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 College	Fiscal Year:	06/07

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".

1.0 Governance and Accountability	Annual Report	Operating Procedure

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.).	--	--	1,129	--	--	--	--
2006-07 Student KPI	--	--	--	--	--	57	7005
2006 OCSE. Figures were rounded. Note: Figures may be over or under stated for two main reasons: 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	77	205	94	29	347	7	929

1.0 Governance and Accountability	Annual Report	Operating Procedure

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	Implemented?		Actual Result	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
First Generation students Pilot Project and resulting intervention	X		As a result of the pilot projects, over 1,000 first generation students and their families from different segments of the population were reached, among them: new Canadian women, at risk youth, homeless, aboriginal, crown wards, and low income.	X		
Students with Disabilities	X		Student KPI Q33: Satisfaction with the services: 2006 (Base line): 59% 2007: 57% Disability Services - # of students reporting a disability(ies) 2005-2006: 1,021 2006-2007: 1,129		X	Student satisfaction with Disability Services remained almost unchanged between 2006 and 2007. During this period, the number of students served increased by close to 11%.
Aboriginal Strategic Plan	X		The college continues to focus its efforts in this area by actively seeking partnership opportunities and developing initiatives to increase participation from this group: - In 2007, eight students successfully graduated from the Carpentry pre-apprenticeship program, developed in partnership with the Miziwe Biik Aboriginal Employment and Training Centre. The program is funded by the MTCU. - In June 2007, the college received a donation of $73,000. With matching funds from the College and MTCU, we have an endowed bursary	X		

1.0 Governance and Accountability	Annual Report	Operating Procedure

		of $250,000. Starting in June 2008, 3 bursaries will be distributed annually to Aboriginal students in Business and Culinary programs. - In partnership with Council Native Cultural Centre, the college developed the Academic & Career Entrance program (literacy up-grading). Fifteen students registered in the program. - Hosted 3 youth forums with 50 aboriginal youth participants and developed an education/career/ employment guide.		
Mature students			Estimated at 3% of the Ontario College Student Engagement survey sample. The college defines mature students as those 19 years of age or older without high school completion.	29 (of 929 responde nts)		*It is difficult to measure participation over time using current definitions. Some students with OSSD apply as mature applicants because they are unable to submit their high school transcripts. These students are assigned a 'mature' status in the College student records system.

1.0 Governance and Accountability	Annual Report	Operating Procedure

Official Languages Education Program: 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	Implemented?		Actual Result	Target Achieved?		Explain Variance between Actual 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 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						

1.0 Governance and Accountability	Annual Report	Operating Procedure

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

Student Access Guarantee and Commitment

Instructions for 2006-07:

In your signed MYAA, you committed to take into consideration the Ministry's student tuition/book shortfall calculation in allocating financial aid, as set out in the 2006-2007 Student Access Guarantee Guidelines.

	Yes	No
The college took into consideration the Ministry's student tuition/book shortfall calculation in allocating financial aid, as set out in the 2006-2007 Student Access Guarantee Guidelines	X	

If you answered no, please explain.

MYA Action Plan – 2007-08 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 2007-08 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2007-08 to participate in the Student Access Guarantee initiative.

Ministry of Training, Colleges and Universities

**Colleges of Applied Arts and Technology
Policy Framework**

1.0 Governance and Accountability	Annual Report	Operating Procedure

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.	To assess the student's tuition/book short fall the financial assistant consultant reviews both the OSAP application and the Bursary application. The OSAP applicants receive a basic bursary between $500 to $1,500 based on their number of dependants plus an additional grant for unmet needs ranging from $300-$500. ==GBC will meet tuition/book shortfalls in compliance with the 2007-08 MTCU student access guarantee guidelines. This will be distributed upon application by the students.==
Identify whether your institution plans to provide loan assistance 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.	No we do not plan to provide loan assistance.
If your institution has a process in place to collect statistics on the socio-economic accessibility of High Demand programs that you offer, please describe the data that you collect.	No we do not have a process.
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.	The college has an emergency bursary fund and distributes book vouchers to 1st semester students.
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.	Students may reapply and request a reassessment by the Financial assistant consultant. The student may request that the manager of Financial Assistance review their file.

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	Implemented?		Actual Result	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
	Yes	No		Yes	No	
Human Resources	X		28	X		Exceeded target of 25.

1.0 Governance and Accountability			Annual Report			Operating Procedure
Curriculum Specialist/Master Teacher	X		Student Satisfaction 2006 KPI: 71.3% 2007 KPI: 71.1% Student retention as measured by graduation rates: 2006 (Reporting yr.): 57.6% 2007: 70.9%	X		Hired a curriculum specialist to work with faculty from 2 programs to develop best teaching and learning practices in outcome-based learning as the first step toward an integrated Curriculum Enhancement Process for the college. It is expected that results from these improvements will have a positive effect on student satisfaction and retention in the future.
Communications Project (Academic Strategy)	X		**Graduate** 2006 2007 Written Communication 85% 83% Oral Communication 86% 87% Comprehension 90% 90% **Employer** 2006 2007 Written Communication 86% 88% Oral Communication 87% 90% Comprehension 89% 92%	X		In 2006/2007, some achievements of the Communications Project included: • Reports and recommendations on communication-related topics such as Assessment, Profiles-based Remediation and Tutoring and Learning Centres; • Development of a new College English curriculum, which was piloted across the college. • Communication Across the Curriculum was piloted in Math and Nursing courses • Language Benchmarking completed in the Intensive English Program (IEP), as well as Business Accounting, Hotel Management and Pre-Health Sciences • Language profiles generated for students in 3 college programs and pilot adjunct remediation courses proposed.
Learning Commons	X		Student Satisfaction (%) 2006 2007 Library/Resource Ctr. 65% 65% Open Access 68% 67% Space of individual/group study 49% 47%		X	We would have hoped to see improvement based on significant investments made to improve and increase services. These investments, however, have been offset by our significant increase in enrolment.

1.0 Governance and Accountability			Annual Report			Operating Procedure
Student Success Strategy	X		Increased retention rates for identified at risk students cannot be fully assessed until provincial methodologies and tracking mechanisms are developed. At this time, the college relies on surveys and on self-reporting to identify this group.			In 2007: ▪ Hired an additional three Student Success Strategists ▪ Increased the number of programs to receive interventions in 2006-08, potentially reaching 1,500 students in first semester ▪ In the process of developing a Student Success Framework that measures the effect of strategies to-date
e-Learning Plan	X		The college has implemented a quality assurance system for fully on-line courses and developed a handbook for on-line course development. The college has developed 20 on-line courses for graduate Registered Nurses. On-line testing will be addressed when space constraints have been resolved.	X		Our student satisfaction score remained essentially the same at 71.1%

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 2005-06 to 2006-07 will be reported in the fiscal 2006-07 report back.

	Actual Retention Rate	Target Achieved?		Explain Variance between Actual and Expected Results and Any Remedial Action You Expect to Take
		Yes	No	
1st to 2nd Year	67%		X	One % point below target (68%). Anticipate with continued implementation of student success strategies that we will meet the target for 07/08.
2nd to 3rd Year	74%	X		On target.
3rd to 4th Year*	89%	X		Exceeded target of 80%.

* 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.

Action Plan Posted?		
Yes	No	If posted, provide the current link. If not posted, when will it be posted?