

Multi-Year Accountability Agreement Report-Back

College:	St. Clair	Year:	2008-09
-----------------	------------------	--------------	----------------

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

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

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

MYAA Transition Year 2009-10

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

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

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

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

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

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so, eliminate any double-counting in the column, “Total Number Self-Identifying as Member of Under-represented Group”.

Measurement Methodology (including description)	Student Groups in Your Student Population				Total Number Self-Identifying as Member of Under-represented Group	Francophone Students	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	Mature Students			
	#	#	#	#			
Ontario College Student Engagement Survey (OCSES)	99	280	75	18	408	22	1129

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

Increased Participation of Under-Represented Students — Programs/Strategies

MYAA Report Back 2008-09

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



Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Aboriginal Students: Outreach & Programming	Enrolment	Increase participation by 10% (07-08 OCSES 99)	Yes	<p>Great efforts have been made in 2008 – 2009 to promote and enhance aboriginal services at St. Clair College, in addition to implementing student success strategies that will improve retention of aboriginal students. This includes the following:</p> <ul style="list-style-type: none"> ➤ Development of the “Internal Self Discovery” process to support student success. This includes students determining their own academic needs and pathways to obtain necessary skills to ensure post secondary success and lifelong learning. ➤ Promotion of study skills and academic remediation specifically targeted to aboriginal students. ➤ Enhancement and increased space dedicated for aboriginal students. ➤ Purchasing a variety of remediation resources (computers, software, assistive technology sources, etc). ➤ Contracting an Aboriginal consultant to engage and obtain feedback from Aboriginal communities, agencies and students. This included student surveys, focus groups and analysis of current barrier and gaps. ➤ Community development. Strategies to support community and student development included: <ul style="list-style-type: none"> ➤ Distribution of four financial bursaries to one Aboriginal male and one Aboriginal female at both our Thames and South Campuses. ➤ Hosting of an Aboriginal festival. ➤ Provided the opportunity for two Aboriginal students to attend the Aboriginal conference “Aditawazi Nisodit

				<p>Nisoditadiwin” in Ottawa.</p> <p>Although the Student Engagement Survey does not show an increase in aboriginal students, it is important to note that manual statistics kept within the Aboriginal Centre shows a steady increase in served Aboriginal students over the last three years (results shown below).</p> <p>Students Served by the Aboriginal Centre</p> <table border="1"> <thead> <tr> <th>06/07</th> <th>07/08</th> <th>08/09</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>71</td> <td>80</td> </tr> </tbody> </table> <p>St. Clair College has continued to pursue educational partnership opportunities to expand program offerings with the Anishinabek Educational Institute. Commencing, September 2009 AEI, in partnership with St. Clair College, plans to offer the Practical Nurse, Law & Security (Fast Track) and Police Foundation program. A Press Conference was held on April 14, 2009 by Grand Chief John Beaucaup and Dr. Strasser announcing this exciting agreement.</p>	06/07	07/08	08/09	48	71	80
06/07	07/08	08/09								
48	71	80								
Students w/ Disabilities: Outreach & Support	KPI capstone 44 & 45	Increase ratings (07-08 KPI #44 70.7%, #45 68.8%)	Process Ongoing	<ul style="list-style-type: none"> ➤ Very minor reductions were found in Capstone question #44 (moved to 69.7 % from 70.78%) and Capstone Question 45 (moved to 68.1% from 68.8%). ➤ KPI results for “student Satisfaction” increased slightly overall in 2008/2009 moving from 76.5% to 76.9%. ➤ Strategies implemented for outreach and support included the following: <ul style="list-style-type: none"> • Presentation at “Counsellor’s Forum” for all High School guidance Counsellors outlining Disability services. • Hosted numerous “Adjusting to 						



				<p>College” workshops for WSIB clients.</p> <ul style="list-style-type: none"> • Various High School visits to meet face to face with students to discuss Disability Services, Accommodation Plans, self advocacy, technology, process, etc. • Offered professional development workshops for St. Clair College faculty. • “Stop and Talk” sessions provided to St. Clair College students.
FG Research & Learning Support	Staff hires	Hire FT position	Yes	<ul style="list-style-type: none"> ➤ St. Clair College, in partnership with the University of Windsor, Windsor-Essex Catholic District School Board and the Greater Essex County School Board, was successful in seeking funding in a joint proposal with the main objective of engaging and encouraging First Generation students to continue their education at the post secondary level. ➤ A Coordinator was hired, funded by the above proposal on contract, who will research and facilitate initiatives proposed and agreed upon by the above project partners. Project efforts have been dedicated to concentrate on a group of tenth graders at two local high schools based on received feedback. ➤ In addition to the above, one full time contract position was added in 2008/2009 to assist St. Clair College with other First Generation/Access to Opportunity partnerships. Sample initiatives and strategies pursued include: <ul style="list-style-type: none"> • <u>NOW:</u> (New Outlook for Women Program). This program provides training opportunities to support women who lack college experience. Comprehensive

				<p>assessment, placement services and educational counselling are some of the services provided to break down systemic barriers to education.</p> <ul style="list-style-type: none"> • <u>School College Transition Program</u>: This initiative provides “hands on” college experience to young people who are at risk of leaving the secondary school system. The large majority of participants are First Generation students. This program provides comprehensive vocational counselling services and secondary education in a college setting. <p>➤ Bursaries in the amount of \$16,000 were allocated in 2008/2009 to assist First Generation students financially.</p>
Mature Student Recruitment & Support	Enrolment & retention	Increase enrolment by 5%, increase retention by 5%	Ongoing	<p>The College has developed marketing strategies geared to recruit Mature students (Open Houses for Assessment Centres, WSIB, CAW, Employment Agencies)</p> <p>Increased student supports have been made available to Mature students through Peer Tutoring, Student Success workshops, Math and Reading “walk-in” tutoring hours, etc. to encourage and ensure academic success.</p> <p>Enrolment has increased by 9.38% for 2008/2009 for Mature students.</p> <p>A retention rate of 75.71% has been achieved for Mature students in the 2008/2009 academic year which reflects an increase of 1.97% from 2007/2008.</p>

MYAA Transition Year 2009-10

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

Strategy / Program	Brief Description
1.	<u>Aboriginal Students</u> – Implement portions of the Aboriginal Post Secondary Action Plan in 2009/2010 and continue partnership opportunities for program specific offerings for aboriginal students.
2.	<u>First Generation</u> - Continue to pursue Bridging & Pathway opportunities such as dual credit, academic upgrading, etc.
3.	<u>Mature Students</u> - Development of dedicated strategies to increase retention of Mature students.

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

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	Implementation of Aboriginal student “Feedback Survey” and increased Aboriginal enrolment.
2.	Increased participation of First Generation students.
3.	Increase retention of Mature students by tracking student progress.

French Language College Collaboration

MYAA Report Back 2008-09

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

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

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

MYAA Transition Year 2009-10

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

Collaboration Strategy for 2009-10	Brief Description
Not applicable	

College Small, Northern and Rural

MYAA Report Back 2008-09

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

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

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Chatham Campus	Recreational / educational / wellness multiplex	Continue efforts	In progress	<p>St. Clair College has continued their efforts to raise funds for the Chatham Recreational HealthPlex. These efforts include:</p> <ul style="list-style-type: none"> ➤ Implementation of a mandatory student “HealthPlex” fee which was approved by Student Referendum and the College’s Fee Protocol Committee, commencing in Fall 2008. ➤ Submitted proposals to the Government of Canada to seek funding opportunities, under the following: <ul style="list-style-type: none"> a) Community Adjustment Fund. b) Knowledge Infrastructure Program.

MYAA Transition Year 2009-10

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

SNR Strategy for 2009-10	Brief Description
	<ul style="list-style-type: none"> ➤ Continue fundraising efforts to promote the HealthPlex/Wellness Centre at our Chatham Campus. ➤ Commence building project for the new funded “Technology and Trades” building at our Chatham

	Campus.
	Brief Description of Monitoring and Evaluation of Outcomes
	<p>➤ Fundraising target for the HealthPlex/Wellness Centre in Chatham includes the following:</p> <ul style="list-style-type: none"> • Raise \$250,000.00 from public funds by March 31, 2010. • Donation from the Municipality of Chatham to support the building of the HealthPlex/Wellness Centre for \$1M. <p>➤ 30% completion of the Technology and Trades building by June, 2010.</p>

2008-09 Student Access Guarantee

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

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

If you answered no, please explain.

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

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$275,827.00	238
Other SAG Expenditure to Supplement OSAP	\$303,495.00	501
Total	\$579,322.00	739

Date screen was last updated: 12 / 06 / 09

2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the

student access guarantee are outlined in the 2009-10 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

<p>Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be:</p> <p>a) Provided to those students who apply for institutional financial aid; or</p> <p>b) Automatically issued to students based on their OSAP information</p>	<p>St. Clair College will continue to automatically issue financial aid to all students with tuition/book shortfalls identified in the OSAP download file. The College once again allocated \$300,000 in the 2008/2009 budget to accommodate the tuition/book shortfall for all full-time students enrolled in post-secondary programs at St. Clair.</p> <p>In 2008/2009 tuition/book shortfalls were mailed out directly to identified, registered, students with a covering letter indicating it was part of the College's commitment under the "Student Access Guarantee".</p>
<p>If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee.</p> <p>- Identify any applicable deadlines.</p> <p>- Identify your communications strategies to inform students of how to apply.</p>	<p>NA</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. If so:</p> <p>a) Identify the programs by name and by OSAP cost code;</p> <p>b) Describe how you determine how much loan aid to provide</p>	<p>There should not be a need for St. Clair College to provide additional loan assistance. The College will continue to meet the "Student Access Guarantee" obligation through the use of "Tuition set-aside" funding, as outlined above.</p>
<p>Describe other financial support programs and strategies that your institution will use to assist students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.</p>	<p>St. Clair offers the following strategies to assist students facing financial barriers. Strategies include:</p> <ol style="list-style-type: none"> 1. <u>Tuition Bursaries</u> are available to provide financial assistance to full and part time students demonstrating financial need utilizing funds from Tuition Set-Aside monies, over and above the Student Access Guarantee funding. 2. <u>Entrance Awards</u> are based on high school academic averages and financial need. The College offers varied dollar amounts to students based upon academic grades. Scholarship awards (non-renewable) are offered to at least one male and one female from each local high school. Entrance awards (non-renewable) are offered to students dependent upon criteria being met.



	<p>3. <u>Emergency Loans</u> are available to provide urgent assistance for students. Typically, these types of loans are short term in nature. Tuition bursaries continue to be the first avenue pursued when accessing tuition assistance.</p> <p>4. <u>Work Study</u> budget for the 2008/2009 budget year was set at approximately \$700,000.00 to provide students the opportunity to gain employable skills and experience while helping them financially with their academic studies.</p> <p><u>Other</u> means of financial assistance continue to be provided whenever an opportunity presents itself. St. Clair College makes <u>every</u> effort to support the financial needs of all students. Personal deferrals or payment plans are established if personal circumstances dictate the necessity of the additional support.</p>
<p>Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.</p>	<p>In the event that a student disagrees with the financial assistance provided as part of the Student Access Guarantee, the student is able to dispute the specified dollar amount, and proceed with a review. The review would consist of the following:</p> <ol style="list-style-type: none">1. The calculated tuition/book shortfall stems from the information gathered on the individual OSAP application. The student's application would be reviewed for accuracy. In the event changes are required, the student's application would be reassessed, as outlined in the OSAP review policies and procedures.2. Once a thorough analysis has been completed, the student is able to participate in a personal interview with the Associate Registrar (Financial Aid Administrator). During this meeting, the student is provided the opportunity to reveal extraordinary circumstances that may have caused an increased financial need. <p>The student is required to complete a Financial Needs Assessment. If additional needs have been determined, the Associate Registrar, at his/her discretion will fulfill the modified 'shortfall' utilizing funds made available through the Tuition Set-Aside, external bursaries, emergency loans, etc.</p>

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

B. QUALITY

Quality of the Learning Environment

MYAA Report Back 2008-09

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

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Teaching & Learning Excellence	% of courses outcome-based model	25% of courses	Yes	<p>Well in excess of 25% of our courses have course learning outcomes.</p> <p>The Curriculum Development Office has, and will continue to provide training and workshops on program mapping and learning outcomes.</p> <p>Next steps will include:</p> <p>A new “Course Outline Template” with an emphasis on properly drafted learning outcomes and properly identifying “General Education” learning outcomes. This new model will require the identification of essential employability skills that are being taught and measured.</p> <p>All course outlines will be expected to map the outcomes to the measurement or assessment instruments and techniques. Clarity around the grading components and weighting will also be required.</p>
Educational Resources	Satisfaction	1% increase in satisfaction w/ quality of learning experience (07-08 KPI #26 79.4%), satisfaction w/ labs, 2% increase overall satisfaction (07-08 KPI 76.5%)	Yes	<p>Approximately \$1.3M dollars was spent on Academic capital in 2008/2009 to support software, hardware, classroom/lab upgrades and lab equipment.</p> <p>A modest increase in KPI ratings was realized in 2008/2009 for Capstone question 26 (quality of learning experience) moving from 79.4% to 81.3% and an overall</p>

				<p>increase was reached in the KPI “Student Satisfaction” rating from 76.5% to 76.9%.</p> <p>Capital expenditures are planned in 2009/2010 to continue to update Academic capital and to enhance/increase academic space.</p>
Program Reviews	# reviews	7 identified reviews (07-08 7 programs reviewed)	In process	<p>Two additional programs participated in a program review during the 2008/2009 academic year. This included the Law Clerk program and the Hotel and Restaurant Management Program.</p> <p>In addition to the above great efforts were made in 2008/2009 to develop a new “Review” process. This review process is comprehensive and includes curriculum, KPIs, Instructional Feedback results, program costing, admission criteria, enrolment numbers and General Education compliance.</p> <p>Implementation of the new Program Review Process will commence in the 2009/2010 academic year.</p>
Modes of Delivery	# web-based courses	10 web-based courses	Yes	<p>Numerous post secondary courses are now offered in both “traditional delivery” and “on-line” to provide flexible learning opportunities for St. Clair students.</p> <p>St. Clair will continue to pursue new offerings in alternative formats.</p>
Student Support Services	Retention & KPIs	77% retention 0.5% increase in KPIs (07-08 Grad rate: 65.7%, Empl. Satis: 93.5%, Grad empl: 89.4%, Student Satis: 76.5%, #45 68.8%)	Ongoing	<p>Ongoing review of KPI data will continue to take place in the 2009/2010 academic year. Formal strategies to enhance services and increase ratings have been documented and will be implemented.</p> <p>Student success strategies and workshops have been developed and will continue to be offered to promote services, motivate students and support student success in 2009/2010.</p> <p>KPI Ratings:</p> <ul style="list-style-type: none"> • Graduation Rate: 65.7% to 66.0% (Exceeds Provincial average of 64.6%) • Employer Satisfaction: 93.5% to 93.1% • Graduate Employment: 89.4% to 89.2% (Exceed Provincial average of 88.9%) • Student Satisfaction: 76.5% to 76.9%

				<p>Capstone Q #45: 68.8A% to 68.1%</p> <p><u>Retention:</u></p> <ul style="list-style-type: none"> Retention rate for 2008/2009 has slightly decreased to 74.16%.
--	--	--	--	--

MYAA Transition Year 2009-10

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

Strategy / Program	Brief Description
1.	<u>Implementation of an Instructional Feedback Survey (IFS) to promote ongoing quality improvement in academic programming. The survey will seek feedback on the delivery and content of curriculum, the methodologies of teaching, and the diversity of teaching supports.</u>
2.	<u>Academic Program Quality Assurance Review. This includes implementation of the newly developed Academic Program Review and Renewal process.</u>
3.	<u>Implementation of the new "Course Outline" Policy to promote and recognize the fundamental and vital importance of the "Course Outline" in the process of teaching and learning at St. Clair College.</u>
4.	<u>Progress with the development/building of the Centre for Applied Health Sciences.</u>

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

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	<u>Implementation of the IFS survey for all faculty by February 2010.</u>
2.	<u>All academic programs to complete an internal Program Review by June 2010.</u>
3.	<u>All post secondary courses to comply with the new Course Outline template by June 2010.</u>
4.	<u>30% completion of the Centre for Applied Health Sciences building by June 2010.</u>

Student Success: Student Retention Rates

MYAA Report Back 2008-09

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

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1 st to 2 nd Year	77% (07-08 74% / 75%)	Windsor: 71.53% Thames: 76.64%	The College will continue to collect and analyze retention statistics. Greater emphasis will be taken in communicating available services to 1st year students while targeting academic and student services and strategies to support academic success. This includes tutoring, academic advising, counselling and nurturing foundational skills, such as Math and English.
2 nd to 3 rd Year	84% (07-08 93% / 88%)	Windsor: 87.66% Thames: 81.08%	
3 rd to 4 th Year	n/a (07-08 87%)	Windsor: 100% Thames: NA	

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

MYAA Transition Year 2009-10

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

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

C. ACCOUNTABILITY

MYAA Report Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space:

<http://www.stclaircollege.ca/about/corporatedocuments.html>

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

MYAA 2008-09 Report Back Contact	
Name:	Patricia France, Senior Vice President, College Operations
Phone:	(519) 972-2702
Email:	pfrance@stclaircollege.ca

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

Increased Participation of Under-Represented Students

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

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

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

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

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

Quality of the Learning Environment

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

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

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

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

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

APPENDIX B: Example of extended / consolidated programs and strategies

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

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

Transition Year 2009-10

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

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