

Multi-Year Accountability Agreement Report-Back

College:	Cambrian	Year:	2008-09
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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			
	#	#	#	#			
OCSES	132 (15%)	189 (21%)	98 (11%)	23 (3%)	358 (41%)	106 (12%)	883
Student Satisfaction Survey	12%	21%		53%		9%	2554
Own college report that identified students 21 years of age and older	265	Not available		2522			
ISIS	391	Not available	820	948		367	

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
Outreach: Aboriginal, FG & Adult Learners	Enrolment	2% overall enrolment growth; 1% growth each for FG, Adult learners & Aboriginal	1.9% overall	We were very close in meeting our target. Activity in the part-time and adult training area fell short of our projections based on the economic downturn. We have increased the number of intakes for upgrading activity this year and expect to see increases in overall activity with the Second Career Initiative. First Generation 10.8% decline (extrapolated from Student Satisfaction Survey) Adult learners no growth Aboriginal 2% increase (using ISIS numbers year-over-year change)
Retention: Aboriginal, FG & Adult Learners	Retention	0.5% increase over 07-08 results	6.5% overall increase (based on College first year retention rate)	Target surpassed.
Students w/ Disabilities	Enrolment	1% increase in enrolment of students w/ disabilities (07-08 OCSES 84)	2.4% inc.	Target surpassed. 820 students serviced 08/09 compared to 801 for 07/08
FG Students	# of FG students reached	FG students reached (07-08 254 FG participants in coaching & career testing)	6500 FG contacts made	Target surpassed. This number represents the cumulative total for all outreach activities targeted at FG. These include participants in Cambrian's First Nations Camps, mall booths and the 18th calendar (~5500) that is distributed across the northern part of the province to Aboriginal communities, school boards, and agencies.

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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.	Outreach activities in rural, remote and Aboriginal communities to parents, band leaders & students in Gr. 7-10.
2.	Partnerships with Aboriginal institutions to increase program offering/opportunities.
3.	Community based program delivery and trades training delivered through Mobile Training Trailer.
4.	Increase number of Dual Credit offerings.
5.	Establish Flexible Delivery Committee to identify and develop more flexibility in program delivery to meet needs of adult learner and second career initiatives.

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.	Tracking of participants from first year of outreach activity.
2.	Feedback survey mechanisms.
3.	Number of participants.
4.	Self-identification encouragement through access to services.

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
Programs & Services	Enrolment & retention	2% overall enrolment growth; 0.5% growth in retention	1.9% Yr1-2 = 85% Yr2-3 = 89% Yr3-4 = 97%	<p>We were very close in meeting our target. Activity in the part-time and adult training area fell short of our projections based on the economic downturn. We have increased the number of intakes for upgrading activity this year and expect to see increases overall activity with the Second Career Initiative.</p> <p>Enrolment was also impacted by limited availability of housing accommodations. To address this, Cambrian is nearing completion of a new 178 bed residence which will be available for fall 2009.</p> <p>7 programs operated despite low numbers to continue to meet the needs of the North.</p> <p>3 Programs delivered in small outlying areas to meet community needs: - Personal Support Worker in Espanola</p>

				- Early Childhood Education – Thunder Bay and Sagamok
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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
	6 new programs approved for fall 2009/10 delivery: Environmental Monitoring and Impact Assessment Grad. Cert., Animation Adv. Diploma, Art & Design Fundamentals Certificate, MRI Grad. Cert., Truck and Coach Technician, and Instrumentation Technician/Technology.
	Construction of Sustainable Energy Centre and 6 associated research pavilions.
	Brief Description of Monitoring and Evaluation of Outcomes
	Program Renewal (Review) process. Increased capacity for applied research activities and student/faculty participation.

2008-09 Student Access Guarantee

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

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

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
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Expenditures for Tuition / Book SAG Amount	81,799	97
Other SAG Expenditure to Supplement OSAP	124,844	66
Total	206,643	163

Date screen was last updated: 10/06/2009

** These expenditures include the \$96,738 in SAG aid through TSA-funded Work Study placements that were reported separately to the Ministry.

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.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a) Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information	Students who have been flagged by the Ministry to have unmet need will be provided with one-on-one advising and financial counselling services. To ease the process for these students, a full package containing all available financial supports, including the required application forms will be reviewed with the students during the OSAP disbursement process in both the fall and winter semesters. Students will be assisted through the package and asked to complete the application forms appropriate to their situation. The advisor will help them identify and follow through with the processes. The Manager of Financial Aid will review the application and based on the assessment, a determination of how much assistance is required will be made. The amount will be remitted to the student in February in the form of a bursary.
If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee. - Identify any applicable deadlines. - Identify your communications strategies to inform students of how to apply.	See above response
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: a) Identify the programs by name and by OSAP cost code;	We do not plan to provide loan assistance.

<p>b) Describe how you determine how much loan aid to provide</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>Students with unmet need will be offered the opportunity to apply to work on campus as a means to assist them in meeting their financial obligations. In addition, we provide assistance through a hardship bursary, a book voucher and food voucher program. These programs are aimed at assisting students based on their individual situation and provide case by case flexibility.</p> <p>The college has also modified the criteria for its entrance scholarships by providing students with unmet need a higher weighting.</p> <p>The college's scholarship and bursary program also adds weight to the unmet need criteria as part of its selection criteria.</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>Students wishing to appeal the amount of institutional financial assistance provided to them will be asked to meet with the Registrar/Director of Student Affairs to have their case reviewed informally. Should the student not agree with the decision of the informal review, the student can pursue a formal appeal by submitting a request in writing to the Vice President Student Services and Strategic Initiatives. Given the seriousness and impact of the decision, the appeal process will take place as expeditiously as possible.</p>

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

Attached is a summary of the strategies that we currently use for providing financial support through on-campus employment opportunities for our students.

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
Staff Recruitment	Student-faculty ratio; average class size	25:1 (07-08 17:1); Class size below 25 (07-08 22)	22:1 Student-faculty ratio 23 Avg. Class size	We have surpassed our targets.
Professional Dev't for Professors	Student satisfaction	Satisfaction & graduate satisfaction over 80% (07-08 Satis. 75.4%; Grad Satis. 87.2%)	Student Satis. 77.8% Grad. Satis. 85.4%	2.4% increase in Student Satisfaction. Cambrian's grad satisfaction rate exceeds the provincial average. Telephone based surveys traditionally yield lower response rates-respondents asked over 100 points. Many refuse to complete; many contacts unreachable or information is no longer valid. Completion rates have declined almost 12% over the last 4 years. Cambrian's completion rate is 64.7% (73.8 province)
Workplace Experiences	# of students in workplace or co-op; increase graduation & employment	1% improvement in grad & employment	# of students in co-op work terms = 427 Grad. Satis. 98% Grad. Rate 67.86	The number of students in co-op work terms increased by 10.3% (n= 387) from 2007-08. 97% in 2007 vs 98% in 2008 – met our target Our graduation rate decreased from 68.63 in 2007/08 to 67.86% in 2008/09 primarily because the numbers of students involved in our coop diploma programs are excluded from the calculation. If we were to include them, our grad rate for 2008-09 would have been 79.12%
Enrolment	Enrolment growth	2% annual enrolment growth	1.9% overall	We were very close to meeting our target. Activity in the part-time and adult training area fell short of our projections based on the economic downturn. We have increased the number of intakes for upgrading activity this year and expect to see increases in overall activity with the Second Career Initiative.

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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.	Maintain practice of hiring full-time professors and instructors to keep class size at target.
2.	Increase in development of online/blended learning objects.
3.	Maintain best practices as commended in Cambrian's PQAPA report – Dynamic Course Outlines, E-Grades, and Program Renewal model.
4.	Provide additional support to part time faculty.

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.	KPI- provincial.
2.	Institutional and program level balanced score-cards.
3.	Retention rates.

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	78.5%	85%	Target surpassed.
2 nd to 3 rd Year	85.5%	89%	Target surpassed.

3 rd to 4 th Year	90%	97%	Target surpassed.
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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.cambriancollege.ca> – Can be located in the "About Cambrian" link, "Corporate Information" page

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	
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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 their need to succeed in their studies and persist to year two of their programs.

Consolidated or extended Quality Strategy / Program	Description of Monitoring and Evaluation of Outcomes
1. Entering Student Success Strategy: Student Services & Supports	<p>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.</p> <p>We will also continue to monitor the overall retention rate for 1st to 2nd year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010.</p>