

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

Institution Name:	Georgian College
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OVERVIEW

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

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

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

DEADLINE FOR SUBMISSION TO THE MINISTRY

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

CONTACT

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

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Georgian College's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the governments strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:

- 1) Enrolment - Headcount
- 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
- 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
- 4) The Student Access Guarantee (SAG) for 2010-11
- 5) Participation in the Credit Transfer System
- 6) Class Size
- 7) Online Learning
- 8) International
- 9) Supply Chain Compliance
- 10) Space Utilization
- 11) College Student Satisfaction
- 12) Graduation Rate
- 13) Graduate Employment Rate
- 14) Student Retention Rates
- 15) Quality of the Learning Environment



1) Enrolment - Headcount*

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

- **Georgian College** reported to TCU the total Headcount enrolment in 2009-10 = **7,026**
- Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by **Georgian College** to the Ministry for 2009-10 = **5,510**
- Please indicate the number of students aged 25+ from the total Headcount enrolment reported by **Georgian College** to the Ministry for 2009-10 = **1,392**
- Please provide one or more examples in the space provided below of a promising practice that **Georgian College** used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Georgian's enrolment continued to sharply increase in 2009-10. The College's competitive advantage for use in recruiting and marketing initiatives has been identified and published. Concepts such as community engagement, service learning, inter-professional education, international experiences, degree laddering, articulation agreements, and pathways to additional diplomas and certificates have been explored to identify and articulate Georgian's competitive edge. Branding initiatives that differentiate the Georgian experience have been developed and implemented. Recent recruitment success can be attributed to the implementation of both internal and external initiatives. Georgian's Strategic Enrolment Management Committee monitors and recommends College-wide continuous improvement strategies to address enrolment and retention; refer to section 14 for more details about retention practices.



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

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

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

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

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

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

- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Georgian College who registered with the Office for Students with Disabilities and received support services in 2009-10= <u>736</u></p> <p>Please indicate the number of <i>students with disabilities</i> at Georgian College who registered with the Office of Students for Disabilities and received support services in 2009-10 who were: Full-time: <u>690</u> Part-time: <u>46</u> Total (Full-Time + Part-time): <u>736</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>736</u> $\div 7,026$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>10.5%</u></p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Georgian College in 2009-10= <u>2,248</u></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Georgian College in 2009-10 who were: Full-time: <u>2,248</u> Part-time: <u>N/A</u> Total (Full-Time + Part-time): <u>2,248</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>2,248</u> $\div 7,026$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>32%</u></p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Georgian College in 2009-10= <u>261</u></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Georgian College in 2009-10 who were: Full-time: <u>261</u> Part-time: <u>N/A</u> Total (Full-Time + Part-time): <u>261</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>261</u> $\div 7,026$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>3.7%</u></p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more examples of promising practices that Georgian College used in 2009-10 to develop and maintain results for students with disabilities.</p>	<p>In the space below, please provide one or more examples of a promising practice that Georgian College used in 2009-10 to develop and maintain results for First Generation students.</p>	<p>In the space below, please provide one or more examples of a promising practice that Georgian College used in 2009-10 to develop and maintain results for Aboriginal students.</p>
<p>Georgian provides an intensive two week Summer Transition Program for students with identified learning disabilities. The Skills for Success transition program is unique among colleges in the length, credit earning and living-on-campus residence components. The program prepares students for the challenges of post-secondary education and encourages the students to actively engage with the College. Students are instructed by faculty in small group classrooms and work closely with many Student Success staff to support their academic, social and personal needs.</p> <p>Georgian piloted a coaching/ mentoring project to assist students with Autism Spectrum Disorder and Mild Intellectual Disabilities during the 2010 winter Semester. This has been approved as a peer mentoring support for the fall of 2010.</p> <p>Georgian developed and obtained MTCU approval to implement a Community Integration through Co-operative Education [CICE] program to provide post secondary opportunities for students with Intellectual Disabilities. The program will commence in September 2011.</p>	<p>Georgian hired a Student Success Mentor to work with potential and current First Generation students. The Mentor has a significant presence in the Student Success area at the Barrie Campus. First Generation students are invited to join the College's Facebook group or email the College if they would like to talk but are too shy to visit Student Success.</p> <p>In Phase 1 of the First Generation Project, Georgian College concentrated on providing services to current students, primarily at the Barrie Campus, through referrals, workshops, one-on-one support, and mentorship programs and identifying First Generation students.</p> <p>Over the next two years, Georgian will expand these services to all campuses by hiring additional Student Success Mentors to provide support through one-on-one meetings, group sessions, orientation and workshops. Workshop topics will include time management, goal setting, budgeting and financial aid. At risk students will be identified and Mentors will ensure ongoing communication with First Generation students.</p> <p>This plan, in combination with the new application data from OCAS, is designed to increase participation, retention and graduation rates among First Generation learners at Georgian.</p>	<p>We currently have an Aboriginal Resource Centre at our four largest campuses: Barrie, Orillia, Owen Sound and, new for 2010, Midland. In 2009, Georgian began construction on our new Centre for Health and Wellness facility which will triple the size of the Aboriginal Centre in Barrie. Georgian's Aboriginal Resource Centres are large spaces designed for student use. Received approval for Centre for Health and Wellness which will triple the size of the Aboriginal Centre in Barrie. Resources available include open computer access and printing, quiet study areas, lounge and relaxation areas and cultural supports such as Aboriginal medicines (sage, sweetgrass, tobacco and cedar) available for students to use. Elders visit the Centres on a regular basis and Aboriginal Counsellors are available on site to meet with the students. Recently an Elders' Advisory Circle was established to ensure Elders from all geographic regions and various Nations within Georgian's catchment area are recognized and available to students. Targeted marketing and outreach activities take place throughout the year. These include a dedicated staff who recruit at First Nations and First Nation high schools throughout Ontario, special events at all of our campuses to celebrate Aboriginal culture, and creation of targeted marketing tools, which reflect the various supports and resources available to Aboriginal students at Georgian. Examples of special events include various feasts, drumming circles, Aboriginal teachings and workshops by Elders, and showcasing contemporary Aboriginal performers and artists at College-wide events.</p>

		<p>At a College-wide level, there is an emphasis on strengthening the Aboriginal presence so students will feel welcome at Georgian. A College-wide pow wow takes place yearly at the Barrie campus. Aboriginal students work with staff and Elders to organize the event. Many participate as dancers, drummers, and craft vendors and bring families and friends from all over Ontario to attend the pow wow. Students from all campuses and various programs participate by providing first aid, security, make and sell food, and photograph the event. Our mainstream marketing materials are now reflecting more Aboriginal events and Aboriginal students as well and our current strategic plan has made working with our Aboriginal community partners a priority.</p>
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Georgian College can use the space below to describe methodology, survey tools, caveats and other information regarding the numbers reported herein re. Students with Disabilities, First Generation and Aboriginal Students:

First Generation students: The actual number is unknown and is not collected by OCAS; however, current survey research (KPI, Entering Student Success Survey) indicates through a self-identification process that approximately 32% of Georgian's enrolment is composed of First Generation students.

Aboriginal students: Note that these are students who have self-identified on their OCAS applications and may not be reflective of the actual number of Aboriginal students attending Georgian. Historical data (from anonymous surveys versus self identification) suggest there might be at least 100 more Aboriginal students than the self identification data suggests.

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

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

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$614,764	604
Other SAG Expenditure to Supplement OSAP	\$1,096,680	1,158
TOTAL	\$1,711,444	1,762

Data as of July 06, 2010

- Did **Georgian College** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **Yes**

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

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

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>The fees will be issued via Georgian's Student Information System (SIS) and cheque mail outs depending on the student's situation. Students with outstanding tuition, owing for future semesters (winter or summer term) will receive the aid against their student account in the College's SIS. Students registered in cooperative work terms or classes who are in their graduating semester will receive the aid as direct payments. Recipients will be notified via email. Targeted student populations can be selected through Georgian's SIS for direct email communications. The timing of the aid will coincide with the College's three academic semesters and thus delivery will be in November, March and June.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <p>a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide.</p>	<p>The College does not plan to provide loan assistance in values greater than \$1,000 in those programs.</p>

5) Participation in the Credit Transfer System

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

Survey Years	Total # of Georgian College graduates who participated in Graduate Survey (A)	# of Georgian College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B)	% of Georgian College graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (B ÷ A x 100)	Total # of all college graduates who participated in Graduate Survey (C)	# of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D)	% of all college graduates who participated in Graduate Survey who indicated that they were enrolled in a university in Ontario at six months after graduation (D ÷ C x 100)
2005-2006	1,641	89	5.4%	42,333	2,716	6.4%
2006-2007	1,644	106	6.5%	44,309	3,449	7.8%
2007-2008	1,629	100	6.1%	44,622	3,510	7.9%
2008-2009	1,579	101	6.4%	43,086	3,145	7.3%
2009-2010	1,762	90	5.1%	40,388	2,725	6.7%



- Per the College Graduate Outcomes Survey for 2008-2009 and 2009-2010 (based on 2007-2008 and 2008-09 graduates), the percentage of **Georgian College** students who were satisfied or very satisfied with academic preparation for university was **82.4%**.
- Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.
- Please provide any additional comments regarding transition experience either from college to university or college to college.

Georgian's University Partnership Centre has the mandate to provide learners with multiple pathways to degree and graduate studies. This mandate is achieved through the provision of articulation and transfer agreements, college baccalaureate degrees, and partnerships with universities.

Georgian has assigned the responsibility for articulation and transfer agreements to an articulation and transfer officer. Under her leadership, the number of articulation and transfer agreements have increased to over 400 with 37 different universities across Canada and internationally. Among her many duties, the officer works with universities to maximize the number of transfer credits, posts the agreements for students on the website, documents them in the University Partnership Centre preview book, provides information at information sessions and preview days, promotes and organizes visits from universities, and meets with students who are interested in transferring. As well, information is provided for diploma graduates who are interested in transferring to college degrees locally and provincially.

Georgian has also worked with university partners to establish degree completion programs for Georgian diploma graduates on site. For example, students who graduate from the allied health professions such as massage therapy and dental hygiene can complete a degree in Bachelor of Applied Health Sciences in partnership with UOIT. Graduates from the Aviation Management diploma can complete their Bachelor of Science: Technical Management degree on the Barrie campus in one academic year. With university partners on campus, many students begin their studies at the college with the intent to complete their degree all on the same campus. A recent survey showed that 49% of students in the Bachelor of Arts, Bachelor of Business Administration, and Bachelor of Social Work (Laurentian University) have transfer credits from college or university. Of those, almost 50% of the students originated from Georgian College diploma programs.

Students have begun studying at the diploma level at Georgian, transferred to degree programs and entered graduate programs (Bachelor of Education, College graduate certificates, and Master of Arts in Education) at Georgian.

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



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

In January 2010, Georgian College University Partnership Centre hosted its first University Transfer and Degree Fair on campus. The purpose of the fair was to provide a venue for Georgian's diploma and degree students to learn more about future study opportunities at university and/or college. Thirty universities from Canada and abroad promoted their baccalaureate and master's degrees and 13 Ontario colleges promoted their college baccalaureate degrees and Ontario graduate certificates. Feedback from the universities in attendance was very positive – 79% rated the student questions above average or excellent and all are interested in attending the fair in 2011. Students appreciated the one-stop shopping event providing an opportunity to speak directly with a university or college representative. Georgian plans to invite more universities to participate in 2011 to fulfill the requests from students and faculty.



6) Class Size

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

Class Size	Number of Classes	Percentage of Total Classes
Less than 30 students	4,054	67.6%
30 to 60 students	1,900	31.7%
61 to 100 students	36	0.6%
101 to 250 students	5	0.1%
251 or more students	0	0%
Total	5,995	100%



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

Georgian strives to maintain class sizes that balance our commitment to student access while promoting an optimal environment for teaching and learning. With our rapid growth, Georgian has been able to meet these challenges by introducing January intakes, by scheduling over the summer months and into the evening to distribute activity more evenly over the calendar year. To the extent possible, larger sections are broken into smaller learning groups or labs to promote a quality learning environment.



7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

- To complement this work, please provide one or more examples in the space provided below of a promising practice that **Georgian College** used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Georgian develops and delivers a suite of workshops for faculty that improve their skills and abilities at teaching online. The workshops are created at the Centre for Teaching & Learning (CTL) by three in-house instructional designers who monitor the scope of faculty needs.

Each year the CTL organizes a college-wide conference on teaching and learning with a substantial effort relating to online courses.

The CTL supports the use of Blackboard among faculty by developing a large number of in-depth teachers' resources. The resources are in multiple formats, available from the CTL's website as well as handily located inside the Blackboard LMS (after login) where teachers access "just-in-time" how-to tip sheets and videos.

The CTL employs a full-time instructional technologist who supports teachers' needs relating to all teaching technologies. This position is vital to maintaining strong technical skills among Georgian's faculty. The CTL's instructional designers liaise with their colleagues at other CAATs through various online forums and by sending a rep to the provincial Educational Technology Committee.

8) International

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

- **Georgian College** reported to TCU that International Enrolment in 2009-10 = **N/A**.

- In 2009-10, **Georgian College** reported to TCU the following top 3 source countries for international students:
 - Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences **Georgian College** had in 2009-10:
 - Outbound students = **111**
 - Inbound students = **0**

 - Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at **Georgian College** in 2009-10 = **\$3,882,044**

 - Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that **Georgian College** had outside of Canada in 2009-10 = **\$184,000**



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

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

Georgian has partnered with an institution to provide interdisciplinary study-abroad opportunities for students in the College's Hospitality and Tourism programs. In Fall 2009, students travelled to France to complete the third semester of their respective programs and explore the heart of the European hospitality and tourism industry. In addition to a full schedule of classes, the students worked on placements in local hotels, restaurants and patisseries in France and Germany. The College is reviewing further opportunities to expand study-abroad experiences for other academic programs.

Addendum to pre-populated data:

Georgian's International Enrolment in 2009-10 was 741 students.

In 2009-10, Georgian's top 3 source countries for international students were India, China, and South Korea.

9) Supply Chain Compliance

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

- Please confirm that in 2009-10 **Georgian College** adopted the Government of Ontario's Supply Chain Code of Ethics: **Yes**
- Please confirm that in 2009-10 **Georgian College** adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**
- In 2009-10 did **Georgian College** participate in the Ontario Education Collaborative Marketplace (OECM)? **Yes**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **600,000**
- Please provide one or more examples in the space provided below of a promising practice that **Georgian College** used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Georgian has updated its internal purchasing procedure to include the code of ethics and the 25 mandatory requirements.

All managers and staff involved in requisitioning and purchasing are required to sign a Statement of Acknowledgement to indicate the individual has read and understood the code of ethics and the 25 mandatory requirements and that he/she will make every effort to ensure compliance.

Georgian has actively participated in most of the OECM contracts that have been put in place; e.g. copiers and multi-function workstations, copy paper; office supply etc. and savings have been realized as a result.

Georgian is working with OECM to implement the Electronic Marketplace which will allow staff to source requirements on-line through the vendors' electronic catalogues published on OECM's website. This is considerably more efficient and effective than the traditional sourcing via hard copy catalogues or by phone.

10) Space Utilization

- In 2009-10, did **Georgian College** have a Space Utilization planning process in place to assess and optimize academic space utilization? **Yes**

- If yes, please indicate in the space below the methodology used to inform **Georgian College's** academic space utilization planning process:

Academic space is tracked through a central scheduling system and reports are generated and analyzed every semester to monitor trends. Projections for new intakes are analyzed with a view to achieving an optimal space utilization rate of 80%, according to industry standard. Georgian exceeded the standard by achieving a utilization rate of 86% in 2009-2010; this rate will likely continue as Georgian is located in communities where the youth demographic is predicted to increase for several years to come and the College's enrolment will continue to increase as a result. Georgian will continue to optimize its use of space by extending programming into the evening hours and balancing activity, to the extent possible, over a full calendar year. Utilization reports are reviewed by the College's Space Management Committee, a cross-functional staff committee mandated to monitor and improve space utilization across all campuses.

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

The centralized scheduling, monitoring and reporting of seat utilization as well as space utilization means that all space is managed as college space.

The cross-functional Space Management Committee reviews all space requests and recommends strategies to ensure the unbiased management of space across all campuses.

Georgian enhances space utilization by adhering to its documented "Principles of Scheduling" that was co-developed by members of union and management groups.

11) Student Satisfaction

- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #14 "Overall, your program is giving you knowledge and skills that will be useful in your future career" = **86.3%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #26 "The overall quality of the learning experiences in this program" = **81.3%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #44 "The overall quality of the facilities/resources in the college" = **72.8%**
- Per the KPI results reported in 2009-10 the student satisfaction rate at your institution for KPI Question #45 "The overall quality of the services in the college" = **71.2%**
- Please provide one or more examples in the space provided below of a promising practice that **Georgian College** used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In the spring of 2010, Georgian College completed a two-year long initiative to examine the student experience in programs across the College. Faculty and Student Services Staff were brought together in Student Experience workshops to share and discuss the student experience. Participants included: Faculty from all programs; staff from several departments, including Learning Strategies, Counselling, Disability Services, Student Life, Libraries, IT, Career Services, Co-operative Education, Registrar Office, Financial Aid, and Residence Life; and representative students from program areas. Three key questions were asked in these workshops: What are we doing now that is working for students? What can we do to enhance the student experience? What recommendations do we have for change? Results and recommendations for improvement will be tabled Fall 2010 with the Enrolment Management Steering Committee.

A review of the Co-operative Education department structure and services was completed in 2009 to improve service to students and employers. The result of this review was a new organizational structure that has consolidated services into one area for a "one stop shop" service model which also added staff resources to serve students who require assistance with job application, resume development, interviews, job placement, and other career related assistance. As well, a dedicated team of staff will act as "account representatives" dealing exclusively with employers in order to increase the volume and quality of Co-operative Education job opportunities for the over 4,000 students in co-op programs.



12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at your institution = **62.5%**

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

Georgian is dedicated to providing students with the best supports available to assist them in achieving success. The College employs three full time and two part time Learning Strategists. The role of a Learning Strategist is to help students to learn more effectively and efficiently, to earn higher grades, and to become more independent learners. The Learning Strategist assists the student in analyzing the learning situation, formulating a learning plan, skillfully implementing appropriate tactics, periodically monitoring progress, and modifying the plan as required. Learning Strategists see hundreds of students each term and play a vital role in life at Georgian College.

Georgian's Peer Tutoring Program provides developmental opportunities for tutors. These opportunities include the mandated College Reading and Learning Association's (CRLA) International Tutoring Certification, granting of the Tutor of the Year award as selected by customers of the service, and specialized workshops as needed. These initiatives have lead to an increase in the retention of tutors and an improvement in the quality of the service.

Georgian has invested heavily in the goal of ensuring that all of its graduates achieve a high level of information literacy during their course of studies, providing them with a strong foundation as employees in the knowledge economy and as lifelong learners. A variety of models are currently in place depending on the program area. Each is integrated as closely as possible into the curriculum. These models require a strong level of collaboration among library staff, faculty, instructional designers and students. The College is currently conducting an information literacy research project sponsored by HEQCO in an effort to establish best practices for the Ontario College system.

The College has a policy which prevents students from formally withdrawing from their program without first meeting with a counselor to discuss reasons for leaving the College. This provides an opportunity to explore possible interventions which may facilitate the student continuing at the College.

Georgian has introduced a web based graduation tracking module which permits students to track their progress towards meeting graduation requirements. This ensures that students are aware of the courses required prior to each registration. Additionally, this tool assists students in obtaining information about how their completed courses meet requirements for other programs.

The College's approach to curriculum development with the creation of multiple pathways and exit opportunities has been beneficial to assist students in graduating from another program should their goals or circumstances change.



13) Graduate Employment Rate

• Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at your institution = **87.1%**

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

In 2009-10, the Centre for Co-op/Internship and Career Services (CCICS) at Georgian implemented a strategy to provide one stop service for graduates with increased, improved, responsive and excellent service levels. This strategy focused on two main areas:

Pre-Graduation

- Employment preparation workshops offered to all grads-focusing on employment strategies, resumes, interviews and job offers.
- Entrepreneurship workshops for grads in partnership with the Greater Barrie Business Entrepreneur Centre.
- Glad You're a Grad Day –Panel of H.R. representatives from industry discussing what they look for when hiring full time. Booths set up by Registrars, Alumni, Program specific Associations.
- Online graduate registry.
- Six professional job developers working directly with employers to obtain graduate positions.
- Letter to every graduate explaining importance of KPI survey.
- Career Fairs arranged for specific program areas targeting particular employers.

Post Graduation

- Collaborative partnership with Alumni Services.
- Graduates receive related fulltime positions online within 24 hours.
- Individual career consultation provided to all grads/alumni including career assessments.
- Ongoing communication with grads through email and website.

14) Student Retention Rates

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

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	plus 0.2%	plus 0.3%	+4.4%
2nd to 3rd Year	plus 0.15%	plus 1.0%	+1.8%
3rd to 4th Year	plus 2.0%	plus 5.5%	+2.4%

- Please indicate in the space below the methodology used by **Georgian College** to calculate the retention rates indicated above

The retention rate calculations are based on a progression model, using academic year comparisons of full-time funded enrolment, including Second Career enrolment.

The "Retention Rate Achieved For 2009-10" reflects the percentage change from the 2008-09 retention rates to the 2009-10 retention rates.



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

In the past year, Georgian has expanded its Orientation program for entering students with the intention to serve a wider range of needs for a more diverse study population. Orientation has been extended to a full day from a half day on the first day of return in each term. This allows for more customized programming to students and accommodates growth in student numbers. The Orientation program has been extended as well to include programming beyond the first day. The goals of this new program are several:

- Welcome student to the Georgian family
- Solidify the decision to attend Georgian
- Reduce the fear or anxiety associated with coming to college and “fitting in”
- Provide a supportive experience that students can use as a reference point during their transition
- Develop a peer-based support network, by making connection and having shared experience with peers
- Create meaningful relationship with academic staff without the distraction of everyday class environment
- Reduce fear and anxiety associated with college staff and faculty interactions
- Promote independence while fostering interdependence and knowledge of the College and services Georgian offers
- Provide knowledge of the individuals and resources that a student might need when they are personal or academic jeopardy
- Provide leadership opportunities

The Orientation program has six key components:

1. Open House and Preview – Allows for the launch of the Orientation Program during the time when the students are, for the most part, visiting for the first time. Some of these students may be still making their decision as to whether they want to come to Georgian. For those who come to Preview/Open House, and have already chosen Georgian, it allows the College to build excitement and connection to the College early. Services such as campus tours, payment of tuition at the Registrar's Office, student card pictures, parking, jobs on campus, and housing options are all available. Students can really see what the campus has to offer.
2. Family and Friends Weekend – The key weekend to generating a stronger connection with the students and their families and friends. Students can “test drive” the college experience for a weekend, stay overnight in residence, meet some faculty and staff and other students, and attend success workshops.
3. The RUSH – The College hosts managed, optional, drop in workshops/sessions for students that includes tours, IT sessions, OSAP, Scholarships, parking, insurance, etc. These sessions are held in the last weeks of August leading up to the start of the new semester. There are also be certain days targeted for Mature Students and Transfer Students/Post Grad where they will be offered the general information but also customized sessions.
4. O Day – This is the Main Orientation day and the focus is on new students on campus. This allows for the returning students and all staff to assist with mentoring and providing guidance to the new students.
5. Weeks of Welcome – Recognizing the importance of the feeling of safety and belonging, new students continue to be offered social activities that help them to feel at home in their new learning environment. The events and activities cover the first two weeks of school each semester and include inclusive programming geared for all age groups and interest levels.
6. Georgian for Success (G4S) – This initiative facilitates a connection with students at one of the most critical times in their semesters: the 4 to 6 week point in the semester.



15) Quality of the Learning Environment

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

In March 2010, Georgian's Board of Governors approved the 2010-2015 strategic plan, Vision 2015, which was developed through extensive consultation with staff and external stakeholders. Two priorities that emerged were "Advance Student Access and Success", which focuses on expanding academic pathways/learning opportunities, and "Inspire Extraordinary Teaching and Learning", which states we will prepare students for meaningful work, lifelong learning and dedicated community service through integrated learning opportunities.

In October 2009, Georgian underwent a Program Quality Assurance Process Audit (PQAPA). The Audit Team concluded that Georgian's quality assurance and improvement processes/policies fit PQAPA's Mature Effort category and commended Georgian for living the processes embedded in our culture and reflected in day-to-day activities. All five Criteria for Exemplary Quality Assurance Processes were met. Among the commendations cited by the Team were:

The senior management's leadership has been central to supporting the quality assurance processes. Ensuring program quality and continuous improvement is integrated into the Strategic and Academic Direction Plans that outline annual academic priorities and contain specific statements regarding program quality assurance processes. This is reflected by all staff in conducting the identified core business: excellence in teaching and learning, and putting students first.

The culture of the College reflects a consistent commitment to quality. The Centre for Teaching and Learning (CTL) is a key vehicle for supporting quality assurance processes. Support and resources are available to full-time and part-time faculty: the Curriculum Handbook, Professional Development initiatives, and Curriculum Coaches are all well utilized, held in high regard and demonstrate a high level of staff engagement in the quality assurance and continuous improvement processes. A supportive committee structure for reviewing and developing curriculum processes has existed at Georgian for over 15 years.

Internal and external collaborative partnerships are a major strength. The University Partnership Centre is just one example of successful collaboration that has resulted in a unique relationship among the partners and led to innovative opportunities for students to seamlessly bridge into degree or graduate programs. Successful internal collaborative relationships are evident in the many cross-functional teams involved in the quality assurance process, as well as those between the Student Association and College Administrators and the Union Executive and College Administrators.

In 2009-2010, the College established an incubator classroom wherein Information Technology and CTL install academic technologies for faculty to use. Faculty can reserve the space for meetings and classes to try the technologies. Faculty report their experiences to Information Technology so that improvements can be made before the technology is launched to the college community. Demonstrations for several technologies were conducted throughout the year with productive faculty feedback gathered.

Georgian received funds from the College Equipment and Renewal Fund (CERF). Funds were distributed to all Georgian schools; however, the School of Hospitality, Tourism and Recreation required the greatest assistance and acquired 24 new ranges, refrigerators and freezers for the culinary labs. Ventilation retrofit upgrades and updates in gas piping, plumbing, electrical and fire suppression were done. A Blast Chiller was also purchased to enhance student learning.

Georgian continued to expand partnerships with business and industry to support student learning through applied research. In 2009-10, Georgian applied for approval as a participant in Colleges Ontario Network for Industry Innovation (CONII), and in April 2010 became a member of a provincial network of 20 Ontario colleges.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

• Increased Participation of Under-Represented Students - Programs/Strategies

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

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>First Generation - Student Outreach: The First Generation Project will have its own page on the Georgian College website and will be rich in information important to First Generation students. Georgian College will connect with rural and remote communities in our catchment area to provide information regarding post-secondary options and provide on-campus workshops to these potential students.</p>	<p>The First Generation site is being promoted by over 10 of the College's traveling marketing representatives. Georgian is also collecting email addresses of First Generation students so the College can keep in touch with them through the recruitment cycle. This will also drive traffic to the web site.</p> <p>The First Generation project always has a presence at on campus marketing events to speak with potential students. At these events, there were giveaways and prizes for students who submitted information such as name and email address and whether they were First Generation.</p> <p>Throughout the year, the College's First Generation representative partnered with Georgian's First Nations Liaison Officer on marketing, recruitment and retention activities as well as with the Dean of Aboriginal Studies.</p> <p>While it is impossible to track the exact number of First Generation students at Georgian, current research indicates that approximately 32% of Georgian's enrolment is composed of First Generation students.</p>
<p>Aboriginal Recruiting: The results and recommendations of the numerous focus groups will be implemented in our recruiting plans. Some of our other initiatives include increasing our Niwijiagan (Peer Mentor) as well as our Elder hours at each campus. We are also in the process of setting up an Aboriginal Resource Centre at the Midland campus so we can increase our focus on recruitment into Apprenticeship.</p>	<p>As a result of numerous community and student consultations, additional marketing materials were created for student recruitment. This includes a brochure identifying the numerous programs and services specifically available to support Aboriginal students at Georgian. Various high school students from local First Nations were invited to all of Georgian's campuses to participate in various College-wide activities, including a Contemporary Aboriginal Artists event at the Orillia campus, tours and promotional activities related to specific programs (such as Marine) at the Owen Sound campus and a Skills Canada camp that was based at the Barrie campus, but included the Midland and Owen Sound campuses as well.</p> <p>Niwijiagan (Peer Mentor) hours were increased at all Georgian campuses and the Niwijagans were able to provide additional support to students through one to one tutoring, homework and computer assistance, and special event coordination. The Niwijiagans scheduled many feasts, student lunches, beading and drumming workshops and activity/recreation events for their peers. These were well</p>

	<p>attended by Aboriginal students from all program areas.</p> <p>The Visiting Elder program was enhanced at all campuses. Elders came to each campus twice a week to meet with students and participate in many of the special events the Niwijiagans set up for their peers. An Elders' Advisory Circle was also established and the work of this group will continue to grow and develop to support the students, staff and faculty in their cultural learning.</p> <p>A new Aboriginal Centre was created at the Midland campus. It houses computers, lounge areas and cultural supports for students. An Aboriginal Counsellor will be on site several times a week to meet with students. At least one Niwijiagan will be hired for Fall 2010 and at least one Elder will visit the campus on a weekly basis. Fifteen apprenticeship students from Beausoleil First Nation will be starting at the Midland campus for Fall 2010.</p>
<p>Students with Disabilities - CICE: The proposed Community Integration through Co-operative Education (CICE) program is a two year post-secondary certificate program designed for individuals with intellectual disabilities, brain injuries, mental health issues, and other learning challenges who have demonstrated academic needs that require curriculum modification. This program provides students with an opportunity to enhance academic skills by offering the required supports in and out of the classroom. CICE enables students to develop vocational abilities in a number of career-related, supervised field placement experiences.</p>	<p>Georgian has received Ministry approval to offer this program; the expected first intake date is September 2011.</p> <p>Renovations to facilities are continuing to ensure appropriate program space and the College continues to connect with the community to establish field placement opportunities for future students.</p>

• **Small, Northern and Rural (SNR)**

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

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Pursue targeted offerings to meet local community demand: Programs include part-time studies and continuing education (credit) offerings.</p>	<p>Midland Campus:</p> <ul style="list-style-type: none"> • In 2009-10, the Midland campus has undertaken WIST (Women in Skilled Trades) in partnership with Ontario Women's Directorate to provide pre-apprentice level upgrading and training in Marine mechanics as well as a Pre-Apprentice plumbing program in partnership with MTCU to provide upgrading and plumbing training • Currently partnering with Beausoleil First Nations on "Introduction to Electrical Trade"; a seven month program that delivers upgrading and level 1-type electrical training to aboriginal students (to begin September 2010) • Received approval for implementation of several one year post-secondary programs: Welding Techniques (to begin September 2010); Office Administration (to begin Winter 2011). Pending board approval for implementation of 1 year post-secondary Electrical Techniques program (to begin

	<p>Winter 2011)</p> <ul style="list-style-type: none"> • Currently implementing Welding Studies Part Time (to begin September 2010) and an Aboriginal Students Resource Center (to open Fall 2010). <p>Collingwood Campus:</p> <ul style="list-style-type: none"> • One year Ontario College Bookkeeping program (full time and part time courses) was launched as a result of demand from the community. • Continuing Education: Web Page Design Introduction was added. <p>Orangeville Campus:</p> <ul style="list-style-type: none"> • Full Time Practical Nursing Program was introduced in January 2010. This is the first time this program has been offered in Orangeville. • The Orangeville Campus continues to grow in its new location in the community with several new general interest continuing education offerings in the 2009/10 year. <p>Muskoka Campus:</p> <p>Over the course of the last year, the Muskoka campus has added the following programming:</p> <ul style="list-style-type: none"> • Pre-Health One Year Ontario College Certificate: First intake September 2009 with 17 students and September 2010 currently sits with 27 paid students. • General Arts & Science One Year Ontario College certificate: This program will be launched 2010-11 to address the needs of local high school graduates who have not yet chosen a specific post secondary path. • Continuing Education: The Muskoka campus has expanded its offerings to include Project Management and Bookkeeping. These are both Certificates of Achievement that mature students can obtain on a part-time basis while employed.
<p>Pursue a permanent campus facility for Collingwood Campus: continuing to investigate and examine alternative options and locations.</p>	<p>Funding proposals were written and submitted in 2009-10. Early in the 2010-11 fiscal year, funding was granted for a 20,000 square foot campus in Collingwood from the Federal Economic Development Agency for Southern Ontario, Community Adjustment Fund and construction is underway.</p>

• **Quality of the Learning Environment**

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

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Student Success Centre: Continue to track the usage data associated with these services.</p>	<p>Data from the Key Performance Indicators, Entering Student Success Survey, Program Review and Service Departments has been used in the Student Experience Project Report.</p>

	<p>Students were asked in person, over video, and through their own photo journals to give feedback on their experience. Complementing this perspective is the aggregate data profile painted for Student Success Services, but also for all other services noted above in the response question 11. This consolidated and aggregated data will be framed in the Student Experience Report to be tabled in the Fall 2010.</p> <p>Data from department feedback was used to determine the new structure in the Co-operative Education department, with students indicating that they had difficulty getting access to their consultant and employers indicating that too many different contacts were calling them and making it cumbersome and sometimes confusing to work with the College. This has all been taken into consideration in the new Co-op model.</p> <p>The Centre for Access used data collected regularly for Ministry Reporting to track student numbers in Disability and Counselling services to influence its new intake model. Student numbers had increased to the extent that students were beginning to complain about wait times for start of term appointments. It is expected that the new intake model will move students through more quickly to the right service.</p>
<p>Centre for Teaching and Learning & Organizational Planning and Development: A departmental training needs analysis survey will be implemented in September 2009 to all administrators so that programs can be designed and delivered that directly address training requirements. We also plan to expand our offerings of the successful Aspiring Leaders series as well as the Georgian Management Institute.</p>	<p>Managers were interviewed to determine departmental learning needs and training plans were developed and delivered to targeted work groups. The Aspiring Leaders program was delivered at the Owen Sound (12 employees) and Barrie campuses (35 employees). 43 administrative staff participated in the Georgian Management Institute.</p> <p>As well as maintaining our current level of leadership development, we offered a variety of leadership learning opportunities to build on the skills previously learned in the leadership development classes and employees were engaged in a Strategic Planning exercise throughout 09/10. The Centre for Teaching and Learning (CTL) offered a variety of learning opportunities to full and part-time faculty. There were 1609 registrants in a variety of teaching and learning sessions over the past academic year. 748 attendees participated in workshops that were credentialed towards their Teaching Practice Credential. Sessions were offered at multiple campus sites including Owen Sound, Orillia and Midland. In Spring 2010, a record number of 23 faculty earned their Credential, indicating they had attended ten qualifying sessions offered by CTL. One participant earned a newly developed Recertification Stamp.</p> <p>*note the numbers above in workshop offerings does not include ISW series, Academic Development program or individual consults.</p> <p>Faculty Orientation - CTL hosts a two-day orientation in the Fall 2009 semester that 44 faculty members attended. CTL</p>

	<p>hosts a one-day orientation in the Winter 2010 semester that 42 faculty members attended.</p> <p>ISW-Instructional Skills Workshops - Are four-day intensive workshops with 3 facilitators and 10 participants held in June.</p> <p>Focus on Teaching Conference - Each Spring the CTL hosts an on-site conference. This past Spring there were 190 faculty in attendance for the Day full of PD offering a guest speaker and workshop sessions.</p> <p>Faculty Learning Communities - Three different faculty learning communities ran through the academic year. 24 faculty members and 2 facilitators were involved in sessions that met 4-5 times throughout the year to review a current text on teaching practices/trends.</p> <p>Academic Development Program - This program was offered to faculty hired in a Full Time capacity. The academic area offers each faculty a download and they are provided a 3 hour class per week, over the term. The key outcomes of this program are to assist faculty to connect with a collegial learning community, engage in meaningful reflection about teaching practice, observe and interact with peers and students, design learning that acknowledges diversity, contribute to discussions both departmentally and college-wide, and make links with college services and supports to facilitate student success. There were 11 faculty in the Fall 2009 and 5 faculty in Winter 2010. This fall there will be 22 faculty members in the ADP program.</p> <p>1:1 Consults- Numerous individual and program consults were conducted by the CTL staff. Program renewal and curriculum coaching was offered to program areas and individuals involved with Curriculum revision.</p>
<p>Library Holdings; Open Computing Labs; Learning Labs: Continue to track the usage data associated with these services.</p>	<p>Library Holdings: 67,851; 6% increase # of inquiries: 22,287; 8% increase # of students instructed in library literacy: 5,937 8% increase # of hours open: 10,721; 1% increase # of inter-library loans: 2,968; 12% increase # items circulated: 45,383; 11% increase # of books purchased: 7,572; 8% increase # of periodicals: 571; 1% increase # of electronic dbases: 107; .9% increase</p> <p>Learning Labs: increase of 9% over last year # of students using Write On!: 3,160 # of students using Math Lab: 654 # of students using Learning Labs: 975</p> <p>Open Computing Labs: # of computers: 493</p>



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