

2007-08 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 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 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".

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 student who have self-identified to the Native Student Affairs Office	97			97	N/A
Aboriginal student identified through the 2008 NSSE survey (Question "ancst_ca")	83			83	1,015
First generation students identified through the 2006 NSSE survey (Questions "fathr_ca" and "mothr_ca" ²)		227		227	964
First generation students identified through the 2008 NSSE survey (Questions "fathr_ca" and "mothr_ca" ²)		180		180	908
Students with disabilities who have self-identified during academic year 2007-08 to the Special Needs Office			437	437	N/A

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

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

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
Access	Aboriginal Students - Number of self-declared aboriginal students registered with the Native Student Affairs Office on November 1 st of each year.	130 self-declared students (06-07 result: 98 target: 125)	97	<p>The indicator initially used in the Aboriginal students strategy was the number of self-declared Aboriginal students registered with the Native Student Affairs Office on November 1st of each year. The proposed result was 130 and the achieved result was 97.</p> <p>The following will provide additional factors that explain the variances between the proposed and achieved results.</p> <p>There are a various elements that have shifted in how an Aboriginal student access service. These can be described in a number of faucets. With the increase in aboriginal populations in Canada, there has been an increase in peer supports amongst the population. At one time in the post-secondary institutes there were a low number of aboriginal students. These students flocked to office of Aboriginal student supports where they could associate with other members of the aboriginal population. At present, we have more and more students in the system that create a support in their respected programs of studies.</p> <p>Awareness efforts that have been ongoing have also assisted in the creation of a more accepting community. We have an increase of Aboriginal faculty teaching in mainstream programs, again increasing additional supports outside the traditional Aboriginal student services office. Laurentian has also implemented an Office of Academic Native Affairs. This brings an additional scope and support to the Aboriginal student Academic supports. These are all factors that contribute to the targets not being met. However, they should be viewed as positive developments and advancements in increasing the Aboriginal population.</p> <p>The emergence of Aboriginal students to post-secondary institutes is increasing. With these numbers on the rise, the institution has implemented a section within the registration process to have a more efficient self-identifying mechanism.</p>
	First Generation and At-Risk Students - Number of students registered in the mentoring program, on November 1 st of each year	70 registrants in Mentoring Program (06-07 result: 77 target: 60)	73	Number of registrants in line with target

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
	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)	1,540 registrants in collaborative programs (06-07 result: 1,606 target: 1,515)	1,789	Enrolment in programs offered jointly by Laurentian University and St-Lawrence College (Nursing and BBA programs) accounts for the bulk of the increase from 1,606 students in the fall of 2006 to 1,789 students in the fall of 2007

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
	Francophone students – Number of FTE students (registrations to 30 credits) in undergraduate courses (May to April) delivered in French face-to-face at the Sudbury Campus	1,020 FTEs (06-07 result: 955 target: 985)	886	<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. From 2005-06 to 2007-08:</p> <ol style="list-style-type: none"> 1. The number of traditional course registrants – i.e., the MYAA-defined indicator – has decreased from 970 to 886 FTEs; 2. However, the number of non-traditional course registrants has increased from 220 to 298 FTEs; 3. Hence, the total course registrants have remained fairly stable from 1,190 FTEs in 2005 to 1,184 FTEs in 2007; 4. Headcounts of fall registrants in traditional French programs have increased from 1,329 to 1,362; 5. Headcounts of fall registrants in French programs offered exclusively through non-traditional arrangements have increased from 75 to 114; 6. Hence, total headcounts of fall registrants in all French programs have increased from 1,404 to 1,476. <p>These data show that although the total number of students registering in French programs has increased, they ended up registering in fewer French courses. This may be due in part to a limited offering of French sections.</p> <p>Laurentian will obviously keep track of its MYAA-defined indicator. However, because of changing student preferences, Laurentian may not be able to meet future targets for this particular indicator. Laurentian intends to track alternate indicators, such as the ones described above, to document fully its performance relative to French program offerings, with the long-term view that a more suitable indicator may eventually become evident.</p>

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Remedial Action You Expect to Take
	Students with Disabilities – Approved budget of the Special Needs Office, by fiscal year	\$182,000 (06-07 result: \$171,000 target: 172,000)	\$187,000	Increase in specialized support services.

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

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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>	√	

If you answered no, please explain.

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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	105,608	149
Other SAG Expenditure to Supplement OSAP	1,317,521	710
Total	1,423,129	859

Date screen was last updated: September 28, 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	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 2008-09 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.
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.	Students can apply for scholarships, bursaries and work study programs. Applications are available on the Laurentian University website, and at the Student Awards Office. Scholarship application deadline: June 1; Bursary application deadlines: 1st term: October 5th; 2nd term: Jan. 16th. Note that late applications are accepted and reviewed. No deadline for work study applications.
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	Laurentian University does not plan to offer loan assistance to students in second entry programs
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.

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	Number of students registered in the mentoring program, on November 1 st of each year	70 registrants in Mentoring Program (06-07 result: 77 target: 60)	73	Number of registrants in line with target
	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	28% of First-Year students (06-07 result: 43% target 26%)	54%	<p>The target was exceeded as a result of a continued aggressive promotional campaign of this service, additional visits by the First Year Experience Officer in first year classes at the beginning of the semester, excellent visibility and accessibility because of the location in the Learning Commons.</p> <p>There is a growing support on the part of faculty members and staff who consistently refer students to the service.</p> <p>The Website was greatly improved and the service is well publicized during the fall orientation activities.</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 1 st in programs offered face-to-face at the Sudbury campus. "Consultation" or "Reference" are defined as those questions, by students or faculty, which require access to the library collection (indexes, database, or catalogue), or assistance on search strategy to find resources for a topic.	77% of undergrad students (06-07 result: 119% target 75%)	143%	

Number of student-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	21% of undergrad students (06-07 result: 20% target 20%)	15%	<p>This decrease is due to two major factors. First, there was staff turnover on the French side early in the first semester requiring recruitment of a new coordinator thus limiting service provided to Francophone students in the fall semester.</p> <p>There were limitations in resources which necessitated scaling back of the program towards the end of the second semester. We have secured additional resources for the coming year and will offer more group sessions to respond more fully to growing student demand for this program.</p>
Number of students registering with Student Services to obtain peer-tutoring support during each academic year (from May to April), divided by the number of undergraduate students registered on November 1 st in programs offered face-to-face at the Sudbury campus	5.0% of undergrad students (06-07 result: 8.1% target 4.9%)	6.2%	<p>The target was exceeded as a result of new partnerships with the academic units. The program is extensively advertised during orientation activities and in class by faculty members.</p> <p>The quality of the peer tutors has increased the profile and reputation of this service.</p>
Total number of workstations/laptops supported or not by Computer Services and available to students in laboratories, at the Library, at the Learning Commons, and at any other work area at the Sudbury campus of Laurentian University, excluding premises of the Federated Universities, on November 1 st of each year	575 (06-07 result: 550 target 550)	600	Accomplished objectives sooner than planned
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	50,000 Square Metres (06-07 result: 45,000 target: 45,000)	55,000	Accomplished objectives sooner than planned

	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 2008 for the academic year 2007-08.	9,500 e-books (06-07 result: 11,980 target: 9,000)	41,426	Increase to e-resources due to the addition of the Springer, Elsevier and Ebsco, Ebook collection. Next year's number will probably double when the CRKN Ebook collection are turned out.
	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	34% of First-Year students (06-07 result: 36% target: 33%)	102%	Unfortunately, due to platform limitation, we can't get an exact number of how many students completed the library workshops within specific dates. We do know that since November 16 th , 2006, there have been 2467 students completing the workshops. This is about 6 months before the start date of May 1 st . We approximated that at least 500 students completed the library workshop between Nov 16 and May 1 so that leaves us with 1967. For the French workshops, we applied the same ratio of growth than on the English side which gives us a number of 139. We have kept a record of how many completed the library workshops up to date so that next year we will be able to get an exact number of completions. This message is from E-Learning office as they are the ones who control the stats of the WebCT courses.

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

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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	27	13	N/A	0.5	0	6.5
	Actual 2007-08	29	19	N/A	1	2	4.5
	Planned 2008-09	14	4	N/A	2	-	2

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
Retires / Departures	Planned 2007-08	(18)	(17)	N/A	0	0	0
	Actual 2007-08	(19)	(8)	N/A	-	-	-
	Planned 2008-09	(11)	(3)	N/A	-	(2.5)	-
Net New Hires	Planned 2007-08	9	(4)	5	0.5	0	6.5
	Actual 2007-08	10	11	(5.5)	1	2	4.5
	Planned 2008-09	3	1	1	2	(2.5)	2

* 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.

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
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	79%	73%	<p>The retention rate for this group of students remained identical to the previous year (73%). Again this past year, Laurentian experienced difficulty in attracting and retaining adult and transfer students. Considering that students in this category tend to be non-traditional, older, have financial challenges and many have families, they tend to be influenced more readily by the local job market. Given the prospering economies in the City of Greater Sudbury, Timmins and other mining communities in the North, employment opportunities are abundant and the compensation packages are very interesting. Further, these students rely primarily on their own financial resources and are reluctant to accumulate large debts considering their family obligations.</p> <p>For the next year, we will continue to keep track of these students separately in our database and will undertake the following initiatives:</p> <ol style="list-style-type: none"> 1) The Centre for Continuing Education will promote the availability of the newly created online social network

			<p>and access point for academic support services to help adult learners meet other students studying at a distance, facilitate communication with faculty members and to take advantage of learning support services and resources.</p> <p>2) More effort will be placed on orientation activities and directing students to the first year experience office for assistance with accessing academic support services and counselling where necessary.</p> <p>3) Later in the fall, non-returning students will be surveyed to find out the reasons why they have interrupted their studies at this time.</p> <p>4) We will expand the reach of our Mentoring program to include students in this group who experienced poor academic results in first year.</p> <p>5) We will survey newly admitted adult students to learn more about their situation and their reasons for return to University.</p>
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	85%	81%	<p>The retention rate for this group of students has historically fluctuated from year to year by 2% to 4%. The retention rate of 81% from the fall of 2006 to the fall of 2007 is also attributable to the prospering economies in mining communities in Northern Ontario. There are major investments in exploration and mineral extraction creating numerous job opportunities and the remuneration and compensation packages are very attractive to this population.</p> <p>We will continue to monitor retention rates and survey our students to gain a better understanding of this more volatile subset of our student population. We will continue our Mentoring program to assist those who encounter academic difficulties after their second year.</p>

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

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

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: Louis Mayrand

Contact's telephone number and email: 1-800-461-4030, X4282, lmayrand@laurentian.ca