

Multi-Year Accountability Agreement Report-Back

University:	LAKEHEAD	Year:	2008-09
--------------------	----------	--------------	----------------

As noted in the Multi-Year Accountability Agreement for Universities for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, update the planned net new hires table, and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

MYAA Transition Year 2009-10

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol (reflecting updated graduate and medical expansion targets), providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, continued participation in student engagement and retention measures and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10

year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so, eliminate any double-counting in the column, "Total Number Self-Identifying as Member of Under-represented Group".

Measurement Methodology (including description)	Student Groups in Your Student Population			Total Number Self-Identifying as Member of Under-represented Group	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities		
	#	#	#		
Aboriginal	1073 (estimate based on self declarations)			635	6715 responses
1 st Generation		3277 (self declarations)		3277	6240 responses
Disabilities			390	390	

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

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

Increased Participation of Under-Represented Students — Programs/Strategies

MYAA Report-Back 2008-09

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

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
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</p> <p>Aboriginal: 2007-08 NSSE Results: 1st yr 52/574=9.06%; Senior 47/517 = 9.09%</p> <p>FG = 67% of mothers and 64% of fathers with no university experience (07-08)</p> <p>As per MTCU request: 2007-08 NSSE 2008 FG results = 18.3%</p>	<p>No change</p> <p>68% of mothers; 64% of fathers with no university experience (08-09)</p> <p>No change</p>	<p>NSSE: next administered in 2011.</p> <p>Continue to monitor First Generation students using both definitions (i.e. Lakehead and MTCU)</p>
	Range of programs in which Aboriginal and FG students participate	Sustain / Increase range of programs in which Aboriginal and FG students participate (2007-08 Results: Aboriginal students enrolled in a range of programs in U.G Arts, Science, Professional Programs and Graduate Programs)	Aboriginal students continue to be enrolled in a broad range of programs and majors.	This report is prepared annually for the Vice Provost (Aboriginal Initiatives) and the Aboriginal Management Council. The Council reviews the breadth of programs. The report breaks out enrolment to the major level and is used to inform decisions concerning ways to support Aboriginal access and retention.
	Retention (CSRDE) and graduation rates	Sustain / enhance graduation rates Year 1 to 2 retention for 08-09 reported for the 1 st time.	<p>First Generations retention = 85%</p> <p>Aboriginal retention = 80%</p>	Year 1 to Year 2 retention rates for self identifying full and part time students in the 2007/08 cohort - to year 2.
	Responses to appropriate NSSE questions	Sustain / increase student engagement and examine NSSE responses to determine if there is a correlation between	No change	No new NSSE for 2009 – next NSSE administration 2011.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
		cultural activities and engagement (2007-08 Results: Aboriginal 1 st yr SCE = 60; All 1 st Yr = 56) (2007-08 results sr. yr. SCE = 53; All sr. yr. SCE = 52)		
	Number of counselling sessions based on a monthly average through the Aboriginal Cultural and Support Services Centre	Monitor in conjunction with retention and graduation rates making adjustments to services as need dictates (2007-08 result: averaged 31 sessions per month; 2006-07 result: 68 sessions per month)	2008-09 result: averaged 32 sessions per month	
	Number of Aboriginal feasts and cultural gatherings and number of Aboriginal Speaking Events	Feasts and cultural gatherings are a barometer of Aboriginal student engagements Culturally sensitive environment with programming of interest will enhance experience and improve success (2007-08 results: 14 elder visits, 4 feasts, 3 speaker series, 30 total cultural events; 2006-07 results: 10 feasts and cultural gatherings and 4 speaker series)	8 cultural activities by Elders and 4 Elder visits; 9 sweats; 3 feasts, 9 students events including powwow; 24 academic workshops	Events vary every year based on student activities and interest.
Students with Disabilities	Enhanced technology to facilitate learning for disabled students	Sustain/increase technology for students with disabilities (2007-08 results: Update computer hardware, technology fair; 2006-07 result: 5 projects completed)	2008-2009 maintained the level of technology through updates and provided ongoing assistive technology demonstrations and training sessions	
	# of projects to enhance physical access	Improved access to learning locations (2007-08 result: removed physical barriers, installed automatic door openers, new ramps, stairwell painting ongoing)	2008-2009 continued to remove physical barriers and to enhance campus access with 6 completed projects including new ramps, door openers to	

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
			washrooms, and building entrance improvements as well as continuing improvements in the grounds walkways and stair markings for the visually impaired.	
	Number of participants in the Summer Transition Program	Measure success of program through number of students who enrol (2007-08 result: 17 local students, 1 regional student, 5 parents; 2006-07 result: 25 local, 3 regional students and 35 local and regional guidance counsellors attended)	Increased number of student participation: 21 students (local and regional), 5 parents, 21 local and regional guidance counsellors	
	Number of faculty and staff participating in the awareness and sensitivity sessions	Increased awareness of issues and needs and increased sensitivity (2007-08 result: 12 customer service standards presentations; 2006-07 result: 6 new faculty and staff orientation sessions)	Presented orientation to 26 new faculty members. Orientation material provided to new staff via Communication Bulletins. Participated in the Accessibility for Ontarians with Disability Act (AODA) information sessions. 5 Learning Assistance Centre Staff completed AODA online Customer Service Training,	The office has been reorganized and training and orientation material is being prepared to comply with the changes in the legislated requirements of the Act. Staff participated in the information sessions for orientation. Specialized training for Learning Assistance Centre staff undertaken.
	Services measured in conjunction with requirements of the Accessibility Funds for Students with Disabilities	Improved retention and success rate for students with disabilities (provided all recommended academic accommodations) (2007-08 result: increased # of students registered with centre)	Increased # of students registered with Centre (# = 390) Saw an increase in the # of students with multiple disabilities and increasing complexity of disabilities (# = 65)	

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1. Outreach, bridging, & student services for Aboriginal students	<p>Lakehead University's Mission and Vision Statements specifically identify the commitment to Aboriginal peoples. The student support structures are in place for Aboriginal students through the Office of Aboriginal Initiatives lead by the Vice-Provost (Aboriginal Initiatives). The Aboriginal Management Council plays an important role in developing policies to support access, retention and success and in strengthening partnerships with Aboriginal communities.</p> <p>With the anticipated assistance of the Aboriginal Postsecondary Education and Training funding, a range of services necessary for successful Aboriginal participation are in place and will continue to develop. These include community outreach to encourage participation, bridging and access programming, student counselling services and academic support through tutoring, mentoring and learning assistance programs. Aboriginal initiatives are reported annually to MTCU.</p>
2. First Generation – SAGE programs	<p>With the continuation of the First Generation Project supported by MTCU, Lakehead's SAGE Program (Student Access and Gateway to Education – a strategy that provides access through multiple approaches, programs and formats) will continue to promote access for First Generation and Aboriginal students. These strategies include Gateway (a program which provides customized programming for students on the cusp of admissibility needing additional academic assistance or e.g. upgrading for admission to STEM programs), the Native Access Program, and Humanities 101 (a multidisciplinary course providing an introduction to the study of thought, culture and society). First Generation activities are reported annually to MTCU</p>
3. Disabilities – Assisted services, providing accommodation and faculty and staff training.	<p>The Learning Assistance Centre will continue to provide learning strategies, adaptive technology, assessment and invigilation support to students with disability. The Centre continues to develop training and orientation programs for new faculty and staff and provides technologically assisted services where appropriate. The activities of the Centre are reported annually to MTCU.</p>

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

	Brief Description of Monitoring and Evaluation of Outcomes
1. Aboriginal & First Generation	<p>The self identification data collection will continue for Aboriginal and First Generation students. These data provide a rich source for further analysis and linkages in many different areas of interest and engagement.</p> <p>Tracking enrolment, success and engagement through the periodic administration of the NSSE and other surveys such as CUSC will continue.</p> <p>Success of the Aboriginal and First Generation participation, retention and (eventually) graduation rates will be</p>

	monitored through the CSRDE retention and graduation rate methodology. The participation in fields of study across the curriculum will be monitored to determine the participation of Aboriginal students in all categories of academic programs.
2.Disabilities	A method that allows the Centre to monitor the long term success of these students will be examined/reviewed in order to determine the effectiveness of the services provided by the Centre.
3 Research project to measure the role of student services in promoting educational quality	A research project supported by HEQCO will assess the effectiveness of Lakehead's Gateway program in improving access to university, in improving the educational experience and in improving the outcomes/success of a specific group of under-represented students. This research will help inform areas of best practice and areas for potential improvement for the third year of the implementation of the Gateway program as well as provide valuable information on indicators of student success.

2008-09 Student Access Guarantee

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

	<u>Yes</u>	<u>No</u>
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <u>2008-2009 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 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	544,405	440
Other SAG Expenditure to Supplement OSAP	752,370	397
Total	1,296,775	837

Data screen was last updated: 23/07/2009

2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2009-10 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

<p>Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be:</p> <p>a) Provided to those students who apply for institutional financial aid; or</p> <p>b) Automatically issued to students based on their OSAP information</p>	<p>a) 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.</p>
<p>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.</p> <p>- Identify any applicable deadlines.</p> <p>- Identify your communications strategies to inform students of how to apply.</p>	<p>Bursary applications are completed online; applications are available on Financial Aid website or through MyInfo with student login.</p> <p>Fall/Winter bursary deadline is November 6th.</p> <p>Entrance bursary April 15/June 30th.</p> <p>Returning/Mature/Transfer bursary June 30th.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <p>a) Identify the programs by name and by OSAP cost code;</p> <p>b) Describe how you determine how much loan aid to provide</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>All students have the opportunity to discuss their budget and make adjustments, thus providing additional aid.</p>

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

B. QUALITY

Quality of the Learning Environment

MYAA Report-Back 2008-09

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

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Quality	Percent of programs for which distinct learning outcomes (LO) have been specified	LO specified for 100% of undergraduate degree programs + 20% of graduate programs (2007-08 result: Established for 97% of core undergraduate programs and 20% of graduate degree programs; 2006-07 result: established for 80% of undergrad programs)	Learner outcomes target met. # = 100% for u.g. programs. No change in the graduate #.	
	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. (2007-08 results: NSSE 2008, First yr = 73%; Final yr. = 63%) (2006 Baseline: 1 st year 70% Final year 37%) % of students who have done or plan to do a culminating senior experience before graduating. (2008 result: first yr. = 30%, Final yr. = 36%) (2006 Baseline: 1 st year 28% Final year 37%)	CUSC 2009: Final year students -47.4% reported participating in co-op, work experience, practicum, internship and service learning opportunities N/A	No new NSSE for 2009 – next NSSE administration 2011. However, results from the 2009 CUSC survey of graduating undergraduate students confirms a high participation rate in co-op, work experience, practicum, internship and service learning opportunities. This is very similar to the 45% of students who reported having 'done' a practicum, internship, field experience, co-op experience or clinical assignment in NSSE 2008. (NSSE indicators reported in 2008 included the percent of students who were planning to do or had done a practicum....)

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
	Retention rates for year 1 to 2 (CSRDE)	Maintain / enhance retention from year 1-2 (2007-08 result: 87% for 2006 cohort; 2006-07 result: 89.2% for 2005 cohort) (Base 2005-06 = 88%)	2008-09 result: 86.0% for 2007 cohort	While Lakehead University's retention rates have shown a slight drop from 89% for the 2005 cohort to 86% for the 2007 cohort, we need to consider this in light of our increased enrolment of under-represented students starting in 2007 with the launch of the SAGE – Gateway program. In 2007, 71 students who may not have otherwise been admitted to Lakehead were admitted in this special program. The unique challenges faced by these students may serve to lower their retention rate thus affecting the overall retention rate of their cohort year.
	Retention rates beyond year 2 (CSRDE)	Maintain / enhance retention rates after year 2 base 80% (2007-08 result: 79% for 2005 cohort; 2006-07 result: 78% for 2004 cohort)	2008-09 result: 77% for 2006 cohort	The drop in the retention rate beyond year 2 for the 2006 cohort (77%) compared to the 2005 cohort (79%) is directly attributable to the drop in the one year retention rate to 87% (2006 cohort) from 89% (2005 cohort). Of the students who made it to year 2 in each of the 2006 and 2005 cohorts, the percent that stayed on to year 3 in the 2006 cohort was within about 0.5% of those who stayed on to year 3 in the 2005 cohort.
	Course Evaluations (Student Satisfaction Survey)	Maintain or enhance course evaluation scores at 90% level of satisfaction (2007-08 result: 90%)	2008-09 result: 91%	
	Ratio of FTE students to FT faculty	Maintain or improve ratio of 25:1 (2007-08 result: 23.6:1; 2006-07 result: 24.5:1)	2008-09 result 23.4:1	
	Enrolment of students entering with an 80%+ average	Maintain/increase enrolment of students with 80% plus GPA (2007-08 result: 43.2%; 2006-07 result: baseline 40% of entering students)	2008-09 result: 42.3%	
	Maintain or Improve Student satisfaction with support services (supportive campus environment NSSE;	2008 NSSE SCE: 1 st yr =56%, Final yr = 52%) 2006 NSSE Supportive Campus Mean Scores: 1 st	CUSC 2009: % of senior year students satisfied or very satisfied with:	No new NSSE for 2009 – next NSSE administration 2011. Lakehead University's scores on the 2009 CUSC survey lend support to the

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
	retention CSRDE)	yr = 56% and Final yr = 50.8%.	academic advising 80%; services for students with disabilities 82%; services for students needing financial aid 89%; employment services 83%; career counselling services 81%;	high Supportive Campus Environment Scores reported by both first year and senior year students in 2006 and 2008.
	Number of technology-enhanced classrooms	Increase by 5% over 2006-07. (2007-08 result: 78 multi media classroom and 15 video conference-ready classrooms; 2006-07 results: 47 multi-media equipped classrooms and 17 video conference-ready classrooms)	2008-09 result: 85 multi-media classrooms, including 17 video conference-ready classrooms.	This objective has been met; however, improvements continue when demand and the need to upgrade equipment warrants.
	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 (2007-08 result: no change)	8200 access points in place.	In addition, connections are constantly upgraded to improve the quality of service.
	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 (2007-08 result: 3 yr = 48% and 4 yr = 52%; 2006-07 result: 3yr = 46.6% and 4yr = 54.4%; 2005-06 result: 3yr = 48% and 4yr = 52%)	2008-09 result: 3 yr = 44% 4 yr = 56%.	

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1. Student Engagement & Satisfaction.	<p>The results of NSSE have been analyzed and widely distributed to the University community. This is an ongoing process of surveying, analyzing and distributing the results, and developing interventions for improvement that are reflected in future surveys and will continue.</p> <p>A NSSE Working Group was appointed by the Provost with representation from each Faculty to oversee the data analysis, review the results, consider possible intervention strategies and to facilitate the distribution of NSSE data and reports. Customized reports were prepared for each Faculty and individual sessions were held to share NSSE results with members.</p> <p>A custom report was also prepared for the Enrolment Management Committee under the direction of the Vice-Provost (Student Affairs). An Enrolment Management Sub-Committee was established to examine results and assist in the development of proposals for improving engagement, satisfaction and retention and to work with Faculties in their efforts.</p> <p>These initiatives will continue.</p>
2. Graduate Education Enhancements	<p>Similarly, the results of CGPSS were widely distributed with a presentation to the Graduate Studies Council and individual graduate departments. The outcomes of a supportive environment with TA workshops, conference support, research best practices, and academic mentoring and support, all of which are regularly addressed, are reflected in the survey results.</p>
3. Teaching / classroom enhancements.	<p>The ratio of FTE students to FT faculty continues to be monitored and maintained at levels considered representative of the University's mandate within our budget.</p> <p>The survey to provide student evaluation of teaching has been revised by the Senate Committee on Teaching and Learning. The survey is regularly administered, faculty receive the results and departmental and institutional summaries are distributed.</p>
4. Academic program reviews	<p>Regular undergraduate and graduate program reviews provide for self assessment and constant improvement. Revisions to the current undergraduate and graduate approval and review processes will be implemented to conform to the recommendations adopted from the Quality Assurance review currently underway.</p>
5. Student Services & Supports.	<p>Student services and supports are extensively provided to the student body (personal and career counselling, advising, financial aid) and integrate with special services for targeted populations. Information on available programs is available on the University web site and is promoted in multiple venues through advertising campaigns and special promotions. Decisions on improvements and changes to this area are informed by the results of the various surveys as well as through constant evaluation of service.</p>
5. Operations	<p>Technical enhancements are constantly monitored and improved. The University is a leader in distributed learning and technically assisted learning environments and continues to develop in this area.</p>

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through NSSE, KPI's, CGPSS or CSRDE):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1. Student engagement and satisfaction	Next NSSE administration is in 2011. In the interim, the continuous emphasis on engagement generates awareness in the institution, reflected in the Draft Strategic Plan, of the need to develop strategies to enhance student's experiences and increase retention and graduation rates. CGPSS will be administered again in 2010.
2. KPIs – graduation and employment rates	The KPIs provide an additional measurement of graduation rate using a formula different than CSRDE as well as the employment rate of graduate by broad categories. Results are given wide distribution across the University with special attention given to the results by the Deans Council which includes the Vice Provosts for Student Affairs and Aboriginal Affairs and the University Librarian and is chaired by the Provost.
3. CSRDE	Administered annually to monitor retention and graduation rates and are considered to reflect at a high level the success of academic and support initiatives in the University. The results are widely distributed. The same methodology is used to measure the success of different groups such as First Generation and Aboriginal students.
4. Student evaluation of teaching.	The course evaluation instrument has been revised to provide more detailed feedback to faculty on teaching effectiveness. The new instrument entitled 'student evaluation of teaching' will be administered beginning in the Fall 2009.

Net New Hires

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

Actual New Hires in 2008-09 Planned New Hires in 2009-10		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	Planned 2008-09	18	11	46	5	0	15
	Actual 2008-09	18	11	46	5	0	17
	Planned 2009-10	6	9	48.3	13	.5	11
Retires / Departures	Planned 2008-09	11	2	43.6	2	0	10
	Actual 2008-09	13	5	46	4	0	12
	Planned 2009-10	5	0	46	9	.5	6

Actual New Hires in 2008-09 Planned New Hires in 2009-10		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Net New Hires	Planned 2008-09	7	9	2.4	3	0	5
	Actual 2008-09	5	6	0	1	0	5
	Planned 2009-10	1	9	2.3	4	0	4

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

**For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

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

Full Time Faculty: Two tenured positions that unexpectedly became vacant were not replaced for budgetary reasons.

Full Time Limited Term: Three faculty members resigned and were not replaced for budgetary reasons.

Student Service Staff: Retires/Departures are an estimate. In 2008/09 two additional people left and positions have been filled in 2009.

In 2009, one admin staff retirement will not be replaced.

Student Success: Student Retention Rates

MYAA Report-Back 2008-09

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

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1 st to 2 nd Year	88% (2007-08 result 87%)	2008-09 result 86%	<p>While Lakehead University's retention rates have shown a slight drop from 89% for the 2005 cohort to 86% for the 2007 cohort, we need to consider this in light of our increased enrolment of under-represented students starting in 2007 with the launch of the SAGE – Gateway program. In 2007, 71 students who may not have otherwise been admitted to Lakehead were admitted in this special program. The unique challenges faced by these students may serve to lower their retention rate thus affecting the overall retention rate of their cohort year.</p> <p>Lakehead University is continuing to attract and enrol under represented students. In 2008-2009 a study of the SAGE - Gateway program was undertaken (with funding from HEQCO) to assess how the program was helping students and how the program could be improved. Findings from this study are being incorporated into the 2009-2010 SAGE – Gateway program.</p> <p>The Office of Institutional Analysis is currently doing in-depth exploration of NSSE and CUSC data to determine areas where Lakehead University might make improvements in order to improve retention rates. Areas of excellence and areas of potential improvement are being shared with Faculty Deans' as well as the Enrolment Management Committee. A Student Engagement Sub-group has been struck to help implement strategies for improving retention and engagement based on findings from NSSE and CUSC surveys.</p>
After 2 nd year	80% (2007-08 result: 79%)	2008-09 result 77%	<p>The drop in the retention rate beyond year 2 for the 2006 cohort (77%) compared to the 2005 cohort (79%) is directly attributable to the drop in the one year retention rate to 87% (2006 cohort) from 89% (2005 cohort). Of the students who made it to year 2 in each of the 2006 and 2005 cohorts, the percent that stayed on to year 3 in the 2006 cohort was within about 0.5% of those who stayed on to year 3 in the 2005 cohort.</p> <p>Strategies for improvement: See above</p>

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

--

MYAA Transition Year 2009-10

In 2009-10 your institution is asked to continue to participate in the Consortium on Student Retention Data Exchange (CSRDE). Pending advice from HEQCO on the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

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

--

C. ACCOUNTABILITY

MYAA Report-Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space:

http://bolt.lakeheadu.ca/~analysis/MYAA_Report_Back_0708_Lakehead_Final.pdf

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

MYAA 2008-09 Report-Back Contact	
Name:	Kerrie-Lee Clarke
Phone:	807.343.8339
Email:	klclarke@lakeheadu.ca