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Annual Report Addendum: Multi-Year Accountability Agreement Report Back

Please note that, as was outlined on page one of Appendix B: Multi-Year Agreement Action Plan for Colleges of the Multi-Year Accountability Agreement for Colleges for 2006-07 to 2008-09, the release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry. The ministry will review your Action Plan annually, using this **Annual Report Addendum: Multi-Year Accountability Agreement Report Back**, and if required, discuss progress made on the commitments outlined in your Action Plan. Based on this review, you may be required to submit an improvement plan to the Ministry.

Also as outlined on page one of the Multi-Year Accountability Agreement for Colleges for 2006-07 to 2008-09, implementing the 2006-07 MYAA and future agreements will be part of an evolutionary process. As the Ministry and postsecondary institutions work in collaborative partnership to continuously increase access and improve quality, the results in your report back will inform the development of best practices and the creation of measures of system-wide results. These measures may be incorporated in revised requirements in future years to demonstrate system-wide improvements. Advice from and research undertaken by the Higher Education Quality Council of Ontario (HEQCO) will inform this process.

College:	George Brown	Fiscal Year:	2007-08

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the Ministry is committed to working with the institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

Measurement Methodologies at Your College

Instructions: Referring to your approved MYAA Action Plan, list the measurement methodologies your college uses to determine the presence of under-represented groups (Aboriginal students, first generation students, students with disabilities, and mature students) and Francophone students in its student population. Describe the instrument being used and the categories of students being surveyed. Particularly valuable are methodologies and results that complement those of the Ontario College Student Engagement Survey (OCSES) – for instance, those that address participation in part-time, transition or apprenticeship programs.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. Eliminate any double-counting in the column, "Total Number Self-Identifying as Member of Under-represented Group".

Measurement Methodology (including description)	Student Groups in Your Student Population				Total Number Self-Identifying as Member of Under-represented Group	Francophone Students	Total Number of Students Surveyed, if applicable
	Aboriginal #	First Generation #	Students with Disabilities #	Mature Students #			
At this point in time, we are only able to estimate student groups through surveys (Student KPI, Ontario College Student Engagement) and students self reporting their status to various service areas of the college.							
Self-Identified (Aboriginal Support Program).	350-400	--	--	--	--	--	--
Self-identified (Student Affairs Dept.).	--	--	1103	--	--	--	--
2007-2008 Student KPI	--	--	--	--	--	50	7199
2007 OCSE. Figures were rounded. Note: Figures may be over or under stated: a) OCSE relies on students self-selecting themselves to complete the surveys. Therefore, OCSE may not capture all student groups accurately and b) different methodologies are currently being used in Ontario to identify various groups. GBC's definitions: First Generation: Students whose both parents did not complete post-secondary education. Mature: 19 years and older with less than high school completion	54	164	65	27	273	4	848

Increased Participation of Under-Represented Students — Programs/Strategies

Instructions: Referring to your approved MYAA Action Plan, list: each access improvement strategy/program planned for the fiscal year being reported; whether the strategy/program was executed; the result achieved; any variance from the targeted result; an explanation of the variance; and, planned remedial action.

Access Strategy/Program/ Indicator	Implemented?		Achieved Result	Target Achieved?		Explain Variance between Achieved and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	

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Increased enrolment of First Generation (FG, Aboriginal and Mature) Students Strategy	X		**First Generation** Student LEADS Initiative. In year 1 of this 3-phase initiative, we have surpassed our goal of reaching 1,000 First Generation Students through one-on-one advising, workshops, conferences and other special programming.	X		
			Crown Ward Initiative: The 2007 Summer Experience program engaged 12 students, and the Possibilities Fair 2008 engaged close to 40 students.			
			SCWI - Dual Credit and Pathway Program GBC worked with 3 high schools to develop College pathways programs that align curriculum for seamless transition. We also offered 3 dual credit courses in Health, Technology and Community Services to 30 high school students, 17 of which successfully completed the program.			
			Pre-Apprenticeship Assistant Cook Program The pre-apprenticeship assistant cook program in partnership with various community organizations, provided an opportunity for 25 immigrant women to learn the basic skills required to be an assistant cook.			
			Plumbing Pre-Apprenticeship Training Program In partnership with various community partners in the Downtown East area, GBC offered a			

			plumbing pre-apprenticeship program. Students had the opportunity to do academic upgrading, prior to their level 1 training, and received ongoing support from job coaches. Upon completion of the program, 15 students learned level 1 Plumbing Theory and Training.			
Aboriginal Strategic Plan	X		Some initiatives in 2007-08 include: Received funding from the Aboriginal Access and Opportunity Strategy to: - develop a series of 15 days from September '08 to February '09 during which an Elder from the community will be on campus and available to students for circles and other cultural activities, tutoring, and informal counselling ($4,500); - refurbish the Native Student Centre with new computers, printers and other equipment ($7,800); - expand the library collection ($1,000). - Provided an Aboriginal tutor for individual and small group tutoring in the Native Student Centre since January '08 and will be continuing this in the fall semester with funds obtained through the Aboriginal Access and Opportunity Strategy grant ($8,000).	X		

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| Increased satisfaction of Students with disabilities | X | | Student KPI Q33: Satisfaction with the services:

2006 (Base line): 59%

2007: 57%

2008: 62%

Disability Services - # of students reporting a disability(ies)

2006-2007: 988 (adjusted from 1,129)

2007-2008: 1,103 | X | | |

French Language College Collaboration

This table applies only to the two French language colleges — Boréal and La Cité.

Instructions: As excerpted from the approved MYAA Action Plans, for each college collaboration strategy/program listed below, indicate: whether the strategy/program was executed; the result achieved; any variance from the targeted result; an explanation of the variance; and, planned remedial action.

French Language College Collaboration Strategy/Program/ Indicator	Implemented?		Achieved Result	Target Achieved?		Explain Variance between Achieved and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
Identify pilot projects, action plans, schedules and joint strategies						
Identify the partnerships needed for the pilot projects to succeed						
Identify the mechanisms needed to assess the effectiveness of cooperation on the pilot projects						
Mount a joint marketing and public relations campaign for secondary schools and school boards in the Centre-South-West Region (the						

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London and Welland areas)						
Identify the differences between the sets of programs offered by English-language colleges and those offered by French-language colleges						
For the Learning to 18 initiative, sign memoranda of understanding with the province's 12 French-language school boards						

College Small, Northern and Rural

This table applies only to institutions that receive funding through the Small, Northern and Rural (SNR) Grant.

Instructions: Referring to your approved MYAA Action Plan, list: each SNR strategy/program planned for the fiscal year being reported; whether the strategy/program was executed; the result achieved; any variance from the targeted result; an explanation of the variance; and, planned remedial action.

College Small Northern & Rural Strategy/Program/ Indicator	Implemented?		Achieved Result	Target Achieved?		Explain Variance between Achieved and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	

Student Access Guarantee and Commitment

Instructions for 2007-08:

Through your signed MYAA, you committed to participate in the student access guarantee. For 2007-08, this meant meeting students' tuition/book shortfalls in allocating financial aid, as set out in the <u>2007-2008 Student Access Guarantee Guidelines</u>.

	Yes	No
The college met students' tuition/book shortfalls in allocating financial aid, as set out in the <u>2007-2008 Student Access Guarantee Guidelines</u>	X	

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution' 2007-08 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office.)

2007-08 TUITION/BOOK SHORTFALL AID:

	TOTAL $	# ACCOUNTS
Expenditures for Tuition/book SAG Amount	$849,082	535
Other SAG Expenditure to Supplement OSAP	$1,286,201	1,446
Total	$2,135,283	1,981

Date screen was last updated: 28/09/2008

MYA Action Plan – 2008-09 Revision: Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid).

The detailed requirements for participation in the student access guarantee are outlined in the 2008-09 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2008-09 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: (a) provided to those students who apply for institutional financial aid; or (b) automatically issued to students based on their OSAP information.	We provide assistance to students who request institutional financial aid. If applicants have a shortfall of less than $500, we supply a bursary of $500 as has been our past practice. If students have a shortfall greater than $500 we invite a secondary application requiring a more detailed explanation of their financial circumstances, enabling us to fairly assess each individual's shortfall. Overall, the college sets aside approximately $3.2 million a year for the Student Access Guarantee program.
If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee. Identify any applicable deadlines.	We invite, via direct e-mail, all students with unmet need greater than $500 to apply, with the applications attached. If an e-mail is unavailable, we send letters to the students through Canada Post. Institutional bursaries through the tuition set aside fund are included in our general information on Financial Assistance in our George Brown College Website at http://www.georgebrown.ca/financialaid/02assist.aspx. This web site is currently being updated to include the Student Access Guarantee and will link to the Ministry's Access window.

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	We consider unmet need for all bursary applicants, with a deadline of 30 days before the end of each student's academic year.
	When we invite the high need applicants to apply, we request that they do so before the end of February.
Identify whether your institution plans to provide loan assistance in values greater than $1,000 to meet tuition/book shortfalls of students in any of your High-Demand (formerly fee-deregulated) college post-diploma Programs. If so: (a) identify the programs by name and by OSAP cost code; (b) describe how you determine how much loan aid to provide.	We provide only bursary assistance.
Describe other financial support programs and strategies that your institution will use to assist college students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.	Our general bursaries address all of these issues. If students have previously received a bursary and require further assistance, they are asked to speak to one of our consultants, the Senior Manager of Financial Assistance or the Manager of Awards and Scholarships who review the individual circumstances. Other support programs are: Work Study, Private Bursary, First Generation Bursary etc. The majority of the scholarships, awards, and bursaries issued by George Brown College have a financial need component to the award criteria. We also recently expanded our Entrance Awards program to promote access for students in financial need.
Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.	See above. Students can always access our staff to explain their needs in detail so we can provide personalized service. Once they are accepted, we do everything possible to retain students. Students are denied further assistance only in circumstances where the student is responsible for lack of funds due to overspending or irresponsible use of previous funding.

B. QUALITY

Quality of the Learning Environment

Instructions: Referring to your approved MYAA Action Plan, list: each quality improvement strategy/program planned for the fiscal year being reported; whether the strategy/program was executed; the result achieved; any variance from the targeted result; an explanation of the variance; and, planned remedial action.

Quality Strategy/Program/ Indicator	Implemented?		Actual Achieved Result	Target Achieved?		Explain Variance between Achieved and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	

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Increased human resources to meet student needs 10 new hires*	X		Between 2006-07 and 2007-08, GBC hired an additional 20 new faculty and 15 replacements. Our commitment was to 10 new (net) faculty. We had more losses (eg. retirements) than anticipated bringing net new for this fiscal to 9 – but with the higher than committed hires last year, GBC has exceeded our cumulative target by 2.	X		
Curriculum specialist / master teacher Increased student retention and satisfaction	X		Student Satisfaction 2007 KPI: 71.1% 2008 KPI: 73.1% Student retention as measured by graduation rates: 2007 (Reporting yr.): 70.9% 2008: 72.6%	X		
Communications projects	X		**Graduate** 2007 2008 Written Communication 83% 87% Oral Communication 87% 89% Comprehension 90% 90% **Employer** 2007 2008 Written Communication 88% 87% Oral Communication 90% 90% Comprehension 92% 93%	X		

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Learning Commons	X		Student Satisfaction (%)	2007	2008	X		
			Library/Resource Ctr.	65%	66%			
			Open Access	67%	67%			
			Space of individual/group study	47%	48%			
Student Success Strategy	X		George Brown College will be making a substantial investment to support the implementation of the student success strategy over the next four years. In fall 2008, it is estimated that over 1,500 students from 16 programs will have access to this service.			X		
E-Learning	X		As part of our quality assurance system, GBC is in the final stages of developing an on-line Course Outline Management Tool (COMT). The key objectives of the initiative are to support faculty in the development of course outlines (fully accessible online); ensure up-to-date course descriptions on the database; and enable easy access to course outlines by faculty, students, applicants and other stakeholders. We expect to begin implementation in October.			X		

Student Engagement and Satisfaction: Student Retention Rates

Instructions: Referring to your approved MYAA Action Plan, list: the retention rates achieved; any variance from the targeted rate; an explanation of the variance; and, planned remedial action.

NOTE: The report-back on retention rates will lag one year. For example, the retention rates from 2006-07 to 2007-08 will be reported in the fiscal 2007-08 report back.

	Actual Retention Rate	Target Achieved?		Explain Variance between Achieved and Expected Results and Any Remedial Action You Expect to Take
		Yes	No	

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1st to 2nd Year expected 70 %	66% (74%)		X	The College has made significant investments to improve retention rates including the introduction of a college-wide student success program that focuses on early interventions with high risk students in first year. We are also engaged in a major study in partnership with HECQO to gather better data on student success and to improve our ability to measure retention. We think the current method that relies on 'level of progression' as the sole indicator of retention is weak and perhaps misleading. It does not reflect adequately the behaviour of students who move from full to part-time studies, who move from pre-programs (Semester 1) to Semester 1 of another postsecondary program, who interrupt their studies for a semester, who switch programs, who leave because they have been hired by their coop or field education employer or who are enrolled in course-based programs that do not follow the typical semester-to-semester pathway. These factors likely explain the discrepancy reported here between the retention numbers we derive using the "level of progression" method and our overall retention statistics when we measure our student body as a whole (see results reported in parenthesis).
2nd to 3rd Year expected 76 %	69% (84%)		X	
3rd to 4th Year* expected 80 %	89% (93%)	X		

* Applicable only to applied degree programs.

C. ACCOUNTABILITY

Multi-Year Agreement Action Plan

Instructions: This report-back constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this portion of your Annual Report is posted at the same location as your Multi-Year Agreement Action Plan.

2007-08 Report Back?		
Yes	No	If posted, provide the current link. If not posted, when will it be posted?
✓		http://www.georgebrown.ca/globalnav/about/report.aspx