

**Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back**

<b>Institution Name:</b>	<b>Le Collège de Hearst</b>
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**OVERVIEW**

Through the 2008-09 MYAA Report-Back process, **Le Collège de Hearst** was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. **Le Collège de Hearst** was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Le Collège de Hearst's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that **Le Collège de Hearst** is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

**PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE**

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

**DEADLINE FOR SUBMISSION TO THE MINISTRY**

The deadline for **Le Collège de Hearst** to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on **Le Collège de Hearst's** website. Please ensure **Le Collège de Hearst's** completed 2009-10 Report Back is posted at the same location on **Le Collège de Hearst's** website as its Multi-Year Action Plan.

**CONTACT**

For any questions regarding this Report Back template, please email Preet Gill, Senior Policy Advisor, Universities Unit at Preet.Gill@ontario.ca or telephone (416) 325-9262, or Aamir Taiyeb, Research Policy Analyst, Universities Unit at Aamir.Taiyeb@ontario.ca or telephone at (416) 325-4237.

## **PART 1: 2009-10 SYSTEM WIDE INDICATORS**

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Le Collège de Hearst's commitments regarding access, quality and accountability as outlined in the original accountability agreements.
  
- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the governments strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.
  
- System Wide Indicators for 2009-10:
  - 1) Enrolment - Headcount
  - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
  - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
  - 4) The Student Access Guarantee (SAG) for 2010-11
  - 5) Participation in the Credit Transfer System
  - 6) Class Size
  - 7) Online Learning
  - 8) International
  - 9) Supply Chain Compliance
  - 10) Space Utilization
  - 11) College Student Satisfaction
  - 12) Graduation Rate
  - 13) Graduate Employment Rate
  - 14) Student Retention Rates
  - 15) Quality of the Learning Environment

## **1) Enrolment - Headcount\***

*\*DEFINITION: Headcount is the number of full-time students enrolled in 2009-10, including full-time undergraduate and graduate students eligible for funding consideration.*

- **Le Collège de Hearst** reported to TCU the total Headcount enrolment in 2009-10 = 72
- Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by **Le Collège de Hearst** to the Ministry for 2009-10 = 57
- Please indicate the number of students aged 25+ from the total Headcount enrolment reported by **Le Collège de Hearst** to the Ministry for 2009-10 = 15
- Please provide one or more examples in the space provided below of a promising practice that **Le Collège de Hearst** used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Full-time students represent only 45% of the total headcount enrolment (161). To develop and maintain positive results for overall enrolment is quite a challenge in a region where the population is decreasing. Hearst has nevertheless succeeded in increasing the participation rate and maintains a long term perspective. In the last years, among other initiatives, Hearst has developed information programs through monthly contest on the Internet for grade 8 students. Meetings with these students' parents are also organized to help them understand, among the courses offered in secondary school, which ones are necessary to access university. Results of these efforts will appear only in four or five years and may help attract students to all universities offering French language programs.



## **2) Under-Represented Students: Students with Disabilities\*, First Generation\* and Aboriginal\***

*\*DEFINITION: Students with disabilities is the total number of students with disabilities registered with the Office for Students with Disabilities and reported in Table 1 of the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (AFSD).*

*\*DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

*Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*

*Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).*

*\*DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.*

- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at <b>Le Collège de Hearst</b> who registered with the Office for Students with Disabilities and received support services in 2009-10= <b><u>12</u></b></p> <p>Please indicate the number of <i>students with disabilities</i> at <b>Le Collège de Hearst</b> who registered with the Office of Students for Disabilities and received support services in 2009-10 who were:  <b>Full-time: <u>6</u></b>  <b>Part-time: <u>6</u></b>  <b>Total (Full-Time + Part-time): <u>12</u></b></p> <p>Please calculate as % of Enrolment Headcount:            (Insert Total From Above) <b><u>12</u></b>  <math>\div 72</math> (pre-populated by the Ministry)            (Enrolment Headcount from Page 3) x  <math>100 = \underline{16.7\%}</math></p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at <b>Le Collège de Hearst</b> in 2009-10= <b><u>64</u></b></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at <b>Le Collège de Hearst</b> in 2009-10 who were:  <b>Full-time: <u>26</u></b>  <b>Part-time: <u>38</u></b>  <b>Total (Full-Time + Part-time): <u>64</u></b></p> <p>Please calculate as % of Enrolment Headcount:            (Insert Total From Above) <b><u>64</u></b>  <math>\div 72</math> (pre-populated by the Ministry)            (Enrolment Headcount from Page 3) x  <math>100 = \underline{88.9\%}</math></p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at <b>Le Collège de Hearst</b> in 2009-10= <b><u>1</u></b></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at <b>Le Collège de Hearst</b> in 2009-10 who were:  <b>Full-time: <u>1</u></b>  <b>Part-time: <u>0</u></b>  <b>Total (Full-Time + Part-time): <u>1</u></b></p> <p>Please calculate as % of Enrolment Headcount:            (Insert Total From Above) <b><u>1</u></b>  <math>\div 72</math> (pre-populated by the Ministry)            (Enrolment Headcount from Page 3) x  <math>100 = \underline{1.4\%}</math></p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more examples of promising practices that <b>Le Collège de Hearst</b> used in 2009-10 to develop and maintain results for students with disabilities.</p>	<p>In the space below, please provide one or more examples of a promising practice that <b>Le Collège de Hearst</b> used in 2009-10 to develop and maintain results for First Generation students.</p>	<p>In the space below, please provide one or more examples of a promising practice that <b>Le Collège de Hearst</b> used in 2009-10 to develop and maintain results for Aboriginal students.</p>
<p>Total full-time and part-time headcount is 161. On each of the three campuses (Hearst, Kapuskasing, Timmins), a person is responsible for ensuring that students with disabilities are receiving the required support services.</p>	<p>Easy access to face to face relationships with faculty and support staff has been identified by students as one of the most important ways to ensure high retention rates and academic success. Financial aid is available to help students to spend more time on their studies and less time on part-time jobs during the school year.</p>	<p>A number of Métis students are French-speaking and wish to pursue their university education in French.</p>

**Le Collège de Hearst** can use the space below to describe methodology, survey tools, caveats and other information regarding the numbers reported herein re. Students with Disabilities, First Generation and Aboriginal Students:

NSSE results were used to estimate the number of first generation students. Aboriginal students were asked to self-identify in a letter sent to all students. Percentages include full-time and part-time students but are calculated on full-time enrolment headcount.

### **3) Compliance with the Student Access Guarantee (SAG) in 2009-10**

Through its signed MYAA, **Le Collège de Hearst** committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

<b>2009-10 TUITION / BOOK SHORTFALL AID:</b>	<b>TOTAL \$</b>	<b># ACCOUNTS</b>
<b>Expenditures for Tuition / Book SAG Amount</b>	N/A	N/A
<b>Other SAG Expenditure to Supplement OSAP</b>	N/A	N/A
<b>TOTAL</b>	N/A	N/A

- Did **Le Collège de Hearst** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **Yes**



**4) The Student Access Guarantee (SAG) for 2010-11**

*As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (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 2010-11 Student Access Guarantee Guidelines.*

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>For 2010-2011, no "tuition/book shortfalls" are expected, since tuition fees and book, equipment and supply costs are below the amounts of available OSAP assistance. OSAP tuition and compulsory ancillary fees (\$4,912), Hearst tuition and compulsory ancillary fees (\$4,720); OSAP book, equipment and supply costs (\$1,046), Hearst book, equipment and supply costs (\$940).</p>
<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> <p>a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide.</p>	<p>No second entry programs offered.</p>

## 5) Participation in the Credit Transfer System

- Using Ontario Universities Application Centre (OUAC) reports, please provide data for the following years:

Years	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2005	65	36	6	6
2006	57	27	6	6
2007	49	23	4	4
2008	57	30	7	7
2009	56	21	10	10

\*Transfers from publicly assisted colleges in Ontario

*NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that transfer data is not limited to college graduates who apply through OUAC and only includes full-time students applying and registering in the fall to the first year of a university program. The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways and amount of credit granted.*

Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.

*Further details on where the pre-populated data in the statement "Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was 81.9%" was derived from the College KPI Graduate Outcomes (Employment/Satisfaction) Survey. Information on the Survey is as follows:*

- Telephone based surveys (more than 100 fields of data)
- Survey conducted by a third party service provider, presently Forum Research Inc., based on audited student information provided by the colleges
  - Conducted annually, three times a year, six months after graduation
  - Census type survey - attempt to reach every eligible graduate from ministry-approved postsecondary program
  - Sample size, 2009-10 survey: 40,410 completed Graduate Employment/Satisfaction survey;
  - Response Rate 2009-10 survey: 64%
  - Response Rate 2008-09 survey: 68%
  - Survey responses used to tabulate two college Key Performance Indicators - Graduate Employment and Graduate Satisfaction
    - The Survey, including definitions and methodology information, can be found on the web (in Appendix A of the document link below) at the following website:  
<http://www.edu.gov.on.ca/eng/document/serials/eprofile07-08/profile08.pdf>

- Please provide any additional comments regarding transition experience either from college to university or university to university.

Students who transfer from college to university sometimes encounter unexpected challenges in their university courses. Discussions are held now among faculty and staff of the institutions involved to resolve the issues that create these difficult situations.



- Please provide one or more examples in the space provided below of a promising practice that **Le Collège de Hearst** used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Hearst has negotiated transfer agreements with Collège Boréal and with Laurentian University that recognize, on a par as much as possible, all the educational work done at the other institutions.

## 6) Class Size

• Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of **Le Collège de Hearst's** undergraduate class size was:

	First Year		Second Year		Third Year		Fourth Year	
Class Size	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
<b>Less than 30</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>30 to 60 students</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>61 to 100 students</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>101 to 250 students</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>251 or more</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Total</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*Note: There are a number of one-on-one instruction classes, including independent study, independent research, internships and practicums that are excluded from the above class sections. Class sub-sections such as labs and tutorials are also excluded.*



- Please provide one or more examples in the space provided below of a promising practice that **Le Collège de Hearst** used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In the fall semester of 2009, all the classes (74) on each campus (Hearst (28), Kapuskasing (24), and Timmins (24)) have less than 30 students. Small class size (5 to 20 students) is generally an asset because students can receive more individual attention. However, when classes are too small (less than five students), insufficient interaction among students is sometimes an issue because it somewhat constrains the learning experience.



**7) Online Learning**

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

- To complement this work, please provide one or more examples in the space provided below of a promising practice that **Le Collège de Hearst** used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Hearst plans to offer its first online courses in January 2011. Since 1995, Hearst has developed a new course delivery formula which combines printed material and electronic messaging and conferencing with face to face interaction every three weeks during the semester. Students are generally pleased with this formula because it offers timetabling flexibility as well as constant academic support from their professors.

## **8) International**

*\*DEFINITION: International Enrolment\* is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- **Le Collège de Hearst** reported to TCU that International Enrolment in 2009-10 = **N/A**.
  
- In 2009-10, **Le Collège de Hearst** reported to TCU the following top 3 source countries for international students:
  - Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences **Le Collège de Hearst** had in 2009-10:
    - Outbound students = **0**
    - Inbound students = **0**
  
  - Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at **Le Collège de Hearst** in 2009-10 = **\$0**
  
  - Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that **Le Collège de Hearst** had outside of Canada in 2009-10 = **\$0**



- Please list in the table below all For Credit, Stand-Alone campuses **Le Collège de Hearst** operated **abroad** in 2009-10, including city, country and total enrolment for each campus:

- Please provide one or more examples in the space provided below of a promising practice that **Le Collège de Hearst** used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Hearst is too far from the international points of entry into Canada to attract students from abroad. Its mission is primarily to make programs and courses accessible to the French speaking population of Northeastern Ontario, and it barely has sufficient resources to promote its courses and programs over its vast region. It nevertheless offers international experience and knowledge to its students with yearly study trips abroad.



**9) Supply Chain Compliance**

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm that in 2009-10 **Le Collège de Hearst** adopted the Government of Ontario's Supply Chain Code of Ethics: **No**
- Please confirm that in 2009-10 **Le Collège de Hearst** adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**
- In 2009-10 did **Le Collège de Hearst** participate in the Ontario Education Collaborative Marketplace (OECM)? **No**
- Please provide one or more examples in the space provided below of a promising practice that **Le Collège de Hearst** used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Although Hearst receives less than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities, its Board of Governors has established policies and procedures to ensure an ethical, professional and accountable supply chain. These policies and procedures requirements are similar (not identical) to the Government on Ontario's Procurement Policies and Procedures.

## **10) Space Utilization**

- In 2009-10, did **Le Collège de Hearst** have a Space Utilization planning process in place to assess and optimize academic space utilization? **No**

- If yes, please indicate in the space below the methodology used to inform **Le Collège de Hearst's** academic space utilization planning process:

- Please provide one or more examples in the space provided below of a promising practice that **Le Collège de Hearst** used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Optimizing academic space utilization is a constant concern. When new faculty members are hired, their campus of residence (Hearst, Kapuskasing or Timmins) is determined by the availability of faculty offices on each campus. Classrooms are used for teaching every hour, from 9 a.m. to 10 p.m. from Monday to Thursday, and from 9 a.m. to noon on Friday. Friday afternoon is reserved for faculty and organizational meetings; many of these meetings are held by videoconference to link the three campuses.



**11) Student Satisfaction**

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of excellent and good responses) at your institution for NSSE Question "How would you evaluate your entire educational experience at this institution?" for Senior Year respondents = **N/A**

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at your institution for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" for Senior Year respondents = **N/A**

- Please provide one or more examples in the space provided below of a promising practice that **Le Collège de Hearst** used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Hearst has participated in the National Survey of Student Engagement (NSSE) for the first time in the winter semester of 2010. To the question "If you could start over again, would you go to the same institution you are now attending?", 95% of senior year respondents answered definitely yes (80%) or probably yes (15%). 100% of those respondents evaluated their entire educational experience at Hearst as either excellent (76%) or good (24%).

## **12) Graduation Rate**

- Per the KPI results reported in 2009-10 the graduation rate at your institution = **70%**
- Please provide one or more examples in the space provided below of a promising practice that ***Le Collège de Hearst*** used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Actual graduation rates are higher than the KPI results show, because some students graduate from other universities after they transfer to other institutions into programs not offered by Hearst.



**13) Graduate Employment Rate**

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at your institution = **100%**
- Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at your institution = **100%**

• Please provide one or more examples in the space provided below of a promising practice that **Le Collège de Hearst** used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In its promotional material, Hearst gives information on the different types of work or professions for which students will be prepared in each discipline.

#### 14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in *Le Collège de Hearst's* approved Multi-Year Action Plan. Referring to these proposed results, please identify *Le Collège de Hearst's* achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	85%	94.2%	80,6 % (71,0 %)
2nd to 3rd Year	90%	96.6%	88,0 % (80,0 %)
3rd to 4th Year	N/A	N/A	100 % (55,6 %) Many third year students who continue into four-year programs have to transfer to other universities because Hearst offers only two four-year programs.

- Please indicate in the space below the methodology used by *Le Collège de Hearst* to calculate the retention rates indicated above

The retention rates achieved take transfers to other universities or colleges into consideration. Hearst considers this as being a reasonable approach. Because of the limited choice of programs that can be offered by Hearst, some of its students have to transfer to other institutions, especially after their first and third years, to pursue the program of their choice. Retention rates achieved are inevitably lower if we count only students who pursue their university education with Hearst (rates in brackets).



- Please provide one or more examples in the space provided below of a promising practice that **Le Collège de Hearst** used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Hearst has negotiated transfer agreements with Laurentian university in three programs (commerce, economics, political science) whereby first year students from Hearst who transfer to Laurentian University in their second year proceed in their program on a par with Laurentian University's students. Some students also transfer, mostly to Laurentian University, into the fourth year of certain programs, since Hearst offers only two four year specialization programs.



**15) Quality of the Learning Environment**

- Please provide information in the space provided below of what **Le Collège de Hearst** did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

To maintain and enhance the quality of the learning environment, Hearst follows two complementary strategies. First, it tries to maintain high standards in all its courses through constant course evaluation and faculty professional development. Second, it offers tools and support to students: Centres de français for competent writing, courses to improve their work methods, constant reminding of ethical issues related to intellectual property, highly available faculty and support staff.

**PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES**

• **Increased Participation of Under-Represented Students - Programs/Strategies**

As part of its 2008-09 Report Back, your institution was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p><b>Further increase in students financial aid</b> Bursaries will be awarded to all students to cover approximately 20% of their tuition fees. High tuition fees represent an important financial but also psychological barrier, even from for students from middle-class families. Students indicate in our survey that financial aid has played an important role in their decision to enrol in university programs.</p>	<p>In 2009-2010, for each three credit course (or its equivalent), a \$100 bursary was awarded to all full-time and part-time students, which covers 23% of tuition fees. This represents a \$1,000 bursary each year for full-time students.</p>
<p><b>Recruitment in elementary schools</b> Recruitment activities in grade 8 encouraging students to choose courses leading to university when they enrol in secondary school. Information to parents on the importance of planning for university education.</p>	<p>224 grade 8 students from 15 school of the region have participated in a monthly contest on the Internet which strives to demonstrate the importance of university education. Information has been given to 240 parents in parents-teachers meetings.</p>
<p><b>Offering more university programs</b> Feasibility studies indicate a need for programs in Nursing, Translation and Natural Sciences. Approximately 80% of Hearst graduates remain in the North after graduation and participate in the development of the region. Offering programs in the region reduces the brain drain from the North.</p>	<p>In 2009-2010, Hearst offered 25 full programs on its three campuses: Hearst (9), Kapuskasing (9), Timmins (7). It also offered three partial programs (first year of Commerce, Economics and Political Science) and it has negotiated transfer agreements with Laurentian University whereby Hearst students are considered on a par with Laurentian students. The feasibility study for the Nursing program concluded that, although the need for such program is great and even if it received support from Laurentian University, Hearst does not have the resources to offer it. The project was therefore abandoned. On the other hand, the program in Translation begins in september 2010.</p>

• **Quality of the Learning Environment**

As part of its 2008-09 Report-Back, your institution was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p><b>Offer more programs</b> More programs are accessible because of transfer agreements signed with Laurentian University for students who complete the first year of a program with Hearst (commerce, economics, political science) or for students who take half of their courses in class with Hearst and the other half at a distance with Laurentian University (social work).</p>	<p>Four students enrolled in the social work program. The transfer agreements with Laurentian University give local students more full program options, while adding a few elective courses to all first year students.</p>



**Facilitate transfers from college to university**

Many College Boreal graduates enter into the second year of the BAA (baccalaureat specialise en administration des affaires) following a transfer agreement that gives advanced standing for 42 credits.

In 2009-2010, two students transferred from Collège Boréal into the BAA program, with advanced standing for 42 credits. Thirteen more students also transferred from Collège Boréal into the other programs offered by Hearst.