

2006-07 Multi-Year Accountability Agreement Report-Back for: (Lakehead University)

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 | | |
| | # | # | # | | |
| On-line survey at registration | 456 | | | 456 | 4650 responses |
| On-line survey at registration | | 2661 | | 2661 | 4608 responses |
| Learning Assistance Centre database | | | 299 | 299 | N/A |

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

This is not a survey in the traditional sense. It is demographic identifier that is collected on registration in a voluntary request and, once answered, becomes a part of the student record. Once a student has answered the question, it is not presented again. For those who chose not to participate, a second opportunity is/will be provided at a future registration.

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) |
|----------------------------------|-----------|-----------------|-----------------|--|
| See attached Appendix A - ACCESS | | | | |
| | | | | |

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

Student Access Guarantee and Commitment

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

If you have answered no, please explain:

Downloads from MTCU were not available at the time Fall/Winter Bursary decisions were being made therefore we used the OSAP unmet need information in determining bursary funding for students.

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.

| | |
|--|--|
| <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 will be required to apply for Fall/Winter Bursary which includes a detailed budget. All other sources of funding provided (Entrance, Returning, Mature Student Bursaries, Entrance/In-course scholarships, awards) will be included in the determination of need. This will be matched against the student's OSAP tuition/book shortfall. Depending on the outcome, student might be entitled to additional bursary funding if the need has not been met.</p> <p>b) Funding will not be provided automatically – students will have to apply.</p> |
| <p>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:</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>Investigating options.</p> |
| <p>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.</p> | <p>N/A</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/Mature Student Bursaries.</p> <p>Entrance/In-course Scholarships.</p> <p>Work Study Programs – OWSP and Summer Work Program.</p> <p>Bursary funding – once bursaries are provided in the second term, a small amount of funding is held aside to assist students who may have an emergency situation or extenuating circumstances. When determining a student's need, if the budget indicates exceptional expenses, such as high medical/dental, etc, those factors are taken into consideration when determining eligibility for a bursary and the amount of funding a student will receive.</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 the outcome of the bursary decision. The Financial Aid staff will review the submitted information and budget with the student and explain the rationale for the decision made (to award a bursary for a specific amount or deny any bursary). If circumstances have changed or information was unclear, the student is given the opportunity to make the changes on his/her application and it will be reviewed a second time. If the new information is supported with documentation (if required) and it corresponds to what the student discussed, he/she will receive a bursary (or additional bursary funding).</p> |
|---|---|

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

| |
|--|
| <ul style="list-style-type: none"> • Financial Aid awareness: Student Affairs ensures that students are well-informed about financial aid for which they are eligible. Lakehead is committed to the Student Access Guarantee and continues to communicate with students in order to raise student awareness of Financial Aid programs and services. • Aboriginal Cultural Support Services provides workshops in conjunction with Student Affairs (Financial Aid Office) on topics such as Financial Aid and Bursaries, Job Placement and Recruitment and Health Services and Counselling. |
|--|

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) |
|---------------------------------|-----------|-----------------|-----------------|--|
| See attached Appendix B QUALITY | | | | |
| | | | | |

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 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 | 3 | 16 | 39.3 | 8 | .67 | 18 |
| | Actual 2006-07 | 4 | 16 | 39.3 | 10 | .67 | 16 |
| | Planned 2007-08 | 26 | 19 | 45.8 | 4 | 1.34 | 21 |
| Retires / Departures | Planned 2006-07 | 13 | 3 | 30.6 | 5 | 0 | 6 |
| | Actual 2006-07 | 13 | 3 | 30.6 | 9 | 0 | 10 |
| | Planned 2007-08 | 9 | 3 | 40.1 | 0 | 0 | 12 |
| Net New Hires | Planned 2006-07 | (10) | 13 | 9 | 3 | .67 | 12 |
| | Actual 2006-07 | (9) | 13 | 9 | 1 | .67 | 6 |
| | Planned 2007-08 | 17 | 16 | 5.7 | 4 | 1.34 | 9 |

* 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.

More retirees and departures than planned changed the net results. Searches/recruitment continues for open positions.

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) |
|--|-----------------------------------|-------------------------|--|
| 1 st to 2 nd Year | 88.0% | 89.2% | Variances are to be expected |
| 2 nd to 3 rd Year | 80.0% | 78.4% | Variances are to be expected |
| 3 rd to 4 th Year (if applicable) | NA | NA | |

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.lakeheadu.ca/~analysis/MultiYearActionPlan_FINAL.pdf

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.

Appendix A: Performance Indicators – ACCESS – revision March 6, 2008

| | Strategy / Program | Indicator | Proposed Result | Achieved Result | Explain Variance between Proposed and Achieved Results (if applicable) |
|--|--|--|--|---|--|
| ACCESS FOR ABORIGINAL AND FIRST GENERATION STUDENTS | | | | | |
| 1 | <ul style="list-style-type: none"> • Recruitment campaign for First Generation (FG) and Aboriginal students directed at college graduates, adult learners and workplace transition students • Increase general and specific transfer agreements and PLAR to recognize workplace learning and informal study • Outreach to youth in urban and remote communities where university participation is low (YSTOP, PromoScience, SuperiorScience and other initiatives by Science and Education faculty) | Enrolment rates for Aboriginal students and First Generation (FG) students. | Establish baseline of enrolment rates for Aboriginal and First Generation (FG) students. | <p>Two voluntary surveys asking students to self identify have been developed and appended to the on-line registration process for Aboriginal and First Generation students. In addition, the question is asked on the NSSE survey. From these data, an estimated enrolment base for 2006/07 has been calculated.</p> <p>Estimated Aboriginal: 9.8%</p> <p>Estimated FG: 67% of mothers and 64% of fathers are without university experience.</p> | <p>61% of students have opted into the voluntary survey on Aboriginal declaration.</p> <p>Of those 9.8% indicated that they were Aboriginal.</p> <p>56% of students have opted into the voluntary survey on First Generation. Of those who opted in 71% of mothers and 68% of fathers are without a degree</p> |
| 2 | <ul style="list-style-type: none"> • Increase number (changed to monitor range) of programs in which FG and Aboriginal students participate by introducing SAGE program (Science and Arts Gateway to Education) which includes access and gateway (science and arts preparation) courses. | Range of programs in which Aboriginal and First Generation students participate. | Range of programs (07-08) has been identified at both the undergraduate and graduate levels. Analysis of the programs in which Aboriginal and FG students participate is conducted annually and monitored by the appropriate committees. The intent is to monitor the participation of | Early indications are that Aboriginal and First Generation students are broadly represented in all major programs categories. Participation will be monitored and reporting of participation is to be made to the Aboriginal Management Council through the Office of | <p>Baseline being established from 07-08 data. The data collection in 2006-07 was considered preliminary (a test pilot) as the collection was not on a full year's enrolment cycle and was only partially done.</p> <p>These data are being collected and analyzed beginning in 07-08 in conjunction with the Aboriginal and</p> |

| | Strategy / Program | Indicator | Proposed Result | Achieved Result | Explain Variance between Proposed and Achieved Results (if applicable) |
|---|---|--|--|--|--|
| | | | Aboriginal and FG students in a broad range of academic programs. | the Vice-Provost (Aboriginal Affairs) and to the SAGE Steering Committee (responsible for First Generation initiatives). | FG self declaration initiative and will serve as a baseline measurement. |
| 3 | <ul style="list-style-type: none"> Sustain/enhance retention of FG and Aboriginal students via peer-mentoring, cohort-based ACCESS and gateway courses, and specifically for Aboriginal students who seek such connections, linkages between “western science” and traditional knowledge. See also SAGE reports to MTCU. | Student success is/will be reflected in retention (CSRDE) and graduation rates. | The University’s goal is to maintain its retention rate as noted in this Report Back document. See Student Success: Student Retention Rates. | With the self identification initiative, more effective monitoring will be possible. These results are managed on a long term basis. | <p>Baseline retention for Aboriginal and First Generation will be determined from the 07-08 data collection.</p> <p>Although not stated in the indicator, Lakehead has been using the MTCU graduation indicator to monitor graduation. (MTCU graduation rate indicator for 06/07 = 73% overall for Lakehead U. A subset cannot be extracted until the students are identified through self identification survey process.)</p> <p>However, using the CSRDE indicator for retention and graduation rate would be a better fit because the same cohort as used in the retention indicator would be used in the graduation rate. For this reason a revision to this indicator is requested.</p> |
| 4 | <ul style="list-style-type: none"> In New Student Orientation, target Aboriginal, FG, mature, and commuting students, and select student ambassadors who reflect that diversity. | <p>Responses to appropriate NSSE questions.</p> <p>In general, student success is reflected in retention (CSRDE) and graduation rates.</p> | Establish baseline of student engagement from NSSE. | <p>NSSE related initiatives will develop over time.</p> <p>See comments related to CSRDE indicator.</p> | Lakehead has participated in one NSSE survey. In order to provide the analysis necessary and recognizing that this is a long term commitment, the appointment of a survey specialist was approved. The incumbent has just been appointed and will begin to analyze the data and undertake to |

| | Strategy / Program | Indicator | Proposed Result | Achieved Result | Explain Variance between Proposed and Achieved Results (if applicable) |
|---|--|---|---|---|--|
| | | | | | disseminate the results in 2008. |
| 5 | <ul style="list-style-type: none"> • Provide personal counselling and academic advising to Aboriginal students in a culturally sensitive environment. • Provide when needed, liaison with Band Councils and funding and support agencies – a service provided as needed on both a regular contact and ad hoc basis. | Number of counselling sessions on a monthly average = 68 (2006/07) | <p>Interventions through counselling assist students in adjusting to the academic environment and improve success in their academic programs.</p> <p>Monitor in conjunction with retention and graduate rates as noted above.</p> | <p>68 sessions were held in the 2006/07 year.</p> <p>Also, see the relationships with CSRDE intentions noted above.</p> <p>In addition students in Native Nurses Entry Program (NNEP), Native Access Program (NAP), Native Teacher Education Program (NTEP), Native Language Instructors Program (NLIP) have access to academic counselling within their specific program counselling services.</p> | Over time, once the surveys are mounted and the data is available, a more structured review of retention and graduation rate for these programs will be undertaken. It is felt that the counselling and support programs for Aboriginal students are instrumental to their academic success. |
| 6 | <ul style="list-style-type: none"> • Hold feasts, powwows and regular cultural gatherings to welcome and support Aboriginal students and families, e.g. a Fall Feast early in the term to welcome students and families, a Winter Feast (December) to celebrate and welcome the winter season, and an Annual Powwow as a closing celebration at the end of term | <p>Number of feasts and cultural gatherings and the number of attendees.</p> <p>A target of at least 4 events in an academic year has been established.</p> | Feasts and cultural gatherings are a barometer of Aboriginal student engagement in University life. | <p>10 events were held in 2006-07.</p> <p>Results are reported to the Aboriginal Management Council on an annual basis on the services provided through Aboriginal Cultural Support Services (ACSS).</p> | <p>Note: Number of attendees is not closely monitored and only an estimate is available of attendance as these are open invitation events often with large numbers attending. For this reason a revision is requested.</p> <p>Note: In 06-07 attendance is estimated at 550 for cultural events and speaker' s series.</p> |
| 7 | <ul style="list-style-type: none"> • Sponsor an Aboriginal Women Speaker Series and an Aboriginal Speakers Series where Elders are | Report on number of and attendance at Aboriginal Speakers Series. | A culturally sensitive environment with programming of interest to | <p>Four (4) speakers series events were held in 2006/07.</p> <p>In addition speakers were also</p> | Note: Number of attendees is not monitored as these are open invitation events. |

| | Strategy / Program | Indicator | Proposed Result | Achieved Result | Explain Variance between Proposed and Achieved Results (if applicable) |
|---|--|---|---|--|---|
| | invited to speak on cultural issues and protocols such as Powwows, Medicine Wheels and drumming. | | Aboriginal students will enhance their university experience and improve success. | incorporated into cultural events, workshops and invited speakers to specific programs and are not reported in this context. | Note: In 06-07, attendance is estimated at 550 for cultural events and speaker's series. |
| | | | | | |
| | ACCESS FOR STUDENTS WITH DISABILITIES | | | | |
| 1 | • Enhance technology for disabled students. | Retention (CSRDE) and graduation rates. [Responses to appropriate NSSE questions to be examined] | Improved retention and graduation rates, and monitoring through Learning Assistance Centre Reports. | All part of an ongoing commitment to improved retention and graduation rate. See CSRDE. | Reference to NSSE is not accurate, was an editing error and should be deleted. |
| 2 | • Enhance physical access to learning locations. | Number of projects to enhance physical access. | Continual enhancement of physical access to the learning environment | Major projects (5) were completed: The Agora (the central meeting place on campus) ramp reconstruction was begun to provide more direct and easy access to major lecture theatres, Faculty Lounge and meeting rooms and areas of the University not as readily accessible in the past. Access to washrooms in the ATAC building, a heavily utilized facility, were increased. Power doors were installed in the School of Nursing | We have concerns with this indicator. This is an indicator that is totally dependent on facilities renewal funding, annual demand/needs assessment and emergency priorities and may not fairly reflect our continuing commitment to providing a high level of physical access to the learning environment. The indicator will be reviewed in the coming year and a revision to this indicator may be requested. |

| | Strategy / Program | Indicator | Proposed Result | Achieved Result | Explain Variance between Proposed and Achieved Results (if applicable) |
|---|---|---|--|--|---|
| | | | | Building. Stair markings through the university were painted to improve visibility. The Student Union refurbished and resurfaced the ramp to the Outpost. | |
| 3 | • Develop and deliver awareness through the Summer Transition Program for Students with Disabilities. | Number of students participating in the Summer Transition Program for Students with Disabilities. | Continual orientation through awareness sessions, open houses and training sessions. | 25 local, 3 regional students and 35 local and regional guidance counsellors attended the Summer Transition Program. | |
| 4 | • Develop and deliver awareness and sensitivity session on disability issues for new faculty and staff. | Number of faculty and staff participating in the awareness and sensitivity sessions (change to # of awareness sessions for faculty and staff). Target is to make at least 6 sessions available in an academic year. Seven are scheduled for 07-08. | An increased awareness of disability issues and needs and an increased sensitivity to students with special needs. | 6 new faculty and staff orientation sessions were held on 06-07. A Learning Assistance Centre open house was held in conjunction with the Lakehead Technology Fair. | The need is reviewed annually. While the target is 6 sessions, the demand from new faculty and staff in any given year, is not a predictable number. Because these are 'open' sessions, the number of attendees was not recorded. This indicator will be reviewed in the coming year. |
| 5 | • Develop and deliver services depending on student needs. | Services measured in conjunction with requirements of the Special Funding to Increase Accessibility for Students with Disabilities. | Improved retention and success rates for students with disabilities. | Provided all recommended academic accommodations. Accessed /purchased new technology, computers & software to improve services. | Note: A new evaluation survey is being developed and will be implemented and completed by students with disabilities in order to provide additional input from students on the effectiveness of the LAC services. |

Appendix B: Performance Indicators – QUALITY OF THE LEARNING ENVIRONMENT

| | Strategy / Program | Indicator | Proposed Result | Achieved Result | Explain Variance between Proposed and Achieved Results (if applicable) |
|---|---|--|---|--|---|
| 1 | Develop learning outcomes for all degree programs | <ul style="list-style-type: none"> Percent of programs for which distinct learning outcomes (LO) have been specified | LO specified for at least 80% of undergraduate degree programs | Learning Outcomes established for 80% of undergraduate programs. | |
| 2 | <p>Sustain the superior and distinctive field experience that Lakehead has traditionally offered in the sciences, applied sciences and social sciences by sustaining the number, % of courses with field and workplace experiences. This capitalizes on our unique setting in critical natural and managed habitats of the North.</p> <p>Enhance Science, Applied Science and other labs.</p> <p>Increase research contact with professors through, e.g. participation in honours theses and research projects.</p> | The NSSE survey was to be examined to determine which Benchmark Indicator was relevant to the Lakehead commitment to an accessible, high quality learning environment. | <p>Establish baseline for student engagement based on relevant questions in NSSE and monitor using #7(a):</p> <p>Percentage of students who have done or plan to do practicum, internship, field experience, co-op experience, or clinical assignment.</p> <p>Establish baseline for student engagement based on relevant questions in NSSE and monitor using #7(h):</p> <p>Percentage of students who have done or plan to do a culminating senior experience before graduation.</p> | <p>2006 NSSE results:</p> <p>1st year = 70%</p> <p>Final year = 59%</p> <p>2006 NSSE results:</p> <p>1st year = 28%</p> <p>Final year = 37%</p> | |
| 3 | Enhance the First Year student experience | <ul style="list-style-type: none"> Retention rates for year 1 to 2 (CSRDE survey) | Maintain or enhance from current 88% | First year retention to year 2 has improved = 89.2% | |
| 4 | Communicate, early academic alerts to students at risk | <ul style="list-style-type: none"> Retention rates for year 1 to 2, and for year 2 and above (CSRDE survey) | <p>Maintain or enhance from current 88%;</p> <p>Maintain or enhance from current 80% after second year</p> | <p>Retention rate 06/07:</p> <p>1st to 2nd year = 89.2%</p> <p>2nd to 3rd yr = 78.4%</p> | <p>Variations are expected.</p> <p>Monitoring is also taking place in conjunction with the SAGE program</p> |

| | Strategy / Program | Indicator | Proposed Result | Achieved Result | Explain Variance between Proposed and Achieved Results (if applicable) |
|---|---|---|--|--|--|
| 5 | Monitor student satisfaction levels with courses through regular course evaluations | <ul style="list-style-type: none"> • Course Evaluations - Student Satisfaction Survey | Course evaluation scores (Student Satisfaction Survey results available on line) – maintain a high level of satisfaction | | <p>Senate placed the 06/07 course evaluations on hold while the Senate Committee on Teaching and Learning undertakes a review of the policies and procedures for administering Course Evaluations.</p> <p>Historical results to 05/06 are on line and the publication of results is expected to continue with the 07/08 surveys.</p> |
| 6 | Monitor student faculty ratio | <ul style="list-style-type: none"> • Ratio of FTE students to FT faculty | Baseline ratio is 25:1 | 06/07 = 24.5:1 | |
| 7 | Develop an “Elite”, enriched program for outstanding students (Dean’s College starting in 2008) | <ul style="list-style-type: none"> • Enrolment of students entering with an 80%+ average | Establish baseline target enrolment of students with 80% plus GPA | Baseline = 40% of entering students | May be impacted by the SAGE program which provides opportunities for admission and programming to students on the cusp of admissibility or with program requirements deficiencies and this may affect overall entering average. |
| 8 | “One-stop shopping” for student services | <ul style="list-style-type: none"> • Student satisfaction with support services (Appropriate questions in NSSE survey) | Establish a baseline from appropriate questions in NSSE | NSSE 2006 Supportive Campus Environment Mean Scores: 1 st yr = 56% Final yr = 50.8% | |
| 9 | <p>Increase number of technology-enabled classrooms and laboratories</p> <p>Increase faculty use of appropriate technological enrichment of courses in terms of number, % of courses using technology for classroom delivery, marks management and supplemental</p> | <p>Number of technology enhanced classroom:</p> <ul style="list-style-type: none"> • Number of multimedia-equipped classrooms (26 presently) • Number of videoconference-ready classrooms (8 presently) | Increase by 30% | <p>Target = 34; # achieved = 47</p> <p>Target was 10; #achieved = 17</p> | <p>Measured by demand which necessitated the increase noted in the number of technology-enabled classrooms and laboratories as noted.</p> <p>Electronic marks management is implemented.</p> <p>Web-CT demand continues to increase and is regularly promoted by the</p> |

| | Strategy / Program | Indicator | Proposed Result | Achieved Result | Explain Variance between Proposed and Achieved Results (if applicable) |
|----|---|---|--|--|---|
| | course support through Web-CT etc. | | | | University |
| 10 | Ensure availability of internet and intranet access | • Number of intranet and internet data access points for the university community (8000 presently). | Increase 0.5% from baseline of 8000. | Baseline of 8000 maintained. | Considered adequate given demand. Can be increased if demand warrants. |
| 11 | Evaluate role of 3-year, 4-year and honours programs; promote student selection of 4 year and honours degrees | Percentage of students enrolled in 3 yr and 4 yr Arts and Science programs | Increase by 5% in 4-year honours programs, reduce enrolment in 3-year programs | 2005/06: 3 yr = 48%; 4 yr = 52% 2006/07 3 yr = 46.6%; 4 yr = 54.4%, an increase of 4.6% | Evaluation is being undertaken in conjunction with the Senate Academic Plan and is in progress with a goal to encourage enrolment in 4 year programs in Arts and Science. |