

Multi-Year Accountability Agreement Report-Back

College:	Canadore	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 data totals	52	75	71	7	156	32	306
Aboriginal self-identification data from the college's Student Information System	331						
Registered self-identified students with disabilities with Canadore's Special Needs department			610				
The number in the OCAS non-secondary category (1 st year enrolment only)				858			

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 - Participation	Participation rate	Up 2% from 07-08 to 412 (07-08 OCSSES 55, Aboriginal Services 309)	There were 331 Aboriginal registrants for 2008-2009. A Housing Feasibility undertaken in 2008-2009 states that "Feedback received from Aboriginal students at Canadore College suggests that "the lack of dedicated student housing to accommodate Aboriginal students is a major impediment affecting both their decisions to forgo attending the institution". The College has made it a priority to take significant steps to address this issue in 2009-2010 to assist	



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			students secure suitable housing.	
Aboriginal Circle on Education	Annual program review / revitalization	Culturally relevant curriculum	The Aboriginal Circle on Education developed and endorsed a 3-year Aboriginal Post secondary Education and Training Plan that formed the basis of the College's proposal submission for the AETS/ATOP Consolidated funding. The ACE also endorsed the consolidated funding proposal submission. ACE met throughout the academic year and participated in the College's Annual Welcoming Pow Wow in September.	
Visiting Elders	# of activities & visits	Activities & visits tracked	A number of events took place both on and off campus to support the cultural needs of Aboriginal students. The	



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			<p>College replaced the tipi this year due to the age of the original one. The tipi continues to be well-utilized to host a wide range of cultural activities enjoyed by Aboriginal students and College employees (cross cultural awareness). A group of students also had the opportunity to attend the Residential School Apology in Ottawa.</p>	
<p>Cultural Awareness Training</p>	<p>Participation rates</p>	<p># through Professional Development Report</p>	<p>The Mandatory Cross-Cultural Awareness Training Modules have been completed and the initial modules "piloted" with the Campus Life (Student Services) team of appr. 40 people. An online survey was completed by the participants to</p>	<p>We are not as far along as hoped on rolling this out but will add at least 3 other departments in 2009/10.</p>



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			gather feedback and suggestions. The initial response by the group was quite positive and we look forward to a full roll out of the training in 2009-10.	
Manual for Aboriginal Learning	Implementation & distribution	Implementation & distribution	The Aboriginal Learning Unit has worked closely with the Staff Training and Development department to make online and electronic resources widely available through a "Cultural Learning" website, which is located in an internal employee portal called The Learning Centre.	The Cultural Learning site will be maintained and enhanced.
Aboriginal Student Association	Funding support	Maintain annual support	The Aboriginal Learning Unit continued to support the Canadore Aboriginal Student Association to enable them to organize a Halloween, Christmas party, and	



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			<p>Christmas Craft Sale, the 19th Annual Pow Wow, and the Welcoming Pow Wow. The College provides office space, a phone and office supplies to support their activities and work closely with them to raise funds for each event.</p>	
<p>Aboriginal housing & childcare</p>	<p>Develop strategy</p>	<p>Strategy developed</p>	<p>Canadore contracted services to research housing issues affecting our Aboriginal student population and developed a housing feasibility study. There was appr. a 48% participation rate of our Aboriginal student population in the housing survey. The information captured in this project provides critical baseline data as we continue to explore and</p>	<p>A detailed plan for Board of Governors consideration is scheduled for January 2010</p>



			<p>respond to the greater issue of Aboriginal student access.</p> <p>Student focus groups were held throughout the academic year on two very important issues: housing and access issues. These forums form the basis of our action plan that will help us to better serve our Aboriginal student population.</p>	
Programs w/ AEs	# programs offered	New programs offered	<p>Canadore developed the iALU extranet portal in consultation with our Aboriginal Education Institute partners. This communications portal allows real time access to information to our Aboriginal partners in registering students, setting curriculums and program offerings, student tracking, and</p>	



			<p>it manages work flow processes associated with administrative detail of each of our partnerships with Aboriginal education institute partners.</p> <p>Canadore College and the First Nations Technical Institute (FNTI) renewed their 16-year partnership. Canadore also maintained active partnerships with Aurora college, the Anishinabek Educational Institute, and Seven Generations Education Institute and delivered 7 college diploma programs at Fort Francis, Kenora, Waabinoong First Nation, Whitefish River, Muncey Delaware and Nipissing First Nation.</p>	
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Students w/ Disabilities Participation	Participation rate	Up 2% from 07-08 to 647 (07-08 OCSES 59, Services 653)	6.6% decrease in 08-09 to 610 students	Despite decrease, 61% decrease in withdrawals was achieved and retention rate improved to 90+%
Learning Disabilities Enhanced Services	Counsellor & learning strategist supports	Learning disabilities services delivered	Increase of 31.5% in assessments being conducted	Addition of an additional learning strategist and counsellor to team
Bursaries for Students w/ disabilities	Level of disbursement	Maintain high level of disbursement	BSWD disbursements increased by 9.1% in 08-09	Strong word-of-mouth and improved buy-in from Canadore Staff
Summer Institute	Participation & retention	Track participation and retention (07-08 43 participants, 84% retention)	Summer Institute participation in 08-09 was 60 students with a 93% retention rate	Growth was attributed to strong recruitment efforts
FG Students	Participation	Up 2% from 07-08 (07-08 OCSES 104)	Data not available.	A mechanism to track FG students is under development on a province-wide basis.
Community Agency Partnerships	# of mature FG students	Increase mature FG students	Community partnership increased # by 6 students	Community Integration program (partnership with Community Living) with 6 participants who are both mature and FG
Dual Credit	# of FG students from HS	Increase FG students from HS (07-08 22 dual credit students)	Total SCWI dual credit enrolment of 80 in 2008-09	
FG Recruitment	# of FG student success profiles	FG profiles	Deferred to 2009-10.	To be completed in 2009-10 as part of the enrolment management strategy.
Mature Students	Participation	Up 2% from 07-08 (07-08 OCSES 7, OCAS 803)	Up 8% in 08-09	Increase in growth is largely attributed to strong 2 nd Career intakes.
Mature Student Recruitment	# of Mature student profiles	Mature student profiles	Mature Student Profiles created	Several Mature student profiles have been developed including a profile on Successful ALU student.

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. Blended delivery of full-time programs	Increasing the opportunities for students to access courses online as well as in person adds flexibility and improves access particularly for students with childcare and transportation issues.
2. Increased enrolment in smaller community campuses.	Additional program offerings and blended delivery will allow greater access and grow enrolment at the Parry Sound and West Nipissing campuses.
3. Enhanced outreach and recruitment to mature students.	The College will continue to expand outreach to non-direct entrants with community-based adult retraining sessions as well as through development of more mature student focussed materials and services.

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. Blended delivery of full-time programs	Two new program areas using blended delivery will be added in 2009-10 academic year.
2. Increased enrolment in smaller community campuses.	Enrolment growth monitored and an increase of 3% at Parry Sound and West Nipissing campuses.
3. Enhanced outreach and recruitment to mature students.	The number of mature student information sessions will be doubled in 2009-10 over 2008-09.

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
Strategic Plans for Mattawa & Parry Sound	Targets in strategic plans	Achieve targets	Programming offered as planned.	
West Nipissing and the Almaguin Highlands	Develop strategic plans	Plans developed	Plans deferred to 2009-10 and 2010-11	West Nipissing strategic plan required more extensive community consultation and is to be complete in 2009-10. Almaguin Highlands plan has been deferred to coincide with the building of the new regional secondary school.



Programs for FN outside of North Bay	# of programs	2 new programs (07-08 Practical Nursing & Personal Support Worker)	Both offered in Parry Sound.	
Survey of FN communities	Deliver survey	Survey delivered on 3 year cycle	Ongoing review with Hwy 69 corridor communities re: new Parry Sound Campus	Continues in 2009-10.

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
Small community focus and increased flexible program delivery	Continue to develop and implement small community strategic plans, add more blended learning models to increase accessibility at all locations.
	Brief Description of Monitoring and Evaluation of Outcomes Enrolment numbers; number of programs using blended delivery

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>	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
Expenditures for Tuition / Book SAG Amount	\$196,566	206
Other SAG Expenditure to Supplement OSAP	\$248,746	300
Total	\$445,312	506

Date screen was last updated: 12 /06 /2009

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	The College reviews all OSAP information to identify students' needs, when the student applied for aid.
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.	Application forms and information regarding various institutional aid can be found on our website: www.canadorec.on.ca The online Bursary application form can be found following this link. We leave this process open for application with a deadline of Mid October, to allow us to review the applications and issue bursaries in November of each year. http://www.canadorec.on.ca/bursary_v2/login/displaypages/dsp_login.cfm In addition to the above bursary application process, we accept applications throughout the academic year, and issue bursaries based on the details on the student's application. The application form is attached. Some forms of assistance do not have deadlines for application. For those that do have deadlines, the deadlines are listed on our website.
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:	We have been in contact with our financial institution to see if we can obtain their assistance in setting up such a program. It was determined it would not be cost-effective to set something up at this time until it is determined what the demand may be. The financial institution does not

<p>a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide</p>	<p>have a great interest in engaging in such a program. In the interim, we have access to an Emergency Student Loan fund that will be used to assist students.</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>Emergency Student Loan Fund Balance of Tuition Set Aside All OSAP type bursaries OSOTF/OTSS S & B with no limitations</p> <p>Financial aid and campus life work closely to ensure students and parents are aware of their various financial aid options. Staff also ensure counsellors and service personnel provide accurate information to students and appropriately direct them to the Financial Aid office.</p> <p>Annual summer activities include 4 Beat the Rush sessions, The Summer Institute Program for special need students, fall orientation sessions, budget planning seminars, etc...</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>Should a student dispute the amount of assistance provided to them they can escalate their concern to a review committee comprised of five administrators from various areas of the college.</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
Program Revitalization	Enrolment, KPIs	2% enrolment increase (07-08 -1.2%); 2% graduation increase (07-08 declined 98 grads)	Overall enrolment including apprenticeship, postsecondary and	Ongoing strategic enrolment management strategies and increased student retention initiatives.

			LBS/OBS exceeded the target by 88 FTE. Graduate target of 1,100 was short by 70 students with a total of 1,030.	
Campus Life Strategy	Retention & student satisfaction	Satisfaction 78.7% (07-08 72.5%); Retention 82.8% (07-08 83.3%); Aboriginal retention 71.1% (07-08 73.6%); Students w/ disabilities retention 85-90% (07-08 80.7%)	Student satisfaction 75.3%; retention 79%; Aboriginal retention 64.6%; Students with disabilities retention 83.8%	While results have improved for Student Satisfaction the KPI Task Force intensely continues to work for further improvements. Student retention activities continue year-over-year.
Info. Tech & Equipment	KPIs	Satisfaction 78.7% (07-08 72.5%)	75.3%	New technology and equipment as budget allows.
Campus Facilities	KPIs	Satisfaction 78.7% (07-08 72.5%)	75.3%	Funds used to deal with deferred maintenance as possible.
New Programs	Enrolment, KPIs	2% enrolment increase (07-08 -1.2%)	Exceeded by 88 FTE	
Staff Dev't	KPIs	Grad Employment 87.3% (07-08 90.7%); Grad Satisfaction 85.5% (07-08 84.8%); Employer Satisfaction 94.5% (07-08 88.7%)	Grad employment 87.8%; Grad satisfaction 86.3%; Employer satisfaction 95.5%	

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. Campus Life Strategy	Increased student engagement through enhanced communication electronically; ensuring full services available at all locations; student retention strategies
2. Campus Facilities	Implementation of space utilization policy; enhanced learning spaces
3. Staff Development	Ongoing focus on blended delivery; retention strategies

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. Campus Life Strategy	Student satisfaction KPI Retention data
2. Campus Facilities	Student satisfaction KPI
3. Staff development	KPIs -- all

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	81.4% (07-08 83.4%)	80.3%	We will continue to implement retention strategies to support student success.
2 nd to 3 rd Year	93.4% (07-08 78.1%)	79.11%	Many of our 3-year programs have a 2-year diploma exit option. We are reviewing a number of our 3-year programs and may suspend those with low enrolment.
3 rd to 4 th Year	100% (07-08 100%)	94.9%	This represents two B.Sc.N students who did not go to the 4 th year.

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:

Canadore College has provided an annual retention report to its Board of Governors, tracking overall retention as well as Aboriginal and Special Needs retention rates, since 2002-03, and includes retention targets in its annual planning process.

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.canadorec.on.ca/AboutCanadore/Index.cfm>

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		
		2006-07	2007-08	2008-09
Campus Life Strategy	Student satisfaction KPI	68.9%	72.5%	75.3%
	Retention	78.8%	83.3%	79.8%
Campus Facilities	Student satisfaction KPI	68.9%	72.5%	75.3%
	Enrolment	3116	3079	3207
Staff Development	KPI rates			
	Student satisfaction	68.9%	72.5%	75.3%
	Grad employment	86.9%	90.7%	87.8%
	Employer satisfaction	93.2%	88.7%	95.5%
	Grad satisfaction	85.8%	84.8%	86.3%

Transition Year 2009-10

Consolidated or extended Quality Strategy / Program	Brief Description
1. Campus Life Strategy	<p>Continue with retention and engagement initiatives and develop a new Campus Life Strategy for 2010.</p> <p>Description of Monitoring and Evaluation of Outcomes Student satisfaction KPI; retention data; completion of new strategy by 2010</p>
2. Campus Facilities	<p>Brief description Continue to upgrade/develop new facilities, deal with deferred maintenance; implement space utilization policy</p> <p>Description of Monitoring and Evaluation of Outcomes KPIs and enrolment</p>
3. Staff development	<p>Brief description Continue focus on professional development for blended delivery; continue focus on cross cultural training</p> <p>Description of Monitoring and Evaluation of Outcomes KPIs and enrolment</p>