

Multi-Year Accountability Agreement Report-Back

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

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

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

MYAA Transition Year 2009-10

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

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

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

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

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

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

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

Measurement Methodology (including description)	Student Groups in Your Student Population				Total Number Self-Identifying as Member of Under-represented Group	Francophone Students	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	Mature Students			
	#	#	#	#			
Staff tracking (# served)			236				
Self-identification to Native Education & Training Department	131						
Registrar Office audit				238			
Student Portal survey	266	159					
OCSES data	31	48	32	8	91	4	198

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

Increased Participation of Under-Represented Students — Programs/Strategies

MYAA Report Back 2008-09

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

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Increase Access for FG & “at risk” youth	% of FG students enrolled	80 dual credit participants, 5% increase of FGS (07-08 97 participants)	Yes, we had 226 dual credit students; 153 completed successfully (did not withdraw or fail the course) 40 out of 226 were identified as First Generation Students (17.7%).	We met and exceeded our goals with 40 students identified as FG.
Support for Students w/ Disabilities	# accessing supports & testing	920 tests, 105 LD students (07-08 1,162 tests)	2008/09 Numbers - # accessing supports and testing 1274 tests, 127 LD students	We exceeded the 920 tests by 354. This also exceeded the 1162 tests in 2007/08 by 112. 34 additional students with disabilities identified with the Disability Services Office in 2008/09 which resulted in additional testing.
Develop Avenues for Feedback	Implementation	Administer market research, implement marketing strategy based on feedback	Yes, however strategies need formalization. Focus groups used and new marketing strategies implemented	Final implementation to be March 2010. We have hired an advisor in September 2009 who is working on implementing the FG plan.

MYAA Transition Year 2009-10

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

Strategy / Program	Brief Description
1.	Introduce First Generation Student Coordinator / Project – Sault College is currently implementing a strategy that addresses and overcomes the barriers and challenges that First Generation students (including Aboriginal), students with disabilities, and Francophone students experience when accessing postsecondary education. The project consists of hiring a new project coordinator to create a database of regional First Generation graduates who are willing to contribute in print and oral form their experiences and pathways to success as a postsecondary student. These personal accounts will create effective print and web-based informational material designed to initiate a dialogue between the potential student and the College about furthering education. The coordinator will work in partnership with school boards and local community organizations in the presentation and dissemination of the material. Throughout the project, First Generation students will also receive ongoing support once becoming a Sault College student.
2.	MySelf / Self-Identification Project - Sault College recognizes that it serves a diverse population and is

	committed to making education meaningful, responsive to, and inclusive of, the cultural diversity that characterizes the college student population. The MySelf / Self-Identification Project provides students with an opportunity to voluntarily and confidentially identify themselves as being of Aboriginal ancestry, of ethnic original, as a mature student, a student with disability(ies), Francophone, and/or First Generation student. Sault College uses this information to have accurate student data within the College to improve student services. Continued data collection and analysis provides information for improving planning and decision-making surrounding student success.
3.	Extend Native Recruitment Officer to year-long position for increased outreach – By expanding the role of Native Recruitment officer to a full year position, the College will be able to increase outreach to potential Native students. More visits will be offered to surrounding communities. There will be a focus on developing more Native Specific recruitment materials.

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

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	First Generation Coordinator / Project – The outcomes of this project will be monitored based on the following indicators: <ul style="list-style-type: none"> • Outreach (#) – Number of First Generation students and graduates contacted • Participation Rate (%) – Number of First Generation students and graduates participating in the project • Admission Rate (%) – Number of First Generation students enrolled at Sault College • Retention Rate (%) – Number of First Generation students who graduate from Sault College • Satisfaction Rate (%) – Rate of First Generation student satisfaction with Sault College experience.
2.	MySelf / Self-Identification Project <ul style="list-style-type: none"> • Significant increase in the number of Aboriginal students at Sault College • Significant increase in the graduation rate of Aboriginal students • Significant increase in Aboriginal students' achievements • Significant improvement in Aboriginal students' self-esteem
3.	Native Recruitment Officer <ul style="list-style-type: none"> • Monitor number of contacts made during course of the year - increased travel • Determine amounts of material provided to potential students • Monitor number of Aboriginal related materials used during visits

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French Language College Collaboration

MYAA Report Back 2008-09

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

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

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

MYAA Transition Year 2009-10

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

Collaboration Strategy for 2009-10	Brief Description
Not applicable	

College Small, Northern and Rural

MYAA Report Back 2008-09

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

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

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
ACE Programs	PSE access for Northern Ontarians, diploma & degree	Increase (07-08 10 certificate programs, Natural Environment & Outdoor Studies)	7 new Natural Environment Certificates + 2 new diploma programs introduced	There is a focus on new program development for fall 2010. We are preparing to launch 10 new programs,

	collaborations			
Dual Credit	HS participants	80 participants (07-08 97 participants)	Yes, we had 226 dual credit students; 153 completed successfully	More dual credit opportunities available.
Pre-trades & Pre-health	Enrolment	5% increase (07-08 Pre-trades: 30, Pre-health: 81)	No, there were 28 students in Pre-Trades and 74 students in Pre-Health as of Nov 1/08	We will continue to promote "pre" programs as an alternative to spending an addition year in high school and will pursue flexible start dates for these programs. At the time, demand was not as high as we previously anticipated. Since then, we have re-focused our recruitment efforts by targeting those that have completed grade 12.
Spring Intake	Enrolment	40-45 students	Yes, we registered 124 students in 8 programs as of Mar 1/ 09	January start pilot has been very successful. We will continue to offer flexible start dates for students.
Collaborative Diploma / Degree	Implementation	1 new pathway implemented	No	Project with Algoma University College was slowed down when independence was gained from Laurentian University. A new approval process is required and has been undertaken. Process has currently resumed and is advancing to true collaborative degrees in the area of Design, Criminal Justice, Aviation, Social Work and Computer Science.

MYAA Transition Year 2009-10

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

SNR Strategy for 2009-10	Brief Description
	<p>Dual Credit - More opportunities will be available in 2009-2010.</p> <p>Pre-trades and Pre-Health – Market the opportunities to avoid a high school “victory lap” and increase participation; formalise seamless entry into trades and health post secondary programs.</p>



<p>Spring Intake – January and Spring intakes mean more flexibility to students who are in need of retraining due to layoffs/unemployment.</p> <p>The Transition to College program will continue to be offered in 2009/10. The program will be expanded to allow for up to 35 students to attend.</p> <p>Implementation of cultural competency training for College staff</p> <p><i>To encourage culturally competent exchanges and collaborations among faculty, staff and students, implementation of cultural competency training will improve educational outcomes/reduce disparities for under-represented students while at the same time identifying and providing services that are responsive to issues of race, culture, gender, and social and economic status.</i></p> <p>Increased Aboriginal course and program offerings</p> <p><i>The provision of culturally relevant learning opportunities provides a platform for vital cultural competency acquisition by mainstream students. In addition to these learning opportunities, acknowledging and affirming Aboriginal worldviews and perspectives for Aboriginal students will further contribute to student retention and success rates. Incorporating Aboriginal worldviews and perspectives within post-secondary curriculum affirms Aboriginal students' identity while at the same time provides an opportunity in which to further foster an understanding and appreciation of Aboriginal people within the larger mainstream community.</i></p> <p>Implementation of First Nation Transition program for first year students</p> <p><i>College is to have you become comfortable in your new community. It is known that the more you are connected to the supports in your community, the more apt you are to use them. Knowing where your resources are within the college and Sault community will help with your success.</i></p>
<p>Brief Description of Monitoring and Evaluation of Outcomes</p>
<p>Monitor participation rates in Dual Credit opportunities</p> <p>Increase participation rates into pre-trades and pre-health programs</p> <p>Provide more program offerings with January and Spring starts</p> <p>The Transition to College program utilizes surveys to measure the success of the program. The surveyed feedback from the participants is used to improve the program each year.</p> <p>Implementation of cultural competency training for College staff: Creation of finalized training plan for College-wide implementation</p> <p>Increased Aboriginal course and program offerings:</p> <ul style="list-style-type: none">a) Creation of one general education course for Native Environment and Outdoor Studiesb) Creation of culturally relevant PSW curriculum by March 2010c) Implementation of Aboriginal Studies Certificate for BScN program <p>Implementation of First Nation Transition program for first year students :Tracking of participant attendance, student feedback (survey/focus group)</p>

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2008-09 Student Access Guarantee

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

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

If you answered no, please explain.

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

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL \$ 223,245	# ACCOUNTS 243
Expenditures for Tuition / Book SAG Amount	159,171	182
Other SAG Expenditure to Supplement OSAP	85,764	132
Total	244,935	314

Date screen was last updated: 12 / 06 /2009

2009-10 Student Access Guarantee

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

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a) Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information	A student Access Guarantee Bursary will be provided automatically to students without application as of the November 1 download from OSAP. Students who apply for OSAP after the November 1 date will have the opportunity to apply using a separate application.
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<p>If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee.</p> <ul style="list-style-type: none"> - Identify any applicable deadlines. - Identify your communications strategies to inform students of how to apply. 	
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <ol style="list-style-type: none"> a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide 	<p>Sault College does not provide loan assistance. We currently are able to meet our student shortfall with Tuition Set aside funds.</p>
<p>Describe other financial support programs and strategies that your institution will use to assist students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.</p>	<p>The Student Exceptional Expense Bursary allows students facing financial barriers to apply for assistance. The petty cash reserve allows the College the flexibility to respond to emergencies.</p>
<p>Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.</p>	<p>The Tuition Fee Bursary Appeal Committee will review any disputes arising from the Financial Aid Administration decision.</p>

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

B. QUALITY

Quality of the Learning Environment

MYAA Report Back 2008-09

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

Strategy /	Indicator	Proposed Result	Achieved Result	Explain Variance between
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Program				Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Library Services	Library satisfaction	64% (07-08 68%)	Yes, satisfaction with the Library was recorded as 69% for Sault College in 08/09 (slightly over the provincial average)	
Information Technology	WebCT use	Continued use	During the 2007-2008 academic year students accessed LMS 1,973,179 times compared to 2008-2009 at 2,593,914. Professors increased their usage from 120,310 accesses in 2007-2008 to 162,702 times in 2008-2009.	Faculty and students continue to utilize LMS. Learning Management System is a part of WebCT.
Teaching & Learning Environment	Graduation, retention, student satisfaction, graduate employment	Grad 63% (07-08 64.7%) Retention 78%, 90% (07-08 71.1%, 90.8%) Satisfaction 74% (07-08 74.8%) Employment 87.8% (07-08 90%)	Grad results not yet available Retention 73.3 (2-yr program); 60.5% (3-yr. Program); 68.9% (4-yr program) = 67.6% overall for 08/09 Satisfaction – 80.2% (2009) Employment results not yet available	Graduation rate for 2007-2008: 64.7% and for 2008-2009: 60.7% Retention 73.3% (2-yr program stays the same); 88.9% (3 rd year); 83.8% (4 th year); 82% (overall) Employment rate for 2007-2008; 87.8%
PD of faculty	Terrific Teachers participants	5% increase (07-08 166 participants)		Format changed to 25 formal professional workshops. 325 staff members participated.

MYAA Transition Year 2009-10

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

Strategy / Program	Brief Description
1.	Program Review – Sault College will update and formalize an institution-led program review process that is aimed at both academic and instructional programs and services in the College by using a standardized set of criteria to determine program effectiveness. The Sault College program review will be a valuable tool for improving the quality, efficiency, and effectiveness of the College's postsecondary education programs and services.
2.	New Program Development – Sault College is committed to a process of continuous quality improvement of its academic programming to strengthen the College's connection to the community and industries it serves. The updated new program development process will be a formalized institution-led process that will serve as a planning tool to assist in the identification and implementation of new programming priorities.

3.	Student Feedback Questionnaire – Complementing the data received from the Key Performance Indicator surveys, Sault College will continue to use the Student Feedback Questionnaire as a tool for students to provide meaningful course and faculty feedback each semester. The data collected from this quality assurance tool further addresses the College’s quality learning and student success priorities.
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Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through KPI surveys, retention rates):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	Program Review – admission rates, participation rates, retention rates, and satisfaction rates
2.	New Program Development – admission rates, participation rates, retention rates, and satisfaction rates
3.	Student Feedback Questionnaire – satisfaction rates

Student Success: Student Retention Rates

MYAA Report Back 2008-09

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

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1 st to 2 nd Year	78% (07-08 71.1%)	No, achieved 73.32%	<p>Out of Class testing on a trial basis will be initiated during the 2009/10 academic year by the Testing Centre. This trial is being initiated to provide students a supervised facility to allow them to write missed tests. It is our goal to increase student success by providing this service to students.</p> <p>Support groups will be organized Autism Spectrum Disorder Students (ASD) and Adult/Mature Students during the 2009/10 academic year. These support groups will be an open and friendly environment for students to discuss their experiences with fellow students and caring staff in a social atmosphere. Activities will be organized for the groups that will assist the students be successful at Sault College.</p>



Ontario
Ministry of Training, Colleges and Universities

2 nd to 3 rd Year	90% (07-08 90.8%)	No, achieved 88.89%	<p>Open English and Math Tutoring sessions were offered in the 2008/09 academic year during the evening. Sessions were well attended.</p> <p>Additional evening tutoring in Math and English will be offered during the 2009/10 academic year due to the high participation in 2008/09.</p> <p>Additional workshops will be offered to the general student population focusing on Time Management, Study Skills, APA Format, Computer Orientation for Adult/Mature Students and Assistive Technology during the 2009/10 academic year.</p>
3 rd to 4 th Year	n/a		

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

MYAA Transition Year 2009-10

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

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

C. ACCOUNTABILITY

MYAA Report Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space: ____
<http://www.saultcollege.ca/Services/Communications/Corporate.asp>

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

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

Increased Participation of Under-Represented Students

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

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

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

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

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

Quality of the Learning Environment

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

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

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

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

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

APPENDIX B: Example of extended / consolidated programs and strategies

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

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

Transition Year 2009-10

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

Consolidated or extended Quality Strategy / Program	Description of Monitoring and Evaluation of Outcomes
1. Entering Student Success Strategy:	In 2009-10 we will continue to monitor the impact of our



Student Services & Supports	entering student success strategy through responses on the use and evaluation of student services in our student engagement survey. We will also continue to monitor the overall retention rate for 1 st to 2 nd year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010.
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