

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

Institution Name:	Canadore
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OVERVIEW

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

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

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

DEADLINE FOR SUBMISSION TO THE MINISTRY

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

CONTACT

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

PART 1: 2009-10 SYSTEM WIDE INDICATORS

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

1) Enrolment – Headcount*

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

- Canadore reported to TCU the total Headcount enrolment in 2009-10 = **2,543**
- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by Canadore to the Ministry for 2009-10 = 1971
- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by Canadore to the Ministry for 2009-10 = 446

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

Canadore continues to use its Customer Relationship Management tool to attract and convert applicants to students. Through this tool we send out various e-blasts to potential students with information regarding our school and our programs.

We have developed many call campaigns to try and convert students who have not confirmed their offers. We also use call campaigns to talk to students regarding their academic progress and success strategies.

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

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

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

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

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

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Canadore who registered with the Office for Students with Disabilities and received support services in 2009-10= 800</p> <p>Please indicate the number of <i>students with disabilities</i> at Canadore who registered with the Office of Students for Disabilities and received support services as a percentage of the total Canadore student population in 2009-10 who were:</p> <p>Full-time = 787 Part-time = 13 Total (Full-Time + Part-time) = 800</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) 800 ÷ 2,543 (Enrolment Headcount from Page 3) x 100 = 31.45 %</p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Canadore in 2009-10= 160</p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Canadore as a percentage of the total Canadore student population in 2009-10 who were:</p> <p>Full-time = 160 Part-time = 0 Total (Full-Time + Part-time) = 160</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) 160 ÷ 2,543 (Enrolment Headcount from Page 3) x 100 =6.2%</p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Canadore in 2009-10= 390</p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Canadore as a percentage of the total Canadore student population in 2009-10 who were:</p> <p>Full-time = 390 Part-time = 24 Total (Full-Time + Part-time) = 414</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) 414 ÷ 2,543 (Enrolment Headcount from Page 3) x 100 = 16.28%</p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide examples of promising practices that Canadore used in 2009-10 to develop and maintain results for <i>students with disabilities</i>.</p> <div data-bbox="210 589 711 805" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Physical spaces and technology were updated and improved to foster enhanced accessibility and ease of access for all students.</p> </div> <div data-bbox="210 841 711 1125" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Renewed collaboration with community-based partners, NOARC and front-line service providers, reduced wait times, customized plans for students and supported the growth of clients served.</p> </div> <div data-bbox="210 1157 711 1403" style="border: 1px solid black; padding: 5px;"> <p>Linked student success strategies to all faculty members through ongoing professional development activities, classroom sessions and personalized faculty PD.</p> </div>	<p>In the space below, please provide examples of promising practices that Canadore used in 2009-10 to develop and maintain results for <i>First Generation students</i>.</p> <div data-bbox="806 589 1308 865" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Improved outreach and workshops such as coping with anxiety, time management, resumé building and embracing learning styles were coupled with assignment of personal ambassadors to all students.</p> </div> <div data-bbox="806 889 1308 1101" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Academic upgrading was built into learning pathways of FG learners as appropriate to build confidence, skills and chances for success.</p> </div> <div data-bbox="806 1125 1308 1369" style="border: 1px solid black; padding: 5px;"> <p>Ongoing shift in program, extra-curricular and campus activities to be more engaging to FG learners, their needs and to make the college more welcoming.</p> </div>	<p>In the space below, please provide examples of promising practices that Canadore used in 2009-10 to develop and maintain results for <i>Aboriginal students</i>.</p> <div data-bbox="1377 589 1879 805" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>The College implemented enhanced services through the addition of full-time recruitment and retention officer and assistive learning technologist.</p> </div> <div data-bbox="1377 841 1879 1052" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>Cross-cultural training for staff and students has fostered an improved and supportive environment for Aboriginal learners.</p> </div> <div data-bbox="1377 1084 1879 1300" style="border: 1px solid black; padding: 5px;"> <p>Curriculum renewal and community-based delivery have increased student engagement and remain a top priority for the Aboriginal Learning Unit.</p> </div>

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

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

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	145,452	221
Other SAG Expenditure to Supplement OSAP	257,296	305
TOTAL	402,748	526

Data as of July 6th, 2010

- Did Canadore meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **YES** NO

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

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>The Financial Aid office will access the tuition/book shortfall list from the OSAP download site and meet the need of the students listed there. Any monies oeft over will be paid out to students who apply for financial assistance throughout the academic year.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs in 2010-11. If so:</p> <p>a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide</p>	<p>While the College has emergency loans available to students, we provide assistance to students using the tuition set aside funds and/or scholarships/ bursaries to help them with financial aid.</p>

5) Participation in the Credit Transfer System

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

Survey Years	Total # of Canadore graduates who participated in Graduate Survey (A)	# of Canadore graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Canadore graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2005-2006	802	118	14.7%	42,333	2,716	6.4%
2006-2007	898	76	8.5%	44,309	3,449	7.8%
2007-2008	802	91	11.4%	44,622	3,510	7.9%
2008-2009	633	61	9.6%	43,086	3,145	7.3%
2009-2010	642	56	8.7%	40,388	2,725	6.7%

- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-08 and 2008-09 graduates), the *percentage* of Canadore students who were satisfied or very satisfied with academic preparation for university was **82.2%**.

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

- Canadore has created internal opportunities for students who have graduated from one Diploma program to pursue a second related Diploma at an accelerated rate or to proceed to post-Diploma opportunities. Examples of this include:
 - Within the School of Hospitality, Tourism, and Culinary Arts graduates of any of our three Diploma programs (Culinary Management, Hotel Operations, and Food & Nutrition Management) can transfer to one of the other Diploma programs within the School and complete the second Diploma in as little as one year.
 - Within the School of Recreation and Leisure graduates of any of our three Diploma program offerings (Recreation Therapy, Sport Conditioning, and Recreation and Leisure Services) can transfer to one of the other Diploma programs within the School and complete the second Diploma in as little as one year.
 - Graduates of our Police Foundations program can continue their studies at the post-Diploma level in our Crime Scene Investigation Graduate Certificate offering.
 - Graduates of any Diploma program, outside of those offered in the School of Business, can continue their studies at the post-Diploma level in our Business Management Certificate offering.
- Canadore College has created partnerships with numerous Universities to allow graduates easy articulation to degree programs. Some examples include:
 - Articulation with Brock University for Recreation programs
 - Articulation with Southern New Hampshire University for Hospitality programs
 - Articulation with Nipissing University for numerous program areas
 - Articulation with Athabasca University for numerous program areas

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

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

The School of Hospitality, Tourism and Culinary Arts provides graduates of our certificate program in Culinary Skills to transfer into year 2 of our 2-year program in Culinary Management or Culinary Administration. Graduates of any of our 2-year diploma programs (Culinary management, Hotel Operations, or Food and Nutrition Management) can transfer to any other diploma program within the School and complete it in as little as one year.

Graduates from any of our 2-year programs can transfer into one of our 3-year advanced diploma offerings.

Graduates of any of our 3-year advanced diplomas within the School can take advantage of our articulation agreement with Southern New Hampshire University to pursue their 14-month Bachelor of Applied Science in Hospitality Administration.

The School of Recreation and Leisure provides graduates of our one-year certificate programs (Ecotourism and Recreation Therapeutic Assistant) the opportunity to transfer to year 2 of any of our two-year diploma programs (Recreation Therapy, Sport Conditioning, or Recreation & Leisure Services).

Graduates of any of our two-year Diploma programs can transfer to year 3 of our 3-year advanced diploma in Recreation & Leisure Services Administration or continue their studies at Brock University's Recreation degree program via our articulation agreement.

Graduates of our 3-year Advanced Diploma in Recreation & Leisure Services Administration can also continue their studies at Brock University's Recreation degree program, via our articulation agreement.

Canadore College launched the Pre-Trades/Pre-technology program in 2009/2010. The program was designed to provide students with the knowledge and skills required to pursue further education in a variety of skilled trades areas. The program also allowed students who were unsuccessful in the fall semester to join the winter semester in Pre-Trades/Technology and continue their studies. Approximately 15 students chose to transfer to the winter semester in Pre-Trades/Technology.

6) Class Size

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

Class Size	Number of Classes	Percentage of Total Classes
Less than 30 students	465	68.9%
30 to 60 students	185	27.4%
61 to 100 students	22	3.3%
101 to 250 students	3	0.4%
251 or more students	0	0
Total	675	100

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

Within our School of Recreation and Leisure, we have created a flexible course delivery strategy that allows students to complete many of their courses when and how they want, within overall constraints. For courses that are predominantly theory-based, students are scheduled into one class section that provides in-class delivery of coursework as well as distance delivery of coursework simultaneously via Contact North. In addition, the class sessions are taped and students who may have missed a class due to illness, a college-supported athletic event, or other reason are able to review the class at their convenience. This strategy has allowed us to deliver classes of 120 or more in rooms that can accommodate 75 students or less. Our students enjoy the flexibility that this delivery strategy offers them and most students within the School have chosen to take at least one course via the distance option.

A Pre-apprenticeship program has also been offered in the community of Wikwemikong for a cohort of 30 students. This delivery includes physical classroom and shop space for this 18 week delivery. Program faculty and support personnel were recruited from the local community to support this delivery.

7) Online Learning

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

Within our School of Recreation and Leisure, we have created a flexible course delivery strategy that allows students to complete many of their courses when and how they want, within overall constraints. For courses that are predominantly theory-based, students are scheduled into one class section that provides in-class delivery of coursework as well as distance delivery of coursework simultaneously via Contact North. In addition, the class sessions are taped and students who may have missed a class due to illness, a college-supported athletic event, or other reason are able to review the class at their convenience. This strategy has allowed us to deliver classes of 120 or more in rooms that can accommodate 75 students or less. Our students enjoy the flexibility that this delivery strategy offers them and most students within the School have chosen to take at least one course via the distance option.

With the support ending for its current learning management system (LMS) Canadore embarked on a search for a potential new LMS that would provide both students and faculty with the best option suited to learning and teaching needs. To preface this work, the College prepared a preliminary e-learning strategy in order to begin the process and to assist in the guiding principles around the advancement of Canadore's online activity.

8) International

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

- Canadore reported to TCU that International Enrolment* in 2009-10 = 72.

- In 2009-10, Canadore reported to TCU the following top 3 source countries for international students:
 - 1) China
 - 2) India
 - 3) Mexico/Jamaica

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Canadore had in 2009-10:
 - Outbound students = 11
 - Inbound students = 0

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Canadore in 2009-10 = 749,798

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Canadore had outside of Canada in 2009-10 = 0.

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

Campus Name	City/Municipality	Country	Total Enrolment
N/A			

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

Expand exchange programs to educational institutions in Barbados and Costa Rica.

Provided cultural awareness training for students.

Redefine the International Planning Framework to reflect current markets and provide framework for future marketing initiatives.

9) Supply Chain Compliance

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

- Please confirm that in 2009-10 Canadore adopted the Government of Ontario's Supply Chain Code of Ethics: **YES NO**
- Please confirm that in 2009-10 Canadore adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **YES NO**
- In 2009-10 did Canadore participate in the Ontario Education Collaborative Marketplace (OECM)?: **YES NO**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: 90,300.00

Ministry of Training, Colleges and Universities

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

The College has been working with suppliers who have won contracts through OECM to secure the pricing available to us. We have signed contracts for custodial supplies, office supplies, fine copy paper, courier, and multi-functional devices and printers. We have been working collaboratively with our college partners in obtaining competitive rates for energy and gas.

The College has been working with OECM assisting with their tender for computers, and will continue to work with and benefit from group purchasing.

10) Space Utilization

- In 2009-10, did Canadore have a Space Utilization planning process in place to assess and optimize academic space utilization?
YES **NO**
- If yes, please indicate in the space below the methodology used to inform Canadore's academic space utilization planning process:

Canadore does not have a formal Space Utilization planning process; however, our Scheduling Officer does provide reports to the administrative team on the demands for space and specifically the types of spaces that are in high demand (e.g. multi-media classrooms). We use this to help guide our use of funds for re development or re-purposing of classrooms, labs, and shop spaces.

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

11) Student Satisfaction

- Per the KPI results reported in 2009-10 the student satisfaction rate at Canadore for *KPI Question #14* “Overall, your program is giving you knowledge and skills that will be useful in your future career” = **89.3%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Canadore for *KPI Question #26* “The overall quality of the learning experiences in this program” = **83.7%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Canadore for *KPI Question #44* “The overall quality of the facilities/resources in the college” = **61.3%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at Canadore for *KPI Question #45* “The overall quality of the services in the college” = **64.9%**

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

Canadore College is improving student satisfaction by creating a circle of care type of support system where no wrong door exists in accessing service. Retention activities now begin the second that students apply to the College and extend beyond graduation. Activities include personalized phone calls, immediate referral to support services from faculty, improvements to service awareness through the use of the customer management software system and personalized service through early alert systems and personal ambassador mentoring.

Facilities renewal is a key activity that is improving the student experience. Student lounges, model classrooms, additional electronic classrooms, residence renewals and functional service areas are undergoing renewal to be comfortable, flexible, accessible and welcoming to all students to ensure that their campus experience is safe, inviting and supportive.

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at Canadore = **66.4%**
- Please provide one or more example in the space provided below of a promising practice that Canadore used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Canadore College expanded on orientation and retention activities during the 2009-2010 academic year to include reduced wait times through the adoption of an online textbook ordering program, deferral of textbook purchases to OSAP, enhanced services for Counselling and AccessAbility Services at the Aviation and Parry Sound campuses, outreach to faculty in the delivery of more than 40 in-class/departmental workshops and through direct investment in student facilities including residence, athletics, and lounges.

The Counselling office was reorganized to include the NOARC consortium, reducing wait times for psycho-educational assessments and the inclusion of the Aboriginal learners in the diagnosis of learning disabilities. Enhancements to the loan closet also extended the availability of assistive devices to Second Career learners which improved their performance and graduate success rates.

The Aboriginal Learning Unit tightened community driven support frameworks for Aboriginal learners to include early alert processes with sponsorship agencies, improved communication among counselors, and pre-orientation programs.

All have led to early support strategies and improved retention of aboriginal learners.

13) Graduate Employment Rate

Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Canadore = **86.2%**

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

Collaboration between Career Services, the Alumni Association, and program faculty supports a strong graduate employment rate. Supports in resumé writing and interview techniques are embedded into many program activities, preparing students to compete for jobs before they leave the institution. Job postings and position vacancies are also gathered and shared through these networks and circulated to potential and new graduates to assist them in their search for meaningful employment.

The early interventions that are in place for Canadore students to support growth also build a sense of self-advocacy, presentation and confidence that translates into employment for under-represented individuals. Research is also underway to position the College as a leader in providing immediate supports to students who are graduating after accessing our AccessAbility Services department to support bridging to employment.

14) Student Retention Rates

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

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1 st to 2 nd Year	81.4%	80.3%	77.5 %
2 nd to 3 rd Year	93.4%	79.11%	80.0%
3 rd to 4 th Year	100%	94.9%	93.0%

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

Canadore's retention is calculated by taking the distinct incoming students over the academic year and dividing it by the amount of students who have been withdrawn or withdrew on their own and did not continue on to the next academic year plus the students who were in good status but did not return to the next academic year.

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

The continued evolution of the student experience at Canadore took another step forward just in time for the Fall semester. Student Services has introduced an early intervention e-mail mechanism to assist staff and faculty in identifying potential student success issues as they arise.

Implemented Learning Strategist, Counselling position at the Parry Sound Campus, ½ day per week, and introduced a broad slate of students at our smallest campus including library services, wellness activities, a loan closet for assistive devices and improved testing services.

15) Quality of the Learning Environment

Please provide information in the space provided below of what Canadore did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

During 2009-2010, Canadore College improved the quality of the learning environment for students in a variety of ways, including:

Computer Labs:

- Upgraded 181 student computers in 2009-2010
- This represents approximately 1/3 of Canadore student computers

Hyper-V R2:

- Infrastructure supporting student services upgraded to Hyper V R2 resulting in high availability (99.999%) and fully redundant servers
- Greatly improved speed at which future students services can be launched (virtual server infrastructure can be set up in a fraction of the time/cost of physical infrastructure)

Student wireless network expansion:

- Expanded student wireless network coverage by 50% (expanded from 26 to 40 wireless access points); promotes access to growing number of online student resources.

Student wireless network is now easier to access:

- Students can now access Canadore College student wireless network *without* the need to login/authenticate from their own device(s)
- This is due to improvements in security and network management tools
- Improves access to growing number of online services via students' own laptop/PDA/device

Canadore College streaming solution:

- Implemented streaming server to enable ease of streaming, recording and storing live events
- For example, all Canadore College Convocation ceremonies are live streamed via the Canadore website for public viewing; stored for reviewing.

iALU Portal

- Phase One of the iALU portal was developed and implemented to assist the College to streamline application and tracking for Aboriginal students.
- The portal enables Canadore College Aboriginal partners to work directly with College Admissions and the ALU to improve the Aboriginal student experience at Canadore.

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Quality of the Learning Environment CONTINUED

Classroom Technology Improvements

- 12 new electronic classrooms: this brings the total number of electronic classrooms to 55 across all campuses; the 12 new e-classrooms represents a 28% increase for the College
- 12 Control systems: the classroom audio-video control systems allow teachers to easily switch between various classroom technologies conveniently from the front podium in each classroom
- 13 existing data projectors were replaced (within existing e-classrooms)
- Added additional educational technology available for use by all faculty including:
 - o 17 Digimemos
 - o 5 Flip video cameras
 - o 4 document cameras
 - o 7 additional microphone systems to enable class capture

Continued investment in the replacement and upgrading of classroom learning/training resources in various program areas, namely: Automotive Service Technician, Hospitality, Carpentry, Machinist, Marine Engine & Small Engine Technician, Truck and Coach Technician and Welder and Metal Fabricator. Total investment in these upgrades was approximately \$494,000. Examples of equipment replaced and upgraded includes but is not limited to the following: test equipment (analyzers, testers, oscilloscopes), food preparation equipment, electrical and safety upgrades to shops to accommodate new equipment and meet new standards, inboard/outboard boat & trailer package, snowmobile, ATV, single axle truck cab and chassis, tandem axle truck cab & chassis, two running engines, CNC equipment and upgrades.

Utilizing both CERF and Apprenticeship Enhancement dollars, Canadore's trades programs and apprenticeship offerings were able to acquire new training aids to support program delivery.

The introduction of simulator equipment at the Aviation Campus, new trucks, boats and diagnostic equipment in the transportation trades were but a few of the training aid upgrades to most of the trades related programs at the college.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES
• Increased Participation of Under-Represented Students — Programs/Strategies

As part of its 2008-09 Report Back Canadore was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Blended delivery of full-time programs: Increasing the opportunities for students to access courses online as well as in person adds flexibility and improves access particularly for students with childcare and transportation issues.	Piloted delivery of full-time, day courses within the School of Recreation & Leisure using Contact North. Students could choose to be in class “live” or via distance or to review the taped class session at a later date.
Increased enrolment in smaller community campuses: Additional program offerings and blended delivery will allow greater access and grow enrolment at the Parry Sound and West Nipissing campuses.	Personal Support Worker delivered through Contact North. Partnership established with West Parry Sound Health Centre.
Enhanced outreach and recruitment to mature students: The College will continue to expand outreach to non-direct entrants with community-based adult retraining sessions as well as through development of more mature student focussed materials and services.	Open houses at each college campus targeted at mature students, especially those who potentially may apply for Second Career funding.

- **Small, Northern and Rural (SNR)**

As part of its 2008-09 Report Back Canadore was asked to describe how it would continue to build on its existing SNR strategy in 2009-10. Please identify the achieved results of these strategies for 2009-10.

Description of Transition Year SNR Strategy for 2009-10 (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Small community focus and increased flexible program delivery: Continue to develop and implement small community strategic plans, add more blended learning models to increase accessibility at all locations.</p>	<ol style="list-style-type: none"> 1. Collaboration with Contact North to explore and develop hybrid delivery models including a combination of online, distance and community based delivery to increase accessibility and opportunities for First Nations and Aboriginal learners. 2. Creation of a First Nations advisory committee in Parry Sound to inform program offerings and training opportunities again utilizing hybrid delivery models. 3. Completed 5-year sustainability plans for Parry Sound and West Nipissing campus locations.

- **Quality of the Learning Environment**

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

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Campus Life Strategy: Increased student engagement through enhanced communication electronically; ensuring full services available at all locations; student retention strategies</p>	<p>Services now available, student portal is the main source and method of communication, phone calls made by call centre also personalize service delivery.</p>

<p>Campus Facilities: Implementation of space utilization policy; enhanced learning spaces</p>	<p>Policy approved and adopted from College Council, added 25 new electronic classrooms, built model business classrooms, invested CERF dollars.</p>
<p>Staff Development: Ongoing focus on blended delivery; retention strategies</p>	<p>College-wide staff development is occurring in several key themes including cross-cultural awareness, supporting students with special needs and through all-staff PD such as the welcome back student retention activities in August 2010.</p>