

**2007-08 Multi-Year Accountability Agreement Report-Back for: Lakehead (revised January 5, 2009)**

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.

Pursuant to the MYAA, the release of the full amount of your 2008-09 Accessibility to Higher Quality Education Fund<sup>1</sup> 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. 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. 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 information contained in this report-back template will also be used to inform the development of best practices and the creation of measures of system-wide results. These measures may be incorporated in revised requirements in future years to demonstrate system-wide improvements.

**A. ACCESS****Increased Participation of Under-Represented Students — Measurement**

To continue assisting with our efforts to develop a system measure that will track the participation of students from under-represented groups (Aboriginal, First Generation, Students with Disabilities) the ministry is again seeking information with respect to the number of students who are self-identifying as under-represented pursuant to the methodologies currently in place to measure these students at your institution. 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".

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<sup>1</sup> Excluding your Per Student Funding portion of this fund.

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		
	#	#	#		
On-line survey at registration	992 (estimate based on self declarations)			584	6353 responses
On-line survey at registration		3244		3244	6211 responses
Learning Assistance Centre database			345	345	

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

The Aboriginal and 1<sup>st</sup> Generation data here is collected from the self declaration on registration process – not the NSSE questionnaire data. The demographic identifier is collected on registration in a voluntary request and, once answered, becomes part of the student record. Once a student has answered the question, it is not presented again. For those who chose not to participate, another opportunity is provided at a future registration.

### Increased Participation of Under-Represented Students — Programs/Strategies

Pursuant to your approved Multi-Year Action Plan, please identify your achieved results for 2007-08. If your institution has not achieved your proposed results, please explain the variance and your planned remedial action in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
Aboriginal and First Generation	Enrolment rates for Aboriginal students and First Generation (FG) students	<p>Sustain / increase # and proportion of FG and Aboriginal students admitted and registered (Baselines established in 06-07 from self-declaration on registration: Aboriginal = 9.8%) New definition 2008 from NSSE data:</p> <p>FG = 67% of mothers and 64% of fathers have no university education. New definitions 2008: neither parent have any PSE</p>	<p>1<sup>st</sup> yr 52/574 = 9.06% Senior 47/517 = 9.09%</p> <p>NSSE 2008 FG = 18.3%</p>	<p>Using NSSE 2008 respondents who checked at least one of the following categories: N. American Indian, Metis, Inuit.</p> <p>Neither parent has any PSE Definition change based on request from MTCU</p>

	<p>Range of programs in which Aboriginal and FG students participate</p> <p>Retention (CSRDE ) and graduation rates</p> <p>Supportive campus environment (SCE) for Aboriginal students</p> <p>Number of counselling sessions based on a monthly average through the Aboriginal Cultural and Support Services Centre</p> <p>Number of Aboriginal feasts and cultural gatherings and number of Aboriginal Speaking Events</p>	<p>Monitor range of programs in which Aboriginal and FG students participate</p> <p>Sustain / enhance graduation rates</p> <p>Sustain / increase student engagement</p> <p>Monitor in conjunction with retention and graduation rates making adjustments to services as need dictates (06-07 result: monthly average of 68 sessions)</p> <p>06-07 results: 10 feasts and cultural gatherings and 4 speaker series</p>	<p>Aboriginal students are registered in a broad range of programs across the curriculum in U.G. Arts, Science, Professional Programs and Graduate Programs.</p> <p>Not yet reportable</p> <p>NSSE 2008: the supportive campus environment benchmark scores of our Aboriginal students were higher than for the overall student population.</p> <p>Aboriginal 1<sup>st</sup> yr SCE = 60; All 1<sup>st</sup> yr SCE = 56;</p> <p>Aboriginal sr. yr SCE = 53; All sr. SCE = 52.</p> <p>Average 31 sessions per month.</p> <p>14 elders visits 4 feasts 3 speaker series 30 total cultural gatherings</p>	<p>Reported annually to the Aboriginal Management Committee</p> <p>Cannot report yet with CSRDE results. The entering cohort for 07-08 can be measured from yr 1 to 2 in the MYAA report for 08-09 for the 1<sup>st</sup> time.</p> <p>Position moved to ½ time due to reduced demand. Although there is not a causal explanation here, it is expected that students are becoming more integrated and using the regular student services</p>
Students with Disabilities	<p>Enhanced technology to facilitate learning for disabled students</p> <p># of projects to enhance physical access</p>	<p>Sustain/increase technology for students with disabilities (06-07 result: 5 projects completed)</p> <p>Improve access to learning locations</p>	<p>Updated computer hardware/software Technology Fair</p> <p>Removed physical barriers. Installed automatic door openers, new ramps, stairwell painting ongoing</p>	

Number of participants in the Summer Transition Program	Measure success of program through number of students who enrol (06-07 result: 28 students and 35 guidance counsellors enrolled)	17 local students 1 regional student 5 parents	Guidance Counsellors session was held last year and was not necessary this year. A ongoing relationship has been established with Guidance Counsellors to keep them apprised of this service and who in turn provide information to students
Number of faculty and staff participating in the awareness and sensitivity sessions	Increased awareness of issues and needs and increased sensitivity (06-07 result: 6 new faculty and staff orientation sessions)	12 customer service standards presentations in 07/08	
Services measured in conjunction with requirements of the Accessibility Funds for Students with Disabilities	Improved retention and success rate for students with disabilities.	Increased # of students registered with Centre (provided all recommended academic accommodations)	

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

# of learning disability assessments provided 07/08 = 34

### Student Access Guarantee and Commitment

*Instructions for 2007-08:*

Through your signed MYAA, you committed to participate in the student access guarantee. For 2007-08, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2007-2008 Student Access Guarantee Guidelines.

	<u>Yes</u>	<u>No</u>
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <u>2007-2008 Student Access Guarantee Guidelines</u>	X	

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution's 2007-08 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2007-08 TUITION / BOOK SHORTFALL AID:		
	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	447,592	428
Other SAG Expenditure to Supplement OSAP	679,366	438
Total	1,126,958	866

Date screen was last updated: 06 /10/ 2008

### **MYAA Action Plan – 2008-09 Revision: Student Access Guarantee**

Pursuant to Section 2.1 of the 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 2008-09 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2008-09 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	Students must apply for Fall/Winter bursary to be considered for tuition/book shortfall. Budgets are reviewed based on actual expenses and the tuition/book shortfall is compared to actual need shown on the bursary budget.
If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee.  Identify any applicable deadlines.	Bursary applications are completed online; applications are available on Financial Aid website or through MyInfo with student login.  Fall/Winter bursary deadline is November.  Entrance bursary March 15/June 30 <sup>th</sup> .  Returning/Transfer March – July 9
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	No decision has been made to provide additional loan assistance. At present, all undergraduate students are eligible to apply for bursary assistance to meet tuition/book shortfall.
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.	Entrance/returning/transfer bursaries along with scholarships provide assistance. Students applying for the Fall/Winter bursary show their actual expenses which are used to determine their need, including exceptional expenses with explanation and possible proof.
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.	All students have the opportunity to discuss their budget and make adjustments, thus providing additional aid.

**B. QUALITY**
**Quality of the Learning Environment**

Pursuant to your approved Multi-Year Action Plan, please identify your achieved results for 2007-08. If your institution has not achieved your proposed results, please explain the variance and your planned remedial action in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
Quality	Percent of programs for which distinct learning outcomes (LO) have been specified	LO specified for 100% of undergraduate degree programs + 20% of graduate programs (06-07 result: established for 80% of undergrad programs)	Learning outcomes have been established for 97% of the core undergraduate programs and for 20% of the graduate degree programs.	Work is continuing on establishing learner outcome distinctions between combined major degree programs.
	Maintain or enhance student satisfaction rating of specific NSSE survey questions	% of students who have done or plan to do practicum, internship, field experience, co op experience or clinical assignment. 2006 Baseline: 1 <sup>st</sup> year 70% Final year 59%	NSSE 2008 First year = 73%; Final year = 63%	
		% of students who have done or plan to do a culminating senior experience before graduating. 2006 Baseline: 1 <sup>st</sup> year 28% Final year 37%	First year = 30%; Final year = 36%	
	Retention rates for year 1 to 2 (CSRDE)	Maintain / enhance retention from year 1-2 base 05-06 = 88% 06-07 result for 2005 cohort: 89%	07-08 for 2006 cohort result 87%	1% within reasonable tolerance
	Retention rates beyond year 2 (CSRDE)	Maintain / enhance retention rates after year 2 base 80% 06-07 result for 2004 cohort: 78%	Retention after year 2 07/08 = 79% for 2005 cohort	1% within reasonable tolerance
	Course Evaluations (Student Satisfaction Survey)	Maintain or enhance course evaluation scores at 90% level of satisfaction	Satisfaction level continues to be maintained at the 90% level	

Ratio of FTE students to FT faculty	Maintain or improve ratio of 25:1 (06-07 result: 24.5:1)	07/08 = 23.6:1	
Enrolment of students entering with an 80%+ average	Maintain/increase enrolment of students with 80% plus GPA (06-07 result: baseline 40% of entering students)	07/08 = 43.2%	
Maintain or Improve Student satisfaction with support services (supportive campus environment NSSE)	2006 NSSE Supportive Campus Mean Scores: 1 <sup>st</sup> yr = 56 Final yr = 51	2008 NSSE SCE: 1 <sup>st</sup> yr = 56 Final year = 52	
Number of technology-enhanced classrooms	Increase by 5% over 2006-07 of 34. (06-07 results: 47 multi-media equipped classrooms. 17 video conference-ready classrooms)	Target = 35 Achieved = 78 Multi-media classroom  Target = 11 Achieved = 15 video conference-ready classrooms	<b>Met</b>  1 video conference-ready classroom lost in fire; 1 assigned exclusively to NOSM
Number of intranet and internet data access points for the university community	Increase by 0.5% from baseline of 8000 (06-07 result: 8000 baseline maintained target: increase by 0.5%)	No change	Considered adequate given demand. Can readily be increased if demand warrants.
Percent distribution of students in each category of degree program (USER report)	Increase by 5% numbers in 4-year programs, reduce numbers in 3-year degrees (06-07 result: - 3yr = 46% - 4yr = 54% 05-06 base: - 3yr = 48% - 4yr = 52%)	07/08: 3 yr = 48% 4 yr = 52%	Distribution level has been maintained at the 05/06 base. Evaluations continue in conjunction with the Senate Academic Plan to encourage enrolment in 4 year programs in Arts and Science.

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

## Net New Hires

Pursuant to your approved Multi-Year Action Plan, please identify your actual net new hires for 2007-08. The ministry appreciates that accurate data on net new hires for 2008-09 may not be available until late fall. As such, please identify your planned net new hires for 2008-09.

Actual New Hires in 2007-08 Planned New Hires in 2008-09		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 2007-08	26	19	45.8	4	1.34	21
	Actual 2007-08	27	16	43.6	4	1.34	25
	Planned 2008-09	18	11	46	5	0	15
Retires / Departures	Planned 2007-08	9	3	40.1	0	0	12
	Actual 2007-08	9	4	45.8	0	0	16
	Planned 2008-09	11	2	43.6	2	0	10
Net New Hires	Planned 2007-08	17	16	5.7	4	1.34	9
	Actual 2007-08	18	12	-2.2	4	1.34	9
	Planned 2008-09	7	9	2.4	3	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 2007-08 net new hires.

One limited term was moved to full time tenured. The number of limited term appointments made (-3) was affected by lack of suitable candidates and enrolment fluctuations that changed the requirements.

Part time FTE is difficult to predict and depends on demand and on the mix of full time teaching capacity and enrolment.



**Student Success: Student Retention Rates**

Pursuant to your approved Multi-Year Action Plan, please report on the 2007-08 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned remedial action in the column provided.

	Proposed 2007-08 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
1 <sup>st</sup> to 2 <sup>nd</sup> Year	88%	87%	Variances are to be expected. Within tolerable limit
After 2 <sup>nd</sup> Year	80%	79%	Variances are to be expected. Within tolerable limit

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

**C. ACCOUNTABILITY**

Please insert the current internet link to your posted Multi-Year Action Plan and 2006-07 Multi-Year Accountability Agreement Report-Back in the following space:

[http://www.lakeheadu.ca/~analysis/MultiYearActionPlan\\_FINAL.pdf](http://www.lakeheadu.ca/~analysis/MultiYearActionPlan_FINAL.pdf)

<http://www.lakeheadu.ca/~analysis/MYAA Report Back 06-07 Lakehead Final.pdf>

This 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 2006-07 Report-Back.

2007-08 Report Back Contact:

Contact's telephone number and email:

Kerrie-Lee Clarke, Director

Institutional Analysis/Government Relations

807.343.8339

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## **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:

- ③ 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;
- ③ 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;
- ③ 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;
- ③ 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;
- ③ Work jointly with the Chair of HEQCO to establish a research agenda on participation and access to be carried out by the Council;
  - ③ Define the role and responsibilities of HEQCO in monitoring and making recommendations relating to the implementation of the Student Access Guarantee;
  - ③ 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
  - ③ 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:

- ③ Provide funding that will allow institutions to enhance the quality of their learning environment as evidenced by student engagement, satisfaction and success;
- ③ Participate in the Ontario Universities' Key Performance Indicator initiative as per the current process;
- ③ 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;
- ③ Work jointly with the Chair of HEQCO to establish a research agenda on quality to be carried out by the Council;
- ③ Define the role and responsibilities of HEQCO on monitoring quality in the system, and receive guidance from the Council on improving quality;
- ③ Work with the Ministry of Research and Innovation to support the role of

institutions in implementing the province's research, innovation and commercialization agenda;

- ③ 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,
- ③ 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:

- ③ Track and report on the achievement of the Reaching Higher Measurement and Results Schematic identified in **Appendix A**; ③ Receive the advice of HEQCO on the best way to measure performance and ensure the accountability of colleges and universities;
- ③ Continue the ongoing review of institutional reporting requirements to streamline, consolidate and improve reporting requirements;
- ③ 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
- ③ 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:

- ③ 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;
- ③ 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;
- ③ Comply with the new Tuition Fee Framework;
- ③ Provide HEQCO with the assistance needed to complete access related research;
- ③ 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);
- ③ 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
- ③ 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:

- ③ Participate in the Ontario Universities' Key Performance Indicator initiative as per the current process;
- ③ 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;
- ③ Provide HEQCO with the assistance needed to complete quality-related research;
- ③ 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
- ③ 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:

- ③ 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**.
- ③ Participate in an annual review of the Multi-Year Action Plan as outlined in **Appendix B**;
- ③ 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;
- ③ Provide HEQCO with the assistance needed to determine the best way to measure performance and ensure the accountability of colleges and universities; ③ 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 ③ 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



Date: JANUARY 12, 2007

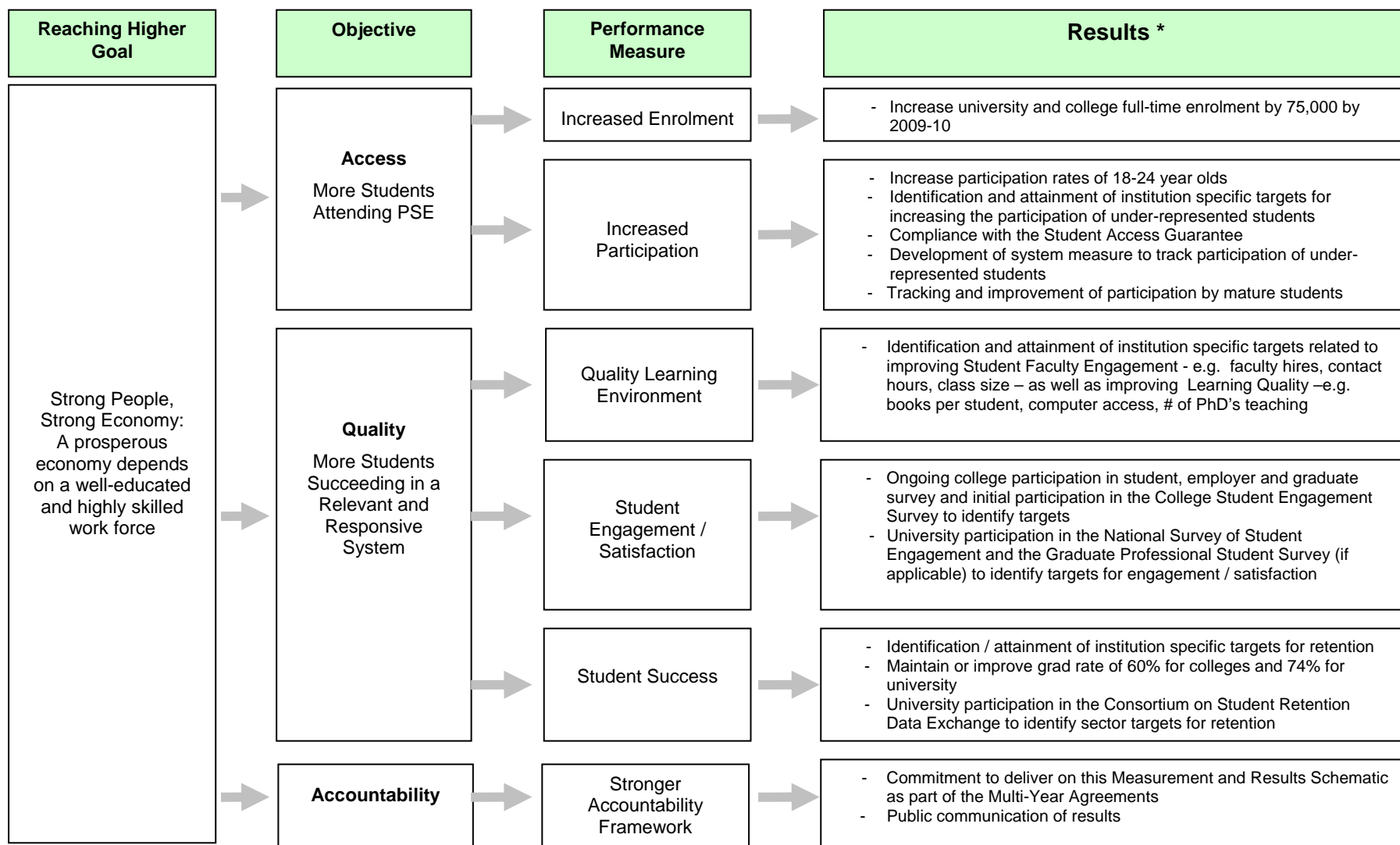
Signature of Minister



Date: 01/02/07



## 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**

**November 27, 2006**

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:

#### **LAKEHEAD UNIVERSITY: OBJECTIVES AND MISSION**

Lakehead University serves as a comprehensive university in the NW region, attracting students from Southern Ontario, across Canada and internationally. We offer undergraduate and graduate programs including a number of professional disciplines (e.g. medicine, nursing, engineering, business, education, and social work, in addition to the only undergraduate forestry degrees in the Province), as well as the arts and sciences. Over 40% of our student population is mature students

or transfers from college diplomas, and, based on preliminary surveys, we estimate that 52% of our registered students are from families where neither parent attended university. Lakehead is therefore already serving a very important role in providing access to postsecondary education for first generation and mature students in the Province of Ontario.

Regionally, Aboriginal students comprise the only growing segment of our candidate population. Although Aboriginal students tend to be underrepresented in universities as a whole, Lakehead has a long-standing reputation as an institution where Aboriginal students have found supportive faculty and staff, and where students who require additional orientation or preparation for degree courses are offered access programming (over the past two decades we have offered Aboriginal access programming in nursing, education, arts and science, and engineering). Beginning in 2005/6 and assisted by seed funding from MTCU in 2006 and 2007, we designed the SAGE program, (Science and Arts Gateway to Education) that incorporates both access and science preparation courses, and harmonizes our efforts to open gateways for all students, with special attention to those who are first generation and Aboriginal.

In the realm of quality, we would assert that we have excellent programs; graduates from our honours programs are sought after, and are successful as graduate students and employees locally, nationally and internationally. We believe that our long-standing success in “value-added” is partly because of our size, the cohesiveness of our Thunder Bay campus, the ample opportunities for undergraduates to work closely with faculty in research, and the genuine interest faculty and staff have in the success of our students. We have recently completed a major revision of our Academic Plan, and will have several targets related to the support and enhancement of quality. For example, learning outcomes will be specified for all programs. The Academic Plan will stimulate not only changes in programs and courses, but also enhancement and efficiency in the complementary student support services that ensure effective learning takes place. Technology, by definition, is in constant need of renewal, and resources are always tight, but our greatest resource, our people, is of outstanding quality.

Our vision for the future includes growth at our new satellite campus in Orillia. At Orillia, founded in September 2006, we are, at this stage, engaging in new programs that complement what we are doing in Thunder Bay. The Honours Bachelor of Arts and Sciences (HBASc), available on its own or in combination with a concurrent Bachelor of Education degree, is a key part of a long-term contribution we are making to the training of primary/junior teachers who will be comfortable in all of the classes they teach, from language arts to science and technology and mathematics. This will, we believe, have important consequences in terms of stimulating children to consider learning and careers in sciences and applied sciences, where Ontario and Canada have much need. Students who take the stand-alone HBASc degree will have gained an intellectual platform for a wide variety of professions including medicine and other health professions, law, business, etc. They will have a solid grounding in two specializations, as well as courses in Inquiry, and a requirement to study a healthy mix of arts and humanities, social sciences, science and environmental studies during their degree.

At the Lakehead- Thunder Bay campus we are adding the third dimension of doctoral studies in a carefully chosen array of interdisciplinary areas. This will build on the pre-existing tendency of our faculty to collaborate across the disciplines, and will provide the necessary critical mass of experienced supervisors and research committee members to provide the vigorous stimulation necessary for authentic doctoral study. Some of our graduate programs involve faculty from several departments and Faculties, and adjuncts from government and industry (e.g. Women’s

Studies, Forestry and the Forest Environment, Biology, Geology); others are collaborations with other institutions (e.g. Education PhD program; these approaches ensure the graduate student experience is a strong and valid one.

Accountability will be a natural outcome of our commitment to track student success and adapt to challenges of enhancing the academic quality of, and access to, our degree programs. Development of appropriate and useful performance indicators requires first that we articulate our goals. Our reputation, year after year, as Canada's #1 university for "value added" underscores the fact that we are already succeeding in supporting students to reach a level of achievement and external recognition that is significantly above what others would have expected of them. We provide mature students with new opportunities to continue their education, while providing a high level of enrichment of the undergraduate experience for superior students; we are ambitious on behalf of all of our students. Our accountability will begin with articulation of where we are already, in the 2006/7 academic year, and will build incremental milestones to be attained over the period of the multi-year agreement and beyond.

Overall, development of additional recruitment and retention activities and enhanced quality of the undergraduate student experience will require additional resource allocation to student support services, instructional support and database support and training. Benchmarks of success will include the markers of best practices identified by NSSE such as level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and a supportive campus environment. Data from the CSRDE and NSSE will also provide useful indicators on student engagement and retention. An internal document that identifies institution-specific strategies, indicators and results in the form of an Improvement Plan is being developed; the present submission is intended to present key components of this document in the format requested by MTCU.

**MISSION STATEMENT:** *Lakehead University is committed to excellence and innovation in undergraduate and graduate teaching, service, research and other scholarly activity. As part of this commitment, Lakehead University is dedicated to a student-centred learning environment. Lakehead University values its people and the diversity of their ideas, contributions and achievements. Lakehead University is dedicated to working with Aboriginal peoples in furthering their educational aspirations. Building on its past accomplishments and recognizing its role in North-western Ontario, Lakehead University reaches out regionally, nationally and internationally. Lakehead University is committed to educating students who are recognized for leadership and independent critical thinking and who are aware of social and environmental responsibilities.*

## **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):

#### **LAKEHEAD UNIVERSITY: TRACKING PARTICIPATION OF UNDER-REPRESENTED STUDENTS**

Beginning with Fall 2006 registration, Lakehead University initiated a portal survey in which students were asked to self-identify with respect to whether or not they were the first generation in their family to attend postsecondary education in general, and earn a university degree in particular. The question was framed in terms of the NSSE survey which asks students to identify the education level of each parent from a list of seven possibilities. It was therefore possible to see whether parents had completed degrees, diplomas, or attended post-secondary institutions without completing their program.

A secondary result of this survey was the recognition that a number of parents had some post-secondary experience, and may be interested in continuing and completing their studies. Our Department of Continuing Education and Distributed Learning is planning to develop a wider repertoire of degree completion courses that would allow diploma-qualified candidates or others with some postsecondary education, to complete studies to the Bachelor’s level while working full time. We are planning a wider spectrum of programming to address students’ needs to continue and expand their education on both a full-time and a part-time basis, using flexible,

innovative, technology-enhanced approaches.

While the Registration Survey will identify the percentage of students who identify as first generation at any one point in time, the advantage of collecting these data on the student record will permit future longitudinal analysis of outcomes, by cohort. The current design of the survey is such that a student who agrees to participate and completes the survey will not be queried again. A student who declines to respond will be asked to participate each time he or she begins to register for a new year or semester, but completion of the questionnaire is not required for registration to proceed.

In the Registration Survey, following on the question about parental education, students were also asked to self-identify if they were Aboriginal, and state whether they were non-status, First Nation, Métis or Inuit. This is a level of detail not available from NSSE surveys. These data will allow future analysis of the size and composition of the Aboriginal student population, and group-specific retention rates and graduation rates at Lakehead. At Lakehead, the largest single category is First Nations; new outreach initiatives will be directed to explore interest in university programs among non-status Aboriginal groups, as they are under-represented at present.

At Lakehead there is a distinct organization for Aboriginal students, LUNSA (Lakehead University Native Students' Association). The association is interested in encouraging aboriginal students to self-identify and participate in LUNSA- and in community-organized cultural events. At present many Aboriginal students do not choose to self-identify, a choice we are discussing informally with the support of our Aboriginal Management Council, a multi-stakeholder group that provides advice to the University President on issues related to Aboriginal education and opportunities. A significant Aboriginal presence at Lakehead is indicated by the designation of spaces where sweat lodges, smudging and other ceremonies can take place. Powwows, feasts, and drumming for special events and other community activities give a special flavour to life in this university community.

Other initiatives include engagement of university faculty, staff and graduate and undergraduate students with Aboriginal communities in the region to develop interest and participation in science and applied science as these subject areas are likely to lead to rewarding professional careers. Initiatives include science presentations, and plans for participating in "Circles of Science", a sharing circle based on the Science Fair concept, but including elements of traditional knowledge as well as science. Seed funding is being sought from PromoScience, YSTOP and other federal and provincial programs.

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:

#### **LAKEHEAD UNIVERSITY: ABORIGINAL AND FIRST GENERATION STRATEGIES**

Overall, the northwest region of the Province of Ontario has a low participation rate in university education. Until recently this could be partly attributed to the healthy wages available

in the lumber and pulp and paper industry, for jobs that did not require post-secondary education. More recently, it has been recognized that while the region will continue to be influenced by the forestry sector in the future, it will involve major restructuring, with new products and value-added activity, as well as new technologies for production of bio-chemical, pharmaceutical, and other products as well as bio-energy resources. Obviously Lakehead university will continue to be a catalyst to support the development of a diversified bio-economy and natural resource economy for northern Ontario. Lakehead University has already played a part in the development of other sectors such as geology and mining, molecular science, and the modern knowledge economy in general, and is now participating in new ways with re-development of the forest products industry.

Lakehead University has a longstanding, demonstrated commitment to meeting the needs of its region and over the years has developed considerable expertise in providing university access for the sparsely populated expanse of Northwestern Ontario. Our most recent initiative is the development of a program entitled SAGE (Science & Arts Gateway to Education). SAGE is a modular program that begins with a placement process, which incorporates measures of student interest and aptitude, so that students begin in the appropriate place in the SAGE sequences. The flexible model of SAGE can be customized through a series of pathways to meet the individual student's education goals, in particular to help students acquire the necessary foundations for success. The program, implemented this past year, will continue to be further developed in the future, in part with the support of the First Generations Strategy funding and some Aboriginal Initiatives funding from MTCU; these are presently one-time funding programs and sustained funding would ensure their continued effectiveness. It is important to note that first generation and Aboriginal students who are well-prepared for success will not require additional access or gateway programming, but will enter directly into their degree programs of choice.

Aboriginal students are also likely to be First Generation participants in postsecondary education; the SAGE program harmonizes programming and supports development for First Generations and Aboriginal students to better utilize resources and better serve student needs. A special feature of the SAGE program is that rather than providing program-specific access (such as directing students to teacher preparation, nursing or engineering, as in the past), students have the opportunity to access ANY program, professional, arts, social science or the sciences and applied sciences. Thus the opportunities for Aboriginal and first generation students are guided by the aspirations and dreams of each individual.

The special needs of Aboriginal students in making a successful transition to University are supported through the Ministry's Education and Training Strategy (AETS). Research at the University of Regina undertaken by M. Hampton and J. Roy indicates that a "collective rather than an individualistic orientation to success tend to be more characteristic of First Nations motivation for learning" which is exemplified in special support programs developed at Lakehead University. The AETS funding envelope provides the University with resources to addresses the cultural and special needs of Aboriginal students through a number of programs and support services.

Recently, in recognition of the valuable role of elders and mentors, and the size of the Aboriginal student population at Lakehead, six additional elders have been asked to participate in our integrated Aboriginal Cultural Support Services Centre. Aboriginal students also help to educate the general university population through the Aboriginal Awareness Centre, a student-run group that organizes events and provides a locus for dialogue on the historical and

contemporary experience for Aboriginal and non-Aboriginal students. In the Access program that forms the first stage available in the SAGE sequence, Aboriginal students who require this foundational study learn together as a cohort, taking courses in English, Science, Mathematics, Study Skills and Indigenous Learning. Students are accompanied by a peer-tutor who also teaches the Study Skills course; this process of connecting course content and study skills is already showing positive results. The science course makes deliberate connections between “western science” and Aboriginal ways of knowing and incorporates the chemistry, physics and biology related to traditional practices, processes and knowledge.

A parallel (accelerated) Access stream is planned for summer offering that would bridge between diploma graduates and degree programs in the Sciences and Applied Science professions. This will be available for the large number of “105s”, mature students who are returning to university after either a diploma, or some time out of an educational environment. While we have already demonstrated significant success with this demographic sector, we believe that the general student population, particularly first generation learners, would also benefit from cohort-based preparation, as they would have identified their own learning styles and would be prepared as more effective learners. There will be integration and application of technology-enhanced approaches where these assist the effectiveness of learning.

## **STUDENTS WITH DISABILITIES**

The Learning Assistance Centre is committed to helping students succeed in their academic studies and provides special arrangements and academic support for students with disabilities. Formal assessments are undertaken for students seeking possible accommodations. Our plans to move towards integrated “one-stop-shopping” for student services will facilitate rapid and low-key direction of students to appropriate resources. These include testing services and assistance for students with disabilities and short courses designed to develop skills and learning strategies to reduce the impact of disabilities on the student’s academic and workplace performance. This may mean that individual students require formal support initially, but become better able to succeed without that assistance later in their programs.

The Learning Assistance staff actively promotes awareness of learning disabilities and the services it is able to provide to students in order to improve their educational experience at the University. Staff participates in the Toronto University Fair to encourage students with disabilities to attend, participates in job fairs and student placement initiatives and works with faculty and staff throughout the University on a continuous basis. Other examples of special programs include:

A Summer Transition Program for students with learning disabilities was held in Thunder Bay and, with the success of the pilot, was further expanded to include regional students and their parents. The main purpose of the program is to introduce students with learning disabilities and their parents to the services available to students through the Learning Assistance Centre.

A further effort to increase awareness and understanding of learning disabilities and their impact on students has led to the development of a new initiative for new hires at the University. The program offered in conjunction with the Instructional Development Office and the Office of Human Resources introduces faculty and staff to learning disabilities and to the services of the Learning Assistance Centre.



In order that important interaction and service referrals are effective, a Community Outreach initiative is underway to enhance the Learning Assistance Centre's contact with external community support services for disabilities through agencies such as CNIB, CHS, Mental Health Facilities and other social and community services.

## **LANGUAGES**

At Lakehead we view courses in Aboriginal Languages as an important part of supporting and validating Aboriginal cultures and knowledge. These courses serve both our Aboriginal student population and non-Aboriginal students interested in learning Aboriginal languages with focus on Algonquin, Western Ojibwe, Severn Ojibwe, and Cree. With selections from the array of 26 half courses available, students can complete a minor in Native Languages. Study can begin at the first or second language level, and includes courses in linguistics, translation, oral tradition and literature as well as written and spoken language.

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: ACCESS

In this table, we present our goals for Aboriginal and First Generation students together so that we avoid unnecessary repetition because the broad strategies and indicators are similar. We have integrated ACCESS and Gateway programming under the SAGE program (see above).

Strategy / Program	Indicator
<b>ACCESS FOR ABORIGINAL AND FIRST GENERATION STUDENTS</b>	
<ul style="list-style-type: none"> <li>Recruitment campaign for First Generation (FG) and Aboriginal students directed at college graduates, adult learners and workplace transition students</li> <li>Increase general and specific transfer agreements and PLAR to recognize workplace learning and informal study</li> <li>Outreach to youth in urban and remote communities where university participation is low (YSTOP, PromoScience, SuperiorScience and other initiatives by Science and Education faculty)</li> </ul>	Enrolment rates for Aboriginal students and First Generation (FG) students
<ul style="list-style-type: none"> <li>Increase number of programs in which FG and Aboriginal students participate by introducing SAGE program (Science and Arts Gateway to Education) which includes access and gateway (science and arts preparation) courses. Reports on SAGE will be received by MTCU</li> </ul>	Range of programs in which Aboriginal and FG students participate
<ul style="list-style-type: none"> <li>Sustain/enhance retention of FG and Aboriginal students via peer-mentoring, cohort-based ACCESS and gateway courses, and specifically for Aboriginal students who seek such connections, linkages between “western science” and traditional knowledge. Reports on SAGE will be received by MTCU</li> </ul>	Student success is reflected in retention (CSRDE) and graduation rates
<ul style="list-style-type: none"> <li>In New Student Orientation, target Aboriginal, FG, mature, and commuting students, and select student ambassadors who reflect that diversity</li> </ul>	Responses to appropriate NSSE questions

<ul style="list-style-type: none"> <li>• Provide personal counselling and academic advising to Aboriginal in a culturally sensitive environment</li> <li>• Provide when needed, liaison with Band Councils and funding and support agencies</li> <li>• Hold feasts, powwows and regular cultural gatherings to welcome and support Aboriginal students and families, e.g. a Fall Feast early in the term to welcome students and families, a Winter Feast (December) to celebrate and welcome the winter season, and an Annual Powwow as a closing celebration at the end of term</li> <li>• Sponsor an Aboriginal Women Speaker Series and an Aboriginal Speakers Series where Elders are invited to speak on cultural issues and protocols such as Powwows, Medical Wheels and drumming</li> <li>• Provide workshops with Student Service on topics such as Financial Aid and Bursaries, Job Placement and Recruitment and Health Services and Counselling.</li> </ul>	<p>In general, student success is reflected in retention (CSRDE) and graduation rates. Further monitoring will done as follows:</p> <p>Number of counselling sessions on a monthly average Number of feasts and cultural gatherings and the number of attendees</p> <p>Report on the series attendance</p> <p>Contribute through these activities to the retention and graduation rate</p>
<ul style="list-style-type: none"> <li>• Financial Aid awareness: ensure students are well-informed about financial aid for which they are eligible; Lakehead commits to the Student Access Guarantee, and will raise student awareness of Financial Aid availability</li> </ul>	<p>Responses to appropriate NSSE questions. Success in measured through retention (CSRDE) and graduation rates</p>
<b>ACCESS FOR STUDENTS WITH DISABILITIES</b>	
<ul style="list-style-type: none"> <li>• Enhance technology for disabled students</li> </ul>	<p>Responses to appropriate NSSE questions, retention (CSRDE) and graduation rates</p>
<ul style="list-style-type: none"> <li>• Enhance physical access to learning locations</li> </ul>	<p>Number of projects to enhance physical access</p>
<ul style="list-style-type: none"> <li>• Develop and deliver awareness through the Summer Transition Program for Students with Disabilities</li> </ul>	<p>Number of sessions and attendance</p>
<ul style="list-style-type: none"> <li>• Develop and deliver awareness and sensitivity session on disability issues for new faculty and staff</li> </ul>	<p>Number of sessions and attendance</p>

<ul style="list-style-type: none"> <li>Develop and deliver services depending on student needs</li> </ul>	Monitor and report on services for students with disabilities as required through the Special Funding to Increase Accessibility for Students with Disabilities (by type of service and number of clients served)
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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:

### Commentary on table of Multi-Year Results:

Broadly speaking, in the current academic year (2006-2007) we will focus on identification of useful metrics of performance, and development of a baseline for monitoring incremental progress and improvements in 2007-8, and 2008-9, over the course of the Multi-Year reporting cycle. The AEC (Administrative Executive Committee) will monitor the University Improvement Plan, developing under this MYA.

### Multi-Year Results: ACCESS for Aboriginal, First Generation and Students with Disabilities

Year	Indicator	Result
<b>ACCESS FOR ABORIGINAL AND FIRST GENERATION STUDENTS</b>		
<b>2006-07</b>	Enrolment rates for Aboriginal students and First Generation (FG) students	Establish baseline of enrolment rates for Aboriginal and First Generation (FG) students
	Range of programs in which Aboriginal and FG students participate	Establish baseline of range of programs in which Aboriginal and FG students are registered
	Retention (CSRDE) and graduation rates	Overall results examined to determine a baseline for future monitoring
	Responses to appropriate NSSE questions	Establish baseline of student engagement from NSSE
	The number of counselling sessions based on a monthly average through the Aboriginal Cultural and Support Services Centre	Interventions through counselling assist students in adjusting to the academic environment and improve success in their academic programs. Monitor in conjunction with retention and graduation rates
	Number and attendance of feasts and cultural gatherings	Feasts and cultural gatherings are a barometer of Aboriginal student engagement in University life
	Report on number of and attendance at the Aboriginal Speakers Series	A culturally sensitive environment with programming of interest to Aboriginal students will enhance their university experience and improve success.

<b>ACCESS FOR STUDENTS WITH DISABILITIES</b>		
	Number of projects to enhance physical access	Enhanced physical access to the learning environment
	Responses to appropriate NSSE questions on student satisfaction with services	Improved retention and graduation rates, and monitoring through Learning Assistance Centre Reports
	Number of participants in the Summer Transition Program for Students with Disabilities	Measure success of program through number of students who enrol
	Number of faculty and staff participating in the awareness and sensitivity sessions	An increased awareness of disability issues and needs and an increased sensitivity to students with special needs
	Services measured in conjunction with requirements of the Special Funding to Increase Accessibility for Students with Disabilities.	Improved retention and success rates for students with disabilities
<b>ACCESS FOR ABORIGINAL AND FIRST GENERATION STUDENTS</b>		
<b>2007-08</b>	Enrolment rates for Aboriginal students and First Generation (FG) students	Sustain/increase number and proportion of FG and Aboriginal students admitted to and registered at Lakehead
	Range of programs in which Aboriginal and FG students participate	Sustain/increase range of programs in which Aboriginal and FG students are registered – reflected in retention (CSRDE) and graduation rates
	Retention (CSRDE) and graduation rates	Sustain/enhance retention and graduation rates
	Responses to appropriate NSSE question	Sustain/increase student engagement (NSSE)
	The number of counselling sessions based on a monthly average through the Aboriginal Cultural and Support Services Centre	Monitor counselling services in conjunction with retention and graduation rates making adjustments to services as need dictates
	Number of feasts and cultural gatherings and attendance at these gatherings	Feasts and cultural gatherings are a barometer of Aboriginal student engagement in University life and will have an impact on the University being seen as a welcoming institution
	Number of and attendance at the Aboriginal Speakers Series	A culturally sensitive environment with programming of interest to Aboriginal students will enhance their university experience and improve success.
<b>ACCESS FOR STUDENTS WITH DISABILITIES</b>		
	Enhanced technology to facilitate learning for disabled students	Sustain/increase technology for support for students with disabilities
	Number of projects to enhance physical access	Improved access to learning locations

	Responses to appropriate NSSE questions on student satisfaction with services	Improved retention and graduation rates, and monitoring through Learning Assistance Centre Reports
	Number of participants in the Summer Transition Program for Students with Disabilities	Measure success of program through number of students who enrol
	Number of faculty and staff participating in the awareness and sensitivity sessions	An increased awareness of disability issues and needs and an increased sensitivity to students with special needs
	Services measured in conjunction with requirements of the Special Funding to Increase Accessibility for Students with Disabilities.	Improved retention and success rates for students with disabilities
<b>ACCESS FOR ABORIGINAL AND FIRST GENERATION STUDENTS</b>		
<b>2008-09</b>	Enrolment rates for Aboriginal students and First Generation (FG) students	Sustain/increase number and proportion of FG and Aboriginal students admitted to and registered at Lakehead
	Range of programs in which Aboriginal and FG students participate	Sustain/increase number of programs in which Aboriginal and First Generation Students are registered
	Responses (CSRDE) and graduation rates	Sustain/increase retention and graduation rates for Aboriginal and First Generation Students - reflected in retention (CSRDE) and graduation rates
	Responses to appropriate NSSE question	Sustain/increase student engagement and examine NSSE responses to determine if there is a correlation with cultural activities and engagement
	The number of counselling sessions based on a monthly average through the Aboriginal Cultural and Support Services Centre	Monitor counselling in conjunction with retention and graduation rates, making adjustments to service as need dictates
	Number and attendance of feasts and cultural gatherings	Feasts and cultural gatherings are a barometer of Aboriginal student engagement in University life
	Report on number of and attendance at the Aboriginal Speakers Series	A culturally sensitive environment with programming of interest to Aboriginal students will enhance their university experience and improve success.
<b>ACCESS FOR STUDENTS WITH DISABILITIES</b>		
	Enhanced technology to facilitate learning for disabled students	Sustain/increase technology for students with disabilities
	Number of projects to enhance physical access	Improved access to learning locations

	Responses to appropriate NSSE questions on student satisfaction with services	Improved retention and graduation rates, and monitoring through Learning Assistance Centre Reports
	Number of participants in the Summer Transition Program for Students with Disabilities	Measure success of program through number of students who enrol
	Number of faculty and staff participating in the awareness and sensitivity sessions	An increased awareness of disability issues and needs and an increased sensitivity to students with special needs
	Services measured in conjunction with requirements of the Special Funding to Increase Accessibility for Students with Disabilities.	Improved retention and success rates for students with disabilities

### **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.

#### **LAKEHEAD UNIVERSITY: STUDENT ACCESS GUARANTEE**

Lakehead University provides a comprehensive and integrated array of supplementary funding to support student access. Scholarships, bursaries and awards increased by 11% in 2005-06 from the previous year. The increase allowed the University the opportunity to provide additional support tailored to the needs of students. The OSAP financial need process is a provincial standard that Lakehead supplements with funds related to institution-specific measures of need. In its assessment, the University takes into consideration the Ministry's tuition/book shortfall calculation in allocating financial aid, as set out in the *2006-07 Student Access Guarantee Guidelines*.

Sources of support also include:

Entrance/Access Bursary: Provides support to students from high school with financial need and also provides assistance for expenses associated with significant distance of student's home from Thunder Bay (i.e. addresses costs for students traveling from remote/rural areas).

Returning Student Bursary: Provides support to returning students with financial need.

Fall/Winter Bursary: Considers financial need including exceptional circumstances and is designed to support student retention efforts of the University, where need alone is an impediment to retention.

Work/Study Program: partially matched by on-campus employers, this program allows our tuition reinvestment funding to go further, and rates of pay to reflect the expertise being expected of the student. Students are able to work in research labs, university offices and services, which supports career development while earning, on-campus. Employers are supportive of the fact that students must work around their class schedules, and often provide valuable references for future employment.

As a pro-active initiative, we will develop "Financial Aid Packages" that allow students to anticipate the level of support they will receive from entrance bursaries etc., and that integrate and simplify procedures for applying for funding. Our proposed "one-stop-shopping" approach to Student Services will assist in making students aware of the programs and support available. While online services can assist in matching students with funding for which they are eligible, personal interviews allow more accurate identification of student needs and eligibilities, so for the present we will use an interview approach to assist students.

Recruitment staff and recruitment brochures address financial planning for university when they visit high schools or when open houses etc. are held. Members of the general community are often unaware of the amount and scope of financial aid available, especially when students may be "First Generation" in their family to consider university.

A specific challenge is funding for Aboriginal students. For First Nations students, funding is often arranged through Education coordinators at the Band office. Typically there is a limit of 4 years of post-secondary support, which makes it difficult for First Nations students to have full Band support throughout an honours degree, if they begin with an Access program in first year or if they attend college before transferring to university. It is necessary for applicants to work on obtaining funding early in the process of application to programs, and for students this can often be daunting. While this is not directly the responsibility of the university, it would help our students if funding for an Access year were guaranteed, and independent of the funding provided for the degree program. On an anecdotal basis, some Aboriginal students who took an Access year have elected to graduate with the 3-year general degree simply because they cannot get an additional year of band funding. The University will ensure students are aware of alternative funding opportunities beyond the third year of the degree program, including OSAP, First Generation bursaries and other sources, and will consider targeted bursaries as a solution to this challenge.



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 centered-learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

#### **LAKEHEAD UNIVERSITY: QUALITY OF THE LEARNING ENVIRONMENT**

Our new Academic Plan provides the compass and guidelines for a meaningful, critical review of our degree programs. That process has already begun with the mandate to develop learning outcomes for all of our degree programs (including combined degrees). The process is moving to the level of individual departments where the coherence of the curriculum and pattern of course offerings are being examined. The planning process takes into account the fact that some disciplines require aptitudes or interests that are uncommon in the general population, but the programs may produce graduates who are critical to Canada's future. There may be disciplines that are particularly useful in combination with other degrees or joint majors, or that provide indispensable cognate education for larger programs. All of this will be taken into account in the review of programs at the departmental, Faculty and university level.

Lakehead University continues to increase the faculty complement with a net increase of three new full-time faculty members and an increase of 9 FTE part-time faculty members planned for the 2006-07 year. The impact on the student faculty ratio and undergraduate class sizes can be seen from past hires as reported in the IAA Report Back. There is an expectation that this improvement will be maintained and provide the foundation for the University to meet its commitment to graduate expansion.

Student Services staff increased by 3 full-time and 0.67 part-time; in this area the emphasis continues to be improved services to students particularly with academic advising and counseling. Further growth will be necessary to support the "One-Stop-Shopping" proposal for

consolidation of Student Services.

Training for new faculty and graduate students as reported in the IAA Report Back will continue to support the academic teaching environment so that the University can continue to report the high level of retention illustrated by the CSRDE survey. NSSE results will also be examined to determine a baseline expectation for future monitoring of the level of success in student engagement. However we note that several questions reflect the goals of residential US-based institutions; we will focus on questions that relate to the Canadian University experience. With regard to enhancement of teaching, regular Teaching and Learning workshops are held, with good, voluntary participation from all stages of the professorial career. A full slate of workshops is also provided for graduate students who plan to develop careers in academia; these are being led by award-winning instructors and senior academics.

The Province of Ontario has recognized the imperative to increase places for graduate students as advanced study forms the platform for economic growth and innovation. At the beginning of the new Millennium, Lakehead had two doctoral programs: a PhD in Psychology, and a joint PhD with partner institutions, in Education. It also had several disciplinary programs at the Master's level. However, as part of the initiative to enhance the level of graduate programming available in the Province, Lakehead has been developing a number of interdisciplinary graduate programs that bring students immediately to the interface between traditional disciplines to address key challenges in Science, Technology and the Arts and Social Sciences. We are also developing graduate and second entry programs in professional areas.

In the current initiative, Lakehead has created a highly successful new PhD in Forest Sciences, and is developing interdisciplinary and interfaculty Doctoral programs in Molecular and Materials Science, Biotechnology, and Ecology and Environmental Studies. These interdisciplinary initiatives ensure that students will have a strong critical mass of superior supervisors, committee members and graduate coursework that will provide a rich and valid graduate experience. Interdisciplinary graduate programs are most likely to generate innovation as they break out of traditional disciplinary and departmental boundaries. They will also be more likely to provide the intelligent, broadly-educated individuals who will make excellent faculty to support and lead the new academy beyond 2010. In accord with the agreement on Graduate Program expansion, Lakehead assigned 100 additional Graduate Assistantships for 2006-2007, and will aim to meet targets identified for graduate enrolment as the double cohort (which now extends over four years of university enrolment) completes undergraduate study.

A further initiative in support of our Graduate Expansion Plan is to improve the number of students entering the University with an average of 80% and over. These are the students the University will draw on for peer tutoring that will be associated with SAGE and other peer support programs. Additionally, these students are those that could be motivated to move to graduate programs later in their academic career.

Other initiatives related to graduate study include a partnership with the local College (Confederation College) which now offers a course "English for Academic Purposes" (EAP). This course is required for International graduate students who demonstrate weak communication skills in English. This represents part of our commitment to prepare our graduate students for the Canadian workplace with all the skills necessary to succeed (i.e. not just their disciplinary graduate degree). Graduate students can apply for travel funds to attend conferences, and are eligible for additional scholarship funds. We encourage potential and

current graduate students to apply for external scholarships, and in some cases internal funds (such as funds from the Living Legacy Trust) are used to top up these external awards (e.g. in the PhD in Forest Sciences).

Graduate students in the sciences typically have some bench space in their supervisors' labs, but all graduate students at Lakehead are guaranteed an office workstation, with full fast internet access and a telephone. It is anticipated that this policy will facilitate timely graduation and increased research productivity.

University access to electronic serials showed a significant improvement this year as reported in the IAA Report Back with almost double the number from the previous years. Enhancements include a Scholars Portal archive which electronically stores journals under license for easier access. Journals are accessible at both Lakehead University campuses. This indicator will continue to be monitored, particularly in light of graduate expansion objectives, in order to maintain this high level of access and to improve access as necessary.

WEB CT and distributed learning— There are initiatives to increase faculty use of Web-CT as an adjunct to classroom learning. Participation and use are high among younger faculty; individual and group workshops, as well as ongoing assistance are offered by Continuing Education and Distributed Learning. The Office of Instructional Development provides complementary workshops related to the development of teaching strategies. There are plans for development of more courses to be offered online; this will facilitate degree completion for full time and part time students and those who live far from campus.

A significant investment was made in 2006 to upgrade and update laboratory equipment for teaching in the sciences. These facilities support the education and training not only of science majors, but also students in the applied sciences like nursing and engineering, and students in concurrent science and education programs. The long drought of equipment replacement, repair and renewal has left science, applied science and other labs with a lower level of “state-of-the-art” equipment for student use than was the norm in the 1980s. Last year's investment was focused on enhancing the larger first and second year courses in science; future investments will include other faculties and will project this enhancement to selected courses for third and fourth year, and honours students.

Learning Commons: on an experimental basis we are using a peer-tutoring and cohort-based approach in our Aboriginal access program this year. Senior Aboriginal students are acting as teaching assistants in the Science and Mathematics courses, and in Indigenous Learning. The instructor for the Study Skills course accompanies the students to all their other courses so that she can address the skills needed as the need for them arises in their other courses. Depending on the success of this approach it may also be extended to other groups such as a proposed “Dean's College” for students who are performing at a superior level, and college diploma transition courses that may be held during an Accelerated Access experience.

Access to technology: At Lakehead there are over 8000 data jacks with 1000 of them in open public areas where students can connect directly to the internet. This allows for rapid, safe and secure data transfer. There are also over 700 computers in computer labs and classrooms. There are presently 26 technology-enabled classrooms and labs, 8 videoconference-able classrooms, and several videoconference boardrooms. Numerous mobile units for TV/VCR/DVD are available, although there is an initiative to phase out all VCR support materials. We plan to

increase significantly the number of enhanced-technology classrooms over the period of this multi-year agreement. Computers play an important part in student work; computers are used for the customary word processing and data management, but also for modeling of complex processes such as chemical reactions at the molecular level, GIS mapping, and Virtual Reality visualization in geography, planning, anatomy and medicine. We enjoy a superior level of access to computer technology, including membership in the SHARCnet partnership for parallel high-performance computing, and will continue to maintain and enhance our facilities as part of the support of a superior, contemporary education.

## Performance Indicators: QUALITY OF THE LEARNING ENVIRONMENT

Strategy / Program	Indicator
<b>QUALITY OF THE LEARNING ENVIRONMENT</b>	
Develop learning outcomes for all degree programs	<ul style="list-style-type: none"> <li>Percent of programs for which distinct learning outcomes have been specified</li> </ul>
Enhance the First Year student experience	<ul style="list-style-type: none"> <li>Retention rates for year 1 to 2 (CSRDE survey)</li> <li>Course Evaluations (SSS Student Satisfaction Survey (course), now completed online)</li> <li>Ratio of FTE students to FT faculty</li> </ul>
Communicate, early academic alerts to students at risk	<ul style="list-style-type: none"> <li>Retention rates for year 1 to 2, and for year 2 and above (CSRDE survey)</li> </ul>
Increase research contact with professors through, e.g. participation in honours theses and research projects	<ul style="list-style-type: none"> <li>Appropriate questions in NSSE</li> </ul>
Sustain the superior and distinctive field experience that Lakehead has traditionally offered in the sciences, applied sciences and social sciences by sustaining the number, % of courses with field and workplace experiences. This capitalizes on our unique setting in critical natural and managed habitats of the North.	<ul style="list-style-type: none"> <li>Appropriate questions in NSSE</li> </ul>
Enhance Science, Applied Science and other labs	<ul style="list-style-type: none"> <li>Appropriate questions in NSSE</li> </ul>
Develop an “Elite”, enriched program for outstanding students (Dean’s College)	<ul style="list-style-type: none"> <li>Enrolment of students entering with an 80%+ average starting in 2008</li> </ul>
“One-stop shopping” for student services	<ul style="list-style-type: none"> <li>Student satisfaction with support services (Appropriate questions in NSSE survey)</li> </ul>
Increase number of technology-enabled classrooms and laboratories	<ul style="list-style-type: none"> <li>Number of multimedia-equipped classrooms (26 presently)</li> </ul>

	<ul style="list-style-type: none"> <li>Number of videoconference-ready classrooms (8 presently)</li> </ul>
Ensure availability of internet and intranet access	<ul style="list-style-type: none"> <li>Number of intranet and internet data access points for the university community (8000 presently).</li> </ul>
Increase faculty use of appropriate technological enrichment of courses in terms of number, % of courses using technology for classroom delivery, marks management and supplemental course support through Web-CT etc.	<ul style="list-style-type: none"> <li>Appropriate questions in CSRDE, NSSE, SSS (Student Satisfaction Survey (Course), summarized on the web)</li> </ul>
Evaluate role of 3-year, 4-year and honours programs; promote student selection of 4-year and honours degrees	<ul style="list-style-type: none"> <li>Changes would be reflected in USER report (enrolments)</li> </ul>

## Multi-Year Results: QUALITY OF THE LEARNING ENVIRONMENT

### Commentary on table of Multi-Year Results:

Broadly speaking, in the current academic year (2006-2007) we will focus on identification of useful metrics of performance, and development of a baseline for reporting incremental progress and improvements in 2007-8, and 2008-9, over the course of the Multi-Year reporting cycle.

Year	Indicator	Result
<b>QUALITY OF THE LEARNING ENVIRONMENT</b>		
<b>2006-07</b>	Percent of programs for which distinct learning outcomes (LO) have been specified	LO specified for at least 80% of undergraduate degree programs
	NSSE survey (see note on NSSE related to identification and development of relevant indicators, in the commentary under section C. Accountability, near the end of this document)	Establish baseline for student satisfaction and engagement rating based on Canadian-relevant questions in NSSE
	Retention rates for year 1 to 2 (CSRDE)	Maintain or enhance from current 88%
	Retention rates beyond year 2 (CSRDE)	Maintain or enhance from current 80% after second year
	Course Evaluations (SSS, Student Satisfaction Survey (Course), now completed online)	Course evaluation scores (SSS, Student Satisfaction Survey (Course); results available online)
	Ratio of FTE students to FT faculty	Baseline ratio is 25:1
	Enrolment of students entering with an 80%+ average	Establish baseline enrolment of students with 80% plus GPA
	Student satisfaction with support services (supportive campus environment NSSE; retention	Baseline from appropriate questions in NSSE (also reflected in retention - CSRDE survey)

	CSRDE)	
	Number of technology-enhanced classrooms	Increase by 30%
	Number of intranet and internet data access points for the university community.	Increase 0.5% from baseline of 8000.
	Percent distribution of students in each category of degree program (USER report)	Increase by 5% in 4-year and honours programs, reduce numbers in 3-year degrees
<b>2007-08</b>	Number, percent of programs for which distinct learning outcomes (LO) have been specified	LO specified for 100% of undergraduate degree programs, and 20% of graduate programs
	NSSE survey	Maintain or enhance student satisfaction rating based on Canadian-relevant questions in NSSE
	Retention rates for year 1 to 2	Maintain or enhance retention rates from year 1-2 (relevant questions in CSRDE)
	Retention rates after year 2	Maintain or enhance retention rates after year 2 (relevant questions in CSRDE)
	Course Evaluations (SSS, Student Satisfaction Survey (Course), now completed online)	Maintain or enhance course evaluation scores (SSS)
	Ratio of FTE students to FT faculty	Maintain or improve ratio of 25:1
	Enrolment of students entering with an 80%+ average	Maintain/increase enrolment of students with 80% plus GPA
	Student satisfaction with support services	Maintain or improve student satisfaction (appropriate NSSE quest.)
	Number of technology-enhanced classrooms	Increase by 5%
	Number of intranet and internet data access points for the university community.	Increase by 0.5% from baseline of 8000
	Percent distribution of students in each category of degree program (USER report)	Increase by 5% numbers in 4-year and honours programs, reduce numbers in 3-year degrees
<b>2008-09</b>	Number, percent of programs for which distinct learning outcomes (LO) have been specified	LO specified for 100% of undergraduate and graduate degree programs
	NSSE survey	Maintain/increase student satisfaction rating based on Canadian-relevant questions in NSSE
	Retention rates for year 1 to 2	Maintain/increase retention rates (CSRDE) from year 1-2
	Retention rates after year 2	Maintain/increase retention rates (CSRDE) after second year

	Course Evaluations (SSS, Student Satisfaction Survey (Course), now completed online)	Maintain/improve course evaluation scores (SSS), summaries are published online
	Ratio of FTE students to FT faculty	Maintain or improve ratio of 25:1
	Enrolment of students entering with an 80%+ average ("Elite" program is intended to begin in fall 2008)	Increase by 1%, enrolment of students with 80% plus GPA
	Student satisfaction with support services	Maintain/increase level of student satisfaction based on appropriate questions in the NSSE survey
	Number of technology-enhanced classrooms	Increase by 5%
	Number of intranet and internet data access points for the university community.	Increase by 0.5%
	Percent distribution of students in each category of degree program (USER report)	Increase by 5% number of students in 4-year and honours programs, reduce numbers in 3-year degrees

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:

### Net New Hires

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
<b>Hires</b>	3	16	39.3	8	0.67	18
<b>Retires/ Departures</b>	13	3	30.6	5	0	6
<b>Net New Hires</b>	(10)	13	9	3	0.67	12

\* 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
<b>1<sup>st</sup> to 2<sup>nd</sup> Year</b>	88%	88%	88%
<b>After 2<sup>nd</sup> Year*</b>	80%	80%	80%

\* The Ministry would prefer to receive information on student retention rates from 2<sup>nd</sup> to 3<sup>rd</sup> year and the rate from the 3<sup>rd</sup> to the 4<sup>th</sup> year, but will accept the student retention rate after the 2<sup>nd</sup> year.

### 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:

#### **LAKEHEAD UNIVERSITY: ACCOUNTABILITY PLANNING AND PROCESS**

These issues are part of ongoing discussions and initiatives in the university community as a whole; many of the issues addressed in this document were discussed in the Ad Hoc Committee on Enrolment Management, the Council of Deans, the Internal Relations Committee which includes representatives of all employee groups and the Student Union, and the Administrative Executive Committee which oversees the MYA and development of the Improvement Plan. However specific consultations in preparation for this report were undertaken in the following manner:

**Faculty:** The Senate Academic Committee is a committee of Senate that is responsible for developing and reviewing Senate policies pertaining to academic issues and for the development and monitoring of strategic academic planning. The draft Multi-Year Action Plan was reviewed by the Academic Planning Subcommittee of this Committee.

**Staff:** The Internal Relations Committee has representation from all employee groups of the University. The Committee provides an opportunity to discuss and debate issues in an open forum. The draft Multi-Year Action Plan was reviewed with this Committee.

**Students:** The Executive of the Lakehead University Student Union meets on a regular basis the Administrative Executive Committee (AEC) comprising the President and Vice-Presidents; this draft document was circulated to the executive of LUSU for comment, and the draft document was discussed in meetings between the LUSU executive and AEC.

**NSSE:** This year we participated for the first time in NSSE; we only recently received our results, and have not yet had time to interpret them in context. Over the coming year the Administrative Executive Committee that monitors the MYA and development of the Improvement Plan, will examine the utility of each of the questions in NSSE that address performance measures to determine useful indicators of the results of initiatives based on our objectives.

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.