

2006-07 Multi-Year Accountability Agreement Report-Back for: Laurentian

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 2007-08 and 2008-09 Accessibility to Higher Quality Education Fund¹ 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 assist with the ministry's continuing 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 seeking new 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".

¹ 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		
	#	#	#		
Aboriginal students who have self-identified to the Native Student Affairs Office	98			98	N/A
Aboriginal students identified through the 2006 NSSE survey	77			77	971
First generation students reported on the Laurentian University bursary application form during academic year 2006-07		447		447	N/A
First generation students identified through the 2006 NSSE survey ²		227		227	965
Students with disabilities who have self-identified during academic year 2006-07 to the Special Needs Office			438	438	N/A

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

² For NSSE purposes, a “first generation” student is defined as one for whom the mother AND the father have NOT attended a post-secondary institution. If one of the parents has attended a PSI, the student is not considered to be first generation whether the parent has graduated or not. CEGEPs are considered to be post-secondary institutions. Counts exclude students for whom the status remains ambiguous, such as when the NSSE participant has not reported the education background of his or her parents.

Increased Participation of Under-Represented Students — Programs/Strategies

Pursuant to your approved Multi-Year Action Plan, please identify your proposed and achieved results for 2006-07. If your institution has not achieved your proposed results, please explain the variance in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Aboriginal students	Number of self-declared aboriginal students registered with the Native Student Affairs Office on November 1 st of each year.	125	98	<p>This indicator shows how many Aboriginal students access Native student support services, such as when meeting with a Native student counsellor. However, the indicator does not provide an accurate picture of the number of enrolled Aboriginal students, nor does it give an indication of other services that Aboriginal students may be accessing.</p> <p>Laurentian tracks the following information to document its performance in the area of Aboriginal students and programs:</p> <ol style="list-style-type: none"> 1. As of November 1, 2007 it is estimated that the Laurentian University Native student population stand at about 650³, representing about 8% of the total undergraduate student population. The current MYA-defined indicator clearly underestimates the number of Native students on campus. 2. There were 11 Aboriginal faculty⁴ that have self-identified in 2005 (3.2% of the total faculty), compared with eight in 2003 (2.7% of the total faculty). <p>They work in the following departments: Native Human Services, Department of Native Studies, School of Education and the School of Nursing.</p> <p>Research by Malatest & Associates Ltd (2004) note that increasing Aboriginal representation amongst faculty and staff is</p>

³ The results of the National Survey of Student Engagement (NSSE) question on ethnicity suggest that ~8% of our undergraduate students in the fall of 2005 were of "Native descent". Provided we assume similar participation rates for native and non-native students and the percentage derived from NSSE for 2005 still applies we estimate that 8% of 8,147 = 651 estimated Native undergraduate students in 2007.

⁴ Based on the number of faculty as of October 1, 2005. Specific information on ethnicity of faculty members is not collected.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
				<p>important in order to provide Aboriginal expertise in academic areas, to serve as role models and mentors, to act as advisors to students and for general equity (p. 16). These same researchers also note that Aboriginal faculty are able to assist with attracting and retaining Aboriginal students because they are able to initiate more participation and interaction through the kinship of common experience and background as well as through teaching strategies that are consistent with Aboriginal worldviews (Malatest & Associates Ltd 2004, p.16).</p> <p>3. We have increased activities of the Native Education Advisory Council, with quarterly meetings that include Native student representatives. The Native Human Services program is now moving to a full accreditation as a stand-alone School of Native Human Services. The more recently established Office of Academic Native Affairs has added two new positions. Each of these areas is playing a significant role in the ongoing development of Native education at Laurentian University.</p> <p>4. Finally as the numbers of Aboriginal students increase on campus so does the level of peer support. Aboriginal students are increasingly visible and their growing presence is also evident in the establishment of an active Native student association.</p> <p>Laurentian will continue to track its MYA-defined indicator. However, recognizing the rapidly changing landscape in Native education, we may not meet future targets for this specific indicator.</p> <p>Laurentian intends to track alternative sources of information, such as the ones described above, to document its performance in the area of Aboriginal engagement. As a way of improving its long-term ability to monitor this engagement, Laurentian is putting in place new business processes to track its underrepresented students in general, and its Aboriginal student population in particular. We</p>

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
				hope to be able to ask all of Laurentian's student population to self-declare by the fall of 2008.
Laurentian Mentoring program (for first-generation and at-risk students)	Number of students registered in the mentoring program, on November 1 st of each year	60	77	The mentoring program has had remarkable success in recruiting new students: enrolment has doubled from 39 students in the fall of 2005 to 77 students in the fall of 2006.
Collaborations (for first-generation and at-risk students)	Headcount of students registered on November 1 st in programs offered face-to-face, outside of the Sudbury campus, through a collaboration between Laurentian and a community college (or a similar institution)	1,515	1,606	<p>The higher than expected growth comes from:</p> <ol style="list-style-type: none"> 1. The rapid expansion of the collaboration with St-Lawrence College which doubled from the fall of 2005 to the fall of 2006; 2. The continued expansion of the collaboration with Georgian College.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Course Offerings in French	Number of FTE students (registrations to 30 credits) in undergraduate courses (May to April) delivered in French face-to-face at the Sudbury Campus	985	955	<p>The definition of this indicator excludes non-traditional courses, such as Internet-based and correspondence courses. However, Laurentian students' preferences are shifting rapidly from traditional to non-traditional course delivery methods.</p> <p>The metrics comparing 2005-06 to 2006-07 for French undergraduate programs/courses include:</p> <ol style="list-style-type: none"> 1. The number of traditional course registrants – i.e., the MYA-defined indicator – which has decreased from 970 to 955 FTEs; 2. However, the number of non-traditional course registrants has increased from 220 to 289 FTEs; 3. Similarly, total course registrants have increased from 1,191 to 1,243 FTEs; 4. Headcounts of fall registrants to French programs offered exclusively through non-traditional arrangements have increased from 64 to 100; 5. Headcounts of fall registrants to traditional French programs have increased from 1,329 to 1,440; 6. Headcounts of fall registrants to all French programs have increased from 1,393 to 1,540. <p>Laurentian will obviously keep track of its MYA-defined indicator. However, because of rapidly changing student preferences, Laurentian may not be able to meet future targets for this particular indicator.</p> <p>Laurentian intends to track alternate indicators, such as the ones described above, to document fully its performance relative to French program offerings, with the long-term view that a more suitable indicator may eventually become evident.</p>

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Special needs	Approved budget of the Special Needs Office, by fiscal year	\$172,000	\$171,000	The cost of fringe benefits came in slightly lower than expected in the early fall of 2006.

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

Student Access Guarantee and Commitment

	Yes	No
The institution took into consideration the Ministry's student tuition/book shortfall calculation in allocating financial aid, as set out in the <u>2006-2007 Student Access Guarantee Guidelines</u>	✓	

If you have answered no, please explain:

2007-08 Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Accountability 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 as outlined in the 2007-08 Student Access Guarantee Guidelines. Please complete the following table to update the strategies and programs that your institution will use in 2007-08 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.	All students are provided with a bursary application form and invited to apply for institutional bursaries. All students demonstrating financial need are provided with assistance. Aid is not automatically issued based on OSAP information. Laurentian plans to meet the tuition/books shortfall in accordance with the 2007-08 Student Access Guarantee Guidelines. The need may be adjusted based on information presented by student and in many cases can exceed the tuition/book shortfalls.
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Identify whether your institution plans to provide loan assistance 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.	Laurentian University does not plan to offer loan assistance to students in second entry programs
If your institution has a process in place to collect statistics on the socio-economic accessibility of Professional programs that you offer, please describe the data that you collect.	N/A
Describe other financial support programs and strategies that your institution will use to assist university students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.	Generous scholarships are in place; we administer a very large work-study program; emergency bursaries are made available in addition to OSOTF and OTSS awards; emergency loans may also be issued to students in crisis.
Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.	Students are given the opportunity to amend the application if they wish to present new information. They are also encouraged to meet with the Manager of Awards to review the application. If there is no resolution, they can request that the application be reviewed by a committee.

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

B. QUALITY

Quality of the Learning Environment

Pursuant to your approved Multi-Year Action Plan, please identify your proposed and achieved results for 2006-07. If your institution has not achieved your proposed results, please explain the variance in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Academic and Student Advising	Number of students registered in the mentoring program, on November 1 st of each year	60	77	The mentoring program has had remarkable success in recruiting new students: enrolment has doubled from 39 students in the fall of 2005 to 77 students in the fall of 2006.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
First Year Experience	Number of person-meetings with first-year students obtaining general advice from the First Year Experience Office during each academic year (from May to April), divided by the number of first-year undergraduate students registered on November 1 st in programs offered face-to-face at the Sudbury campus	26%	43%	<ul style="list-style-type: none"> • An aggressive promotional campaign by the First Year Experience Officer, at the beginning of both terms, increased the students' awareness of this new service; • Other non-academic departments, such as Counselling Services, Liaison, Student Organizations, etc., referred students to this new support service; • The need for transition support to University studies and general advising is greater than what the University anticipated. Students are in need of this kind of support and felt comfortable seeking it out; • Word of mouth from students who had a very positive experience with the FYE office staff; • Easily accessible, welcoming and comfortable environment, central location in the Learning Commons area.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Student-Centred Learning Models	<p>Number of students consulting with librarians at the Learning Commons during each academic year (from May to April), divided by the number of undergraduate students registered on November 1st in programs offered face-to-face at the Sudbury campus.</p> <p>“Consultation” or “Reference” are defined as those questions, by students or faculty, which require access to the library collection (indexes, database, or catalogue), or assistance on search strategy to find resources for a topic.</p>	75%	119%	Only fragmentary historical data were available when the MYA targets were set for this new metric.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Student-Centred Learning Models	Number of students-meetings held by the writing assistance program at the Learning Commons during each academic year (from May to April), divided by the number of undergraduate students registered on November 1 st in programs offered face-to-face at the Sudbury campus	20%	20%	N/A

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Student-Centred Learning Models	Number of students registering with Student Services to obtain peer-tutoring support during each academic year (from May to April), divided by the number of undergraduate students registered on November 1 st in programs offered face-to-face at the Sudbury campus	4.9%	8.1%	<ul style="list-style-type: none"> Increased awareness of the program by both students and faculty; Faculty members encourage students to get help from peers; The stronger Web presence through the new Laurentian Web site made the program easier to find; The increasing costs of tuition and related expenses add to the value of a grade. This is apparent in terms of the student getting the most for their money (ex: I got a “B” for my \$5000 as opposed to I got a “D” for my \$5000) and in terms of Student Awards, a few hours with a tutor can make the difference between a 78% and an 80% - this translates into a \$1,000 scholarship. Increasingly, students realize that the University offers support services to help them succeed academically, and students are starting to feel comfortable using these services. Other non-academic departments such as Liaison Services and Special Needs promote this service to current and potential students.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Enhanced Computer and Technology Access and Learning Commons	Total number of workstations/laptops supported or not by Computer Services and available to students in laboratories, at the Library, at the Learning Commons, and at any other work area at the Sudbury campus of Laurentian University, excluding premises of the Federated Universities, on November 1 st of each year	550	550	N/A
Enhanced Computer and Technology Access and Learning Commons	Nominal number of square meters, based on technological specifications, with wireless networking service at the Sudbury campus of Laurentian University and at collaboration sites, excluding the Federated Universities, on November 1 st of each year	45,000	45,000	N/A

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable)
Library Expansion and Enhancement	Number of e-books (monographs converted to a digital format, which are available online, through the Internet and Web, as PDF or HTML files) accessible through a URL link. The inventory is made at the end of the academic year, e.g., May 1 st 2006 for the academic year 2005-06.	9,000	11,890	<ol style="list-style-type: none"> 1. The addition of PsychBOOK collection (main reason generating an increase of 1,300 e-books); 2. Addition of the Oxford Digital Reference Shelf; 3. Increase in the e-book contents of our existing SourceOECD subscription; 4. Addition of Gale and Ebsco e-books through Knowledge Ontario; 5. E-books bought from Netlibrary for various departments.
Library Expansion and Enhancement	Number of students who have completed the Library Instruction Program during the academic year (May to April), divided by the number of first-year undergraduate students registered on November 1 st in programs offered face-to-face at the Sudbury campus	33%	36%	Actual ratio somewhat better than anticipated...

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 2006-07. The ministry appreciates that accurate data on net new hires for 2007-08 may not be available until late fall. As such, please identify your planned net new hires for 2007-08.

Actual New Hires in 2006-07 Planned New Hires in 2007-08		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 2006-07	47	36.5	N/A	1	3	6
	Actual 2006-07	41	32.5	N/A	1.5	3	8
	Planned 2007-08	27	13	N/A	0.5	0	6.5
Retires / Departures	Planned 2006-07	(29.5)	(24)	N/A	(2)	0	(2)
	Actual 2006-07	(31.5)	(24)	N/A	(2)	0	(2)
	Planned 2007-08	(18)	(17)	N/A	0	0	0
Net New Hires	Planned 2006-07	17.5	12.5	10	(1)	3	4
	Actual 2006-07	9.5	8.5	N/A	(0.5)	3	6
	Planned 2007-08	9	(4)	N/A	0.5	0	6.5

* 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 2006-07 net new hires.

Although attempts have been made to hire as many faculty members as anticipated by the MYA, Laurentian has not been able to fill some of these positions. In addition, a few more faculty members than anticipated have retired or left Laurentian.

Student Success: Student Retention Rates

Pursuant to your approved Multi-Year Action Plan, please report on the retention target proposed by your institution for 2006-07, and your achieved rate.

	Proposed 2006-07 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable)
Student Retention Rate from 1 st to 2 nd year for new full-time fall degree seeking registrants applying on the basis of credentials other than high-school credentials and registering in first entry undergraduate programs delivered face-to-face at the Sudbury Campus	77%	73%	<p>The 73% retention rate observed from the fall of 2005 to the fall of 2006 is lower than the target of 77%.</p> <p>Evidence that includes these retention rates, recent trends for applications, and recent trends for admission funnels (registrants-to-applicants ratios) all suggest that Laurentian has had increasing difficulty in the last two years enrolling and retaining adult students. This is consistent with a local economic boom driven by the mining industry.</p> <p>Generally, adult students rely on personal financial resources to finance their postsecondary studies more than younger students do. Employment opportunities have a direct bearing on the decision of many adult students, especially the ones who have just started in first year and who have not invested in their university studies as much as upper-year students.</p> <p>This indicator aligns with Laurentian's mission to improve accessibility to postsecondary education in an area of the province characterized by some of the lowest rates of university-level training. For this reason, Laurentian is intent on keeping track of this indicator.</p> <p>With these challenges in mind, Laurentian is taking the following actions to ensure that future retention rates remain as high as possible, and that its MYA targets can be met:</p> <ol style="list-style-type: none"> 1) The Centre for Continuing Education launched an online network to access academic support services, to meet socially at a distance, and to facilitate communication with faculty members. 2) An orientation program started in January of 2008 helps new students who begin their academic program in the winter term. <p>Laurentian is improving its ability to understand retention issues that are specific to adult students:</p> <ol style="list-style-type: none"> 1) New tracking of students who use key services (First-year Experience Office, Writing Assistance Program, Native Student Affairs Office) will allow the University to quantify next fall the impact that these services have on retention rates; 2) Starting next fall, new tracking done through our non-returning student survey will better define retention issues that are specific to adult students.

	Proposed 2006-07 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable)
			<p>Even when assuming that the retention fundamentals remain constant, retention rates represent probabilities that entail statistical fluctuations from year to year.</p> <p>For example, the 95% confidence interval ⁵ for the actual retention rate observed for this MYA indicator is estimated at 73% ±5.3%. The retention target of 77% lies within this interval, suggesting that the lower actual retention rate may result from random statistical variations.</p> <p>As Laurentian plans its future retention initiatives, it will continue to monitor the variations of retention rates in light of these statistical uncertainties. It will make sure that the data warrant additional efforts.</p>

⁵ The 95% confidence interval is calculated using the following methodology:

- 1) The number of students contributing to the denominator of the retention rate amounts to a random sample taken from a theoretically very large population. Future retention rates can be seen as resulting from random variations of a sampling process.
- 2) The size of the denominator becomes the size of a sample n . The value of the numerator becomes the number of successes x of a binomial experiment conducted from an infinitely large population

whose rate of success P is estimated experimentally using the retention rate $\hat{p} = \frac{x}{n}$ derived from the historical data.

- 3) The standard deviation of a ratio calculated from a binomial probability distribution is equal to:

$$s = \sqrt{\frac{\hat{p}(1 - \hat{p})}{n}}$$

- 4) If the value of n is large – greater than 30 – and if the values of $n\hat{p}$ and $n(1 - \hat{p})$ are greater than five – to avoid strongly asymmetric situations – the binomial probability distribution can be approximated using a normal distribution. The estimate of the 95% confidence interval becomes:

$$\hat{p} \pm .96 \times \sqrt{\frac{\hat{p}(1 - \hat{p})}{n}}$$

	Proposed 2006-07 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable)
Student Retention Rate from 2 nd to 3 rd year for new full-time fall degree seeking registrants applying on the basis of credentials other than high-school credentials and registering in first entry undergraduate programs delivered face-to-face at the Sudbury Campus	84%	85%	<p>The 85% retention rate observed from the fall of 2005 to the fall of 2006 is higher than the 84% target. Laurentian is happy about this favourable result and will try to improve further its retention rates – see the discussion above.</p> <p>The 95% confidence interval for the actual retention rate is estimated at 85% \pm 5.1%. The retention target lies well within this interval, suggesting that the higher actual retention rate may result from random statistical variations.</p> <p>Laurentian will continue to monitor the variations of retention rates in light of these statistical uncertainties.</p>

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 in the following space:

<http://www.laurentian.ca/Laurentian/Home/Departments/Institutional+Research/MYA.htm> .

If the Action Plan is moved to another location on your web site, please provide the ministry with an updated link.

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.