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# Colleges 2006 Results Report

## Ontario's Colleges Succeed in Reaching Higher



# **Colleges 2006 Results Report**

**Ontario's Colleges Succeed  
in Reaching Higher**

**December 2006**

ONTARIO  COLLEGES

Association of Colleges of Applied Arts and Technology of Ontario

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The Reaching Higher Plan is making a difference. For students, employers, communities and the people of Ontario.

Ontario's 24 colleges drive economic growth and social prosperity in the province. Rapidly evolving technologies continue to change the nature of work in every industry sector and the requirements placed on workers at every level. As a result, Ontario must increasingly rely on a workforce with the skills and education to translate change into economic opportunity.

By investing to improve access, quality and accountability at Ontario's colleges, the Ontario government underscored the critical role of colleges in creating wealth and prosperity for Ontarians. Two years of funding under the Reaching Higher Plan have better positioned Ontario's colleges to fulfill that role.

### Colleges deliver results

Over the past two years, the Reaching Higher Plan enabled Ontario's colleges to begin rebuilding programs, services and facilities to support economic growth. Colleges across Ontario succeeded in increasing access and improving quality while continuing to demonstrate accountability.

- **Results for students.** Colleges added programs, expanded outreach activities and services to underserved populations, hired more faculty and student support staff, and improved services so that more students would stay in school, graduate and find employment.
- **Results for employers.** Colleges built and equipped state-of-the-art learning facilities, developed centres of specialization and introduced new programs to respond to shifting labour market requirements.
- **Results for communities.** Colleges partnered with businesses, industries and organizations to develop programs that would drive economic development and meet community needs.
- **Results for the people of Ontario.** After two years of funding for colleges under the Reaching Higher Plan, more students and graduates were satisfied that their college education readied them for work. More students graduated, more graduates achieved employment, and more employers were satisfied with the graduates they hired.

A capable, flexible workforce drives economic growth. Ontario's 24 colleges build a strong economy by equipping people with the knowledge and skills to work in a rapidly changing world.

Colleges provide education opportunities for all. They draw students from all income groups. They accept and work with people of all ages and from all walks of life.

Less than half of Ontario's college students come directly from high school. As a result, Ontario's colleges play a critical role in meeting the learning needs of adults who have not completed high school, who require help with literacy or numeracy, who have been internationally trained but lack Canadian experience, or whose first language is not English or French. They, like people of Aboriginal heritage, people with disabilities, or people who are the first in their family to undertake postsecondary education, may require focused supports and services to complete their postsecondary studies and achieve their career goals.

Improving access to postsecondary education for everyone increases not only individual prosperity, but economic growth and opportunity for Ontario.

Two years of funding under the Reaching Higher Plan helped Ontario's colleges improve access to postsecondary education for everyone through

- more programs at more levels.
- more opportunities for underserved populations.
- more outreach to youth.
- more educational pathways.
- more ways to reach students.
- more links to economic development.

## More programs at more levels

Approximately 200 new programs have been created across Ontario over the past two years under the Reaching Higher Plan. A broad spectrum of new programs were introduced to serve students at many levels:

- **preparatory programs** such as the General Arts and Science Pre-technology program at **Mohawk College** and three pre-apprenticeship programs at **Sault College**
- **diploma programs** such as the Motive Power Technician program at **Canadore College**, Health Informatics Management at **Conestoga College**, and Entertainment Technology at **St. Clair College**
- **post-diploma programs** such as the Clinically Intensive Orientation to Nursing in Ontario for Nurses graduate certificate at **Algonquin College**, and the Autism and Behavioural Science graduate certificate at **La Cité collégiale**
- **apprenticeship programs** such as the Level 1 Construction and Level 1 Welder Ontario Youth Apprenticeship Programs that **Northern College** is offering across the region, and the expanded two-year trades programs at **Collège Boréal** that provide a wider range of specialization options and co-operative placement opportunities.

- **co-operative apprenticeship diploma programs** such as the Truck and Coach Program being offered by **Fanshawe College** and the Industrial Electrician program at **Cambrian College**
- **programs for underserved populations** such as the Construction Management for Internationally Educated Professionals postgraduate program introduced by **George Brown College** and the Aboriginal Pre-Health program created by **St. Clair College**
- **applied degree programs** such as the Bachelor of Applied Business in International Commerce and Global Development at **Niagara College** and the Bachelor of Applied Technology - Control Systems Technology offered by **Seneca College**
- **degree programs** such as the pilot project undertaken by **Confederation College** in collaboration with Lakehead University which offers a Bachelor of Science in Nursing in four communities through distance education, and the Bachelor of Business Administration offered by **Georgian College** in partnership with Laurentian University.

## More opportunities for underserved populations

The Reaching Higher Plan recognized the untapped potential in meeting the needs of those who have not been easily able to undertake postsecondary education. Reaching Higher funding enabled colleges across Ontario to focus on these underserved populations and overcome some of the barriers that had been preventing them from enrolling in college programs.

**Students with disabilities.** Colleges improved supports and services to address the needs of students with disabilities.

- **Durham College** offered seminars on financial aid and support and created a test centre to provide accommodations for students with disabilities.
- The new Centre for Students with Disabilities at **Lambton College** offers additional staff and technology to serve the needs of these students.
- **Sheridan College** revamped its Disability Services website to improve ease of access to information and services for students with disabilities.
- **St. Lawrence College** is developing ‘Community Integration through Co-operative Education,’ a program to provide developmentally challenged students with counseling, an expanded orientation program and access to special bursaries.

**First Generation students.** Students who are the first in their family to pursue postsecondary education often face special challenges. Colleges expanded their initiatives to meet the specific needs of these ‘First Generation’ students.

- As part of a comprehensive pilot program for First Generation students, **Centennial College** opened an Advising Centre to help newly admitted students make the transition to college.
- **George Brown College** partnered with six high schools and with Regent’s Park Pathways for Education project to help First Generation students prepare for success in college.

**Aboriginal students.** Colleges across Ontario intensified outreach and improved services for Aboriginal students.

- **Cambrian College** held a First Nations outreach camp and a combined Health Sciences/Social Sciences camp, and began delivering a Practical Nursing Program in a First Nation community.

- **Canadore College** added a recruitment and retention position to the Aboriginal Learning Unit staff and established an articulation agreement with the Ontario Native Education Counseling Association.
- **Sault College** introduced new Social Services Worker – Native and Anishinaabemowin Immersion (Ojibwe) programs as a result of consultation with Aboriginal students, graduates and First Nations communities.
- With two Native Resource Centres and a large component of Aboriginal students, **St. Lawrence College** funded three projects to improve Aboriginal-oriented program development and delivery.

**Internationally trained individuals.** Recent immigrants offer rich potential to contribute to provincial economic growth, but they often face barriers in gaining employment related to their skills and abilities. Colleges continued to expand programs and services so that internationally trained individuals can gain the skills, knowledge and experience needed in Canadian workplaces.

- **George Brown College** developed three new bridging programs such as the Career and Work Counselor Program for Internationally Educated Professionals to support new immigrants.
- **Sheridan College** introduced an Enhanced Language Training program, which includes a work placement, and created a Fast Track to Technology Occupations program.

### More outreach to youth

Half of the Grade 9 students in Ontario do not proceed directly to postsecondary education after high school. Funding under the Reaching Higher Plan enabled colleges to intensify outreach to youth. Many colleges enthusiastically participated in School-College-Work initiatives aimed at reducing Ontario's unacceptably high secondary school dropout rate while giving high school students opportunities to succeed in a workplace with training, in apprenticeship programs or in other college programs.

**'Learning to 18.'** The Ontario government requirement for students to remain in a learning environment until age 18 offered colleges and local school boards opportunities to work together to encourage youth to stay in school.

- Many colleges offered 'dual credit' programs: students could take courses on a college campus and receive both a college credit and a high school credit. **Centennial College** created a credit recovery and dual credit program to encourage retention and Ontario Secondary School Diploma (OSSD) completion for a group of students from the Malvern community.
- **Fleming College** has 175 students taking classes at the college to complete their Ontario Secondary School Diploma requirements.
- **Loyalist College** initiated a highly successful 'Links to Loyalist' project that offered high school students the opportunity to complete their last semester of high school on campus.
- The Seneca@York Learning Centre operated by **Seneca College** provided one-on-one tutoring to secondary school students from North York, Jane-Finch, York Region and South Markham.
- **St. Lawrence College** created a 'Triple Play Program' where high school co-op students enroll in a college course during their co-op period and concurrently fulfill their workplace portion, earning full course credits at high school and college.

**Reaching students earlier.** Students in Ontario's elementary and secondary schools need ongoing encouragement to explore career options and continue their education. Funding under the Reaching Higher plan enabled colleges to expand outreach activities to promote college education to students in high schools and elementary schools.

- **Algonquin College** created a ‘Career Sampler Series’ pilot project that featured one-week summer workshops for students in Grades 7 through 12.
- **Confederation College** hosted a Regional Skills Competition for secondary school students in Northwestern Ontario and introduced elementary students to the campus through an Aviation Centre Summer Flight Camp.
- The Enrichment Mini-Courses Program at **La Cité collégiale** attracted students from Grades 8 to 12 who spent a week studying in a field of their choice.
- **Lambton College** outfitted a Mobile Skills Training Lab and toured elementary schools to educate students about careers in the trades.
- The ‘Grizzly Cubs’ program at **Georgian College** received the Board of Governors’ Innovation Award for bringing over 7,000 senior elementary school students on campus over two years.

**Focusing on youth at risk.** Colleges created innovative ways to support students at risk to encourage them to continue in school.

- **Centennial College** paired summer programs with a dual credit opportunity for students from economically challenged communities as part of the City of Toronto Initiative for Youth at Risk.
- Programs such as ‘College Link,’ ‘Senior Bridges and Single Adolescent Mothers,’ and ‘Mothers In Search of Learning’ offered by **Confederation College** increased participation rates for at-risk students and helped them make a smooth transition to college.
- A pilot group of high school students at risk attended **Durham College** for a semester while completing their Ontario Secondary School Diploma requirements. All but one subsequently registered in a college course.
- **Seneca College** recruited disadvantaged youth ages 19 to 24 for the ‘Seneca Centre for Outreach Education’ (SCOrE) program to learn strategies and skills to overcome barriers to employment.

## More educational pathways

Ontario’s colleges are well positioned to expand educational pathways for Ontarians. Creating new links among college-based programs such as co-operative apprenticeship diploma programs offers new opportunities for learning and working. Developing new diploma/degree programs and articulation agreements with universities expands options for students to further their education.

**Prior Learning Assessment and Recognition (PLAR).** The learning and skills students bring to college are important factors in determining their postsecondary education path. Colleges enhanced their ability to assess a student’s prior learning by creating or updating equivalency guides and credit transfer processes, and by actively promoting PLAR services to students and prospective students.

- **Canadore College** created a new School of Access and General Studies as part of a re-examination of all business processes to ensure they facilitate PLAR and general accessibility.
- **Mohawk College** developed an online, early-assessment booking system to encourage students to complete assessments over the summer to better prepare for college. Students then received information on resources and services that will help them succeed.
- **Northern College** is collaborating with Athabasca University on a PLAR initiative with Aboriginal communities that will incorporate sensitivity to different infrastructures, cultural diversity, traditional knowledge and inclusiveness.

**Credit transfer and recognition.** Colleges are actively developing credit transfer and recognition processes, and collaborating with other postsecondary institutions through articulation agreements to offer students more choices in furthering their education.

- **Collège Boréal** negotiated an articulation agreement to help Radiography graduates access an applied baccalaureate degree in Health Sciences.
- **Canadore College** shares a campus with Nipissing University, and the two schools have a formal agreement that provides degree completion opportunities for all diploma graduates.
- Two recently signed agreements enable graduates from other colleges to obtain advanced standing in programs at **Georgian College**. Partnership agreements with four universities offer full degree completion opportunities for Georgian College students.
- **Seneca College** developed four articulation agreements with universities in Canada and internationally, including two graduate certificates earning transfer credits for Masters' degree programs.

**Integrated programs.** Ontario's colleges are actively developing co-operative apprenticeship diploma programs that combine apprenticeship training and studies toward a college diploma. Some are partnering with universities to offer programs that earn both a diploma and a degree, while others partner with industry.

- Ontario's northern colleges in collaboration with a university established the Federated School of Mines, a Mining/Mineral Education and Training Consortium.
- **Cambrian College** introduced two new co-operative apprenticeship diploma programs: Welder/Metal Fabricator, and Industrial Electrician.
- **Conestoga College** developed three bridging programs to help diploma graduates enter Conestoga's degree programs.
- **Lambton College** established the Interdisciplinary Studies degree in partnership with the University of Windsor, and the Elementary Educator Program in partnership with Saginaw Valley State University.
- The Northern Partners in Practical Nursing Education partnership enables **Niagara College** to deliver the new Practical Nursing program in partnership with the Niagara Health System.

## More ways to reach students

Funding under the Reaching Higher Plan enabled colleges to begin maximizing the benefits from technology in enhancing access. Distance education, wireless access on campus and hybrid course formats incorporating e-learning allow more Ontarians to undertake postsecondary studies at a place and time and in a format that expands their opportunities.

- **Algonquin College** delivered over 400 courses/course sections using a hybrid course format combining onsite and e-learning delivery.
- **Collège Boréal** developed a Virtual Campus to enhance access for rural communities in the North.
- **Durham College** collaborated with two other colleges in delivering a Diploma in Military Arts and Science program online.
- Wireless nodes installed throughout **Humber College** provide network access for students and offer the potential for all classrooms and laboratories to access electronic information.

## More links to economic development

Colleges stimulate regional and provincial economic growth. In turn, economic growth offers more opportunities and increased demand for college graduates. The end result: more opportunities for Ontarians to learn and work in their communities.

- **Collège Boréal** launched a new Centre for Applied Research in Bio-diversity at the Hearst and Kapuskasing campuses to spur economic development.
- The Centre of Applied Media Productions at **Confederation College** established a collaborative agreement with local filmmakers and film consortia to launch a feature film project in the north.
- **Fleming College** is an active partner in the Haliburton Connect Project, the Lake Ontario Atlantic Salmon Restoration Project and the DNA Cluster Project, and the Peterborough Sport and Wellness Centre.
- Barrie City Council established the 'Growing by Degrees Community Task Force' to work with **Georgian College** as part of the city's economic development strategy.
- **Lambton College** is a member of the executive of the Sarnia Lambton Economic Partnership, and is involved in the Western Research Park with the University of Western Ontario.
- **Northern College** established the Materials Joining Innovation Centre, a non-profit organization offering technical services to the public.
- Partnering with the Sault Ste. Marie Innovation Centre, **Sault College** delivered specialized on-campus training for IT professionals from Sault Ste. Marie and area.

A quality college education produces well-educated graduates who find work quickly and contribute to the prosperity of the province. Ontario's colleges are skilled in designing and delivering superior applied education programs to meet the needs of adult learners and Ontario's industries. Two years of funding under the Reaching Higher Plan helped Ontario's colleges begin rebuilding the human, physical and technological supports and services needed to ensure college graduates are ready to work through

- investment in human resources.
- market-driven programs.
- focused supports for student success.
- better facilities.

### Investment in human resources

**Teaching excellence.** Under the Reaching Higher Plan, colleges across Ontario hired faculty to support new, expanded and renewed programs, and to begin rebuilding the full-time faculty base.

**More staff to support students.** When students seek support – academic, financial or career advisement, for example - they need knowledgeable staff who can help them find solutions, especially as colleges work to serve larger numbers from underserved populations. Over the past two years, Ontario's colleges hired additional support staff to improve services for students across a broad range of service areas.

**Support for teaching and e-learning strategies.** Colleges provided resources to help faculty design curriculum, integrate new technology and implement new instructional techniques to maximize learning for students.

- **Conestoga College** supported the development of new teachers through a three-phase College Educators Development Program.
- At **Humber College**, new full-time faculty began a 200-hour, two-year Teaching Excellence Program. An online Teaching Effectiveness Certificate program was created for part-time faculty.
- **La Cité collégiale** increased the human resources and services dedicated to teacher support and thoroughly integrated provincial standards in all programs.
- **Lambton College** hired an Instructional Designer to help faculty design curriculum delivery.
- **Niagara College** created a new Centre for Educational and Curriculum Development to support faculty in curriculum design, teaching strategies and best practices in use of technology.

**On-going professional development.** Quality college education requires knowledgeable faculty who are current in their field and skilled in teaching adults. It also depends on service-oriented staff who can help students develop the path toward their career goals that best suits their circumstances. Over the past two years, Ontario's colleges invested in professional development for faculty, staff and administrators so that students would be better served in all aspects of their college experience.

- **Collège Boréal** created a new Resource Centre for faculty, focusing on improving technological, teaching and language skills, and established a mentorship program for new faculty.

- **Loyalist College** provided financial support for credential studies for academic, support and administrative staff, and on-site delivery of a Bachelor of Education - Adult Education and a Certificate in Adult Education through Brock University.
- **Northern College** hired a Director of Staff Development and Human Resources with a mandate to focus on strategic staff development.
- **Sheridan College** launched the Professional Development Institute, an educational program about teaching and learning for full-time faculty.
- **St. Lawrence College** participated in the Provincial Management Academy Program, a Support Staff Conference, and faculty development programs including Focus on Learning, Aligning and Building Curriculum (ABC), Faculty Cyber Connections, and Celebrating Great Teaching.

## Market-driven programs

**Excellence and specialization.** Colleges continued to carve out areas of excellence and specialization to concentrate resources in programs that meet specific student, industry and sector needs. Many colleges work with industry and sector partners to ensure that facilities, equipment and processes keep up with industry standards.

- **Cambrian College** designed a new Energy Management System Centre for Research and Prototyping to support transfer of research and technology for small- to medium-sized energy companies in Northern Ontario.
- The Centre for Integrated Manufacturing at **Humber College** integrates student activities across manufacturing design and production programs, including all stages in the manufacturing cycle.
- In March 2006, the Georgian Skilled Trades Centre opened at the Midland Campus of **Georgian College**.
- In partnership with provincial, local and federal police services, **Sault College** established the on-campus Law Enforcement Training Centre – Northeast Region to complement Sault’s Criminal Justice programs and provide a training resource for police officers and enforcement personnel.
- **Sheridan College** opened the Centre for Advanced Manufacturing & Design Technologies in Brampton to address the need for skilled employees and managers with expertise in advanced manufacturing in Ontario’s manufacturing sector.

**Rigorous program review.** Ontario’s colleges conduct regular in-depth reviews to ensure programs maintain high academic quality and are up-to-date with current occupational standards and practices. This review process includes extensive consultation with employers and industry representatives. In addition, Ontario’s college system has undertaken a pilot project to create an arm’s length audit process to ensure that the quality assurance processes and standards at Ontario’s 24 colleges are consistent with international best practices.

## Focused supports for student success

Funding under the Reaching Higher plan enabled colleges to undertake initiatives to increase student success, retention and graduation.

**More advisement.** Colleges across the province developed focused advisement strategies to help students succeed.

- **Fanshawe College** introduced a comprehensive student success program featuring Student Success Advisors, and assigned existing staff to serve as student success coaches and mentors.

- **Mohawk College** engaged Student Success Advisors to encourage greater retention by helping students access the services they need.
- **Loyalist College** developed a ‘portal’ to provide easy access to services such as academic counseling and to help guide first-year students on their academic choices.
- **Seneca College** introduced the Success@Seneca program, a structured continuum of student support services to improve success and retention for first-year students in the General Arts and Science programs.
- The Applied Research Advisory Committee at **St. Lawrence College** has undertaken a study on career assessment for learners with disabilities.

**Early interventions.** Colleges implemented measures to identify students at risk earlier and to provide the supports they need.

- **George Brown College** hired learning strategists to work with students and faculty to identify students at risk and develop appropriate intervention strategies.
- **Niagara College** expanded retention activities for Aboriginal students through mid-term and end-of-term interventions by First Nations staff who can provide culturally appropriate strategies for at-risk students.
- **St. Clair College** offered a ‘Learning Strategies’ program, e-counseling and increased peer tutoring to support student success.
- **St. Lawrence College** hired full-time student success facilitators to provide early interventions to help at-risk students succeed, and invested in Writing and Math Centres to support students needing remedial assistance.

## Improved employment services

Ontario’s colleges intensified career- and employment-related services to increase graduates’ prospects of job success.

- The Job Bank at **Confederation College** connects graduates to employment opportunities and provides early notification of regional, national and international employment opportunities.
- **Fleming College** revitalized its Career Development website and targeted programs where Key Performance Indicators indicated a low percentage of graduates working in jobs related to their field of study.
- **Humber College** integrated a generic skills component into all programs to ensure that all students fulfill college-established criteria in specific skills to enhance employability.
- **La Cité collégiale** initiated two ‘Nouveau Boulot’ projects to help young workers overcome barriers and acquire skills and capabilities to enter the work force.

## Better facilities

A quality education offers facilities and technology that support learning. Funding under the Reaching Higher Plan enabled Ontario’s colleges to create and expand classroom and laboratory facilities, and to provide up-to-date equipment and technology to ensure graduates are workplace-ready.

**Smart classrooms and e-learning.** Colleges increased and enhanced learning by establishing ‘smart’ classrooms, expanding computer access and integrating online delivery.

- **Conestoga College** added open-access computer labs and provided wireless computer access in the Learning Resources Center and the new Student Centre.
- **Fanshawe College** completed a major upgrade of all classrooms at the London campus to incorporate state-of-the-art electronic presentation technology.
- **Sault College** partners with **Durham College** to deliver the Industrial Mechanic Millwright program via e-learning to meet the needs of clients and employers in remote communities where block releases could affect a business's viability.

**Purpose-built facilities.** Colleges built, renovated and equipped facilities to support applied learning that prepares graduates to work in state-of-the-art workplaces.

- The Simulation Centre for Health Studies at **Algonquin College** is the first fully equipped operating room suite and critical care/trauma unit in an educational institution in Canada.
- **Confederation College** updated the Instrumentation Lab used by the Environmental Technician program and others to meet the critical requirement for water purification facilities in the north.
- **La Cité collégiale** established five new specialized laboratories in Health Sciences equipped with advanced medical equipment to serve program needs.
- **Loyalist College** invested in a refurbished television studio, a new Supercritical CO2 Extraction Laboratory, and upgraded tools and computer equipment in the Automotive Service labs.
- **Sheridan College** opened an expanded wing at the Trafalgar Road campus to provide additional classroom, studio and lab space for the Bachelor of Applied Arts (Animation) program.

**Well-equipped resource centres.** High quality education requires up-to-date information resources, and the means to access that information. Funding under the Reaching Higher Plan helped colleges renovate learning resource centres and expand library resources to provide students with more program-specific resources and increased access to online information.

- **Canadore College** is working with Nipissing University to develop and build a new library/learning resource centre to serve students at both institutions.
- **George Brown College** significantly increased the number of computer work stations as part of improvements to the Learning Commons and invested in books, periodical and e-resources.
- **Humber College** opened an expanded 15,580 square foot library at its Lakeshore Campus.
- **Mohawk College** refurbished libraries, acquired new computers for the Learning Commons, enhanced wireless services, and provided students with optical mice.
- **St. Clair College** equipped library rooms with computers and projectors to accommodate group work.

**Student-centred campus services.** College students need more than classes, labs and work placements. Over the past two years, Ontario's colleges invested in services to better support students in all aspects of their college experience.

- **Algonquin College** renewed classrooms, and completed roof replacements, ventilation improvements and renovations to the cafeteria/food lab.
- **Collège Boréal** relocated student services facilities to offer students better and easier access to services including an English-as-a-Second-Language lab and support centre.
- **Fanshawe College** and the Fanshawe Student Union opened a new, full-service Student Centre offering food services, health services, a pharmacy, student offices and activity rooms.

- **Northern College** created a new Native Student lounge and an improved computer laboratory.
- **Sheridan College** updated the cafeterias at both campuses and completed major renovations to the Student Centre at the Trafalgar Campus.

Each year Ontario's colleges supply 60,000 graduates for Ontario's workforce.

Backed by a strong commitment to clear accountability measures and reporting, Ontario's college system delivers results. Accountability is built into the entire structure of Ontario's college system through exacting governance requirements, rigorous provincial standards, and regular performance measurement and reporting. Under the Reaching Higher plan, Ontario's college system has strengthened their commitment to accountability through maintaining

- effective governance framework.
- regular performance measurement.

## Effective governance framework

Colleges are supported by effective governance. Ontario's 24 colleges are governed by the Ontario Colleges of Applied Arts and Technology Act, the Financial Administration Act, the Ombudsman Act, and the Freedom of Information and Protection of Privacy Act. Each year, colleges submit their strategic plans, business plans and annual reports to the Ministry of Training, Colleges and Universities.

There are more than 100 provincial standards which set the expected outcomes for college programs. Ontario's college system has established standards for internal program quality assurance processes and is working to implement a province-wide, arm's length audit that will hold each college accountable for maintaining the highest standards of quality assurance.

**Planning and Reporting.** Under the Reaching Higher Plan, colleges strengthened their planning processes, invited greater stakeholder input, and created accountability agreements and action plans.

- Since 2004, **George Brown College** has involved over 700 stakeholders from across the college in developing a clear and compelling Academic Strategy.
- As at many colleges, the planning process at **Mohawk College** involved a wide range of stakeholders including the Board of Governors, the President, the Senior Leadership Team, staff, Mohawk College Administration Association, Faculty Local 240, Support Staff Local 241, Mohawk Students' Association, Mohawk College Association of Continuing Education Students and Mohawk College Council.

Colleges regularly consult with stakeholders as important partners in achieving college objectives.

- The annual Employee Engagement Survey at **Centennial College** assesses employees' engagement in the college's mission, vision, strategic objectives and day-to-day operations.
- Each term, **Fanshawe College** conducts an Instructional Feedback Survey where students directly assess the quality of their learning experience and provide feedback.
- **Fleming College** monitors success in leadership capabilities and service provision through feedback from surveys and focus groups.
- **Mohawk College** conducted an 800-response general public survey, an employer survey, and a fundraising feasibility study to support data-driven decision-making.

Under the Reaching Higher Plan, colleges gathered data to support accountability in their planning and ensure adherence to provincial standards.

- Through consultation with stakeholders, **Cambrian College** developed a Balanced Scorecard of quantitative indicators to measure Cambrian's success in implementing the strategic plan.
- After college-wide consultation, **Centennial College** selected 18 indicators to serve as a Balanced Scorecard to reflect how the college was performing.
- As at many colleges, the planning process at **Durham College** is increasingly using empirical evidence to determine strategic directions and clear metrics to measure the results.
- **Fleming College** issues an Interim Report Card to track progress in implementing plans.

## Regular performance measurement

Annual Key Performance Indicators (KPIs) are independently gathered to measure each college's success on criteria including graduates' assessment of their education, graduation rates, employer's assessments of graduates they have hired and the number of graduates that find employment within six months of graduation.

These KPIs provide clear benchmarks of college-specific and system-wide accountability and enable colleges to set goals for improvement.

Each year, almost 100,000 respondents participate in the student satisfaction survey, and 44,000 in the survey of graduates.

Student satisfaction data are collected by college-administered surveys and tabulated externally, while student graduation rates are calculated by the colleges.

Graduate employment, graduate satisfaction and employer satisfaction are collected through telephone surveys by an independent provider.

Aggregated Key Performance Indicators for Ontario's colleges showed consistent improvement from 2004 to 2006. System-wide results underscore the importance of sustained investment in initiatives to improve access and quality at Ontario's colleges.

## Improved System-wide KPI Results for 2006

<u>KPI Measure</u>	<u>2006</u>	<u>2004</u>
Graduation Rate <i>Proportion who graduate from a program within a specified period</i>	<b>60.1%</b>	57.4%
Graduate Employment Rate <i>Percentage working full- or part-time within 6 months of graduation</i>	<b>89.3%</b>	87.7%
Graduate Satisfaction Rate <i>Percentage who are very satisfied or satisfied with the usefulness of their college education in achieving their goals after graduation</i>	<b>81.6%</b>	79.7%
Employer Satisfaction Rate <i>Employers' overall satisfaction on 5 dimensions with graduates' college preparation for the work they are doing</i>	<b>92.1%</b>	92.0%
Student Satisfaction Rate <i>Calculated using 4 key indicators:</i>	<b>77.8%</b>	75.1%
- the knowledge and skills useful to their career	<b>87.3%</b>	85.1%
- overall quality of the learning experience	<b>81.2%</b>	78.9%
- overall quality of facilities and resources	<b>71.7%</b>	68.8%
- overall quality of services	<b>70.8%</b>	67.7%

It shouldn't stop now.

Ontario's colleges delivered impressive results during the first two years of the Reaching Higher Plan:

- more programs, supports and services for students in working toward their career goals
- expanded outreach to underserved populations, and specialized services to meet their needs
- better facilities equipped with technology designed to maximize learning
- more efficient student information systems
- improved credit transfer and recognition processes so students can pursue further education.

Ontario's colleges are responsive, innovative and accountable partners with government in taking action on important public priorities. Public investment through the Reaching Higher Plan is a catalyst for maximizing the economic potential of Ontario's colleges. Each college is an essential factor in its regional economy. Each college generates a tremendous return on public investment in the human resources, facilities and technologies that will keep Ontario competitive.

The Reaching Higher plan represents the Ontario government's commitment to investing in economic growth through high-quality postsecondary education. Continued investment is needed going forward to maximize the benefits of the initial two-year funding and to build upon the important gains achieved so far.

Reaching beyond will ensure Ontario's colleges continue to deliver results that matter.

# Highlights from Ontario's Colleges

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<b>Centennial College</b>	<b>26</b>
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<b>Confederation College</b>	<b>30</b>
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# Algonquin College

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Algonquin College, located in Ottawa and the Ottawa Valley, offers more than 140 full-time programs and serves a diverse population of almost 16,000 full-time and 23,000 part-time students. Algonquin College is committed to student success and is the leader in integrating technology into the learning landscape.

## Access

**Expanding program offerings.** Over the past two years Algonquin College introduced 22 new programs.

**Increasing access to information resources.** Algonquin College invests annually in online materials and databases to support its programs, and makes print copies of program-required journals and textbooks available to students. Algonquin is partnering with the University of Ottawa and Carleton University to provide interlibrary loans and access to databases which support applied degree and collaborative programs.

**Integrating e-learning.** In 2005/06, Algonquin College increased academic success by delivering over 400 courses or course sections using a hybrid course format combining on-site and e-learning delivery. Algonquin converted 43 classrooms to e-classrooms, bringing the campus total of e-classrooms and e-labs to 165. The Online Learning Centre extended its operating hours to provide better support for students and faculty. Students can connect their laptop computers to the campus wireless network.

**Promoting college education.** The School of Part-time Studies created a 'Career Sampler Series' pilot project to encourage underserved high school graduates to attend full-time programs at Algonquin College. The project featured one-week summer workshops for students in Grades 7 to 12 in Media and Design, Hospitality, Construction/Trades, and Police and Justice Services. Participants explored college-related career interests, and gained information to help them prepare for college as part of their career planning. Well received by students and parents, the series will be expanded in 2007.

## Increasing Enrolment Increasing Participation

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### New Programs

Advanced Care Paramedic  
Autism and Behavioural Science  
Baking and Pastry Arts  
Behaviour Analysis and Intervention  
Cardiac Diagnostics  
Clinically Intensive Orientation to Nursing in Ontario for Nurses – Graduate Certificate  
Cook Assistant – Pre-apprenticeship  
Diploma in Military Arts and Science  
Game Developer  
General Arts and Science – Pre-trades  
Fitness and Health Promotion  
Internet Application Developer  
Mechanical Technician  
- Tool Making/General Machinist  
Motive Power Technician /  
Automotive Services Technician  
Culinary Management  
Orientation to Nursing in Ontario for Nurses  
Orientation to Nursing in Ontario for Practical Nurses  
Polysomnography  
Professional Writing  
Recreation for Older Adults  
Academic Pathway from Ontario College Diploma in Practical Nursing to Bachelor of Science in Nursing  
Water and Waste Water Technician

**Adding state-of-the-art learning facilities.** Algonquin College opened two state-of-the-art facilities: a Transportation Technology Centre that now houses Algonquin's motive power programs, and Phase II of its Simulation Centre for Health Studies. The Simulation Centre has garnered national and international attention as the first fully-equipped operating room suite and critical care/trauma unit in an educational institution in Canada. A stand-alone facility featuring surgical and treatment labs for the Veterinary Technician programs on the Woodroffe Campus will be completed by the end of 2006. A Video Conferencing facility was established in conjunction with the Health Sciences Simulation Centre and a new Electrical Lab was created for apprenticeship training.

**Expanding professional development.** Algonquin College hired 25 new full-time faculty in 2005/06, leading the system in new hires. More than 300 new part-time faculty received 12 hours of orientation and professional development programming.

**Encouraging collaboration for teaching and learning.** Through the Health Sciences Simulated Learning lab, Algonquin College recreates clinical situations that foster inter-professional collaboration. Simulated clinical situations help students from health-related programs better understand the roles and perspectives of different health-care professionals. Algonquin College is partnering with the Sisters of Charity and the University of Ottawa to develop new inter-professional curriculae.

**Renewing the physical plant.** Algonquin College has begun a project with Direct Energy Business Services to renew aging lighting, ventilation and building envelope systems to save energy and improve the learning and working environment. The resulting energy savings will pay for the improvements over 10 years. Algonquin has renewed classrooms, completed roof replacements and ventilation improvements at Perth Campus and renovations to the cafeteria/food lab at Pembroke Campus.

**Improving services for students with disabilities.** The Centre for Students with Disabilities (CSD) introduced an electronic client case database and reporting system to facilitate case management. The CSD team of disabilities counselors, learning strategists, adaptive technologists and academic advisors can consult a student's electronic file to assess the student's engagement in support services. Renovations to the CSD Test Room have greatly reduced disruptive noise and echo levels for students receiving test/exam accommodations.

**Improving registration and student information services.** The Registrar's Office dramatically decreased waiting and transaction times for students. During the first week of the Fall 2006 term, the Registrar's Office served over 2,700 students in-person, with an average waiting time of just over 9 minutes and an average transaction time of 8 minutes. In addition, the transformation of Algonquin's core Student Information System is scheduled for completion in November 2007.

**Investing in retention.** Algonquin College continues to invest in college-wide retention initiatives. The Academic Operations and Planning Department initiated a retention tracking system to monitor accurate retention rates by level within each program.

**Encouraging service excellence and enhancing online services.** After extensive consultation, a Client Service Task Force developed college-wide Client Service Standards that will be fully implemented during 2006/07. Expanded online tools for course selection and course changes will enable students to complete virtually every course-related transaction online by Winter 2006.

**Expanding recreation facilities.** A new \$5.4 million Students' Association soccer facility opened at the Woodroffe Campus, featuring a synthetic turf with cryogenic rubber and a 6,000 square foot field house.

# Collège Boréal

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Established in 1996, Collège Boréal is the newest of Ontario's 24 colleges. In 2002, the Ministry of Training, Colleges and Universities added the central southwestern part of the province to the large territory Collège Boréal serves. In addition to its main campus in Sudbury, Collège Boréal offers programs at 6 regional campuses in Toronto, Nipissing, New Liskeard, Timmins, Kapuskasing and Hearst. Collège Boréal provides 42 postsecondary programs to over 1,200 full-time and 770 part-time students. There are approximately 320 students registered in apprenticeship programs and over 2,400 enrolled in Continuing Education.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** Collège Boréal developed 4 new programs to meet the entry levels of students and the needs of industry sectors: 1 diploma program, 2 post-diploma programs and 1 certificate program. Program offerings in Practical Nursing and Pre-health Sciences were extended to all 6 satellite campuses.

New Programs
Occupational Therapy / Physiotherapy Assistant
Diagnostic Ultrasound
International Business
Pre-technology

**Improving distance delivery.** Collège Boréal developed a Virtual Campus to enhance access for rural communities in the North, an initiative that enables Boréal to deliver programs provincially, nationally and internationally.

**Removing barriers for students with disabilities.** Collège Boréal developed an operating plan, identified possible funding sources, and purchased equipment to help students with visual or hearing impairments.

**Promoting college education.** Collège Boréal organized a career fair for students from Grades 10 to 12. Through the School-College-Work Initiative, Collège Boréal developed an online module for postsecondary pathways that enables high school students to access information on mandatory course requirements for college programs. Boréal's Virtual Campus has stimulated interest in pursuing postsecondary studies through e-learning.

**Stimulating economic development.** Collège Boréal launched a new Centre for Applied Research in Biodiversity at the Hearst and Kapuskasing campuses to spur economic development.

**Collaborating to meet industry needs.** Building on its expertise in the industrial sector, Collège Boréal entered into a collaborative agreement with 5 northern postsecondary institutions to create the Federated School of Mines. As part of an increased focus on trades education, two trades programs have been extended to two-year programs to provide a wider range of specialization options and co-operative placement opportunities. Collège Boréal offers 134 specialized Health and Safety Courses for industry training.

**Expanding pathways in postsecondary education.** Collège Boréal negotiated an articulation agreement to help Radiography graduates access an Applied Bachelor's degree in Health Sciences. Boréal signed a memorandum of understanding with the two Sudbury school boards to collaborate on program development and delivery, and organized a forum with 9 francophone school boards to discuss future expansion of trades and apprenticeship programs.

**Enhancing laboratory and classroom facilities.** Collège Boréal began construction of the first phase of a new facility for trades education at its Sudbury campus. A third videoconferencing classroom was added at each campus, expanding Boréal's capacity to offer distance education.

**Improving the physical plant for student services.** Collège Boréal created a new student lounge and relocated student services facilities to offer students better and easier access to more services including an English-as-a-Second-Language laboratory and support centre. A student residence was built on the Sudbury campus.

**Adding faculty and staff.** Collège Boréal hired 6 additional faculty members and 4 student-support staff.

**Helping graduates access job opportunities.** Collège Boréal added 2 new programs as part of its 'Emploi garanti' initiative. The Student Employment Center acquired specialized software to better manage student placements, and to make it easier for students to find suitable work placements and job opportunities.

**Supporting professional development.** Collège Boréal expanded professional development and skills growth initiatives for staff. Most staff now use online tools as part of their professional development through Boréal's e-learning platform. A new Resource Centre for faculty focuses on improving their technological, pedagogical and linguistic skills, and a mentorship program for new faculty has been developed.

# Cambrian College

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Cambrian College provides postsecondary certificate and diploma programs to 4,400 full-time and over 9,000 part-time learners at its campus in Sudbury. Cambrian College has a well-established reputation for its skilled trades and technology programs that serve the mining, forestry and energy industries, as well as its diverse health and emergency services programs. Almost 50% of full-time students are 21 years of age or older, and over 15% are Aboriginal. Cambrian College is known for the services offered for students with disabilities.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** Cambrian College implemented 6 new programs to meet student and industry demand, and introduced a Pre-trades, Pre-technology Program to address the varying entry levels of students.

**Improving PLAR.** Cambrian College established an equivalency transfer guide and process to better enable assessment and recognition of students' prior learning.

**Removing barriers for students with disabilities.** Cambrian College developed an operating plan, identified funding sources, and established a network for the planned Disabilities Studies and Research Institute a full year ahead of schedule.

**Intensifying outreach to Aboriginal students.** Cambrian College exemplifies the Canadian mosaic with about 800 First Nations students in a student population that reflects the multi-cultural community Cambrian serves. Cambrian developed a plan for outreach to Aboriginal students, and implemented two new strategies: a First Nations outreach camp, and a Health Sciences/Social Services summer camp. In addition, Cambrian offered a Practical Nursing Program in a First Nations community thereby enabling access to postsecondary education for Aboriginal students.

**Promoting college education.** Cambrian College implemented 4 new initiatives targeting secondary school students: 'Learning to 18' classes on campus, 'Let's Talk Science,' 'Technology Days' and 'Apprenticeship Plus,' a dual credit program.

**Stimulating economic development.** Cambrian College completed the design for and identified sources of funding for a new Energy Management System Centre for Research and Prototyping. This centre will support the transfer of research and technology for small- to medium-sized energy companies in Northern Ontario.

**Collaborating to meet industry needs.** Building on its expertise in the mining sector, Cambrian College entered into a collaborative agreement with 5 northern postsecondary institutions to develop the Federated School of Mines, a mining/mineral education and training consortium, to facilitate access to postsecondary training in this important industrial sector.

**Expanding pathways in postsecondary education.** Cambrian College established 2 new articulation agreements with 2 universities to improve pathways for students in 14 programs, bringing our total number of programs with articulation agreements to over 50.

New Programs
Energy Systems Technologist
Broadcast New Media
Social Services Worker - Aboriginal Focus
Pre-trades, Pre-technology
Welder/Metal Fabricator (co-op apprenticeship diploma)
Industrial Electrician (co-op apprenticeship diploma)

**Enhancing laboratory and classroom facilities.** Cambrian College equipped 4 new laboratories to serve program needs, and established a new multi-media classroom with interactive teaching technology.

**Improving the physical plant for student services.** Cambrian College improved the campus infrastructure to make service areas more accessible to students. In addition, Cambrian renovated the library, and plans have been drawn up to convert the library into a Learning Commons.

**Improving faculty- and staff-to-student contact.** Cambrian College hired 7 additional full-time faculty and 3 student-support staff.

**Helping graduates access job opportunities.** Cambrian College developed a student employability plan, including a graduate profile and professional resume service, that delivered results well ahead of schedule. Graduate use of employment office services increased by 20%, and the number of employers on campus increased by 25%.

**Supporting professional development.** Cambrian College expanded professional development and skills growth initiatives for staff ahead of targets. Over 30% of college staff now use two online tools, surpassing an initial estimate of 20%. In addition, Cambrian achieved 100% implementation for a staff performance appraisal tool, surpassing the target of 50%.

**Fostering success through evaluation.** Four of Cambrian's Key Performance Indicator results for 2006 are above the provincial average, while Student Satisfaction jumped by 4 percentage points in the 2005/06 year.

**Fostering success through accountability.** Through a collaborative process with partners and stakeholder representatives, Cambrian College developed a Balanced Scorecard of quantitative Strategic Indicators that will be used to measure the success of the implementation of the Cambrian College Strategic Plan 2003-2008.

# Canadore College

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Canadore College serves 3,300 students annually, including close to 500 apprentices, from its 3 main campuses in North Bay, including the state-of-the-art Aviation Centre, and 3 campus locations offering continuing education in Sturgeon Falls, Mattawa and Parry Sound. Canadore College offers 75 full-time programs, as well as a growing number of apprenticeship programs, and serves 4,500 part-time students annually. Canadore shares a campus with Nipissing University and the two institutions have a formal agreement which provides degree completion opportunities for all diploma graduates. Canadore College is known for its small class sizes, personalized learning, Aboriginal Learning Unit and strong special needs department.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** Since Fall 2004, Canadore College introduced 10 new programs, 7 in the School of Skilled Trades, 2 in the School of Communication Arts and 1 in the School of Information Technology.

**Improving PLAR.** Canadore College created a new School of Access and General Studies as part of an overall plan to re-examine all business processes to ensure they facilitate PLAR and general accessibility.

**Removing Barriers for Students with Disabilities.** Canadore College administers an early intervention survey to all first-year students prior to their arrival at the college to identify special needs. All special needs students are offered individualized academic pathways. Canadore experienced a 40% increase over the previous year in the number of special needs students served in 2005/06.

**Increasing outreach to Aboriginal students.** Canadore College is proud of its long commitment to meeting the needs of Aboriginal students as evidenced by the recent development of a model of education regarding Aboriginal issues within the college. A new recruitment and retention officer position was added to the Aboriginal Learning Unit staff to increase outreach to First Nations communities. Canadore's Indigenous Wellness and Addictions Prevention program established a new articulation agreement with the Ontario Native Education Counseling Association.

**Promoting college education.** As part of an initiative to raise awareness of the benefits of college education, Canadore College offered open house/community barbecue events in 3 communities. Canadore is partnering with the Near North Board of Education to collaborate on 'Learning to 18' initiatives on campus, and is continuing its extensive promotion of skilled trades and apprenticeship programs throughout the region.

**Stimulating economic development.** Canadore College focused on trades-based initiatives to meet regional needs, increasing trade enrolment by 8%. To address acute local skills shortages, Canadore offered 3 intakes for its Welder-fitter Program in secondary schools in small communities. Canadore added 4 new trades programs and developed 2 more for delivery in 2006/07 in response to local need. Increased focus on co-operative programs that benefit local businesses helped increase enrolment by 16% in the Business Co-op Program.

New Programs
Theatre Arts
Advertising – Creative Media
Motive Power Technician
Mechanical Technician – Welder-Fitter
Mechanical Technician – Machinist
Building Construction Technician
Electrical Techniques
Plumbing Techniques
Web Programmer
Mechanical Technician – Industrial Maintenance Technician

**Collaborating to meet industry needs.** Canadore College is collaborating with 5 other postsecondary institutions in establishing the Federated School of Mines. Canadore continued its partnership with local school boards to encourage secondary students to consider skilled trades and apprenticeship opportunities.

**Expanding pathways in postsecondary education.** Canadore College is working with Nipissing University to develop and build a new Library/Learning Resource Centre to serve both the college and the university.

## Quality

### Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction

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**Enhancing lab and classroom facilities.** Canadore College made classroom and lab improvements to directly enhance the quality of the student learning experience. Investments included creating a fully equipped Theatre Arts classroom; reconfiguring the studios used by the Radio and TV Broadcast program students; converting 4 additional classrooms to ‘smart’ classrooms for blended curriculum delivery; and installing new plumbing and electrical shops for the Electrical Techniques and Plumbing Techniques programs. In addition, Canadore partnered Nipissing University to improve the layout and IT infrastructure of the Nursing Labs and support a new simulation lab.

**Improving faculty- and staff-to-student contact.** Canadore College hired 4 new faculty, 3 support staff and 1 administrator.

**Supporting professional development.** Canadore College expanded the use of technology to increase student engagement to improve retention, student success and student satisfaction. Professional development for blended delivery (face-to-face and online) included implementing best practices in instructional design, addressing student learning styles and disabilities, managing student time barriers and ensuring that faculty have the skills to use appropriate software and learning management systems. Use of technology is an area requiring extensive professional development support, and 41 faculty – approximately 25% of full-time faculty – have been supported in professional development in the use of technology in the classroom since Spring 2005. College-wide professional development through an expanded orientation for new faculty was introduced in August 2005. Canadore conducts ongoing professional development in areas such as welcoming diversity, student engagement, e-learning, and customer service.

# Centennial College

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Located in urban Scarborough and East York communities, Centennial College provides accessible and innovative postsecondary applied education, locally and internationally, to a diverse community of learners. Approximately 10,000 full-time domestic and international students attend Centennial College programs at 4 campuses and other satellite locations. In addition, Centennial serves approximately 2,500 Apprenticeship and 25,000 Continuing Education students. Centennial's mission is 'educating students for career success,' and its vision is 'changing lives and communities through learning.'

## Access

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## Increasing Enrolment Increasing Participation

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**Expanding program offerings.** Centennial College introduced 13 new programs in 4 divisions during 2005–06: 4 in Community and Health Studies, 4 in Communication, Media and Design, 3 in Business, and 3 in Engineering Technology. In addition, 3 new Co-operative apprenticeship diploma programs were successfully implemented.

**Enhancing advisement for newly admitted students.** In 2005/06 as part of a comprehensive pilot program for First Generation students, Centennial College opened an Advising Centre to help newly admitted students make the transition to college, especially First Generation Students and internationally-trained new Ontarians.

**Improving workforce integration for immigrants.** Together with 2 other Ontario colleges and CONNECT, Centennial College leads the 'Colleges Integrating Immigrants to Employment' (CIITE) project, an Ontario government initiative to integrate immigrants into the workforce by identifying best practices, developing pilot projects and performing systematic analyses. As part of CIITE, Centennial examined the language demands in selected postsecondary diploma programs in collaboration with the Centre for Canadian Language Benchmarks and in partnership with 6 Ontario colleges.

**Reaching out to youth at risk.** In 2005, Centennial College offered 6 summer programs to 140 students from economically challenged Malvern, Kingston and Galloway communities as part of the City of Toronto 'Initiative for Youth at Risk.' Under the 'Learning to 18 Student Success Initiative,' and in partnership with the Ontario Public Service and Ministry of Education, Centennial started a credit recovery and dual credit cohort program to encourage retention and Ontario Secondary School Diploma (OSSD) completion for a group of students from the Malvern community.

**Expanding financial support.** During 2005/06, Centennial College provided more than \$400,000 in bursaries to approximately 900 students under programs including the 'Community Youth Initiative,' 'Disability Support' and 'Sole-support Parent/Married Student Bursaries.'

**Meeting the growing demand for distance learning.** Centennial College offers over 200 distance learning courses. The number of students enrolled in Centennial's distance learning programs increased by 41% in 2005/06, the second largest rate of increase in Ontario.

### New Programs

PN-Bridging to University Nursing  
Health Foundations  
Occupational Therapy / Physiotherapy Assistant  
Complementary Care  
Graphic Design Media  
Fine Arts Studio  
Digital Animation  
Game Development  
Business Operations  
Business Foundations  
Project Management  
Architectural Technology  
Computer Engineering Technician/Technology

**Increasing pathways for high school students.** Under the School-College-Work Initiative, and in partnership with Toronto District School Board, Centennial College will deliver two dual credit pilot projects beginning in January 2007.

## Quality

### Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction

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**Creating a Signature Learning Experience.** Centennial College is committed to creating a unique Signature Learning Experience that distinguishes Centennial graduates in the workplace nationally and internationally by developing their critical understanding of diversity and social justice issues. As part of this initiative, Centennial developed new curriculum and enriched library resources to support these learning outcomes.

**Enhancing English assessment capabilities.** Centennial College reviewed English assessment testing practices in response to academic program needs, and is now adopting a new computer-adaptive tool that will offer enhanced assessment opportunities.

**Creating a database to guide program development.** Centennial College developed a database for academic programs that contains historical information about student applications, enrolment conversion ratios, enrolments and key performance indicators, as well as student demographic information for each program.

**Leveraging technology to improve student learning.** Centennial College clearly established 'Blackboard' as the primary learning management system, and incorporated some new technologies into Blackboard that will better support students whose first language is not English. In addition, Centennial installed 'smart' classroom technology at the new Centennial HP Science and Technology Centre, and is gradually expanding this initiative to the other campuses.

**Expanding applied research.** Centennial's Applied Research Centre housed 12 active research projects in 2005/06. These projects were externally funded by 3 levels of government in conjunction with industry and community partners.

**Delivering improved quality indicators.** Centennial College fulfilled commitments to improve class size, full-time faculty-per-student ratios, and retention ratios in 2005/06.

# Conestoga College

## Institute of Technology and Advanced Learning

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Conestoga College Institute of Technology and Advanced Learning fuels the economic engine of the Regional Municipality of Waterloo and the counties of Wellington, Perth, and Huron, including Kitchener, Waterloo, Cambridge, Guelph and Stratford. Conestoga's diverse range of programs, courses, products and services respond to the growing needs of one of the fastest growing economic regions in Canada. Conestoga serves 5,900 full-time and 34,500 part-time students, and delivers corporate training to 7,500 participants annually. Conestoga 'connects life and learning' by continually enhancing and broadening their wide range of programs, delivering education in a variety of formats and geographic locations, and meeting the learning needs of a diverse student population throughout their educational journey.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** Conestoga implemented 12 new programs in the past year, including its 6<sup>th</sup> applied degree program: International Business Management. New programs are offered in both full-time and part-time deliveries to meet learners' needs.

**Removing barriers for students with disabilities.** Conestoga added 2 new staff members to the Student Services area to provide additional support for students with disabilities, and initiated the Postsecondary Accommodations & Support Strategies program to support the transition to postsecondary education for students with disabilities.

**Promoting college education.** As part of the School-College-Work Initiative of Ontario's colleges, Conestoga College hosted over 100 high school students at campus events to help them learn about college programs and educational pathways.

**Accelerating industry innovation.** Conestoga College is a founding member of the College Network for Industry Innovation, a partnership of 10 colleges that supplies applied research services to accelerate innovation in industry sectors including Information and Telecommunications Technologies, Materials and Manufacturing, Life Sciences, Digital Media, Alternative Energy, Environmental Technologies, Viticulture and Agri-business, and Hospitality and Tourism.

**Developing programs to meet industry needs.** Conestoga College developed and implemented 4 new co-operative apprenticeship diploma programs that offer industry unique access to the apprenticeship system. In addition, Conestoga initiated new trades programs at the Guelph campus to support the transportation sector.

**Expanding pathways in postsecondary education.** Conestoga College developed 3 bridging programs to help diploma graduates enter Conestoga's college degree programs. Conestoga negotiated 2 articulation agreements - one in Ontario and one in Australia - to ensure Conestoga diploma graduates receive appropriate credits when entering university programs.

### New Programs

Food and Beverage  
Management (co-op)  
Millwright  
(co-op)  
Health Informatics  
Management  
Emergency Nursing  
Hearing Instrument Specialist  
Practitioner  
Human Resources  
Interior Decorating  
Women's Studies  
Esthetics  
Creative Writing  
Personal Support Worker  
Upgrading  
Bartending

**Upgrading laboratory and classroom facilities.** Conestoga College added 2 new open-access computer labs, and provided wireless computer access in the Learning Resources Centre and a new Student Centre. Conestoga created 3 new dual-purpose classroom/laboratory facilities for the applied degree programs.

**Improving the physical plant for student services.** Conestoga College is partnering with Conestoga Students Inc. to create a new Student Centre, including a Learning Commons, expected to be fully operational by January 2007.

**Ensuring space for growth.** Conestoga College relocated the Waterloo campus to provide space for existing programs and expansion capacity for two new Centres of Excellence - one in Construction Trades, and one in Culinary and Hospitality. Partial renovations to the Guelph campus enable Conestoga College to offer expanded programming for the transportation sector.

**Improving faculty-to-student contact.** Conestoga College hired 43 net new faculty members over the last 2 years to facilitate growth for new programs and renewal for existing programs.

**Expanding capacity for employment-related services.** Dramatic increases in employer job postings enabled Conestoga College to add 2 staff members to the Co-op and Career Services department.

**Targeting excellence through professional development.** Conestoga College supported the development of over 100 new teachers through a three-phase College Educators Development Program. In addition, more than 500 college employees participate in an annual four-day conference entitled Employees for Excellence in Education.

**Encouraging student input.** Conestoga College holds annual student forums to facilitate communication and action regarding opportunities and issues.

# Confederation College

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Confederation College serves 4,500 full-time and 8,000 part-time students from 100 communities throughout Northwestern Ontario (58% of the total land mass of Ontario), including over 60 distinct Aboriginal communities.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** Confederation's new Radio Foundations program, scheduled for September 2007, will meet the demand for entry-level radio broadcasting employees and help build an Aboriginal voice using web-based radio technology. Engineering Technology made major commitments to the science and math outcomes of students: entrance assessments help students identify areas for improvement and participate in courses at the right level to help them succeed. Confederation is currently undertaking a pilot project in collaboration with Lakehead University to offer a Bachelor of Science in Nursing in 4 regional communities through distance education.

New Programs
Aerospace Manufacturing Engineering Technician (3 <sup>rd</sup> year)
Radio Foundations (3 semester certificate program)
Bachelor of Science in Nursing (4 regional communities)

**Removing barriers for students with disabilities.** Confederation College is a member of a consortium that runs the Northern Ontario Regional Assessment Centre in Sudbury where students can undergo psycho-educational assessments to determine whether they have a learning disability. Confederation has made disability awareness training mandatory for all employees.

**Intensifying outreach to Aboriginal students.** The Ontario Special Bursary Plan provides funding to enable Confederation College to offer many different courses on reserves. Over the past three years, Confederation has delivered over 100 courses in 50 Aboriginal communities.

**Promoting college education.** Confederation College helps 'at-risk' students make a smooth transition from secondary to postsecondary studies through programs such as 'College Link,' 'Senior Bridges and Single Adolescent Mothers,' and 'Mothers In Search of Learning.' These programs increase participation rates and currently serve 102 students. Confederation offers CONFEST, a multi-media tour and open house for secondary school students, hosts a Regional Skills Competition for secondary school students in Northwestern Ontario, introduces elementary students to the campus through an Aviation Centre Summer Flight Camp, and offers culinary exploration and cooking sessions for high school students.

**Stimulating economic development.** Confederation College is partnering with Weyerhaeuser in a major apprenticeship initiative to broaden the capabilities of trades people in multiple skills areas. Confederation is currently undertaking a project with Bombardier to train their workforce in Confederation's state-of-the art aviation design software.

**Collaborating to meet industry needs.** The Centre of Applied Media Productions established a collaborative agreement with local filmmakers and film consortia to undertake a feature film project in the north. Confederation College is a nationally recognized welding testing center for the Canadian Welding Bureau and Canadian National Railway.

**Expanding pathways in postsecondary education.** Building on the finding from the ACAATO Mobility Report that university location is the single greatest indicator of a student pathway to university,

Confederation College developed an articulation agreement with Lakehead University to expand pathways in 4 Business programs.

## Quality

### Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction

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**Enhancing laboratory and classroom facilities.** Confederation College added capacity to the Centre for Applied Media Productions through a significant capital investment from fundraising. To meet the critical requirement for water purification facilities in the north, Confederation updated the Instrumentation Lab used by apprenticeship programs and diploma programs including Environmental Technician, Instrumentation, and Electrical Engineering.

**Improving the physical plant for student services.** Confederation College created an information kiosk and moved the bookstore as Phase II in establishing a centralized Learning Commons.

**Helping graduates better access job opportunities.** Confederation College's Job Bank is proving to be an effective tool for connecting graduates to employment opportunities. Over the past 12 months, 1,259 employers used the Job Bank to post employment opportunities – a 15% increase over the previous year. Approximately 9,750 graduates and students accessed the Job Bank website to facilitate their job search. A relationship management tool helps graduates receive early notification of employment opportunities in Northwestern Ontario, across Canada and internationally.

**Supporting professional development.** Confederation College offers professional development and skills growth initiatives for all employees. As part of this commitment, Confederation has updated performance appraisal tools for faculty and administrative staff.

# Durham College

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For close to 40 years, Durham College has been committed to providing job-focused programs, accomplished professors, quality-driven innovation, student success and superior accountability. Durham College serves close to 5,900 full-time students and 23,000 part-time enrolments in close to 100 programs, in addition to approximately 2,000 apprentices.

## Access

## Increasing Enrolment Increasing Participation

**Creating new programs.** Durham College implemented 6 new programs to address the varying entry levels of students.

**Improving PLAR.** Durham College improved its communication process to help students better understand and access PLAR services.

**Removing barriers for students with disabilities.** Durham College consults broadly each year to develop a comprehensive, public Accessibility Plan that has been recognized as outstanding by the Ontario government. Durham developed several programs to support increased participation and success for students with disabilities, and established a psycho-educational assessment program to provide up-to-date assessments. Durham implemented transition programs to help students with disabilities make a successful transition to postsecondary studies, expanded resources for students to include a learning strategist and an adaptive technologist, and created a test centre to provide accommodations when needed. In addition, Durham offers seminars on financial aid and support for secondary school students with disabilities.

New Programs
Child and Youth Worker
Emergency Management
Fitness and Health Promotion
Water Quality Technician
Game Development
Court Support Services

**Focusing on First Generation students.** Durham College worked to improve the quality of all student services that would contribute to fully engaging students, particularly those in their first year of college studies. Durham developed a co-curricular transcript to improve engagement for all students, including First Generation students, and to enhance employability by documenting students' skills and experience over and above academics. Durham College created a new position for a First-Year Experience Co-ordinator, and established a writing centre to provide support for challenges facing First Generation and other students.

**Promoting college education.** Durham College hosted an innovative program targeting 'at risk' students from local high schools. A pilot group of 15 students attended Durham College for a complete semester in Winter 2006 while they completed their Ontario Secondary School Diploma requirements. All but one of these students subsequently registered in a college course. Durham will continue to research and develop programs like these to complement other initiatives.

**Stimulating economic development.** Durham College established 6 new programs to meet the needs of employers in the region. The Business, Industry and Development Services department continues to provide skills upgrading for the workforce.

**Collaborating to meet industry needs.** Durham College collaborated with 2 other colleges to deliver a diploma in Military Arts and Science through e-learning to meet the needs of the military.

**Expanding pathways in postsecondary education.** Durham College benefits from a unique joint campus with Ontario's newest university, the University of Ontario Institute of Technology (UOIT). The

excellence and cost effectiveness of campus services available through this partnership enhance Durham's commitment to access and quality for students. Together, Durham College and UOIT have established unique bridging opportunities for Durham College students to further their postsecondary education at the university.

## **Quality** **Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction**

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**Enhancing laboratory and classroom facilities.** Durham College enhanced 7 classrooms to ensure program laptop capability, and updated 8 classrooms with new audio-visual equipment to enhance instruction. In addition, Durham created a new multi-media lab, a non-destructive energy lab, an interview observation room and a fitness testing facility to meet new or ongoing program requirements.

**Improving faculty- and staff-to-student contact.** Durham College hired 26 new faculty members and 23 new student support staff.

**Helping students access job opportunities.** Durham College increased activities and services, including vocational assessments and career counseling services, to help students obtain practical work experience. In addition to on-campus employer activities, Durham hosts 5 career fairs each year and sends a quarterly newsletter to employers promoting new programs and graduates. The online job posting system provides over 3,000 employment opportunities annually for students and graduates.

# Fanshawe College

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Fanshawe College serves approximately 15,000 full-time students and 34,000 part-time students from the main campus in London, area campuses in Woodstock, St. Thomas and Simcoe, and off-campus locations throughout its four-county area. With students enrolled in 120 full-time programs and over 7,000 part-time courses, Fanshawe College is among the 5 largest Ontario colleges.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** Over the last 2 years Fanshawe College implemented 9 new programs across a broad spectrum of program categories. Another 8 programs are in the final phases of development and approval.

**Improving PLAR.** Fanshawe College created a new equivalency credit transfer guide and process to better meet students' needs for Prior Learning Assessment and Recognition.

**Removing barriers for students with disabilities.** Following a comprehensive review, Fanshawe College implemented an operating plan to serve the 10% of the full-time student population who self-identify as having disabilities. The proportion of Fanshawe's student population with disabilities is expected to increase to 14% by 2010, and Fanshawe is well-positioned to meet the increased need for services for these students.

New Programs
International Business
Advanced Filmmaking
Golf and Recreational Club Management
Business
– Information Systems
Bachelor of Technology
– Biotechnology
Chef Training
Early Childhood Educator (apprenticeship)
Truck and Coach (co-op apprenticeship diploma)
Automotive Service Technician (co-op apprenticeship diploma)

**Continuing effective outreach for Aboriginal students.** Fanshawe College continues to develop a long-standing plan for serving the needs of Aboriginal students, anchored by partnerships and participation with the First Nations communities and leaders in the region. Based on a large sample size in a recent Student Engagement Survey, Fanshawe's proportion of Aboriginal students continues to be significantly higher than the proportion of the area population who are Aboriginal, underscoring the effectiveness of Fanshawe's outreach activities.

**Targeting high school students.** Fanshawe College implemented specific initiatives to target high school students, including enhancing the availability of online information, improving the highly effective tours for prospective students, and working with Boards of Education on joint School-College-Work initiatives and 'School within a College' programs. Fanshawe has begun revamping recruitment presentations to better meet the needs and expectations of high school students.

**Stimulating economic development.** As a major employer and consumer of goods and services in a four-county area, the multiplier effect of Fanshawe College upon the local economy is close to one billion dollars. Fanshawe regularly partners with area governments and leading organizations to leverage training capabilities and ensure a trained workforce that attracts businesses and industries to the region.

**Expanding pathways in postsecondary education.** Fanshawe College has over 140 articulation agreements with postsecondary institutions around the world. Fanshawe continues to identify new opportunities including international partnerships and articulation agreements with universities in Australia, the United States, England and India. Fanshawe is currently investigating new collaborative degree programs that will further expand pathways for students.

**Upgrading laboratory and classroom facilities.** Regular refreshing of Fanshawe's 2,700 student computer stations located in over 125 labs and similar facilities consumes a major portion of the annual budget for equipment upgrades. Fanshawe College recently completed a major upgrade of all classrooms at the London campus to incorporate state-of-the-art electronic presentation technology.

**Renewing the physical plant for student services.** Fanshawe College and the Fanshawe Student Union recently opened a new full-service Student Centre to encourage student access to food services, health services, a pharmacy, student offices and activity rooms. Small rooms for group study and projects were added, and hallway study and lounge areas were enhanced.

**Improving faculty- and staff-to-student contact.** The current operating budget provides for a net increase of 17 faculty members. Fanshawe College has also introduced a comprehensive student success program that includes 5 Student Success Advisor positions and assigns existing staff to serve as student success coaches and mentors.

**Expanding employment-related services.** Fanshawe College expanded job-finding assistance for graduates, and for all students in the region. Initiatives include a new career-counseling marketing strategy to help high school students make better education and career choices as early as possible and Job Finding Clubs. Fanshawe is continuing to develop plans for a comprehensive Student Success Centre, and the relocation of Job Connect services.

**Leveraging technology to improve learning and teaching.** Fanshawe College continues to emphasize leveraging technology as part of the academic plan for the college. Faculty members have been trained and supported in updating curriculum to make use of classroom and online technology. Every full-time postsecondary course now includes rich content offered in an online format, and classroom technology is on the leading edge.

**Monitoring success through regular evaluation.** Each term, Fanshawe College conducts an instructional feedback survey that asks students to directly assess the quality of their learning experience and provide feedback. Fanshawe finds this to be a powerful tool for improvement.

# Fleming College

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With enrolment of approximately 5,500 learners, Fleming College offers programs at 6 locations: Sutherland Campus and McRae Campus in Peterborough, Frost Campus in the City of Kawartha Lakes, Haliburton Campus in Haliburton, Cobourg Campus in Northumberland County, and a program specialization in Norwood. The communities that Fleming College serves have comparatively low population density and median income.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** As part of its ongoing commitment to enhance access to postsecondary education, Fleming College developed 5 new programs over the last two years.

<b>New Programs</b> General Arts and Science - Environmental Option Construction Skills Esthetician Emergency Management Sustainable Building Design and Construction
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**Removing barriers for students with disabilities.** Each year, Fleming College serves over 700 students with disabilities. Increased recruitment activity in the Greater Toronto Area is contributing to a more diverse college environment, including an increase in students with disabilities. As part of the implementation of annual plans to improve access at all campuses, Fleming College dedicated a specialized counselor to work exclusively with students with learning disabilities, modified curriculum, and developed community partnerships to support college initiatives.

**Intensifying outreach to Aboriginal students.** Fleming College visited First Nations communities and improved and increased marketing and recruitment activities to attract more Aboriginal students. Aboriginal content and teaching methodologies were extended to new program areas, including events to enhance cultural learning.

**Promoting college education.** Fleming College offered career nights at local high schools, initiated 'Learning to 18' activities, and participated in the School-College-Work Initiative to help secondary school students better understand the career opportunities available through college education. Fleming established dual credit programs such as the new 'High Skills Majors' with the Kawartha Pine Ridge District School Board. In partnership with 2 school boards, 175 students currently take classes at the college to complete their Secondary School Graduation Diploma requirements.

**Working with community partners.** Fleming College facilitates regional economic development as an active partner in the Haliburton Connect Project, the Lake Ontario Atlantic Salmon Restoration Project, the DNA Cluster Project, and the Peterborough Sport and Wellness Center. In 2004, the Haliburton School of The Arts moved to a new campus in Haliburton, continuing to benefit the college and the community by bringing a wide range of learners to the region for its innovative summer programs and, more recently, its year-round programs.

**Collaborating to meet industry needs.** Fleming College is partnering with Toromont CAT and the Canadian Association of Equipment Distributors to develop, fund and implement ongoing programs to meet the needs of these employers. Fleming is also working in partnership with the construction industry to prepare students to meet the skill shortage in that industry.

**Integrating college and community.** An award-winning partnership, St. Joseph's at Fleming, establishes Fleming College as the first educational institution to house a long-term care facility on campus, creating

a vibrant and intergenerational environment in which people of all ages live, learn, work and volunteer together.

**Expanding pathways in postsecondary education.** Fleming College developed 2 articulation agreements with Trent University, improving educational opportunities and access to college/university studies for prospective students and for Fleming College graduates.

## Quality

### Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction

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**Improving laboratory and classroom facilities.** Fleming College installed up-to-date audio-visual equipment in 15 classrooms, purchased closed-captioning devices and digital video and editing equipment for lecture halls, and increased library resources.

**Upgrading the physical plant for student services.** Fleming College increased media resources, replaced wiring closets in the Learning Commons, replaced servers, purchased eight student-dedicated printers, and is replacing the 10 remaining HVAC units for heating and air-conditioning.

**Improving faculty- and staff-to-student contact.** To enhance excellence in student learning, Fleming College hired 7 replacement and 6 new faculty positions, and 14 full-time student support staff.

**Helping graduates access job opportunities.** To increase graduates' prospects of job success, Fleming College is currently delivering on-site student workshops, revitalizing the Career Development website, actively engaging its Advisory Committees, targeting programs where KPI results indicate a low percentage of graduates working in jobs related to their field of study, and increasing student outreach.

**Supporting professional development.** Fleming College implemented a comprehensive faculty development plan that includes assessment, learner characteristics, classroom management, curriculum design, instructional technology and faculty leadership. Fleming continues to develop plans for enhancing administrator leadership capabilities and enabling support staff to deliver superior service, monitoring success through feedback from surveys and focus groups.

# George Brown College

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George Brown College served 14,000 full-time students (including 1,400 international students) and 58,600 continuing education registrants in 2005/06. George Brown offers a rich program mix of apprenticeship training, certificates, diplomas and degrees at 3 main campuses in downtown Toronto, along with 10 training facilities, from which it offers 150 full-time programs and 1,200 continuing education courses.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** In 2006, George Brown College developed 3 new bridging programs to support new immigrants, and a new Integrated Culinary Management program where students work and complete their diploma at the same time. A new Residential Air Conditioning program for women who have experienced abuse was established through a partnership between the Apprenticeship department, the Assaulted Women and Children Advocate program, the Toronto Rape Crisis Centre/Multicultural Women Against Rape, and Parkdale Project Read. These new programs will serve over 100 students annually.

### New Programs

Career and Work Counselor for  
Internationally Educated Professionals  
College Teacher Training  
Construction Management for  
Internationally Educated Professionals  
(post-graduate program)  
Integrated Culinary Management  
Residential Air Conditioning  
(for women who have experienced abuse)

**Removing barriers for students with disabilities.** George Brown College currently provides services for 150 deaf and hard-of-hearing students across the Greater Toronto Area, with 100 attending the college. George Brown developed and is now implementing a Captioned Media and e-Text policy to ensure that all video materials will be accessible to deaf and hard-of-hearing students.

**Intensifying outreach to Aboriginal students.** George Brown College appointed a dedicated Aboriginal Counselor, introduced a General Education course offering in Aboriginal Studies that is scheduled for January 2007, developed Sakhitcheway, an Aboriginal Resource Centre, and hosted an Aboriginal Youth Forum in October 2006 focusing on needs assessment.

**Promoting college education.** George Brown College is partnering with 6 Toronto high schools and with the Regent's Park Pathways for Education project to help First Generation students prepare for success in college. For the first group of these students in fall 2005, George Brown College provided special pre-registration and orientation activities, ongoing mentoring to provide support and advice, meetings to capture changing needs, and early intervention to identify risks to academic success.

**Collaborating to meet industry needs.** George Brown College established innovative new industry partnerships in 2005/06 including The Young Centre for the Performing Arts, a partnership between the George Brown College Theatre School and the Soulpepper Theatre Company, and the Mattamy Homes Management Certificate program.

**Expanding pathways in postsecondary education.** George Brown College developed an articulation agreement with Lakehead University for Activation Gerontology graduates to obtain a degree in their field.

**Integrating distance learning and e-learning.** George Brown College serves more distance learning registrants than any other Ontario college, reaching students across Canada. On campus, George Brown College continues to expand its e-learning capabilities. E-learning is an integral component of a core commitment to provide students with a wide range of learning modes that meet the diversity of their learning styles and needs. This will give students more flexibility in their timetabling and expand the college's capacity to serve them.

## Quality

### Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction

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**Enhancing laboratory and classroom facilities.** George Brown College significantly increased the number of computer work stations as part of improvements to the Learning Commons and Student Service Centre at Casa Loma. Students now have increased access to the resources, facilities, technology and expertise they need for individual and collaborative learning activities. In addition, George Brown invested in books, periodical and e-resources to expand library resources.

**Improving services for students.** To simplify and improve students' experience, George Brown College is making solid progress on priority areas for process improvements. Implementation has begun on the Automate End-of-Term/Start-of-Term system, and on key system-wide projects to enable online confirmations and transcript requests.

**Improving faculty- and staff-to-student contact.** George Brown College increased faculty for the 2006/07 year by 25 new hires.

**Helping graduates better access job opportunities.** George Brown College developed a registry of job opportunities that will be available to students in Fall 2007, with priority given to First Generation students. The R.E.A.C.H. Transitional Employment Program is a partnership between George Brown College and Goodwill Toronto that is creating 100 new paid jobs to give 16- to 29-year-olds real skills and experience.

**Supporting professional development.** George Brown College continues to invest in supporting students and teachers in the classroom. Two new positions – a Curriculum Specialist/Master Teacher and a Curriculum Mapping Specialist – were created to work intensively with program faculty and administrators on implementing outcomes-based learning. In addition, 3 learning strategists were hired to work with students and teachers to identify students-at-risk and develop appropriate intervention strategies.

**Expanding capacity for applied research.** George Brown College created a central office for Applied Research to promote knowledge transfer of theoretical research into applied and practical use in industry and services. Staff will proactively seek applied research opportunities, coordinate project proposals according to established priorities, and support faculty in administering, monitoring and evaluating project performance.

# Georgian College

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Georgian College serves a catchment area of approximately 21,000 sq km at 7 locations, with main campuses in Barrie, Orillia and Owen Sound, and regional centres in Orangeville, Midland, Collingwood and Bracebridge. Full-time enrolment is just under 9,000 students in diploma and degree studies, and 29,000 in part-time studies. Georgian is the largest automotive institution in Canada, with approximately 1,400 full-time students enrolled in automotive-related studies through the Canadian Automotive Institute and the Centre for Automotive Parts Expertise. Georgian features Ontario's only Institute of University Partnerships and Advanced Studies. Through partnership agreements with Laurentian University, York University, the University of Windsor and Central Michigan University, Georgian College provides full degree completion opportunities. Currently 1,700 full-time students are enrolled in degree programs, and this is projected to grow to 3,000 within the next 3 to 5 years. Georgian College is home to a Skilled Trades Centre in Midland emphasizing apprenticeship training.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** Georgian College introduced 15 new programs including apprenticeship, skills training, diploma and degree programs.

**Expanding facilities to meet demand.** In March 2006, the Georgian Skilled Trades Centre opened at the Midland Campus. Georgian College is working with the Town of Bracebridge on the possibility of the Community Centre serving as a new Muskoka campus. This would double the size of the Bracebridge campus and expand Georgian's capacity to deliver apprenticeship and skilled trades training in the region. Georgian's Orillia Campus will be retrofitted to provide capacity for up to an additional 1,000 full-time students

**Removing barriers for students with disabilities.** Over the past 3 years, Georgian invested in accessibility enhancements including additional sidewalks, barrier-free washrooms, automated doors, and wheelchair ramps, among others.

**Intensifying outreach to Aboriginal students.** Georgian College actively participates in Aboriginal recruitment in secondary schools, including schools in First Nations communities. Georgian's full-time student recruitment officer, who is of Aboriginal ancestry, has provided leadership to other colleges in recruitment activities that focus on academic upgrading to help students prepare for postsecondary studies. Georgian places a strong focus on student retention in networking with First Nations communities.

**Promoting college education.** Georgian College partners with Canadore College and school boards in Simcoe County and the District of Muskoka in the School-College-Work Initiative, which includes the 'After Graduation' campus orientation for high school students. Georgian's program co-ordinators liaise with high school department heads to review curriculum and student preparedness. In 2006, the 'Grizzly Cubs' program received the Board of Governors' Innovation Award for bringing more than 7,000 senior elementary school students over two years to the Barrie and Orillia Campuses for hands-on, interactive

### New Programs

- Electrical Pre-apprenticeship
- Environmental Techniques
- Ski Resort Fundamentals
- Business-Accounting (non co-op)
- Business (non co-op)
- Massage Therapy (fast track)
- Bachelor of Business Administration (with Laurentian University)
- Culinary Management (co-op diploma and apprenticeship)
- Culinary Skills - Chef Training (one year)
- Mechanical Techniques - CNC
- Paramedic
- Business-Marketing (non co-op)
- Massage Therapy
- Child and Youth Worker
- Bachelor of Applied Science - Mechanical Engineering - Automotive Option (with the University of Windsor)

learning experiences. The recently launched website - [choosegeorgiancollege.ca](http://choosegeorgiancollege.ca) - targets 13- to 24-year-olds with program information, links to networking sites, blogs, contests and prize give-aways.

**Stimulating economic development.** As part of the city's economic development strategy, Barrie City Council established the 'Growing By Degrees Community Task Force' to work with Georgian College in supporting the growth of the Institute of University Partnerships and Advanced Studies. The President of Georgian College serves on the Economic Development Advisory Committee of the City of Barrie. In October 2005, the Midland Campus hosted a regional Skills Symposium that brought together business, industry, agencies and labour groups to discuss measures to address skilled-labour shortages.

**Collaborating to meet industry needs.** General Motors dealers from across Canada pledged significant contributions to the 'Georgian/General Motors Partners in Education' campaign in support of the Centre for Technology-Enhanced Learning. Sirco Machine Company Ltd., the Ontario distributor for Haas Automation Inc., provides students in the Computer Numerical Control Technician program with the latest technology to ensure graduates will be ready to work in leading-edge manufacturing facilities. Georgian College secured financial commitments from the marine industry and the federal government to support training and skills development at the Owen Sound Campus for the Ontario-based marine industry. Casino Rama, a major employer of Georgian College students and graduates, made a large donation in support of college facilities and programs.

**Expanding pathways in postsecondary education.** Georgian College signed 57 new articulation agreements and renewed 16 existing agreements to enable Georgian graduates to obtain advanced standing in degree programs at Canadian and international universities. Two of these agreements will enable graduates from other colleges to obtain advanced standing in Georgian College programs.

## Quality

### Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction

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**Enhancing laboratory and classroom facilities.** The Ontario Strategic Skills Initiative supported the designation of Georgian's Midland Campus as the Skilled Trades Centre for industrial trades and compatible programs by providing substantial funding for equipment for automotive-related postsecondary and apprenticeship programs.

**Improving the physical plant for student services.** Georgian College renovated and invested in technology for the Registrar's Office to improve efficiency for the 97% of Georgian students who apply, register and obtain confirmations online. Students at the Barrie Campus designed and installed a new 'Campus Connections' student information centre. Recognized as the leader for its use of 'Blackboard' as a key teaching and faculty-to-student interaction tool, Georgian College is partnering with the vendor on server maintenance to reduce disruptions.

**Improving faculty- and staff-to-student contact.** Conversion of the 'Banner' Student Information System will offer easier and more responsive access for students and staff, and self-service opportunities for students. An Enrolment Management Planning Committee identified initiatives that have improved student recruitment, engagement and retention practices.

**Helping students access job opportunities.** The Centre for Co-operative Education and Career Services amalgamates career-related services including resumes and cover letters, career advisement, employer development, job search and labour market information, and international co-op advisement.

**Supporting professional development.** Georgian's Centre for Teaching and Learning created a resource for teaching staff to help determine instructional methods to best support their courses and programs.

# Humber College

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Humber College Institute of Technology & Advanced Learning is one of Canada's leading polytechnic institutes. Based in Toronto, Humber College serves over 17,000 full-time students and provides continuing education to 55,000 part-time registrants in degree, diploma, certificate, apprenticeship and postgraduate programs. Humber College also provides customized corporate training to a wide range of employers. Humber's mandate is to provide a comprehensive and balanced mix of educational programs and services to help learners and corporate clients identify and pursue educational, career and life goals.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** Humber College developed 5 new applied degree programs, 6 new graduate certificates, 1 new diploma program and 2 advanced diploma programs.

**Improving PLAR.** Humber College updated the PLAR faculty Resource Guide and developed a marketing campaign to promote PLAR services throughout the college.

**Removing barriers for students with disabilities.** Humber College invested in new technology to provide transcription services for students who require alternate formats for printed material. Two new staff positions - a Student Services Assistant and an Assistive Technician - were created to support students with disabilities.

**Reaching out to youth at risk.** Humber College launched new initiatives to encourage youth at risk to consider a college education: a Math and Science Homework Club for Grades 9 and 10; free tuition and texts for at-risk youth who completed the Humber Network Pre-apprenticeship program; and, in 2005, a two-week summer camp program featuring art and design for youth ages 9 to 15.

**Establishing Centres of Excellence to support learning.** Humber College is currently developing new Centres of Excellence. The Centre for Integrated Manufacturing integrates student activities across manufacturing design and production programs, including all stages in the manufacturing cycle from design through production to assembly and commercialization. The Centre for Urban Ecology will conduct applied research that will contribute to environmental sustainability in the urban built environment. Centres of Excellence in international development, immigration counseling and hospitality services are also under development.

**Forging partnerships to meet industry needs.** In collaboration with the health industries sector, Humber College developed a suite of programs and customized solutions for the pharmaceutical and medical device workforce involving marketing, sales, sales management, evidence-based medicine and specialized programs.

**Expanding pathways in postsecondary education.** Humber College developed pathways leading from apprenticeship to diploma programs in Landscape Technician, Electrical Engineering Technology, and Culinary Management. In addition, Humber established 5 bridging programs to enable students from diploma programs to enter applied degree programs.

New Programs
Creative Advertising
Interior Design
Music (Contemporary Music)
Software Systems
Tourism Management
Rich Media
Home Inspection
Forensic Practices
Project Management
Creative Book Publishing
Sales and Marketing for Health Sector Industries
Visual and Digital Arts
Hospitality Administration
Graphic Design

Culinary Management. In addition, Humber established 5 bridging programs to enable students from diploma programs to enter applied degree programs.

## Quality

### Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction

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**Upgrading classroom and laboratory facilities.** Humber College renovated and enhanced learning facilities to better meet student and program needs. A pre-engineered building increased space for expanding Humber's apprenticeship programs. Renovations to the North Campus added 9 new classrooms and a lecture theatre. New facilities include a clinical lab for the Nursing program equipped with smart mannequins and teaching facilities, a demonstration theatre, and kitchen lab. Wireless nodes throughout the college provide network access for students and offer the potential for all classrooms and laboratories to access electronic information.

**Improving the physical plant for student services.** At the Lakeshore Campus, Humber College opened an expanded 15,580 square foot library and added athletic facilities, a cafeteria, a Health Centre and a Student Centre. New open computer labs enhance computer access for students.

**Improving faculty- and staff-to-student contact.** Humber College focused on improving the quality of instruction through redesigning professional development initiatives for new faculty, and establishing a faculty review portfolio process and faculty mentorships. In the Business Division, Humber introduced tutorial and mentoring support for students in courses with high attrition rates.

**Helping graduates better access job opportunities.** Humber College established a work-experience component in all programs through internships, work placements, co-operative placements or field placements. A generic skills component was integrated into all programs to ensure that all students fulfill college-established criteria in 6 areas of employability skills.

**Supporting professional development.** Forty-eight new full-time faculty attended a one-week orientation program and began a 200-hour, 2-year, Teaching Excellence Program. Humber offered a wide range of professional development opportunities and programs including sessions on Working with Cultural Differences, Classroom Management, and Transition to Management; an online WebCT Teaching clinic; an online Teaching Effectiveness Certificate program for part-time faculty; a new customer service program; and training in project management, team development and Microsoft-based computer projects.

**Supporting retention.** Humber College continues to implement its Freshman Integration Survey to enhance student retention.

# La Cité collégiale

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La Cité collégiale, the first and largest French-language College of Applied Arts and Technology in Ontario, serves 3,300 full time students and 4,500 part-time students, as well as 7,000 corporate and employment services clients at its state-of-the-art campus. La Cité collégiale offers more than 70 diploma and certificate postsecondary programs, as well as 500 training courses and activities in a French-speaking environment. Thirty-seven of the full time programs are unique in French-speaking Ontario. La Cité collégiale has developed sectors of specialization in health sciences, media and communication, and technical trades. Four main services are offered to clients in private and public organizations: in-house training, Fast-Track programs, a Language Training Centre and a youth employment service.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** La Cité collégiale implemented 3 new programs in September 2005 and 4 in September 2006. A bridging program was introduced for Nursing Assistants who presently hold a certificate in Practical Nursing and want to obtain their diploma.

**Promoting apprenticeship.** In collaboration with area school boards, La Cité collégiale actively promotes skilled trades in Eastern Ontario. A high school was built on campus to integrate trades training and offer credits toward Ontario Secondary School Diploma requirements. Two new programs were developed: Parts Person and Educational Assistant. A permanent scholarship fund of \$150,000 was created to provide assistance for students in construction-related programs.

**Removing barriers for students with disabilities.** La Cité collégiale created the 'Groupe de travail sur l'accessibilité,' a working group whose mandate was to identify barriers to students, staff and visitors with disabilities, to determine ways to eliminate those barriers, and to develop a multi-year plan. Enhancements of services for students with special needs include developing a French-language course for students with dyslexia and training in adaptive technology for students with learning disabilities.

**Improving registration and student information services.** In September 2006, La Cité collégiale implemented its new Student Information System designed to decrease waiting and transaction times for students, facilitate recruitment processes and provide an improved tracking tool to the students and to the college.

**Promoting and supporting student diversity.** Information on student diversity is collected through a student self-identification survey administered online. La Cité collégiale uses survey results to develop strategies to improve student recruitment, retention success and satisfaction for culturally diverse groups.

**Enhancing partnerships through articulation agreements.** La Cité collégiale updated its 10 existing agreements with the University of Ottawa and is in the process of finalising a new agreement for Radiation Therapy. La Cité collégiale also signed a new articulation agreement with the Conseil des écoles publiques de l'Est de l'Ontario for the Chef Training, Hotel and Restaurant Management, and Tourism and Travel programs, and expanded the agreement with 3 Ontario French school boards. New articulation agreements were established with the Université du Québec en Outaouais, Université du Québec à Montréal and École de technologie supérieure de Montréal.

### New Programs

Autism and Behavioural Science (graduate certificate)
Stenotype - Computer-assisted Culinary Management
Dental Assistant (Levels I and II)
Clinical Electroneurophysiology
Military Arts and Science
Wine Appreciation

**Promoting college education.** La Cité collégiale implemented new initiatives targeting secondary school students including a provincial pilot project to welcome Grade 9 and 10 students on campus by enhancing the ‘One-day Student’ program. During May and June 2006, more than 1,700 Grade 7 and 8 students from area school boards experienced workshops at La Cité collégiale as part of the Apprenticeship Awareness Program. Each year, the Enrichment Mini-Courses Program attracts about 150 students from Grades 8 to 12 who spend a week at La Cité collégiale studying in a field of their choice.

**Stimulating regional economic development.** In 2005 and 2006, La Cité collégiale earned the Consumers’ Choice Award for the best career school based on a consumer survey conducted by Léger Marketing. Two ‘Nouveau Boulot’ projects were initiated to help young workers overcome barriers and acquire skills and capabilities to enter the work force. Through Corporate Training services, La Cité collégiale strengthened links with organizations such as the Conseil de développement économique de la ville de Hawkesbury, and the Canadian Mortgage and Housing Corporation.

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## **Quality** **Improving the Quality of the Learning Environment** **Increasing Student Engagement, Success and Satisfaction**

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**Enhancing student success.** Each year more than 1,500 students attend the many study skills workshops La Cité collégiale offers. A Graduation Rate Study in May 2004 helped La Cité collégiale establish a five-year strategic plan to increase student retention and success. For the last two years, the graduation rate for La Cité collégiale exceeded the provincial average.

**Expanding professional development.** La Cité collégiale’s Faculty Resource Centre, created in 2000, is dedicated to program quality through program evaluation, integration of provincial standards and the design of pedagogical material. The Center also offers teacher support to improve educational and technological skills. Over the last two years, La Cité collégiale offered 57 professional development workshops and 17 orientation sessions to part-time faculty. In addition, 25 new teachers registered in the Pedagogical and Andragogical Training Program for New Teachers, and the number of academic staff using online teaching tools increased from 85 to 158. The Faculty Resource Centre was formally recognized by Ottawa University for its leadership in initiating the development of a certificate at the Master’s level in postsecondary teaching.

**Improving program quality and relevancy.** La Cité collégiale increased the human resources and services dedicated to teacher support, thoroughly integrated provincial standards in all programs, and carried out ongoing program evaluation and program development. As a result, the April 2006 provincial Key Performance Indicators’ Survey on Student Satisfaction indicated that La Cité collégiale placed first in quality of instruction and program relevance, and second for overall student satisfaction.

**Enhancing laboratory and classroom facilities.** La Cité collégiale established 5 new specialized laboratories in Health Sciences equipped with advanced medical equipment to serve the needs of the Electoneurophysiology, Paramedic, Nursing, Registered Practical Nurse and Respiratory Therapy programs.

**Improving faculty- and staff-to-student contact.** Since September 2004, La Cité collégiale has hired 25 faculty members.

# Lambton College

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Lambton College in Sarnia serves a full-time enrolment of approximately 2,400 students and 325 apprenticeship students. Lambton offers a full range of programs with a number of specializations, as well as university degree and degree completion opportunities in partnership with Ontario and U.S. universities. Highly specialized technology programming serves the process/refining industry, the major industry in the region, through a Centre of Excellence in Process Manufacturing. Lambton's Fire and Emergency Response Training Centre is home to flagship programs in Fire Sciences.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** Lambton College implemented 4 new postsecondary diploma programs and 6 new apprenticeship programs to meet student and industry demand.

**Removing barriers for students with disabilities.** Lambton College developed an operating plan based on the results of an annual audit by groups representing individuals with physical and mental health disabilities. Physical improvements made buildings and services more accessible. The new Centre for Students with Disabilities offers additional staff and technology to serve the needs of these students with disabilities.

**Intensifying outreach to Aboriginal students.** In addition to Lambton's Aboriginal Postsecondary Information Program, and in partnership with St. Clair College, Lambton College participated in a First Nations recruitment outreach to northern and northwestern communities. Representation on the Indigenous Peoples Education Circle and the Advisory Council on Aboriginal Postsecondary Education ensure Lambton College is an important contributor in meeting the education needs of Aboriginal students and communities.

**Promoting college education.** In partnership with the St. Clair Catholic District School Board, Lambton College implemented a new initiative targeting elementary school students. A newly outfitted Mobile Skills Training Lab visited elementary schools in Lambton County, helping educate hundreds of elementary school students about career opportunities in the skilled trades. Lambton continues to partner with local petrochemical and process industry companies in hosting Technology Information Nights for prospective students.

**Stimulating economic development.** Lambton College takes a leadership position in economic development as a member of the executive of the Sarnia Lambton Economic Partnership, and is involved in the Western Research Park with the University of Western Ontario. Two major research projects have been funded through the Canada Foundation for Innovation and the Ontario Innovation Trust: one with the University of Toronto and the University of Waterloo to field test process manufacturing software systems at Lambton's Centre of Excellence for Process Manufacturing, and one with a local petrochemical company to commercialize extrusion research.

**Partnering to meet industry needs.** Building on its expertise in the processing sector, Lambton College entered into a collaborative agreement with Fanshawe College to provide apprenticeship training to the

### New Programs

Community Integration through  
Cooperative Education  
Alternative Energy Engineering  
Technology  
Internet Application Developer  
Paramedic  
Steamfitter/Pipefitter  
Carpentry  
Welder  
Electrician/Construction  
Industrial Maintenance Mechanic  
Industrial Instrumentation Mechanic

nuclear industry. Lambton continues to be a major contributor to the Industrial Education Cooperative, a unique industry/education collaboration with the process/refinery companies in Sarnia/Lambton.

**Expanding pathways in postsecondary education.** Lambton College established degree and degree completion opportunities in Sarnia/Lambton, including the Interdisciplinary Studies degree in partnership with the University of Windsor, and the Elementary Educator program in partnership with Saginaw Valley State University in the U.S. In addition, Lambton added 5 new articulation agreements with Canadian and foreign universities.

## Quality

### Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction

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**Enhancing laboratory and classroom facilities.** Lambton College opened a new Skilled Trades Training Centre that includes shops and labs for apprenticeship training in carpentry, electrical, pipefitter/steamfitter and hairstyling, and the paramedic diploma program. A newly renovated Human Simulation laboratory serves Lambton's health care programs. Four new multi-media classrooms were added to the campus inventory.

**Improving the physical plant for student services.** Lambton College installed 40 computer stations in the Library/Resource Centre and extended the hours of operation to encourage student access. Lambton expanded its facilities for Basic Literacy programming along with the student testing and tutoring facilities to provide additional capacity for student support.

**Improving faculty- and staff-to-student contact.** Over the past two years, Lambton College hired an additional 11 faculty members and 15 support staff to meet the needs of new academic programming and to improve services to students.

**Helping graduates better access job opportunities.** Lambton College developed the 'Grad Pak,' an information package for graduating students about the services available through the Co-op and Career Services Department, and about how to access information on jobs. In addition, Lambton developed a web-based communication tool that provides graduating students with leads on job opportunities.

**Supporting professional development.** Lambton College opened a Learning Innovation Centre focused on professional development and e-learning initiatives. Featuring a computer lab and access to learning management systems, the Learning Innovation Centre is available to all faculty and staff. In addition, Lambton hired an Instructional Designer to help faculty members design curriculum delivery. Over 30% of faculty members now use online tools for curriculum development and delivery. A new faculty performance appraisal tool and a support staff performance appraisal review process were introduced.

# Loyalist College

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From its main campus in Belleville and a smaller campus in Bancroft, Loyalist College serves 2,680 full time students and 255 part-time students in more than 60 daytime academic programs, and over 12,000 students in programs and courses through Continuing Education.

Loyalist reaches out to under-represented groups including Aboriginal and First Generation learners. Loyalist's 75 university articulation agreements provide students with expanded educational pathways. The Loyalist Training and Development Centre serves a broad range of businesses and industries in Eastern Ontario, and campus residences help attract students from across Canada.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** Loyalist College implemented 5 new diploma and certificate programs effective September 2006, including the new Military Arts and Science diploma program delivered entirely online through OntarioLearn.

New Programs
Child and Youth Worker
Esthetician
Electrical Engineering Technician – Industrial
New Media Production and Animation ( 3rd Year)
Military Arts and Science

**Increasing outreach.** Loyalist College implemented an outreach program to potential First Generation students and their families from a mobile outreach centre at cultural and community events throughout the region.

**Providing alternatives for high school students.** Loyalist College initiated a 'Links to Loyalist' program in partnership with the Hastings and Prince Edward District School Board that offered high school students the opportunity to complete their last semester of high school on campus. The program was an outstanding success.

**Including parents in career planning.** Loyalist College developed and executed a 'Parent Package' on career planning to increase student participation in postsecondary education and skills training programs.

**Focusing on access and retention.** Loyalist College designed and began implementing a Strategic Enrolment Management model to support increased access, and introduced three initiatives to increase retention: a Student Advising Model, 'Operation Student Retention,' and a comprehensive new student orientation program.

## Quality

## Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction

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**Supporting student success.** Loyalist College developed a 'portal' that houses services including academic counseling, Prior Learning Assessment and Recognition, career development counseling and School-College-Work Initiatives to guide first-year students and advise on their academic choices. In development is a student success course focusing on personal responsibility, motivation, learning styles, self esteem, critical thinking, stress management, team and group work, problem solving, and reflective learning.

**Enhancing IT infrastructure.** Loyalist College expanded wireless access on campus, provided a storage area network offering additional disk space dedicated to student and faculty use, and introduced an array

of servers to support high-end computer program requirements for animation rendering and complex analyses.

**Expanding professional development opportunities.** Loyalist College provided professional development opportunities for staff including financial support for credential studies for academic, support and administrative staff, and on-site delivery of a Bachelor of Education - Adult Education and a Certificate in Adult Education through Brock University. More than 30 workshops were delivered at Loyalist College, doubling participation over the previous year.

**Improving student-to-faculty contact.** Over the past two years, Loyalist hired 7 replacement faculty members and 10 new faculty members to facilitate growth for new programs and renewal for existing programs. Over the same time period, 10 replacement support staff and 6 new support staff have been hired in positions directly involved with recruiting, student support and retention initiatives.

**Investing in learning facilities.** Loyalist College upgraded tools and computer equipment in the Automotive Service labs, and invested in teaching labs and equipment including a new state-of-the-art nursing practice laboratory with clinical simulation equipment, a completely refurbished television studio, a new Supercritical CO2 Extraction Laboratory.

**Delivering improved KPI results.** Key Performance Indicator results for Loyalist College were excellent, with improvement in student satisfaction and a placement rate of 91.2% of graduates employed within 6 months of graduation. A provincial survey on Continuing Education placed Loyalist at the forefront in the areas of academic quality and customer service, with 94% of Loyalist students prepared to recommend their class to a friend with similar interests.

# Mohawk College

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Mohawk College of Applied Arts and Technology serves the Golden Horseshoe Region. Mohawk welcomes 10,000 full-time, 3,000 apprenticeship and 300 international students annually, as well as 5,000 adult learners and 42,000 continuing education registrants. Over 110 programs are delivered at 4 campuses: Fennell, Stoney Creek and the Institute for Applied Health Sciences on the McMaster University campus, all in Hamilton, and the Elgin Street campus in Brantford with its Odeon Centre satellite, shared with Sir Wilfred Laurier University, in downtown Brantford.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** In Fall 2006, Mohawk College introduced 5 new programs. For Fall 2007, Mohawk will introduce 3 new graduate certificate programs, a bridging program from Registered Practical Nursing to a Bachelor of Science in Nursing, and three Bachelor of Technology degree programs in partnership with McMaster University.

**Facilitating the transition to college.** In addition to enhancing the PLAR process, Mohawk College developed an online, early-assessment booking system to encourage students to complete the Student Assessment for Success over the summer to better prepare for the transition to college. Based on their assessment results, students receive feedback on the resources and services that will help them succeed in their college studies.

**Removing barriers for students with disabilities.** Mohawk College developed an operating plan, identified funding sources and enhanced Student Success services to remove barriers to learning for students with disabilities.

**Expanding programs and services for Aboriginal students.** Augmenting its Aboriginal Fundamentals (Tekarihwake) program, Mohawk College built on its Practical Nursing with Aboriginal Communities partnership with Six Nations Polytechnic, selected as an Aboriginal Hub of Excellence for Ontario, by offering a Pre-Trades/Pre-Technology for Women in partnership with Ogwehoweh Skills and Trades Training Centre.

**Promoting college education.** Mohawk College implemented 4 new School-College-Work Initiatives targeting high school students: 'School Within a College' at the Brantford Campus, 'Destination College,' 'Teacher and Parent Forums,' and a dual credit program. The successful 'Pathways to Technology' partnership agreement with the Hamilton Wentworth District School Board won the 2006 Ontario Council for Technology Education Award of Excellence.

**Leveraging enrolment management.** Mohawk College is investing in strategic enrolment management to maximize applications, student retention and graduate success, and to ensure programs meet regional industry needs.

### New Programs

Educational Assistant  
Pre-trades/Pre-technology for  
Aboriginal women  
GAS Pre-health  
GAS Pre-technology  
GAS Applied Communications  
Biotechnology  
Comic Design and Scripting  
Financial Services  
Health Biotechnology Technician  
Packaging Maintenance  
– Processes and Techniques  
Video Journalism and Documentary  
Production  
Bridging from  
Registered Practical Nursing to  
Bachelor of Science in Nursing  
Bachelor of Technology  
(with McMaster University)

**Delivering award-winning technology-based education.** In 2006, Mohawk College received its third Yves Landry Award for its Bachelor of Technology partnership with McMaster University. The Integrated Technician Apprenticeship program won in 2004, and the Modern Foundry Technologies Institute in 2001. Mohawk's Corporate and Community Training Solutions team expanded training in marketing and workforce skills development through the 'Tools For Business' initiative.

**Partnering with industry.** Mohawk College continues building on its expertise in partnering with industry through 19 partnerships in engineering technology, 5 in health sciences, and 4 related to IT services. Partner companies include General Motors, Daimler Chrysler, Hitachi, Dofasco, Stelco, Taylor Steel, Philips, Haas Machinery, Fibrewire, SC Johnson, Siemens, Bell, Cisco, HP and Trio.

**Expanding pathways in postsecondary education.** Building on pathways partnerships with McMaster and Sir Wilfred Laurier Universities, and articulation agreements with many more, Mohawk College recently signed an articulation agreement with Charles Sturt University enabling Early Childhood Education graduates to work toward a Bachelor of Early Childhood Education degree at the university's Burlington campus.

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## **Quality** **Improving the Quality of the Learning Environment** **Increasing Student Engagement, Success and Satisfaction**

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**Upgrading and equipping laboratory and classroom facilities.** Mohawk College completed 12 'smart' and 10 'smart2' technology-enhanced classrooms and laboratories, renovated 2 lecture halls, constructed new classrooms and music practice rooms, purchased over 300 desks and chairs for classrooms, and invested in new software. Funding from the Ministry of Health and Long Term Care helped Mohawk install new clinical simulation equipment for the Nursing program. A successful bid for APEC Education Foundation funding helped install state-of-the-art HAAS milling machines and lathes.

**Improving the physical plant for student services.** Mohawk College refurbished libraries, acquired new computers for the Learning Commons, enhanced wireless services, provided students with optical mice for use in the classrooms, labs and the Learning Commons, and implemented electronic data interchange for transcript with Ontario Colleges Application Services.

**Increasing faculty- and staff-to-student contact.** Over the past year, Mohawk redeployed 7 'Return To Work' and 2 'Native Community Care' staff to the full-time faculty complement and another staff member to Cooperative Education. Mohawk engaged 7 Student Success Advisors to provide access to student services and encourage greater retention.

**Helping students access employment.** Mohawk College restructured its Centre for Co-operative Education, Graduate and Student Employment to maximize student opportunities for career employment.

**Supporting professional development:** Mohawk College expanded professional development and skills growth initiatives for staff, including Education Customer Service training for over 300 staff and Teacher Success workshops. The Board of Governors approved a new subsidy policy for staff seeking to enhance their educational credentials. A performance feedback process for administrators was introduced, and is now being extended to faculty and support staff. Mohawk College signed an agreement with Central Michigan University that enables faculty to pursue studies toward a Master of Arts in Adult Education.

**Fostering success through evaluation.** Mohawk College conducted an 800-response general public survey, an employer survey and a fundraising feasibility study to support data-driven decision-making based on understanding the students and communities Mohawk serves.

# Niagara College

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Serving more than 6,300 full-time and 13,500 part-time students, Niagara College offers more than 90 diploma, graduate certificate and degree programs, as well as apprenticeship training and continuing education, from campuses in Welland, Niagara-on-the-Lake and Niagara Falls. Areas of specialization include hospitality and tourism, technology, and community safety. One of Canada's most innovative and entrepreneurial colleges, Niagara College is home to the internationally recognized Niagara Culinary Institute and Canada's first commercial teaching winery.

## Access

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## Increasing Enrolment Increasing Participation

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**Creating new programs.** Niagara College implemented new programs to address the varying entry levels of students including the Enhanced Language Training Initiative aimed at new Canadians, and 8 new academic programs.

**Improving PLAR.** Niagara College established an equivalency transfer guide and process to better meet students' needs for Prior Learning Assessment and Recognition.

**Focusing on students with disabilities.** Niagara College expanded outreach sessions for students with disabilities into secondary schools and the community, and involved parents, educational resource staff and referring agents. Niagara began analyzing data from the KPI Student Satisfaction Survey to help identify issues facing students with disabilities.

**Intensifying outreach to Aboriginal students.** Niagara College increased its recruitment and outreach activities in First Nations communities. We expanded retention activities for Aboriginal students through mid-term and end-of-term interventions by First Nations staff who can provide culturally-appropriate strategies for at-risk First Nations and Aboriginal students registered with the First Nations Student Services office.

**Promoting college education.** Niagara College increased investments in marketing, expanded the number of presentations to high school students, offered more information sessions targeting mature students, and implemented School-College-Work initiatives including 'Niagara Link', 'Connecting To College Through Co-op' and dual credit initiative.

**Collaborating to meet industry needs.** With growing expertise in applied research, Niagara College was a founding partner in the College Network for Industry Innovation that provides expertise and assistance to help industry source funding for applied research initiatives. The Northern Partners in Practical Nursing Education partnership enables Niagara College to deliver the new Practical Nursing program in partnership with the Niagara Health System. In addition, Niagara is currently working with the wine industry to establish a Wine Discovery and Education Centre for the Niagara Region.

**Expanding pathways in postsecondary education.** Niagara College continues to expand the number of articulation agreements with postsecondary institutions to improve pathways for students in a wide range of programs. Recently signed agreements include Athabasca University, Brock University, the University

### New Programs

- Personal Support Worker
- General Arts and Science  
College Path
- Landscape Horticultural  
Techniques
- Practical Nursing
- Welding Techniques
- Motive Power Techniques
- New Media Web Design
- Bachelor of Applied Business  
– International Commerce and  
Global Development

of Waterloo, Centenary College (New Jersey), the Ontario Institute of the Purchasing Management Association of Canada, the Southern Alberta Institute of Technology, and Niagara University.

## Quality

### Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction

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**Enhancing laboratory and classroom facilities.** Niagara College completed a retrofit of its Broadcasting and Film facilities, as well as a construction and renovation project to expand and improve the facilities and equipment for technology-based programs. Several classrooms were equipped with multi-media capability to serve program and teaching needs.

**Supporting new teaching and e-learning strategies.** Niagara College established a new Centre for Educational and Curriculum Development to support faculty in areas of curriculum design, teaching strategies, best practices in use of technology and reflective teaching. Over 90% of faculty now use online teaching resources.

**Enhancing student support services.** Niagara College improved computer and software capabilities and introduced new instructional approaches to better meet student expectations. Online access to student records, timetables and registration was enhanced. Implementation of the 'Blackboard' learning software suite provides students with flexible access to a range of online learning resources and improves communication between students and faculty.

**Improving faculty- and staff-to-student contact.** Niagara College hired 14 new full-time faculty in several program areas as well as 4 student support staff to improve service levels.

**Helping graduates access job opportunities.** Niagara College established a series of unique events to bring students and employers together to share career information. On-campus recruiting opportunities for companies included weekly 'Employers in the Hall' sessions, 'Business and Technology Roundtable' networking events, and volunteer and career fairs. The Student Job Coaches program provides individual assistance for graduating students on a drop-in basis throughout the academic year. As a result of these initiatives, student use of Job Centre services increased by 35%. A Job Centre project that involved calling graduates to offer job search assistance reached 70% of recent Niagara graduates and helped Niagara College maintain a Graduate Employment rate of 90%.

**Supporting professional development.** Through the Centre for Professional Development, Niagara College provided employees with a wide array of professional development opportunities, from college-wide events and programs to seminars and workshops. Initiatives included tuition assistance for 33 faculty who are pursuing higher education, a mentoring program for new faculty and staff, and professional development leaves for faculty.

**Working to improve employee satisfaction.** Niagara College initiated a comprehensive employee survey to gauge employee satisfaction levels and gather data on a wide range of workplace issues.

# Northern College

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Northern College is the smallest, most northern and, by most conventional definitions, most rural of Ontario's colleges. Northern serves approximately 1,500 full-time students and 7,300 part-time registrants. Northern experienced enrolment increases in 3 of the last 5 years, and achieved the best first-year-student retention rate in the province. Northern College is expanding operations and serving new communities with new programs and services.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** Northern College has implemented 9 new postsecondary programs to address the varying entry levels of students. However, postsecondary programming accounts for only a portion of the programs and services communities receive from Northern College. Apprenticeship programs have increased from 2 in 2004 to 12 in 2006. Six new programs are being offered in 12 communities in addition to delivery via Contact North. Contact North is Canada's largest distance education training network, representing a partnership among educational institutions that provides residents of northern communities with access to programs and courses offered by colleges, universities, secondary schools and other education deliverers.

**Improving PLAR.** Northern College is collaborating with Athabasca University on a PLAR initiative entitled the 'Sustainable Communities Learning Model' that focuses on Aboriginal communities. The model will incorporate sensitivity to different infrastructures, cultural diversity, traditional knowledge and inclusiveness.

**Removing barriers for students with disabilities.** Northern College provided a 5-day orientation session for students with disabilities that helped students prepare for the first day of classes and become familiar with the college and with the Centre for Students with Disabilities. Northern also implemented improvements to the services provided to students with disabilities.

**Intensifying outreach to Aboriginal students.** Northern College has been selected as the 'trainer of choice' for Ontario's first diamond mine. DeBeers Canada has made a commitment to train and employ residents of the coastal communities, and Northern is providing many programs from academic upgrading to Pre-apprenticeship Welding. Northern has revamped its literacy and numeracy programming to ensure that residents of these communities receive training that is current and culturally relevant so that they can take advantage of economic development opportunities. The 'Policy on Relationships with Aboriginal People and Communities' developed by Northern's Board of Directors strengthens Northern's commitment to being responsive to the choices and directions of Aboriginal peoples.

### New Programs

- Agriculture
- Heavy Equipment Techniques
- Building Inspection Technician
- Pre-health Sciences
- Motor Vehicle Techniques
- Law Clerk
- College Vocational
- Autism and Behavioural Science
- Mechanical Techniques
  - Industrial Millwright
- Educational Assistant  
(multiple offerings, multiple locations)
- Construction Craft Worker
- Native Residential Construction Worker
- Native Clothing and Craft Artisan
- Welder
- Special Events Co-ordinator
- Women in Skilled Trades
- Ontario Youth Apprenticeship Programs  
(region-wide)
  - Level 1 Construction
  - Level 1 Welder
- Electrical
- Heavy Equipment Technician
- Native Residential Construction Worker
- Construction Craft Worker

**Promoting college education.** A pilot event welcomed approximately 120 Grade 7 and 8 students to Northern College where they had an opportunity to explore college programs, take part in interactive workshops and tour the facilities. Other initiatives included promoting high school visits and hosting a multi-campus open house for high school guidance counselors.

**Stimulating economic development.** Northern College continues to provide leadership in economic development in the region. Northern established the Materials Joining Innovation Centre, a non-profit organization offering technical services to the public, including welding, procedure design, material testing and contracting training.

**Collaborating to meet industry needs.** Building on its expertise in the mining sector, Northern College initiated the Federated School of Mines, a collaborative agreement among 6 northern postsecondary institutions to develop a Mining/Mineral Education and Training Consortium. Through a collaboration with the City of Timmins Fire Services, construction is nearly complete on a Fire Training Centre that will serve Northern's Pre-service Firefighter students as well as the paid and volunteer members of the Timmins and area fire departments.

**Expanding pathways in postsecondary education.** Northern College established 2 new articulation agreements with 2 universities to improve pathways for students. Northern is an active partner in the Ontario North East University initiative that seeks opportunities to establish innovative educational models aimed at providing university education to northern communities.

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## **Quality** **Improving the Quality of the Learning Environment** **Increasing Student Engagement, Success and Satisfaction**

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**Enhancing laboratory and classroom facilities.** Northern College completed substantial renovations including a state-of-the-art Nursing Simulation laboratory and a Programmable Logic Control laboratory. Improvements to information technology and necessary repairs and renovations at all campuses have helped address long-standing deferred maintenance issues.

**Renewing the physical plant for student services.** Renovations to the Learning Resources Centre produced a much improved learning environment. A new Native Student lounge was created, along with an improved computer laboratory.

**Improving faculty- and staff-to-student contact.** Northern College maintained the full-time staffing complement. The student-to-faculty contact ratio per FTE is 9 to 1.

**Helping graduates better access job opportunities.** Northern College is a third-party service provider for Service Canada, delivers the Job Connect program, and provides co-operative education opportunities and relevant work placements for students.

**Supporting professional development.** Northern College hired a Director of Staff Development and Human Resources with a mandate to focus on strategic staff development.

# Sault College

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Sault College in Sault Ste. Marie serves approximately 6,500 part-time and full-time students annually in postsecondary, apprenticeship, continuing education, employer-based contract training and adult training programs. Postsecondary programs are available in business, computer studies, engineering technology, health sciences, human services, natural resources and technical trades. Job Connect, a community employment program of Sault College in partnership with Sault Community Career Centre and the YMCA, received the Service Canada contract to provide services to unemployed persons in Sault Ste. Marie and district of Algoma.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** Sault College introduced a series of new post-secondary programs in Fall 2005 and now offers more than 70 diploma and degree programs. Programming in pre-trades and technology and pre-health was introduced to address the varying readiness of incoming students.

**Improving PLAR.** Sault College uses a variety of methods, including the Portfolio Development Process, to evaluate prior learning and translate it into college level credit.

**Removing barriers for students with disabilities.** Sault College received College Equipment and Renewal funding which strengthened academic programming and improved support for visually-impaired learners.

**Promoting college education.** During 2004/05, more than 800 secondary school students visited Sault College under the 'Revitalizing Technology Together' project. Another 500 students came to an on-campus 'Apprenticeship and Trades Work!' event to learn more about the trades. This initiative included participation by the Ministry of Training, Colleges and Universities and industry representatives who shared career information and provided guidance. Sault College works closely with the Algoma District School Board and the Huron-Superior Catholic District Student Board to support education and career planning for younger learners.

**Intensifying outreach to Aboriginal students.** Sault College introduced new Social Services Worker – Native and Anishinaabemowin immersion (Ojibwe) programs. These emerged from extensive consultations with Aboriginal students, graduates and First Nations communities. The Native Education and Training department remains at the forefront of efforts to reclaim and rebuild the Ojibwe language and culture.

**Stimulating economic development.** Sault College continued to provide training to help business and industry remain current and competitive. Partnering with the Sault Ste. Marie Innovation Centre, Sault College delivered specialized on-campus training for IT professionals from Sault Ste. Marie and area.

**Collaborating to meet industry needs.** In partnership with the Ontario Provincial Police – Northeast Region, Sault Ste. Marie Police Service and the Royal Canadian Mounted Police, Sault College established the on-campus Law Enforcement Training Centre – Northeast Region. This centre

### New Programs

Computer Certification  
Computer Foundations  
Computer Network Security  
Electrical Technician  
- Power Generation  
Electrical Technology  
- Water/Wastewater Treatment  
Esthetician  
Field Naturalist  
Pre-apprenticeship Cook/Assistant Cook  
- Aboriginal program  
Pre-apprenticeship Construction  
Craft Worker  
Pre-apprenticeship Aboriginal Cook

complements the college's Criminal Justice programming and provides a major training resource for police officers, civilian employees and other personnel in the enforcement field. Sault College partners with Durham College for alternative delivery (e-learning) for the Industrial Mechanic Millwright program to meet the needs of clients and employers in remote communities where block releases could affect the viability of a business.

**Expanding pathways in postsecondary education.** Sault College partners with Laurentian University, Cambrian College and Northern College to offer a collaborative program granting a baccalaureate degree in Nursing. Students on the Sault College campus complete all four years of the program without having to relocate for the senior years. Sault College has many articulation (credit transfer) agreements with Algoma University College. About 100 Sault College graduates gain advanced standing in degree studies at Algoma University College each year. Students at Sault College take advantage of diploma-degree pathways available through the International University-College Division established in 2001 by Sault College and Lake Superior State University (LSSU) in nearby Sault Ste. Marie, Michigan. Sault College diplomas and related LSSU degrees are offered in Criminal Justice, Computer Studies/Science and Teacher Education.

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## **Quality** **Improving the Quality of the Learning Environment** **Increasing Student Engagement, Success and Satisfaction**

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**Improving networking technology.** By creating connected digital learning environments, Sault College is working toward providing students and faculty with better access to information both on and off campus through high-speed Internet access, secure remote access, wireless technology, videoconferencing, streaming media and distance learning applications. Student residence rooms and administration telephones share an integrated, multimedia IP network. This network will enable Sault College to function as a service provider for students and faculty by offering voice, data and wireless services along with telephones, PCs, and wireless devices such as pagers and personal digital assistants.

**Improving the physical plant for student services.** Sault College carried out extensive efficiency improvements to the lighting systems by upgrading fluorescent fixtures and installing motion-sensor lighting in classrooms. Sault continued to consolidate student services into a central location on campus.

**Improving faculty- and staff-to-student contact.** Sault College has one of the lowest student-to-faculty ratios in Ontario. Small class sizes and personal attention from faculty provide a level of service that is well received by students.

**Supporting professional development.** Sault College implemented an annual professional development opportunity including a three day workshop available to all faculty. A Northern Lights Employee Excellence Award program recognizes high levels of staff performance in accordance with the college's Values and Purpose Statement.

# Seneca College

With over 100,000 full- and part-time students, Seneca College is the largest college in Canada. Seneca offers approximately 150 certificate, diploma and degree programs at 10 campuses in Toronto and York Region.

## Access

## Increasing Enrolment Increasing Participation

**Expanding program offerings.** Seneca College developed 2 new degree programs, 7 new graduate certificates, 3 new diploma programs and 3 local college certificates.

**Expanding geographical access.** Seneca College opened and subsequently expanded its Markham Campus to enable over 1,200 students from Toronto and York Region to access programs close to their homes.

**Increasing scholarships and bursaries.** Seneca College focused resource development on raising money for student scholarships and bursaries. Over \$2,000,000 was raised under this initiative.

**Targeting outreach to youth at risk.** Seneca College recruited youth ages 19 to 24 to participate in the 'Seneca Centre for Outreach Education' (SCOrE) program. SCOrE equips First Generation, economically and educationally disadvantaged youth in Toronto with strategies and skills to overcome barriers to employment. SCOrE graduates use the skills and the college credential acquired in the program to enter the workforce or pursue further education. Seneca partnered with community agencies and the City of Toronto in a multi-media pilot project at Driftwood Community Centre as part of the city's anti-violence strategy targeting youth at risk. Seneca provided lecturers from the School of Communication Arts and tutors from the Counseling/Learning Centres/Disability and Health Services areas. Several of the students who participated in this project subsequently enrolled in the SCOrE program.

New Programs
Bachelor of Applied Technology - Control Systems Technology
Bachelor of Applied Business - Municipal and Corporate Administration
Autism and Behavioural Science
Refraction for Opticianry
Interactive Marketing Brand Marketing
Business Intelligence
Event Management - Event and Exhibit Design
Spa Management
Business - Insurance
Social Service Worker - Working with Immigrants and Refugees
Military Arts and Science
Forensics Health Studies
Entrepreneurship
Animal Chiropractic

**Providing learning support for high school students.** Seneca College provided tutoring at the Seneca@York Learning Centre to secondary school students selected from North York, Jane-Finch, York Region and South Markham.

**Working to meet the needs of Aboriginal students.** The Seneca Aboriginal Education Council was formed in October 2005, and a new position was created for a Manager of Aboriginal Services. Through the Urban Aboriginal Strategy process, Seneca applied for and received HRSDC funding to conduct a needs assessment of the college credential requirements for staff working with Aboriginal agencies in the Greater Toronto Area.

**Educating students and parents about financial aid.** Through the Office of the Registrar, staff from Seneca College's Financial Aid Department conducted presentations for students and parent groups at high schools in the Toronto District School Board and the York Region District Catholic and Public School Boards to help them better understand the cost of postsecondary education and the resources available.

**Expanding pathways for high school students.** Seneca College established 7 articulation programs with school boards in the Greater Toronto Area.

## Quality

### Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction

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**Increasing student mentoring.** The membership of both mentors and protégés in the ‘Student Mentoring in Life and Education’ program increased significantly as more faculties at the Newnham Campus encouraged students to access the program. By January 2006, the program was active at all campuses. Seneca is tracking and analyzing data related to the program goals.

**Focusing on success for first-year students.** The Success@Seneca program offers an organized and structured continuum of student support services to improve success and retention for first-year students in the General Arts and Science programs at the Newnham Campus. Major components of this program include Orientation and Transition, Intrusive Advising, and Academic, Vocational and Personal Development. Preliminary data suggests that the project improved student success. Most schools and programs in Seneca’s Faculty of Business continued to offer Success Strategies for College, a tutorial designed to help first-semester students develop survival skills for college and the business world. Seneca hired a Manager, First-Year Student Experience to co-ordinate, develop and implement initiatives and strategies to enhance the transition, retention and success of first-year students.

**Improving success in mathematics.** The College Math project continued its mandate to identify the factors affecting success and retention in first-year college technology mathematics courses, and to discuss issues surrounding mathematical preparation with secondary school teachers and Boards of Education. The goal of the College Math project is to ensure that students have a seamless experience in math from kindergarten to college. As part of this initiative, Seneca College hosted a college math forum entitled “Math for Technology” in June 2006.

**Innovating to meet linguistic needs.** Seneca College piloted an intensive, immersion-based English for Academic Purposes program to address the linguistic needs of non-visa students who experience difficulties with English comprehension or expression.

**Increasing accredited programs.** Seneca College submitted 6 diploma programs for accreditation by national/international accrediting bodies: 2 in Applied Health Sciences and 4 in Engineering Technology. All received accreditation status during 2006/07.

**Adding pathways.** Seneca College submitted 3 new degree programs to the Postsecondary Education Quality Assessment Board, including pathways for diploma graduates to access degree completion. Seneca developed 4 new articulation agreements with partnering universities in Canada and internationally, including 2 graduate certificates earning transfer credits into Masters degree programs.

**Enhancing e-learning.** An e-learning plan was revised and endorsed by the college Chairs, Dean and Directors, and approved by senior management.

**Promoting excellence and completion.** Seneca College established 2 new Centres of Excellence in Financial Services and Built Environment. Seneca confirmed a General Education policy for all diploma and degree programs. A Student Retention Plan was developed with a specific target of increasing retention by 2% annually to enhance completion.

# Sheridan College

## Institute of Technology and Advanced Learning

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The Sheridan Institute of Technology and Advanced Learning provides skills-based educational programming that prepares students for careers in visual and performing arts, business, community services and technical fields. Sheridan serves close to 15,000 full-time students annually at campuses in Oakville and Brampton, and offers a wide range of programs and credentials including pre-apprenticeship and apprenticeship training, one-year certificates, graduate certificates, two- and three-year diplomas, and Bachelor's degrees in applied areas of study. Sheridan also offers collaborative degree programs through partnerships with the University of Toronto at Mississauga, York University and Brock University.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** Sheridan College developed 19 new certificate, diploma, advanced diploma, graduate certificate and baccalaureate degree programs over the last three years. Several additional new programs are in various stages of development with start dates scheduled for Fall 2007, 2008 and 2009.

**Developing programs for internationally trained professionals.** Sheridan College developed new programs and initiatives to help internationally trained professionals improve their career prospects and make the most of their education and skills. These programs include Enhanced Language Training, which includes a work placement, Fast Track to Technology Occupations, and Canadian Journalism for Internationally Trained Writers. Sheridan is also an active partner in the Colleges Integrating Immigrants to Employment (CIITE) project.

**Improving services for students with disabilities.** Sheridan College revamped its Disability Services website to improve ease of access to information and services for students with disabilities, and to enhance faculty's understanding and ability to support students who may require academic accommodation.

**Promoting college education.** Sheridan College continued outreach initiatives for high school students through school visits and education fairs. In 2005, recruitment and marketing staff designed and developed a career board game to further engage and educate high school students about the career opportunities available through a college education.

**Partnering to engage at-risk students.** Sheridan College partnered with the Dufferin-Peel Catholic District School Board to provide an on-campus Alternative School program that earned college dual credits. Similar programs focusing on technology and pre-apprenticeship are in development.

**Supporting the manufacturing sector.** In October 2005, Sheridan College opened the Centre for Advanced Manufacturing & Design Technologies at its Davis Campus in Brampton. This Centre was

New Programs
Advertising Advanced Diploma
Advertising Management
Broadcast Journalism
Broadcast Television
Canadian Journalism for Internationally Trained Writers
Computer Engineering Technician
Computer Engineering Technology
Design for an Aging Population
Emergency Management
Enhanced Language Training
Exercise Science and Health Promotion
Fast Track to Technology Occupations
Global Business Management
Integrated Manufacturing Systems
Interior Decorating
Manufacturing Engineering Technician
Manufacturing Engineering Technology
Manufacturing Management
Media Fundamentals
Performing Arts Preparation
Practical Nursing
Solid Modeling

conceived and developed to address the current and long-term requirements of the Ontario manufacturing sector for skilled employees and managers with expertise in advanced manufacturing.

**Collaborating to meet industry needs.** The Centre for Advanced Manufacturing & Design Technologies evolved through consultation with regional manufacturers and local and provincial economic development agencies. Funding for the Centre came from contributions by 20 companies, the City of Brampton and the Ministry of Economic Development and Trade through the Strategic Skills Investment program. An Advisory Council representing Centre partners assists Sheridan with identifying new initiatives and services to be delivered through the Centre.

**Expanding pathways in postsecondary education.** Sheridan College established new articulation agreements with other colleges and universities to improve pathways for students in a wide range of programs, and developed a new collaborative diploma-degree program with Brock University. Sheridan also developed bridges to its baccalaureate degree in Information Systems Security to provide access to the degree for graduates of all Ontario college diploma programs in Computer Science.

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## Quality Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction

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**Expanding specialized laboratory and classroom facilities.** In addition to the lab and classroom facilities within the Centre for Advanced Manufacturing & Design Technologies, Sheridan College opened an expanded wing at the Trafalgar Road campus to provide an additional 37,000 sq ft of classroom, studio and lab space for the Bachelor of Applied Arts (Animation) program. Sheridan completed the conversion of most classrooms to 'smart' classrooms by installing wired podiums and projection systems.

**Ensuring academic quality.** Sheridan College implemented a new program development process to ensure quality, viability and fit of all proposed new programs with Sheridan's strategic direction. Standards for course outlines and rubrics for assessment of new courses were developed and Curriculum Coaches were made available to all Academic Schools. Sheridan reviewed its internal academic governance structures to ensure appropriate peer review for all proposed new credit courses and programs.

**Improving the physical plant for student services.** Seneca updated the cafeterias at both campuses and completed major renovations to the Student Centre at the Trafalgar Campus. A new gymnasium opened at the Davis Campus in 2005, and bus shelters were erected at both campuses.

**Improving faculty- and staff-to-student contact.** Sheridan College hired 35 new full-time faculty, 5 support staff and 2 administrators in 2006, and expects to add an additional 15 full-time faculty in December 2006. Total hires for 2005 included 29 faculty, 37 support staff and 13 administrators.

**Providing employment-related services for students.** The Career Centres provided counseling to 1,050 students during 2005/06. In addition, 1,150 students made use of employment advisement services, including resume and cover letters, portfolio development, and job search skills. The Career Centre website received a total of 38,000 visits during the same period.

**Supporting professional development.** In 2004, Sheridan College launched the Professional Development Institute, a three-part educational program about teaching and learning offered to all new full-time faculty over their two-year probation period. The first cohort of 23 faculty members graduated from the Institute in August 2006. Sheridan continues to offer a three-day Fundamentals of Teaching and Learning program to all new part-time, partial-load and sessional faculty.

# St. Clair College

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St. Clair College aspires to be a national leader in providing opportunities for innovative teaching and learning in career-oriented and technological education. St. Clair strives for increasing recognition for the quality and value of our education programs and training services.

Enrolment at St. Clair College includes 6,700 full-time and part-time students in 88 programs at its campuses in Windsor and Chatham, over 700 apprentices in 15 apprenticeship programs, and approximately 20,100 registrants in Continuing Education. Over the past two years, St. Clair achieved milestones that have positioned the college to strengthen its commitment to access, quality, and accountability in postsecondary education in Ontario. Continued upgrading of college resources, both capital and human, will ensure ongoing success for students.

## Access

### Increasing Enrolment Increasing Participation

**Launching new programs.** St. Clair introduced 2 new programs at its Windsor campus and 2 in Chatham to expand choices available to students and meet industry needs. The new Aboriginal Pre-health program meets an important need for culturally appropriate programs that meet the needs of First Nations communities. In 2006/07, St. Clair will add 3 new programs.

**Adding financial supports for students.** St. Clair College committed over \$1,000,000 each year to scholarships and bursaries.

New Programs
Plastics Engineering Technology
Pre-business
Aboriginal Pre-health
Golf Management
Educational Assistant
Entertainment Technology
Post-graduate Autism and Behavioural Science

## Quality

### Improving the Quality of the Learning Environment Increasing Student Engagement, Success and Satisfaction

**Adding student support services to increase success.** St. Clair College introduced 'Learning Strategies,' e-counseling, increased peer tutoring and a career planning service to support student success.

**Leveraging technology to expand resources.** St. Clair College launched 'Ask the librarian', a virtual librarian providing students with 24/7 access. St. Clair equipped library rooms with computers and projectors to accommodate group work, and increased the number of computers that could access electronic resources. St. Clair leveraged the resource capabilities of 'Web' and 'Blackboard' to provide students with new ways to access program information.

**Improving student-to-faculty ratio.** St. Clair hired 16 new full-time faculty, bringing the full-time student-to-faculty ratio to 21.1:1, one of the lowest in Ontario.

**Investing in classroom and laboratory facilities.** In 2005/06, St. Clair College invested in audio-visual equipment, chairs and desks to upgrade classrooms; video conferencing equipment and network upgrades to enhance opportunities for e-learning; CISCO certification for the Computer Systems program; and new equipment for the Nursing labs. St. Clair renewed existing classroom facilities with new paint, flooring and ceiling tiles; and retrofitted 100,000 sq ft with classroom technology to enhance the learning experience.

**Improving the physical plant for student services.** St. Clair College enhanced campus lighting, purchased new equipment to provide better emergency health service on campus, renovated the campus store and cafeteria, and added new seating capacity to the cafeteria.

**Supporting professional development.** St. Clair allocates 1.5% of full-time salaries each year for staff professional development.

**Improving satisfaction for students, graduates and employers.** In 2006, St. Clair's Student Satisfaction and Employer Satisfaction KPIs reached their highest levels since the survey began in 1999. The Graduate Satisfaction Rate average from 1999 to 2006 remains above the provincial average, and the 2006 Graduate Employment Rate of 89.9% is ahead of the provincial average.

# St. Lawrence College

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St. Lawrence College serves approximately 5,000 full-time students, 20,000 part-time registrants, and 3,000 Job Connect Clients in over 80 academic programs. St. Lawrence employs over 1,000 full-time and part-time staff at 3 campuses in Brockville, Cornwall, and Kingston.

## Access

## Increasing Enrolment Increasing Participation

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**Creating new programs.** St. Lawrence College continues to invest in program renewal and program development at all 3 campuses to meet learner needs and employer requirements. St. Lawrence introduced several new programs, co-op apprenticeship diploma programs and 1 new degree program.

**Removing barriers for students.** St. Lawrence College invested heavily in an innovative mix of strategies to enhance student success. Four full-time student success facilitators were hired to provide early interventions to help students at risk succeed. Additional investments in Writing and Math Centres support the growing number of students needing remedial assistance. St. Lawrence enhanced services for students with special needs by providing increased access to academic counseling and broadening the services available at the Health Centre. At the Kingston campus, St. Lawrence is developing 'Community Integration through Co-operative Education,' a program to provide developmentally challenged students with special needs counseling, an expanded early orientation program and access to special bursaries. The Applied Research Advisory Committee is currently undertaking a study on career assessment for learners with disabilities.

New Programs
Electrical Technician
Esthetician
Music Theatre
Welding & Fabrication Technician*
Tourism Management - Eco-Adventure*
Electrical Technician (co-op diploma)
Bachelor of Science in Nursing (with Laurentian University)
<i>*approved, but not yet enrolled</i>

**Intensifying outreach to Aboriginal students.** The Kingston and Cornwall campuses feature Native Resource Centres with support programs, services and workshops for on-campus Aboriginal students. St. Lawrence College expanded relationships with Aboriginal groups to collaborate on programs and develop advocacy strategies. Recent partners include the Akwasasne on Cornwall Island, the First Nations Technical Institute at Tyendinaga and the Six Nations Polytechnic Institute. During 2005/06, St. Lawrence committed Program Development Funds to 3 projects to improve Aboriginal-oriented program development and delivery.

**Promoting college education.** St. Lawrence College improved services in its active and dynamic recruiting program by consolidating information and advice on financial aid, scholarships, bursaries and awards. St. Lawrence sought partnerships with local school boards to deliver programs that would increase awareness of the value of college education. Initiatives included a dual credit pilot program for students from 3 area school boards that combines co-op work placement and college-based courses; expanded opportunities for the Ontario Youth Apprenticeship Program to expose students to trades and apprenticeship training; 'Connections,' a program offering 2-day college courses in a variety of subject areas for students from Grades 7 to 11; and professional development days for high school teachers to enhance awareness of college programs. The 'Triple Play Program' combines college, school and work where high school co-op students enroll in a college course during their co-op period and concurrently fulfill their workplace portion, earning full course credits at high school and college.

**Stimulating economic development.** St. Lawrence College expanded trades and apprenticeship programming as a strategic priority. Over the past 5 years, apprenticeship enrolment doubled to the current level of 440. In response to industry need and environmental concerns about sustainable energy, St. Lawrence developed 2 programs focusing on energy efficiency and alternative energy. Established in 2004 at our Brockville campus, the Eastern Ontario Centre for Advanced Technology continues to improve the socioeconomic base in the region through business incubation, skills development and commercialization of new products. In the health care sector, St. Lawrence established a baccalaureate degree program in Nursing in partnership with Laurentian University, introduced a Health Information Management Program and is positioned as a Centre of Excellence in Behavioural Sciences.

**Expanding pathways.** St. Lawrence College continues to negotiate articulation agreements with universities across Canada and around the world, including Laurentian University, the Royal Military College of Canada, Bishops University, Brock University, the First Nations Technical Institute and the Six Nations Polytechnic Institute.

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## **Quality** **Improving the Quality of the Learning Environment** **Increasing Student Engagement, Success and Satisfaction**

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**Enhancing laboratory and classroom facilities.** St. Lawrence initiated several large capital projects to meet student needs and support expanded and new programs. State-of-the-art instructional equipment has been installed on all 3 campuses including Health Science Simulation labs, a Fitness and Health lab, an Esthetician Lab, specialized rooms for drama and music, a Dance Studio, and soundproof practice booths.

**Improving physical plant for student services.** St. Lawrence College opened Beatty Hall, a new residence at the Brockville campus, and added 205 residence spaces at the Kingston campus, bringing the total residence capacity to over 700. Reconfiguring the layouts of student services facilities enhanced services and improved traffic flow. At the Kingston Campus, a kiosk improved service and wait-times by providing students with information quickly. Library services and holdings were expanded.

**Improving faculty- and staff-to-student contact.** St. Lawrence College hired 8 faculty and 4 support staff during 2004/05, and 9 faculty and 12 support staff during 2005/06.

**Facilitating access to job information.** St. Lawrence works closely with local industries to assess employer requirements and employment trends, and to pursue placement opportunities for students. All 3 campuses feature Job Connect facilities, and outreach offices have been established in Ottawa, Kemptville and Smiths Falls. Job Resource Centres offer students access to information on the labour market, occupations, careers, employment opportunities and job search strategies. To enhance the services available through Job Connect, St. Lawrence is currently developing career centres where students can receive advice on career planning, job-readiness training and employability skills.

**Supporting professional development.** St. Lawrence College staff contributed to and participated in the Provincial Management Academy Program and our Eastern Region Development programs which included a Support Staff Conference, Focus on Learning I & II, ABC (Aligning and Building Curriculum) Program, Faculty Cyber Connections, and Celebrating Great Teaching.

Algonquin • Boréal • Cambrian • Canadore • Centennial • Conestoga • Confederation • Durham  
Fanshawe • Fleming • George Brown • Georgian • Humber • La Cité collégiale • Lambton • Loyalist  
Mohawk • Niagara • Northern • Sault • Seneca • Sheridan • St. Clair • St. Lawrence

ONTARIO  COLLEGES