

College Sector Interim Accountability Agreement

Institution: SAULT COLLEGE

Preamble:

Reaching Higher, the McGuinty Government Plan for Postsecondary Education, outlines the government's commitment to begin a new era for postsecondary education in Ontario, with the cumulative investment of \$6.2 billion over the next five years in the province's postsecondary education system.

This government is committed to working with publicly funded colleges and universities to achieve results for taxpayer dollars. Achieving accountability for public funds in this context requires clear roles, responsibilities and expectations. Demonstrating success to the public requires reporting on meaningful and measurable results for the sector.

This is why the government will be developing bi-lateral multi-year agreements that will outline the targets and results expected of the sector from the cumulative fiscal investment beginning in 2006-07. The government recognizes that 2005-06 is a bridging year from the current accountability arrangements to the new multi-year agreements.

This document is the Interim Accountability Agreement for 2005-06. It is a one-year accountability agreement, to be superseded by the development of Multi-Year Agreements beginning in 2006-07. It is a companion to your institution-specific 2005-06 operating grant allocations, and confirms the commitments and results expected from each institution for this funding. These commitments include the provision of indicators from institutions related to student retention, average class size and Student: Faculty ratios. The government recognizes that there is no systematic approach to measuring these indicators in Ontario at this time, which precludes the ability to compare data on these indicators from one institution to another. The government is committed to working with institutions to develop more robust data sets for future use.

This agreement constitutes an integral and central component of the government's and sector's overall performance and accountability relationship in 2005-06. It does not, however, replace existing performance and accountability arrangements, and will be supplemented by existing and, where applicable, modified or new transfer payment and reporting requirements, such as those associated with individual grant lines. The ministry remains committed to the goal of reducing and consolidating accountability and reporting requirements wherever possible, consistent with the high standard of overall accountability for public funds expected by the public.

This agreement should be signed and returned to the ministry as soon as possible, with the understanding that the Advancing Quality and Supporting Excellence allocation will be released to the institution when the agreement is signed.

1. Government Goals and Commitments for the Postsecondary Education System

This section summarizes the government's expected goals for access, quality and accountability as announced in the 2005 Budget investments in postsecondary education, and outlines the 2005-06 government commitments designed to help the system meet these goals.

1.1 Access

As outlined in the 2005 Budget, the government is committed to ensuring that there is an increase in the number of Ontarians who have the opportunity to pursue higher quality postsecondary education that is affordable and accessible.

In 2005-06, the government will undertake the following initiatives designed to help the postsecondary education system improve access:

- Establish enrolment targets – 2005-06 targets will assist the government to meet its public commitments to increase university and college full-time enrolment by 50,000, increase graduate enrolment by 14,000 by 2009-10, and increase medical enrolments by a further 15% over the next four years;
- Establish new advisory committees on Aboriginal and Francophone postsecondary issues and continue the work of the existing Postsecondary Advisory Committee on Disability Issues to provide the government with strategic advice on how to maximize the educational experiences of these students;
- Develop a strategy to enhance the participation and success of First Generation students who are the first in their families to access postsecondary education;
- Continue the tuition freeze for 2005-06, compensate institutions for that freeze, and consult with student, college and university representatives on a new tuition framework to be in place for 2006-07;
- Enhance OSAP – improve student financial assistance for 135,000 low and middle-income students, and reintroduce up-front grants for low income students;
- Develop an international marketing strategy to assist in the internationalization of Ontario's postsecondary education system and to ensure that Ontario remains competitive in an increasingly globalized environment; and
- Ensure there are program options available at small and northern colleges to encourage students experiencing challenges in these areas to attend a postsecondary institution.

1.2 Quality

As outlined in the 2005 Budget, the government is committed to the highest standards in teaching, research, and the student learning experience.

The government also recognizes that each institution has existing areas of excellence. This excellence might be found in a differentiated mission, a specialized niche, program leadership, service leadership, enhanced services and/or accessibility to a specific group, or some other area.

In order to assist institutions in meeting both the government's and their own goals in quality, the government is committed to:

- Establish the Higher Education Quality Council of Ontario;
- Provide funding to advance quality, support institutional excellence and fund change under a new Quality Improvement Fund in 2005-06; and
- Continue to measure and report on Key Performance Indicators and build on new measures of evaluating quality.

1.3 Accountability

As outlined in the 2005 Budget, the government is committed to ensuring that postsecondary institutions be held accountable for accomplishing the goals and objectives, established under Reaching Higher, for the system. Accountability in the university and college sector will be strengthened by clearly linking funding to results. In 2005-06 the government will undertake the following initiatives designed to help colleges improve accountability:

- Implement and sign-back the 2005-06 Interim Accountability Agreements; and
- Develop multi-year agreements and a performance measurement framework for 2006-07.

1.4 Funding

To support institutions' achievement of enhanced access, quality and accountability the:

- University transfer payment budget will total \$2.63 billion in 2005-06. This is an increase of \$282 million from the 2004-05 levels of which \$124.2 million is the Quality Improvement Fund; and
- College transfer payment budget will total \$1.076 billion in 2005-06. This is an increase of \$133.5 million from the 2004-05 levels of which \$87.3 million is the Quality Improvement Fund.

Details regarding operating grant support for the postsecondary sector and for individual institutions can be found in the Minister's institution-specific 2005-06 allocation letter which you received on November 2, 2005.

2. Institution Commitments

This section outlines your institution's commitments for 2005-06.

2.1 Access

In 2005-06 your institution commits to:

- Comply with the tuition freeze as outlined in the *Guidelines for Colleges of Applied Arts and Technology and Publicly-Assisted Universities: Implementation of the Tuition Fee Freeze*; and
- Strive to achieve the enrolment projections submitted on June 20, 2005. Your institution's 2005-06 enrolment target is **2,104** (FTEs).

2.2 Quality

In 2005-06 your institution commits to:

- Complete and return the attached Quality Improvement Fund (**QIF**) template (Appendix A) to the Ministry along with this document. The purpose of the **QIF** template is for Institutions to provide information on how additional investments related to quality will be spent and the demonstrable improvements that will result from this spending. Your institution is eligible for **\$1,319,520** for advancing quality funding, and **\$351,872** for supporting excellence funding. **The release of this funding is conditional on the commitment to quality and excellence improvements, as evidenced by the completion and sign-back of the attached template.**


The distribution of this funding does not set a precedent for next year's allocation.

2.3 Accountability

In 2005-06 your institution commits to:


- Continuing with all existing reporting requirements for 2005-06; and
- Investing the Quality Improvement Fund in the manner described in Appendix A with the expected result of improving the student experience.

Signature of President or Board Chair



 Date: JAN 31 / 06

Signature of Minister



 Date: FEB 2 / 06

APPENDIX A: QUALITY IMPROVEMENT FUND TEMPLATE

PART 1: ADVANCING QUALITY

To ensure a quality postsecondary education, the ministry envisions a postsecondary education system that will be one that achieves the highest standards in teaching, research and the student learning experience, resulting in skills and innovation that will support economic growth.

The Advancing Quality portion of the 2005-06 Quality Improvement Fund is intended to provide additional resources to advance quality at each institution.

When completed, Part 1 of this template will outline the activities and results that will be achieved by each institution with this funding. The ability to demonstrate improvements in quality will inform the decision making process with respect to the future distribution of quality funding and the development of Multi-Year Agreements.

The advancing quality and supporting excellence funding will be released conditional on the completion of this template and the signing of the agreement.

Measurable Outcome Indicators

It is recognized that postsecondary institutions and the ministry will work together to develop outcome indicators of quality for inclusion in the 2006-07 multi-year accountability agreements.

To indicate that the 2005-06 advancing quality funding is achieving its intended results, the ministry is requesting that institutions report on measurement indicators commonly used by other jurisdictions to assess quality: student/faculty ratio, class size, and retention rates.

The ministry recognizes that at this time there is no systematic approach to measuring and publicly reporting these indicators in Ontario at this time. However, most institutions do have their own methodology for measuring and tracking these indicators.

Please provide the ministry with your institution's definition and measurement methodologies for the following indicators:

INDICATOR	DEFINITION AND METHODOLOGY
Student : Faculty Ratio	Total number of students in each category divided by the total number of full time faculty employed at the College.
Average Class Size	Total number of student registrants divided by the total number of sections as of November 1 st of each year.
Student Retention	Enrolment data as of November 1 st of each year is compared to previous cohort from the previous year as of November 1 st .

To establish, benchmark and track these results, the ministry is seeking this information from 2002-03 onward. Details on the rates for the 2002-03 to 2004-05 indicators should be returned with the signed agreement. The institution agrees to provide the ministry with details on the rates for the 2005-06 indicators by July 1, 2006.

Indicators for Full Time Postsecondary Funded Programs *	2002-2003	2003-2004	2004-2005	2005-2006
Student Faculty Ratio** per FTE	25	25	26	n/a
Student Faculty Ratio** per Head Count	15	15	16	16
Average Class Size	n/a	n/a	n/a	24
Student Retention Rate 1 st to 2 nd Year	73.62%	78.50%	77.88%	75.45%
Student Retention Rate 2 nd to 3 rd Year if applicable	82.25%	82.09%	79.77%	87.42%
Student Retention Rate 3 rd to 4 th Year if applicable	n/a	n/a	90.91%	88.57%

*The ministry recognizes that there may be no systematic approach to measuring and publicly reporting these indicators in Ontario. However, most institutions do have their own methodology for measuring and tracking their student/faculty ratio, average class size and student retention. Please report your indicators according to the definitions and methodologies you outlined in the preceding text box on the previous page.

Human Resources:

Where applicable, please complete the following tables to identify the number of hires retirees/departures and net new hires at your institution (not just those funded through QIF) as follows:

2005-06*	Faculty/Academic**				Support Staff***		Admin Staff	
	Full Time	Part Time	Sessional	Partial Load	Full Time	Part Time	Full Time	Part Time
Hires - replacement	5	2	5	0	4	0	3	3
Hires- other i.e. new activity, conversion of part time, etc	2	10	8	1	4	3	1	0
Retires / Departures	8	2	5	0	4	0	3	3
Net New Hired	-1	10	8	1	4	3	1	0

* Please indicate if using faculty numbers from the fall census that was submitted to CCAC.

**Definitions according to CCBA: Faculty/Academic Employees: Professors, Counsellors, Librarians, Instructors can be disaggregated by: Full time: persons teaching more than 12 hours on a regular basis; Partial load: a teacher who teaches more than six and up to and including 12 hours per week on a regular basis; Part time: include persons who teach six hours per week or less; Sessional: full time for up to 12 months of continuous or non-continuous employment within 24 month period.

***Definitions according to CCBA: Support Staff: Full-time: persons regularly working more than twenty-four (24) hours per week; Part time: persons regularly employed for twenty-four (24) hours per week or less. (Support staff does not include ancillary staff, it is more directed towards staff that support direct program delivery and student support.)

Teaching & Learning Excellence

A) Advancing Quality Funding being allocated to Teaching & Learning Excellence: \$519,520.

B) Please identify and provide details of any 2005-06 investments related to teaching and learning excellence if applicable. Examples may include changes to class size, modes of instruction, program and curricular development and professional development initiatives for staff.

Program and Curricular Development:

- 1) Release time for faculty to focus on a new target audience – secondary school students that do not traditionally attend post-secondary institutions – the faculty have developed preparatory and one year certificate programs that are targeted at the 50% of secondary school students that do not pursue post-secondary education.
- 2) Release time and hiring of new faculty for the introduction of the Personal Support Worker and Aesthetician programs.
- 3) Release time for faculty to develop collaborative degree programs with Algoma University. The first program will be Graphic Design.
- 4) Release time for faculty to customize Language and Communications courses so that they are integrated and relevant to each program.
- 5) Release time for faculty for new and renewed program development.

Professional Development Initiatives:

- 1) Supporting faculty in obtaining their Master's Degree – CICE, Hospitality, Social Work, Physiotherapy and BScN programs.
- 2) Supporting faculty in obtaining their undergraduate Degree – Aboriginal Education, Criminal Justice and Hospitality.
- 3) Development of a new teacher's orientation manual for implementation with all new faculty hires commencing in the fall 2006.
- 4) Development and sponsorship of a joint faculty professional development program with faculty at Algoma University College.

Modes of Instruction:

- 1) Hired a Lab Support Technician to assist students in the new patient simulator lab that was acquired through the financial support of the Ministry of Health. This has provided the opportunity to expand the use of the lab to many health related programs and to various medical health professionals in the North through our Continuing Education programming.
- 2) We have been able to better develop our video conferencing facilities in the BScN labs to enhance our delivery modes for the four sites in the collaborative nursing program. The program has developed a shared team approach to program delivery.
- 3) We have been able to increase our focus on WebCT as a teaching platform to provide 24 hour student access to course curriculum and faculty. We have been better able to prepare our new faculty to incorporate this learning tool in their teaching.

C) Please identify any expected qualitative and quantitative outcomes generated by this additional investment, if available/applicable.

- 1) Provide greater access to post-secondary education for nontraditional post-secondary students – Pre-Health and Pre-Technology programs along with additional one-year programming.
- 2) Improved student retention.
- 3) Enhance teaching effectiveness of faculty (in particular new faculty). The new orientation and training manuals will provide a greater awareness of adult teaching methods, individualized teaching strategies, use of technology in the classroom and WebCT.
- 4) Enhanced level of practical experience for students through the use of simulation labs – GIS, Aviation, and all health related programs.
- 5) Development of new collaborative programs with Algoma University.
- 6) Increased access for special needs students.

Educational resources:

A) Advancing Quality Funding being allocated to educational resources: \$500,000.

B) Please identify and provide details of any 2005-06 investment related to educational resources if applicable. Examples of educational resources may include equipment and supplies (lab / classroom), library materials and resources, and IT Infrastructure.

- 1) Upgrades to several classrooms and labs including the Water Treatment Lab, the Process Automation Lab and the Motive Power Lab.
- 2) The College is investing in a new Information Technology Network Infrastructure. A major feature of the Network is that it has been designed so that students will have the capability to work in a wireless environment. Students will be able to access their accounts, their courses, the Intranet and the Internet from any location on campus. This new IT infrastructure along with the wireless component allows the College to begin integrating laptops into current and future programs.
- 3) Enhanced classroom environment at the hangar including upgraded computers and wireless access.
- 4) New software for the Aviation, Graphic Artist, Civil Architectural, Nursing, and Mechanical Techniques programs.
- 5) New and enhanced special needs software.
- 6) Improvements to the Library including acquisition of a new SIRSI system along with additional books, periodical and videos.
- 7) Computer lab upgrades to the student general purpose labs.
- 8) Ability to equip most classrooms with LCD projectors.
- 9) Improvements to the Aviation Flight Scheduling Office to provide a more realistic environment.

C) Please identify any expected qualitative and quantitative outcomes generated by this additional investment, if available/applicable.

- 1) Attract and retain students.
- 2) More realistic learning environment that will provide students a greater opportunity for hands on learning.
- 3) Enhanced self-directed and independent learning initiatives.
- 4) The IT project provided the opportunity for the College to hire 7 of its Computer Studies students. Students were immersed in all phases of the project which provided an excellent learning opportunity.

Student Supports/Services:

A) Advancing Quality Funding being allocated to Student Supports/Services: \$300,000.

B) Please identify and provide details of any 2005-06 investment related to student support and services if applicable. Examples may include student remediation and retention strategies, general and/or academic counseling, special needs initiatives, and career planning and employment preparation.

- 1) This was an area that was negatively impacted in the past few years that was directly related to the financial difficulties encountered by Sault College. The investment of additional funding has allowed the College to make a reinvestment in these areas. In specific the College has continued to consolidate as many student services in one locale as possible to provide a "one stop student service" concept. This has enabled the College to achieve a level of efficiency not available with segregated service, provide enhanced student services, reduce student wait times, expand service hours, and improve the overall student experience.
- 2) The College has hired an additional Native Counselor that addresses both the Native and Academic issues faced by our Native student population.
- 3) The College has invested in the Native Education department by developing a Native Education Strategy in coordination with the Native Education and Training Council. This has provided the foundation upon which we can expand our Native initiatives by aligning our strategies with Native education strategies.
- 4) The additional investment has also allowed the College to enhance student support services in our apprenticeship programming by hiring additional support to work with the students in these programs.
- 5) The College was able to introduce spring courses that provided the opportunity for failing students to obtain the academic success required to move on to the next level of their programs.
- 6) Introduction of "Smooth Start" which provided a structured orientation program for all first year students.
- 7) Development of a Special Needs transition plan whereby staff met with special needs students at the Secondary schools prior to their graduation. A second step had the students attend orientation sessions in early August to meet staff and become accustomed to attending College.
- 8) Enhance special needs tutoring and peer tutoring.
- 9) Provide multiple testing of first year students in literacy and English programs in an attempt to improve literacy skills and academic success.
- 10) Improve student access for career planning through a close working relationship with Employment Connect.
- 11) Address student complaints with respect to improved intramural athletic programs, access and specialized equipment for students with disabilities.

C) Please identify any expected qualitative and quantitative outcomes generated by this additional investment if available/applicable.

- 1) The investments made in Student Support and Services are made with the intent to increase enrollment and student retention.

Other Advancing Quality Initiatives:

If applicable, please identify any other initiatives that your institution will undertake with your advancing quality funding. In your description, please identify the amount being allocated to this activity, your planned investment details, and any expected qualitative or quantitative outcomes generated by this additional investment.

PART 2: SUPPORTING EXCELLENCE

This fund will be used to support excellence as your institution defines it. This excellence might be found in a differentiated mission, a specialized niche, program leadership, service leadership, enhanced services and/or accessibility to a specific group, or some other area.

When completed, Part 2 of this template will outline the activities and results that will be achieved by each institution with this funding.

Investments

Identify the specific investments and activities that will be used to support excellence.

- 1) The International University College Division represents a truly unique partnership relationship between a Canadian College and an American University. Through our continued successful collaborative efforts, the two institutions offer dual-enrolment opportunities for both Canadian and American students to study in three diploma-degree programs - Teacher Education, Computer Studies/Science and Criminal Justice. Students have the opportunity to attend classes and utilize facilities at both institutions.
- 2) Sault College continues to strive to serve the unique educational requirements for the Native community. Two new programs being offered are the Social Service Worker - Native program and the one-of-a-kind Anishnaabemowin Ojibwe Immersion Program. The Immersion program is the only program in Ontario to offer this unique study option. Sault College has been a leader in this program and has presented the program at an International language Symposium in Hawaii.
- 3) Sault College continues to increase its partnership activity so that it is able to service the needs of the communities that it serves. The College has partnered with the Apprenticeship Branch, the Algoma District School Board and the Ontario Youth Apprenticeship Program to introduce area high school students to the College and careers in the Trades. The two local school boards also collaborated with the College on the Revitalizing Technology Together program. The intent of these initiatives was to eliminate the post-secondary intimidation factor that many young students feel while simultaneously promoting programs that are designed to service a growing labour market shortage.
- 4) Sault College has developed a Post-secondary Transition Planning process for prospective students. The purpose of the process is to lessen the stress associated with the transition to post-secondary education by providing the students with an opportunity to plan and arrange for services prior to entering the College environment. The transition planning will link career and educational goals to services on and off campus.

Expected Outcomes

Identify the specific short and long-term results expected from this investment. Short-term results are results that can be measured or demonstrated by 2006-07. Results could include inputs, outputs or outcomes.

- 1) The College expects to continue to grow enrolment in the International University College Division. The collaboration will continue to provide an international flavour to professional development as our faculty work jointly on program development with the American University faculty.
- 2) The introduction of the two Native specific programs will help to address two needs identified by our Native partners. It is hoped that we will continue to grow enrolments in these and other new programs. As the Native population is the fastest growing target market for post-secondary education, Sault College would like to continue to develop programming and support services to promote, enhance and excel at satisfying the unique needs of the Native population.
- 3) The College would like to increase its apprenticeship activity through an ongoing strategy of introducing potential students to the trades. We believe that if we can introduce students early in their secondary school education to the College and the trades, we may be able to capture some of the 50% of secondary school students that do not pursue post-secondary education. If students are comfortable with the College and its programs, we can start to work with students at an earlier age to achieve academic success. The introduction of career exploration programs will also help to address this target market.
- 4) The Post-secondary Transition Planning process for prospective students has been developed with the intent to increase student enrolment and retention.

Performance Indicators

Identify any performance indicators that will be used to demonstrate that the expected results have been achieved.

- 1) We will enrolment and student retention data in specific programs as performance indicators.
- 2) Because the strategy developed to increase apprenticeships is long-term, we will not see direct results for a few years, but will also look to enrolment and student retention data as indicators.

Special Client Groups

In addition to any initiatives specifically related to the \$10.2M access funding (not yet distributed), and in advance of recommendations that may arise from the Minister's Access Committees, please outline any access activities for special client groups supported by your excellence funding in the following table, if applicable.

	Type of Initiative and Program Area
Aboriginal	The hiring of a Native Academic Counselor has provided the opportunity to develop and deliver workshops to better integrate native students within the College

	environment. The workshops have focused on academic, personal, social and financial issues.
First generation	
Persons with disabilities	<p>The College has developed an Accessibility Advisory Council that is comprised of both College and community members. The Council has completed a full and complete facilities audit that has resulted in enhancements being made at the College.</p> <p>The development of the Special Needs Transition Plan has helped students that would not normally pursue a post-secondary education have access to a wide range of programs.</p>
Other	The College has developed a series of Diversity Workshops that are open to all students. The intent is to educate students on the various differences within the student body population.

PART 3: OUTCOME INDICATORS OF QUALITY

The Ontario colleges Key Performance Indicators (KPI) initiative, now in its eighth year, has provided:

- College students with an opportunity to influence their learning environment by way of regular feedback;
- College administration and faculty with a vehicle to judge the quality of their programs, facilities, resources and make necessary improvements to better their performance; and
- Employers with systematic input regarding current and future workplace needs.

Recently, the Committee of Presidents approved KPI data sharing through a KPI data warehouse at the Ontario College Application Service (OCAS). Colleges are encouraged to use this database, which includes program level results by college, to help improve the delivery and reporting of high quality learning and support services to students.

Building on the existing college KPI initiative and its comprehensive data base, each college will continue to review its results in detail to identify areas of strength, and areas of concerns, and to develop strategies for improvements to quality. Please summarize in the table below the anticipated results of your institution's strategies for improvement, if applicable.

In addition, the following table describes the measures on which you will be asked to report at a future date, as well as the key expectations and objectives to be achieved by each of these measures:

Measure	Actions for 2005-06	Expectation/Objective
<p>KPI Graduate Outcomes Survey questions 22 A-F relating to program quality to be reported as separate measures of quality.*</p> <p>Q.22 Thinking about the demands of this job, how satisfied are you with each of the following aspects of your program?</p> <ul style="list-style-type: none"> A. Course content B. Courses were up-to-date C. Overall quality of instruction D. Equipment was up-to-date E. Preparation for the job market F. Skills developed in courses <p>Q 37, "Would you recommend <College> to someone else or not"</p>	<p>Colleges will report results.</p> <p>Colleges will develop strategies and an action plan for improvement.</p> <p>Colleges will report back on the action plan.</p>	<p>Improved student/graduate satisfaction with program quality.</p> <p>Each institution will specify additional indicators used by their college.</p>
<p>KPI Student Satisfaction Survey four capstone results to be reported as separate measures of quality*.</p> <p>1- Student satisfaction with their program and the program's ability to provide the knowledge and skills useful for the future.</p> <p>2-Student satisfaction with the</p>	<p>Colleges will report results.</p> <p>Colleges will develop strategies and an action plan for improvement.</p> <p>Colleges will report back on the action plan.</p>	<p>Improvement in student satisfaction with knowledge and skills gained from programs</p> <p>Improvement in student satisfaction with overall learning experience</p> <p>Improved student satisfaction with the overall quality of facilities/resources in the college</p>

<p>overall quality of the learning experiences in their respective programs.</p> <p>3- Student satisfaction with the overall quality of facilities/resources in the college.</p> <p>4- Student satisfaction with the overall quality of the services in the college.</p>		<p>Improved student satisfaction with the overall quality of the services in the college.</p>
<p><i>Pan Canadian Pilot Survey of the Student Experience in Canadian Colleges and Institutions</i></p>	<p>All 24 colleges are voluntarily participating in the pilot. Pilot results and methodology will be shared with the colleges KPI Steering Committee for evaluation purposes.</p> <p>Date: Survey began 2005-06 Results will be made available in late spring/early summer of 2006.</p>	<p>Identify and describe institutional practices during the first college year that are effective in creating environments that maximize student learning, including:</p> <ol style="list-style-type: none"> 1. Describing the nature of student experiences during the first year of college in terms of student' attitudes, perceptions, behaviours and college interactions. 2. Identifying and describing any differences in the experiences of specific student groups such as new Canadians, Aboriginal students and visible minorities. 3. Identifying the characteristics of students, the college experience and possible interaction effects that promote learning and persistence in the first year.
<p>National Survey of Exemplary Practices in College Student Learning</p>	<p>14 of Ontario's colleges provided one or more exemplary practices.</p> <p>Some preliminary analysis on first-year initiatives and barriers, first-year orientation and policy context, as well as institution-level research initiatives is now available.</p>	<p>Capture quantitative and qualitative information on the characteristics and successes of existing first-year initiatives in colleges. Capture what is being done and what the degree of success is.</p> <p>The goals:</p> <ol style="list-style-type: none"> 1. Create a national inventory of exemplary practices in college student learning. 2. Identify institutional practices that significantly impact the success and persistence of first-year students. 3. Create a resource in support of college staff who wish to improve

		<p>student success in their own institutions.</p> <p>4. Showcase policies, practices, programs and services that promote student success in the first year.</p>
--	--	---

*Note: Latest KPI results from 2004-05 to be used in report back

Current Practices

The ministry recognizes that institutions currently have accountability measures in place. It is asked that where applicable each institution share with the ministry their current accountability measures. Examples of accountability measures are: Balanced Scorecard, Employee Engagement Surveys, etc.