

Appendix B: Multi-Year Action Plan for Universities

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the post-secondary education system.

The purpose of this Multi-Year Action Plan (Action Plan) is to provide an outline of how each institution will use their total operating budget, including multi-year funding allocations from the government and increased tuition revenues, to develop and strengthen its unique missions and objectives while contributing to the achievement of the Reaching Higher goals and results for access, quality and accountability identified in Appendix A of the Multi-Year Agreement (MYA).

This Action Plan will set out your institution specific commitments for multi-year strategies, performance indicators and results designed to achieve the system-wide goals and results for access, quality and accountability, developed in consultation with faculty, staff and students.

The release of the full amount of your 2006-07 allocations is conditional on the Ministry approving your completed Multi-Year Action Plan. Thereafter, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your Action Plan.

The release of the full amount of your 2007-08 and 2008-09 allocations 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.

This annual review will also allow for revisions needed to accommodate the input and advice of institutions and the Higher Education Quality Council of Ontario (HEQCO) with respect to best way to measure performance and ensure the accountability of colleges and universities.

University Specific Mission and Objectives

The Ministry recognizes that each university has its own unique mission which will impact on the variety of approaches which will be used across the sector to meet the Ministry's priorities.

Please identify your university's mission or objectives. This may relate to your programming priorities, institutional culture, or student profile:

Algoma University College's mission is encompassed in our vision statement which reads as follows:

Biidaabin

A new dawn

A university of international distinction enriching generations
of diverse cultures and communities.

Debwewin

Truth

Four strategic objectives accompany the university's vision statement:

1. **Algoma University College instills pride in its identity through growth in quality and excellence.**
2. **Algoma University College embraces the diverse composition of its student population.**
3. **Algoma University College takes a leadership role and engages with the communities it serves.**
4. **Algoma University College grows by implementing new academic offerings that create a distinctive university.**

The Vision statement and four objectives above have been developed with input from all sectors of the university and have been approved by the Board of Governors and Senate.

The following statements summarize the planning efforts currently under way at Algoma University College:

1. **Algoma University College's unique mission is to play a leadership role, together with Indigenous partners, in furthering Indigenous education and research.**
2. **Algoma University College will seek independence from Laurentian University within the next four years.**

A. ACCESS

Increased Enrolment

As outlined in Section 2.1 of the MYA, your institution will report on the following pursuant to the established reporting protocols, or as requested by the Ministry:

- Enrolment growth at the undergraduate level
- Achievements of the growth targets agreed to for graduate expansion (if applicable)
- Targets agreed to for medical enrolments increases (if applicable)

The Ministry will use these reports to ensure that the system is on track to meet its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10.

Increased Participation of Under-Represented Students

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. This Multi-Year Action Plan will be revised to incorporate this measure and the accountability mechanisms which will be used to ensure that the system is increasing the participation of under-represented students and is affordable and accessible across Ontario including northern and remote, rural and urban areas.

To inform this process, please provide any measurement methodologies your institution currently uses to track the participation of these students, and in particular, any measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low income students):

INCREASED PARTICIPATION OF UNDER-REPRESENTED STUDENTS:

Measurement Methodologies

Algoma University College is committed to addressing the needs of under-represented students, and in particular of Indigenous students, and to creating a diverse student population through broad geographical recruitment and through international student registration and success.

The university is beginning to measure the participation of under-represented students, including Indigenous, first generation and special needs students. Some of the measurement methods used include:

Measurements, for all students, including under-represented groups:

- We are implementing a new student records system. As modules come on line, we have begun to track students at the inquiry/prospective stage and at registration and are including the following voluntarily-answered questions: age, sex, geographic provenance, race (optional), nationality, First Generation Status (optional) (some of this development work was partially funded by the First Generation Pilot Funding 2005/2006)
- Working with the Registrar’s Office and the Alumni Association, we are gathering data on graduations, including the above factors
- We are continuing to administer surveys, including an annual student satisfaction survey, and to conduct annual focus groups; part of this work is to encourage first-generation students to self-identify
- We are data-tracking student participation in all areas of student service including special needs, the learning centre, and specialized support services
- We are planning to set up a support group for first-generation students that will at the same time assist us further in identifying who these students are.

Measurements, Indigenous-specific:

- We are including optional self-identification at registration, including: Are you Indigenous? If so, what Nation? Status? Non-status? Métis? Inuit?
- We are tracking firstly through band sponsorship – this gives us this year a student population of about 16% band-sponsored First Nations students. Then we track through targeted bursaries and scholarship and through a wide variety of means to encourage self-identification. This gives us a “guesstimate” of 20% of our overall student population being Indigenous (band-funded or not) or Métis.
- We administer an annual targeted student satisfaction survey and conduct annual self-identification focus groups
- We track graduation rates
- We approach First Nations for student numbers at all levels of education

Please provide a description of your institution's strategies and programs that will support the increased participation of aboriginal, first generation and students with disabilities, as appropriate to your institution's unique focus:

Strategies & Programs

At Algoma University College we foster an environment of inclusion and personalized attention. This is particularly critical given the composition of our student body.

Our student population is older than that found at most universities. In 2003-04, more than 80% of first-year students at all Ontario universities were 19 or younger; at Algoma U only 30% of our first-year students were in this age group. As well, a growing percentage of our student population is part-time. From 2003-04 to 2005-06, the percentage of students in part-time studies at Algoma U grew from 21% to 34%. This, coupled with an older average age for entering students, means that the average age at graduation is much higher than provincial average. In 2004-05, the average age of our graduates was 28.

We recognize that we have above-average representation of Indigenous students (approximately 20% of our total student body). As many Indigenous students come to university via college, they tend to be older and have more family obligations, which means that they also fit the profile of part-time students. The majority of Indigenous students are first generation. Although we have not been measuring percentage of first generation students, the regional historical statistics on university participation, coupled with the above analysis of our student body, leads us to believe that we have a significantly higher than average number of first generation students, approximately 50% of our total student body.

As a university community, we are well poised to actively and strategically address the needs of groups of Ontario students generally under-represented in post-secondary. Our track record proves that we can assist mature students and Indigenous students to reach their full academic potential.

Because Sault Ste. Marie is a relatively isolated community, with a current and projected labour shortage and a somewhat homogenous population, Algoma University College is committed to increasing diversity through a lively international student population. We currently have approximately 10% international students, and the measures we wish to introduce to enhance recruitment and retention will also be planned with the needs of international students in mind.

Algoma University College's recruitment and retention strategy has been to not only service our current students from under-represented groups through specialized support services and programs, but to also outreach through the families of those students and into our Algoma District community. The latter outreach efforts are important for two reasons: (1) they help to bridge the community to the university through familiarization and accessibility; and (2) they help to 'normalize' the option of university education, particularly for our youth-targeted outreach efforts.

For Indigenous students, Algoma University College has courses with Indigenous content throughout the curriculum. With our partner, Shingwauk Education Trust, we are focusing on the development of an Anishinaabe Studies Department, a specialized Research and Library Centre, and speciality courses. We are also working to provide an excellent structure of academic and social support around the classroom component.

Through our partnership with the Shingwauk Education Trust, we are supporting Indigenous ownership of a different (non-colonized) education and support system, and the long-term goal of a relevant and focused Indigenous education and support system in a future "Shingwauk University", envisioned to be an independent university functioning in tight partnership with an independent Algoma University. This is the Anishinaabe (Indigenous) reality for the new millennium.

This particular section of our Multi-Year Action Plan contains many detailed "tactics", since nearly all of the extensive student input gathered last year focused on concrete recruitment and retention strategies.

Recruitment, general:

General community outreach

- Emphasize specialized outreach efforts for families of students through newsletter communication, family-focused orientations, and student activities throughout the year that intentionally include the families (not just parents) of new and returning students with a particular goal of providing accessible information to the families of first generation students.

Specialized recruitment

- Learn to say what makes us unique and special, what we do that will make a difference to the student, in order to attract students who would not ordinarily consider university
- Review all our communication during the outreach and early retention phases to make sure that we are clearly and adequately communicating and that we are meeting the needs of First Generation prospects who often lack broad experience, financial resources and an adequate network to assist in career and

educational planning.

- Provide adequate material to make sure prospective students understand the pathways to possible careers and life-after-university
- Continue long-term recruitment initiatives aimed at grades 7 and 8 children, to familiarize them with the idea of university at an earlier age (to 'normalize' university as an option)
 - Continue regional Math contest, including grades 7 and 8 (funded by the First Generation Pilot Funding 2005/2006)
 - Continue "Ask an Expert" Speakers Bureau, available also now to grades 7 and 8 (funded by the First Generation Pilot Funding 2005/2006) to ensure adequate and regular involvement of university members into our broader Sault Ste. Marie and Algoma District community
 - Continue Youth Science Forum activities to provide educational opportunities for regional youth, including grades 7 and 8 (funded by the First Generation Pilot Funding 2005/2006)
 - Continue "Student of the Month" awards in elementary schools, but make sure that Algoma students, alumni and/or employees come to the schools at least part of the time to present these awards
- Continue secondary school outreach to focus on the university's role as a community-based resource for first generation, Indigenous, and students with disabilities, as well as other students.
 - Continue Grade 11 days, bussing in students from the District (funded by the First Generation Pilot Funding 2005/2006)
- Continue outreach to community colleges
 - Continue to support a joint project Director with Sault College (funded by the First Generation Pilot Funding 2005/2006)
 - Continue to reach articulation agreements with Ontario community colleges
 - Expand joint recruitment efforts with Sault College, particularly in northern Ontario

Introduction to university, general support

- Free, one-week transition to university program for students with special needs offered for any university-bound Sault Ste. Marie or Algoma District student who has been identified with a special need.
- Hold Academic Orientations throughout the summer to not only assist students with advising and registration, but also to provide students with an opportunity to meet and identify the support staff members who will be available to assist and support student learning.
- Provide transitional academic counseling for CAAT transfer students
- Establish a glossary of academic terms on the web site and in the academic calendar

Recruitment, Indigenous-specific:

General community outreach

- Continue high school outreach with the imagineNATIVE annual Indigenous film festival (funded last academic year by the 2006 Access and Opportunity Strategy – Aboriginal)
- Continue to run Indigenous science camps offered to elementary and secondary school students from our region during the summer

Specialized recruitment

- Emphasize and expand Indigenous-specific recruitment in alignment with Algoma's mission.
- Plan joint recruitment with the Shingwauk Education Trust, including joint development of recruitment strategies with input from internal and external Indigenous groups
- Develop a Welcome Package "branding" the Shingwauk Education Trust/Algoma University College partnership as a first step to help students understand the relationship and feel welcome at both institutions
- Expand number of joint recruitment trips with Sault College, ensuring that trips to isolated and fly-in communities in the far north occur more regularly

Partnership development

- Expand our relationships to include non-local First Nations, including those from Manitoba and the Maritime provinces

Take education to the learners

- Increase off-site and/or distance delivery through partnerships with Knet (Keewatinook Internet High School) and Indigenous partners

Retention, general:

Analysis

- Develop a new measurement of performance by rethinking how we define success: graduation within 5 years is not necessarily our measurement of success, particularly when dealing with non-traditional students (our part-time students typically take up to eight years to graduate)

Support Services

- As resources permit, provide improved student support services for all students, with a particular emphasis on meeting the needs of first-year students
- Set up free academic and student activity support workshops throughout the year that target a variety of learners' needs including specialized topics for students with disabilities, first generation students, Indigenous students, as well as topics that cover financial planning, career services, introduction to university, essay writing support, library/research orientation, etc.
- Through automation of student academic progress sheets, introduce more consistency into student advising
- Investigate day-care services through partnerships with community groups

Communications

- Do a better, more thorough job communicating with prospective and new students about available services – using new avenues like the student newspaper
- Promote specialized support services at the beginning of the school year AND throughout the school year through visits to all first-year classes by support staff, posters, flyers and displays
- Develop communications and development programs for faculty and staff so that they become active promoters of support services for students

Orientation Week

- Hold more activities that are information-based or that showcase cultural diversity
- Hold more activities in the evening
- Include more activities for the whole family

- Have an “Orientation Week” at the start of each term, not just in September

Transition and Mentoring Activities

- Work with school boards and with community colleges to build transition services and programmes
- Emulate the CESD (Community Economic and Social Development academic programme) models of peer-support networks and learning communities currently in place at Algoma in other departments

Diversity

- Develop, implement and promote a policy embracing diversity
- Maintain the Diversity Advisory Committee
- Implement comprehensive diversity training for all staff and faculty and promote their participation in cultural events and activities
- Improve representation of those who are underrepresented throughout the curriculum and university activities

Housing

- Improve services to help with off-campus housing, particularly for single parents

Retention, Indigenous-specific:

Analysis

- Continue to gather and analyze data, including reports done elsewhere, to understand as well as possible reasons for lack of success
- Conduct one-on-one exit interviews as possible with Indigenous students who are leaving to determine reasons for leaving
- Conduct focus groups with current students, including questions such as: Is Algoma U inclusive? Does the course curriculum meet your needs and expectations? Is housing adequate? Do you need day car? Which support services were the most useful?
- Develop a joint retention strategy (with Shingwauk Education Trust, SASA, North Shore Tribal Council, Union of Ontario Chiefs, etc.), with support services that help students, First Nations, Elders as they participate in the university experience.

Governance structures

- Promote Anishinaabe control of Anishinaabe education, made possible at Algoma through a partnership with the Shingwauk Education Trust who are working towards the vision of their own independent university, Shingwauk University
 - A formalized agreement, the Covenant, that governs relationships between Algoma University College and Shingwauk Education Trust so that all students benefit
 - Indigenous content specialized programmes and courses brokered through the Shingwauk Education Trust autonomous structures
 - An Indigenous-led support network that will assist all Indigenous students, both Algoma students and those taking courses brokered by the Shingwauk Education Trust

Support Services

- Enhance dedicated, specialized support services for Indigenous students – services that support “who I am and where I come from” – including increasing the staff complement in the Indigenous support area
- Support the unfolding of an Indigenous mediation process

- Expand the role SASA (Shingwauk Aboriginal Students Association) plays in organizing and offering support-type services

Orientation Week

- Support family-oriented social events at Orientation week and during the year
- Continue the pow-wow during Orientation week
- Feature student-led orientation tours of the campus that include a brief history of the institution and specifically identify the site as a former Residential school (important that the general Algoma community understand why Indigenous people have a special relationship with the site)

Institutional Culture

- As an institution, acknowledge the rich history and ceremonies of Anishinaabe peoples and support cultural activities that create a sense of belonging
- Include Indigenous students (through their Association, SASA) in Algoma University College governance structures; recognizing SASA work
- Encourage and support off-campus teaching (community-based learning), especially in Indigenous communities, including off-site “learning circles” to reinforce learning using traditional teaching techniques
- Conduct more cross-cultural and sensitivity training for staff and faculty
- Continue work on university policies and monitor policy implementation
- Develop an Indigenous awareness course in collaboration with Shingwauk Education Trust (and work towards having it becoming core or even mandatory for all Algoma students)
- Acknowledge the importance of “seeing myself” – more representation of Indigenous people throughout the university (staff, faculty, etc.); having more Indigenous staff and faculty helps the Indigenous student feel like they belong.

Housing

- As a long-term goal, possibly to be pursued with a partner such as the Shingwauk Education Trust, provide housing for Indigenous students – preferably on-campus

In the table below, identify the institution specific performance indicators you have developed to confirm that these strategies and programs will achieve their intended objectives. This may include the indicator(s) you have identified above. Please provide at least one indicator per strategy / program:

Performance Indicators

Strategy / Program	Indicator
Recruitment (including underrepresented groups)	<ul style="list-style-type: none"> Total number of FTEs at Algoma (on the assumption that 50% of our students are First Generation: an increase in FTE automatically means then an increase in the number of First Generations participating) and breakdown by target category (First Generation and Indigenous) Total number of new-to-Algoma and breakdown by target category (First Generation and Indigenous) of new-to-Algoma students
Recruitment, Indigenous	<ul style="list-style-type: none"> Geographic scope of catchment areas for Indigenous students
Retention, general (including underrepresented groups)	<ul style="list-style-type: none"> 1st to 2nd year retention rates Average six-year graduation rates compared to CSRDE data
Retention, Indigenous	<ul style="list-style-type: none"> 1st to 2nd year retention rates Number of Indigenous graduates Average six-year graduation rates of Indigenous students compared to CSRDE data

Pursuant to these indicators, please outline your institution specific quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09. Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	Total number of students, with estimates for target enrolment categories	1122 total student number 561 estimated First Generation students 152 First Nations band-sponsored students 58 estimated other Indigenous students
	Total number of new-to-Algoma students, with estimates for target enrolment categories	416 new-to-Algoma first year students 220 new-to-Algoma upper-year students 318 estimated new-to-Algoma First Generation students ? new-to-Algoma First Nations band-sponsored students ? new-to-Algoma other Indigenous students
	Geographic scope of catchment areas for Indigenous students	% of sponsored Indigenous students from Garden River & Batchewana (should be decreasing as geographic catchment scope enlarges): 38%
	1 st to 2 nd year retention	74%
	Average 6-year graduation rates	To be established

	Number of Indigenous graduates	15
2007-08	Total number of students, with estimates for target enrolment categories	1190 total student number 595 estimated First Generation students 172 First Nations band-sponsored students 66 estimated other Indigenous students
	Total number of new-to-Algoma students, with estimates for target enrolment categories	440 new-to-Algoma first year students 233 new-to-Algoma upper-year students 336 estimated new-to-Algoma First Generation students ? new-to-Algoma First Nations band-sponsored students ? new-to-Algoma other Indigenous students
	Geographic scope of catchment areas for Indigenous students	% of sponsored Indigenous students from Garden River & Batchewana: 35%
	1 st to 2 nd year retention	76%
	Average 6-year graduation rates	Improvement
	Number of Indigenous graduates:	25
2008-09	Total number of students, with estimates for target enrolment categories	1250 total student number 625 estimated First Generation students 194 First Nations band-sponsored students 75 estimated other Indigenous students
	Total number of new-to-Algoma students, with estimates for target enrolment categories	462 new-to-Algoma first year students 245 new-to-Algoma upper-year students 353 estimated new-to-Algoma First Generation students ? new-to-Algoma First Nations band-sponsored students ? new-to-Algoma other Indigenous students
	Geographic scope of catchment areas for Indigenous students	% of sponsored Indigenous students from Garden River & Batchewana: 30%
	1 st to 2 nd year retention	78%
	Average 6-year graduation rates	Improvement

	Number of Indigenous graduates	40
Long-range	Recruitment, general	To grow our overall student enrolment past the 1,000 FTE mark, aiming for an eventual size of 3,000 FTE
	Recruitment, Indigenous	To increase our Indigenous student population from the current 20% of total students to 40% of total students
	Retention, general	To bring our overall student retention rate to the Ontario average
	Retention, Indigenous	To make our success rate for Indigenous students the highest in the province

Official Languages Education Program

French-language and bilingual institutions will report on their strategies for supporting the access to programs for francophone students, and their expected outcomes, as part of the reporting requirements established for the 2005-09 Canada-Ontario Agreement on Minority-Language Education and Second-Language Instruction and the Canada-Ontario Agreement Relative to the Complementary Funds for Minority-Language Education at the Postsecondary Level (2005-06 to 2006-07) under the Official Languages in Education program (OLE).

Student Access Guarantee

Pursuant to Section 2.1 of the Multi-Year Agreements, your institution will participate in the Student Access Guarantee, including a new web-site to allow Ontario students to identify costs and sources of financial aid.

Please indicate below strategies and programs that your institution will use in 2006-07 to support access for qualified Ontario students who face financial barriers, in accordance with the principles expressed through the Student Access Guarantee.

<p><u>Removing financial barriers, general student population</u></p> <p><i>Meeting the Student Access Guarantee</i></p> <ul style="list-style-type: none"> ▪ Algoma University College will utilize the Ministry list of identified students to ensure an equitable consideration and distribution of institutional resources ▪ Algoma University College will be providing additional aid in the form of a bursary cheque, payable to the eligible student ▪ Our internal eligibility policy criteria and distribution will best support those students identified by the Ministry with the most need attending our institution ▪ Algoma University College will mirror the policy and procedures that currently are followed under OSAP delivery to assist with the delivery of the SAG ▪ Eligible students will be invited to receive their cheques when they pick up their winter OSAP entitlements

Provide assistance to students

- Maintain on-going university support of bursary and scholarship programme through tuition set-aside funds
- Continue to implement programmes designed to address the outstanding financial needs of all of our students, thereby providing the avenue for flexible consideration of financial need, ie our Student Exceptional Expense Bursary
- Together with Students Council, reestablish the campus food bank

Identify the barriers

- Initiate internal study (including student focus groups and statistical analysis) to determine current and projected unmet need for bursaries within Algoma U student population
- Conduct exit interviews to determine how many students leave during the year due to lack of financial resources.
- Recognize that barriers aren't just about OSAP or scholarships – life expenses such as childcare and housing are often prohibitive.

Make financial assistance as accessible as possible

- AUC Work Study and OWSP programmes: simplify application process and try to remove barriers to access for these programmes
- Work more closely with students to assist them throughout the OSAP application process
- Provide fair payment plans to students – for instance, waiving fee deferral fee.
- Increase the emphasis on customer-service in financial aid
- Train all front-line staff to appropriately direct students' financial enquiries and to ensure they get adequate academic and financial counseling.
- Conduct more information sessions for students on how to manage money at the beginning of each term
- Simplify the eligibility and application process for scholarships and bursaries
- Improve service to students so that they do not feel demoralized by application processes
- Develop comprehensive communication packages to establish transparent processes

Raise resources

- Initiate feasibility study to determine fundraising capacity to increase endowment to enable provision of increased number of scholarships and bursaries to qualified students who face financial barriers

Removing financial barriers, Indigenous student population

Identify the barriers

- Run an environmental scan of financial barriers (for instance, federal government cap to Indigenous post-secondary funding), and comparing with neighbors (for instance, Michigan provides free university tuition for First Nation students)
- Advocate for changes to Circular E-12.

Raise resources

- Work with provincial and national groups who may fund education strategies – for instance, National Chief Fontaine's proposed Endowment Fund as part of his healing and reconciliation strategy for residential schools.
- Encourage donors to endow scholarships and bursaries designated for Indigenous students

For 2007-08, the Ministry will consult with institutions on how to improve the coordination and communication of financial aid from government and institutional sources and, based on these consultations, revisions to this section of your Action Plans may be required in future years.

As noted in Section 1.1 of the MYA, the Ministry is committed to working with institutions and HEQCO to develop an approach for tracking results of the Student Access Guarantee, also to be reflected in 2007-08 revisions.

B. QUALITY

Quality of the Learning Environment

Pursuant to the consultation process on the Multi-Year Agreements, there is stakeholder consensus that a quality postsecondary education system is one that achieves high standards in the quality of the learning environment.

Please provide a description of your strategies that will support the quality of your undergraduate and graduate learning environment as appropriate to your institution's unique focus. In particular, the Ministry is seeking information on strategies and programs designed to improve student/faculty engagement and learning quality. Examples include but are not limited to: academic and student advising, student centred-learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

Learning environment quality, general

Academic programmes

- Maintain a strong core of programmes in established areas
- Increase number of four-year programmes where justified by student and societal need
- Pursue development of niche programmes, and build on interdisciplinary strengths within the university and on regional partnerships to increase expertise available
- Increase number of articulations, joint diploma/degrees and collaborative degrees with Sault College and other community colleges
- Develop inter-institutional partnerships that make possible brokered graduate degrees
- Continue planning to bring in one new undergraduate professional degree

Faculty/students

- Maintain our track record of 100% of our fourth-year students receiving one-on-one coaching from faculty for research projects
- Support expanded faculty resources for programmes achieving enrolment success
- Increase number of first-year foundation courses taught by tenured faculty actively engaged in research
- Retain our leadership position in the province in student-faculty ratio (class size), with nevertheless an eye to financial viability, balancing the need for a good level of seminar-size classes at all years of study with the need for financial

viability

Technology and distance initiatives

- Expand students' exposure to new faculty (from off-campus) via technology; web-based courses, videoconference courses, guest lectures delivered from a distance via technology
- Establish a help-desk for faculty and students to increase faculty and student use of wireless, web, etc.
- Expand off-site and other distance delivery methods to bring Algoma courses to remote populations

Library initiatives

- Develop new web site to use interactive technologies such as community wikis, web blogs, feedback forums, and really simple syndication news feeds to push enhanced content information to appropriate end users and permit convenient faculty and student feedback to the library
- Hold systematic meetings with faculty and students to communicate better
- Partner with other academic libraries to increase information breadth, currency and access. Current partners are the University of Abertay Dundee (Scotland) and Laurentian University (Sudbury).
- Use technology to increase and enhance offsite access to scholarly resources on a 24/7 basis.
- Increase study space and computer access available in the library
- Increase number of information literacy courses delivered in class and in library

Research

- Foster a culture aimed at scholarly and research achievement
- Establish research seed-funding at Algoma University College
- Nurture faculty research programmes and clusters

Learning environment quality, Indigenous

Academic programmes

- Maintain, support and expand Indigenous content across the curriculum at Algoma
- Recognize the need to hire Indigenous professors (in all disciplines) at Algoma
- Continue community consultation and partnership development through Shingwauk Education Trust, with special recognition of First Nation consultation and partnership, for example, the North Shore Tribal Council First Nations, the Assembly of First Nations, the First Nations Governance Centre.
- Support the brokering of Indigenous-based courses and programmes through Shingwauk Education Trust, including programmes being developed with Cape Breton University, the University of Arizona, and the University of Victoria.

Programme delivery

- Sustain off-site delivery of the Community Economic and Social Development (CESD) programme to northern, rural and Indigenous communities.
- Mutual support and co-development of community-based courses with Shingwauk Education Trust

Research

- Maintain and strengthen institutional support for community-based research through the Northern Ontario Research and Development Innovation Centre (NORDIC)

- Support the establishment of a First Nations Research Centre by the Shingwauk Education Trust
- Support Shingwauk Education Trust in setting up and seeking funding for research projects of mutual benefit, such as research on child poverty, political participation, etc.
- Sponsor conferences and workshops jointly with Shingwauk Education Trust

In the table below, identify the performance indicators developed by your institution to confirm that these strategies and programs will achieve their intended objectives.

Please provide at least one indicator per strategy / program:

Performance Indicators

Strategy / Program	Indicator
Learning environment, general	BIU growth (indicating in part growth in 4-year programmes) Class size, 1 st and 2 nd year (maintaining small class sizes but coming closer to a more typical spread in order to achieve financial viability) % first-year foundation classes taught by tenured faculty Student participation in library instruction
Learning environment, Indigenous	Disciplines at Algoma U and Indigenous content

Pursuant to these indicators, please outline the quantitative outcomes and outputs which will be generated by your strategies and programs in 2006-07, 2007-08 and 2008-09.

Provide at least one result for each indicator identified in the table above:

Multi-Year Results

Year	Indicator	Result
2006-07	BIUs (growth in BIUs reflects growth of enrolment in higher-weighted programmes, such as 4-year programmes) % of classes with between 26 and 50 students (an increasing percentage of our students will be in classes with between 26 to 50 students – we will maintain leadership in the “small class size” domain while striving for financially viable average class sizes.)	1045 25%

	% first-year foundation classes taught by tenured faculty Student participation in library instruction Disciplines & Indigenous content	52% Establish figures Establish measurement parameters and figures
2007-08	BIUs Class size: % 26-50 % first-year foundation classes taught by tenured faculty Student participation in library instruction Disciplines & Indigenous content	1090 30% 55% Increase by 20% over previous year Increase by 10% over previous year
2008-09	BIUs Class size: % 26-50 % first-year foundation classes taught by tenured faculty Student participation in library instruction Disciplines & Indigenous content	1130 35% 60% Increase by 10% over previous year Increase by 10% over previous year

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 Comment:

In addition to the indicators and results you have outlined above, the Ministry is also seeking information on annual net new hires pursuant to the definitions for full time tenured, full time limited term and part time outlined in your 2005-06 Interim Accountability Agreement (IAA). Please outline your planned net new hires for 2006-07 in the table below:

Net New Hires

2006-07	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	3	4		0	0	0
Retires/ Departures	4	1		0	0	0
Net New Hires	-1	+3	0	0	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.

The Ministry will be asking institutions to update this table as part of the annual review of the Action Plan.

Student Engagement and Satisfaction

Pursuant to Section 2.2 of the MYA, your institution will participate in the National Student Survey of Student Engagement (NSSE) and if applicable, the Canadian Graduate and Professional Student Survey (CGPSS), and submit results from these surveys in accordance with the MTCU-COU protocol.

As experience with NSSE and the CGPSS grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student engagement and satisfaction scores. In the meantime, institutions may wish to use their NSSE and CGPSS results as their indicators of quality in the section above.

Student Success

Retention

Pursuant to Section 2.2 of the MYA, your institution will participate in the Consortium on Student Retention Data Exchange (CSRDE) and submit results from the exchange in accordance with the MTCU-COU protocol.

As experience with the CSRDE grows, and subject to advice from HEQCO, this Action Plan may be revised in future years to incorporate institutional and/or sector-wide targets designed to improve student retention.

Pending the development of targets using the CSRDE, please establish multi-year targets for student retention rates that are appropriate to your institution's unique focus.

Please use the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 IAA. If you have used a different definition or methodology to establish these rates, please provide the Ministry with your new definition and methodology, and an explanation of why your institution has changed it:

We will continue to use the definitions and methodologies from our 2005-06 IAA. Please note that the year implies the return year, i.e.: 74% of 1st year students from 2005-2006 returned for 2nd year in 2006-2007.

Student Retention Rates

	2006-07	2007-08	2008-09
1 st to 2 nd Year	74%	76%	78%
2 nd to 3 rd Year	84%	85%	86%
3 rd to 4 th Year	82%	83%	84%

* The Ministry would prefer to receive information on student retention rates from 2nd to 3rd year and the rate from the 3rd to the 4th year, but will accept the student retention rate after the 2nd year.

Graduation Rates

Pursuant to Section 2.1 of the MYA, your university will continue to participate in the Key Performance Indicator initiative, including the provision of the data needed to determine graduation rates.

The Ministry will use the graduation data to determine whether the graduation rate of 74 per cent for the university system is being maintained or improved, pursuant to the "Reaching Higher" Measurement and Results Schematic located in Appendix A of the MYA.

C. ACCOUNTABILITY

Multi-Year Action Plan

Please provide details on how the institution consulted with faculty, staff and students on the content of this Action Plan:

<p><i>Vision Statement – Action Plan</i></p> <ul style="list-style-type: none"> ▪ The Vision Statement and Objectives were drawn up based on consultation and consensus (students, alumni, Foundation, Board, faculty and staff, external university partners) in 2005-2006 and were approved at the Board of Governors and Senate. They form the basis of all institutional planning this year. ▪ The Action Plan contents were drawn up by Administration with broad consultation. ▪ The draft Multi-Year Plan formed part of the agenda of a Board of Governors retreat this fall. ▪ The final Multi-Year Plan will form part of the agenda of a Senate retreat in

October.

- The finalized Multi-Year Plan will be posted on the university's web site.

Student Input

- Student input was provided through a residence focus group conducted last April, with the goal of improving living and learning conditions and retention rates. Further input was provided through three focus groups led by the Registrar's Department this September, with the theme of improving retention rates. Our annual Student Survey was also used as a basis for some of the contents of the Action Plan; we used the 2005-2006 survey which was filled in by 39% of our students.
- Most importantly, students in the Community Economic and Social Development programme working under one of last year's First Generation projects, provided a framework for institutional development to enhance recruitment and retention of First Generation students. Their report was used to shape this Action Plan and will be used throughout the 2006-2007 academic year to lead improvements. We would be pleased to make this report available to the Ministry or to other institutions.

Faculty input

- The academic components were drawn up by the Academic Planning and Priorities Committee of Senate and stem from a Senate five-year academic plan approved last spring.

Staff Input

- A survey on Employee Satisfaction was filled out by staff and was followed by a focus group meeting this spring. A second focus group with staff addressed issues raised through a Student Suggestion Box and centered around the theme, "Students are #1". Both groups yielded input used in this Multi-Year Action Plan.

As previously noted, the Ministry will review your Action Plan annually to discuss progress being made on the commitments outlined in your 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 release of the full amount of your 2007-08 and 2008-09 allocations will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.