**Ministry of Training, Colleges and Universities**

# Multi-Year Accountability Agreement Report-Back

| College: | George Brown | Year: | 2008-09 |
|---|---|---|---|

As noted in the Multi-Year Accountability Agreement for Colleges for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, access and quality improvement strategies and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

**MYAA Transition Year 2009-10**

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol, providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. **The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10.** You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10 year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

## A. ACCESS

### Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with 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.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups.  Particularly valuable are methodologies and results that complement those of the Ontario College Student Engagement Survey (OCSES). The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

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. To the extent that you are able to do so, 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). | 400 | - | - | - | - | - | - |
| Self-identified (Student Affairs Dept.). | - | - | 1256 | - | - | - | - |
| 2008-2009 Student KPI | - | - | - | - | - | 74 | 8534 |
| 2008 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 | 56 | 175 | 74 | 30 | 284 | 5 | 796 |

If you would like to provide any other comments, please do so in the following space:

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## Increased Participation of Under-Represented Students — Programs/Strategies

## MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

| Strategy / Program | Indicator | Proposed Result | Achieved Result | Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take |
|---|---|---|---|---|
| FG Pilot Projects | Enrolment and retention | Increase enrolment and retention (07-08 LEADs 1,000, Crown Wards 52, Dual Credit 30) | Yes | 2008-09<br><br>LEADs 1584 which represents a 58% increase participation rates of FG populations<br><br>15% increase in applications to GBC from Partner High Schools<br><br>Dual Credit 118 represents a 290 % increase<br><br>Crown Ward 52<br><br>56% increase in one-on-one advising sessions in high schools and the community<br><br>66% increase in workshop participants<br><br>4 new community partners that expand opportunities to reach and engage FG students |
| Aboriginal Strategic Plan | Enrolment and retention | Increase enrolment and retention (07-08 350-400) | Yes | 2008-09: Measuring enrolment and retention for this group has been an historical challenge. Until recently we only knew who our aboriginal students were if they identify themselves to our aboriginal dept. however with the revision of the OCAS form we are hoping to be able to track students in a more comprehensive way and noting the activities below we are continuing to expand our outreach activities both internally to support retention and externally to support recruitment of |

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| | | | | <span style="color:blue">this under represented group. We continue to estimate that this group is between 350-400 students</span> |
| | | | | Developed a new Aboriginal Action Plan for 2009-12, based on extensive internal and community consultation |
| | | | | Hired a full-time Aboriginal tutor and an Aboriginal elder to support Aboriginal students from November 08-May 09 |
| | | | | Developed and delivered a community-based General Education elective for Aboriginal women in partnership with Native Women's Resource Centre |
| | | | | Developed new Marketing materials featuring Aboriginal students and staff to increase outreach to the Aboriginal community using a marketing strategy based on Aboriginal research in British Columbia and Manitoba |
| | | | | Expanded the Aboriginal content on the college website |
| | | | | Contacted students who self-identified as Aboriginal on their OCAS applications to inform them about services for Aboriginal students |
| | | | | Purchased $4,000 in additional equipment and resources for the Native Student Centre at the St. James campus and $11,000 in additional library resources [print, video and electronic] with Aboriginal content |
| | | | | Held a welcoming event for Aboriginal applicants to post-secondary programs |
| | | | | Supported the formation of an Aboriginal Students Club |
| Students w/ Disabilities | Satisfaction | Increase satisfaction (07-08 62%)  Satisfaction 08-09 – 61% | Same | Over the past 3 years there has been a 27% increase in number of students with disabilities that the Disability Department has accommodated. This has put a significant strain on resources. The dept. of Disability Services is currently doing focus groups with students to determine how we can improve services for students. The dept. has also developed a handbook describing their services and will be working with the academic departments to ensure students are aware of our services and to |

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| | | | | improve the services we offer. |
| Mature Students | Enrolment and retention | Increase enrolment and retention (07-08 OCSES 27) | Yes | In 08/09 219 students registered through Second Career initiative |

## MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

| Strategy / Program | Brief Description |
|---|---|
| 1. Lead – Educate-Apply-Deliver-Succeed (LEADS) | The LEADS Initiative serves First Generation populations who need specialized support to make the transition to post-secondary education. This target population consists of a mix of disengaged high school students, mature students, and unique vulnerable groups such as Crown Wards and single parents. <br><br> 1. For 2009-2010, the LEADS Initiative will review how our integrated approach may be extended to serve more first-generation students and to collaborate with additional high schools and community organizations. Experience has taught us that our Outreach Transition Retention (OTR) Model builds capacity which creates further demand in the community. We will continue to use innovative methods to serve an ever-increasing population of first-generation students. <br><br> 2. The LEADS Initiative in collaboration with both Toronto School Boards will work with 140 identified students in our partner schools to inform, motivate, assist in reducing barriers and increase opportunities for these students. <br><br> 3. The First Generation project is embedded within the larger context of George Brown's comprehensive strategy for building relationships with schools, school boards and community partners. We will continue to expand on the number and range of transitional pathways from school to college for First Generation Students. <br><br> 4. Our approach and model has become a best practice adopted by other post-secondary institutions within the GTA. We have received several requests from other institutions (Humber, Centennial and Lambton) who have received First Generation funding, the most recent being the University of Toronto, to replicate our "Outreach Transition Retention" model. We commit to sharing our expertise in order to assist in increasing participation rates of this population across the GTA. <br><br> Based on the success of the Early Alert Intervention strategy developed in collaboration with the School of Work & College Preparation we will expand the model and develop a college-wide mandate that systematically meets the unique learning needs of first generation students. |
| 2. School-College-Work Initiative (SCWI) | 1. In the 2006-07 academic years we started the Dual Credit Program by offering five courses to 30 secondary students in three Faculties. In the 2007-08 academic year we offered nine courses to 137 students in four Faculties with the goal of expanding the program in the upcoming academic year. We have been able to expand the offerings for the upcoming academic year by strategically building partnerships with our school board representatives and all the college Faculties. This process has helped us in discovering common interests and needs and has allowed us to successfully secure funding to offer 15 courses in five faculties to 285 secondary students who are at risk of not graduating. <br><br> 2. In the 2006-07 academic year we were able to execute four activities that build student /teacher awareness of the programs offered at the college. This past academic year we were able to successfully execute 10 activities that ranged from curriculum alignment to program exploration |

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| | workshops/days to a professional development day for 55 secondary teachers and guidance counselors.  Again this was accomplished by building external and internal partnerships that helped us identify common needs and interest.  This process assisted us in facilitating the process of developing plans of execution with common goals and deliverables that focused on: reaching disengaged secondary students by providing opportunities that would motivate/encourage them to pursue post-secondary, assist students in a seamless transition from secondary to post-secondary, and the ability to share information/strategies/curriculum between secondary representatives (teachers) and college representative (professors).  In the upcoming academic year we have secured funding for 17 activities that will continue to build on the successes from past academic years.<br><br>This summer we will be part of a writing team that will include four colleges and two school boards that offer that Dual Credit Program to look at the program delivery and establish protocols and communication messages that are consistent in efforts of developing program best practices, uniformity and sustainability |
| 3. Second Career | 1. Marketing Second Career programming at GBC through accessible, easy-to-read information through varying modes of communication: website, brochures, mini-booklets etc.<br><br>2. Supporting clients through dedicated Second Career advising, ensuring suitable post-secondary program selections are made and understood, and ensuring select applicants receive the upgrading necessary for admission to the post-secondary SC eligible programs.<br><br>3. Streamlining outreach efforts and intake process to increase SC applicant accessibility by offering on-site information sessions/assessments/application services and reviewing the potential of adopting theToronto Social Services Application model – more direct, bypasses Assessment Centres.<br><br>4. Undertaking a review of the Second Career strategy at GBC by mapping the process to identify gaps, challenges and opportunities and how these will be solved to create a more seamless interface for the students, i.e. adopting a streamlined SC application and assessment process with both the Assessment Centre and the Advising Service; and consulting with program faculties to implement flexible delivery of the current programs to meet demand for a  continuous learning cycle for incoming Second Career applicants. |
| 4. Specialized and Targeted Programs | Continued to deliver our two Augmented Education programs [Assistant Cook Extended Training and Construction Craft Worker Extended Training] for about 25 students each, and our two mental health programs [Redirection Through Education - 110 students] and For You [40 students] --These are disadvantaged students, many of whom are on the Ontario Disability Supports program or other social assistance funding.<br><br>"Women Transitioning into Trades" program for 30 disadvantaged women starting in September '09 |
| 5. Aboriginal Strategic Plan | Continue the implementation of the Aboriginal Strategic Plan elements described above. |

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

| Strategy / Program | Brief Description of Monitoring and Evaluation of Outcomes |
|---|---|
| | |
| 2. Lead – Educate-Apply-Deliver-Succeed | The Community Partnerships Office has made a commitment to evidence-based educational practice.  In line with this priority, we are currently finalizing a First Generation Tracking tool for 2009-2010 to assess the overall effectiveness and efficiency of the Outreach, Transition, and Retention (OTR) Model.  We aim to create a |

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| (LEADS) | robust database that will track student engagement, academic grades, and post-secondary education indicators including application, acceptance, confirmations and registrations to GBC programs.  In addition the database will include results from evaluations done through surveying, focus groups, and feedback forms. |
| 3. School-College-Work Initiative | We have developed a database that will enhance the quality of information we are collecting for all SCWI programming whether it be student information for the Dual Credit Program or secondary teacher information for one day events/workshops and curriculum development.

In efforts of collecting correct student information for the Dual Credit Program, an online program application process/tool was developed and executed for the upcoming academic year.  This will ensure that the information collected is correct leaving a small margin for error when inputting information in various internal and external systems.

The process of student monitoring will be reviewed over the summer and will be revamped as part of our student success plan to insure that we are able to monitor the success of each Dual Credit student in collaboration with the secondary contact teacher and the college professor. |
| 4. Second Career | The new Second Career strategy will be monitored and evaluated by tracking student engagement, application, acceptance, confirmations and registrations to GBC programs (tracking student progress through BANNER – persistence and retention).  In addition student and staff focus groups will be conducted and questionnaires evaluating the pre/post application process will be created and administered. |
| 5. Specialized and Targeted Programs | Ongoing research to evaluate outcomes for these programs. Monitoring student success in finding employment or going on to further study. |
| 6. Aboriginal Students | Track student persistence and success.  This is difficult because there is no formal way to identify aboriginal students and track their progress. |

## French Language College Collaboration

## MYAA Report Back 2008-09

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

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09.  If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

| Strategy / Program | Indicator | Proposed Result | Achieved Result | Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take |
|---|---|---|---|---|
| Not applicable | | | | |

## MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college collaboration strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

| Collaboration Strategy for | Brief Description |
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| | |

| 2009-10 | |
|---|---|
| Not applicable | |

## College Small, Northern and Rural

## MYAA Report Back 2008-09

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

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

| Strategy / Program | Indicator | Proposed Result | Achieved Result | Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take |
|---|---|---|---|---|
| Not applicable | | | | |

## MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college SNR strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

| SNR Strategy for 2009-10 | Brief Description |
|---|---|
| Not applicable | |

## 2008-09 Student Access Guarantee

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2008-09, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines.

| | Yes | No |
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| The institution met students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines | X | |

If you answered no, please explain.

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Please complete the following table, using the most recent available year-to-date information from your institution's 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

| 2008-09 TUITION / BOOK SHORTFALL AID: | TOTAL $ | # ACCOUNTS |
|---|---|---|
| Expenditures for Tuition / Book SAG Amount | 923,908 | 495 |
| Other SAG Expenditure to Supplement OSAP | 1,518,143 | 1,603 |
| Total | 2,442,051 | 2,098 |

Date screen was last updated:   07/06/2009

## 2009-10 Student Access Guarantee

As an extension of the commitments made under the original 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 2009-10 Student Access Guarantee Guidelines.  Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

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| 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 automatically look at the shortfalls of tuition and books for all students who apply for George Brown College Bursary. For students whose shortfall is less than $500 we automatically assess for the $500.  We also invite all students who have a shortfall of above $500 to apply specifically for the SAG or High Need Bursary.  Therefore, it is not a) or b).  This is done through direct e-mail to students, whose unmet need is above $500, with the High Need application attached. |
| 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. - Identify your communications strategies to inform students of how to apply. | See above. Student Access Guarantee is mentioned at: http://www.georgebrown.ca/financialaid/02assist.aspx Students can apply throughout the academic year.  We assess the majority of students for the tuition and book shortfall after all fall C of E's are processed since our high cost programs begin in September.  Although we state deadlines, we always examine the shortfall for tuition and books whenever a student applies for George Brown College Bursaries.  High need students with the need above $500 are invited to apply via e-mail. |
| 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 | No |

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| entry programs. If so:<br>a) Identify the programs by name and by OSAP cost code;<br>b) Describe how you determine how much loan aid to provide | |
| Describe other financial support programs and strategies that your institution will use to assist 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. | We have the George Brown College Emergency Bursary fund that meets students' costs when there is a situation that is outside of a student's control.<br><br>We have Entrance Bursaries to OSOTF and OTSS. The information is included in our acceptance packages and it is advertized on-line at the George Brown College website. |
| 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 always have access to the Senior Manager of Financial Assistance or the Manager of Awards and Scholarships to discuss individual applications and how we assessed their need. The OSAP coordinator also assists in this. |

If you would like to provide any other comments, please do so in the following space:

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## B. QUALITY

### Quality of the Learning Environment

### MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

| Strategy / Program | Indicator | Proposed Result | Achieved Result | Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take |
|---|---|---|---|---|
| Curriculum Specialist / Master Teacher Strategy | Satisfaction & retention | Increase satisfaction & retention (07-08 73% satisfaction; 72.6% graduation)<br>. | 08-09 - 71.5% satisfaction; 73.1% graduation rate | Although not seeing an overall increase in student satisfaction, seeing improvements on individual questions where there have been interventions. An example in one program Question #19 which addresses "feedback about your progress" went up 30% (from 44% to 74%)<br>The overall satisfaction rate may not be increasing due to overcrowding of classrooms, |

| | | | | labs and student facilities such as libraries and cafeterias. GBC has the highest number of student per square foot in the system. We have rented local movie theatres and office space to accommodate which are adequate but not excellent for teaching. We are currently in the process of building a new campus and have capped enrolment growth until the campus is complete. |
|---|---|---|---|---|
| Communications Skills Project | Graduate & employer satisfaction | Increase satisfaction (07-08 2008 GR WC 87%, OC 89%, C 90%; 2008 EM WC 87%, OC 90%, C 93%)<br><br>**Graduate:**<br><table><tr><td></td><td>2009</td><td>2008</td></tr><tr><td>Written Comm</td><td>87%</td><td>87%</td></tr><tr><td>Oral Comm</td><td>88%</td><td>89%</td></tr><tr><td>Comp-prehen</td><td>91%</td><td>90%</td></tr></table>**Employer:**<br><table><tr><td></td><td>2009</td><td>2008</td></tr><tr><td>Written Comm</td><td>89%</td><td>87%</td></tr><tr><td>Oral Comm</td><td>94%</td><td>90%</td></tr><tr><td>Comp-prehen</td><td>94%</td><td>93%</td></tr></table> | Same (High) | 2008-09<br><br>Developed new curriculum for the foundations-level Communications course<br><br>Compared outcomes for Communications courses in the post-secondary, academic upgrading, and ESL streams to facilitate alignment and transferability for students<br><br>Provided targeted academic upgrading refresher courses for postsecondary students who needed assistance with math and English |
| Learning Commons | Student satisfaction | Increase satisfaction (07-08 2008 Lib 66%, Open Access 67%, Study Space 48%)<br><br>**Student Satisfaction:**<br><table><tr><td></td><td>2009</td><td>2008</td></tr><tr><td>Library</td><td>65%</td><td>66%</td></tr><tr><td>Open Access</td><td>66%</td><td>67%</td></tr><tr><td>Study Space</td><td>47%</td><td>48%</td></tr></table> | Same (Low) | The 1% drop in satisfaction reflects the college's success in increasing enrolment. Library Learning Commons usage increased to over 1.5M visits up 6%. While we added 44 workstations and 26 study spaces with the opening of an e-Library in the Centre for Hospitality and Culinary Arts, we continued to experience problems of overcrowding and noise at all locations. The good news is that plans are underway to expand group and quiet study space at the Casa Loma LLC as well as implement other noise control features. This will take place during the summer of 2009/10. This Fall, an expansion project for the St. James LLC will increase student access to computers and group study space.<br><br>It should be noted that the Library Instruction program saw a 13% increase in classes and 8.7% increase in students receiving information literacy training in the LLC; and the currency of the library's collection improved by another 5%. |

| | | | | George Brown provided leadership with its Captioned Media and e-Text policy that anticipated the draft Information and Literacy Standard under of the AODA.  Captioned media collections grew 23%, up from 8% when the initiative first started.<br><br>The implementation of an Integrated Assessment Centre model at the St. James Campus is helping provide improved support to students with disabilities when writing their tests and exams. |
|---|---|---|---|---|
| Student Success Strategy | Retention rates | Increase | yes | Using persistence (See page 13) and graduation rate the college is making progress towards its goals. The college graduation rate is 73.1% - among the highest in the province. |
| E-learning plan | Satisfaction | KPI Increase (07-08 73%) | 08-09 71.3% | Access to on-line courses has been expanded and there has been an increase of 14% enrolment in Ontario Learn Courses.<br>A new 2 day workshop and 4 week blended course called New Online Teacher was developed to better address the needs of new online faculty.<br>Over 2 million dollars was invested into improving technology in the classroom.<br>We intend to continue to invest in technology and expand our e course offerings. |

## MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

| Strategy / Program | Brief Description |
|---|---|
| 1. 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. |
| 2. Communications Skills Project | Revising communication remedial courses for native and non-native English speakers. |
| 3. Library Learning Commons | Expansion projects designed to increase access to collaborative learning space and computers are going forward.  In support of the AODA Information and Communication standard, the 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<br><br>The implementation of the Integrated Assessment Centre model at St. James is helping consolidate testing activities in the College by facilitating a full-support testing structure at both main campuses. |
| 4. Student Success | Continued implementation of the plan under the 3 pillars – ongoing orientation, academic competence and |

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| | early alert interventions. |
| 5. E- learning plan | Starting in September we are increasing our course offerings by another 10% and also have four new certificate programs, namely Office Assistant, Office Bookkeeping, Medical Office Transcription and Online Instruction Certificates. |
| | Planning for a 4 week series on Mobile-learning that will involve a number of faculty currently engaged in research related to this topic. |

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through KPI surveys, retention rates):

| Strategy / Program | Brief Description of Monitoring and Evaluation of Outcomes |
|---|---|
| 1. Curriculum Specialists | Through KPI and Student Feedback Questionnaires |
| 2. Communications Skills Project | Graduate and Employer communication question on the KPI and impact retention rate of students |
| 3. Library Learning Commons | Continued enrolment growth will continue to have a dampening impact on Library/Open Access KPI results until we can obtain the space for an appropriate sized Library Learning Commons.  That said, user surveys are being taken to assess student satisfaction and, of course, the annual KPI survey will be reviewed. In regard to the Library Disability Assistance services project, metrics of usage rates of new services, and improvements to access to accessible resources will be reviewed. |
| | The success of the Integrated Assessment Centre consolidation will be evident in the service improvements that are made possible.  With the lack of specific KPI satisfaction questions, measurement will be limited to the observable outcomes and anecdotal comments. |
| | Library instruction statistics will be reviewed at year end. |
| 4. Student Success | Retention and persistence |
| 5. E- learning plan | Satisfaction KPI |

## Student Success:  Student Retention Rates

## MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

| | Proposed 2008-09 Retention Target | Retention Rate Achieved | Explain Variance between Proposed and Achieved Results  (if applicable) and Any Improvement Activities You Expect to Take |
|---|---|---|---|
| 1st to 2nd Year | 70% (07-08 66%) | 66% (75%) | Note that the first number refers to retention of students |

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| 2nd to 3rd Year | 76% (07-08 69%) | 63% (79%) | within the program who are following a sequential pathway. The second number in parenthesis is the persistence rate. |
| 3rd to 4th Year | 80% (07-08 89%) | 88% (90%) | The number of students who are enrolled in the college but maybe in another program, or to changed to part-time. There is no obvious explanation as why retention rates for students following a sequential pathway have dropped. We will continue with the role out of our student success interventions, communication skills interventions and improve to curriculum to improve retention rates. |

If you would like to provide any other comments, please do so in the following space:

## MYAA Transition Year 2009-10

Pending advice from HEQCO from the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

If you would like to provide any other comments, please do so in the following space:

## C. ACCOUNTABILITY

### MYAA Report Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space:
**http://www.georgebrown.ca/globalnav/about/report.aspx** .

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site.   Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

| MYAA 2008-09 Report Back Contact | |
|---|---|
| Name: | Nancy Miyagi |
| Phone: | 416-415-5000 2560 |

| Email: | nmiyagi@georgebrown.ca |
| --- | --- |

## APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year

### Increased Participation of Under-Represented Students

**Outreach**: targeted outreach activities with local community organizations and high schools, or advertising / marketing activities to improve participation of under-represented groups.

**Bridging & Pathways**: activities to bridge students into PSE (including dual credit programs, academic upgrading and other services) and assist students' pathways between college and university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

**Student Services & Supports**: activities including personal and career counselling, academic advising and supports, and cultural programming (i.e. Aboriginal Elders on-site).

**Academic Programming**: activities to assess or develop programs to ensure accessibility in terms of delivery and / or content, enhance opportunities for under-represented groups, or deliver the program in partnership with other institutions.

**Building Capacity**: activities focusing on the capacity of the college or university to ensure greater accessibility, including staff training, research and needs assessment of the student population and the identification of barriers.

### Quality of the Learning Environment

**Academic Programming**: program development and quality review processes, and improved program policies and quality audits.

**Student Engagement & Satisfaction**: activities to increase student engagement through effective educational practices (interaction, cooperation amongst students, active learning, prompt feedback and time on task). Also includes overall assessments of student satisfaction and engagement through designated tools (KPI and other surveys).

**Student Services & Supports**: academic supports such as tutoring, academic advising and foundational skills (English and Math).

**Teaching / Classroom Enhancements**: overall enhancements to students' experience inside the classroom through targets for student-faculty ratio, student assessment of teaching and physical classroom upgrades (technology, seating).

**Operations**: activities to support effective operations, including faculty / staff development, infrastructure / capital and library and technology enhancements.

## APPENDIX B: Example of extended / consolidated programs and strategies

**Multi-Year Action Plan for 2006-07 to 2008-09**

| Quality Strategy / Program | Indicator | Results | | |
|---|---|---|---|---|
| Academic Writing Centre | % of 1st year students using centre | % in 2006-07 | % in 2007-08 | % in 2008-09 |
| Peer Tutoring Program | # of clients served | **#** in 2006-07 | # in 2007-08 | # in 2008-09 |
| Entering Student Retention Strategy | 1st to 2nd year retention rate | **%** in 2006-07 | % in 2007-08 | % in 2008-09 |

**Transition Year 2009-10**

| Consolidated or extended Quality Strategy / Program | Brief Description |
|---|---|
| 1. Entering Student Success Strategy: Student Services & Supports | We will continue to offer a range of student supports and services to ensure students receive the academic counselling and support they need to succeed in their studies and persist to year two of their program. |

| Consolidated or extended Quality Strategy / Program | Description of Monitoring and Evaluation of Outcomes |
|---|---|
| 1. Entering Student Success Strategy: Student Services & Supports | In 2009-10 we will continue to monitor the impact of our entering student success strategy through responses on the use and evaluation of student services in our student engagement survey.  We will also continue to monitor the overall retention rate for 1st to 2nd year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010. |

Additional Information