



Ministry of Training, Colleges and Universities

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	George Brown College (Final submission: October 15, 2010)
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OVERVIEW

Through the 2008-09 MYAA Report-Back process, George Brown was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. George Brown was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of George Brown's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that George Brown is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for George Brown to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on George Brown's website. Please ensure George Brown's completed 2009-10 Report Back is posted at the same location on George Brown's website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Perry Gordon, Senior Policy Advisor, Colleges Unit at Perry.Gordon@ontario.ca or telephone (416) 325-4026.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on George Brown's commitments regarding access, quality and accountability as outlined in the original accountability agreements.
- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on *Reaching Higher* objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.
- System Wide Indicators for 2009-10:
 - 1) Enrolment – Headcount
 - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
 - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
 - 4) The Student Access Guarantee (SAG) for 2010-11
 - 5) Participation in the Credit Transfer System
 - 6) Class Size
 - 7) Online Learning
 - 8) International
 - 9) Supply Chain Compliance
 - 10) Space Utilization
 - 11) College Student Satisfaction
 - 12) Graduation Rate
 - 13) Graduate Employment Rate
 - 14) Student Retention Rates
 - 15) Quality of the Learning Environment



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1) Enrolment – Headcount*

**DEFINITION: Headcount is the un-audited enrolment forecast for 2009-10 (full-time funded students only: does not include Second Career, Apprentice or International students).*

- George Brown reported to TCU the total Headcount enrolment in 2009-10 = **13,876**
- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by George Brown to the Ministry for 2009-10 = **9,613**
- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by George Brown to the Ministry for 2009-10 = **4,263**
- Please provide one or more example in the space provided below of a promising practice that George Brown used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.



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GBC has become woven into the economic, cultural and social fabric of Toronto and is a magnet for thousands of applicants who choose GBC every year. In addition to its industry connections, GBC also nurtures strategic relationships with government agencies, industry and community partners, and educational institutions in Canada and abroad. GBC has grown exponentially over the past 5 years, and we are now at full capacity. We have continued to add classroom space by renovating existing buildings (200 King; 300 Adelaide), and taken on new space in adjacent properties (210 King; the theatres at Market Square). Space constraints are our only impediment to growing further to meet demand. GBC has made significant investments to-date in its ongoing quest for teaching and learning excellence and in outreach strategies geared at under-represented groups. GBC conducts in-depth reviews of about a dozen of programs every year using Program Review, a collaborative process of on-going academic self-assessment and evaluation to ensure programs remain relevant. GBC also conducts an environmental scan which outlines major socio-economic and political trends that will influence the kinds of students we will be educating over the next 5-10 years, their place in the economy, and the industries/sectors we will be engaging. The aim of the environmental scan is to assist the college with strategic planning and to assess GBC's position within the current environment and opportunities for further development. On the outreach front, there has been an increase in outreach to Aboriginal students in the college and to the Aboriginal community to encourage pursuing post-secondary education. Directed supports for Aboriginal students have been implemented to increase their persistence and successful program completion. A more interactive and responsive Communications curriculum is now in place at the foundational and college level. Pathways and comparisons among Communications courses in academic upgrading, ESL, and post-secondary programs have been mapped to ensure smooth transitions and minimal repetition. Measures to increase students' achievement of goals and reduce time in the Academic Upgrading program have been implemented. Direct teaching of employability skills has been added to the Augmented Education programs.

2) Under-Represented Students: Students with Disabilities*, First Generation* and Aboriginal*

**DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (AFSD).*

**DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.



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Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

**DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples – Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.*

- For the following, please include full-time and part-time, but not Second Career, Apprentice or International students.

Students With Disabilities	First Generation Students (estimate)	Aboriginal Students (estimate)
<p>Please indicate the total number of <i>students with disabilities</i> at George Brown who registered with the Office for Students with Disabilities and received support services in 2009-10= 1,335</p> <p>Please indicate the number of <i>students with disabilities</i> at George Brown who registered with the Office of Students for Disabilities and received support services as a percentage of the total George Brown student population in 2009-10 who were:</p> <p>Full-time = 1,211 Part-time = 124 Total (Full-Time + Part-time) = 1,335</p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) 1,335 \div 13,876 (Enrolment Headcount from Page 3) x 100 = 10%</p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at George Brown in 2009-10= 3,191</p> <p>Please indicate the number of <i>First Generation students</i> enrolled at George Brown as a percentage of the total George Brown student population in 2009-10 who were:</p> <p>Full-time = 3,191 Part-time = _____ Total (Full-Time + Part-time) = 3,191</p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) 3,191 \div 13,876 (Enrolment Headcount from Page 3) x 100 = 23%</p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at George Brown in 2009-10= 365</p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at George Brown as a percentage of the total George Brown student population in 2009-10 who were:</p> <p>Full-time = 300 Part-time = 65 Total (Full-Time + Part-time) = 365</p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) 365 \div 13,876 (Enrolment Headcount from Page 3) x 100 = 2.6%</p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide examples of promising practices that George Brown used in 2009-10 to develop and maintain results for <i>students with disabilities</i>.</p> <div data-bbox="138 561 638 873" style="border: 1px solid black; padding: 5px;"> <p>Disability Services runs a highly successful <i>Summer Transitional Program</i> in August for new students with learning disabilities (LD) and their parents. This is a multi-day event in order to orient LD students to GBC and facilitate a smooth transition into post-secondary education. In partnership with Career Services, Disability Services runs a one to two day conference near the end of the winter semester, educating and assisting students with disabilities to become further prepared and job ready graduates.</p> </div> <div data-bbox="138 896 638 1110" style="border: 1px solid black; padding: 5px;"> <p>Supportive counselling was introduced for the students in the Augmented Education program (Assistant Cook Extended Training and Construction Craft Worker ET) to help the students who have a history of mental illness and/or addictions deal with personal issues more effectively and complete their program of study.</p> </div> <div data-bbox="138 1140 638 1341" style="border: 1px solid black; padding: 5px;"> <p>We increased the emphasis on work placements for students in the Redirection through Education program to help students transition back to the work force. We also increased credit transfer arrangements to assist students who are going on to post-secondary programs.</p> </div>	<p>In the space below, please provide examples of promising practices that George Brown used in 2009-10 to develop and maintain results for <i>First Generation students</i>.</p> <div data-bbox="718 574 1234 789" style="border: 1px solid black; padding: 5px;"> <p>Outreach activities including seminars, workshops, and one on one advising are designed to raise awareness of post-secondary options among FG students and provide support for access and transition. As an example, 68% of individuals who received one on one advising and career path exploration were in a better position to apply to post-secondary institutions for 2010-2011.</p> </div> <div data-bbox="718 815 1234 1052" style="border: 1px solid black; padding: 5px;"> <p>A dedicated cross-college transition team offers ongoing supports to FG Students. The team is comprised of staff members from all the areas that shape students' experience – the Registrar's Office, Student Association, Campus Life, Student Affairs, Athletics, Bookstore and Student Success. This broadened network of key institutional contacts works to further ease the transition to the post-secondary environment.</p> </div> <div data-bbox="718 1091 1234 1328" style="border: 1px solid black; padding: 5px;"> <p>In 2009-2010, in collaboration with Student Service and Campus Life, we launched the First Generation Welcome Centre at our Casa Loma Campus. The Centre provides space to display FG material and conduct outreach in a high profile location. FG students are able to check in with and register for support services. In addition, the Student Life Assistant has been cross-trained on FG issues and supports.</p> </div>	<p>In the space below, please provide examples of promising practices that George Brown used in 2009-10 to develop and maintain results for <i>Aboriginal students</i>.</p> <div data-bbox="1304 574 1808 789" style="border: 1px solid black; padding: 5px;"> <p>Use of the Native Student Centre by Aboriginal students increased by 9% in 2008-09 in response to a higher level of support and added resources being made available. This includes access to computers and related equipment, a partial kitchen, and increased print resources for students.</p> </div> <div data-bbox="1304 815 1808 1052" style="border: 1px solid black; padding: 5px;"> <p>An Aboriginal Elder-in-Residence has been available to students three days a week for individual tutoring and counselling. She also provides cultural teaching and leads events. Aboriginal students have responded very positively to her availability and she has been instrumental in supporting several students through difficult personal and academic situations, increasing retention.</p> </div> <div data-bbox="1304 1091 1808 1253" style="border: 1px solid black; padding: 5px;"> <p>A part-time Aboriginal support staff now works with students helping them negotiate college systems, providing informal academic and personal assistance, and helping them organize clubs and events.</p> </div>

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through its signed MYAA, George Brown committed to participate in the Student Access Guarantee (SAG). For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 SAG Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	1,093,838	585
Other SAG Expenditure to Supplement OSAP	1,661,563	1,777
TOTAL	2,755,401	2,362

Data as of July 6th, 2010

- Did George Brown meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? YES, All eligible students were invited to apply if their unmet need was over \$500. We assessed individual applications for the SAG. All students with unmet need under \$500 were given \$500 or more, dependant on the financial need expressed in the bursary application, automatically if they applied for a George Brown College Bursary.

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (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 2010-11 Student Access Guarantee Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>The Ministry download will provide all information related to all SAG eligible students. We intend to meet the need of all qualified students on the list at the end of November before the release of second semester OSAP loans. Students will be notified by email of their eligibility and payments will be directed to the students' accounts which will first be payable to outstanding tuition. If there is a surplus in the student account a refund will be generated and mailed directly to the student. All information will be provided to the student beforehand via email. The timing of the assistance will preclude unnecessary deductions for tuition from loans/grants in January.</p>
<p>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 second entry programs in 2010-11. If so:</p> <p>a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide</p>	<p>No</p>

5) Participation in the Credit Transfer System

- The following data is per the *College Graduate Outcomes Survey*:

Survey Years	Total # of George Brown graduates who participated in Graduate Survey (A)	# of George Brown graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of George Brown graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2005-2006	3,244	232	7.2%	42,333	2,716	6.4%
2006-2007	3,447	248	7.2%	44,309	3,449	7.8%
2007-2008	3,632	247	6.8%	44,622	3,510	7.9%
2008-2009	3,328	203	6.1%	43,086	3,145	7.3%
2009-2010	3,685	234	6.4%	40,388	2,725	6.7%



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- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-08 and 2008-09 graduates), the *percentage* of George Brown students who were satisfied or very satisfied with academic preparation for university was **84.5%**.
- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the *percentage* of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.
- Please provide any additional comments regarding transition experience either from college to university or college to college.

Refer to the next page

***NOTE:** The Ministry recognizes that this is a census survey in which the response rate is approximately 66%. The Ministry also recognizes that this only captures college graduates who have transferred within 6 months of graduation and is not the complete picture of college-university transfer students. The Ministry anticipates that as data collection systems in institutions evolve, this data will become more complete. The Ministry is developing long-term indicators for credit transfer in consultation with the sector.*

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- Please provide one or more example in the space provided below of a promising practice that George Brown used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight. In addition, George Brown may, if desired, identify below any factors, such as program mix, that affected credit transfer graduate survey outcomes.

We are currently working on articulations agreements with the University of Toronto for our General Arts and Science program and Dental Hygiene. We are following-up with some potential Universities to continue the pathway from Practical Nursing to B.Sc.N. We are also in the process of establishing a degree completion articulation with Bishops University in Quebec and expanding articulations with Athabasca University. Additionally we have a partnership agreement to create a pathway in from Katimavik so successful participants can get academic credit for some of that work if they subsequently go to GBC.

In order to track students in the post-secondary system it is important that we assign students a provincial postsecondary education number similar to what has been done for the elementary and secondary panel. Also the movement from college to university in the GTA area is restricted by the limited capacity of the local universities. In some cases we have excellent articulation agreements but the university does not have the capacity to accommodate all eligible students. Results from the Graduate KPI survey indicate that many of our graduates want to stay in the GTA. Our college also has limited capacity to accommodate college transfer students for the same reason.

"In 2007-08, about 26% of GBC graduates were enrolled in a college or university six months after graduation. Of this, 55% returned to GBC, 11% went to Ryerson, 8% to York University, and the rest to other institutions.

In 2008-09, about 22% of GBC graduates were enrolled in a college or university. Of this, 51% returned to GBC, 14% went to Ryerson, 8% to York University, and the rest to other institutions."

6) Class Size

- Please provide the number and percentage of all first-year classes (all programs) at George Brown in 2009-10 that were:

Class Size	Number of Classes	Percentage of Total Classes
Less than 30 students	715	42%
30 to 60 students	810	47%
61 to 100 students	151	9%
101 to 250 students	45	2%
251 or more students	0	0
Total	1,721	100%

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- Please provide one or more examples in the space provided below of a promising practice that George Brown used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

George Brown has adopted a policy of capping the size of both the foundational Communications course (Skills for College English) and the standard first semester Communications course (College English) to maximize the effectiveness of the learning experiences in those courses across the College. Skills for College English is limited to 25 students per class (with a 10% margin creating a hard cap of 28) and College English is capped at 35 students per class (with a 10% margin creating a hard cap of 39.).

The Pre-Health, Pre-Community Services, and Pre-Business programs were moved to a cohort model, ensuring consistent class size across a range of subjects and making it easier for students to form relationships for study groups and mutual support. This enabled us to introduce student success initiatives that are dependent on the students knowing one another and being able to work together effectively in small student-led groups.

One hour was added to three hour classes in first year Business Math and Remedial Math. The hour is allocated to a tutorial in which students work individually and in teams on problem solving related to class content. The scheduling of the classes are 2+2 per week. The feedback from the students has been positive and they indicate they are more confident in their abilities. Data is from one year only so far.

7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.
- To complement this work, please provide one or more examples in the space provided below of a promising practice that George Brown used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

This academic year, 2010, the School of Liberal Arts and Sciences will offer close to 50 sections of online delivery in each of the fall and winter semesters. Ten new online courses have been added since spring 2007, with several more in the development stage. With this expansion, there have been a number of initiatives that have occurred; 1. Introduction of a coordinator to work with teachers who are teaching online, 2. Introduction by the Academic Excellence department of guidelines for developing an online course, 3. WebCT forum for online teachers to meet and discuss issues regarding online delivery, 4. Development and delivery of online orientation for students enrolled in online courses, 5. Increasing capacity by promoting the online training program offered by Learning Innovations and Academic Development (LIAD) to all teachers both full- and part-time, and 6. Protocol developed to allow the Chair to monitor the online courses with the teachers.

Through an exciting partnership between the School of Nursing and Continuing Education, a HUB of Excellence for Rural and Remote Nursing Education was established through Ontario Ministry of Health and Long Term Care funding. Currently nurses can complete 5 post-graduate nursing certificate courses through online delivery. Students working at Aga Khan University hospital in Pakistan have completed their Critical Care certificate through online delivery. The Forensic Nursing and Nurse Educator certificates are new and they are attracting students nationally. Approximately 90- 110 students participate in the HUB courses each semester and approximately 20 courses are online.

8) International

**DEFINITION: International enrolment* is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- George Brown reported to TCU that International Enrolment* in 2009-10 = **1,400**.

- In 2009-10, George Brown reported to TCU the following top 3 source countries for international students:
 1. **China**
 2. **India**
 3. **Korea**

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences George Brown had in 2009-10:
 - Outbound students = 148
 - Inbound students = 4

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at George Brown in 2009-10 = **\$17,833,527**

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that George Brown had outside of Canada in 2009-10 = re-invested offshore

- Please list in the table below all For Credit, Stand-Alone campuses George Brown operated **abroad** in 2009-10, including city, country and total enrolment for each campus:

Campus Name	City/Municipality	Country	Total Enrolment
<p>Not applicable</p> <p>Note: GBC does not have stand-alone for credit overseas campuses. We only have joint programs in India (5 programs with 2 partners) and China (2 programs with 2 partners)</p>			

- Please provide one or more example in the space provided below of a promising practice that George Brown used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.



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Launch of New International Strategy for 2010–2015:

GBC has had a long tradition in international work with an early focus on recruiting and, over the past few years, academic partnerships. In addition to our recruitment and international partnership work, other international activities have also been present with varying degrees of emphasis and investment, including study/work abroad, aid and development work abroad, faculty development (including global understanding and cross-cultural pedagogical skills), and contract training abroad. The new international strategy launched this year will enable GBC to focus greater attention on all these elements and become a much more internationalized institute over the next five years.

The college's internationalization strategy builds on traditional strength and benefits to the college (such as financial outcomes) with an increased academic focus on building the skills and competencies that students need for successful employment in a diverse society. This increased student focus requires the development of an "academic cluster" of international related capabilities: (1) more student work/study placements abroad (2) faculty with international knowledge and skills and (3) a more globalized curriculum.

Examples of activities launched as a result of the new internationalization development process:

- Established research/analysis matrix of countries to ensure properly targeted recruiting and other investments
- Development of innovative joint programming with traditional source countries: for example, the first cohort of students from the Shanghai Urban Management College (SUMC) will begin classes at GBC in September 2010 as a part of a partnership agreement established in 2007 that allows for the articulation of credentials between SUMC and GBC in the field of Construction Management
- New administrative position “Manager International Programs and Partnerships” to optimize partner development initiatives in collaboration with academic divisions, overseas partners and the International Centre
- Established leader in Ontario for providing study/work abroad opportunities
 - GBC is the top college in Ontario for MTCU scholarships received for study/work abroad. OIEOS for study/work abroad - \$116, 250 disbursed, an increase of \$26,250 from previous year, signifying 11 new scholarships (from 55 in 08-09 to 66 in 09-10)
 - 148 George Brown College students participated in a study/work abroad opportunity in 12 different programs in over 14 different countries (China, India, Jamaica, South Korea, USA, Italy, France, Panama, U.K., Barbados, Switzerland, Philippines, etc.)
 - GBC committed to providing a study/work abroad experience to 2% of our post-secondary student population by 2015.
- Preparing international business leaders of tomorrow:
 - Funding: In 2010, twelve GBC students were provided with international work experience through the Ontario Global Edge program. George Brown provided more opportunities through Global Edge than any other Ontario College. GBC is organizing a youth entrepreneurship forum during the fall intercession week to showcase returning Global Edge students’ international work experiences.
 - Development of an internationalized curriculum to ensure every student will have the global competencies they need to succeed.
- Focus on the academic and financial needs of our students
 - Enhanced international student scholarship support for returning international student based on academic performance and increased financial aid for international students who are in emergency or unexpected situations, e.g., tuition fee relief for Haitian students.



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9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm that in 2009-10 George Brown adopted the Government of Ontario's Supply Chain Code of Ethics: **YES**
- Please confirm that in 2009-10 George Brown adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **YES**
- In 2009-10 did George Brown participate in the Ontario Education Collaborative Marketplace (OECM)?: **YES**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **\$203,000**

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- Please provide one or more examples in the space provided below of a promising practice that George Brown used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

George Brown College procurement policy and procedures as well as competitive procurement processes have been reviewed and enhanced with additional documentation as warranted in order to be in compliance with the BPS Supply Chain Guideline as much as possible. This practice will continue on an ongoing basis to ensure that requirements as stated in the Guideline are met.

George Brown College has been actively participating in OECM strategic sourcing initiatives. As a result, the following objectives are met:

1. Competitive procurement process specific requirements as stated in BPS Supply Chain Guideline.
2. Potential cost savings.

10) Space Utilization

- In 2009-10, did George Brown have a Space Utilization planning process in place to assess and optimize academic space utilization? **YES**
- If yes, please indicate in the space below the methodology used to inform George Brown's academic space utilization planning process:

GBC uses a number of interrelated processes. An accurate room inventory (including capacities and whether the scheduling of the room is under control of the Registrar or a dedicated divisional owner) is maintained in the Student Information System. Medium term projections are made and updated to identify gross space requirements of planned enrolments. Scheduled space utilization by term is calculated for classrooms and labs and totalled for each building and campus. Underutilized rooms are analysed annually for refurbishment/upgrade requirements. Space utilization by program in each term is calculated and program-level costs for space used are reported by term. Space-usage analysis is brought into the periodic college-wide Program Portfolio Analysis reviews, and space efficiency of programs is one of the metrics that is considered when planning portfolio adjustments (expansion and contraction).

- If yes, please provide one or more examples in the space provided below of a promising practice that George Brown used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

GBC operates on a decentralised model of program planning, in which the divisions do the forward planning of programming and enrolment. Over the past three years, work has progressed to define and integrate costs for space utilization by each program into the financial reporting system, to bring a clear cost signal to the responsible managers. Until this year, this costing has been done on a "shadow cost" basis; in 2009-10, work is underway to assess the learning to date and identify the optimum way to weave space costing into our budgeting and control processes. Also in 2009-10, the college completed a five-year Portfolio Mix Strategy development process that included in-depth analysis of our programs' space efficiency, including analysis of the delivery capacity locked up in the space currently used by the least efficient programs. Goals are being set for conversion of some of this space to higher-efficiency uses.

11) Student Satisfaction

- Per the KPI results reported in 2009-10 the student satisfaction rate at George Brown for *KPI Question #14* “Overall, your program is giving you knowledge and skills that will be useful in your future career” = **85.3%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at George Brown for *KPI Question #26* “The overall quality of the learning experiences in this program” = **77.5%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at George Brown for *KPI Question #44* “The overall quality of the facilities/resources in the college” = **60.1%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at George Brown for *KPI Question #45* “The overall quality of the services in the college” = **60.2%**

- Please provide one or more examples in the space provided below of a promising practice that George Brown used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Student Experience Research Project: In 2009-10, George Brown College invested in the Student Experience research phase to better understand a) levels of student satisfaction and engagement and b) student preference for future investment in the Student Experience. The findings will form the basis for a Student Experience Strategic Plan being developed in 2010-11.

In 2009-10, several facilities activities assisted to improve the learning environment. Several classrooms at various campus locations were added. The ASL instruction lab was renovated to enhance the space and improve A/V equipment; the Centre for Hospitality and Culinary Arts bake labs were totally renovated and had new updated equipment installed, plus the space was air conditioned for improved comfort; the Student Service Centre was expanded and enhanced and a new Career Centre was opened at 200 King; a new International and Immigrant Education Centre advising space was created at 160 Kendal serving the Casa Loma campus; the first phase of an energy improvement project was completed at 300 Adelaide to reduce the energy intensity in that area; the 200 King lower level expanded Library Learning Commons was opened in early 2010. This is to improve availability of student study, research and group activity spaces at the St. James campus.

Student Service Centre In 2009-10, the College completed construction of the new Integrated Student Service Centre at the St James campus. The staffing model is unique in that students can handle all of these initial inquiries with one staff member. The Centre has an enhanced line management system to help students move through the process efficiently and during peak periods houses additional services such as the Canada Student Loan program. The focus is on the various services to help students get started. This service delivery model has been visited by more than 20 delegations as a Canadian best practice site and parts of the model have been adopted by six Ontario colleges.

Athletics Facilities: In 2009-10, Phase 2 of 3 is underway to renovate the Athletics Facilities in an effort to modernize, expand and enhance. Phase 2 will introduce spectator seating, much needed storage for athletics equipment, new universal washrooms for accessibility purposes, upgrades to lighting and overall look and feel of the facility as well as a new Student Success area for students and particularly, varsity athletes, to study, review games, meet with coaches and student success staff and to provide an area to gather. Planning is complete for Phase 3 to expand double the size of the weight and cardio centre and to introduce two studio spaces as well as a spinning room. This expansion will allow for programming to be increased fourfold.

Learning Commons: the completion of St. James campus LLC basement expansion, created 45 additional computing spaces and 6 group project rooms, and provided improved acoustics to better manage noise levels. We upgraded 19 Tutor Learning Centre (TLC) computers and updated the Ellis software and acquired additional grammar and pronunciation software to support ESL student learning through the TLC's and LLC (Library Learning Commons)



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Contract faculty: In 2009-2010 the Staff Development Department developed a program and set of resources to support our contract faculty. In the past, contract faculty (non-full-time) were typically provided with minimal supports which we believe led to significant student dissatisfaction. In 2009-2010, we implemented an orientation program for all contract faculty during which they were oriented to the College, its services to students, the instructor's responsibilities, and the pedagogical philosophies embraced by the College. We created a specific link on the Staff Development web site and populated it with the key resources: <http://www.georgebrown.ca/staffdevelopment/contract-faculty.aspx>. Overall, the participation in training and developmental activities by this group of faculty increased by 50% over the past year.

Faculty performance review: In 2009-2010 the Staff Development Department implemented a formative performance review process for all full-time faculty. There are four parts to the review process. Each faculty member must create a Teaching Portfolio that identifies his/her teaching philosophy, course outlines, curriculum that they have created, summaries of student feedback, and a variety of other artefacts that lend support to the Teaching Philosophy. We have a dedicated faculty member in Staff Development who is available to assist each faculty member in the creation of their portfolio. The second part of the process is at least two peer observations of classes. Following the observations, the observers provide self-reflective feedback on the class that was observed. The third part of the review is a Chair observation of a class. Following that observation the Chair provides pointed strengths-based feedback to the faculty member. The fourth part of the review process is a summary meeting between the faculty member and the Chair where the Chair and faculty member review the contents of the Portfolio, review the classroom feedback and based upon these data construct a 3-year Professional Development Plan. That plan is then submitted to the Staff Development office (where programs are developed to support the needs of faculty) and supports are put into place to help the faculty achieve their plans. The Professional Development Plan consists of two broad areas: how the faculty member intends to enhance his/her teaching practice and, secondly, how the faculty member intends to maintain currency in his/her vocation (dual professionalism).



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Learning community: There is a huge emphasis placed upon encouraging faculty to share their best practices cross departmentally as well as to share common challenges. The learning community is not limited to faculty only but includes support staff and managers. As an example, in June Staff Development held a three day retreat for faculty and support staff where each group explored ways that they could work together to enhance student learning including formal and informal learning. A total of 60 staff actively participated in this activity. In 2010, we plan to engage administrative staff in the retreat which will bring the total staff participation in this important event to 90.

In addition, 60 faculty each semester engage in the “Learning Squares” program. Faculty are divided into groups of four (from different Divisions and with different degrees of experience). During the semester, each faculty member agrees to invite the other three members of their “square” to observe one of their classes. At the end of the semester, the group of four reconvenes and each member provides verbal self-reflective feedback to the rest of the group. As an example, one faculty member might say, “As a result of observing the classes that I was invited to attend, I learned that I my teaching practice is strong in the area of and that I could improve my ability to” The feedback from faculty was very positive and many of the “squares” continued voluntarily into the next semester. The benefits of this program are many including the acquisition of teaching strategies, changing the classroom from a private space with a closed door to a more public space, helping faculty see firsthand that the issues they face in the classroom are cross divisional and departmental boundaries and creating a sense that we are all learning about teaching and learning together.

12) Graduation Rate

Per the KPI results reported in 2009-10 the graduation rate at George Brown = **73.3%**

- Please provide one or more example in the space provided below of a promising practice that George Brown used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Student success initiatives were introduced and strengthened for the preparatory programs. These initiatives provided opportunities for students to practice material they were learning in their regular classes, clarify concepts they did not understand and improve their study skills. A record number of students were able to take advantage of articulation agreements to move into diploma programs at the college as well as to be accepted from the general applicant pool because they were able to meet the academic qualifications. The introduction of new teaching methods and revised curriculum in Academic Upgrading is designed to reduce students' time in the program and increase their readiness for future study, with an emphasis on Math and English skills.

As a student success and peer tutoring initiative, GBC developed and opened two Peer Assisted Learning (PAL) Centres where peer advisors work together with students to create and share strategies for learning. GBC showed a KPI student satisfaction increase of 6% for peer tutoring. Career Services developed and launched Career Start - a self serve on-line career course with multi-media applications. In partnership with different divisions, Career Start is embedded into the student curriculum in order to assist students with lifelong career development skills.

13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at George Brown = **85.3%**
- Please provide one or more examples in the space provided below of a promising practice that George Brown used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The CareerWise program is available to George Brown College alumni from both the full-time and part-time programs as well as students in their final semester. The service is free for one year upon graduation and after that there is a \$30.00 fee per hourly session. CareerWise provides a one-to-one consultation service that includes advice on effective work search techniques, assistance writing résumés and cover letters, industry and labour market information, mock interviewing support and career exploration through assessments. To date, the CareerWise career advising service has been accessed by between 200 and 350 clients on average per year. This offering is currently based on only one part-time staff in the Alumni Relations Office.

The St. James campus Career Centre and our on-line tool GBCareers were launched in 2010. Over 20 college-wide events were held at the St. James Centre as well as ongoing weekly career workshops and advising. Satisfaction rates on our Forum Research survey were at 92% satisfied for employer related events and 82% for job preparation events. Close to 5000 students and alumni registered on GBCareers. Over 100,000 jobs have been posted, matching over 5000 GBC students and alumni to over 2000 industry employers. Satisfaction rates on the Forum Research survey for GBCareers was at 80% satisfied.

Another way to ensure our graduates are employed has been to focus on increasing both the amount and quality of our field placement opportunities. To support this initiative the College has completed research on best practises in in-field education and has completed detailed costing implications for various models. The College funded four different projects to assist programs in improving and expanding field placement. Since we started in 2008, we have increased the number of programs offering field placement opportunities by 25%. The college, as part of its 2020 strategy, has targeted the continued improvement and expansion of field placement as a high priority.

14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in George Brown's approved Multi-Year Action Plan. Referring to these proposed results, please identify George Brown's achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1 st to 2 nd Year	70%	66% (75% persistence)	71% (76%)
2 nd to 3 rd Year	76%	63% (79%)	82% (88%)
3 rd to 4 th Year	80%	88% (90%)	88% (93%)

- Please indicate in the space below the methodology used by George Brown to calculate the retention rates indicated above:

Year Of Study	Enrolled Stdn	Return Year	Returning Stdn	Retention	Persistence
1	6,900	1	360	71%	76%
		2	4,899		
2	1,653	2	103	82%	88%
		3	1,358		
3	138	3	7	88%	93%
		4	121		



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Year of study - the year of study in which the student was enrolled in any of the terms 200801, 200802 and 200803
Enrolled Students - full-time domestic students enrolled in programs of duration greater than two semesters, funded through the General Purpose Operating Grant in any of terms 200801, 200802 and 200803.
Return Year - the highest year of study for the student in terms 200901, 200902 and 200903.
Returning Students - full-time domestic students enrolled in programs of duration greater than two semesters, funded through the General Purpose Operating Grant in any of terms 200901, 200902 and 200903.
Retention - the ratio of the number of students who have advanced, in any of terms 200901, 200902 and 200903, to the next year of study from their respective standing in any of terms 200801, 200802 and 200803 to the corresponding number in the Enrolled Students column.
Persistence - the ratio of the number of students who returned to the College (Returning Students column), irrespective of their advancement, in any of terms 200901, 200902 and 200903, to the corresponding number in the Enrolled Students column.

- Please provide one or more examples in the space provided below of a promising practice that George Brown used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

College Wide Orientation: George Brown College runs one of the most comprehensive orientation programs for new students. The focus of the redesign was to align the Academic Orientation events with the College's Student Success Strategy. The strategy has Ongoing Orientation as one of the three pillars. The redesign consisted of a new outcomes-based approach to planning. The three outcomes that have been adopted are: 1) student success messaging to reduce anxiety, 2) student to student connections and 3) student to faculty/staff connections. The focus is to ensure that students make connections within the first few weeks of studies to heighten the likelihood that the student will feel like they belong and will experience a smooth transition to college. Research has shown that this increases the likelihood of student persistence. In 2009-10, the College moved all but one academic centre to a single location and in a survey of more than 2,500 students, 83% (up from 56% in 2008) felt that they made useful connections with peers, 84% felt connected to faculty/staff (up from 43% in 2008) and 95% felt welcomed (up from 80% in 2008).



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15) Quality of the Learning Environment Please provide information in the space provided below of what George Brown did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

To improve the quality of the learning environment the College:

- Expanded professional development for faculty.
- Developed tools for programs to evaluate their curriculum to ensure it is relevant and up-to-date.
- Developed resources for faculty to integrate sustainability (green) content into their curriculum.
- Held an annual “Festival of Learning” which highlights best practise in teaching and learning.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

- Increased Participation of Under-Represented Students — Programs/Strategies** As part of its 2008-09 Report Back, George Brown was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Lead – Educate-Apply-Deliver-Succeed (LEADS): serves First Generation populations who need specialized support to make the transition to post-secondary education.</p>	<p>In 2009-2010, LEADS served 2370 First Generation participants representing an increase of 45% from the previous year. This includes current GBC students, secondary students, youth in community programs, and parents of First Generation students.</p> <p>We continued to provide ongoing outreach and transition supports to 25 partners who include Toronto secondary school boards, 10 individual secondary schools, and community agencies. We experienced an increase of 32% in application numbers to GBC from partner secondary schools. We continue to be acknowledged as a best practice site for First Generation initiatives with numerous requests for consultation from other institutions interested in creating their own FG programs. To support information requests, we have developed templates of protocols as well as training and promotional materials to provide assistance and advice to other institutions.</p>
<p>School-College-Work Initiative (SCWI): Dual Credit Program - expand the offerings, while strategically building partnerships with our school board representatives and all the college Faculties.</p>	<p>Fifteen courses in five academic faculties were offered to high school students. A total of 200 students registered in the courses, with an average 87% pass rate. Seventeen reach-ahead activities were delivered in collaboration with college divisions and three school boards.</p> <p>A total of 563 students and 173 teachers and guidance counsellors from three school boards participated in various activities including, but not limited to, Career Paths in Activation Gerontology, Hospitality and Early Childhood Education, Hospitality Baking Day as well as the Social Justice and Civic Engagement Conference.</p> <p>George Brown College participated in the development of a best practices model for the SCWI program, and is currently commissioning a sustainability report on Dual Credits.</p>
<p>Second Career: offering on-site information sessions/assessments/application services. Undertaking a review of the Second Career strategy. Marketing Second Career programming through</p>	<p>1,140 second career information sessions have been held to prospective second career students. Over 1,000 second career acceptance letters have been sent, and 625 second career students are currently registered at the College. A second career GPA report was also completed, reporting that SC students performed better than non-second career students. A redesigned college-wide second career strategy was implemented, engaging college stakeholders (admissions, registration, advising services) to better streamline the second career process. Five presentations/workshops were delivered to</p>

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
website, brochures, mini-booklets etc.	<p>promote second career and support second career student success. Workshops include: Second Career graduate workshop (20); VPI Graduate Workshop (3); SC Focus Group (7); Second Career ESL workshop (37); Festival of Learning – Professional Development Workshop on Second Career (14); the creation of the Second Career website; the creation of the SC 10-Step Brochure and SC Video; dedicated outreach support to community organizations and employers to explore flexible programming and pathways for SC students.</p> <p>An on-site Second Career Assessment Counsellor was secured at George Brown College, providing immediate assessment opportunities to SC applicants. Also, a cross-college Second Career Advisory Committee was established.</p>
Specialized and Targeted Programs: Continued to deliver our two Augmented Education programs, our two mental health programs, and For You (these are all disadvantaged students, many of whom are on the Ontario Disability Supports program or other social assistance funding).	<p>About 160 students participated in our two programs for people who have had mental health needs. These students participate in counselling and take formal courses, including eight courses that carry transferable post-secondary credit. The two vocational programs, which have an additional 55 students, incorporated six self-management modules to help students develop employability skills. Despite the economic situation, about 70% of the 2009 graduates obtained employment after completing the program.</p>
Aboriginal Strategic Plan	<p>The 2009-10 targets and objectives for the Aboriginal Strategic Plan were achieved. These included outreach to prospective and entering students, an increase in bursary applications because more students were aware of these funds (funds were increased by private donors as well as through the MTCU Aboriginal bursary), a successful student-led pow wow for the Aboriginal community attended by 350 people, 16 students active in the Aboriginal Student Club, an Aboriginal Elder available to students and staff, a general education elective delivered off-site at an Aboriginal community agency and a recognition event for Aboriginal students who were completing their programs in the winter semester. Fifteen grade 11 Aboriginal TDSB students took part in an interactive 3-day program at the College to familiarize themselves with programs of study and encourage them to pursue post-secondary education.</p>

- Quality of the Learning Environment** As part of its 2008-09 Report Back George Brown was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Curriculum Specialists: Continuing to work with program faculty to improve curriculum particularly in improving student feedback. Implementation of a web based course outline management tool which will facilitate monitoring quality.</p>	<p>Improvement in results on the student feedback questionnaire of 2% for the student rating of the overall effectiveness of the teacher and of the learning experience.</p>
<p>Communications Skills Project: Revising communication remedial courses for native and non-native English speakers.</p>	<ul style="list-style-type: none"> • Assignment and exam rubrics have been established for College-wide use in College English and Skills for College English to increase consistency and quality of the Communications curriculum. • An 84 hour (2 semester) Extended College English course has been introduced in Community Services to help students coming in at the foundational level in Communications to achieve the outcomes of College English more effectively and efficiently. • The curriculum for Skills for College English has been revised to ensure appropriate quality and consistency across the College • Report on shared outcomes and equivalencies across various College areas (post-secondary programs, ESL, Upgrading) will help better map pathways for students across the College.
<p>Library Learning Commons (LLC): will implement a strategic initiative project, beginning September/October that will improve and expand LLC services for students with disabilities. Library Instruction is being extended beyond first year classes to include specialized training sessions for upper level classes.</p>	<p>The strategic initiative accessibility project provided enhanced accessible library services by the development of a research guide and the promotion of staff training including “Everyday ASL” workshops and the installation of nine “Ubi Duo” communication devices in ERES. We continued to provide library instruction to first semester students in addition to specialized sessions for students in other semesters.</p>
<p>Student Success: Continued implementation of the plan under the 3</p>	<p>2009-10 statistics: Number of programs where SSP is being implemented = 33</p>

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
pillars – ongoing orientation, academic competence and early alert interventions.	<p>Number of Professors directly involved = 73 Number of Peer Leaders participating = 145 Number of first year students impacted = 5,457 Based on feedback/research in 2008-09, a number of program recommendations related to business planning and the management of the program were approved/implemented in 2009-10. Among them:</p> <ul style="list-style-type: none"> • a Working Group was formed to meet on a bi-weekly basis to review progress and provide direction regarding the ‘day-to-day’ issues encountered throughout the project. • a Steering Committee was formed to provide strategic direction to the SSP and issue approvals (e.g. final approval of SSP planning forms). <p>An initial assessment of the impact of SSP interventions in 2008-09 pointed to mixed results, which led to recommendations for improvements in communication, planning and overall implementation of the initiative. These recommendations will assist the SSP team in shaping the interventions over time as GBC conducts iterative planning, implementation and evaluation cycles. This work is partially funded by the Higher Education Quality Council of Ontario.</p>
E- learning plan: Increasing our course offerings by another 10%. Also have four new certificate programs developed - Office Assistant, Office Bookkeeping, Medical Office Transcription and Online Instruction Certificates.	<p>In 2009-10, GBC achieved its goal of increasing the number of courses delivered online by 10% from the previous academic year (from 673 to 743). In addition, GBC automated the uploading of course data from our Student Information System, Banner, to our learning management system, Blackboard. Updates occur hourly, providing our students with close to real time access to their courses. With the further integration of Blackboard to our upcoming portal, students will have a single sign-on to Blackboard and the College’s other web services.</p>