School of Nursing is one of the sponsors of the Global Health Conference: *Transcending Borders Towards Global Health* to be held in Toronto in April 2012. The School of Nursing faculty were invited by the Schulich School of Medicine at Western to participate in the conference planning.
- ❖ Manufacturing Engineering Technology programs are undergoing a reconfiguration to align curriculum with industry trends and to allow entry from other Technician programs such as Electromechanical Technician and Electrical Technician in addition to the existing articulation between Manufacturing Engineering Technician. These programs are to be renamed *Integrated Process Engineering Technician* and *Integrated Process Engineering Technology* to reflect industry's new focus on advanced manufacturing and will include curriculum on composite manufacturing, rapid prototyping, and reverse engineering.
- ❖ Database programming is planned to support better integration of International student applicants with the College's enterprise Datatel student enrolment and communication modules. Initial programming has been undertaken to import International Online applications and associated documents into the Datatel student records system. Electronic copies of supporting documentation are taken and stored using the ImageNow document management tool and linked to the application. The College is developing an associated "bulk load routine" to support the Student Partnership Program records using this same technology.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.3 Meeting Labour Market Needs (Policy A-40) (cont'd)

- ❖ The College will complete a new, three-year marketing plan with strategies that will result in the best return on investment for future marketing. These strategies will be evaluated each year in order to change directions as necessary. Highlights of this plan include more marketing to non-direct applicants, a significant increase in on-campus recruitment activities as this has proven to be very effective in influencing a prospect's decision, a new recruitment strategy aimed at current students to consider post-graduate or lifelong learning opportunities, and new strategies aimed at both the secondary school and non-secondary school segments of the market, such as the marketing of Fanshawe degrees and other pathways to higher education.
- ❖ A very successful strategy for the College has been its conversion (from applicant to enrolled student) program. Marketing and Corporate Communications and the Office of the Registrar have collaborated on a communications strategy that is measurable and proven effective. It has resulted in enhanced conversions early in the recruitment and admissions process. The conversion program will be expanded to record and measure applicant conversion tactics that are deployed by academic areas, using a best practices approach to improving all communications from the College. It is interesting to note that Marketing and Corporate Communications has been asked to share its conversion strategies with other colleges and universities, but given this is a competitive advantage, the College has declined.
- ❖ As outlined previously, the College will begin to shift the allocation of some marketing resources to support new program development. In addition, recruitment strategies will be developed to target specific programs in designated geographic areas of the province and beyond. Overall College or corporate marketing must also be maintained in light of the recent bruise to the College's reputation, but also because the College has successfully begun to market itself in new or underdeveloped areas where data supports the potential for enrolment growth. Fanshawe is also collaborating with other public sector partners in the region to jointly market Southwestern Ontario in Canada and around the globe. For example, the College will take part in a marketing program to position London as a digital media centre.
- ❖ In cooperation with Post-Secondary Education Counsellors from Aboriginal communities, the First Nations Centre will host information sessions in their communities with the goal of enhancing student readiness for college. Specifically, these sessions will provide prospective students and their supporters with explanations of prerequisites, student preparedness, and information on how to apply for financial assistance. The Centre will invite Fanshawe graduates to share their stories and offer strategies for success.
- ❖ The Office of the Registrar, Financial Aid will provide support and develop processes to implement the Ministry's OSAP review and renewal initiatives. This will include the development of a service model and service levels which will support mass release of student loan documents and confirmation of enrolment commencing in Fall 2012.
- ❖ The Office of the Registrar will lead the implementation of the Ministry's credit transfer initiative which includes automation transfer credit approval processes to support increased pathways and credit transfer opportunities for incoming transfer students and for the College's graduates.

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.3 Meeting Labour Market Needs (Policy A-40) (cont'd)

- ❖ Library and Media Services' librarians will assess current print, media and digital collections and acquire resources in support of new programs, especially applied degree programs.
- ❖ Community Employment Services will increase its marketing and community activities, optimizing its role as a primary career advising centre and an important doorway to Fanshawe for clients wishing to pursue training for new careers.
- ❖ The International Centre will focus on initiatives to further increase international enrolments including expanding recruitment into new markets such as Nigeria and Russia, identifying recruitment opportunities in high school districts in Canada that enroll international students, and working with academic schools on new partnership agreements with international secondary and post-secondary institutions. The Office of the Registrar and International Centre will launch a communication plan to promote the new online application process with international applicants and will work with the English Language Institute to develop an online English as a Second Language test to allow international students to assess their English proficiency before coming to the College.

### C.4 Other

#### **C.4.1 Engage the support of community partners and patrons**

- ❖ The Fanshawe College Foundation continues to serve as a key link in engaging the support of community partners and patrons. Through a significant, multi-year community campaign, to be launched in 2012, the Foundation will secure major capital contributions in support of the new School of Applied and Performance Arts as well as other key funding priorities of the College. The Foundation succeeds through the dedication of a wide group of community volunteers who assist in donor cultivation and fundraising meetings and events.
- ❖ In 2012/13, the Fanshawe College Alumni Association will seek to further engage its more than 143,000 alumni through the launch of a new branding campaign. This initiative will highlight with alumni the importance of continued relationships with Fanshawe College, beyond graduation, to ensure ongoing support of quality education and student success.
- ❖ Fashion Merchandising students from the School of Design are in discussions with the City of London to design Christmas windows for downtown merchants close to the 2013 ISU World Figure Skating Championships in London.
- ❖ The Practical Nursing and Business Foundations students at the Oxford County Campus are organizing a fashion show and silent auction in April 2012 in partnership with local businesses to raise money for critical care beds needed at the Woodstock General Hospital - a key partner in our delivery of programming in the Woodstock community.
- ❖ *Mentoring Pairs for Child Care* is a province-wide program that enhances child care quality by matching more experienced child care supervisors with less experienced child care supervisors in their own communities. Fanshawe was recently awarded the equivalent of approximately \$10,000 in funding and in-kind resources to "Continue the Mentoring Momentum in London."

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## C. Progress Towards Achieving Board Ends and College Strategic Directions

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### C.4 Other (cont'd)

- ❖ A reputation recovery project is underway at the College. This will be used as an opportunity to enhance the excellent relationship Fanshawe has with many community partners and patrons. The College has had a ground-swell of support from alumni, community leaders and others to leverage the recent March 17<sup>th</sup> incident in a way that will reposition the College as the exceptional College that it is - with a solid and proven reputation for being a leader in the Canadian educational landscape. Strategies and tactics will be co-ordinated in the coming year to ensure the College's partners are aware of the value Fanshawe brings to its community, both locally and around the world.
- ❖ Counselling and Accessibility Services in partnership with Career, Co-operative Education and Community Employment Services and LEADS Employment Services will develop and implement specialized transition to employment services including job development opportunities for students with disabilities. This will include offering a joint training opportunity for employment consultants and community partners focused on the specialized employment transition needs of students with disabilities. To lead this new initiative, a joint committee will be created with membership from all partners.
- ❖ Career, Co-operative Education and Community Employment Services will focus on a number of initiatives to engage with employers and community partners with the goals of promoting graduate employment and meeting the needs of our communities' labour market. Partnering with academic schools and Marketing and Corporate Communications, Career, Co-operative Education and Community Employment Services will host a series of employer open houses arranged by the economic sector to highlight the quality of the College's programs, faculty, staff, students, and learning environments. Collaborating with Strategy and Planning, the LEDC and other community partners, Career, Co-operative Education and Community Employment Services will develop and implement a strategy to gather labour market information in a consistent and on-going fashion. Career, Co-operative Education and Community Employment Services will continue working with its many community partner agencies and employers, building positive working relationships in support of those in our community seeking new careers.
- ❖ The College will work with other educational institutes, community agencies, and cultural groups on a plan for working together to establish London as an education hub for international students. Areas for exploration include marketing and recruitment, support for students and joint activities.

# SECTION D

## Financial Planning / Financial Condition





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## D. Financial Planning/Financial Condition (Policy D-05, D-10)

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### D.1 Introduction

The College's proposed 2012/13 Operating Budget reflects an in-year deficit position of \$1 million. The Accumulated Operating Fund Balance is projected to be \$10.64 million at the end of 2012/13 as set out in the Financial Projections in Section D.2.

Planning for the 2012/13 fiscal year has been underway since November 2011. There is sufficient detail associated with this budget from an operational perspective to allow for effective control and monitoring of each budget unit within the College.

Implications of the proposed March 2012 Provincial Budget have not been reflected in these projections since the Budget has not yet been passed by the Legislature. Early indications are that the proposed Provincial Budget includes some increased funding for colleges but it is expected to be front end loaded. This would seem to indicate that the Board's direction to increase the Accumulated Operating Fund Balance to hedge against future revenue shortfalls was prudent. The College's proposed budget includes grant assumptions that are believed to be relatively conservative. Tuition fee revenues are in alignment with the Ministry's tuition fee policy which allows for a maximum institutional overall tuition rate increase of up to 5 percent.

The 2012/13 budget development process had a significant focus on cost containment and realignment of resources allowing for a number of new investments to support our strategic directions. A number of the cost containment strategies identified are one-time-only in nature (e.g. deferred equipment purchases, complement positions held temporarily vacant), thus placing continuing pressure on the budget development for next year. It is anticipated that the March 2012 proposed Provincial Budget may well result in grant allocations that have an overall neutral impact on Fanshawe College's funding in 2012/13, while adding to future years' budget challenges. However, if enrolment growth levels at other colleges in Ontario are less than those at Fanshawe College, there could be some additional funding to ease the pressure on the College's operating grant in future years.

## D. Financial Planning/Financial Condition (Policy D-05, D-10)

### D.2 Financial Projections

Ref	in \$000's	2010/11	2011/12	2012/13	2013/14	2014/15
a	Accumulated Operating Fund Balance, Opening	7,548	8,344	11,644	10,644	7,644
	<b>Revenue</b>					
b	Government Grants	99,470	99,680	96,910 -2.8%	96,910 0.0%	96,910 0.0%
c	Enrolment Revenue	54,510	61,950	67,690 9.3%	69,040 2.0%	70,420 2.0%
d	Ancillary Revenue	21,420	22,880	23,990 4.9%	24,470 2.0%	24,960 2.0%
e	Other Revenue	6,130	7,510	7,450 -0.8%	7,600 2.0%	7,750 2.0%
		<b>181,530</b>	<b>192,020</b>	<b>196,040 2.1%</b>	<b>198,020 1.0%</b>	<b>200,040 1.0%</b>
	<b>Expenditure</b>					
f	Instructional Services	91,331	93,340	99,380 6.5%	104,070 4.7%	108,140 3.9%
g	Instructional Support	19,179	19,560	21,330 9.1%	22,130 3.7%	22,890 3.4%
h	Student Services	15,931	16,300	18,100 11.0%	19,070 5.4%	19,950 4.6%
i	College Services	16,780	17,730	19,420 9.5%	20,610 6.1%	21,700 5.3%
j	Ancillary Services	18,800	19,350	19,330 -0.1%	19,860 2.7%	20,400 2.7%
k	Facility Services	18,909	22,440	19,480 -13.2%	20,250 4.0%	20,980 3.6%
		<b>180,930</b>	<b>188,720</b>	<b>197,040 4.4%</b>	<b>205,990 4.5%</b>	<b>214,060 3.9%</b>
l	Operating Adjustments	-	-	-	(4,970)	(11,020)
m	Budget Operating Surplus (Deficit)	600	3,300	(1,000)	(3,000)	(3,000)
n	Projected Accumulated Operating Fund Balance	<b>8,148</b>	<b>11,644</b>	<b>10,644</b>	<b>7,644</b>	<b>4,644</b>

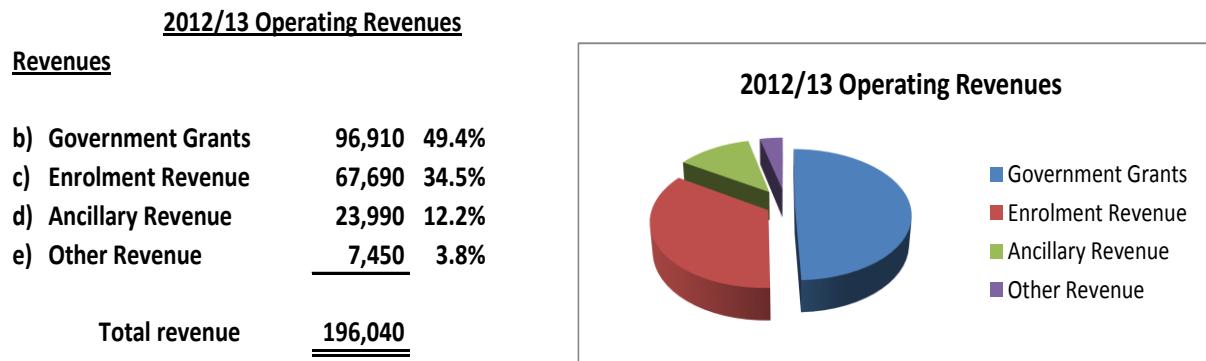
## D. Financial Planning/Financial Condition (Policy D-05, D-10)

### D.2 Financial Projections (cont'd)

#### NOTES:

##### a) Accumulated Operating Fund Balance, Opening

The Operating Fund Balance carried forward from 2011/12 is expected to be approximately \$11.644 million. This figure includes an estimated surplus of \$3.3 million from 2011/12 and the \$3 million contingency that had been carried forward from 2009/10. The College's financial statements are audited annually, and the Accumulated Operating Fund Balance for 2011/12 will be updated and reported to the Board when the financial statements are complete. It is anticipated that the Accumulated Operating Fund balance will return to a more normal level of approximately 2 percent of operating revenues beginning with the 2015/16 fiscal year.



- b) Government Grants** - Includes all grants received from the Provincial and Federal Governments, such as base operating grants, apprentice revenue based on training agreements with the Provincial Government, government sponsored programs such as Literacy and Basic Skills (LBS), Employment Services and Summer Jobs Services (SJS), Accessibility Funding, etc. Since details of the 2012/13 operating grants are unknown at this time, this proposed budget includes estimates. Grant allocations over the last few years have tended to be volatile. Consequently, estimates in this proposed budget are relatively conservative. The decrease in expected grants from the Second Career Employment Insurance program and the timing in the recognition of research grants are the primary reasons for the 2.8 percent reduction in Government Grants reflected in these projections.
- c) Enrolment Revenue** - Includes all fees collected from students, such as tuition and related ancillary fees. The tuition portion for domestic students was projected based on the tuition policy released by the Ministry as a one year extension of the past policy. Total tuition is projected to increase by approximately 5 percent resulting from an overall increase in tuition rates for all programs funded through the operating grant. Domestic post-secondary enrolment projections are currently set as relatively flat (an increase of 0.6 percent) acknowledging the impact of demographic shifts and in some specific cases space constraints that limit the ability to grow enrolments in a significant way. Expanded alternate delivery options are being explored to identify other growth alternatives, but these are tentative and thus not included in current budget projections. In addition international tuition revenues have been projected to increase by approximately \$0.9 million.

## D. Financial Planning/Financial Condition (Policy D-05, D-10)

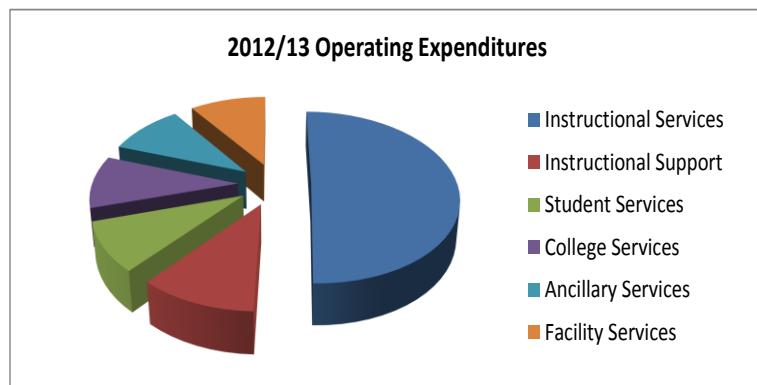
### D.2 Financial Projections (cont'd)

- d) **Ancillary Revenue** - There are a variety of ancillary activities. The more significant operations include the College Bookstore, the College Computer Store, Parking and the Student Residences. The 4.9 percent increase in revenues is offset by associated ancillary expenditure increases and is largely attributed to an increased volume of sales and in some cases increased rates.
- e) **Other Revenue** - The College earns other revenues from various sources such as domestic and international contract training activities, investment revenue, rental revenue and sales of course products. These revenues are budgeted to reflect similar levels to 2011/12 in total.

#### 2012/13 Operating Expenditures

##### Expenditures

f) Instructional Services	99,380	50.4%
g) Instructional Support	21,330	10.8%
h) Student Services	18,100	9.2%
i) College Services	19,420	9.9%
j) Ancillary Services	19,330	9.8%
k) Facility Services	19,480	9.9%
		<u>197,040</u>



- f) **Instructional Services** - Activity directly involved with the learning process where there is an expectation of a financial contribution. Examples include, but are not limited to, academic programs funded by government and contract training funded by business and industry. The addition of new faculty and academic staff positions along with salary cost increases contribute to the 6.5 percent increase in these costs from 2011/12 to 2012/13. The 2012/13 budget also reflects a full year of salary costs for those employees hired in 2011/12 as well as the annualized impact of the Support Staff contract. Savings in 2011/12 are a result of the Support Staff strike.
- g) **Instructional Support** - Activity that primarily supports Instructional Services and contributes to the learning process, which may or may not attract additional revenue. Examples include, but are not limited to, the Library and Research and International Partnerships. The 9.1 percent increase in costs from 2011/12 was impacted by Information Technology expenditures to refresh computer labs. The 2012/13 budget also reflects a full year of salary costs for those employees hired in 2011/12 as well as the annualized impact of the Support Staff contract. Savings in 2011/12 are a result of the Support Staff strike.

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## D. Financial Planning/Financial Condition (Policy D-05, D-10)

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### D.2 Financial Projections (cont'd)

- h) Student Services** - Activity that primarily supports the needs of students either with the learning process or with student life. Examples include, but are not limited to, the Office of the Registrar's, Counselling and Accessibility Services and Athletics. The 11 percent increase in expenditures is attributable to increases in costs that are partially offset by special purpose revenue and grant increases (e.g., increased revenue for International students that offsets student health insurance costs). The 2012/13 budget also reflects a full year of salary costs for those employees hired in 2011/12 as well as the annualized impact of the Support Staff contract. Savings in 2011/12 are a result of the Support Staff strike.

The proposed budget complies with Board Policy D-05, which requires that expenditures contributing to the learning process (Instructional Services, Instructional Support Services, and Student Services) must total at least 70 percent of the College's total expenditures excluding Ancillary Services.

- i) College Services** - Activity that primarily serves the needs of the College as a corporation. Examples include, but are not limited to, the Board of Governors, Development Office, Human Resources and Financial Services. Costs to support the development of new Customer Relationship Management software of over \$200,000 along with a \$100,000 increase to resources in the Development Office combined to contribute to the 9.5 percent increase in these costs from 2011/12 to 2012/13. The 2012/13 budget also reflects a full year of salary costs for those employees hired in 2011/12. Savings in 2011/12 are a result of the Support Staff strike.
- j) Ancillary Services** - Activity that primarily provides a user-pay service at competitive rates as a convenience to students, and in some cases the College. Examples include, but are not limited to, the College Stores, the Residence and Parking Services. The 0.1 percent decrease in expenditures is largely attributed to the absence of costs incurred in 2011/12 for the fit up for the fourth London campus residence operation and a major parking lot renewal project. These decreases are offset by associated expenditure increases attributed to the addition of the fourth London campus residence with a full year of operation. The proposed budget complies with Board Policy D-05, which stipulates that ancillary expenses shall not exceed ancillary revenues.
- k) Facility Services** - Activity primarily associated with providing a physical working environment conducive to education and training that is both safe and secure and is in compliance with all applicable codes and regulations. Examples include, but are not limited to facilities planning and development, maintenance, utilities, custodial services, and security. Due to the constrained financial environment to be faced in 2012/13, fewer operating dollars, compared to 2011/12, have been allocated to capital projects.

**Appendix F.4 - Budget Unit Summary** provides more detail with respect to expenditures included in this plan.

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## D. Financial Planning/Financial Condition (Policy D-05, D-10)

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### D.2 Financial Projections (cont'd)

#### I) Operating Adjustments

Cost savings and additional revenues for 2012/13 are included in the Revenue and Expenditure amounts above to partially offset the excess of expenditures over revenues in the initial budget for the year and allow for some new developments to be funded. There are always new initiatives or developments in which the College needs to invest to remain competitive and dynamic. Included in the proposed 2012/13 budget are a number of new developments to support improved programming and service delivery across various departments.

According to the Financial Projections for the next three years, Operating Adjustments will be required in each of 2013/14 (\$4.97 million) and 2014/15 (\$11.02 million). Note that the 2014/15 adjustment is compounded from the previous year and represents an additional \$6.05 million beyond adjustments identified for 2013/14.

#### m) Budget Operating Surplus (Deficit)

An in-year \$1 million deficit budget is proposed for 2012/13. Given the volatility of government grants, the further into the future that projections are made, the more uncertain they become. At this time, the projections assume an in-year operating deficit of \$3 million for each of 2013/14 and 2014/15 which results in an overall reduction to the Accumulated Operating Fund Balance but still maintains it at a level in compliance with Board policy.

#### n) Projected Accumulated Operating Fund Balance

The Accumulated Operating Fund Balance is the difference between all operating revenues and all operating expenses incurred by the College since its inception. Board Policy D-10 stipulates that the balance of the Accumulated Operating Fund must be greater than zero but less than 10 percent of operating revenues and that a normal balance for the Accumulated Operating Fund is considered to be 2 percent of operating revenues. This balance has been maintained for several years now but will increase again in 2011/12. This increase provides a hedge against anticipated funding decreases in coming years. The Accumulated Operating Fund Balance at the end of 2014/15 is projected to be approximately \$4.64 million or 2.3 percent of revenues which is in compliance with Board policy.

### D.3 Risks

Every operating budget contains risks since there are obvious uncertainties when predicting the future and as such, the College takes a conservative approach with respect to its financial plans. The following describes the risks associated with the 2012/13 Operating Budget.

#### 1) Operating Grants

- In total, it is estimated that the General Purpose Operating Grant from the Province will be approximately 38 percent of the College's operating revenues. Due to the volatility of funding allocations, there is some risk that operating grant projections will not be achieved. Consequently, a conservative approach to government grant assumptions has been taken.

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## D. Financial Planning/Financial Condition (Policy D-05, D-10)

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### D.3 Risks (cont'd)

- 2) Enrolment Targets** - The proposed 2012/13 Operating Budget contains substantial revenues based upon enrolment projections. There are always uncertainties regarding enrolment levels, and some targets may not be achieved while others may be exceeded. Based on past outcomes, the overall risk associated with enrolment levels is not significant. International student enrolments and revenues are affected by global events in other parts of the world and are difficult to predict. Given the current world economic situation, the proposed budget has conservatively assumed the maintenance of international activity levels experienced during 2011/12. The 2012/13 budget includes international revenues (both post-secondary and ESL) totaling \$14.5 million, which reflects an increase of 6 percent from revenue levels achieved in 2011/12, as a result of tuition fee increases and some modest enrolment increases.
- 3) Other Revenue Targets** -There are many revenue estimates in the 2012/13 Operating Budget, some of which may not be realized. Revenues involving higher levels of risk include contract training and apprentice revenues. A conservative approach has been taken regarding these sources of revenue, which results in a reduction in the projected amount of contract training and apprentice revenues relative to 2011/12.
- 4) Government Programs** - Confirmation of projected revenues related to some government sponsored programs (e.g. Literacy and Basic Skills) has not yet been received, so there is some risk that revenues may not continue at the same levels as in the past. However, there are opportunities for the College to respond to such changes by adjusting expenditures accordingly.
- 5) Salary Costs** - The Faculty Collective Agreement expires August 31, 2012. This budget includes estimates only of potential future impacts.



# SECTION E

## Capital Projects





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## E. Capital Projects (Policy D-12)

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### E.1 Introduction

The College's facilities expansion and capital development program continues as Fanshawe responds to pressure for increased enrolment as well to ensure that our facilities are well maintained and meet the needs of the current and ever evolving learning and working environment. The management of service disruptions and the risks associated with the College's Capital Plan will continue to be an important element of the College's activities for the next several years.

In October 2011 the Board approved the College's Capital Projects Plan with a total source of financing of \$44,880,000 and total expenditures of \$44,550,000. The following report updates this information to reflect the status of the Plan at this time. Various projects included in this Plan are either underway, nearing completion or in the early stages of planning.

In January 2008, the College's new Campus Master Plan for the London Campus was presented to the Board as part of the Long-Term Facilities/Properties and Campus Master Planning Monitoring Report. The following five campus planning directions were outlined in the report, along with campus plans identified to meet these directions:

- Improve student success and student services
- Enhance academic delivery and capacity
- Strengthen campus identity
- Rationalize campus operations
- Optimize and leverage existing infrastructure

The first Regional Campus Space Planning exercise for Simcoe, St. Thomas, and Woodstock was completed in the Fall of 2009 and presented to the Board at the October 2009 meeting.

A list of the major capital projects planned for the period 2012/13 to 2016/17 is provided in this section along with a brief description of the project. Each project contributes in one way or another to achieving the Board's Ends since having appropriate facilities in place supports the College's ability to achieve the directions reflected in these policies. For example, the individual projects described below support the following Board Ends:

- **Vision and Mission** - will contribute to the College's ability to provide quality education and learning for employment through innovation and responsiveness to meet the changing needs of our diverse communities.
- **Student Success** - will support student success through the provision of appropriate facilities helping to ensure that employers are satisfied with graduates' preparation for employment and that graduates are satisfied with the usefulness of their college education in the achievement of employment goals after graduation.

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## E. Capital Projects (Policy D-12)

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### E.1 Introduction (cont'd)

- **Meeting Labour Market Needs** - will support applied learning in various College labs/shops/facilities and thus the development of vocational and problem solving skills, the ability to think critically, write and work as team members. Communities are served throughout Southwestern Ontario and beyond through the provision of appropriate quality, capacity and type of facilities to support training requirements to meet labour market needs.

Fanshawe continues to address long-term program and space requirements necessary to meet both existing and future demand. Recent examples are listed below:

- The College was successful in its bid for Knowledge Infrastructure Program (KIP) funding for the Centre for Applied Transportation Technology located at 1764 Oxford Street. Construction and the transfer of activity to this site is now complete and the facility is in full operation.
- The College submitted a proposal to the Community Adjustment Fund (CAF) for a major expansion/renovation at the Woodstock Campus. However, the College was unsuccessful in its bid for this funding. Nevertheless, the College continues to explore a variety of avenues to address much needed space expansion in Woodstock.
- The College has been and continues to be actively engaged with the City of London to establish a School of Applied and Performance Arts in the Education and Arts District in downtown London.
- In June 2010 the College submitted a Ten Year Capital Plan to the Ministry of Training, Colleges and Universities (MTCU), details of which were consistent with the Long-Term Facilities and Properties Plan approved by the Board. An update to this Plan was submitted to MTCU in March 2011 subdividing the College's highest priority project, the replacement of C-Building, into three phases. Early indications from MTCU were that their ability to fund the entire project was unlikely, but going forward a phased approach could be more readily considered. In addition, the College's School of Applied and Performance Arts project was modified to align with the financial plan approved by the Board.
- In the Capital Plan, some resources have been set aside to allow some flexibility for the College to either leverage government capital funding or to acquire property should the right opportunity present itself. Due to the limited expansion capacity, the College continues to pursue a number of property acquisition options to respond to pressure for current and future increased enrolment at the London campus.

## E. Capital Projects (Policy D-12)

### E.2 Capital Projects

#### Capital Projects Summary, Budget and Descriptions

The following is a list of the major capital projects planned for the period 2012/13 – 2016/17 together with the associated sources of financing.

#### Sources of Financing

Sources of financing have been adjusted to remove funding related to the individual projects that have been completed and removed from this iteration of the Capital Projects Plan. A brief explanation for each source of financing is included below. There is little risk associated with approximately 95 percent of the sources of financing related to these capital projects. However, should it become necessary to do so, the timing or scope of a number of the projects identified can be adjusted to match the available funding.

Reference	Sources of Financing	Amount (\$000)
a)	Government Support	14,920
b)	Fundraising/Donations	21,310
c)	College Operating	16,790
	<b>Total Available Financing</b>	<b>53,020</b>

- a) Government Support** - Annually, the College receives a special purpose allocation from MTCU of approximately \$530,000 to be used for facilities-related projects that meet specific criteria related to facilities renewal. The College will continue to receive an annual allocation of \$200,000 in MTCU funding until the purchase price of the James N. Allan Campus and the cost of Phase 1 related renovations have been fully offset in three years' time. In June 2011 the provincial government announced the allocation of \$6 million towards the College's downtown School of Applied and Performance Arts project. Combined with other allocations of government funding, in total over the period of this report, government funds available to support the Capital Plan equal approximately \$14.92 million.
- b) Fundraising/Donations** - The College's ongoing fundraising efforts are expected to provide at least \$21.31 million towards the expansion projects outlined in this Plan. Included are capital campaign contribution commitments made by various donors, including a \$5 million donation pledged by the City of London ten years ago (received and fully realized in 2010/11 but yet to be allocated towards a project), a further \$10 million grant from the City of London for the School of Applied and Performance Arts, and \$1 million from the Simcoe fundraising campaign as well as funding from other sources including student fees.
- c) College Operating** - Annually, the College directs operating funds towards our capital requirements. Capital projects usually span multiple fiscal years and these funds often accumulate over a number of years to align the scheduling of projects with the availability of time and resources to complete the work. This Plan assumes a total of \$16.79 million. An average allocation of approximately \$850,000 per year is included for general renovations to meet changes in programming and service delivery needs as well as to support facilities infrastructure renewal and sustainability. From time to time when special government grants are provided for facilities infrastructure renewal or other one-time-only grants are received, amounts are directed to the Capital Plan. For example, the Board approved the transfer of \$1.9 million from operating to the Plan as part of the October 2010 Financial Monitoring Report, recognizing a portion of the increased grant revenues received in late April 2010. Also, as part of the 2011 Fall Budget Review, the Board approved the transfer of a further \$2.5 million to the Capital Plan.

## **E. Capital Projects (Policy D-12)**

### **E.2 Capital Projects (cont'd)**

#### **Projects Summary, Budget and Descriptions**

The following is a list of the major capital projects planned for the period 2012/13 – 2016/17 followed by a brief description of the project. The cost of each project is the remaining unexpended budget for the project as at March 31, 2012. The percent completed is a calculation based on the total value of the project budget expended at March 31, 2012 relative to the total of the original project budget. Projects currently underway are progressing on time and within budget.

<b>Reference</b>	<b>Capital Projects Description</b>	<b>Remaining Budget (\$000)</b>	<b>% Complete</b>
d)	Building Infrastructure, Renewal and Site Services	3,650	44%
e)	Classroom/Lab/Office Renovations	17,190	3%
f)	James N. Allan Campus Purchase/Renovation	1,900	0%
g)	Food Service Upgrades	2,480	1%
h)	School of Applied and Performance Arts (Phase 1)	12,320	23%
i)	Property Acquisition/Development	10,180	10%
j)	Aerospace Canada International (Phase 1)	5,000	0%
k)	D-Building Metal Cladding Replacement	2,500	0%
<b>Total Capital Projects</b>		<b>55,220</b>	

**d) Building Infrastructure, Renewal and Site Services** - Reinvestment in the College's infrastructure is a prudent strategy towards maintaining a functionally enriched learning and working environment for students and employees. Ongoing reinvestment into facilities infrastructure is imperative considering the age of the College's facilities as several buildings are more than 40 years old. In addition, "normal" wear and tear of facilities is accelerated through higher enrolments that increase occupant density and intensify occupant use. Examples of such infrastructure reinvestment include the following renewal and/or improvements: energy conservation and demand reduction initiatives, boiler and fan system replacements, building envelope initiatives (such as brick reparation, siding, roof, window glazing, caulking and door system replacements), life safety system modernization, fire sprinkler installations, parking lot and roadway maintenance, and way-finding signage improvements. Landscape enhancements will also continue over the next few years as the campus gardens and landscaping are developed on the London Campus, supported through student projects within our landscape and horticulture programs.

Ontario's college system regularly advocates for sufficient levels of government funding on an ongoing basis to support effective operations, management and stewardship of the physical resources within the Ontario college system. Although the ongoing funding allocation for this purpose falls well short of what is actually needed, from time to time the government has made available additional funds at the end of their fiscal year specifically targeted at facilities and/or capital equipment renewal. The College has leveraged these funds towards high priority facilities/equipment improvements.

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## E. Capital Projects (Policy D-12)

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### E.2 Capital Projects (cont'd)

- e) **Classroom/Lab/Office Renovations** - Many spaces within the College remain in need of improvement/modernization to create more positive learning/working environments and/or to closely align their intended use with current academic program or service delivery requirements. Improvements include such things as new furnishings, flooring, lighting, ceiling tile replacement, additional or upgraded high-tech classroom installations, and clustered/improved teaching spaces for a range of programs. Planning for new greenhouse facilities has been delayed and the location of which has yet to be finalized as the London Psychiatric Hospital (LPH) property acquisition discussions continue with Infrastructure Ontario (IO), formerly Ontario Realty Corporation (ORC).

Now that the majority of C-Building has been vacated, renovations will soon be underway to the former east end automotive shops to accommodate School of Technology labs relocating from D-Building (surveying, concrete, civil and future asphalt lab), much needed general shop space for various programs (including landscape and horticulture) and applied research activities as well as other classrooms and computer labs being displaced to accommodate other renovation activities. Less desirable second floor classroom space is being renovated for the Facilities Management office, which through domino impacts, frees up space for additional administrative and academic purposes. A balanced approach is being used to invest in this facility, the College's oldest building, adapting it to meet current short-term needs with minimal renewal, while efforts continue to secure provincial funding to demolish and rebuild on that site within the next ten years.

In addition, as new facilities are introduced, vacated spaces will be adapted, renovated, upgraded and/or repurposed for use by other priority activities. This work, aligned with the Campus Master Plans, will be staged over several years as resources permit.

- f) **James N. Allan Campus Purchase/Renovation (Phase 1)** - In January 2005, the Board approved the purchase of the James N. Allan Campus in Simcoe, which was at the time being leased by the College from its owner. This purchase together with allowances for basic facilities infrastructure replacement/renovation was funded by MTCU through redirection of the College's special purpose premise rent funding allocated for that facility. Several minor improvements have occurred at this site over the last couple of years, including painting, fire alarm system and washroom upgrades, and a parking lot expansion; additional minor improvements may be undertaken should needs arise until Phase 2 redevelopment plans can get underway. The Space Plan for Phase 2 of the campus renewal identifies significant investment in the redevelopment and re-clustering of existing academic and support services spaces as well as development of several new shops, laboratories and resource spaces. While some Phase 1 funding remains, this project continues to be ranked as one of the College's highest fundraising priorities for the remaining funding investment required prior to the College proceeding with the redevelopment plans contemplated. As a lead contributor of this redevelopment initiative, the Council of Norfolk County in January 2010 authorized the donation of a \$150,000 gift to the College to be dispersed over a three year period. An overall capital campaign target of \$1 million has been established for this project. The campus' Academic Plan is currently being updated to ensure space plans align with current and future academic program delivery needs.

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## E. Capital Projects (Policy D-12)

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### E.2 Capital Projects (cont'd)

- g) Food Service Upgrades** - This project includes enhancements to existing food service facilities, including D-Building and H-Building. Such enhancements, to be planned in consultation with the current campus food services provider, will be undertaken among the many other facilities project priorities as time and resources permit.
- h) School of Applied and Performance Arts (Phase 1)** - In May 2011 the College entered into an agreement with the City of London for the development of a School of Applied and Performance Arts in the City's Education and Arts District located in downtown London. The School, to be developed over the next decade, will occupy up to approximately 10,200 square meters (110,000 square feet) of existing buildings in the City's downtown core and will accommodate approximately 1,000 students. The vision for this campus provides capacity for the College to bring together existing, enhanced, new and expanded programming (hospitality, design, performance, theatre, art, digital media, etc.) into one vibrant district downtown. Located in downtown London, the synergies created by this project and its partnership potential will have far reaching positive implications by creating many exciting opportunities for Fanshawe College and London's downtown. Acting as a magnet, the School of Applied and Performance Arts will bring students, college staff and others into the downtown to go to school, attend theatre productions, enjoy opportunities to take Continuing Education classes in various disciplines, shop, dine, and socialize and participate in community events.

The City showed support of the College's plans by agreeing to invest up to \$20 million for the School comprised of two parts. Up to \$10 million in the form of a Heritage Grant was allocated to offset the College's costs to purchase and restore core pre-1950s buildings. A further \$10 million in the form of an Economic Renewal Fund Grant was allocated to support this initiative. These terms were met and the agreement between the parties was executed in May 2011. Talks are currently underway with City officials to amend the agreement to shift \$10 million from the Heritage Grant to increase the Economic Renewal Fund Grant to a total of \$20 million.

With Board approval, the College acquired the former Royal Trust building, located at 137 Dundas Street in London, for the project's initial phase. Located in the heart of downtown London, the property is surrounded by the Covent Garden Market to the immediate south, the John Labatt Centre to the west and the Market Tower building to the east. Market Lane, a pedestrian walkway, is located immediately to the east providing great public visibility to the College and potential opportunities for open-air performances.

The property is a six-storey building of approximately 50,000 gross square feet. Constructed in the mid-seventies, the building has a large volume, two-storey first floor space ideal for the technical and performance theatre programs. The upper floors and basement are suitable for other academic and administrative functions including drama and movement studios, shops as well as computer labs for courses in Digital Gaming.

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## E. Capital Projects (Policy D-12)

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### E.2 Capital Projects (cont'd)

Detailed planning is well underway with College stakeholder groups and external consultants. Interior demolition activities have commenced in advance of renovations in order to clear the way for renovation activities once plans are finalized and tendering completed. The City of London's plans to redevelop the Market Lane in time for the 2013 World Figure Skating Championships are occurring concurrently with the College's development plans. The City and their consultants meet regularly with the College and our consultants to explore opportunities, coordinate construction details and plan construction activities in order to minimize impacts of one project or the other. The College is continuing to plan towards opening Phase 1 to students in September 2013.

- i) **Property Acquisition/Development** - This element of the Capital Projects Plan is a resource for the College to create capacity within our Plan to leverage future government grants, fundraising contributions, etc. in support of acquiring additional property or the development of new facilities consistent with the Long-Term Facilities/Properties Planning and Campus Master Plan. In February 2012 the Board received (in-camera) an update to the College's Long-Term Facilities/Properties Planning and Campus Master Planning (Policy D-11) annual monitoring report. A number of possible property acquisitions/developments were outlined for the Board's information and consideration. The \$10.18 million may be used to support property acquisition in the months ahead, subject to associated Board approvals. In keeping with the intended use of this resource, this Capital Plan report has transferred \$4 million from this project to the Aerospace Canada International (Phase 1) project to partially cover anticipated costs associated with the establishment of that facility at 2 Cuddy Court in London.
- j) **Aerospace Canada International (Phase 1)** - With Board approval, the College acquired the 2 Cuddy Court, London property in February 2010 to meet the immediate storage needs necessitated by the CATT project and to provide longer-term capacity for future aviation related programming.

A unique combination of factors came together three years ago providing the College with an opportunity to offer aviation-related technology programming at our London Campus. Fanshawe partnered with Sault College to relocate an aviation technology program and equipment from Sault Ste. Marie to London. At the same time, with pressure from many local employers and agencies to provide graduates in a variety of aviation-related fields, the College began working to expand the range of aviation programs offered. While some aviation programming is now offered at the new CATT, this is a short term solution and to meet employer and student demand for aviation programming going forward, the College intends to commence planning shortly to shift aviation program delivery to facilities to be renovated at 2 Cuddy Court. Alternate sources of financing are being explored to offset costs of future phases of this project, with differentiated international and domestic tuition fees likely contributing a significant portion of these funds.

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## E. Capital Projects (Policy D-12)

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### E.2 Capital Projects (cont'd)

- k) D-Building Metal Cladding Replacement** - Built in 1972, D-Building's metal cladding has exceeded its useful life and is showing extreme surface deterioration and corrosion. A renewed finish and joint sealer applied 15 - 20 years ago on the D courtyard elevations are also failing. Poor architectural detailing in the original design has resulted in chronic and troublesome water leaks in several areas of the building, the most highly noticeable in the first floor corridors. This obsolete cladding/roofing system exacerbated by the ongoing water leaks and resulting wet insulation is a significant source of heat loss, which, in turn, significantly increased energy costs. Plans are to replace the metal cladding/roofing and underlying insulation with a modern, energy efficient solution. It is anticipated that the project will be planned, detailed and tendered in the Fall and Winter of 2012/13 with planned construction activity commencing in early Spring 2013. The \$2.5 million budget estimate is based on similar work recently completed in an isolated area above the D-Building Food Court. It is anticipated that this work will qualify for energy incentives and grants from various sources, which can, in turn, be reinvested into additional energy conservation/sustainability initiatives. This Capital Plan report proposes this project be funded from the College's Capital Reserve (described in (l) below), which is consistent with the intent and purpose of the reserve when it was originally established by the Board in 2005. With the Board's approval, this will be the first project drawing funding from this reserve.
- l) Capital Reserve** - In 2005, the Board established a Capital Reserve, separate and distinct from other sources of Capital Plan funding, for the purpose of investing in the creation of a sustainable College environment through the renewal of aging College facilities infrastructure. Investments from operating funds need to be directed to this reserve annually so that, over time, the reserve is sufficient to provide for the capital costs of infrastructure renewal priorities. This reserve is limited to future capital improvements as defined in Board policy. The 2010/11 audited financial statements presented to the Board in June 2011 reported this reserve at \$6.2 million. The negative \$2.2 million variance between the total sources of financing and total cost of planned capital projects included in this report includes the allocation of \$2.5 million for the D-Building Exterior Metal Cladding/Roofing Replacement project shown as decreasing the projected balance of the Capital Reserve to \$4 million at the end of March 2017.
- m) Unfunded Infrastructure Renewal (UIR)** - At March 31, 2017, the UIR costs will have accumulated to an estimated \$25 million. These estimates are based on the College's intent to invest approximately \$1 million from operating funds per year to address facilities infrastructure renewal. The \$25 million represents the investment that the College would reasonably require to maintain our facilities at an acceptable level relative to industry standards. However there are no specific sources of financing yet determined to cover these costs. The Capital Reserve can be a source of investment if/when necessary.
- In 2008 a detailed facilities condition audit was conducted by a third party for capital planning and asset management purposes, which enabled UIR to be tracked. As capital projects are undertaken, some UIR costs may be addressed through renovations (e.g. an office renovation may include electrical and mechanical systems upgrades, carpet replacement, painting, etc.). Included in the \$25 million are those building system elements that have been identified as being critical and/or functionally necessary to be replaced within the five year period. It should be noted that from time to time the UIR may spike in any given year as a series of major building systems in the many campus buildings reach the end of their planned service life.

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## E. Capital Projects (Policy D-12)

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### E.2 Capital Projects (cont'd)

In February 2010 a presentation was provided for the Board on the current status of the College's UIR. A similar presentation was provided to the Board's Capital Planning Policy Review Task Force in January 2011. As each year passes, buildings grow older requiring increased investments to adequately maintain the condition of the College's facilities. As levels of funding continue to be strained, the deferred facilities infrastructure renewal continues to escalate causing the UIR to continue to rise. Provincial advocacy efforts continue through various means to make government aware of this growing challenge. In 2010, the provincial auditor undertook a review of MTCU's and selected college's capital planning processes, including capital planning to address UIR. The audit report was released in December 2010. As a result of the audit report MTCU approved an initiative to standardize the way Ontario colleges centrally track, monitor and report on deferred facilities renewal. Colleges Ontario, together with representatives of Ontario College Facilities Management Association (OCFMA) (including Fanshawe representatives) were assigned to work with MTCU to develop an RFP to engage consultants to develop these standards followed by an audit to update the facilities condition assessment information, which is currently in process. The College has made and continues to make every reasonable effort to address the more critical facilities renewal priorities, typically the building envelope and major electrical/mechanical systems, to ensure that the facilities remain functional and to reasonably manage risk.

It is important to understand that the software system and formulas used to calculate UIR take all facilities infrastructure into account and uses industry standards for systems renewal. Given the challenges relating to adequate funding levels, the extent of building facilities scheduled for renewal by the software system are often more ambitious than the College can realistically address when making actual investment decisions. For example, stained ceiling tiles or worn carpet may be slated for replacement according to the software formulas, but remain functional and thus need not be replaced for some longer period of time and therefore the level of criticality the College would place on these elements is less than the system software reflects.

By 2020, some of the College's facilities will be more than 50 years old, in need of significant investment to adequately maintain the facilities condition and sustain sound learning and working environments. Some facilities may be deemed to be at the end of their useful life and in need of complete replacement. Typically complete replacement costs are funded as a separate major capital project through special grant allocations rather than through investments from operating. For example, C-building (one of the College's oldest buildings) according to the London Campus Master Plan is planned for demolition and replacement. Once that occurs, the cost of UIR for that building will be removed from the total UIR costs. It is important to note that over the last few years, the Provincial Government has recognized that this is a growing problem across the province for both colleges and universities, and periodically has provided one-time-only special purpose grants for this purpose. Findings from the provincial auditor's 2010 review will hopefully raise the profile of this growing challenge at the provincial level, however given the current fiscal reality for Ontario, it is unlikely there will be significant funding allocations for this purpose for the next few years.

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## E. Capital Projects (Policy D-12)

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### E.2 Capital Projects (cont'd)

- n) **Capital Reserve (closing balance)** - The adjusted balance of the Capital Reserve (which is an allocation of the Accumulated Operating Fund that enables the College to provide for future capital improvements as defined in Board Policy D-10 (Financial Condition)), net of the UIR.
- o) **Campus Master Planning Priorities (Unfunded)** - The College's Campus Master Plan anticipates a number of major capital projects over the next few years. Additional sources of financing from government grants, fundraising, College operating and third party financing will be necessary to cover development costs. Sources of financing will have to be identified before any of these projects can proceed.

In June 2010, the Board was advised that in response to an MTCU request for the College's Long-Term Capital Planning needs, the College submitted a report outlining our highest capital project priorities. In March 2011 an update to this Plan was submitted to MTCU. Fanshawe's Plan includes the following in priority order:

- (i) C-Building Redevelopment
- (ii) School of Applied and Performance Arts (Phase 2)
- (iii) Integrated Learning Centre (Library/Learning Commons)
- (iv) Oxford County Campus Expansion (Woodstock)
- (v) Academic/Service Building
- (vi) London Psychiatric Hospital (IO) Property
- (vii) Centre for Advanced Manufacturing
- (viii) Aerospace Canada International (Phase 2)
- (ix) Wellness/Fitness Centre

The top four priority projects included detailed proposals. Further details for all Campus Master Planning Priorities are outlined below.

- (i) **C-Building Redevelopment** - C-Building, a single-storey, high-bay facility for automotive technology programming, has impeded westerly campus development for decades. With the recent opening of the new Centre for Applied Transportation Technologies (CATT, Z-Building), and the relocation of existing C-Building based transportation programming to the CATT, the majority of C-Building has become vacant and available for repurposing. Consistent with the London Campus Master Plan, redeveloping and repurposing C-Building provides a strategic, sustainability-friendly opportunity to shift the College's development towards the west and better utilize existing, scarce College land resources. Near the centre of the London Campus, the 9,290 gross square meter (100,000 gross square foot) building footprint is well-suited for the development of a new multi-storey, multi-purpose facility to accommodate the short-term as well as the longer-term academic and administrative requirements of the College, which may include academic programming spaces, including classrooms, lecture theatres and laboratories, facilities for applied research, as well as a 1,000-seat lecture theatre/auditorium (for graduation, etc.) and academic and service office administration space. In March 2011 the project was divided into three phases and resubmitted to MTCU as an update to the College's Ten Year Capital Plan. The first phase is for \$38 million in provincial funding. In the meantime, while waiting for funding for either the full redevelopment project or the first phase only, planning is underway for interim renovations and re-adaptations required in the short term to help partially address space constraints across the London Campus.

## E. Capital Projects (Policy D-12)

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### E.2 Capital Projects (cont'd)

- (ii) **School of Applied and Performance Arts (Phase 2)** - Plans for the development of this School have been broken into two major phases. The School, to be developed over the next decade, will in total occupy up to approximately 10,200 square meters (110,000 square feet) of existing buildings in the City's downtown core and will accommodate approximately 1,000 students. Phase 2 of this project represents approximately half of the total plan for the School, the first Phase of which is defined in greater detail above. Phase 2 plans will evolve and be refined over the next few years.
- (iii) **Integrated Learning Centre (Library/Learning Commons)** - The existing Learning Resource Centre/Library was opened at the London Campus in September 1982 and, since that time, has seen little change. Renewal and expansion of the Library is required to provide adequate space for the College's current enrolment levels and a much more current learner support environment. Through the College's campus master planning exercise, it became evident that, as a purpose-built structure, the Library's access, capacity and layout are all areas of concern. Libraries, over time, have changed in nature as certain core library services are being reshaped by rapidly evolving information technologies and by changes in the needs and expectations of users. The Campus Master Plan recommends the clustering of student support services in alignment with an expanded and renewed L-Building to facilitate the creation of the Learning Resource Centre of tomorrow as an "Information and Learning Commons" that will serve as the primary destination for students seeking information and assistance. Conceptual planning has begun with consultants in order to better position the College should funding opportunities present themselves. In addition, through the recent Strategic Enrolment Management (SEM) initiative, it became very clear that there is a need to create a Teaching and Learning Commons space linked to the traditional role of the Library but integrating new technological teaching and learning support structures for both students and staff as an important future educational direction.

**Regional Campuses** - Early in 2009, the College engaged Educational Consulting Services (ECS) to complete Space Plans for each of the College's regional campuses. Taking into consideration the relatively smaller sizes of the three regional campuses, Space Plans were developed by ECS focused on specific recommendations and schematic plans towards optimal space allocations at each location. Stakeholder participation in each Space Plan was emphasized to ensure all proposed solutions reflected environmental realities at the campuses.

Capital projects for each of the three regional campuses have been identified. Details of the James N. Allan Campus (Simcoe) project are referenced above as item f). The space plan for the St. Thomas/Elgin Campus identifies minor renovations to repurpose the former theatre production space into classrooms and to cluster some existing student services and learning resources spaces.

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## E. Capital Projects (Policy D-12)

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### E.2 Capital Projects (cont'd)

- (iv) **Oxford County Campus Expansion (Woodstock)** - The Oxford County Campus (Woodstock) is awaiting the identification of resources to undertake a major expansion at the Finkle Street location. In January 2010, the Board authorized the College to proceed with a \$14 million Phase 1 expansion plan at the Woodstock Campus, subject to the College receiving \$11 million in funding through the Federal Government's Community Adjustment Fund (CAF). The College's CAF funding application was declined. The City of Woodstock had shown its support of this project by committing to donate the necessary land and the existing campus facilities leased from the City to the College. Woodstock City Council also agreed to contribute \$1 million to the project over the next seven years if the project were to proceed. The College continues to explore options related to facilities expansion in Woodstock.
- (v) **Academic/Service Building** - Fanshawe College has a pressing immediate need for additional classrooms and labs at the London Campus with related office and student service spaces. Our existing campus space is beyond capacity with our space per student FTE being one of the lowest in the college system. A number of high demand programs with strong employment opportunities are fully developed and ready to be offered but with no space in which to deliver the programming. Absent resources to construct a new building on campus, in the shorter-term, other expanded facilities options are being explored ranging from additional leased space to potential property/facility acquisitions.
- (vi) **London Psychiatric Hospital (IO) Property** - Consistent with Board direction arising from the Long-Term Facilities/Properties Plan, the College continues to work towards the acquisition of a portion of the London Psychiatric Hospital (LPH) lands bounded by Oxford Street and Highbury Avenue. Ongoing discussions with Infrastructure Ontario (IO), formerly the Ontario Realty Corporation (ORC), have resulted in the College reassessing our approach to better align with IO's vision for this new community. IO's most recent published plans for this site reflect areas set aside for Regional Facilities, which is the College's designated zoning category. Discussions will continue. In addition, to keep on IO's radar, the College has had discussions regarding its interest in partnership opportunities at the Robarts School for IO's future consideration should opportunities arise.

## **E. Capital Projects (Policy D-12)**

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### **E.2 Capital Projects (cont'd)**

- (vii) **Centre for Advanced Manufacturing** - An economic summit hosted by the London Economic Development Corporation in September 2009 identified the importance of advanced manufacturing and the role of the Western University (WU) and Fanshawe College to London's future economy. This summit led the City of London to invite both WU and Fanshawe to join the City in a joint venture partnership for the purpose of developing Phase 4 of the Innovation Park, located on the northeast corner of the Veterans Memorial Parkway and Bradley Avenue intersection, into the Advanced Manufacturing Park. The City has donated and agreed to transfer approximately four hectares (ten acres) to Fanshawe, and eleven hectares (28 acres) to WU for the purpose of continuing their research efforts and creating incubator facilities relating to advanced manufacturing through substantial site development within the next fifteen years. This partnership between the College, the City and WU will bring integrated research and training facilities together with leading edge manufacturing facilities creating new opportunities in "green" technology in the City and region. In 2010 the College and WU concluded a joint campus master planning exercise for the two properties and installation of site services are underway. Costs associated with these initial site planning activities will be absorbed within this capital plan. Specific Fanshawe College uses for this site have not as yet been identified. Development on this property is considered a longer-term initiative. However, there have been recent conversations between Western University and the College regarding possible joint projects on this site.
- (viii) **Aerospace Canada International (Phase 2)** - It is anticipated that to fully develop facilities for aviation programming a further investment will be needed. Details are yet to be refined.
- (ix) **Wellness/Fitness Centre** - The College and the Fanshawe Student Union have been exploring the concept of developing an expanded wellness and fitness centre on the London campus. Preliminary investigations are underway. This is a longer-term project with significant funding anticipated from student fees.

### **E.3 Significant Assumptions and Management of Risks**

#### **Significant Assumptions and Management of Risks**

Whenever renovations are undertaken on existing spaces there is always the risk of cost overruns resulting from unknown factors that may be found behind existing walls and ceilings. To mitigate this risk, each Capital Plan project cost estimate contains a contingency amount that would be used should the need arise. Often the contingency is not fully required and can be redirected to other projects having costs that exceed initial estimates.

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## E. Capital Projects (Policy D-12)

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### E.3 Significant Assumptions and Management of Risks (cont'd)

When developing any capital project in preparation for proceeding to tender, the College's architects and consulting engineers work together to develop cost estimates based on the scope of the project and their best assessment of current market conditions. In some instances, a cost consultant, whose job is to do construction project estimating, is retained to conduct a relatively detailed cost analysis. The actual cost of the project is determined through tender. This detailed planning process involving experts usually results in tenders consistent with the College's cost estimates. Occasionally, tender amounts exceed the College's cost estimates. In these circumstances, plans are modified and components are adjusted to ensure that the project falls within the financial budgets identified. If this is not possible, then the project will not proceed until such time as alternate sources of funding are identified.

There is some risk associated with a small portion of the sources of financing related to these capital projects. In particular, the very nature of a fundraising campaign carries an element of risk, especially in difficult economic times. However, given the ongoing support the College receives from the community and results of fundraising efforts to date, there is confidence that the fundraising component of this plan will be successfully achieved. Should it become necessary to do so, the timing of a number of the projects will be delayed to match funding availability.

Where funding agreements are required, they are negotiated keeping in mind appropriate risk management for the College. However, these agreements must at the same time be balanced with the funder's own risk management requirements. The funding agreements with the City of London and MTCU for the School of Applied and Performance Arts are recent examples. Agreements with donors that involve the transfer of real property to the College similarly must be negotiated keeping in mind the best interests of the College, which may from time to time involve the College declining a donation.

Decades of underfunding, exacerbated by competing demands to maintain the quality education and educational facilities, has led to the build-up of a significant deferred maintenance/infrastructure renewal problem system-wide. While government has recently attempted to reduce the impact of this chronic problem somewhat through funding targeted towards infrastructure renewal, the extent of funding remains below what is necessary to maintain the facilities within normally accepted industry-established standards. In an effort to mitigate the level of risk associated with the unfunded facilities infrastructure renewal, the College has supplemented these government targeted funds with College operating funds directed towards renewing more critical facilities infrastructure, such as building envelope and major electrical/mechanical systems, that would otherwise cause significant, costly challenges should failure occur (e.g., boiler system failure resulting in no heating during winter months). To do so, the College has had to forego other necessary, but less urgent, facilities infrastructure renewal, such as painting, carpeting, ceiling tile replacement, etc. Furthermore, as indicated earlier, the Board established in 2005 a Capital Reserve for the purpose of investing into renewal of aging College facilities infrastructure. As of March 31, 2012 this Capital Reserve sits at \$6.2 million.

## E. Capital Projects (Policy D-12)

### Capital Plan Summary 2012/13 - 2016/17

			in \$000's
<b>I) Capital Reserve (April 1, 2010)</b>			<b>6,200</b>
<b>Sources of Financing</b>			
a) Government Support		14,920	
b) Fundraising/Donations		21,310	
c) College Operating		<u>16,790</u>	<b>53,020</b>
<b>Less: Planned Capital Projects</b>			
d) Building Infrastructure, Renewal and Site Services	44%	3,650	
e) Classroom/Lab/Office Renovations	3%	17,190	
f) James N. Allan Campus Purchase/Renovation	0%	1,900	
g) Food Service Upgrades	1%	2,480	
h) School of Applied and Performance Arts (Phase 1)	23%	12,320	
i) Property Acquisition/Development	10%	10,180	
j) Aerospace Canada International (Phase 1)	0%	5,000	
k) D-Building Metal Cladding Replacement	0%	<u>2,500</u>	<b>(55,220)</b>
<b>I) Capital Reserve (March 31, 2015)</b>			<b>4,000</b>
<b>m) Unfunded Infrastructure Renewal</b>			
<b>n) Capital Reserve (closing balance)</b>			<b>(21,000)</b>
<b>o) Campus Master Planning Priorities (Unfunded)</b>			<b>(scalable '000's)</b>
(i) C-Building Redevelopment		\$75,000 - 120,000	
(ii) School of Applied and Performance Arts (Phase 2)		\$14,000 - 24,000	
(iii) Integrated Learning Centre (Library/Learning Commons)		\$15,000 - 20,000	
(iv) Oxford County Campus Expansion (Woodstock)		\$12,000 - 15,000	
(v) Academic/Service Building		\$25,000 - 30,000	
(vi) London Psychiatric Hospital (IO) Property		\$14,000 - 20,000	
(vii) Centre for Advanced Manufacturing		\$10,000 - 15,000	
(viii) Aerospace Canada International (Phase 2)		\$5,000 - 10,000	
(ix) Wellness/Fitness Centre		\$20,000 - 40,000	

### DEFINITIONS

*Capital Plan* - is a summary of capital projects spanning five fiscal years showing their impact on the capital reserve with projected costs and sources of financing.

*Capital Project* - involves the acquisition of land, or the construction of a new building or the renovation, renewal or decommissioning of an existing building and involves a significant expenditure.

*Capital Reserve* - is an allocation of the Accumulated Operating Fund that enables the College to provide for future capital improvements as defined in Board Policy D-10 (Financial Condition).

*Significant* - is defined as greater than 0.5 percent of operating revenues.

*Unfunded Capital Project* - a capital project that is not scheduled for at least five years and the source of financing is yet to be determined.

*Unfunded Infrastructure Renewal (UIR)* - estimated accumulated value of unfunded facilities infrastructure renewal costs and the source of financing is yet to be determined.



# SECTION F

## Appendices





## F. Appendices

### F.1 Financial Monitoring Report

#### Financial Monitoring Report January 2012

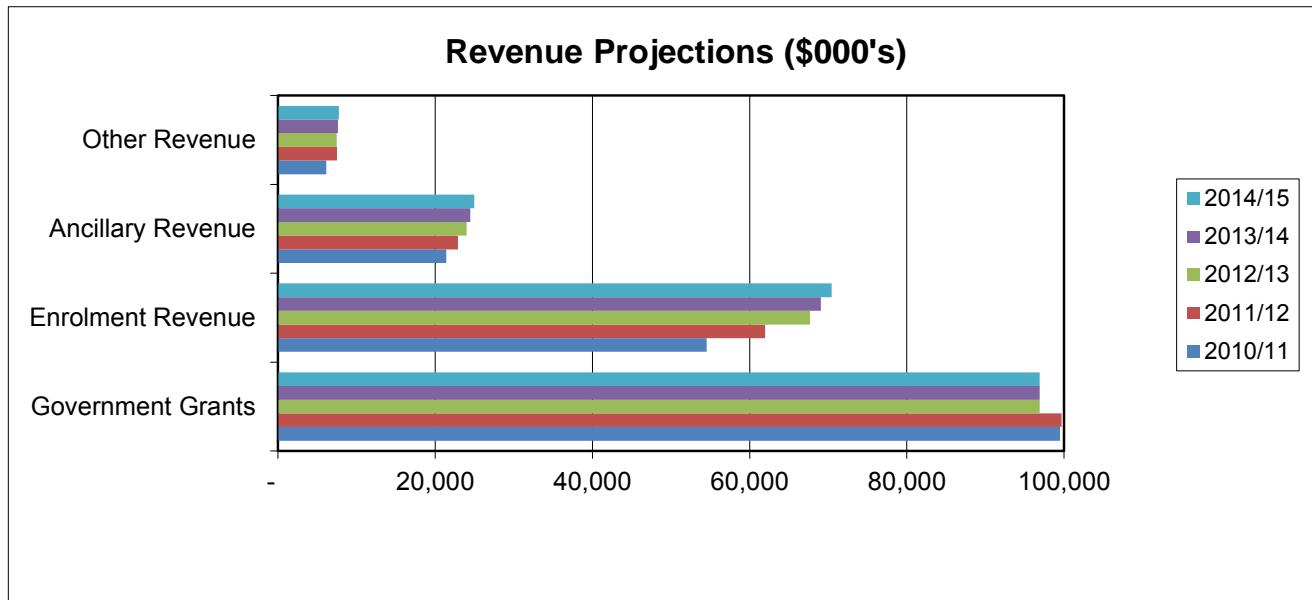
##### Schedule A - revised

Ref	in \$000's	2009/10	2010/11	2011/12 previous	2011/12	2012/13	2013/14
a	Accumulated Operating Fund Balance, Opening	4,528	4,548	5,148	5,344	8,644	7,644
	<b>Revenue</b>						
b	Government Grants	92,290	99,470	96,290	99,680 3.5%	99,680 0.0%	99,680 0.0%
c	Enrolment Revenue	50,820	54,510	61,680	61,950 0.4%	63,190 2.0%	64,450 2.0%
d	Ancillary Revenue	19,730	21,420	23,400	22,880 -2.2%	23,340 2.0%	23,810 2.0%
e	Other Revenue	8,210	6,130	7,430	7,510 1.1%	7,660 2.0%	7,810 2.0%
		<b>171,050</b>	<b>181,530</b>	<b>188,800</b>	<b>192,020 5.8%</b>	<b>193,870 1.0%</b>	<b>195,750 1.0%</b>
	<b>Expenditure</b>						
f	Instructional Services	84,420	91,331	93,150	93,340 0.2%	97,530 4.5%	101,080 3.6%
g	Instructional Support	19,010	19,179	20,430	19,560 -4.3%	22,310 14.1%	23,020 3.2%
h	Student Services	13,300	15,931	15,900	16,300 2.5%	17,140 5.1%	17,880 4.3%
i	College Services	16,080	16,780	18,190	17,730 -2.5%	18,850 6.3%	19,840 5.3%
j	Ancillary Services	17,350	18,800	19,860	19,350 -2.6%	19,880 2.7%	20,410 2.7%
k	Facility Services	17,890	18,909	19,270	22,440 16.4%	23,240 3.6%	24,000 3.3%
l	Strategic Investment Fund	-	-	2,000	-	1,000	1,000
		<b>168,050</b>	<b>180,930</b>	<b>188,800</b>	<b>188,720 4.3%</b>	<b>199,950 6.0%</b>	<b>207,230 3.6%</b>
m	Contingency	3,000	-	-	-	(1,500)	(1,500)
n	Operating Adjustments	-	-	-	-	(3,580)	(6,980)
o	Budget Operating Surplus (Deficit)	-	600	-	3,300	(1,000)	(3,000)
p	Projected Accumulated Operating Fund Balance	4,528	5,148	5,148	8,644	7,644	4,644

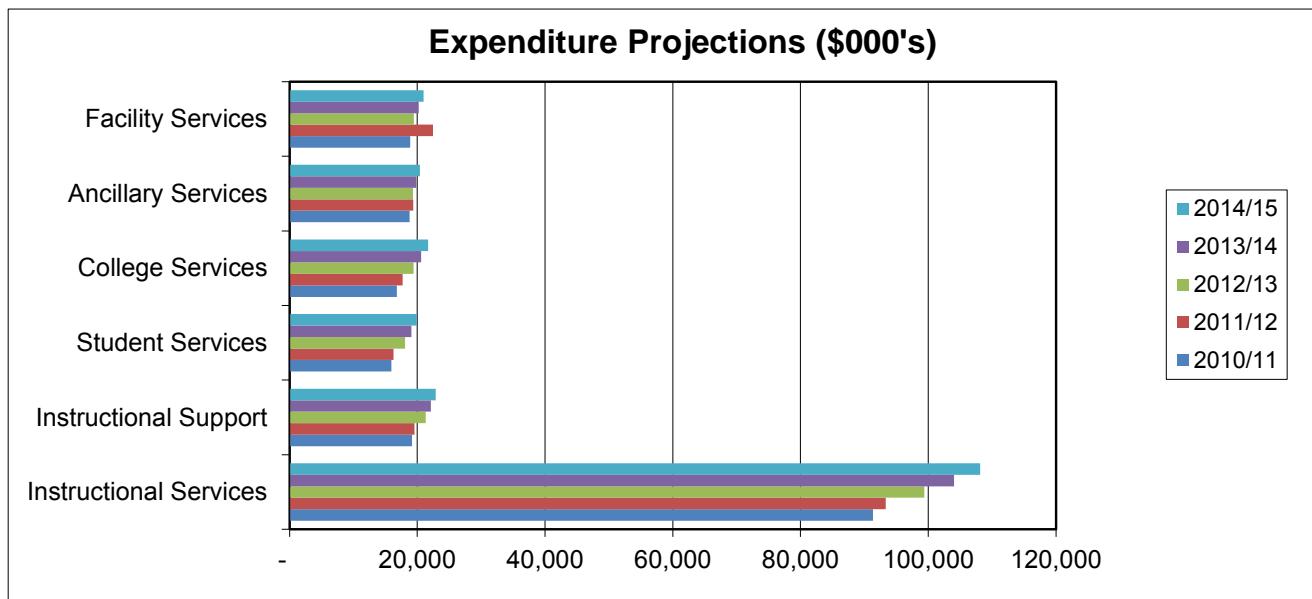
## F. Appendices

### F.2 Financial Projections

#### a) Revenue Projections



#### b) Expenditure Projections



## F. Appendices

### F.3 Summary of Planning Cycle 2012/13 Planning Cycle

Date	Activity
September 2011 - November 2011	<p>2012/13 Strategic Planning Process, which included:</p> <ul style="list-style-type: none"> <li>➤ Faculty/departmental strategic briefs submitted outlining vision for 2012/13</li> <li>➤ Senior management strategic planning process commenced</li> <li>➤ Review of programs at risk and new program proposals in an effort to continue to provide new and vibrant programming</li> </ul>
October 2011 - November 2011	2011/12 Fall Budget Review meetings held with all budget managers to review current financial position compared with budget and make necessary adjustments to the budget to better reflect expected year end position
November 2011 - December 2011	Enrolment targets and associated teaching hours established for 2012/13 based on projected program demand and historical retention patterns
January 2012	<p>Base Budget meetings held with managers of all schools/departments to create base budgets, which include:</p> <ul style="list-style-type: none"> <li>➤ Revenues, staffing costs and other resources, based on projected enrolments in academic areas and existing service levels in service areas</li> </ul>
January 2012	Requests for funding of new developments submitted for consideration
February 2012 - March 2012	<ul style="list-style-type: none"> <li>➤ Second round base budget meetings held to improve both specific school/departmental bottom lines where necessary and overall College budget position, by introducing cost reductions or new revenues</li> <li>➤ Discussions with stakeholders and staff regarding budget</li> <li>➤ Decisions made regarding which new developments to fund and which cost reductions to implement</li> <li>➤ Capital projects plan updated</li> </ul>
March 2012 - April 2012	Overall 2011/12 College operating and capital budget finalized and Strategic Plan prepared for submission to Board of Governors
April 2012	2012/13 Strategic Plan submitted to Board of Governors for approval
April 2012 - May 2012	2011/12 Year End Budget Review meetings held to review final actual financial position compared with 2011/12 budget and consider requests for rollovers to 2012/13 as appropriate of unspent other resource budgets

## **F. Appendices**

### **F.3 Summary of Planning Cycle (cont'd)**

#### **FANSHawe COLLEGE - STRATEGIC AND OPERATIONAL PLANNING SCHEDULE FOR 2013/14 FISCAL YEAR**

<b>DATE</b>	<b>ACTIVITY</b>
January 2012	1. Distribute Planning Framework and Economic Update to all Budget Managers
January 2012	2. Planning 'Kick-Off' (Academic and Enabling areas together) <ul style="list-style-type: none"><li>• Present E-Scan and SEM update</li><li>• Discussion groups to assess and interpret implications for faculty and enabling area planning</li></ul>
February 2012 - March 2012	3. Commence school retreats/meetings to confirm planning priorities
March 2012	4. Commence calibration of 3 Year Faculty Operations Plans (to reflect new and emerging challenges and opportunities)
March 2012	5. Finalize Enabling Plans aligning to 2012 - 2015 Faculty Operations Plans and Strategic Directions and Goals in conjunction with Director. Strategy and Planning.
March 31/12	6. Finalize planning for Board of Governors Strategic Planning Retreat to be held in May 2012.
March 31/12	7. Finalization of program, capital, equipment and facilities requirements for 2012/13 and early indicators assessment of multi-year requirements.
April 30/12	8. Completed draft Faculty Operations Plans for 2013 - 2016.
May 31/12	9. Finalization of Admin. Staff Performance Plans
May 2012	10. Dean's Retreat to review and finalize Faculty Operations Plans for 2013 - 2016
May 2012 - June 2012	11. Work with Strategy and Planning to identify resource implications for major program changes for 2013 - 2014.
June 2012	12. Distribute to Deans, Directors and VPs copies of: <ul style="list-style-type: none"><li>• Faculty Operations Plans (2013 - 2016)</li><li>• 2013/14 Faculty Planning Priorities</li></ul>
July 9/12	13. Commence calibration of 3 Year Enabling Plans to reflect academic priorities and new and emerging strategic challenges and opportunities for 2013-16.
November 2012	14. Distribute Report of Programs with Weak Factors
November 2012	15. Finalize 2013 - 2016 Enabling Plans
December 2012 - March 2013	16. Develop detailed Operational Plan for each School/Department as per the 2012/13 Planning/Budgeting Schedule
December 2012 - 2013	17. Development of operating budget for 2013 - 2014

## F. Appendices

### F.4 Budget Unit Summary

Budget Unit	Revenue	Expense	NET
<b>Office of the President</b>			
1000 Office of the President	\$0	\$773,818	\$773,818
1001 Office of the Ombuds	(\$58,964)	\$117,928	\$58,964
1020 Development Office	(\$208,068)	\$1,307,682	\$1,099,614
<b>Office of the President</b>	<b>(\$267,032)</b>	<b>\$2,199,428</b>	<b>\$1,932,396</b>
<b>Academic Services</b>			
2000 Academic Services	\$0	\$950,463	\$950,463
2001 Strategic Enrolment Management	\$0	\$415,426	\$415,426
2060 Applied Research, Innovation	\$0	\$648,754	\$648,754
2061 Centre for Academic Excellence	\$0	\$814,081	\$814,081
2100 Faculty Arts, Media & Design	\$0	\$210,816	\$210,816
2101 Admin.-Arts, Media & Design	\$0	\$3,500	\$3,500
2110 Design	(\$10,202,581)	\$7,436,003	(\$2,766,578)
2120 Language & Liberal Studies	(\$9,633,184)	\$6,250,114	(\$3,383,070)
2140 Contemporary Media	(\$14,705,754)	\$8,892,657	(\$5,813,097)
2200 Faculty of Business	(\$38,889)	\$323,747	\$284,858
2201 Admin.-Faculty of Business	\$0	\$11,000	\$11,000
2210 L. Kinlin School of Business	(\$18,596,784)	\$10,494,839	(\$8,101,945)
2220 Tourism & Hospitality	(\$6,591,110)	\$4,420,021	(\$2,171,089)
2221 Admin.-Tourism & Hospitality	(\$406,000)	\$327,372	(\$78,628)
2230 Information Technology	(\$9,754,045)	\$5,827,797	(\$3,926,248)
2300 Faculty of Health & Human Serv	\$0	\$405,441	\$405,441
2301 Admin.-Health & Human Services	\$0	\$127,110	\$127,110
2302 Simulation Lab	(\$50,000)	\$93,250	\$43,250
2310 Health Sciences	(\$11,943,886)	\$6,925,174	(\$5,018,712)
2320 Nursing	(\$6,646,388)	\$4,502,051	(\$2,144,337)
2330 Human Services	(\$15,352,214)	\$7,569,592	(\$7,782,622)
2400 Faculty of Technology	\$0	\$281,344	\$281,344
2401 Admin.-Faculty of Technology	\$0	\$90,915	\$90,915
2402 Lab Operations Manager	\$0	\$998,624	\$998,624
2410 Building Technology	(\$8,746,432)	\$5,539,022	(\$3,207,410)
2420 Applied Science & Technology	(\$7,671,182)	\$5,161,108	(\$2,510,074)
2430 Motive Power Technology	(\$5,801,962)	\$4,627,219	(\$1,174,743)
2500 Centre for Community Education	\$0	\$20,885	\$20,885
2501 Admin-Community Education	(\$275,000)	\$432,819	\$157,819
2510 Continuing Education	(\$206,400)	\$468,192	\$261,792
2511 Continuing Education Studies	(\$6,030,225)	\$4,056,094	(\$1,974,131)
2512 Access Studies	(\$1,454,808)	\$1,230,376	(\$224,432)
2610 James N. Allan Campus	(\$1,949,702)	\$1,823,512	(\$126,190)
2611 Career & Employment Services	(\$2,112,293)	\$1,894,842	(\$217,451)
2612 CE & Training Services	(\$596,215)	\$420,701	(\$175,514)

## F. Appendices

### F.4 Budget Unit Summary

Budget Unit	Revenue	Expense	NET
2620 St. Thomas/Elgin Campus	(\$4,215,701)	\$3,399,211	(\$816,490)
2621 Contract Training	(\$337,200)	\$527,972	\$190,772
2630 Oxford County Campus	(\$3,208,770)	\$2,725,818	(\$482,952)
2631 Cont. Edu. & Contract Training	(\$722,610)	\$890,844	\$168,234
<b>Academic Services</b>	<b>(\$147,249,335)</b>	<b>\$101,238,706</b>	<b>(\$46,010,629)</b>

### Finance and Corporate Services

4000 Finance & Corporate Services	\$0	\$589,567	\$589,567
4001 Awards & Scholarships	(\$301,229)	\$739,851	\$438,622
4004 Financial Services	(\$4,845,278)	\$5,765,268	\$919,990
4005 Residence & Conference Centre	(\$9,652,957)	\$7,147,942	(\$2,505,015)
4010 Board of Governors	\$0	\$567,160	\$567,160
4020 Purchasing & Accounts Payable	(\$261,880)	\$1,093,780	\$831,900
4021 Fitness Centre	(\$434,000)	\$506,900	\$72,900
<b>Finance and Corporate Services</b>	<b>(\$15,495,344)</b>	<b>\$16,410,468</b>	<b>\$915,124</b>

### Administrative Services

5000 Administrative Services	\$0	\$500,056	\$500,056
5030 Marketing & Corp Communication	(\$20,000)	\$1,861,477	\$1,841,477
5031 Marketing	\$0	\$795,924	\$795,924
5032 Corporate Communications	\$0	\$532,227	\$532,227
5040 Strategy & Planning	\$0	\$512,959	\$512,959
5041 Institutional Research	\$0	\$579,333	\$579,333
5042 Resource Planning	\$0	\$562,566	\$562,566
5100 Facilities Management	(\$531,400)	\$6,297,925	\$5,766,525
5101 Admin.-Facilities Management	\$0	\$194,646	\$194,646
5110 Facilities Planning & Develop	(\$1,480,343)	\$1,846,587	\$366,244
5111 Asst Man Planning & Develop	\$0	\$602,359	\$602,359
5120 Facilities Operations	\$0	\$3,575,379	\$3,575,379
5122 Mechancial/Electrical Systems	(\$2,200)	\$2,602,474	\$2,600,274
5123 Custodial, Grounds & Supp Ser.	(\$1,715,000)	\$4,110,779	\$2,395,779
5130 Health & Safety Services	\$0	\$507,997	\$507,997
5140 Campus Security Services	(\$69,185)	\$2,179,043	\$2,109,858
5150 Emergency Management Office	\$0	\$742,357	\$742,357
5200 Human Resources	\$0	\$996,885	\$996,885
5210 Benefits & Compensation	\$0	\$516,062	\$516,062
5220 Organizational Development	(\$1,000)	\$1,066,727	\$1,065,727
5230 Labour Relations	(\$30,000)	\$1,476,259	\$1,446,259
5231 Client Services	\$0	\$848,202	\$848,202
5300 Information Technology Service	\$0	\$845,599	\$845,599
5310 Information Systems Services	(\$171,000)	\$2,449,533	\$2,278,533
5311 Project Management Office	\$0	\$200,518	\$200,518

## F. Appendices

### F.4 Budget Unit Summary

Budget Unit	Revenue	Expense	NET
5320 Technical Support Services	(\$28,100)	\$2,527,664	\$2,499,564
5330 Network Services & Computer Op	\$0	\$3,883,032	\$3,883,032
5340 Learning Systems Services	\$0	\$636,399	\$636,399
<b>Administrative Services</b>	<b>(\$4,048,228)</b>	<b>\$43,450,968</b>	<b>\$39,402,740</b>

#### Student Support Services

6000 Student Support Services	\$0	\$602,648	\$602,648
6002 Career/Comm. Employment Serv.	(\$2,334,640)	\$2,088,074	(\$246,566)
6004 Library & Media Services	(\$522,355)	\$2,751,344	\$2,228,989
6040 International Partnerships	(\$10,000)	\$985,555	\$975,555
6042 Admin-Int'l Partnerships	\$0	\$1,967,400	\$1,967,400
6050 Retail Services	(\$12,533,000)	\$10,323,268	(\$2,209,732)
6051 Admin.-Retail Services	\$0	\$781,570	\$781,570
6100 Office of the Registrar	(\$20,000)	\$1,312,729	\$1,292,729
6120 Registration & Records Service	(\$16,000)	\$813,371	\$797,371
6130 Admission Services-Dom & Int'l	(\$40,650)	\$974,023	\$933,373
6131 Information & Customer Service	(\$61,452)	\$1,453,258	\$1,391,806
6140 Student System & Project Mgt.	\$0	\$473,921	\$473,921
6150 Fees & Financial Aid Services	(\$2,871,958)	\$1,879,478	(\$992,480)
6200 Student Success	(\$403,000)	\$697,332	\$294,332
6201 First Nations Centre	(\$371,160)	\$456,883	\$85,723
6210 Athletics	(\$1,253,243)	\$1,533,325	\$280,082
6220 Student Academic Success Serv	(\$12,000)	\$1,193,159	\$1,181,159
6230 Counselling/Accessibility Serv	(\$1,759,854)	\$3,440,724	\$1,680,870
6231 Testing Centre	(\$77,000)	\$519,830	\$442,830
<b>Student Support Services</b>	<b>(\$22,286,312)</b>	<b>\$34,247,892</b>	<b>\$11,961,580</b>

#### Reserved

9000 Reserved	(\$6,075,692)	(\$1,225,519)	(\$7,301,211)
9021 Liabilities-Payroll	(\$620,000)	\$720,000	\$100,000
<b>Reserved</b>	<b>(\$6,695,692)</b>	<b>(\$505,519)</b>	<b>(\$7,201,211)</b>
<b>College Total</b>	<b>(\$196,041,943)</b>	<b>\$197,041,943</b>	<b>\$1,000,000</b>

# STRATEGIC DIRECTIONS

1

## Pursue excellence in learning, teaching, and service.

Every aspect of college life, both inside and outside the classroom, contributes to each student's ultimate success. Fanshawe's continuous pursuit of excellence means a better college experience and a more prepared college graduate. It also means a more satisfying career for our employees. In approaching excellence we are mindful of the need for both financial and environmental sustainability.

4

## Foster a workplace where employees are proud to contribute and grow.

As much as Fanshawe exists to help students pursue their dreams, it can also help employees pursue theirs. Fanshawe's success is enhanced by employees who are motivated, involved, growing, and satisfied in their careers. Our commitment to excellence includes supporting our employees as they develop their skills and work to accomplish their career goals.

2

## Encourage and enhance student success.

Fanshawe facilitates student success through its commitment to access, high academic standards and integrated support systems focused on students' achievement of their program outcomes. The College also recognizes that a rewarding college experience includes personal growth beyond academics.

5

## Engage the support of community partners and patrons.

Partnerships with individuals, businesses, organizations, and industries have a profound impact on the quality and delivery of Fanshawe's programs. Students benefit tremendously from donations of time, expertise, and resources by community partners.

3

## Engage in applied research and scholarly activity.

Fanshawe enjoys a positive reciprocal relationship with its community. That relationship provides valuable opportunities for students to earn real world experience – and help local businesses and organizations succeed – through innovative research projects. The College pursues these opportunities as part of its commitment to academic excellence and to supporting economic development in the region.

6

## Support strategic growth in current and new markets, both domestic and international.

Growth is critical to Fanshawe's future success. Smart growth creates the opportunity for the College to attract students in a way that addresses community need for skilled labour, provides life-changing learning experiences, and ultimately increases global perspective in our local communities.

You can find the official document online at:

[www.fanshawec.ca/strategic](http://www.fanshawec.ca/strategic)

## **APPENDIX C**

### **Course Information Sheets**

**Bachelor of Commerce (Human Resources Management)**

Course Information Sheets intentionally omitted, as per PEQAB Guidelines.

## **APPENDIX D**

### **Information Technology Services - Multi-Year Plan Activity Statements**

**Bachelor of Commerce (Human Resources Management)**

## Appendix D

### Information Technology Services – Multi-Year Plan Activity Statements

Objective	Unit	Activity	2011/12	2012/13	2013/14	2014/15+
<b>Opportunities are regularly sought to introduce efficient and environmentally sustainable practices</b>	TSS	Implement power management controls in computer labs, employee workstations and video display projectors to realize greater efficiency in energy utilization.	Computer labs, employee workstations			
	ISS	Eliminate paper forms wherever possible by developing and substituting electronic forms and workflows.				
	ISS	Support online registration requirements as identified by SEM.				
	LSS /TSS/ NSCO	Develop appropriate infrastructure and support strategies to support the College's Online educational delivery thrust.				
	TSS/ PMO	Support systems changes necessary to replace the College's One card system.				
<b>Technology is rigorously tested/piloted for effectiveness before being generalized to a broad-based user-group</b>	TSS	Establish an ICT Advanced Technologies Demonstration centre to display and allow for experimentation with emerging Information and Communication Technologies, such as surface computing, and 3D displays.				
	ISS	Review e-commerce and electronic payment functionality throughout the College with a view to enhance and evolve these services to meet customer requirements and industry standards.				
	CIO	Investigate and report on the College's ICT architecture with a view to identify when "cloud based" or offsite hosting is appropriate and measures that should be taken to ensure service continuity and privacy when using cloud based services.				
	TSS /LSS	Assess the effectiveness of the new WebStudio configuration and if appropriate, expand the model consistent with demand				

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## Activity Statements - Enabling Multi-Year Plan for Information Technology (cont'd)

Objective	Unit	Activity	2011/12	2012/13	2013/14	2014/15+
<b>Technology is rigorously tested/piloted for effectiveness before being generalized to a broad-based user-group</b>	ISS	Acquire and install the Encampus timetabling software from Infositem.				
	ISS	Deploy the Datatel Web based User interface throughout the college.				
	LSS	Integrate and support various social media functions available within the new version of FanshaweOnline				
	LSS	Configure various add on modules to operate with the new FanshaweOnLine version.				
	LSS	Coordinate the college acquisitions of e-Packs and E-books to optimize license use and integration with Active Directory where authentication is required.				
	ISS	Optimize the search capability and routines for the college's portals and websites.				
	TSS/PMO	Complete Windows 8 assessment and plan for conversion as appropriate.				
	PMO /ISS	Extend ImageNow deployment to Purchasing and Human Resources as required.				
	ISS	Convert the Datatel Database to Unidata V 7.2 consistent with the withdrawal of support for version 7.1.				
	TSS	Assess the costs, benefits and feasibility of supporting the Apple computing platform centrally.				
<b>Cost benefit, demand and feasibility analysis are conducted prior to all new equipment/software purchases and implementation decisions</b>	TSS	Review the feasibility of renewing existing Video Display Projectors with High Definition Projectors and commence a program of renewal when affordable.				
	TSS	Relocation and reconfiguration of various computer labs is required in conjunction with planned accommodation alterations.				

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## Activity Statements - Enabling Multi-Year Plan for Information Technology (cont'd)

Objective	Unit	Activity	2011/12	2012/13	2013/14	2014/15+
Policies, procedures and standards contribute to effective information security and IT asset management	CIO	In conjunction with the Office of the Registrar, review and amend as appropriate corporate policy governing acceptable use of the College's computing resources and infrastructure by students.				
	NSCO	Review and formalize the departmental operational policy framework including preparation and communication of departmental working procedures or "Operative Norms".				
	TSS/ ISS/ LSS	Maintain compliance with customer service standards and associated regulations coming into effect under the Accessibility for Ontarians with Disabilities Act.				
	PMO	Implement tracking databases as required pursuant to the new Copyright Act and Access Copyright agreement amendments.				
	ISS	Implement the Ontario Education Number initiative and changes required by OCAS consistent with Provincial requirements.				
Compare current services to industry norms to inform continuous improvement and 'best-in- class' approaches	NSCO/ LSS/ TSS	Benchmark key ICT services against other leading organizations to determine efficiency and effectiveness.				
	NSCO/ TSS	Infrastructure planning to support an ambitious program of office and classroom accommodation alterations is required.				
	ISS	Support required systems changes to streamline on line registration for CE programs.				
	ISS	Investigate the Financial Aid module now available from Datatel for possible implementation.				
	ISS	Rearchitect the Fanworks system to employ software from PeopleAdmin, replacing the Novus module.				

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## Activity Statements - Enabling Multi-Year Plan for Information Technology (cont'd)

Objective	Unit	Activity	2011/12	2012/13	2013/14	2014/15+
<b>Reliable, relevant and timely access to information for staff and students</b>	NSCO	Monitor and report on electronic access to the College's learning systems and the Internet to ensure connectivity is consistently available to students from campus and from offsite locations.	Annual analysis completed and documented			
	PMO /ISS	Acquire, install and operate enhancements to the College's Human Resources Management systems to support professional development tracking and monitoring in conjunction with corporate priorities.				
	ISS	Database programming is required to support better integration of international applicants with the Datatel student enrolment and communication modules.				
	ISS	Modify the current block based registration processes and procedures to support course based registration processes.				
	PMO /ISS	Complete phase 2 modifications to the SWF system, comprising what now is being referred to as the Academic Planning Tool.				
	All	Prepare contingency plans to maintain/amend service levels as required should the College experience labour disruption				
<b>Technology optimizes access to all college services and supports</b>	NSCO	Review and strengthen provisions to protect and restore critical operations in the event of a site disaster.				
	NSCO /TSS	Reconfigure the College's standard high technology podium configuration to introduce two way voice communications and to ensure that the podium configuration remains current with display technologies and evolving access standards.				
	PMO /ISS	Use ICT technologies to improve process workflow and streamline achievement of responsibilities.				

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## Activity Statements - Enabling Multi-Year Plan for Information Technology (cont'd)

Objective	Unit	Activity	2011/12	2012/13	2013/14	2014/15+
<b>Maintain a rich array of software and services that contribute to student success and staff wellness, health and safety</b>	LSS /ISS	Ensure electronic courses and resources are available to employees to support workplace wellness, health and safety priorities.	Courseware available 99.9% of time			
	ISS	Effect required changes to support Datatel's E Advising product and if appropriate, the Student Self Service module.				
	PMO	Complete deployment of a system to track and support clinical placements within academic programs.				
<b>Establish computer based tools that support collaboration and collaborative research</b>	TSS/ NSCO/ LSS	Work in collaboration with academic administrators to ensure that the College's computing infrastructure and networks support research activities.	Annual review of infrastructure and networks completed			
	LSS	The Learning Systems unit will support and conduct where appropriate applied research into the effectiveness and efficiency of electronic products and methodologies to enhance learning.	Research activities documented and delivered			
	TSS/ NSCO	Provide guest accounts and related federated credentials where inter-organization electronic access is required to support collaborative research.				
	PMO /ISS	Establish computer based tools such as wikis and blogs to support collaboration and collaborative research within the College and with other external organizations as required.	Access to tools for wikis and blogs given where and when required			
	LSS	Establish a repository and access framework for the lifecycle management of research data and databases.				
	PMO	In conjunction with Library & Media Services and others, provide access to a rich menu of electronic resources and databases in support of research and scholarly activity.				

Continued next page

## Activity Statements - Enabling Multi-Year Plan for Information Technology (cont'd)

Objective	Unit	Activity	2011/12	2012/13	2013/14	2014/15+
Introduce electronic methods to convey current information in a compelling and understandable format	ISS/ PMO	Establish Business Intelligence framework and commence deployment of Dashboards for employees and students.				
	PMO	Provide appropriate tools to analyze market opportunities and evaluate strategy effectiveness				
	TSS	Review deployment experience with Smartboards and recommend future deployment phases and strategies				
Work collaboratively to support College outreach and partnership efforts	CIO	Work with ICT suppliers and corporate leaders to pursue partnerships that complement the College's strategic priorities, involving for example co-op placements, applied research, curriculum development and training, and equipment placement.				
	TSS/ CIO	Work with Foundation staff to develop electronic outreach and engagement initiatives in support of the Foundation and its mission.				
Regularly and systematically review new and emerging technologies	CIO/ TSS	Investigate and report on the College's ICT architecture with a view to identify when "cloud based" or offsite hosting is appropriate and measures that should be taken to ensure service continuity and privacy when using cloud based services.				
	NSCO	Conduct a review of the College's mobile access services and prepare recommendations to inform future investments in wireless and mobile services.				
	LSS	Review and formally assess the College's experience with Elluminate software to determine whether it is an effective platform for synchronous learning college wide.				
	TSS/ NSCO	Complete planning for the Information and Communications Technology infrastructures to support phase 1 of the School of Applied and Performance Arts (SAPA) in downtown London.				

Continued next page

## Activity Statements - Enabling Multi-Year Plan for Information Technology (cont'd)

Objective	Unit	Activity	2011/12	2012/13	2013/14	2014/15+
<b>Regularly and systematically review new and emerging technologies</b>	PMO	Acquire and install Customer Relationship Management software to support Strategic Enrolment Management recommendations. This will serve numerous clients including Marketing & Communications, Office of the Registrar, Academic Schools and the Development Office.				
<b>Introduce measures to sustain and enhance IT human capital.</b>	ALL	Complete annual performance appraisals for all staff with emphasis on professional development opportunities and priorities, and reflective practices.				
	ALL	Support attendance and participation in conferences and symposia related to ICT developments and mastery.				
	CIO	Support continuous skill development for Information Technology Services Managers and identify potential succession candidates for each management position.				
	All	Review organization structure and personnel with a view to ensure that staffing and structure continue to meet the needs of the College.				
	LSS /ISS	Prepare training materials and provide training opportunities to faculty and staff on emerging products such as Windows 8, MyFanshawe, Smartboards, Adobe Creative Suite, Datatel UI, etc.				
	TSS	Staff Centre for Innovation & Learning				

### LEGEND

CIO	Office of the Chief Information Officer
ISS	Information Systems Services
LSS	Learning Systems Services
	Network Services & Computer
NSCO	Operations
PMO	Project Management
TSS	Technical Support Services

## **APPENDIX E**

### **Faculty CVs**

**Bachelor of Commerce (Human Resources Management)**

Faculty CV's intentionally omitted, as per PEQAB Guidelines.

## **APPENDIX F**

### **University Endorsements**

**Bachelor of Commerce (Human Resources Management)**

# The knowledge to compete

710 Dunton Tower, 1125 Colonel By Drive, Ottawa, ON K1S 5B6 Canada  
T: (613) 520-2388 F: (613) 520-4427  
[sprott.carleton.ca](http://sprott.carleton.ca)

July 5<sup>th</sup>, 2012

Mary Pierce, Chair  
Lawrence Kinlin School of Business  
Fanshawe College  
1001 Fanshawe College Blvd.  
P.O. Box 7005, London, ON, N5Y 5R6

## **Re. Graduate studies pathway for Fanshawe College Bachelor of Commerce graduates**

Dear Mary,

The Sprott MBA program at Carleton University requires applicants to have a 4-year bachelor's degree to be considered for admission. Once approved, graduates of Fanshawe's 4 year Bachelor's of Commerce program will qualify for this consideration. For your information, we also require a GPA of "B" and a minimum of 550 on the GMAT.

Please keep us informed of the progress with respect to the approval of Fanshawe's new BComm program, as we would be happy to provide more information about our MBA to your students.

Sincerely



Linda Schweitzer  
Assistant Dean, MBA Programs  
Sprott School of Business  
Carleton University



Mary Pierce, Chair  
Lawrence Kinlin School of Business  
Fanshawe College  
1001 Fanshawe College Blvd.  
P.O. Box 7005, London, ON, N5Y 5R6

**Re. Graduate studies pathway for Fanshawe College Bachelor of Commerce graduates**

Dear Mary,

After reviewing your outline of the course of study for Fanshawe College's proposed Bachelor of Commerce programs, I am pleased to confirm that graduates of these programs will qualify for consideration to enter Davenport University's MBA program.

Following approval of Fanshawe's application to the MTCU, we should plan to meet to discuss the details of Fanshawe's new bachelor programs and explore further the opportunities for Fanshawe and Davenport to work together.

Sincerely,

*Linda K. Rinker*  
Linda Rinker, Ed.D.  
Executive Vice President for Academics and Provost  
Davenport University



## BRETAGNE BREST

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Mary PIERCE  
Chair  
**Lawrence Kinlin School of Business**  
**Fanshawe College**  
**1001 Fanshawe College Boulevard**  
**PO Box 7005**  
**London, Ontario N5Y 5R6**  
**CANADA**

**Subject:** Bachelor of Commerce (Honours) programs  
**Ref:** GG/NP/Fanshawe College/MPierce

Brest, March 27<sup>th</sup>, 2012

Dear Mary,

Further to your letter dated March 1<sup>st</sup> referring to the four new Bachelor of Commerce (Honours) programs that Fanshawe College is in the process of developing, I have pleasure in confirming that ESC Bretagne Brest would be happy to consider graduates of these programs for admission to its Master of Management (MIM) or Master of International Business as per the terms of our Student/Faculty Exchange Agreement or as fee-paying students.

We are indeed very supportive of such new exciting developments at Fanshawe College and would be very interested in formalizing a double degree Agreement whereby those graduates could join our Master of Management (M2) with a view to obtaining the degree awarded by our School.

Such an Agreement would naturally be set on the basis of reciprocity so that an equal number of ESC Bretagne Brest students could earn a similar master-level degree from Fanshawe College.

I would be delighted to further discuss that option with you at your earliest convenience and I look forward to strengthening our cooperation over the years for the greatest benefit of our respective students.

With Best Regards,

Gilles GUEGUEN

*Amicalement,  
Gilles*

Director of International Development

Mary Pierce, Chair  
Lawrence Kinlin School of Business  
Fanshawe College  
1001 Fanshawe College Blvd.  
P.O. Box 7005, London, ON, N5Y 5R6

**Julie E Lydon** Vice-Chancellor Is-Ganghellor

**Re: Graduate studies pathway for Fanshawe College Bachelor of Commerce graduates**

Dear Mary

I have reviewed the proposed the Bachelor of Commerce program in the following four specializations

- Accounting
- Human Resources Management
- Digital Marketing
- Leadership and Management.

from Fanshawe College in Ontario and send this letter as a demonstration of our institution's support of the proposed program.

I believe from the materials presented to me that the course, learning outcomes and standards in the subjects/courses in the program appear to demonstrate how graduates will be prepared with the knowledge and skills appropriate to the degree-level standard for similar degree programs in North America and in other jurisdictions and that this program meets or exceeds the requirements of the field of study/practice. I also believe that the course as described to me provide exposure to increasingly complex theory at the degree level and in the professional courses, the application of that theory to practice and the demands of practice in the field. The time allotments assigned to the programs as a whole and to components in the program appear appropriate to the stated learning outcomes.

Your proposed curriculum will support graduates who seek admission to our Master of Business Administration program at University of Glamorgan, and they will qualify for consideration to enter this program. The graduates of this program would undergo our standard screening process for all potential incoming students and students will be expected to achieve a minimum 2:2 or equivalent.

Sincerely

Helen Marshall

Deputy Vice-Chancellor for Academic and Business Development

# **UNIVERSITY of GUELPH**

COLLEGE OF MANAGEMENT AND ECONOMICS  
Office of the Dean

July 6, 2012

David Belford  
Dean, Faculty of Business  
Fanshawe College  
1001 Fanshawe College Boulevard  
PO Box 7005  
London, Ontario  
N5Y 5R6

Dear Dean Belford,

Thank you for forwarding information on the proposed development of your degree entitled: Bachelor of Commerce (Honours) program.

This letter is to confirm that graduates of Fanshawe College's proposed Bachelor of Commerce (Honours) program, that also have work experience as specified for our programs would meet alternate admission requirements of our Executive Programs – the MA in Leadership and the MBA.

I look forward to reviewing these applications.

Yours truly,



Ken Smith, Ph.D., MBA, ICD.D  
Associate Dean, Executive Programs  
College of Management and Economics  
University of Guelph

# **WATERLOO ACCOUNTING AND FINANCE**

SCHOOL OF ACCOUNTING AND FINANCE | FACULTY OF ARTS | UNIVERSITY OF WATERLOO  
200 University Avenue West, Waterloo, ON, Canada N2L 3G1  
519-888-4567, ext. 36536 | fax 519-888-7562 | saf.uwaterloo.ca

June 25, 2012

Mary Pierce, Chair  
Lawrence Kinlin School of Business  
Fanshawe College  
1001 Fanshawe College Blvd.  
P.O. Box 7005, London, ON, N5Y 5R6

**Re. Graduate studies pathway for Fanshawe College Bachelor of Commerce graduates**

Dear Mary

After reviewing your outline of the course of study for Fanshawe College's proposed Bachelor of Commerce programs, I am pleased to confirm that graduates of these programs will qualify for consideration to enter University of Waterloo's MTax program.

Following approval of Fanshawe's application to the MTCU, we should plan to meet to discuss the details of Fanshawe's new bachelor programs and explore further the opportunities for Fanshawe and Waterloo to work together.

Sincerely



Julie Robson  
University of Waterloo

William J. Wellington, PhD  
Associate Dean (Acting)

July 23, 2012

Mary Pierce, Chair  
Lawrence Kinlin School of Business  
Fanshawe College  
1001 Fanshawe College Blvd.  
P.O. Box 7005, London, ON, N5Y 5R6

**Re: Graduate studies pathway for Fanshawe College Bachelor of Commerce graduates**

Dear Mary,

After reviewing your outline of the course of study for Fanshawe College's proposed Bachelor of Commerce programs, I am pleased to confirm that graduates of these programs will be treated in the same fashion as graduates of any recognized degree program from an Ontario University or College and qualify for consideration to enter the University of Windsor's Odette School of Business MBA program.

Following approval of Fanshawe's application to the MTCU, representatives of the University of Windsor's Odette School of Business would be pleased to meet to discuss the details of Fanshawe's new bachelor programs and further explore the opportunities for Fanshawe and the Odette School of Business to work together.

Sincerely,



Dr. William J. Wellington  
Acting Associate Dean of Programs  
Odette School of Business  
University of Windsor  
401 Sunset Ave – Windsor, ON



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T: +353-51-302000

info@wit.ie

Waterford, Ireland.

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29/06/2012

Mary Pierce, Chair  
Lawrence Kinlin School of Business  
Fanshawe College  
1001 Fanshawe College Blvd.  
P.O. Box 7005, London, ON, N5Y 5R6

**Re. Graduate studies pathway for Fanshawe College Bachelor of Commerce graduates**

Dear Mary

After reviewing your outline of the course of study for Fanshawe College's proposed Bachelor of Commerce programmes, I am pleased to confirm that graduates of these programmes will qualify for admission to enter some of our business masters programmes subject to your graduates achieving the equivalent of a second class honours grade 1 degree award and successfully completing an interview (via Skype). This is the admission requirement for all our postgraduate business masters programmes at WIT School of Business.

Following approval of Fanshawe's application to the MTCU, we would like to discuss the details of Fanshawe's new bachelor programmes and explore specific opportunities for Fanshawe and WIT to work together.

Yours sincerely,

Joan McDonald  
Head of Department  
Management and Organisation  
School of Business  
Waterford Institute of Technology  
Cork Road  
Waterford  
[jmcDonald@wit.ie](mailto:jmcDonald@wit.ie)  
Phone +35351302483