Ministry of Training, Colleges and Universities

Multi-Year Accountability Agreement Report-Back

University:	LAURENTIAN	**Year:**	**2008-09**

As noted in the Multi-Year Accountability Agreement for Universities 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, update the planned net new hires table, 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 (reflecting updated graduate and medical expansion targets), providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, continued participation in student engagement and retention measures 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. 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	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities		
	#	#	#		
Aboriginal students who have self-identified through Laurentian's Web-based collection tool for the November 1st 2008 student enrolment records.	400			400	**3,681 respondents 8,618 total population**
Aboriginal student who have self-identified to the Native Student Affairs Office	117			117	**N/A**
Aboriginal student identified through the 2008 NSSE survey (Question "ancst_ca"[1])	83			83	**1,015**

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[1] A "first generation" student is defined as one for whom the mother AND the father have NOT attended a post-secondary institution. If one of the parents has attended a PSI, the student is not considered to be first generation whether the parent has graduated or not. CEGEPs are considered to be post-secondary institutions. Counts exclude students for whom the "first-generation" status remains ambiguous, when the NSSE participant has not reported the educational background of one or both of his or her parents.

First generation students reported on the Laurentian University bursary application form during academic year 2008-09		469		469	
First generation students self-identified through Laurentian's Web-based collection tool for the November 1st 2008 student enrolment records.		2622		2622	**4,007 respondents 8,618 total population**
First generation students identified through the 2008 NSSE survey (Questions "fathr_ca" and "mothr_ca" [1])		180		180	908
Students with disabilities who have self-identified through Laurentian's Web-based collection tool for the November 1st 2008 student enrolment records.	268			268	**3606 respondents 8,618 total population**
Students with disabilities who have self-identified during academic year 2008-09 to the Special Needs Office			439	439	N/A

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
Access	Aboriginal Students: # of self-declared students registered with Office of Native Programs and Services on November 1st of each year	135 self-declared students (2007-08 result: 97, Target 130; 2006-07 result: 98, target: 125)	117	There are various elements that have shifted in the ways in which Aboriginal students' access service. With the increase in Aboriginal populations in Canada, there has been a subsequent increase in available peer supports within educational systems. Previously, there were only a small number of Aboriginal students enrolled in postsecondary education. These students flocked to offices where Aboriginal student supports were offered so that they could associate with their peers and other staff members of the Aboriginal population. At present, we have more and more Aboriginal students in the system that in itself creates a peer support mechanism in their respected programs of studies.

Further, there are a number of activities and supports that are provided external to Native Students Affairs that Aboriginal students may access including a larger number of available Aboriginal professors in various disciplines, Elders who are brought by various programs to offer teachings and support, and programs themselves are offering an increasing array of culturally relevant supports to Aboriginal students at the departmental levels. In addition, anecdotal evidence suggests that there has been an increase in the level of awareness of Aboriginal peoples on campus thereby creating a more nurturing and supportive environment generally. Therefore the numbers of Aboriginal students that may access Native Student Affairs may be lower than the actual numbers in the system.

In efforts to support the growing population of Aboriginal student attending university, |

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
				L.U. has implemented a self identification process. As of June 1, 2009, the results of this self-identification process suggest that there are 936 Aboriginal students enrolled at LU. With this increase in numbers of Aboriginal students, Native Student Affairs has implemented strategies to increase access in Native student services through expanding its outreach to students and including increase in the communication of services provided.
	First Generation and At-Risk Students: # of students registered in Mentoring Program, on November 1st of each year	75 registrants in Mentoring Program (2007-08 result:73, target 70; 2006-07 result: 77, target 60)	82	Number of registrants in line with target
	First Generation and At-Risk Students: Headcount of student registered on November 1st in programs offered face-to-face outside Sudbury campus, through collaboration with community college (or similar institution)	1,570 registrants in collaborative programs (2007-08 result: 1,789, target 1,540; 2006-07 result: 1,606, target 1,515)	2148	Enrolment in programs offered jointly by Laurentian University, Georgian (BBA program) and St-Lawrence College (Nursing and BBA programs) account for the bulk of the increase from 1,789 students in the fall of 2007 to 2148 students in the fall of 2008
	Francophone students – # of FTE students (registrations to 30 credits) in undergraduate courses (May to April) delivered in French face-to-face at the Sudbury Campus	1,050 FTEs (2007-08 result: 886, target 1,020; 2006-07 result: 955 target: 985)	790	The definition of this indicator excludes non-traditional courses, such as Internet-based and correspondence courses. However, Laurentian students' preferences are shifting rapidly from traditional to non-traditional course delivery methods. From 2007-08 to 2008-09: 1. The number of traditional course registrants - i.e., the MYAA-defined indicator - has decreased from 886 to 790 FTEs;

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
				2. The number of non-traditional course registrants has remained stable going from 298 to 296 FTEs;
				3. The total course registrants have decreased by nearly 100 FTEs from 1,184 FTEs to 1,087 FTEs in 2007;
				4. Headcounts of fall registrants in traditional French programs have decreased 1,362 to 1,190;
				5. Headcounts of fall registrants in French programs offered exclusively through non-traditional arrangements have increased from 114 to 142;
				6. Hence, total headcounts of fall registrants in all French programs have decreased from 1,476 to 1,332.
				These data show that the total number of students registering in French programs has decreased in the past year by nearly 100 FTEs. Headcounts in all French programs has also decreased by 144 over the one year period. New French language programs have been put in place at the undergraduate level, but this may be counterbalanced by a limited offering of French sections in each department. Laurentian will obviously keep track of its MYAA-defined indicator. Because of changing student preferences, Laurentian may not be able to meet future targets for this particular indicator.

Laurentian intends to track alternate indicators, such as the ones described above, to document fully its performance relative to French program offerings, with the long-term view that a more suitable indicator may eventually become evident. |

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
	Students with Disabilities – Approved budget of Special Needs Office by fiscal year	$195,000 target (2007-08 result: $187,000, target $182,000; 2006-07 result: $171,000 target: $172,000)	$195,000	

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.	Native Student Affairs has developed a number of mechanisms to meet the mandate to recruit, retain and increase success rates amongst Aboriginal learners. These include: (1) Incorporating a Native student writing centre in Native Student Affairs, managed by the Learning Strategist, (2) The development of the Moccasins Trails program for recruitment efforts. This program is designed to provide a pathway for secondary and college students to access University. (3) Once admitted to LU, through the counselling portfolio, developments of a mentor program "Ancestral Paths" will be launched in 2010. This program is designed to assist in increasing the success rates of Aboriginal learners through mentorship. (4) Finally, the Learning Strategist has launched a SAGE nest to support Graduate students in their ongoing journey of higher education.
2.	A series of workshops have been organized for students in known high attrition programs. These Academic Success Workshops will be available to all students, however, students, including under-represented students, enrolled in these target programs will be recruited for participation.
3.	As part of Laurentian's 50th Anniversary celebration, new access awards for students, will be available. Several of these access awards are targeted to under-represented populations to encourage an increase in participation. The access awards will assist out-of-town students broken down in the following manner: $500 for first year; $1000 for year 2; $1500 for year 3; and $2000 for year 4. Eligible students can apply for one of the following: - Northeastern Ontario and Simcoe-Muskoka Access Award; - Native Studies or Native Languages Access Award; - Immersion or Extended French Access Award; - Francophone Access Award.
4.	Identified students including those in certain underrepresented groups have been provided with the Skills for Success Resource. This tool, available on USB and on-line is given and actively promoted to students identified as high risk.

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.	Since January 2009, a Web-based internal system collects information on the characteristics of under-represented student groups at Laurentian. Laurentian will continue to monitor and analysis the results of this survey tool.
2.	The Academic Success Workshop series will be monitored and evaluated. Specifically, students identified in high risk programs as well as those outside this target group will be tracked to evaluate the outcomes and impact of the workshop series. The analysis will look at indicators such as overall average, number of courses dropped, passes/failed and overall academic success.
3.	Laurentian will continue to collect, monitor, and evaluate our under-represented groups using established internal measures and evaluations. These internal tools will be used to inform and support the strategies listed above.

2008-09 Student Access Guarantee

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

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

If you answered no, please explain.

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

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	79,681	132
Other SAG Expenditure to Supplement OSAP	1,133,183	634
Total	1,212,864	766

Date screen was last updated: 23 / 07 / 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) Aid will be provided to students who apply for institutional financial aid
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	Students can obtain info and applications for bursary/scholarships/and work study through the financial aid website. Deadline dates vary by program, eg. Bursaries: Oct. 9, and Jan.30; scholarships: May1 and July 1;

in the student access guarantee. - Identify any applicable deadlines. - Identify your communications strategies to inform students of how to apply.	other programs no deadline dates with ongoing review of eligibility. Email reminders are sent to all students at various points in the year to advise them of availability of awards and deadlines; information is posted on our website; information is communicated to secondary schools through visits and community events; students are advised individually through direct contact at time of OSAP release at the start of each semester of study.
Identify whether your institution plans to provide loan assistance in values greater than $1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide	N/A
Describe other financial support programs and strategies that your institution will use to assist university 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.	Emergency bursary assistance is available to all students to respond to unique situations, exceptional costs and expenses, and emergencies. There is no deadline to apply and these are reviewed on a case-by-case basis. This funding can be provided through Tuition Set-Aside funds, OSOTF, OTSS, Work-Study, etc. We encourage referrals from other areas on campus such as Counselling, faculty members, Health Services, etc. We also work closely with the Fees Office to provide assistance through payment plans, etc.
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.	Students are invited to meet with a financial aid administrator to review their SAG entitlement. They are provided with a print-out of the "SAG Details" screen. Their bursary application is reviewed with particular attention given to the budget information on the application and any factors which may have been used to adjust the SAG downward. They are also provided with an opportunity to amend their application.

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

Ministry of Training, Colleges and Universities

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
Quality	Number of students registered to the mentoring program	75 Registrants in Mentoring Program (2007-08 result: 73; 2006-07 result: 77, target 60)	82	Exceeded our target due to an aggressive telephone campaign to prospective participants. We are now mentoring first-year students who had academic challenges which also brought our number up.
	Number of meetings with first-year students obtaining advice from the First Year Experience Office	30% of First-Year students (2007-08 result: 54%, target 28%; 2006-07 result: 43%, target 26%)	69%	Word of this service is spreading on campus. Visibility through print material and classroom visits is increasing and more students are being referred. Close relationship with Orientation, Liaison, and vice-deans is helping.
	Number of students consulting with librarians at the Learning Commons	79% of undergrad students (2007-08 result: 143%, target 77%; 2006-07 result: 119%, target 75%)	129%	Accomplished our objective.
	Number of students using the writing assistance program	22% of undergrad students (2007-08 result: 15%, target 21%; 2006-07 result: 20%, target 20%)	23%	Writing Assistance is operating at capacity. We have scaled back publicity because we are not able to accommodate more "clients".
	Number of students registering to obtain peer-tutoring support	5.1% of undergrad students (2007-08 result: 6.2%, target 5.0%; 2006-07 result: 8.1%, target 4.9%)	8%	New "Peer Assisted Study Group" model in place. Community needs some time to adjust to the new system. Also, not sure how accurate the tracking was this year due to the "drop-in" nature of the service.
	Total number of workstations / laptops available to students supported by Computer Services (excluding Federated Universities)	600 (2007-08 result: 600, target 575; 2006-07 result: 550, target 550)	620	Accomplished objectives sooner than planned.
	Nominal number of square meters with wireless networking service at Sudbury Campus and at collaboration sites (excluding Federated	55,000 Square Metres (2007-08 result: 55,000, target 50,000; 2006-07 result: 45,000, target 45,000)	60,000	Accomplished objectives sooner than planned.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
	Universities)			
	Number of e-books accessible through the Web	10,000 e-books (2007-08 result: 41,426, target 9,500; 2006-07 result: 11,980, target 9,000)	60,264	Increase to e-resources due to the addition of the Springer, Elsevier and Ebsco, Ebook collection. Next year's number will probably double when the CRKN Ebook collection are turned out. Continue to increase our e-book content.
	Number of students who have completed the Library Instruction Program	35% of First-Year students (2007-08 result: 102%, target 34%; 2006-07 result: 36%, target 33%)	75%	Unfortunately, due to platform limitation, we can't get an exact number of how many students completed the library workshops within specific dates. We do know that since November 16th, 2006, there have been 2467 students completing the workshops. This is about 6 months before the start date of May 1st. We approximated that at least 500 students completed the library workshop between Nov 16 and May 1 so that leaves us with 1967. For the French workshops, we applied the same ratio of growth than on the English side which gives us a number of 139. We have kept a record of how many completed the library workshops up to date so that next year we will be able to get an exact number of completions. This message is from E-Learning office as they are the ones who control the stats of the WebCT courses. From the library's perspective these workshops meet expectations.

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.	Mentoring of first-year students who had academic challenges will continue.
2.	Continued visibility of First Year Experience Office through print material and classroom visits. The continuation of increased interaction with Orientation, Liaison, and vice-deans is planned.
3.	Increase to e-resources and e-book content including the addition of the CRKN Ebook collection.

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 NSSE, KPI's, CGPSS or CSRDE):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	Continued participation in the CSRDE survey in 2009/10
2.	Continued participation in the CGPSS survey in 2010
3.	The Academic Success Workshop series will be monitored and evaluated. Specifically, students identified in high risk programs as well as those outside this target group will be tracked to evaluate the outcomes and impact of the workshop series.

Net New Hires

Referring to your approved Multi-Year Action Plan, please identify your planned and actual net new hires for 2008-09. In 2009-10, the ministry is seeking information on annual net new hires according to your institution's established definitions for full-time tenured, full-time limited term and part-time. The ministry appreciates that accurate data on net new hires for 2009-10 may not be available until late fall. As such, please identify your planned net new hires for 2009-10.

Actual New Hires in 2008-09 Planned New Hires in 2009-10		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	Planned 2008-09	14	4	1	2	-	2
	Actual 2008-09	16	12	10	2	-	2.5
	Planned 2009-10	12	4	1.5	-	-	1
Retires / Departures	Planned 2008-09	(11)	(3)	-	-	(2.5)	-
	Actual 2008-09	(18)	(8)	(10)	-	(2)	(0.5)
	Planned 2009-10	(22.5)	(10)	(22.5)	(1)	-	(1.5)
Net New Hires	Planned 2008-09	3	1	1	2	(2.5)	2
	Actual 2008-09	(2)	4	-	2	(2)	2
	Planned 2009-10	(10.5)	(6)	(21)	(1)	-	(0.5)

* For student services staff definition, please refer to the student services functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report. Student Services Staff do not include ancillary staff.
**For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

If applicable, please explain variance between the proposed and actual 2008-09 net new hires.

Student Success: Student Retention Rates

MYAA Report-Back 2008-09

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

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1st to 2nd Year	81% (2007-08 result: 73%, target 79%)	69%	The retention rate for this group of students has decreased from the previous year (73%). Again this past year, Laurentian experienced difficulty in attracting and retaining adult and transfer students. Considering that students in this category tend to be non-traditional, older, have financial challenges and many have families, they tend to be influenced by several factors including economic conditions, financial resources and family obligations. We will continue to keep track of these students separately in our database and will continue the following initiatives: 1) The Centre for Continuing Education will promote the availability of the online social network and access point for academic support services to help adult learners meet other students studying at a distance, facilitate communication with faculty members and to take advantage of learning support services and resources. 2) More effort will be placed on orientation activities and directing students to the first year experience office for assistance with accessing academic support services and counselling where necessary. 3) The expansion of our Mentoring program to include students in this group who experienced poor academic results in first year will continue.
2nd to 3rd Year	87% (2007-08 result: 81%, target 85%)	82%	The retention rate for this group of students has historically fluctuated from year to year by 2% to 4%. We will continue to monitor retention rates and survey our students to gain a better understanding of this more volatile subset of our student population. We will continue our Mentoring program to assist those who encounter academic difficulties after their second year.

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

MYAA Transition Year 2009-10

In 2009-10 your institution is asked to continue to participate in the Consortium on Student Retention Data Exchange (CSRDE). Pending advice from HEQCO on 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:

We will continue our participation in CSRDE for 2009-10 and continue our own internal student retention measures to track student retention.

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.laurentian.ca/Laurentian/Home/Departments/Institutional+Research/MYA.htm .

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

Graduate Education Enhancements: activities that support graduate students in career development (TA workshops, conferences, research best practices, funding seminars) and strengthen academic resources (program development, research / lab spaces) and student engagement.

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, NSSE, CUSC).

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

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

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

APPENDIX B: Example of extended / consolidated programs and strategies

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

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

Transition Year 2009-10

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

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