

St Lawrence College Multi-Year Action Plan

Appendix B – Multi-Year Accountability Agreement

COLLEGE SPECIFIC MISSION AND OBJECTIVES

St Lawrence College's core business is teaching and learning as evidenced by our mission "*To meet the learning needs of our students and our communities*". We fully support the provincial government's assertion that a prosperous economy depends on a well-educated and highly skilled workforce. Accordingly, the top three strategic priorities articulated in our recently approved Strategic Plan are aligned with the Ontario Government's "Reaching Higher" plan. Over the next three years, St Lawrence College is committed to continuously improving our academic quality; to developing, implementing and managing a program lifecycle strategy that will ensure quality outcomes, accountability and cost effectiveness in all of our offerings; and finally, to align our strategies, plans, systems and structures in order to achieve continuous improvement of results. Finally, and most importantly, we will work diligently to increase post-secondary participation rates and general access to college by creating mutually beneficial opportunities for our students, for those who employ and support them, and for our communities at large.

A. ACCESS

1.0 INCREASED PARTICIPATION OF UNDER-REPRESENTED STUDENTS

Measurement methodologies:

The PAN-Canadian Survey of Student Engagement piloted last year and the Ontario College Student Engagement Survey provided a baseline for the under-represented student population. Both surveys had low participation rates, yet the results support the research conducted in the formulation of the St Lawrence College 2005-2008 strategic marketing plan. We have developed an internal communications strategy to increase awareness of the importance of these surveys and to encourage participation. Our baseline data is further supported by the College Experience and Outcomes Survey (CEOS) and the Ontario College Applicant Survey (conducted by Acumen Research) that both captured data relating to under-represented students. "At risk" and low-income students are partially identified through OSAP and OCAS data, and St Lawrence College has made recommendations to both OSAP and OCAS to broaden their application/survey data to include questions with respect to first generation students. Our first-year student survey includes questions that allow under-represented students (Aboriginal, students with disabilities) to self-identify and we will modify our survey to include questions that will allow those students entering St Lawrence College who are first generation to self-identify. Building on the success of the 2006 Kingston Campus "Connections" program that allowed us to collect demographic information regarding under-represented students, we will conduct similar surveys at all three campuses in May 2007. St Lawrence College has submitted a comprehensive funding proposal to conduct a one-year First Generation outreach and transition project that will allow us to better identify, recruit and retain First Generation students. Finally, and further described below, we have hired four full-time Student Success Facilitators who routinely collect and analyze information regarding "at risk" students. This information is used to both inform and support retention strategies.

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Given the above sources of information, we are presently working toward establishing an **accurate** baseline. However, for the purposes of this action plan, we are working with the following **assumptions**:

- approximately **26%** of St Lawrence College **applicants** describe themselves as **“First Generation”**
- approximately **4%** of St Lawrence College students describe themselves as **Aboriginal**
- approximately **51%** of St Lawrence College students are mature students aged **19 to 30+** and do not apply directly from secondary school
- approximately **9%** of all St Lawrence applicants report having a **disability**, and among this group, **6%** reported having a **learning disability**
- St Lawrence college applicants tend to have **considerably lower household incomes** in comparison to those primarily interested in another college
- Only **25.5%** of St Lawrence College students report that they **do not rely** almost completely on **student and/or bank loans** to finance their education

Description of strategies and programs that will support the increased participation of aboriginal, first generation, and students with disabilities:

A key objective in the St. Lawrence College Strategic Plan 2006–2009 is to “increase participation rate in post-secondary education”. As such, our strategy will be realized through creating broad awareness of the value of college education through innovative programming in partnership with our local school-boards, through community events and outreach. These initiatives, while targeted to a broader audience, will generate interest, reduce barriers and create new pathways from high-school to College, including first generation, aboriginal and students with disabilities.

Specific programs and initiatives include:

DUAL CREDIT PROGRAMS

A. IMC@SLC Focus Program - Integrated Marketing Communications at St. Lawrence College is a Limestone District School Board (LDSB) and St. Lawrence College (SLC) pilot dual program planned for February 2007. In this Focus program, participating secondary school students will:

- attend St. Lawrence College, Kingston Campus, for their entire second semester starting February 5, 2007 and ending June 15, 2007
- be team-taught by teachers from both the Limestone DSB and St. Lawrence College
- have the use of SLC facilities – media and video labs, library, Student Centre, fitness facilities
- earn 4 secondary school credits and 3 college credits
- have a 4 week co-operative education placement in the community midway through the semester

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Students gain exposure to college programs which will enable them to make better informed decisions regarding their postsecondary destination. They will earn 3 college credits, along with their 4 secondary school credits, and they will experience a co-operative education placement that will be linked to the Integrated Marketing Communications course.

B. Triple Play – One of several provincially funded initiatives piloting ways for high school students to choose a better learning and career path. Triple play encompasses the college/school/work experience. High school co-op students are enrolled in a college course during their co-op period and perform their workplace portion of the co-op on days when the college course does not run, especially in May and June when their high school semester runs beyond the college's winter term. They earn full course credits at high school and college for this combined activity. An expanded version of Triple Play will run in Winter 2007 at all three St. Lawrence campuses in cooperation with their local school district boards, targeting 25 students in Kingston, Brockville, and Cornwall.

C. Expanded "Connections" initiatives

Connections is a college experience initiative that brings students in grades 7 through 12 to our campuses and engages them in set of activities and experiences that serve a number of aims:

- To increase student awareness of the career training opportunities available through community college courses
- To help participating students develop a career plan that includes an awareness of the training and qualifications required by various community college departments
- To encourage students to continue with their secondary and postsecondary education

The objectives this year include:

- Expanding Connections for grade 7 & 8 students through a Skilled Trades Day
- Expanding St. Lawrence Connections for grade 7 & 8 students at all campuses
- Maintaining SLC participation at 400 school students, grades 7-12, expand enrolment data and perform follow-up survey capturing demographic data. This will help SLC better identify what proportion of students exposed to the college are under-represented and what they think at an early stage about the college and its programming and environment. Building on this information, the college will be much better positioned to pro-actively engage them.

ABORIGINAL PROGRAMMING AND PARTNERSHIPS

All three campuses of St Lawrence College are situated among a large Aboriginal population, and the college has a long tradition of working in partnership with aboriginal groups to jointly address access to educational opportunities. St Lawrence College participates in an inclusive and active Aboriginal Education Council with representation from the Mohawk Council of Akwesasne, the Association of Iroquois and Allied Indians,

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the Ontario Métis and Aboriginal Association and the First Nations Technical Institute, among others. Through the Aboriginal Education Training Strategy (AETS), this council has successfully sought and secured funding to provide access to numerous college programs that meet the needs of Aboriginal students and their communities. In support of AETS, we have a full-time Native Resource Advisor, and the Kingston and Cornwall campuses feature Native Resource Centres with support programs, services and workshops for on-campus Aboriginal students. The resource centres also provide cultural activities for the entire college community, and workshops for faculty to provide culturally appropriate curriculum support for a variety of programs including Police Foundations, Child and Youth Worker, Social Services Worker and Early Childhood Education programs.

Currently, we have program delivery based partnerships with the Mohawk Council of Akwesasne, First Nations Technical Institute and the Six Nations Polytechnic where St Lawrence College works in concert with these organizations on curriculum development and accreditation. Finally, we have First Nations representation on our Board of Governors. Specific programs are as follows:

A. Mohawk Council of Akwesasne (community-based program delivery) – Programs in Hospitality and Tourism, Office Administration, Personal Support Worker, Culinary Skills Management and various introductory courses;

B. First Nations Technical Institute - Office Administration, Indigenous Community Health Approaches, and Student Success Strategies, Native Social Service Worker, First Nations Law Clerk; Indigenous Environmental Technician and,

C. Six Nations Polytechnic – Communicative Disorders and Paramedic program.

STUDENTS WITH SPECIAL NEEDS AND/OR DISABILITIES

Student Services centres on all three campuses (Brockville, Cornwall, Kingston) offer special needs counseling and assessment services that address the learning and accommodation needs of students with disabilities (SWD).

Once students are enrolled in college programs, our challenge is to ensure their success. Therefore, St Lawrence College has invested heavily in an innovative mix of strategies to advance student success. We have enhanced our services for students with special needs by providing increased access to academic counseling. Four full-time student success facilitators were hired in 2006 to provide early interventions to help students at risk succeed. We have made additional investments in the college Writing and Math Centres and the Peer Tutoring Program to support the growing number of students who require remedial assistance. Special needs counseling and assessment services presently include enhanced bursaries for students with disabilities (BSWD). At the Kingston campus, St Lawrence is developing a “Community Integration through Co-operative Education” (CICE) program to provide developmentally challenged students with special needs counseling, an expanded early orientation program and access to special bursaries. Furthermore, the Applied Research Advisory Committee is conducting research on career assessment for learners with disabilities.

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St Lawrence College is fully accessible for students with physical disabilities. The Kingston and Cornwall campus residences include suites specially designed for students in wheelchairs.

Finally, we know that more than 50% of our students do not come directly to the college from high school. Many of the mature students in this group are first-generation and require specialized support; therefore, we intend to establish a Mature Student Association that will address and support the specific needs of these students.

PERFORMANCE INDICATORS

STRATEGY/PROGRAM	INDICATOR
Dual Credit/ Triple Play Programs	Increased number of high school to college admissions including under-represented student participation rates
Expanded “Connections” and “Connect to College” initiatives	Increased high school participation rates
Aboriginal Programming and Partnerships	Number of program agreements in place
Native Resource Centres	Participation and utilization rates
Community Events (Degree Nights, Health Works, Open Houses)	Participation and informal feedback
Special Needs Counseling and Assessment Services	Participation rates Caseload numbers Workshop participation rates
Student Success Facilitation	Utilization rates
Expanded Writing and Math Centre Services	Utilization rates
CICE Program*	Participation rates Program completion rates
*dependant on funding	

MULTI-YEAR RESULTS

YEAR	INDICATOR	RESULT
2006-2007	Number of high school to college admissions including under-represented student participation rates in Triple Play/Dual Credit Programs	Establish baseline participation data. Program established at all three campuses
	High school participation rates in “Connections” and “Connect to College” initiatives	Establish baseline. Increase program attendance by 10%
	Number of Aboriginal partnership/program agreements in place	Maintain current agreements and continue to be open to opportunity in this area

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YEAR	INDICATOR	RESULT
	Participation and utilization rates of Native Resource Centre services	Establish baseline. Increase participation rates through active promotion of programs and services.
	Attendance rates at community events	Establish baseline. Develop feedback tools.
	Special Needs Counseling and Assessment Services participation rates, caseload numbers and workshop participation rates	40% faculty to attend introductory workshops on accommodation and Bill 118. Develop strategy for baseline measurement of participation rates for under-represented students
	Student Success Facilitator utilization rates	Establish baseline. Develop success/ retention strategies and recommended action(s) based on student feedback
	Math and writing centre utilization rates	Establish baseline.
2007-2008	Number of high school to college admissions including under-represented student participation rates in Triple Play/Dual Credit Programs	Increase participation rates by 5%
	High school participation rates in “Connections” and “Connect to College” initiatives	Increase participation rates by 10%
	Number of Aboriginal partnership/program agreements in place	Maintain agreements
	Participation and utilization rates of Native Resource Centre services	Based on baseline data, increase participation and utilization rates by 5%
	Attendance rates at community events	Events tailored to meet the information needs identified in the feedback tools established in 2006-2007. Increased community participation and awareness.
	Special Needs Counseling and Assessment Services participation rates, caseload numbers and workshop participation rates	Further investigate a meaningful baseline from which we can measure change in the use of services for students with disabilities.

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YEAR	INDICATOR	RESULT
	Student Success Facilitator utilization rates/ Math and Writing centre utilization rates	Continue to track participation, with particular attention to the types of services requested. Develop baseline for improved individual course success and retention rates.
2008-2009	Number of high school to college admissions including under-represented student participation rates in Triple Play/Dual Credit Programs	Maintain participation rates
	High school participation rates in “Connections” and “Connect to College” initiatives	Increase participation rates by 5%
	Number of Aboriginal partnership/program agreements in place	Maintain agreements
	Participation and utilization rates of Native Resource Centre services	Maintain participation and utilization rates
	Attendance rates at community events	Increased community awareness
	Special Needs Counseling and Assessment Services participation rates, caseload numbers and workshop participation rates	Continue to meet the needs of SWD
	Student Success Facilitator utilization rates/ Math and Writing centre utilization rates	Expand programs where appropriate. Use baseline data to enhance support services to increase success and retention rates.

COLLEGE SMALL, NORTHERN AND RURAL

St. Lawrence College plays a vital role in the social, economic and cultural prosperity of Eastern Ontario, and in particular the St. Lawrence Seaway corridor. Accordingly, St. Lawrence College is committed to operating three “full service” campuses in Brockville, Cornwall and Kingston along with several outreach operations in Kemptville, Smiths Falls, and Ottawa. Altogether, the college offers 80 programs.

Although each of the communities we serve is unique, all of our campus operations face the same challenge. While the overall provincial population continues to grow, St Lawrence College’s constituent communities are not experiencing the same level of population growth, in fact, some of our communities are experiencing population decline. Furthermore, as noted previously in this document, as a largely rural community, a significant percentage of our students come from families with household incomes below the provincial average, resulting in many of our students relying heavily on financial assistance to attend post secondary. More than half of our students are mature students. Given these constraints, we are constantly challenged to find innovative ways to recruit and retain students. With this in mind, and following extensive consultation with the College’s communities and stakeholder groups, St Lawrence College’s strategic plan has been approved. The strategic plan outlines a variety of strategies that address

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the goals of “Reaching Higher” in terms of access, quality and accountability. The strategic plan proposes an on-going enterprise focused on three themes: engaging students, connecting with our communities and being ready to compete.

MULTI-YEAR RESULTS

YEAR	INPUTS	EXPECTED OUTCOMES
2006-2007	Conduct several dual credit programs in partnership with local school boards (Triple Play, IMC@SLC, Connections and Connect to College)	We expect to increase awareness of the value of college education through these programs. We will use these programs as an opportunity to inform students and their parents of the programs available to them, financial assistance opportunities and available student support. We expect to attract a number of under-represented students via these programs.
	Investment in support services including the hiring of four student success facilitators, expanded services in the Math and Writing Centre, bursaries for Peer Tutoring and enhanced Special Needs Counseling	We expect to see a marked increase in our ability to identify and assist students in need at an earlier stage in their college experience. Through enhanced support, we expect to see increased retention and graduation rates for under represented and at-risk students.
	Community Awareness and Outreach: <ul style="list-style-type: none"> - Enhanced website - Open Houses, Degree Nights, Career Days, Healthworks, cultural events - Job Connect 	We intend to continue to connect with our communities through these events and means, and to use every outreach opportunity to communicate the programs, services and financial assistance available to all prospective learners in our communities.
	Aboriginal Programming and Partnerships	We expect to see continued growth in our Aboriginal student population and their success.
2007-2008	Continue to conduct several dual credit programs in partnership with local school boards (Triple Play, IMC@SLC, Connections and Connect to College)	We expect to continue to increase awareness of the value of college education through these programs. We will continue to use these programs as an opportunity to inform students and their parents of the programs available to them, financial assistance opportunities and available student support. We expect to attract a number of under-represented students via these programs.
	Continued investment in support services including access to student success facilitators, Math and Writing Centre support, bursaries for Peer Tutoring and enhanced Special Needs Counseling	We expect to see a marked increase in our ability to identify and assist students in need at an earlier stage in their college experience. Through enhanced support, we expect to see increased (1.5%) retention and graduation rates for under represented and at-risk students.

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	<p>Community Awareness and Outreach:</p> <ul style="list-style-type: none"> - Enhanced website - Open Houses, Degree Nights, Career Days, Healthworks, cultural events - Job Connect 	<p>We intend to continue to connect with our communities through these events and means, and to use every outreach opportunity to communicate the programs, services and financial assistance available to all prospective learners in our communities and to increase our enrollment rates by 1%.</p>
	<p>Aboriginal Programming and Partnerships</p>	<p>We expect to see continued growth in our Aboriginal student population and their success.</p>
<p>2008-2009</p>	<p>Continue to conduct several dual credit programs in partnership with local school boards (Triple Play, IMC@SLC, Connections and Connect to College)</p>	<p>We expect to continue to increase awareness of the value of college education through these programs. We will continue to use these programs as an opportunity to inform students and their parents of the programs available to them, financial assistance opportunities and available student support. We expect to attract a number of under-represented students via these programs.</p>
	<p>Continued investment in support services including access to student success facilitators, Math and Writing Centre support, bursaries for Peer Tutoring and enhanced Special Needs Counseling</p>	<p>We expect to see a marked increase in our ability to identify and assist students in need at an earlier stage in their college experience. Through enhanced support, we expect to see increased (1.5%) retention and graduation rates for under represented and at-risk students.</p>
	<p>Community Awareness and Outreach:</p> <ul style="list-style-type: none"> - Enhanced website - Open Houses, Degree Nights, Career Days, Healthworks, cultural events - Job Connect 	<p>We intend to continue to connect with our communities through these events and means, and to use every outreach opportunity to communicate the programs, services and financial assistance available to all prospective learners in our communities and to increase our enrollment rates by 1%.</p>
	<p>Aboriginal Programming and Partnerships</p>	<p>We expect to see continued growth in our Aboriginal student population and their success.</p>

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1.2 STUDENT ACCESS GUARANTEE

St. Lawrence College plans to take into consideration the Ministry's tuition/book shortfall calculation in allocating aid as set out in the 2006/07 Student Access Guarantee guidelines.

St Lawrence College supports the Ministry's principles that no qualified Ontario student should be prevented from attending publicly funded post secondary education due to lack of financial support. Students in need should have access to the resources required for tuition, books and mandatory fees. Student access strategies will include the distribution of tuition bursaries, financial need bursaries, in course awards and work study opportunities.

The College has financial assistance services in place which manage OSAP, tuition set-aside funds including monies for special circumstances of un-met need and hardship as well as offering a variety of entrance scholarships and awards.

One of the major findings of the research conducted to formulate St Lawrence College's strategic marketing plan was that although funds are often available to students who wish to participate in post-secondary education, accessing those funding mechanisms and knowing where they are is often difficult. The result is that potential and existing students are unaware of the possibilities available to them. As such, the St Lawrence College website is currently being redesigned to assist students and parents in this area. A section of the website entitled "Paying for College" will provide information on the Student Access Guarantee along with links to OSAP, financial aid programs and scholarship and bursary information.

2.0 QUALITY

2.1 QUALITY OF THE LEARNING ENVIRONMENT

As noted earlier, St Lawrence College is committed over the next three years to continuously improving our academic quality; to developing, implementing and managing a program lifecycle strategy that will ensure quality outcomes, accountability and cost effectiveness in all of our offerings; and finally, to aligning our strategies, plans, systems and structures in order to achieve continuous improvement of results.

FACULTY

Over the next three years we will see growth and renewal of our faculty staffing complements through replacement of faculty vacancies and full-time growth for maturing or expanded enrolment programs. We will continue to focus professional development opportunities for our faculty in the area of educational technology and alternative delivery models.

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STUDENT SUPPORT, SUCCESS AND SATISFACTION

As described in detail earlier, we have hired four “student success facilitators” who work in direct collaboration with each of our academic schools to identify at risk students and implement early intervention strategies for retention. Student Services will continue to offer a series of student success workshops throughout the academic year. Beginning in 2006-2007, we expanded our learning support initiatives by enhancing our Writing and Math centre. These drop-in or referral based support centres provide assistance in critical gap areas of writing and mathematics. We will continue to support the Peer Tutoring and Mentoring program through bursaries. St Lawrence College KPI ratings are consistently high – above the provincial average – and we will continue to work diligently to build upon on past performance.

PROGRAM QUALITY

St Lawrence College has renewed its academic quality assurance policies and processes and has embarked on a five-year plan that will see 20% of all programs reviewed annually. While academic programs at the college are reviewed informally on an annual basis, this new policy will ensure that each academic program will undergo a formal, comprehensive review by both internal and external stakeholders once every five years. The St Lawrence College program review process is fully compliant with the program review requirements of the Charter for Ontario Colleges, the Framework for Programs of Instruction and the Ontario college’s self-administered Program Quality Assurance Process (PQAPA).

QUALITY LEARNING ENVIRONMENT

Library – We will continue to invest in our libraries through book and journal acquisitions and the implementation of the SIRSI system. We will roll-out an electronic database that will provide access to numerous scholarly subscriptions and a bibliocentre. We will maintain our memoranda of understanding with local post secondary institutions for reciprocal access and borrowing privileges for our students and faculty.

In 2006/07, the College will complete a 10,000 square foot renovation of existing space at the Brockville Campus. The new space will accommodate a nursing simulation lab, classroom space, firefighter lab and student breakout rooms for group study and collaboration. The architectural finishes were renewed. The life safety systems as well as the electrical/mechanical systems were updated to meet current codes. 5,000 square feet of space at the Cornwall Campus are being renovated. The new space will accommodate a nursing simulation lab, classroom space, paramedic lab, computer lab and student breakout rooms for group study and collaboration. The architectural finishes were renewed. The life safety systems as well as the electrical/mechanical systems were updated to meet current codes. The exterior site lighting on the Kingston Campus was improved. This is part of an overall campus lighting improvement plan. The objective of the plan is to improve student’s safety on campus. The College is completing the enclosure of an exterior patio adjacent to the Student Association area. The new space will be available to students during the academic year as a study area and lounge space. It can also be used to host social events in the evenings and on weekends. The

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new area occupies 5,000 square feet. A site beautification plan was started this year at all three campus locations. This will enhance the appearance of the sites through projects selected by the student body. Finally, improvements to existing residence facilities are being carried out to improve life on campus. This includes projects such as replacing flooring and furniture.

2007-08/09

The College will invest \$4,100,000 to retrofit existing electrical and mechanical systems at all three campus locations. This will result in reduced energy consumption. The annual savings in energy costs are estimated at \$520,000.

The exterior site lighting on the Kingston Campus will be improved. This is part of an overall campus lighting improvement plan. The objective of the plan is to improve student's safety on campus. The second phase of a site beautification plan will be completed at all three campus locations. This will enhance the appearance of the sites through projects selected by the student body.

Performance Indicators

Strategy / Program	Indicator
Growth and renewal of full time faculty compliment	# of net new full-time faculty
Student Success Facilitators	Reduced mid-term and first year attrition rates Improved KPI results
Learning support initiatives	Utilization rates
ET faculty development	Participation rates and course starts using WebCT
Program Quality Assurance Process	# programs reviewed annually
Quality Learning Environment	Projects completed

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Multi-Year Results

Year	Indicator	Result
2006-07	# of net new full-time faculty	Approximately 4 net new FTE hires and an estimated 11 replacement FTE to fill departure/retirement vacancies.
	Reduced mid-term and first year attrition rates	Establish baseline. Improve mid-term and first year retention rates.
	Utilization rates of learning support initiatives	Establish baseline. Improved mid-term and first –year retention rates.
	Participation rates and course starts using WebCT	Faculty access and utilization of development resources increased by 10%. Establish baseline of course development/WebCT starts.
	# programs reviewed	20% programs reviewed
	# completed learning environment projects	100% completion rate of budgeted projects
2007-08	# of net new full-time faculty	6 net new FTE hires and an estimated 10 replacement FTE to fill departure/retirement vacancies.
	Reduced mid-term and first year attrition rates	Improve mid-term and first year retention by approximately 1.5%.
	Utilization rates	Improve mid-term and first year retention by approximately 1.5%.
	Participation rates and course starts using WebCT	Faculty access and utilization of development resources increases by 10%. Course development and WebCT starts improved by 2%
	# programs reviewed	20% programs reviewed
	# completed learning environment projects	100% completion rate of budgeted projects
2008-09	# of net new full-time faculty	4 net new FTE hires and an estimated 10 replacement FTE to fill departure/retirement vacancies.
	Reduced mid-term and first year attrition rates	Improve mid-term and first year retention by approximately 1.5%.
	Utilization rates	Improve mid-term and first year retention by

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	Participation rates and course starts using WebCT	approximately 1.5%.
	# programs reviewed	Faculty access and utilization of development resources increases by 10%. Course development and WebCT starts improved by 2%
	# completed learning environment projects	20% programs reviewed
		100% completion rate of budgeted projects

2.2 STUDENT SUCCESS

STUDENT RETENTION RATES

	2006-07	2007-08	2008-09
1 st to 2 nd year	+1% (74.5%)	+1.5% (76%)	+1.5% (77.5%)
2 nd to 3 rd year	+1% (83%)	+1.5% (84.5)	+1.5% (86%)
3 rd to 4 th year	N/A	95%	95%

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3.0 ACCOUNTABILITY

This plan has been approved by the St Lawrence College Board of Governors which is comprised in part of college faculty, students and union representatives. The goals contained in this action plan are in complete concert with the College's 2006-2009 Strategic Plan which was formulated through a widely consultative process. Once approved, this plan, along with the strategic plan and our current year business plan will be published on the college website.