

Multi-Year Agreement for Universities for 2006-07 to 2008-09

As part of the 2005 Ontario Budget, the government introduced "Reaching Higher: The McGuinty Government Plan for Postsecondary Education", which will provide a cumulative investment of \$6.2B in Ontario's post-secondary education and training system by 2009-10.

The government's goal is to use the Reaching Higher investments to improve the access, quality and accountability of the post-secondary education system.

Traditionally, MTCU has allocated grants and institutions have reported on outcomes achieved with the funding on an annual basis. This practice was continued and strengthened in 2005-06 when the government introduced the Interim Accountability Agreement, a one-year agreement which confirmed the commitments and results expected by government and each institution for the first year of the new Reaching Higher investments.

The government recognizes that publicly-funded institutions will have a greater ability to develop plans that meet government goals for the sector and achieve results if there is funding stability and predictability. This is why the government is building on the groundwork established by Interim Accountability Agreements and introducing Multi-Year Agreements and funding allocations.

The Multi-Year Agreement (MYA) articulates the government's goals for the system, and its roles and responsibilities in meeting those goals. This agreement confirms the commitments expected from each institution and the sector-wide indicators that will be used to report on results achieved.

This agreement constitutes an integral and central component of the overall performance and accountability relationship between government and publicly funded PSE institutions. It does not however, replace existing performance and accountability arrangements, and will be supplemented by existing and, where applicable, modified or new transfer payment reporting requirements, such as those associated with individual grants. The Ministry remains committed to the goal of reducing and consolidating accountability and reporting requirements wherever possible, consistent with the high standard of overall accountability for public funds expected by the public. This document constitutes part of the public record, and as such, should be made available on your institution's web-site.

The Role of the Higher Education Quality Council of Ontario

The government appreciates that implementing this MYA and future agreements will be part of an evolutionary process which will require a strong collaborative partnership between institutions and the Ministry. The government has also recently established the Higher Education Quality Council of Ontario (HEQCO). This council will play a significant role in developing a quality framework for postsecondary education in Ontario to facilitate multi-year accountability agreements with institutions, including the development of indicators for performance measurement and monitoring the Student Access Guarantee.

In partnership with institutions, the Ministry is committed to reviewing and revising this agreement as needed on an annual basis to ensure that colleges and universities remain focused on meeting the government goals for post-secondary education. Advice from and research undertaken by HEQCO will inform this process.

1. Government Goals and Responsibilities for the Postsecondary Education System

This section summarizes the government's expected goals for access, quality and accountability as announced in the 2005 Budget through the Reaching Higher investments in postsecondary education, and outlines its role and responsibilities for meeting those system goals.

1.1 Access

The government is committed to ensuring that there is an increase in the number of Ontarians who have the opportunity to successfully pursue higher quality postsecondary education that is affordable and accessible across Ontario including northern and remote, rural and urban areas.

The government will undertake the following initiatives designed to improve access in the postsecondary education system:

- Establish enrolment targets and policies that will ensure that the government meets its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10;
- Develop policies and provide funding to deliver services that will promote access and increase opportunities for Aboriginal Peoples, Francophones, persons with disabilities, and persons who are the first in their family to attend postsecondary education. The strategies will be informed by the committees established to provide advice to the Minister on how to maximize the educational experiences of these students. The First Generation Strategy offers an opportunity to target "at risk" and low-income communities and families and consider socio-economic factors;
- In partnership with institutions, develop a Student Access Guarantee that provides that no qualified Ontario student will be prevented from attending Ontario's public colleges and universities due to lack of financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books, and mandatory fees;
- Continue enhancements of the Ontario Student Assistance Program. This includes extending access grant eligibility to students from low- and middle-income families, updating the book and supply allowance, continuing to limit students' annual repayable debt, and matching funds raised by institutions to establish endowments. In partnership with institutions, the government will also implement a website for 2007-08 that will allow students to identify costs and sources of financial aid;
- Work jointly with the Chair of HEQCO to establish a research agenda on participation and access to be carried out by the Council;
- Define the role and responsibilities of HEQCO in monitoring and making

recommendations relating to the implementation of the Student Access Guarantee;

- Develop system measures to track the participation of under-represented students with the assistance of institutions and HEQCO in a manner that is sensitive to privacy concerns; and
- Develop a comprehensive international marketing strategy to assist in the internationalization of Ontario's postsecondary education system and to ensure that Ontario remains competitive in an increasingly globalized environment.

1.2 Quality

The government's Reaching Higher Plan is committed to the highest standards in teaching, research, and the student learning experience, and will undertake the following initiatives designed to help the postsecondary education system improve quality:

- Provide funding that will allow institutions to enhance the quality of their learning environment as evidenced by student engagement, satisfaction and success;
- Participate in the Ontario Universities' Key Performance Indicator initiative as per the current process;
- Comply with the MTCU-COU protocol regarding the use of data from the National Survey on Student Engagement (NSSE), the Consortium on Student Retention Data Exchange (CSRDE) and the Canadian Graduate and Professional Survey on Satisfaction (CGPSS) to establish benchmarks from which to assess improvements in quality;
- Work jointly with the Chair of HEQCO to establish a research agenda on quality to be carried out by the Council;
- Define the role and responsibilities of HEQCO on monitoring quality in the system, and receive guidance from the Council on improving quality;
- Work with the Ministry of Research and Innovation to support the role of institutions in implementing the province's research, innovation and commercialization agenda;
- Co-operate and work with the College-University Consortium Council (CUCC) and institutions to develop strategies and policies that will improve and increase collaboration between institutions and sectors, in support of student success and mobility; and,
- Receive advice from HEQCO and CUCC on the best way to measure increased collaboration.

1.3 Accountability

The government is committed to ensuring that it and postsecondary institutions be held accountable for accomplishing the goals and objectives established under the Reaching Higher Plan.

The government will undertake the following initiatives designed to help institutions improve accountability:

- Track and report on the achievement of the Reaching Higher Measurement and Results Schematic identified in **Appendix A**;
- Receive the advice of HEQCO on the best way to measure performance and ensure the accountability of colleges and universities;
- Continue the ongoing review of institutional reporting requirements to streamline,

- consolidate and improve reporting requirements;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the institutions to determine whether any revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Participate in the annual review of the Multi-Year Action Plan located in **Appendix B** of the agreement. When completed, the Multi-Year Action Plan will establish the institution-specific strategies, indicators and results designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in **Appendix A**.

1.4 Funding

Recognizing the importance of stability and predictability of funding for institutional planning, and in order to increase the capacity of institutions to meet shared goals of quality and accessibility, the government will provide multi-year funding allocations for the three years covered by this agreement.

Preliminary allocations for 2006-07 and notional allocations for 2007-08 and 2008-09 will be provided based on best information available and are subject to change as updated information becomes available.

2. Institution Commitments

This section outlines the commitments and results expected from each institution.

2.1 Access

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve access:

- Participate in the Student Access Guarantee. In partnership with the government, develop a Student Access Guarantee that provides that no qualified Ontario student will be prevented from attending Ontario's public colleges and universities due to lack of financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books and mandatory fees;
- Provide the Ministry with the assistance needed to design and implement a website that will allow students to identify costs and sources of financial aid;
- Comply with the new Tuition Fee Framework;
- Provide HEQCO with the assistance needed to complete access related research;
- Provide the Ministry and HEQCO with the assistance needed to develop a system measure to track the participation of under-represented groups in a manner that is sensitive to privacy concerns. The First Generation Strategy is expected to develop measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low income students);

- Report on institutional enrolment growth at the undergraduate and graduate level in keeping with established protocols, or as requested by the Ministry, thereby contributing to the sector targets established by the government, and where applicable report on institutional targets agreed to for medical enrolments; and
- Provide the Ministry with institution-specific multi-year access strategies, indicators and results in the Multi-Year Action Plan template located in **Appendix B** of the agreement.

2.2 Quality

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve quality:

- Participate in the Ontario Universities' Key Performance Indicator initiative as per the current process;
- Participate in the National Survey of Student Engagement, the Consortium on Student Retention Exchange and the Canadian Graduate and Professional Student Survey (if applicable), and pursuant to the MTCU-COU protocol, submit results to MTCU;
- Provide HEQCO with the assistance needed to complete quality-related research;
- Provide the Ministry with institution specific multi-year quality strategies, indicators and results in the Multi-Year Action Plan template located in **Appendix B** of the agreement; and
- Co-operate and work with other postsecondary education institutions and the College-University Consortium Council (CUCC) to develop strategies and policies that will improve and increase collaboration between institutions and sectors in support of student success and mobility, and provide HEQCO and the CUCC with the assistance needed to develop advice on the best way to measure increased collaboration.

2.3 Accountability

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve accountability:

- Complete the Multi-Year Action Plan template attached in **Appendix B** which, when completed, will establish the institution specific strategies and results designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in **Appendix A**.
- Participate in an annual review of the Multi-Year Action Plan as outlined in **Appendix B**;
- Continue all other reporting requirements linked to transfer payments and grants, in addition to any revised or new reporting requirements related to Francophone students and the Access and Opportunity Fund;
- Provide HEQCO with the assistance needed to determine the best way to measure performance and ensure the accountability of colleges and universities;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the government to determine whether any

- revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Post the MYA on your institution's web site.

Please Note: The release of the full amount of your 2006-07 funding is conditional on the Ministry approving your completed Multi-Year Action Plan. Please complete and submit this Action Plan to the Ministry by September 29, 2006.

For the subsequent years, the 2007-08 and 2008-09 the release of the full amount of your institution's allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.

Signature of President or Board Chair

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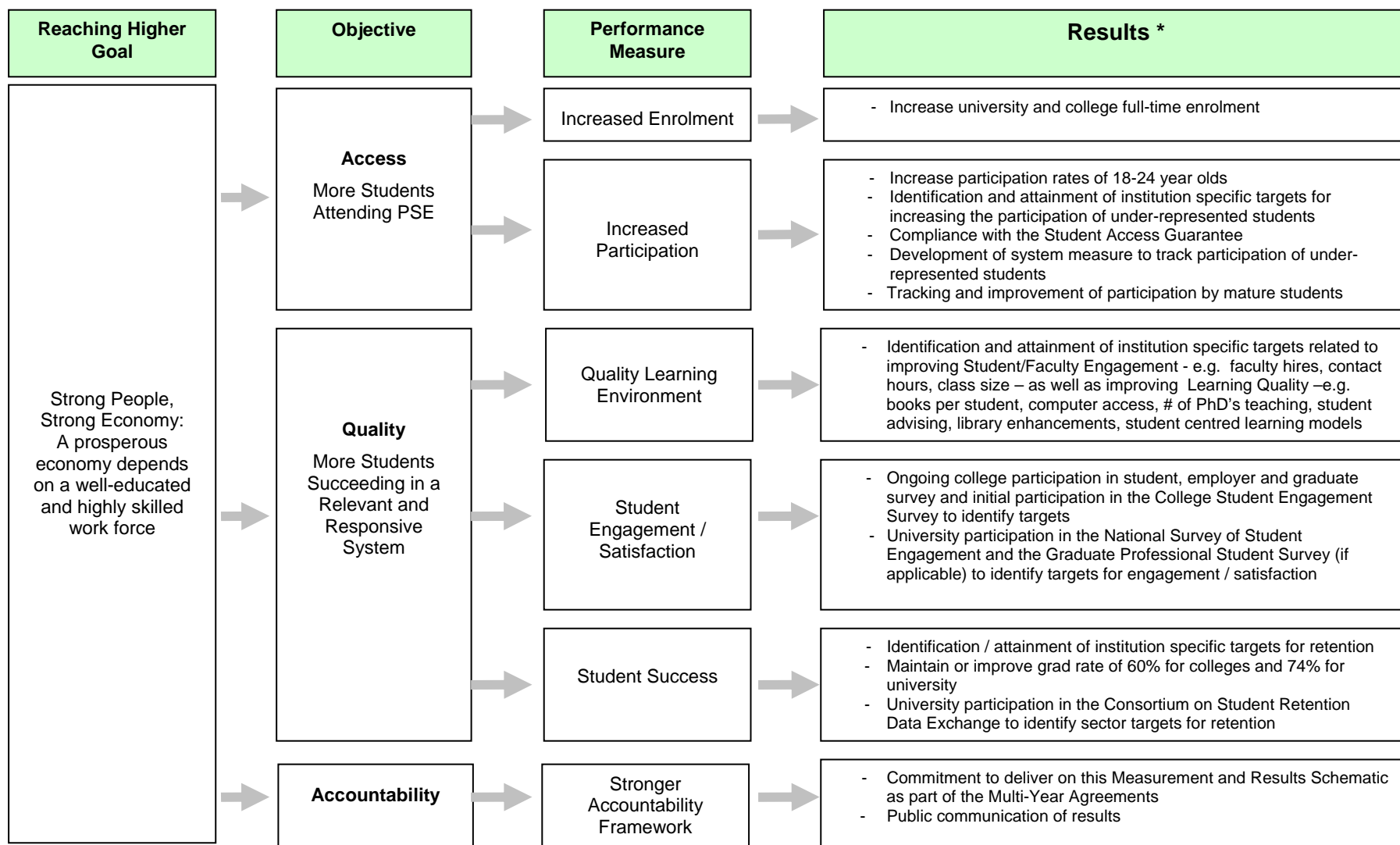
Date: __October 23, 2006_____

Signature of Minister

_____Original signed_____

Date: _____

Appendix A “REACHING HIGHER” MEASUREMENT AND RESULTS SCHEMATIC FOR 2006-07 to 2008-09



* Additional results may be incorporated

Appendix B: Multi-Year Action Plan for Universities

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the post-secondary education system.

The purpose of this Multi-Year Action Plan (Action Plan) is to provide an outline of how each institution will use their total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique missions and objectives while contributing to the achievement of the Reaching Higher goals and results for access, quality and accountability identified in Appendix A of the Multi-Year Agreement (MYA).

This Action Plan will set out your institution specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

The release of the full amount of your 2006-07 allocations is conditional on the Ministry approving your completed Multi-Year Action Plan. Thereafter, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your Action Plan.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on your institution confirming that it is on track for meeting its commitments, or the approval of an improvement plan by the Ministry.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario (HEQCO) with respect to best way to measure performance and ensure the accountability of colleges and universities.

University Specific Mission and Objectives

The Ministry recognizes that each university has its own unique mission which will impact on the variety of approaches which will be used across the sector to meet the Ministry's priorities.

Please identify your university's mission or objectives. This may relate to your programming priorities, institutional culture, or student profile:

Laurentian University's Strategic Plan – see www.laurentian.ca/president/documents/strategicreport_e.pdf – provides detailed information on the following mission and objectives:

1) Programming priorities

Broad undergraduate programming serving anglophone, francophone and aboriginal communities in rural and regional Ontario

2) Institutional culture

Bilingual and tricultural, grounded in rural and regional communities

3) Student profile

First and second generation students, mature and place-bound lifelong learners from northern and rural communities, urban students seeking a personalized undergraduate experience in a rural setting

A. ACCESS

Increased Enrolment

As outlined in Section 2.1 of the MYA, your institution will report on the following pursuant to the established reporting protocols, or as requested by the Ministry:

- Enrolment growth at the undergraduate level
- Achievements of the growth targets agreed to for graduate expansion (if applicable)
- Targets agreed to for medical enrolments increases (if applicable)

The Ministry will use these reports to ensure that the system is on track to meet its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10.

Increased Participation of Under-Represented Students

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. This Multi-Year Action Plan will be revised to incorporate this measure and the accountability mechanisms which will be used to ensure that the system is increasing the participation of under-represented students and is affordable and accessible across Ontario including northern and remote, rural and urban areas.

To inform this process, please provide any measurement methodologies your institution currently uses to track the participation of these students, and in particular, any measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low income students):

The following methodologies are available to track under-represented students:

1) Francophone students

- a) The student's mother tongue
- b) The main language of delivery of the student's academic program

2) Aboriginal students

- a) Laurentian University does not record systematically information on the ethnicity of students
- b) Laurentian University's Office of Native Programs and Services collects statistics on the students using its services. However, the data are gathered on a voluntary basis and do not describe the whole cohort of native students registered at Laurentian University.
- c) Self-reported identification of aboriginal status is available for undergraduate students who have participated in the NSSE survey (only for students in first-year or within one year of graduation)

3) First generation students

- a) Laurentian University does not record systematically information on the educational credentials of the student's family members
- b) Self-reported statement of the educational background of other family members is available for students who apply for a Laurentian University bursary
- c) Self-reported description of the mother's and father's highest level of education is available for undergraduate students who have participated in the NSSE survey (only for students in first-year or within one year of graduation)
- d) Statistics Canada's Community Profiles describe the highest level of schooling by age interval in the general population for Laurentian's natural catchments area – the census districts of Northeastern Ontario.

4) Student with Disabilities

- a) Laurentian University's Special Needs Office collects statistics on the students using its services. However, these data are gathered on a voluntary basis and do not describe the whole cohort of students with disabilities or special needs.

5) Low income students

- a) Statistics are available for Laurentian University OSAP-recipients

6) At risk students:

- a) For new students, marks earned in high-school or at another post-secondary institution prior to registering at Laurentian University
- b) For returning students, marks earned at Laurentian University

Please provide a description of your institution's strategies and programs that will support the increased participation of aboriginal, first generation and students with disabilities, as appropriate to your institution's unique focus:

1) Aboriginal Students

Add resources to increase the number of undergraduate programmes inclusive of aboriginal perspectives and contributions, add resources to the Native Human Services programme to become a stand alone school, hire more aboriginal faculty with credentials to do funded research and to supervise undergraduate and graduate students in research, consult with aboriginal communities, with the Laurentian University Native Education Council and with aboriginal Education Councils in the rural areas we serve to determine programme needs, raise the profile of our successful aboriginal students, faculty and programmes to attract more resources and more aboriginal people to all of our programmes, collaborate with aboriginal institutions to develop articulations leading to university degrees, seek partnerships with aboriginal institutions outside of Ontario to increase critical mass of aboriginal students, faculty, research and programmes, enhance online offerings for aboriginal programmes

2) First generation

Add resources to provide first generation students with the tools they need for success at Laurentian such as: first year experience, access to proactive counseling, introduction to university starting at orientation and keeping students engaged with first year experience, roll out Laurentian Mentoring program for intensive counseling and academic mentoring for reentry into university designed for students who fail first year, integrate student advising and academic advising particularly during summers when faculty and staff are less available for academic counseling, advance a personalized degree audit so that students have access to their progression through the undergraduate degree, provide enhanced counseling for financial aid so that students don't work excessively or quit because of money problems, engage faculty in identifying students who have significant barriers to success and pointing these students to the available university resources and personnel for help, inform faculty about the programmes for students with academic and personal difficulties and engage faculty in taking responsibility for informing students in need, consult with staff about student needs for counseling and advising that are appropriate to handle at the departmental level, provide information and workshops for staff so that they recognize and can respond to common student needs and crises, reward faculty and staff for responding to students needs, offer programs in collaboration with community colleges and other institutions to improve the participation of first-generation and at-risk students who might not otherwise have considered postsecondary studies due to the limited

academic offerings in their area of residence.

3) Students with disabilities

Add resources to better provide special needs students with the tools they need for success at Laurentian such as: software and technologies to assist learning, access to proactive counseling, special needs students engaged with first year experience, provide enhanced counseling for special needs students during illness or academic difficulties so that students don't quit because of an exacerbation of their disability, engage faculty in facilitating learning for special needs students and pointing these students to the available university resources and personnel for help, inform faculty about the programmes for special needs students, consult with staff about special needs students and what should be available at the departmental level to facilitate their learning, provide information and workshops for staff so that they recognize and can respond to special needs students effectively, reward faculty and staff for responding well to the needs of disabled students.

In the table below, identify the institution specific performance indicators you have developed to confirm that these strategies and programs will achieve their intended objectives. This may include the indicator(s) you have identified above. Please provide at least one indicator per strategy / program:

Performance Indicators

Strategy / Program	Indicator
Aboriginal students	Number of self-declared aboriginal students registered with the Office of Native Programs and Services on November 1 st of each year. The data are gathered on a voluntary basis and do not describe the whole cohort of native students registered at Laurentian University.
Laurentian Mentoring program (for first-generation and at-risk students)	Number of students registered to the mentoring program, on November 1 st of each year
Collaborations (for first-generation and at-risk students)	Headcount of students registered on November 1 st to programs offered face-to-face, outside of the Sudbury campus, through a collaboration between Laurentian and a community college (or a similar institution)
Course Offerings in French	Number of FTE students (registrations to 30 credits) in undergraduate courses (May to April) delivered in French face-to-face at the Sudbury Campus

Special needs	Approved budget of the Special Needs Office, by fiscal year
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Pursuant to these indicators, please outline your institution specific quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	Aboriginal students	125 self-declared students
	Mentoring program enrolment	60 registrants
	Collaborations' enrolment	1,515 registrants
	Course Offerings in French	985 FTEs
	Approved Budget for Special Needs	\$172,000
2007-08	Aboriginal students	130 self-declared students
	Mentoring program enrolment	70 registrants
	Collaborations' enrolment	1,540 registrants
	Course Offerings in French	1,020 FTEs
	Approved Budget for Special Needs	\$182,000
2008-09	Aboriginal students	135 self-declared students

	Mentoring program enrolment	75 registrants
	Collaborations' enrolment	1,570 registrants
	Course Offerings in French	1,050 FTEs
	Approved Budget for Special Needs	\$195,000

Official Languages Education Program

French-language and bilingual institutions will report on their strategies for supporting the access to programs for francophone students, and their expected outcomes, as part of the reporting requirements established for the 2005-09 Canada-Ontario Agreement on Minority-Language Education and Second-Language Instruction and the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education at the Postsecondary Level (2005-06 to 2006-07) under the Official Languages in Education program (OLE).

Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee, including a new web-site to allow Ontario students to identify costs and sources of financial aid.

Please indicate below strategies and programs that your institution will use in 2006-07 to support access for qualified Ontario students who face financial barriers, in accordance with the principles expressed through the Student Access Guarantee.

Primary responsibility for funding postsecondary studies rests with students and their families.

However, a significant proportion of students registering at Laurentian University – about 40% in 2005-06 – obtain financial support from OSAP. Therefore, Laurentian has historically offered financial aid to a wide segment of its student population. The following describes this policy, reflecting the provincial commitment to accessibility:

- 1) Students and families who require financial support should access the resources available through grants and loans provided by the federal and provincial government programs established for this purpose, i.e. OSAP and other federal provincial student assistance programs. Laurentian University's objective is to supplement the above-mentioned resources, and is not a substitute for them.
- 2) However, Laurentian is committed to providing additional support to students

whose assessed need is greater than the available government aid. This support can be provided in the form of scholarship, bursary, work-study earnings, or combination of the above.

- 3) Laurentian's accessibility commitment is to students who have demonstrated unmet need according to the Canada and Ontario Student Loan programs methodology. Laurentian University will provide additional assistance to these students to meet the financial shortfall related to tuition and books. We will also offer further financial support, on a case by case basis, to high need students who demonstrate financial need beyond the cost of tuition and books.

For 2007-08, the Ministry will consult with institutions on how to improve the co-ordination and communication of financial aid from government and institutional sources and, based on these consultations, revisions to this section of your Action Plans may be required in future years.

As noted in Section 1.1 of the MYA, the Ministry is committed to working with institutions and HEQCO to develop an approach for tracking results of the Student Access Guarantee, also to be reflected in 2007-08 revisions.

B. QUALITY

Quality of the Learning Environment

Pursuant to the consultation process on the Multi-Year Agreements, there is stakeholder consensus that a quality postsecondary education system is one that achieves high standards in the quality of the learning environment.

Please provide a description of your strategies that will support the quality of your undergraduate and graduate learning environment as appropriate to your institution's unique focus. In particular, the Ministry is seeking information on strategies and programs designed to improve student/faculty engagement and learning quality. Examples include but are not limited to: academic and student advising, student centred-learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

1. Academic and Student Advising
 - a. LU mentoring program expansion
 - b. First year experience pilot with selected student groups (francophone, aboriginal, first generation, special needs, college transfers)
 - c. Integrate advising between student affairs, distance education and departments (pilot in Social Sciences and Humanities with an Advising Council)
2. First Year Experience – pilot program beginning at Orientation which will connect students to advising throughout their undergraduate experience, pilot degree

audit for students and requirement for advising before registration for courses

3. Student-Centred Learning Models

- a. Expand Learning Commons by increasing breadth of services and piloting satellite locations around the campus
- b. Survey students on satisfaction with Learning Commons experience
- c. Survey staff in Learning Commons on interactions with students to improve services
- d. Develop faculty-staff conferences on student learning in the Learning Commons (topics: critical thinking, analysis, written and oral communication)
- e. Expand institutional consultation on Excellence in Learning – a student-centred approach to integration of program and services of the institution
- f. Use results of first NSSE survey to provide rational shifts in programs and services for students
- g. Use consultations with faculty, staff and students to lead exploratory changes and new pilots in programs and services to benefit student success

4. Enhanced Computer and Technology Access

- a. Increase access to computers and network in the Library, at the Learning Commons, and where students use the university's information technology infrastructure
- b. Include Computer Services staff in planning for increasing student access to computers in labs and in the Library
- c. Follow up on survey of students on use of computers on campus, changing existing computers labs to better meet student needs
- d. Review the effect of new laptop loan program in Library
- e. Review and augment access to power strips in Library and Learning Commons as necessary

5. Learning Commons

- a. Expand hours, sites and services of Learning Commons, guided by student and staff feedback on existing services
- b. Add faculty conferences and staff educational conferences to Learning Commons programs
- c. Review physical facilities of Learning Commons in view of decentralizing the Learning Commons and preparing a plan for a virtual Learning Commons
- d. Investigate needs of off site and online students for Learning Commons services

6. Library Expansion and Enhancement

- a. Continue with integration of Library resources across all sites and campuses
- b. Create a Library Council among the campuses and sites where LU programs are delivered
- c. Review the Library holdings, electronic and hard copy at each site and develop a plan to enhance access for students and faculty (may include putting some collections into a virtual Library)
- d. Use review of Library holding at each site to determine strengths and weaknesses of each physical and virtual site and develop a plan to enhance Library holdings for each site (may include new access as well as new purchases, includes new methods for sharing holdings)
- e. Improve the proficiency of Library users to take full advantage of the enhanced Library resources

In the table below, identify the performance indicators developed by your institution to confirm that these strategies and programs will achieve their intended objectives. Please provide at least one indicator per strategy / program:

Performance Indicators

Strategy / Program	Indicator
Academic and Student Advising	Number of students registered to the mentoring program, on November 1 st of each year
First Year Experience	Number of meetings with first-year students obtaining general advice from the First Year Experience Office during each academic year (from May to April), divided by the number of first-year undergraduate students registered on November 1 st to programs offered face-to-face at the Sudbury campus
Student-Centred Learning Models	Number of students consulting with librarians at the Learning Commons during each academic year (from May to April), divided by the number of undergraduate students registered on November 1 st to programs offered face-to-face at the Sudbury campus. "Consultation" or "Reference" are defined as those questions, by students or faculty, which require access to the library collection (indexes, database, or catalogue), or assistance on search strategy to find resources for a topic.

	<p>Number of students-meetings held by the writing assistance program at the Learning Commons during each academic year (from May to April), divided by the number of undergraduate students registered on November 1st to programs offered face-to-face at the Sudbury campus</p>
	<p>Number of students registering with Student Services to obtain peer-tutoring support during each academic year (from May to April), divided by the number of undergraduate students registered on November 1st to programs offered face-to-face at the Sudbury campus</p>
<p>Enhanced Computer and Technology Access and Learning Commons</p>	<p>Total number of workstations/laptops supported or not by Computer Services and available to students in laboratories, at the Library, at the Learning Commons, and at any other work area at the Sudbury campus of Laurentian University, excluding premises of the Federated Universities, on November 1st of each year</p>
	<p>Nominal number of square meters, based on technological specifications, with wireless networking service at the Sudbury campus of Laurentian University and at collaboration sites, excluding the Federated Universities, on November 1st of each year</p>
<p>Library Expansion and Enhancement</p>	<p>Number of e-books (monographs converted to a digital format, which are available online, through the Internet and Web, as PDF or HTML files) accessible through a URL link. The inventory is made at the end of the academic year, e.g., May 1st 2006 for the academic year 2005-06.</p>
	<p>Number of students who have completed the Library Instruction Program during the academic year (May to April), divided by the number of first-year undergraduate students registered on November 1st to programs offered face-to-face at the Sudbury campus</p>

Pursuant to these indicators, please outline the quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	Mentoring program enrolment	60 registrants
	Meetings with the First Year Experience Office	26% of first-year students
	Students consulting with librarians at the Learning Commons	75% of undergraduate students
	Students using the writing assistance program at the Learning Commons	20% of undergraduate students
	Students registering to obtain peer-tutoring support	4.9% of undergraduate students
	Number of workstations/laptops available to students	550
	Number of square meters with wireless networking service	45,000 square meters
	Number of e-books at the library	9,000 e-books
	Students who have completed the Library Instruction Program	33% of first-year students
2007-08	Mentoring program enrolment	70 registrants
	Meetings with the First Year Experience Office	28% of first-year students

	Students consulting with librarians at the Learning Commons	77% of undergraduate students
	Students using the writing assistance program at the Learning Commons	21% of undergraduate students
	Students registering to obtain peer-tutoring support	5.0% of undergraduate students
	Workstations/laptops at the library and the Learning Commons	575
	Number of square meters with wireless networking service	50,000 square meters
	Number of e-books at the library	9,500 e-books
	Students who have completed the Library Instruction Program	34% of first-year students
2008-09	Mentoring program enrolment	75 registrants
	Meetings with the First Year Experience Office	30% of first-year students
	Students consulting with librarians at the Learning Commons	79% of undergraduate students
	Students using the writing assistance program at the Learning Commons	22% of undergraduate students
	Students registering to obtain peer-tutoring support	5.1% of undergraduate students

	Workstations/laptops at the library and the Learning Commons	600
	Number of square meters with wireless networking service	55,000 square meters
	Number of e-books at the library	10,000 e-books
	Students who have completed the Library Instruction Program	35% of first-year students

Net New Hires

In addition to the indicators and results you have outlined above, the Ministry is also seeking information on annual net new hires pursuant to the definitions for full time tenured, full time limited term and part time outlined in your 2005-06 Interim Accountability Agreement (IAA). Please outline your planned net new hires for 2006-07 in the table below:

2006-07	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	47	36.5	N/A	1	3	6
Retires/ Departures	(29.5)	(24)	N/A	(2)	0	(2)
Net New Hires	17.5	12.5	10	(1)	3	4

* 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.

The Ministry will be asking institutions to update this table as part of the annual review of the Action Plan.

Student Engagement and Satisfaction

Pursuant to Section 2.2 of the MYA, your institution will participate in the National Student Survey of Student Engagement (NSSE) and if applicable, the Canadian Graduate and Professional Student Survey (CGPSS), and submit results from these surveys in accordance with the MTCU-COU protocol.

As experience with NSSE and the CGPSS grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the meantime, institutions may wish to use their NSSE and CGPSS results as their indicators of quality in the section above.

Student Success

Retention

Pursuant to Section 2.2 of the MYA, your institution will participate in the Consortium on Student Retention Data Exchange (CSRDE) and submit results from the exchange in accordance with the MTCU-COU protocol.

As experience with the CSRDE grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student retention.

Pending the development of targets using the CSRDE, please establish multi-year targets for student retention rates that are appropriate to your institution's unique focus.

Please use the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 IAA. If you have used a different definition or methodology to establish these rates, please provide the Ministry with your new definition and methodology, and an explanation of why your institution has changed it:

Student Retention Rates

	2006-07	2007-08	2008-09
Student Retention Rate from 1 st to 2 nd year for new full-time fall degree-seeking registrants applying on the basis of credentials other than high-school credentials and registering to first-entry undergraduate programs delivered face-to-face at the Sudbury Campus (the year in the column heading indicates the year of return)	77%	79%	81%

Student Retention Rate from 2 nd to 3 rd year for new full-time fall degree-seeking registrants applying on the basis of credentials other than high-school credentials and registering to first-entry undergraduate programs delivered face-to-face at the Sudbury Campus (the year in the column heading indicates the year of return)	84%	85%	87%
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* The Ministry would prefer to receive information on student retention rates from 2nd to 3rd year and the rate from the 3rd to the 4th year, but will accept the student retention rate after the 2nd year.

These retention rates are based on the same definition as the ones described in the 2005-06 Interim Accountability Agreement.

However, we plan to focus our retention efforts on new degree-seeking adult students, with academic credentials other than high school credentials.

Graduation Rates

Pursuant to Section 2.1 of the MYA, your university will continue to participate in the Key Performance Indicator initiative, including the provision of the data needed to determine graduation rates.

The Ministry will use the graduation data to determine whether the graduation rate of 74 per cent for the university system is being maintained or improved, pursuant to the “Reaching Higher” Measurement and Results Schematic located in Appendix A of the MYA.

C. ACCOUNTABILITY

Multi-Year Action Plan

Please provide details on how the institution consulted with faculty, staff and students on the content of this Action Plan:

- 1) A draft of the Multi-Year Agreement content has been presented and discussed at the Laurentian University Deans' Council on October 4th, 2006.
- 2) All stakeholders are represented on Laurentian University's the Board of Governors. A draft of the Multi-Year Agreement content has been presented and discussed at the Board of Governors meeting on October 13th 2006.
- 3) Most stakeholders are represented on Laurentian University's Senate. A draft of the Multi-Year Agreement content has been presented and discussed at the Senate

meeting on October 17th 2006.

As previously noted, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your plan.

Based on this review, you may be required to submit an improvement plan to the Ministry, developed in consultation with faculty, staff and students.

The release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.