

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

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

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

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

The release of the full amount of your 2008-09 funding is conditional on the ministry approving your completed Multi-Year Action Plan. Thereafter, the ministry will review your Action Plan annually to discuss progress made on the commitments outlined in your Action Plan.

The release of the full amount of your 2008-09 and 2009-10 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

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

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

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

**The Mission Statement, Values and Strategic Plan are all current to 2013 as reflected in Cambrian's annual plan and business plan.**

## **A. ACCESS**

### **Increased Enrolment**

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

## Increased Participation of Under-Represented Students

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

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

### How Cambrian collects the data

- Cambrian serves the Sudbury, Manitoulin and North shore region, the region with one of the highest number of Aboriginal populations in the province. Aboriginal students self-identify on their application to college. The Cambrian Native Students’ Association tracks the students who attend their events and use their services, as does the Wabnode Institute. The Registrar’s office is able to track those students who are sponsored by their Band to attend College. Unfortunately, these are the only methods available and they are not very effective in capturing the full number of aboriginal students who attend without Band support and who chose not to self-identify.
- Information on First Generation students has been and will be collected via the following methods: new provincial student engagement survey, and anecdotal information supplied by elementary and secondary school teachers when they are engaged on campus. Also, information from the OCAS applicant and Student Satisfaction surveys provide some additional data.
- Students with low incomes are identified when they apply for on campus jobs funded under tuition set aside funds or when they apply for hardship bursaries.
- Students who are at risk because they have learning disabilities self identify by making use of the services provided by the Glenn Crombie Centre for disability services. We are able to track only those who self-identify.
- Counsellors are able to capture some of the students who fall into these groups but, unfortunately, that is usually when the student is withdrawing from the College and we are conducting an exit interview.
- Cambrian is beginning to track the numbers of students reporting with mental health disabilities and autism spectrum disorders as this group of learners is particularly vulnerable and may require a higher level of service beyond even that we provide at a very high level to all learners with disabilities.

Please provide a description of your institution’s strategies and programs that will support the increased participation of aboriginal, first generation, and students with disabilities, as appropriate to your

institution's unique focus. Colleges should use this box to input any strategies and programs that they may have with respect to mature students:

### **Current Activity 2008-09**

Cambrian College has an ongoing commitment to providing access and support to all students with a particular focus on aboriginal, first generation, adults, and learners with disabilities. The following strategies outline the programs and services currently in use, particularly those that have been developed and implemented in **2008/09** with the Access, Quality and Excellence funding provided.

### **New Programs**

- 7 new programs were approved by the Board of Governors for delivery.
- 3 community-based programs offered with 3 different partners; increase of 37 students and 10 faculty participants in communities.
- Early Childhood Education program was offered as Alternate Delivery.

### **Development of on-line courses and learning objects**

- The College saw a 2.41% increase in students registering with Cambrian College to take online courses offered through Ontario Learn.
- Post secondary online/object development continued to increase particularly in trades, technology and health science programs. Overall, the college had over 1400 e-learning activities identified as part of post secondary curriculum delivery.
- A new hybrid course is slated to begin in 2009-2010 "*Providing Customer Service for Persons with Disabilities*". This course will be offered as a general education course for students as part of their program requirements as well as for any learner to meet the requirements of the Customer Service Standards through the AODA, 2005. In addition, college personnel will be encouraged to access this course.

## **New Services to improve Retention**

### **Adult Learners**

- **Adult Learner Friendly Institution (ALFI).** The College undertook further implementation of best practices from the audit of the Adult Learner Friendly Institution research. College policies and procedures were updated to reflect an adult learner focus. Various college academic departments explored new, flexible delivery options. As well, a Mature Student specific orientation was held in September.
- A Flexible Delivery Committee was initiated to enhance and advance the flexible delivery options considered and implemented at Cambrian College with the ultimate goal of providing a variety of accessible, academically sound, and operationally and financially sustainable education and training opportunities for learners.

### **Students with Disabilities**

- The Glenn Crombie Centre continues to address accessibility issues for 820 learners with disabilities (including an increasing number identified with multiple disabling conditions) through a wide range of supports and services including:
  - Textbooks provided in alternate format and piloting technology developed under the Liberated Learning project. The Glenn Crombie Centre is also part of the provincial pilot project of several colleges and universities working with the Ministry of Education to share electronic textbooks for learners with disabilities.
  - In-class note takers for students who are Deaf, deafened or hard of hearing when required.
  - Learning strategies, both 1:1 and workshops
  - Testing accommodations (approximately 1500 each semester in Sept & Jan)
  - Access to two assistive technology labs with two certified assistive technologists
  - Student-use rooms for quiet study or access to technology
  - Specialized personal care rooms including five adjustable beds, two commodes, two ceiling lifts, one mobile lift, accessible private shower, plus two fully accessible washrooms.
  - Professors are provided with support and assistance in the development and delivery of curriculum and evaluation approaches that enable universal access and include addressing the needs of students with disabilities in their classrooms and programs.
- **Strategy Club.** This club was developed as a learning community and was run by a team member throughout the year. This provided students with learning disabilities a place to socialize and problem solve in a safe and supervised situation. Students rate this activity very highly in feedback evaluations.
- **Tutoring.** Staff instituted a scheduled tutoring service for students with disabilities to assist them through the Independent English program. Many students who might not otherwise have been successful found these regular sessions of great benefit.
- **Physical Accessibility.** The college continues to allocate dollars annually to addressing physical accessibility issues on campus through its Accessibility Plan and prioritized by the Accessibility Working Group.
- **Specialized Equipment.** On the cutting edge of learner support, Cambrian supports acquisitions through The Glenn Crombie Centre annual budget to promote a high level of support. In addition to a wide range of assistive devices such as specialized keyboards, switches and specialized

peripherals, the Centre also hosts a specialized input device that uses the eye movements of the severely disabled user to control all programs on the computer, thereby supporting computer access for individual with no other method of input. In addition, the Centre hosts a Braille printer which can be accessed by any department in the College to maintain information access to customers who prefer documents in Braille.

- **Specialized Software.** In addition to the assistive software available to students within the GCC, the College also maintains three specialized software products on the server, Kurzweil 3000 (a screen reader), textHelp Read and Write (a writing assist software) and Dragon Naturally Speaking (voice recognition software). This means that any learner or staff person in the college has the full use of these assistive technologies wherever they happen to be in the College, supporting Universal Design and just in time access.
- **Specialized Programming.** Cambrian offers three unique programs to address the special needs of some learners with disabilities who require a specialized curriculum or transition curriculum. *Transition to College Program* for learners with complex learning disabilities, *College Vocational Program* for students at the concrete level of 'below average', and *Building Bridges Program* for learners with developmental disabilities.
- **The Northern Ontario Assessment & Resource Centre**, a consortium of all northern colleges and universities, operated from Cambrian College, is a major initiative that supports learners with disabilities. This Centre provides no cost assessments to any student who presents at the disability offices at the 11 northern institutions as having a possible learning disability. Annually, over 300 learners are provided with high quality assessments that assist Disability Offices in providing services and supports. In addition, this Centre supports research activities related to learning disabilities. Currently supported by two HEQCO grants to study the impact on the postsecondary system of the increasing numbers of learners with Autism Spectrum Disorder and also the employment outcomes of learners who have received an assessment at NOARC or the sister site, the Regional Assessment & Research Centre at Queen's University and who have graduated, the research potential of these sites is just now being explored.

In addition, NOARC completed a project through the Aboriginal Opportunities Fund to investigate the efficacy of screen readers for learners with self expressed reading difficulties.

This Centre, provides a unique approach to assessments that ultimately benefits a vulnerable population, the institutional staff who support them, and our students enrolled in related disciplines through placements and internships across the North.

### **Aboriginal Students**

- **Wabnode Institute.** The Wabnode Institute provides services and support to assist First Nations and Metis students make the transition to College. A peer tutoring mentoring service is available to student who may be experiencing academic difficulty. An active liaison exists with First Nations Band Education offices and community Native sponsoring organizations to help First nation/Metis students maintain a communication link with their communities and organizations. Outreach activities include recruiting and community based program delivery. Personnel from Wabnode provide assistance in resume writing, job search strategies, networking and student profile development.

### **First Generation Students**

- In 2008-09, the College provided a Mature Student specific orientation to ease their transition to a college. As well, in order to familiarize new students with our College, we provided guided

timetable tours to all interested students prior to the start of the school year to reduce the stress of feeling lost. Orientation sessions for students who are registered in block release apprenticeship programs were held prior to the start of each respective program of this type. In addition, a transition newsletter targeting these students was developed and distributed to ease this group of students in becoming integrated into the college community.

## **Outreach Activities**

### **Adult Learners**

- The **Mature Students' Association** works closely with the Students' Administrative Council to offer social engagement activities targeted at students 24 years or older. Since many First Generation students are adults, this association provides a network of support to help these students feel connected to their peers and the college. In September of 2007-08, a Mature Student specific orientation program was initiated and continues to be a key outreach activity for the College.
- The College expanded its reach to adult learners by offering a **Fall Open House** on a Saturday to reach Adult Learners who could not participate in past sessions that were offered during the weekday. This activity will continue.
- Cambrian is now on Facebook and YouTube as part of its goal to introduce new mechanisms to engage and reach non-traditional learner groups.

### **Students with Disabilities**

- **Transition Day.** This annual event brings all students with exceptionalities graduating from grade 12 and headed to colleges or universities to Cambrian for a transition day including guest speakers, a panel and welcoming lunch. Fifty students take part in this event. A second Transition Day is also held targeted to students at the workplace or essential level in any grade to provide them with the college 'path' that they need to take to attend college. These students are not on a college path yet we see many of them attempt to enroll after graduation only to find they are not qualified. This is an opportunity to reinforce what their guidance staff have been telling them to help them and their parents make the correct choices early on. About 100 students attend this event.
- **Transition Project.** An exciting research project has been continued and developed "Creating Exceptional Learners", a Grade 8/9 Transition Project with our 2 school boards. Using technology, learning strategies and supporting with relevant assessments, students progress into grade 9 (into 2 specialized classes for students with LD) is supported and monitored. Pre and post tests measure the academic gains over the year. This project has had many interesting activities with students, teachers and parents that demonstrate how deliberate transition activities can support these learners and improve outcomes. As this activity has been on-going for three years, we are also tracking the success factors of these students as they move through elementary to secondary and post secondary or work.
- **Pathways Conference.** This conference, targeted to parents, teachers and students, is designed to improve the educational outcomes of students with learning disabilities. This conference brings considerable awareness and profile to Cambrian and is a semi-annual event. World renowned speaks on parenting and other professionals provide a full slate of interesting workshops for all three groups. This conference is organized with the partnership of Nipissing University.

## **Aboriginal Students**

### **Activities 2008/09:**

- cultural knowledge was successfully integrated into programs such as Child and Youth Worker
  - Hand Drum Workshops were developed and delivered
  - a Learning Resource Centre was established
  - a Metis strategy was developed
  - a Cultural Camp was developed and delivered
  - enhancement of curriculum with Ontario Basic Literacy program was initiated with a goal to indigenize the curriculum
  - a 'Nesting Program' for young children was created and delivered
  - Staff participated in and delivered an Aboriginal Day workshop with the Sudbury Catholic District School Board
  - A Diversity Workshop was conducted with the entire College community
  - Staff participated in an Aboriginal Festival in April with over 5,000 in attendance
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- **Visits to aboriginal communities, aboriginal elementary and secondary schools and schools in northern, rural, remote communities** across the North to provide career and college information through hands-on experiences directly related to their curriculum.
  
  - **Cambrian Camp.** In June 2009, 56 grade 9 and 10 students and their chaperones will participate in the Cambrian College First Nations College Experience camp aimed at First Generation and Aboriginal students from remote and rural communities.

### **First Generation Students**

- Cambrian College received \$709,598.00 for 2008-09 to continue with our successful **School College Work Initiatives**. These monies will enable the development of further activities, forums, dual credits, newsletters and promotional material.

### **2009/10**

With additional funding the above listed activities will continue as well as the following expansions and new initiatives:

- Cambrian will facilitate the implementation of 3 pilot projects that reflect flexible delivery methods. The three pilots will act as learning experiences to encourage further application of flexibility to other programs in subsequent years.
  
- Cambrian will initiate the First Generation Project which will target learners from rural and remote Northern Ontario communities who are primarily First Generation and may include persons with disabilities, First Nation and adult learners. The project entails the following: presentations targeted at students in Gr. 7 & 8, "Reconnect to Education" information booths and meetings targeting parents, community members and community leaders.

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

**Performance Indicators**

Strategy / Program	Indicators
<b>2008-09</b>	
Implement a comprehensive aboriginal strategy to recruit, and serve aboriginal students on campus and in First Nations communities. The strategy will include examining sources of data to measure the true number of aboriginal learners at the college.	<p>Enrolment of aboriginal, first generation and adult learners.</p> <p>Retention rate of aboriginal, first generation and adult learners.</p>

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

**Multi-Year Results**

Year	Indicator	Result
<b>2008/09</b>	Enrolment of aboriginal, first generation and adult learners.	<p>Enrolment growth in Aboriginal students grew from 296 in 2007 to 391 in 2008. Enrolment for adult learners remained stable with 948 in both 2007 and 2008.</p> <p>Trends in enrolment of first generation learners were extrapolated from results of the Student Satisfaction Survey. Based on this, the number of learners who identified themselves as first generation declined by 10.8% from 2007 to 2008.</p>
	Retention rate of aboriginal, first generation and adult learners.	Equivalent to that of the overall college.
	Number of potential first generation students reached	6,500 potential first generation student contacts made.
<b>2009/10</b>	Enrolment of aboriginal, first generation and adult learners.	With additional funding, an increase of 2% over last year.
	Retention rate of aboriginal, first generation and adult learners.	With additional funding, .5% increase above 2007/08.
	Number of potential first generation students reached	Target would depend on amount of additional funding provided.

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

### **Official Languages Education Program**

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

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

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

Not Applicable.

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

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

#### **Current Activity – 2005 to 2008**

Cambrian College has had a long and intensive commitment over the years to providing access to postsecondary education for students across the North.

**We operate campuses in smaller communities in the North.** Cambrian also offers **programs in First Nations communities** using a blend of face-to-face and distance education strategies. Taking the education to the learner results in very small classes that would not be financially viable without the supplement from the small, northern and rural grant.

- We **participate in the Contact North/Contact Nord network** to provide access using distance education approaches. Cambrian has **developed its own online platform and modules** for outreach to learners in remote communities.
- **New programs have been developed to meet the needs of learners in Northern communities**, some of which are offered on campus and others that are offered using distance education approaches.

- In order to continue to provide a broad spectrum of programs that meet the diversity of the employment opportunities in the North, **Cambrian offers programs with low enrolments (sometimes as low as ten students) to keep students in the North and to meet local needs.** If these programs are not available in the North, students will migrate to other parts of the province and are often then lost to the communities as long-term residents. These small numbers are often not financially viable, as we do not have the economy of scale. **Cambrian has and continues to collaborate with other colleges in the North to avoid duplication of low enrolment programs, pool students and share capacities** in order to overcome some of the lack of economy of scale. The reality is that for some students, if the program is not available to them in their own community, their personal circumstances prevent them from accessing postsecondary education.
- Through **collaboration with the Oshki-Pimache-O-Win Education and Training Institute,** the College offers programs to First Nation students in communities that are more accessible to them. Student social engagement is promoted through activities approved and funded through student activity fees administered by the student governments at the main campus.
- The **College consults** extensively with **Program Advisory Committees** to ensure the relevancy and currency of programs.

The outreach activities and services outlined in Part A are also supported with funds from the small, northern, and rural grant. Services such as academic advising, library access and counseling are made available on the main campus into the evenings to enable better success for full time students studying on campus who may not be able to access these services at other times of the day. The demand for these services at alternate times of the day is smaller at Cambrian than in a large, urban college, but just as necessary for the success of the students.

- The Small, Northern and Rural fund is only one of several funding envelopes. It will be used to continue the current activity and support programs and services with low numbers to provide as much diversity of programming and opportunity to students in the North.
- The College’s annual review of the performance of all programs will continue to inform the decision-making process concerning which programs Cambrian can afford to offer and if or how the College can open new programs and new access formats. The development and equipping of new programs is costly and will only be possible with increased funding or by realigning resources by suspending other programs.
- Cambrian will continue to focus on its access activities as outlined above and in other parts of this document as funding permits.

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

**College Small, Northern and Rural**

<b>Results for 2008/09</b>	1.9% overall College enrolment growth.  We achieved an overall average retention rate of 85%.
<b>Results for 2009/10</b>	2% overall College enrolment growth annually with additional funding.

	.5% improvement in retention with additional funding.
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## Student Access Guarantee

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

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

Cambrian College students who have applied to OSAP and have an unmet tuition and textbook need will receive support out of tuition set aside funding to address their unmet need through a variety of mechanisms. Student on campus employment opportunities, entrance scholarships, hardship bursaries, and food and textbook vouchers are provided to students who are interviewed by the Manager of Financial Aid to determine their need for these resources. Student employment on campus is widely promoted and accessible to students who, based upon their submission of a budget assessment form, are identified as being in financial need. Students benefit both by developing their employment skills and earning pay for work. The work is scheduled so as to not conflict with a student’s academic schedule.

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

As noted in Section 1.1 of the MYA, the ministry is committed to working with institutions and HEQCO to develop an approach for tracking results of the Student Access Guarantee, also to be reflected in 2008-09 revisions.

## B. QUALITY

### Quality of the Learning Environment

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

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

## Current Activity

2008-09

- In 2008/09, Cambrian hired 4 additional full-time faculty, 1 additional support staff and 3 additional administrators that all provide services to students. Due to the hiring of additional full time faculty over the past two years, students at Cambrian are more likely to be taught by full time faculty rather than part-time faculty compared to all other colleges in the province. Cambrian's graduation rate remains one of the highest in the province.
- Combined with the additional capital dollars Cambrian received in 2008/09, the College:
  - Developed 7 new programs for delivery in 2009/10.
  - PQAPA was successful with 4 criteria full met and 1 partially met. Commendations were received for the collaborative creation of the Dynamic Course Outline module and eGrades interface.
  - Initiated renovation to portion of College footprint to construct Animation labs and classrooms.
  - Had 85% of programs receive Tier I or Program of Merit ratings through new Program Renewal Process.
  - Introduced a Program mapping pilot in which 14 programs participated.
  - Renovated two new labs to increase capacity to train up to an additional 250 apprentices/skilled trades students.
  - Finalized construction plans for 3 of 6 research pavilions as part of Sustainable Energy Centre. Site work preparation has commenced.
  - Developed a Health Sciences Building concept– designed to increase capacity in high demand health science programs.
  - Developed plans for the renovation of Health Sciences vacated space.
  - Developed a plan for the media, communication and design program cluster.
  - Developed a draft 3-year Academic Framework.
  - Introduced Flexible Delivery Committee to enhance and advance the flexible delivery options considered and implemented at Cambrian College with the ultimate goal of providing a variety of accessible, academically sound, and operationally and financially sustainable education and training opportunities for learners.

### **Quality Teaching Resource Centre**

- Cambrian College operates a Quality Teaching Resource Centre (QTRC) that provides support to faculty to enhance their teaching skills. Activities for 2008/09:
  - Teaching Networks – monthly “lunch and learn” - included approx. 40 participants across campus TOTAL
  - Best Practices DVD
    - Five faculty showcased – becomes a resource for all faculty, though target group is new full-time faculty
  - Peer classroom observation
    - By QTRC coordinator; volunteer basis – in 08-09, observed a total of 4 faculty over both semesters.
  - Professional Learning Communities (PLC)
    - Researched concept, roll-out has begun in April/May 09; meant to be a strategy to target students who are not succeeding, with a view to enhancing student success

- Wiki for faculty: [www.collegeteachingandlearning.wetpaint.com](http://www.collegeteachingandlearning.wetpaint.com)
  - Created this in August 08; meant as an on-line communication tool and overall resource for Cambrian faculty
- Part time faculty orientation introduced.

### 2009/10

- In 2009/10, with additional funding, the college will
  - Develop new programs to meet the needs of our learners.
  - Complete construction of remaining 3 research pavilions and start construction of the Sustainable Energy Centre.
  - Increase the capacity for applied research and engagement of students and faculty in these activities.
  - Initiate the implementation of a “Professional Learning Community” approach.
  - Conduct a feasibility study to determine growth opportunities in new programs in Media and Design.
  - Conduct a full review of the program mix associated with the School of Business to renew range of offerings and delivery approaches.

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

### Performance Indicators

Strategy / Program	Indicator
<b>2009/10</b>	
Hire replacements for full time faculty and support staff retirements	Student/faculty ratio Level of student services year over year
Equip two new shops	Enrolment growth
Renew and enhance student and staff computer access and Professional Development for Professors	Retention rate, Student Satisfaction, Number of on-line/blended learning activities, courses and objects
Implement strategy for appropriate workplace experiences	Number of students involved in workplace, field or co-op experiences

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

### Multi-Year Results

Year	Indicator	Result
<b>2008/09</b>	Student/faculty ratio	Full time students to full time faculty ratio remains below

		22:1  Average class size remains below 25 at 23.
	Level of student services year over year	Student Satisfaction rate at 77.8%  Top three areas of dissatisfaction addressed are the bookstore, cafeteria services and quality of other learning experiences.  Graduate Satisfaction rates at 85.4% amongst the highest in the province.  Level of services maintained.
	Retention Rate	Met and exceeded our targets in all years.  Retention from year 1 to year 2 was 85%, from year 2 to year 3, 89% and we captured 97% retention in our year 3 to year 4 students.
	Enrolment growth	Our target of 2% was almost met. Enrolment growth was 1.9%.
<b>2009/10</b>	Student/faculty ratio Level of student services year over year	With additional funding: Student and graduate satisfaction rates maintained at over 80%.  Average class size below 25.  Full time student to full time faculty ratio below 25:1 Level of services maintained.
	Number of on-line/blended courses, learning activities and objects	1% increase
	Retention rate	.5% increase if additional funding is available to maintain staffing.
	Enrolment growth	Part of 2% annual enrolment growth target if additional funding provided
	Number of students involved in workplace, field, or co-op experiences	1% improvement in each of Graduate Employment rate and Graduation rate

## Student Engagement and Satisfaction

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

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

## Student Success

### Retention

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

### ***Cambrian College Retention Measurement Process***

***NOTE: CALCULATIONS ARE BASED ON THE ENROLMENT TARGET AGREEMENT DATA SUBMITTED PRIOR TO THE FUNDING ANNOUNCEMENTS. RETENTION RATES TARGETS ARE CONTINGUENT ON ADEQUATE FUNDING.***

***We calculated 2005/06 baseline retention rates using a three year average from year 1 to year 2, year 2 to year 3 and year 3 to year 4 using the November 1 and March 1 audited enrolments. We then projected improvements in retention year over year.***

### ***Student Retention Rates***

<b>Indicators for MTCU Funded Programs</b>	<b>2007/08</b>	<b>(2008/09 Target) 2008/09 Actual</b>	<b>2009/10 Target</b>
Rate 1 <sup>st</sup> to 2 <sup>nd</sup> Year	82% (78%)	85 % (78.5%)	79%
Rate 2 <sup>nd</sup> to 3 <sup>rd</sup> Year	95% (85%)	89% (85.5%)	86%
Rate 3 <sup>rd</sup> to 4 <sup>th</sup> Year	100% (90%)	97% (90.5%)	91%

**NOTE:** From year 3 to year 4, we believe that a 90% retention rate is excellent and we are committed to keeping it at, or above, that level.

### Graduation Rates

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

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

## C. ACCOUNTABILITY

### Multi-Year Action Plan

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

In 2009, the Board set the College’s next five-year strategic plan. The process included the work of the Strategic Planning Steering Committee made up of representatives from all stakeholder groups – industry and business, students, all three employee groups, and Board members.

- Annually, each department in the College undertakes a planning process where the priorities for that department are identified and action plans are developed based on the Strategic Directions in the Strategic Plan. The faculty in each program develops a Program Improvement Plan annually, based on the assessment of the performance of the program in the Program Renewal Model of the College.
- These Plans are consolidated into several global priorities by the Senior Management of the College and then presented to the Strategic Planning Steering Committee and the Board for approval. The goals are broken into tactics with measures and results identified.
- Each administrative staff member is required to prepare annual performance goals, as part of their performance review process. These goals are directly linked to the College’s global priorities. Administrative staff members are required to report on the status of the previous year’s goals as well as identify new ones for the upcoming year.
- As part of the process, funds are allocated from a Strategic Initiatives fund to provide the resources needed to bring about change.
- In the fall of 2009, the College, with participation of all stakeholders, will establish new performance indicators for the College Performance Scorecard – baseline for 2009 and targets for 2014 – to measure the College’s success in attaining the strategic directions.
- Planning at Cambrian is an annual process involving all the stakeholders in their departments/programs and with representatives from all stakeholders on the Strategic Planning Steering Committee and the Board.
- The Action Plans outlined in this document reflect the 2008/09 Action Plans of the College as provided in the Business Plan and the ongoing work to achieve the Strategic Directions by 2009, as outlined in the College’s Strategic Plan. The indicators and results are the targets and measures that have been established by the Board. The College has incorporated its performance indicators into its Performance Scorecard. This scorecard serves as a vehicle to communicate our strengths, our challenges, and our opportunities to both internal and external stakeholders, as well as to the broader community.
- All materials are shared at information sessions with all staff and are published on the College

website and intranet for easy access by all.

- The Board of Governors reviewed the MYAA at its annual Planning Session September 25, 2009.
- The draft MYAA was shared and discussed with key representatives from all college internal partner groups prior to submission.

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

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

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

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