Multi-Year Accountability Agreement Report-Back

College:	**Mohawk**	**Year:**	**2008-09**

As noted in the Multi-Year Accountability Agreement for Colleges for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, access and quality improvement strategies and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

MYAA Transition Year 2009-10

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol, providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10 year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. Particularly valuable are methodologies and results that complement those of the Ontario College Student Engagement Survey (OCSES). The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so, eliminate any double-counting in the column, "Total Number Self-Identifying as Member of Under-represented Group".

Measurement Methodology (including description)	Student Groups in Your Student Population				Total Number Self-Identifying as Member of Under-represented Group	Francophone Students	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	Mature Students			
	#	#	#	#			
Banner Fall 2008 Data (OCAS Application data in Mohawk's Student Information System – November Audit, Semester One students only, no visa students).	222 self-identified on OCAS application	Not reported	849 (number provided by Disability Services Office)	5,345 (OCAS definition of mature student – not direct from high school)	6,073 (no duplicates)	20 self-identified, 1st language learned	9,853
	2.3%	.	8.6%	54.3%	61.6%	0.2%	
Freshman Integration and Tracking System (FITS) Fall 2008, Semester One students only (includes potential duplication of students since they can answer all questions) * Not including most degree and graduate certificate students.	185 self-identified, 1st language learned	1,543 self identified	369 self-identified	2,200 (19 years and older and did not attend high school 12 months prior to starting Fall 2006)	3,209 (no duplicates)	131 self-identified 1st language learned	4,283
	4.3%	36%	8.6%	51.4%	74.9%	3.1%	

Ontario Colleges Student Engagement Survey (OCSES) College Student Characteristics September 2008 (includes potential duplication of students since they can answer all the questions) * Not representative of our student population.	137 self-identified	690	207 self-identified	1,746 (19 years and older and was not in high school 12 months prior to starting Fall 2006)	1,984 (no duplicates)	15 self-identified 1st language learned	2,223
	6.2%	31%	9.3%	78.5%	89.2%	0.7%	

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

SUMMARY CHART: Percentage of student population by under-represented group

USING BANNER DATA (except 1st generation, immigrants & with disabilities):

UNDER-REPRESENTED GROUPS (FT)	2005-06 % OF TOTAL	2006-07 % OF TOTAL	2007-08 % OF TOTAL	2008-09 % OF TOTAL	2005-09 DIFFERENCE (percentage point increase)
Mature ✱	52.8%	53.8%	55.3%	54.3%	+ 1.5 ppi
Aboriginal ✚	1.3%	1.8%	1.9%	2.3%	+ 1.0 ppi
1st Generation •	39.1%	40.0%	38.0%	36.0%	- 3.1 ppi
Immigrant ⬤	16.6%	16.7%	14.9%	13.0%	- 3.6 ppi
With Disabilities ◆	-	9.0%	8.9%	8.6%	- 0.4 ppi

✱ Calculated from Banner data (OCAS applicant data), where student is 19 years and older and been out of secondary school for more than 1 year.

✚ Calculated from Banner data (OCAS applicant data), which asks students if they are of native ancestry.

• Data taken from the Freshman Integration & Tracking System, and contains only 1st semester students. This information is not collected on Banner or any other location. Calculated using Q17 (father's highest education) and Q18 (mother's highest education), where students selected responses 1 to 5 for both questions.

⬤ Data taken from the Freshman Integration & Tracking System, and contains only 1st semester students. Calculated using Q24 (How describe themselves), where students selected responses 4 (Not born in Canada, but now a Canadian citizen) or 5 (Landed immigrant/permanent resident).

◆ Calculated from Disability Services Records of unique students using Disability Services in the Fall semester. This is not necessarily a true picture, since not all students with a disability use the College's Disability Service.

Increased Participation of Under-Represented Students — Programs/Strategies

MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Mature & Under-represented students: Enrolment	Enrolment	Increase for all categories, 0.9 percentage point increase overall (07-08 Mature: 55.3%, Aboriginal: 1.9%, FG: 38.0%, Immigrant: 14.9%, Students w/ Disabilities: 8.9%)	Met	Mohawk met enrolment targets for under-represented groups within the margin of error for reporting purposes: Mature students: 54.3% Aboriginal: 2.3% 1st Generation: 36% Immigrant: 14% Students with disabilities: 8.6%
Case Manager for Students w/ Disabilities	# of contacts	Increase (07-08 3.9% increase)	Did not meet	There were 9,713 contacts in 2008-09, 388 fewer than in 2007-08. Significant staffing changes and a new tracking system may have affected activity and/or tracking of contacts. In 2009-10, Mohawk will: • Introduce a new on line alternative test booking system • Continue joint process and protocol between DS and School of Human Services to support students with disabilities with significant accommodation needs while they are participating in field clinical and work placement • Expand accessibility of Disability Services (DS) Applicant Information Sessions • Actively involve students with disabilities in DS Awareness Day • Support field placement of Social Service Worker students with disabilities in Disability Services, working directly with other students with disabilities

				• Revising the Confidential Academic Accommodation Plan (CAAP) and process to support broadening the range of academic accommodation and enhanced communication with the Academic areas in support of the student
Mature & Under-represented Students: Graduation	Graduation rates	Pursue funding to track (07-08 CMSF Foundations for Success)	Met	Preliminary results from the Foundations for Success project showed a 6.4% increase in persistence from 1st to 2nd year for students participating in programs. Graduation data will be available in the Fall of 2009.

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.	Enhance and track Aboriginal Student participation through: • Dedicated recruitment and facilitated admissions, • Enriched on campus student success support services offered by the Aboriginal Education and Student Services department, • Participation in the First Generation project funded by MTCU, • Ongoing partnerships with Six Nations Polytechnic, Ogwehoweh Skilled Trades & Training, and Mohawk's own Aboriginal Education Council, and programs designed specifically for Aboriginal students, including General Arts & Science – Aboriginal Studies and Pre-Health, Practical Nursing with Aboriginal Communities, Pre-Trades/Pre-Technology, Chemical Engineering Technology – Aboriginal Cohort, and Aboriginal Small Business Management
2.	Enhance and track student participation through the First Generation Pilot Project Initiative funded by MTCU for 2008-09 and 2009-10, including: • Dedicated outreach recruitment and admissions for First Generation Students, including Aboriginal, Immigrant and Students with Disabilities, all facilitated by a dedicated First Generation Recruiter and First Generation Admissions Advisor, • Enriched student success support services facilitated by a dedicated First Generation Student Success Advisor, First Generation Counsellor, First Generation Peer Mentors and First Generation Peer Tutors, and • Utilizing print and electronic marketing tools to recruit and support First Generation Students.
3.	Enhance and track participation by Immigrant students through: • Dedicated outreach and recruitment efforts to attract immigrant students, • Partnerships with regional immigrant settlement agencies and services, participation in the Colleges Integrating Immigrants to Employment (CIITE) initiative; and • Participation in the First Generation Pilot Project.
4.	Enhance and track participation by Students with Disabilities through: • Dedicated student success support services provided for students with disabilities,

	• Participation in the First Generation Pilot Project, and • Upgrades to programs and services to advance compliance with the Accessibility for Ontarians with Disabilities Act (AODA).

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	Student participation in Mohawk's First Generation pilot project, funded by the Ontario Ministry of Training, Colleges and Universities, will supplement quantitative data with qualitative insights.
2.	Feedback from Key Performance Indicator Survey.
3.	Banner Fall 2009 Data.

French Language College Collaboration

MYAA Report Back 2008-09

This table applies only to the two French language colleges — Boréal and La Cité collégiale.

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Not applicable				

MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college collaboration strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

Collaboration Strategy for 2009-10	Brief Description
Not applicable	

College Small, Northern and Rural

MYAA Report Back 2008-09

This table applies only to institutions that receive funding through the Small, Northern and Rural (SNR) Grant.

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Not applicable				

MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college SNR strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

SNR Strategy for 2009-10	Brief Description
Not applicable	

2008-09 Student Access Guarantee

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

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

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution's 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	$25,665	54
Other SAG Expenditure to Supplement OSAP	$525,750	536
Total	$551,415	590

Date screen was last updated: 6/12/2009

2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2009-10 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a)Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information	Mohawk issues bursaries to students with tuition / book shortfalls once their enrolment and income are confirmed. Bursaries are based on the number of semesters per academic year.
If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee. - Identify any applicable deadlines. - Identify your communications strategies to inform students of how to apply.	
Identify whether your institution plans to provide loan assistance in values greater than $1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide	Not at this time.
Describe other financial support programs and strategies that your institution will use to assist students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.	Mohawk will continue to invest in efforts to increase the College's endowment for Ontario Trust for Student Support bursaries, build an inventory of scholarships for students who demonstrate merit and financial need, collaborate with Ontario in the distribution of Ontario Student

	Assistance Program loans, invest the tuition set-aside in financial assistance and work-study opportunities, and invest in promotional materials to ensure students are award of financial assistance.
Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.	Very specific criteria cannot be appealed however Mohawk considers non-Student Access Guarantee funding to address outstanding financial needs.

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

In 2009-10, Mohawk will invest in efforts to increase the College's endowment for Ontario Trust and Student Support bursaries and grow Mohawk's overall endowment for awards to $10 million (currently at $8.9 million). Mohawk will also build an inventory of scholarships for students who demonstrate merit, collaborate with Ontario in the distribution of Ontario Student Assistance Program loans, invest the tuition set-aside in financial assistance and work-study opportunities and invest in promotional materials designed to ensure students are aware of the financial assistance available to them. Mohawk also considers non-Student Access Guarantee funding to deal with emergencies and outstanding financial challenges.

B. QUALITY

Quality of the Learning Environment

MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Program Review & Dev't	# of programs	15 program reviews (07-08 29 reviewed, 8 new programs)	Exceeded	24 programs were reviewed, 4 were suspended, 7 new programs were developed and approved and 4 new programs were launched.
Student Engagement	% OCSES interaction w/ faculty	Maintain (07-08 56.7% reported interaction w/ faculty out-of-class 'not difficult')	Exceeded	67% of students reported being satisfied / very satisfied with the helpfulness of faculty outside the classroom in the 2008-09 Key Performance Indicator student satisfaction survey. In the less representative OCSES survey, 49.4% of students reported out-of-class interaction with faculty as "not difficult".
Student Success Plans	# of survey completions, # of students w/ plan	Maintain (07-08 80% survey completion, 84% w/ plan)	Did not meet	81.9% of students (4,283 certificate and diploma Semester 1 students) completed the Freshman Integration Tracking (FIT) survey and received personal learning plans.
PD for Faculty	# of faculty benefiting	Maintain (07-08 1,503 faculty)	Did not meet	In 2008-09, there was no mandatory PD for faculty, resulting in lower participation rates. 511 faculty participated in PD in 2008-09. Mandatory PD sessions are planned for 2009-10 to support key initiatives that will improve student satisfaction.
KPI Satisfaction	Student, graduate & employer satisfaction	Maintain (07-08 Grad 82.7%, Student 76.3%, Employer 93.3% satisfaction)	Met	Student participation in the KPI survey was the highest in 5 years, with 6,765 completed surveys and a 75% response rate. The 2008-09 KPI results were within +/- 2 percentage points of the 2007-08 results, which represents the margin for error and therefore statistically insignificant increase or decrease.
Strategic Enrolment Management	Implementation	Align w/ business plan	Did not meet	Mohawk fell short of enrolment goals due primarily to a decrease in returning students. Mohawk had projected total full-time postsecondary activity of 11,315 FTEs and achieved 10,648 FTEs, for a variance of -5.89%. However, Mohawk's enrolment grew by 5.77% from 2007-08 to 2008-09.

Student Success Advisors	Student contact	Track contact w/ advisors	Met	Student Success Advisors individually track student contacts using quantitative and qualitative measures. Mohawk continues to explore an online system for tracking contacts.
Financial Assistance	Endowment	Grow endowment (07-08 $10M)	Exceeded	Mohawk's endowment grew to more than $10.2 million on the strength of bursary campaigns linked to ceremonies for Mohawk's departing and arriving Presidents.
Digital Technologies	# of enabled classrooms, % campus w/ wireless	10 rooms, 60% wireless (07-08 26 rooms, 50% wireless)	Exceeded	41 classrooms were renovated to be technology enabled. 80% of the Fennell Campus is now wireless and wireless capacity at Mohawk Brantford and the Mohawk STARRT Institute is at 60%.
PD for Support Staff	# admin / support staff benefiting	Maintain (07-08 176 admin / 664 support)	Did not meet	432 support staff and 90 administrative staff participated in PD sessions during 2008-09. A new Building Innovative Leadership Program was developed and launched for administrators, with 6 half-day sessions held during the Fall of 2008.

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.	Respond appropriately to the Program Quality Assurance Process Audit (PQAPA) Report anticipated mid-summer, and interim results from the Millennium Scholarship Foundation 'Foundations for Success' project,
2.	Build on the Student Feedback on Teaching survey wherein 92% of students reported being satisfied with the effectiveness of their teachers.
3.	Continue to seek improvements with regards to Key Performance Indicator survey results relative to student, graduate and employer satisfaction, with special emphasis on improving facilities and student success services results,
4.	Review 4 programs that received Key Performance Indicator results lower than the provincial average but greater than 60% and review 2 programs with results below 60%,
5.	Begin implementation of a new single platform for teaching and learning, Desire2Learn.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through KPI surveys, retention rates):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	Student Feedback on Teaching Survey
2.	Mohawk intends to participate in the Key Performance Indicator Plus pilot to measure student engagement going forward.
3.	Program Performance Indicator (PPI) reports for all programs, using a standardized measurement tool to further enhance student satisfaction and drive continuous program improvement.

Student Success: Student Retention Rates

MYAA Report Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1st to 2nd Year	69% (07-08 67.5%)	64.8%	The shortfall for Mohawk's Fall 2008 enrolment target was attributable to students not returning.
2nd to 3rd Year	87% (07-08 86%)	88.4%	
3rd to 4th Year	n/a (07-08 100%)	n/a	

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

MYAA Transition Year 2009-10

Pending advice from HEQCO from the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

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

To improve retention rates in 2009-10, Mohawk will:

- Continue to invest in Student Success Advisors and their role in providing students with the tools to succeed,
- Integrate early intervention strategies including student centred collaboration between student/learning services and academic schools,
- Facilitate new student transition to college program, including academic preparation and orientation,
- Refocus the Peer Tutor/Peer Mentor program into a Peer Support Services model,
- Identify a measure set of outcomes to facilitate evidence-based retention plans,
- Utilize the findings of the Millennium Scholarship Foundation 'Foundations For Success' Report due in August 2009 to establish best practices to support 'at risk' students and optimize their success,
- Implement a new Grading and Promotion Policy, and
- Offer professional development to faculty on best practices in evaluation and feedback on student performance.

C. ACCOUNTABILITY

MYAA Report Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space: _____.

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

MYAA 2008-09 Report Back Contact	
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APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year

Increased Participation of Under-Represented Students

Outreach: targeted outreach activities with local community organizations and high schools, or advertising / marketing activities to improve participation of under-represented groups.

Bridging & Pathways: activities to bridge students into PSE (including dual credit programs, academic upgrading and other services) and assist students' pathways between college and university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

Student Services & Supports: activities including personal and career counselling, academic advising and supports, and cultural programming (i.e. Aboriginal Elders on-site).

Academic Programming: activities to assess or develop programs to ensure accessibility in terms of delivery and / or content, enhance opportunities for under-represented groups, or deliver the program in partnership with other institutions.

Building Capacity: activities focusing on the capacity of the college or university to ensure greater accessibility, including staff training, research and needs assessment of the student population and the identification of barriers.

Quality of the Learning Environment

Academic Programming: program development and quality review processes, and improved program policies and quality audits.

Student Engagement & Satisfaction: activities to increase student engagement through effective educational practices (interaction, cooperation amongst students, active learning, prompt feedback and time on task). Also includes overall assessments of student satisfaction and engagement through designated tools (KPI and other surveys).

Student Services & Supports: academic supports such as tutoring, academic advising and foundational skills (English and Math).

Teaching / Classroom Enhancements: overall enhancements to students' experience inside the classroom through targets for student-faculty ratio, student assessment of teaching and physical classroom upgrades (technology, seating).

Operations: activities to support effective operations, including faculty / staff development, infrastructure / capital and library and technology enhancements.

APPENDIX B: Example of extended / consolidated programs and strategies

Multi-Year Action Plan for 2006-07 to 2008-09

Quality Strategy / Program	Indicator	Results		
Academic Writing Centre	% of 1st year students using centre	% in 2006-07	% in 2007-08	% in 2008-09
Peer Tutoring Program	# of clients served	**#** in 2006-07	# in 2007-08	# in 2008-09
Entering Student Retention Strategy	1st to 2nd year retention rate	**%** in 2006-07	% in 2007-08	% in 2008-09

Transition Year 2009-10

Consolidated or extended Quality Strategy / Program	Brief Description
1. Entering Student Success Strategy: Student Services & Supports	We will continue to offer a range of student supports and services to ensure students receive the academic counselling and support they need to succeed in their studies and persist to year two of their program.

Consolidated or extended Quality Strategy / Program	Description of Monitoring and Evaluation of Outcomes
1. Entering Student Success Strategy: Student Services & Supports	In 2009-10 we will continue to monitor the impact of our entering student success strategy through responses on the use and evaluation of student services in our student engagement survey. We will also continue to monitor the overall retention rate for 1st to 2nd year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010.