

## **Appendix B: Multi-Year Action Plan for Colleges**

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the postsecondary education system.

The purpose of this Multi-Year Action Plan (Action Plan) is to provide an outline of how each institution will use their total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique mission and objectives while contributing to the achievement of the Reaching Higher goals and results for access, quality and accountability identified in Appendix A of the MYA.

This Action Plan will set out your institution specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

The release of the full amount of your 2006-07 funding is conditional on the ministry approving your completed Multi-Year Action Plan. Thereafter, the ministry will review your Action Plan annually to discuss progress made on the commitments outlined in your Action Plan.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario (HEQCO) with respect to the best way to measure performance and ensure the accountability of colleges and universities.

### **College Specific Mission and Objectives**

Your college's mission or objectives are identified in your strategic and business plans. Please confirm that these are still current or note any modifications in the box provided. This may relate to your programming priorities, institutional culture, or student profile:

The Canadore 2012 Strategic Direction and the three-year strategic plan from 2004/05 to 2006/07 are still current. In addition the Board of Governors approved the three-year strategic plan for 2007/08 to 2009/10 on November 21, 2006. This new three-year plan builds on the considerable success achieved in the first two years of the current strategic plan. By setting targets for continued improvement in retention, enrolment and KPIs the Board is committed to ensuring that Canadore College excels in student success and fully serves the municipalities and First Nations of northeastern Ontario; goals which strongly support the government's Reaching Higher agenda.

The 2007/08 to 2009/10 strategic plan is included in this section, the 2004/05 to 2006/07 strategic plan and the Canadore 2012 Strategic Direction have been included in the College's business plans since June 2004.

## **Strategic Plan 2007-08, 2008-09, 2009-10: On the path to Canadore 2012**

From 2007-08 to 2009-10, Canadore College will move into the second phase of its three-part plan to achieve the Canadore 2012 Strategic Direction. We will continue to focus on student success achieved through the creation of a superior learning and working environment.

Our strategic activities will focus on 19 objectives that form the means to achieve four goals. Each year, measurable results will be articulated through the President's Annual Workplan, which will in turn, be supported by divisional annual operational plans.

### **The four goals are:**

1. To enhance program quality, currency, and responsiveness to student needs;
2. To develop a highly collegial and supportive learning and working environment;
3. Through collaboration with our educational and community partners, to improve and expand educational pathways which support community sustainability and economic development in northeastern Ontario; and
4. To strengthen Canadore's institutional viability and its position as a community college.

### **Goals and Objectives**

#### **1.0 Enhance program quality, currency and responsiveness to student, employer and community needs**

- 1.1 Increase participation rates in college level education and training by Aboriginal, First Generation and Special Needs individuals, and also increase the participation rate of those over 24 years of age and those from small and remote communities.
- 1.2 Continue the program revitalization process with particular emphasis on action plans to address ongoing program quality issues where these occur and to align the revitalization process with the determinants of academic excellence and quality as these are researched and articulated by the new Higher Education Quality Council of Ontario.
- 1.3 Continue implementation of Performance Planning to support the professional development of faculty, support staff and administrators to ensure that they are supported in delivering programs in a manner that best facilitates student success.
- 1.4 Ongoing implementation of the Instructional Equipment Plan to ensure that students in every program have access to equipment that provides appropriate preparation for employment.
- 1.5 Develop new programs in response to employer and community or First Nations requirements.

#### **2.0 Develop a collegial and supportive learning and working environment**

- 2.1 Continue to use the results of the Annual Employee Survey to support quality improvement in employee satisfaction with particular emphasis on internal communication, team-building, professional development and employee recognition.
- 2.2 Implementation of the new Campus Plan including the development of strategies to deal with ongoing infrastructure and deferred maintenance issues in order to enhance the physical learning and working environment.
- 2.3 Implementation of the Commerce Court Campus enhancement plan.
- 2.4 Continued implementation of the Multi-year Information Technology Plan.
- 2.5 Review operational policies on a three-year cycle and continue gap analysis to

- determine where additional policies should be developed.
- 2.6 Through the Performance Planning process support excellence in delivery of all college programs and services.
- 2.7 Develop business plans for additional residence capacity and for enhanced athletics facilities.

**3.0 Through collaboration with our educational and community partners, improve and expand educational pathways which support community sustainability and economic development in northeastern Ontario**

- 3.1 Develop strategic plans for sustainable activity in West Nipissing, Parry Sound, Mattawa, Temagami and the Almaguin Highlands, as well as through the Contact North/*Contact Nord* network.
- 3.2 Work in partnership with regional school boards, community agencies, employers, colleges and universities to develop seamless pathways into and between levels of education and training.
- 3.3 Collaboratively develop new programs in partnership with school boards, colleges, community agencies, employers and universities where possible and appropriate.
- 3.4 Actively work with the municipalities and First Nations of northeastern Ontario to support their social, cultural and economic sustainability.

**4.0 Strengthen Canadore’s institutional viability and its position as a community college**

- 4.1 Achieve enrolment and revenue targets that contribute to Canadore’s fiscal health and institutional viability.
- 4.2 Continue advocacy work to build on the results of access and quality initiatives to secure increased funding from both senior levels of government.
- 4.3 Meet fundraising targets to support the Media and Arts Centre, the Education Centre Learning Centre/Library and the endowment fund for scholarships and bursaries.

**Measures of Success  
(by 2009/10)**

Enrolment FTE	3,500 (+6.0%)
Number of graduates	1,166 (+6.0%)
Graduation rate	66% (+4.2%)
Graduate employment rate	87.6% (+1.7%)
Employer satisfaction	94.5% (+1.6%)
Graduate satisfaction	86.0% (+2.0%)
Student satisfaction	81% (+12.8%)
Overall retention rate	79% (+4.0%)
Aboriginal retention rate	70.1% (+ 1%)

Special Needs retention rate	maintain @ 85%+
Aboriginal participation rate	411 (+ 6%)
Special Needs participation rate	646 (+ 6%)
First generation retention rate	} Baseline data generated in 06/07 and targets set in annual plans
Mature student retention rate	
First Generation participation rate	
Mature student participation rate	
Small community participation rate	

## A. ACCESS

### Increased Enrolment

As outlined in Section 2.1 of the MYA, your institution will report on institutional enrolment growth in keeping with established protocols or as required by the ministry thereby contributing to the sector targets established by government. The ministry will use these reports to ensure that the system is on track to meet its commitment to increase college and university full-time enrolment.

### Increased Participation of Under-Represented Students

The ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of mature and under-represented students in a manner that is sensitive to privacy concerns. This Multi-Year Action Plan will be revised to incorporate this measure and the accountability mechanisms which will be used to ensure that the system is increasing the participation of under-represented students and is affordable and accessible across Ontario including northern and remote, rural and urban areas.

To inform this process, please provide any measurement methodologies your institution currently uses to track the participation of these students, and in particular, any measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low income students):

#### Measurement Methodologies

Canadore College currently tracks both participation and retention rates for aboriginal students and students with disabilities with data collected from 2002/03 to the present. Targets for improved participation and retention rates are set in the College’s three-year strategic plans and are reflected in the president’s annual workplan approved by the Board of Governors. The

College also has annual targets for the number of programs offered in communities and First Nations outside of the City of North Bay, recognizing that mature, first generation and low income populations are more likely to engage in post secondary education if they are able to access it in their home communities.

Participation rates for aboriginal and special needs populations are tracked on a year-over-year basis using 2002/03 as the baseline year. In 2005/06 Canadore College had seen an increase of 4% in the aboriginal student population over 2002/03 and a dramatic 86% increase in students with disabilities since 2002/03.

Targets for the period of 2006/07 through to 2008/09 set a further 6% enrolment increase for both aboriginal students and students with disabilities.

The College also tracks participation and retention rates for programs offered in smaller communities and in partnership with First Nations. Census data shows that post secondary participation rates in the populations of the smaller communities is generally lower than that of the urban populations. Targets for the number of programs offered in smaller communities have been set on an annual basis from 2004/05 through to 2006/07. This measurement simply captures the number of programs offered outside the City of North Bay on annual basis. Eight programs ran in 2005/06 compared to four in 2004/05.

Retention is calculated as the number of ongoing students, plus graduates, as a ratio of the total number of students registered. This data is available from the 2002/03 academic year to the 2005/06 academic year. In 2005/06 as a result of the initiatives the College was able to make as outlined in the 2005/06 Interim Accountability Agreement, an overall retention rate of 78.8% was achieved. Aboriginal student retention was 69.1% which represented an increase of 7.5% over the previous year. Special needs student retention was at 87.2% which was a decrease of 5.7% over the previous year but which also reflects the very significant increase in overall special needs enrolment.

Canadore College is working to develop baseline data to measure participation increases from mature, first generation, low income and small community populations by comparing year-over-year enrolment data. It is suspected there will be considerable overlap in these underrepresented populations. Using registration data the College will determine the number of students 24 and older in 2006/07 and set targets for increasing the enrolment of this group in 2007/08 and 2008/09. Again using registration data, the College will track student postal codes for the Nipissing and Parry Sound Districts, excluding the City of North Bay, in 2006/07, and use this as comparator data for the following years. Note: the postal code data will only provide a partial picture as students from areas outside northeastern Ontario will not be captured in this data. Working with regional municipalities and the Local Training and Adjustment Board, the College will attempt to use local data, as well as census data, to compare the population breakdown in the region by age, level of education and income, as a framework for setting enrolment targets for the underrepresented groups.

There are significant challenges to gathering such data, particularly as the census data is available by district and not by community. The College is discussing the possibility of working in partnership with Nipissing University to collaboratively develop a research model as both institutions are committed to supporting sustainable regional development. Anecdotally it appears that students from underrepresented groups may make significant use of Canadore's programs as

a path to university level programs and data on this trend also needs to be captured and tracked.

The College is currently working on providing email addresses to all full-time students and hopes to have this operational by January 2007. In co-operation with the Canadore Student Representative Council, the College intends to use this communication tool to gather information from students on a voluntary basis year-over-year. It is likely that a freshman on-line survey will be used to gather data on a voluntary basis regarding family income, family education status, etc.

Two years ago, the College surveyed first-year trades students to gather data for improving recruitment techniques. The student population consisted predominantly of young males with at least one family member in the trades. The College will repeat this survey in winter 2007 to determine any change in the intervening years and also to add additional questions regarding family income, cultural background and identification of any disabilities.

Canadore College will work closely with the Ministry, HEQCO and other colleges as well as our university partner to develop the most accurate tools for ensuring that its commitment to improving access is met.

Please provide a description of your institution's strategies and programs that will support the increased participation of Aboriginal, first generation, and students with disabilities, as appropriate to your institution's unique focus. Colleges should use this box to input any strategies and programs that they may have with respect to mature students:

**Institution Strategies and programs to support increased participation of Aboriginal, first generation, students with disabilities, and mature students.**

**Aboriginal:**

Canadore College is committed to ensuring that it provides a welcoming and culturally appropriate learning environment for Aboriginal people. This goal is being achieved through the development of awareness about Aboriginal communities, governance, demographics and history, throughout the College for both students and employees. It also being achieved by working to ensure that the curriculum and delivery methodology of all Canadore College programs are culturally appropriate for all learners.

The Aboriginal Circle on Education is guiding and supporting the College in its efforts to ensure full accessibility for Aboriginal people. The Aboriginal Learning Unit (ALU) has institutional leadership internally; however the academic division and the staff development/human resources areas also have objectives to support this work through the program revitalization process, college-wide performance planning and staff recruitment processes.

Canadore College has consistently augmented its Aboriginal Education Training Strategy funding with additional funding over and above the AETS allocation for cultural activities, counseling support to Aboriginal students, visiting elders, and extensive outreach to First Nations communities. The College is now also including mandatory cultural awareness training for all employees starting in 2006/07 and rolling out over the following two years. Through the initial work of a new Teaching and Learning Centre in 2007/08, resource materials and mentoring will be available for faculty to support best practices in culturally appropriate curriculum development

and delivery. The enhanced faculty orientation scheduled for August 2007 will include sessions on cultural awareness and provide support for faculty who may be unfamiliar with Aboriginal issues. The orientation sessions will be video taped and be available to all employees.

In order to fully support non-Aboriginal faculty who work with Aboriginal learners at Canadore College, the ALU and Staff Development departments want to create a manual providing learning theories, lesson plans, resources and teaching strategies that have been proven effective with Aboriginal learners. Funding will be sought to support this initiative. Aboriginal students should have a voice inside the College in addition to their membership in the broader student government. The Canadore Aboriginal Student Association is involved in planning cultural events, raising the profile of Aboriginal students and the level of cultural awareness inside the College, and speaking on behalf of Aboriginal students. The College will add funds to support the Canadore Aboriginal Student Association to its annual budget.

An important aspect of creating a welcoming environment for Aboriginal students is the presence of Aboriginal people as faculty, support staff and administrators at Canadore College. The Staff Development department will review all recruitment and hiring practices in 2007/08 to ensure that there are no systemic barriers to the recruitment and retention of a culturally diverse employee group.

As a college-wide initiative, the academic division has established a registration review committee. Through an examination of all recruitment, application and registration processes, the committee will work to identify and eliminate any unintended barriers for Aboriginal applicants.

Many Aboriginal students face significant off-campus issues such as lack of appropriate housing (particularly for families), and childcare concerns for both preschoolers as well as elementary and secondary school-age children. These challenges can make it very difficult for Aboriginal students to come to the College. The Aboriginal Learning Unit is working with regional municipalities, Aboriginal organizations, childcare agencies and school boards to try to address these concerns. Short-term interventions include advocacy and providing as much information re: housing and childcare supports, as possible. The ALU will work through 2007/08 to develop longer-term recommendations to ACE and the College to address housing and childcare challenges.

Canadore College continues to work in partnership with Aboriginal Education Institutes to provide off-campus accessibility to students. Agreements with the Anishinabek Educational Institute of the Union of Ontario Indians and Seven Generations allows joint provision of culturally relevant programming such as Native Social Service Worker, Personal Support Worker, Early Childhood Education and Apprenticesable trades. Canadore College also has a long standing partnership with First Nations Technical Institute to provide an Aboriginal Fixed Wing Pilot program that is the only one of its kind in Canada.

The College is exploring new program development possibilities that support First Nations, including Health Sciences programs as well as additional apprenticeship options.

**First Generation:**

Canadore has created a new School of Access and General Studies to specifically develop a recruitment and retention strategy for under-represented groups including first generation

participants in postsecondary education. As part of this process, the College will also monitor participation rates on a year-over-year basis beginning in 2006/07.

New program activity in smaller communities such as Mattawa and Parry Sound is already reaching a student population with a high probability of being first generation participants. These programs are being monitored specifically to track this demographic.

Through the implementation of college-wide student email addresses in early January 2007, the College plans to survey students through vehicles such as a freshman survey as well as through targeted surveys (e.g. in the Trades programs.)

Orientation activities for new students will include components to encourage those with no background in post secondary education to make as much use of college supports (e.g. counseling), as possible. Faculty orientation will also address the need for awareness and sensitivity to the potential challenges for those individuals who are the first member of their family to attend college.

### **Persons with Disabilities:**

In the area of Student Support/Services, the Counselling and Special Needs departments address access in that it continues to expand on services and the number of students serviced. In the 2004-2005 academic year, Canadore had 434 students registered with Special Needs. The 2005-2006 academic year saw 610 students registered, which translates to an increase of 176 students (40.6% increase). The four-year retention rate for special needs students is 87.7%

The Special Needs department at Canadore continues to expand services to satellite campuses. With close to 1,000 students, predominantly in the skilled trades sector at the College's Commerce Court campus, a full service Counselling/Special Needs/Resource Center is being established.

### **Programs offered through the Counselling and Special Needs Departments include:**

- ⇒ The Learning Disability Enhanced Services Program (LDESP) which provides for individual and group work with students and Counsellors/Learning Strategists focusing on learning strategies and techniques, life skills and organizational skills. The number of validated learning disabled students participating in this program has doubled in the past two years.
- ⇒ Disbursement of bursaries for students with disabilities has also recognized significant increases (36.5%) in the last two years as participation rates have increased.
- ⇒ In summer 2006, a Summer Institute program for students with special needs was instituted providing an early introduction to resources available to assist in student success. This pilot program will be assessed in 2006-2007 and expanded in subsequent years in order to broaden its reach to provide support for more students with special needs.

### **Mature Students (students over 24) and Small Communities (Northern, Rural and Remote)**

The College has created a School of Access and General Studies in its academic division to increase its ability to respond to the needs of adult learners. The unit will lead a review of all recruitment and registration processes to ensure there are no systemic barriers to access. The School also has the mandate to work with the Campus Life Division to enhance retention strategies and to support curriculum review with the Aboriginal Learning Unit to ensure that program content is culturally relevant. The School is also engaged in new program development for access and preparatory programs to facilitate increased participation rates for under-

represented groups.

The College is also committed to working with its educational and community partners to improve and expand access for smaller communities and First Nations populations in northern, rural and remote areas. Action plans and strategies to accomplish this commitment are outlined in the Colleges Small, Northern and Rural section.

In the table below, identify the institution specific performance indicators you have developed to confirm that these strategies and programs will achieve their intended objectives. This may include the indicator(s) you have identified above. Please provide at least one indicator per strategy / program.

### Performance Indicators

Strategy / Program	Indicator
Aboriginal students	Participation Rates
Students with Special Needs	Participation Rates
First Generation	Participation Rates
Mature Students	Participation Rates
Small Communities: Northern Rural and Remote	Participation Rates

Pursuant to these indicators, please outline your institution specific quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

### Multi-Year Results

Year	Indicator	Result
<b>2006-07</b>	Aboriginal student participation rate	Up 2% from 2005/2006 to 396
	Special Needs retention rate	Up 2% from 2005/2006 to 622
<b>2007-08</b>	Aboriginal student participation rate	Up 2% from 2006/2007 to 404
	Special Needs student participation rate	Up 2% from 2006/2007 to 634
	Mature student participation rate	Up 2% from baseline in 2006/2007
	First generation student participation rate	Up 2% from baseline in 2006/2007
	Small community student participation rate	Up 2% from baseline in 2006/2007
<b>2008-09</b>	Aboriginal student participation rate	Up 2% from 2007/2008 to 412

	Special Needs student participation rate	Up 2% from 2007/2008 to 647
	Mature student participation rate	Up 2% from 2007/2008
	First generation student participation rate	Up 2% from 2007/2008
	Small community student participation rate	Up 2% from 2007/2008

In addition to developing a system-measure that will track the participation of under-represented students, the ministry is also committed to working with institutions and HEQCO to develop a system measure that will track the participation of mature students.

### **Official Languages Education Program**

French-language and bilingual institutions will report on their strategies for supporting the access to programs for francophone students, and their expected outcomes, as part of the reporting requirements established for the 2005-09 Canada-Ontario Agreement on Minority-Language Education and Second-Language Instruction and the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education at the Postsecondary Level (2005-06 to 2006-07) under the Official Languages in Education program (OLE).

### **French Language College – La Cité and Boréal – Collaboration (this section applies to La Cité and Boréal only)**

The two French language colleges - La Cité and Boréal – are to work collaboratively to develop a joint strategy to deliver pilot project programs across geographic areas and to evaluate the effectiveness of the collaboration. For 2006-07, please provide a description of the process and timelines of the strategy. The actual plan will be submitted in your annual report.

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### **College Small, Northern and Rural**

If your institution receives funding through the Small, Northern and Rural Grant, please provide a description of your institution’s access plan to protect and enhance northern and rural Ontarians’ access to quality college services, as appropriate to your institution’s unique focus:

<p>The Canadore 2012 Strategic Direction affirms the role of the College as a community college servicing the municipalities and First Nations of northeastern Ontario. One of the four major goals in the 2007 to 2010 Strategic Plan explicitly addresses this – <i>collaboration with our educational and community partners, to improve and expand educational pathways which</i></p>
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*support community sustainability and economic development in northeastern Ontario.*

Canadore has established objectives under this goal which will be supported by the Small Northern and rural funding including:

- ⇒ Develop strategic plans for sustainable activity in West Nipissing, Parry Sound, Mattawa, Temagami and the Almaguin Highlands, as well as through the Contact North/*Contact Nord* network.
- ⇒ Work in partnership with regional school boards, community agencies, employers, colleges and universities to develop seamless pathways into and between levels of education and training.
- ⇒ Collaboratively develop new programs in partnership with school boards, colleges, community agencies, employers and universities where possible and appropriate.
- ⇒ Actively work with the municipalities and First Nations of northeastern Ontario to support their social, cultural, and economic sustainability.

Please identify the specific multi-year results your institution will achieve from this access plan in the table below. Results could include inputs, outputs or outcomes:

### **College Small, Northern and Rural**

<b>Results for 2006-07</b>	⇒ A minimum of two new program offerings servicing the municipalities and First Nations outside the City of North Bay.
<b>Results for 2007-08</b>	⇒ Strategic plans developed for sustainable activity in Parry Sound and Mattawa. ⇒ A further two new programs offering servicing the municipalities and First Nations outside the City of North Bay.
<b>Results for 2008-09</b>	⇒ Implement activities and achieve targets established in 2007-2008 contained in strategic plans noted above. ⇒ Strategic plans developed for sustainable activity in West Nipissing and the Almaguin Highlands. ⇒ A further two new programs offering servicing the municipalities and First Nations outside the City of North Bay.

### **Student Access Guarantee**

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee, including a new website to allow Ontario students to identify costs and sources of financial aid.

Please indicate the strategies and programs that your institution will use in 2006-07 to support access for qualified Ontario students who face financial barriers, in accordance with the principle expressed through the Student Access Guarantee:

#### ***Ministry's Student Access Guarantee:***

***In partnership with institutions, the Student Access Guarantee provides that no qualified Ontario student will be prevented from attending Ontario's public colleges and universities due to a lack of adequate financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books and***

*mandatory fees.*

Canadore College will provide funds to students in financial need through its bursaries and awards and through the tuition set aside. The tuition set aside fund will have approximately \$600,000 for dispersal in the 2006/07 academic year. The College will take applicants' tuition/book shortfalls into consideration in allocating need-based assistance to students who apply for institutional financial assistance.

In order to ensure that students in need will have access to the resources they require Canadore's Financial Aid Office will review each student's unmet need, and will work with individual students to ensure their OSAP applications are correctly completed. Students will also receive support in developing plans to bridge their financial gap by applying for work study programs, tuition set aside funds, and scholarship and bursary applications.

Canadore College has established part-time jobs for students through the Ontario Work Study Program as well as through the tuition set-aside.

The Financial Aid Office is involved in all student orientation sessions and general information sessions to ensure that students are aware of available financial assistance. All students in need are encouraged to speak with financial aid officers. As part of faculty orientation, financial aid officers present information about the services available to students through the Financial Aid Office and an overview of the Student Access Guarantee, so that all faculty can provide referral information to students on an ongoing basis.

The Financial Aid Office also works closely with the counseling unit in the Campus Life Department and the Aboriginal Learning Unit, to ensure that all counselors and service personnel in those areas are able to provide accurate information to students and are able to appropriately refer students to the Financial Aid Office.

Incoming students are required to attend an orientation to personal financial management. As part of this process students are informed about the services and support available to them through the Financial Aid Office.

Canadore College sets annual targets for growing its endowed scholarship and bursary funds.

For 2007-08, the ministry will consult with institutions on how to improve the co-ordination and communication of financial aid from government and institutional sources and, based on these consultations, revisions to this section of your Action Plan may be required in future years.

As noted in Section 1.1 of the MYA, the ministry is committed to working with institutions and HEQCO to develop an approach for tracking results of the Student Access Guarantee, also to be reflected in 2007-08 revisions.

## **B. QUALITY**

### **Quality of the Learning Environment**

Pursuant to the consultation process on the Multi-Year Agreements, there is stakeholder consensus that a quality postsecondary education system is one that achieves high standards in the quality of the learning environment.

Please provide a description of your strategies that will support the quality of your learning environment as appropriate to your institution's unique focus. In particular, the ministry is seeking information on strategies and programs designed to improve student/faculty engagement and learning quality. Examples include but are not limited to: academic and student advising, student centred-learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

Canadore 2012 and the three-year strategic plan stress the provision of high quality programs and services that provide students with the ability to succeed in the workplace and society.

As outlined in the Canadore College Interim Accountability Agreement for 2005-2006, Canadore College through the support of the advancing quality and supporting excellence allocation has taken significant steps towards enhancing the quality of the learning environment through program revitalization and renewal including the development of 10 new programs in 2005-2006 and 2006-2007, supporting teaching and learning excellence through enhanced professional development and expanding the use of technology to support activities designed to increase student engagement. In addition, the College has enhanced student support services through additional investments in full-time faculty, counselling and support staff to support students living in residence, increase recreational activities for students and introduce early intervention strategies for at-risk first year students.

Traditional indicators including student faculty ratio and average class size remain low at Canadore when compared to system averages and retention rates are strong. As outlined in the College's Strategic Plan, the College has identified a number of strategies and initiatives designed to continue to maintain and improve these results.

### **Strategies & Initiatives:**

#### **Annual Program Revitalization**

Canadore College has an annual Academic Revitalization process which ensures that each full-time program is comprehensively reviewed at least once every three years. A balanced score card model using four measures is used.

*Customer Connectivity* is measured through KPI data, multi-year enrolment trends, student demographics, employer demand/employment prospects and active Program Advisory Committees.

*Internal Process Efficiency and Effectiveness* is measured by student success initiatives, student to faculty ration, average teaching contact hours and compliance with general education and generic skills requirements.

*Individual and Group Innovation and Learning* is measured through course mapping, professional development of faculty and staff, internal review and program modification/development planning, integration of technology into program delivery and a

learner focused approach to program delivery.

*Financial* provides revenue and expenditure data, current contribution to overhead and targeted contribution to overhead.

Action plans on a program basis are developed out of revitalization process with program specific targets established for enrolment, retention and KPI's to contribute to achieving the College's overall targets on these indicators.

The College will continue the program revitalization process with particular emphasis on action plans to address ongoing program quality issues where these occur and to align the revitalization process with the determinants of academic excellence and quality as these are researched and articulated by the new Higher Education Quality Council of Ontario.

#### *Academic and Student Advising*

Canadore College has a long tradition of assigning a faculty advisor to each student. This process is continuing with additional support to faculty through the enhanced faculty orientation planned for August 2007 (which will also be delivered in August 2008 and August 2009). Through the college-wide performance planning process faculty will also have access to training sessions on best practices in student advising throughout the academic year. Orientation sessions are video taped and are available to all members of the college community at any time. While the focus of the faculty advisors is on academic counseling, all faculty are provided with information regarding the Aboriginal Learning Unit, the counseling unit in the Campus Life Department and the Financial Aid Office, so that appropriate and timely referrals for personal or financial counseling may also be made.

#### *Student-Centred Learning Models*

With the leadership of the Special Needs Unit and the Aboriginal Learning Unit, the academic division of the College is working to incorporate principles of universal instructional design and culturally appropriate curriculum in all programs. A new Teaching and Learning Centre initiative is in the planning process with initial activities planned for the 2007/08 academic year.

The Staff Development unit is working closely with the academic program area to co-ordinate the college-wide performance planning model with enhancement of the student-centred learning focus as well as overall student retention strategies.

#### **Campus Life Strategy**

To implement the improvements in student success outlined in the 2004-2007 Strategic Plan, a Campus Life Strategy was developed in 2004/05 for implementation in 2005/06 and 2006/07. The Campus Life Strategy identified initiatives designed to improve the student experience in the following areas:

- ◆ Academic
- ◆ Housing
- ◆ Emotional, Social and cultural
- ◆ Financial
- ◆ Recreational/Athletics

While advancements have been made on the implementation of this strategy, as noted in Canadore's Interim Accountability Agreement for 2005-2006, more investment is required to

achieve the strategies, goals and action specific initiatives.

Specifically, the College needs additional residence capacity and enhanced athletic facilities and is developing business plans for these initiatives.

In order to support aboriginal, first generation, special needs and mature student success, the College is addressing the issues faced by these students, recognizing that their needs may differ significantly from students who enter college directly from secondary school.

Aboriginal students have a Canadore Aboriginal Student Association (CASA) which works to support aboriginal students, plans cultural events and is the voice of aboriginal students within the College. In the 2007/08 budget and beyond, Canadore College will target funds to support CASA activities.

Orientation activities designed for aboriginal students are provided every year through the Aboriginal Learning Unit. New orientation activities will be designed for mature students beginning in September 2007.

Many mature students and aboriginal students have significant off-campus challenges related to housing and childcare. The College will continue to work with regional municipalities, aboriginal organizations and local school boards to address these issues.

### **Information Technology and Academic Instructional Equipment Plan**

Canadore's three-year strategic plan commits the College to:

- ⇒ ongoing implementation of the Instructional Equipment Plan to ensure that students in every program have access to equipment that provides appropriate preparation for employment; and
- ⇒ continued implementation of the Multi-year Information Technology Plan

In 2005-2006, the College developed multi-year plans to expand the use of technology and ensure that instructional training aids remain current with industry standards. Investment in software, hardware and instructional capital is a key component of the plan which includes the goal of expanding the use of technology to support increased student engagement to improve retention, student success and student satisfaction.

Another key component of the plan is professional development for blended learning (which includes both face-to-face and online) includes sharing of best practices in instructional design, addressing the diversity of student learning styles and needs, addressing geographic and time barriers and ensuring that faculty have the skills to use the appropriate software and learning management systems.

A wireless pilot will be conducted in 2006/07 which will define the parameters for campus-wide wireless access to Canadore's network services and the internet. This will contribute to added flexibility in the design and delivery of programs; initially in the Graphic Design, Business Accounting and Computer Programmer Analyst programs, but with broader application in subsequent years.

Self-service modules related to the Student Information System will be implemented in the first eight months of 2007. This will enhance the student experience by allowing them to access

grades, schedules, etc. via a web interface. Faculty will be able to access schedules, class lists, enter grades and review other information as required.

The College is continuing to add a minimum of two additional smart classrooms every academic year. Use of these classrooms is supported by professional development for faculty and support staff.

A key element of enhancing quality is the planning for two new facilities at the College. The All Media Centre will add 20,000 square feet of new space of studios, computer labs and classroom space to support the College's media and arts programs. With a projected cost of \$12.5 million (facilities and equipment), the College has embarked on an ambitious fund raising campaign. The new facility will allow Canadore College to double the number of students enrolled in its media and arts programs.

Canadore College is also working in partnership with Nipissing University to replace the current shared library facility with a dynamic new shared Education Centre Learning Centre. The new building will be 50,000 to 60,000 square feet and will combine the best applied and academic learning tools. It will include a new Learning Commons that will accommodate 550 students. It will also include collaborative workrooms, group instruction rooms, and an adaptive technology area to accommodate 100 students. The facility will also house a Teaching and Learning Centre to provide professional development for faculty that supports leadership in the delivery of high quality and effective teaching and learning.

Note: while Canadore College and Nipissing University pursue funding to support a new Learning Centre, the College is moving ahead with plans for an interim Teaching and Learning Centre for initial implementation in the 2007/08 academic year.

### **Campus and Facilities Planning**

Canadore College is implementing a new Campus Plan including the development of strategies to deal with ongoing infrastructure and deferred maintenance issues in order to enhance the physical learning and working environment.

Canadore College and Nipissing University are currently engaged in a joint campus planning initiative. This overall campus plan includes development of a new Joint Canadore-Nipissing Learning Centre to improve the services to students from both institutions. As well, the Campus Plan will include the new All Media Centre to support existing and new programming to increase access in the media and arts program areas (enrolment for Media & Arts programs are projected to double by 2009). The College and University are also working with the Student Associations on the development of a new Student Center to enhance student experience on campus.

### **New Programs**

Canadore, in addition to annual program revitalization and renewal, is committed to developing new programs in response to employer and community or First Nation requirements. Currently, ten new programs are in development for potential introduction in the next three year period. Sports Conditioning, Therapeutic Recreation, and Crafts and Design programs are planned for September 2007 intakes.

### **Staff Development and Training**

In order to enhance the quality of the learning environment and support excellence in technology

and learning, Canadore has created a Staff Development and Training Department with a mandate to develop and implement several key initiatives over the next three years.

The College will continue the implementation of performance planning to support the professional development of faculty, support staff and administrators to ensure that they are delivering quality programs in a manner that best facilitates student success and supports excellence in delivery of all college programs and services.

The results of the Annual Employee Survey will continue to be used to support quality improvement in employee satisfaction with particular emphasis on internal communication, team-building, professional development and employee recognition.

Canadore College strives to recruit and retain employees who reflect the diversity of the broader community. The College is reviewing its staff recruitment and hiring processes to ensure that the college is an attractive employer for aboriginal people and other under represented groups. All employees will receive cross cultural training as part of the performance planning process which is being implemented across the College in the next three years.

In the table below, identify the performance indicators developed by your institution to confirm that these strategies and programs will achieve their intended objectives. Please provide at least one indicator per strategy / program. For student/ faculty engagement, institutions may use net new full-time faculty, support staff, student services and administrative staff hires as one their indicators. Colleges are expected to provide their staff data to the College Compensation and Appointments Council which will post it on the Council website, as per the current practice.

### Performance Indicators

Strategy / Program	Indicator
Program Revitalization	Enrolment, KPI's
Campus Life Strategy	Retention Rate, Student Satisfaction
Information Technology and Academic Instructional Equipment	KPI rates
Campus and Facilities Planning	KPI rates
New Programs	Enrolment, KPI's
Staff Development and Training	KPI rates

Pursuant to these indicators, please outline the quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

### Multi-Year Results

Year	Indicator	Result
2006-07	All results as an increase over 2005/06	
	Enrolment (FTE)	maintain 05/06 enrolment

	Number of Graduates	+ 2%
	Graduation Rate	+ .7% (64.0%)
	Graduate Employment Rate	+ .4% (86.5%)
	Graduate Satisfaction	+ .4% (84.5%)
	Employer Satisfaction	+ .5% (93.5%)
	Student Satisfaction	+ 2.3% (74.1%)
	Overall Retention Rate	+ 1% (79.8%)
	Aboriginal student retention rate-	+ 1% (70.1%)
	Special Needs student retention rate	Maintain +/- 5% (85-90%)
<b>2007-08</b>	<b>All results as an increase over 2006/07</b>	
	Enrolment (FTE)	+ 2%
	Number of Graduates	+ 2%
	Graduation Rate	+ .7% (64.7%)
	Graduate Employment Rate	+ .4% (86.9%)
	Graduate Satisfaction	+ .5% (85.0%)
	Employer Satisfaction	+ .5% (94.0%)
	Student Satisfaction	+ 2.3% (76.4%)
	Overall Retention Rate	+ 1% (81.8%)
	Aboriginal student retention rate	+ .5% (70.6%)
	Special Needs student retention rate	Maintain +/- 5% (85-90%)
	First generation/mature/small community student retention rate	% set once 06/07 baseline data available
<b>2008-09</b>	<b>All results as an increase over 2007/08</b>	

Enrolment (FTE)	+ 2%
Number of Graduates	+ 2%
Graduation Rate	+ .7% (65.3%)
Graduate Employment Rate	+ .4% (87.3%)
Graduate Satisfaction	+ .5% (85.5%)
Employer Satisfaction	+ .5% (94.5%)
Student Satisfaction	+ 2.3% (78.7%)
Overall Retention Rate	+ 1% (82.8%)
Aboriginal student retention rate-	+ .5% (71.1%)
Special Needs student retention rate	Maintain +/- 5% (85-90%)
First generation/mature/small community student retention rate	% set once 06/07 baseline data available

## Student Engagement and Satisfaction

Pursuant to Section 2.2 of the MYA, your institution will participate in the Ontario KPI initiative and in the Ontario College Student Engagement Survey and submit results from these surveys to MTCU.

As experience with the Ontario College Student Engagement Survey grows, subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the meantime, institutions may wish to use their Key Performance Indicators (KPI) and Ontario College Student Engagement Survey results as their indicators of quality in the section above.

## Student Success Retention

Pursuant to Section 2.2 of the MYA, your institution will identify specific targets for retention. Please insert targets for student retention rates in the following table, using the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 Interim Accountability Agreements or if you have developed new definitions and/or methodologies, please specify what they are:

**Student Retention Rates** (Represents increase of 1% per year for 3 years over 05-06)

Canadore College is using the retention model it has used since 2002/03 for its annual retention report to the Board of Governors, instead of the model used in the Interim Accountability Agreement last year.

Retention is calculated as the number of ongoing students, plus graduates, as a ratio of the total number of students registered. Using this model the College has set targets for overall retention, aboriginal student retention and special needs retention for the past three years and also established targets for 2006/07 through to 2009/10.

Student Retention Targets

<b>2006/07</b>	<b>Indicator</b>	<b>Result</b>
	Overall retention rate	+ 1% (79.8%)
	Aboriginal student retention rate	+ 1% (70.1%)
	Special Needs student retention rate	Maintain +/- 5% (85 – 90%)
<b>2007/08</b>	Overall retention rate	+ 1% (81.8%)
	Aboriginal student retention rate	+ .5% (70.6%)
	Special Needs student retention rate	Maintain +/- 5% (85 – 90%)
	First generation/ mature/small community retention rate	% set once 06/07 baseline data available
<b>2008/09</b>	Overall retention rate	+ 1% (82.8%)
	Aboriginal student retention rate	+ .5% (71.1%)
	Special Needs student retention rate	Maintain +/- 5% (85-90%)
	First generation/ mature/small community retention rate	% set once 06/07 baseline data available

Retention targets for mature, first generation, low income and small community students will be added as outlined in the Access section of this report. The report presented to the Canadore College Board of Governors in November 2006 follows. Note: the decrease in aboriginal student enrolment from 2004/05 to 2005/06 is due to a number of partnerships with Aboriginal Education Institutes, where the College is involved in partnerships to deliver aboriginal specific programs. These programs are offered on a cyclical basis and there were a particularly high number of them running in 2004/05.

<b>Canadore College Retention Report</b>						
<b>Semester</b>	<b>Total</b>	<b>Graduated</b>	<b>Withdrawals</b>	<b>Ongoing</b>	<b>Retention</b>	<b>Attrition</b>
	<b>Registered</b>		<b>from College</b>		<b>Rate</b>	<b>Rate</b>
<b>College</b>						
2002 - 2003	2728	967	596	1165	78.2%	21.8%
2003 - 2004	2744	994	715	1035	73.9%	26.1%

2004 - 2005	2889	1087	697	1105	75.9%	24.1%
2005 - 2006	2816	1052	596	1168	78.8%	21.2%
<b>ALU</b>						
2002 - 2003	371	84	143	144	61.5%	38.5%
2003 - 2004	362	102	144	116	60.2%	39.8%
2004 - 2005	417	140	160	117	61.6%	38.4%
2005 -2006	388	115	120	153	69.1%	30.9%
<b>Special Needs</b>						
2002 - 2003	327	62	36	229	89.0%	11.0%
2003 - 2004	416	90	77	249	81.5%	18.5%
2004 - 2005	434	93	31	310	92.9%	7.1%
2005 -2006	610	69	78	463	87.2%	12.8%
<b>Note: Calculation of Retention and Attrition Rates</b>						
<b>Retention:</b> The number of ongoing students plus graduates as a ratio of the total number of students registered.						
<b>Attrition:</b> The number of students withdrawing from the college as a ratio of the total number of students registered.						

\* applicable only to applied degree programs

## Graduation Rates

Pursuant to Section 2.1 of the MYA, your college will continue to participate in the Key Performance Indicator initiative.

The ministry will use the graduation data to determine whether the graduation rate (2005-06 reporting year) of 60 percent for the college sector is being maintained or improved, pursuant to the "Reaching Higher" Measurement and Results Schematic located in Appendix A of the MYA.

## **C. ACCOUNTABILITY**

### Multi-Year Action Plan

Please provide details on how the institution consulted with faculty, support staff, administrative staff and students on the content of this Action Plan:

As part of its strategic planning cycle Canadore College engaged faculty, support staff, administrative staff and students in the late summer and early fall to gather input into the 2007/08 to 2009/10 three-year strategic plan, and simultaneously discussed the Multi-Year Accountability Agreement. These two processes worked well together as the goals and objectives of both the current three-year plan (2004/05 to 2006/07) and the new plan, address issues of accessibility, quality and accountability. The two plans provide the framework for the MYAA.

Three town hall meetings were held in September welcoming staff to the new academic year,

reviewing new initiatives and outlining both the strategic plan process and the MYAA process. Separate meetings were held with the Canadore Student Representative Council to again outline the processes and to solicit input from students into the strategic plan and through it for the MYAA.

The president discussed the MYAA with the local executives of both the faculty and support staff unions. The strategic planning process and the MYAA were also discussed at length at both the All Administration meeting and the Senior Administration meeting in September (deans, directors, VPs and president). Deans and directors were asked to include the strategic plan and the MYAA on departmental/school meeting agendas.

All members of the college community were asked to provide input by the end of September. Additionally, the president meets monthly with the Canadore 2012 Steering Committee. This committee consists of four support staff, four faculty and four administrators. The faculty and support staff members are appointed by the two local executives. The group is an advisory body to the president regarding issues and opportunities related to achieving the Canadore 2012 Strategic Direction and achieving the objectives in the three-year strategic plans. This group was also asked to make recommendations regarding the development of the new three-year plan and the MYAA.

The president met with College Council in September, again reviewed the planning and MYAA processes and asked for input. The Vice-president, Academic and Student Services, also asked for recommendations from the Academic Council in September.

The new three-year strategic plan was presented to the Board of Governors in committee of the whole at its October meeting. The draft plan was also sent to all administrators for review. With minor modifications it came back to the Board of Governors at the regular meeting in November and a resolution accepting the plan was passed.

The new three-year plan and the MYAA both flow from the first three-year plan and the Canadore 2012 Strategic Direction. In order to ensure ongoing feedback from internal stakeholders, the College conducts an annual employee satisfaction survey every May. Data from the survey is also used as a formative evaluation tool regarding the implementation of the strategic plan. Many of the discussions with faculty and support staff in September focused on issues or challenges related to reaching the goals of Canadore 2012. There was however, a high degree of consensus on the need to increase accessibility, quality and access.

As previously noted, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your plan.

Based on this review, you may be required to submit an improvement plan to the ministry, developed in consultation with faculty, staff and students.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.

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