Ministry of Training, Colleges and Universities

Multi-Year Accountability Agreement Report-Back

University:	ALGOMA	**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		
	#	#	#		
	150	n/a	87	87	

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

Aboriginal Students: these are First Nations Band funded only.

First Generation: Beginning in 2009/10 first generation numbers will be calculated as a demographic identifier collected upon registration which will become part of the student record. Students will have other opportunities to identify during additional contact with the student, through internal surveys and other application processes. Algoma University will continue to recruit a team of upper year student mentors who will support First Generation students on campus. These mentorships will involve personal meetings, workshops, social events and support for First generation students with the purpose of increasing engagement and success in and out of the classroom.

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
ACCESS 1.	Number of students with disabilities identified and accessing services	Number of students identified and accessing services expected to grow to 94 in 2008-09 (2007-08 result: 90)	87	There has been a change in the reporting of student numbers to the Ministry for 2008-09. Students are only counted if they had contact with Disability Services during the fiscal year and are receiving at least one accommodation from Disability Services. Some students sign up and only use the service if their disability worsens and they need to write outside of the class or require counselling etc. Therefore, these students cannot be counted during the fiscal year which affects the results of the number of students accessing services.
2.	Number of international students	108 students in 2008-09 (2007-08 result: 104)	108	Improvement Activities Planned: More aggressive international recruitment initiatives visiting more countries and return visits which emphasizes continued presence in the country. Increasing partnerships with agents who have a good reputation in the country. Promoting ESL programme for internationals students to provide them with the language element to ensure seamless transition to degree programme studies at Algoma University. Promoting Computer Science and BBA programmes.
3.	Number of Aboriginal Students	First Nations sponsored enrolment to grow to 150 in 2008-09 (2007-08 result: 145)	150	Our concern for next year is that the Postsecondary Education Student Support Program provided by the federal government (INAC) has capped funding to registered Indian students. At the institutional level, the Anishinaabe Student Success Division will search for additional

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
				financial support for registered Indian and other Aboriginal students.

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.	Students with Disabilites –we will continue to work with self identification strategies, increase access time to learning centre and upgrades to equipment and resources.
2.	International recruitment – working with agents to increase the university presence in international countries targeting those countries that have support for study abroad programmes. Partnering with high schools in select countries to enhance our English as a Second Language programme, providing them with ESL opportunities as well as degree programmes. Attending more international fairs targeting credible markets.
3.	Aboriginal Students: The Anishinaabe Outreach Officer is meeting with students, education officials and others in communities to recruit and provide information to prospective students. The Anishinaabe Student Advisor provides academic advice to existing students. The Anishinaabe Events Coordinator provides social support via events designed to provide a welcoming environment to existing students. Workshops and short-term programs are being offered to support Aboriginal students.

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.).

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	New records system will provide easier tracking of participation rates of students from under-represented groups. It will also allow for other relevant information to help our strategies.
2.	Aboriginal Students: The Anishinaabe Student Advisor has had meetings with Aboriginal students to obtain feedback on existing services and programs, and recommendations for improvements. Guests at fall events are asked to sign a guest book, so that attendance at events is monitored. An Aboriginal-specific student satisfaction survey will be designed and implemented so that student satisfaction can be tracked.
3.	Reviewing current international recruitment strategies to measure return on investment

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.

	Yes	No
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines	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	98,149	89
Other SAG Expenditure to Supplement OSAP	62,863	45
Total	161,012	134

Date screen was last updated: day / month / year

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.

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	Algoma automatically issues the student access guarantee for students who have been identified by the Ministry based on the OSAP information

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. - **Identify your communications strategies to inform students of how to apply**.	
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	Algoma does not provide loans assistance, but does encourage students to apply for bursary assistance and, if eligible, they can receive support up to $1,500 toward tuition and books for any program.
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.	The Exceptional Expense Bursary is our main financial support program that provides case-by-case flexibility to any student in any program based on documented need. We also have a university scholarship and bursary program financed through endowments and fundraising.
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.	SAG is assessed by the Ministry and we automatically give the full amount. If the student has a dispute, the Financial Aid Officer meets individually with the student. In case of further dispute, the student is issued an Exceptional Expense Bursary application and this is reviewed by the Vice President of Administration.

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 1.	Number of Aboriginal gradates	Maintain at 2007-08 levels (2007-08 result :17)	21	With more four year programmes planned (BA4.ANIS, SWRK) we expect numbers to increase.
2.	Student participation in library instruction	853 participants in 2008-09 (2007-08 result: 776)	855	Objective met with better tracking and promotion. New faculty hires very receptive to facilitating library instruction in their classes.
3.	Writing/numeracy labs, individual appointments	300 appointments in 2008-09 (2007-08 result: 260)	478	Objective surpassed with better tracking and promotion. Classroom visits were made and faculty supported the program.
4.	% of technology equipped classrooms	90% in 2008-09 (2007-08 result: 60%)	90%	Result achieved with good planning
5.	Total number of FT faculty	44 in 2008-09 (2007-08 result: 41)	43	Some difficulty was experienced recruiting qualified faculty. Recruitment will start earlier next year.
6.	% of FT faculty with doctorate	70% in 2008-09 (2007-08 result: 70.5%)	70%	Objective met
7.	Number of AU students in an international study experience (through AU Partnerships)	2 in 2008-09 (2007-08 result: 3)	1	We originally met our objective of 2-2nd student was accepted –but could not achieve full course load and withdrew. In 09/10 we will emphasize information sessions to increase awareness.

MYAA Transition Year 2009-10

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
3	We will implement a Math Lab for 09/10-relocated math and writing labs to provide adequate space, and conduct classroom visits to promote labs, better information exchange with faculty
7	Exchange program will have an increased number of information sessions, multiple deadlines, realigned staff priorities, increase in number of partners from 5-8.

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5	We are planning full-time faculty hiring to complement program expansion and new program development. Faculty hires are also planned with a cost/revenue analysis of each academic department and a study of student demand and social benefits.
4 5	In order to retain faculty and cultivate excellent teaching, we will open a Teaching and Learning Centre.

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.	Support the quality of learning environment by using data from NSSE and internal student satisfaction surveys to gauge student engagement, satisfaction and success. Monitor retention rates, small class sizes, and at risk students to improve the students learning experience. Provide more services to ensure that there are strategies in place for at-risk students. Monitoring the ratio of students that are placed on probation and those that are named to the Dean's Honour List.
2.	Continue to participate in the KPI process to ensure greater institutional accountability to ensure student success in today's job market. Measure success by increasing performance indicators.
3.	Continue academic programme reviews to ensure current programmes are aligned with societal demands and informed by KPI results. Collection of internal and provincial institutional data to support new academic programme initiatives. Continue progress to enhance technology in the classroom and for distance education.

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	4	0	0			
	Actual 2008-09	3	2	2.7	1.9		0
	Planned 2009-10	4	4	0	0		0
	Planned 2008-09	2	1				

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
Retires / Departures	Actual 2008-09	1	1		0		-1.2
	Planned 2009-10	3	3	5.7	0		0
Net New Hires	Planned 2008-09	2	-1	0	0	0	0
	Actual 2008-09	2	1	2.7	1.9		-1.2
	Planned 2009-10	1	1	-5.7	0		0

* 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.

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
1st to 2nd Year	73%	74%	
2nd to 3rd Year		84%	Increased retention rates with increased concentration of student success strategies
3rd to 4th Year		96%	Students interested in degree completion. Ensuring students understand the importance of post-secondary education in preparing them for their career goals

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://www.algomau.ca/about-algoma-u/administration/president**.

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	
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APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year

<u>**Increased Participation of Under-Represented Students**</u>

Outreach: targeted outreach activities with local community organizations and high schools, or advertising / marketing activities to improve participation of under-represented groups.

Bridging & Pathways: activities to bridge students into PSE (including dual credit programs, academic upgrading and other services) and assist students' pathways between college and university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

Student Services & Supports: activities including personal and career counselling, academic advising and supports, and cultural programming (i.e. Aboriginal Elders on-site).

Academic Programming: activities to assess or develop programs to ensure accessibility in terms of delivery and / or content, enhance opportunities for under-represented groups, or deliver the program in partnership with other institutions.

Building Capacity: activities focusing on the capacity of the college or university to ensure greater accessibility, including staff training, research and needs assessment of the student population and the identification of barriers.

<u>**Quality of the Learning Environment**</u>

Graduate Education Enhancements: activities that support graduate students in career development (TA workshops, conferences, research best practices, funding seminars) and strengthen academic resources (program development, research / lab spaces) and student engagement.

Academic Programming: program development and quality review processes, and improved program policies and quality audits.

Student Engagement & Satisfaction: activities to increase student engagement through effective educational practices (interaction, cooperation amongst students, active learning, prompt feedback and time on task). Also includes overall assessments of student satisfaction and engagement through designated tools (KPI, NSSE, CUSC).

Student Services & Supports: academic supports such as tutoring, academic advising and foundational skills (English and Math).

Teaching / Classroom Enhancements: overall enhancements to students' experience inside the classroom through targets for student-faculty ratio, student assessment of teaching and physical classroom upgrades (technology, seating).

Operations: activities to support effective operations, including faculty / staff development, infrastructure / capital and library and technology enhancements.

APPENDIX B: Example of extended / consolidated programs and strategies

Multi-Year Action Plan for 2006-07 to 2008-09

Quality Strategy / Program	Indicator	Results		
Academic Writing Centre	% of 1st year students using centre	% in 2006-07	% in 2007-08	% in 2008-09
Peer Tutoring Program	# of clients served	**#** in 2006-07	# in 2007-08	# in 2008-09
Entering Student Retention Strategy	1st to 2nd year retention rate	**%** in 2006-07	% in 2007-08	% in 2008-09

Transition Year 2009-10

Consolidated or extended Quality Strategy / Program	Brief Description
1. Entering Student Success Strategy: Student Services & Supports	We will continue to offer a range of student supports and services to ensure students receive the academic counselling and support they need to succeed in their studies and persist to year two of their program.

Consolidated or extended Quality Strategy / Program	Description of Monitoring and Evaluation of Outcomes
1. Entering Student Success Strategy: Student Services & Supports	In 2009-10 we will continue to monitor the impact of our entering student success strategy through responses on the use and evaluation of student services in our student engagement survey. We will also continue to monitor the overall retention rate for 1st to 2nd year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010.