

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:

Mission Statement:

- Trent University aspires to be Canada's outstanding small university known for its commitment to liberal undergraduate education in the humanities, social sciences and natural sciences and to the centrality of the individual student. Within a collegial setting the university offers undergraduate and graduate programs, both traditional and interdisciplinary, which seek to advance learning through the creative interaction of teaching and research of the highest quality.

This mission determines Trent's niche within the Ontario system:

- Overall enrolment approximately 8,000 students.
- Centrality of the undergraduate student in teaching and learning and in support services.
- A limited number of graduate programs, with an emphasis on interdisciplinary programs.
- A high level of research.

2006-07 Operating Budget Highlights:

To support Trent University's unique mission the Board of Governors approved the 2006-07 operating budget on April 28, 2006. Some of the key highlights of the 2006-07 operating budget include:

- Domestic Undergraduate Tuition rates increased by 4.0% for continuing students, and 4.5% for first year students.
- Domestic Graduate Tuition rates increased by 4.0%
- International student differential fees have increased by 5.6%.
- Increased tuition revenues and provincial operating grants will be used to support:
 - An investment of \$480,000 to fit-up computer labs, provide wireless IT access across campus, library acquisitions and electronic holdings.
 - A sustained investment in physical plant of \$250,000.
 - An increase in the number of graduate teaching assistants and research fellowships.
 - New and replacement tenure track hiring of 24 positions in 2006-07 and 2007-08
 - Investment of \$504,000 in academic and IT support to enhance quality improvements in both Peterborough and Trent @ UOIT operations.
 - Strategic investments in recruitment, marketing and institutional positioning.
 - Increased employer pension plan contributions.

For more detailed information on Trent University's 2006-07 operating budget please visit the following website: http://www.trentu.ca/admin/finance/administration/budget_06-07.pdf

In its Strategic Directions 2003-2010, <http://www.trentu.ca/admin/vpacademic/strategicplan/>, Trent reaffirmed the following institutional goals and objectives.

Institutional Goals:

- To create a teaching, learning, research and living environment fundamentally committed to the promotion of free inquiry and expression.
- To offer a distinctive, excellent and continually evolving teaching program that responds to the needs of an increasingly diverse full and part-time student body.
- To provide educational programs which encourage students to think critically, creatively, and constructively and to communicate their ideas effectively, as well as instilling a curiosity that engenders lifelong learning.
- To sustain and enhance opportunities for research and scholarly activity of the highest standard.
- To recognize and take advantage of our relatively small size, flexibility and experience to foster continually opportunities for creative interaction between academic departments and programs, teaching and research, colleges and academic activities and among our faculty, staff and students.
- To develop, in the pursuit of the advancement of learning, mutually beneficial partnerships and linkages with universities, colleges, schools and other public and private sector institutions and organizations, including our alumni.
- To encourage intellectual and cultural sensibility, adaptability, leadership, mutual respect, an ethical conscience, global perspectives and environmental sensitivity among all members of the Trent community.

Institutional Objectives

- Recruit and retain students from within and beyond Canada who will benefit from Trent's programs and who will contribute to university life.
- Provide an appropriate range and sequence of undergraduate courses and programs in the humanities, social sciences, natural sciences and interdisciplinary fields to ensure a truly liberal education rooted in a strong institutional commitment to undergraduate teaching.
- Develop new opportunities for small group teaching and individualized learning.
- Create and sustain a range of interdisciplinary graduate programs that will reinforce the goal of liberal education, have linkages with our undergraduate departments and programs and provide all faculty with graduate teaching and research opportunities.
- Employ and retain excellent faculty who contribute actively to the advancement of learning through teaching, research, service and professional development.
- Employ and retain excellent academic and administrative support staff and ensure adequate opportunities for their professional development.
- Create and sustain an environment (intellectual, physical, fiscal and social) that advances learning through quality teaching and research while encouraging respect, tolerance and sensitivity.

For more detailed information on Trent University's Strategic Plan visit the following website:
<http://www.trentu.ca/admin/vpacademic/strategicplan/>

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):

Students with disabilities: Since 1991 Trent University has been tracking information on students with disabilities who are supported by the University’s Disability Services Office. The information gathered is on an individual student basis with respect to their disability. In 2005-06 seven percent of Trent University’s fulltime undergraduate student population were registered with the Disability Services Office.

Aboriginal students: Trent has had a long history of support for aboriginal students through academic programs and student services provided primarily through the Department of Indigenous Studies (formerly Native Studies). To date, students have self-identified as aboriginal when they enrolled at Trent. It is estimated that approximately 200 aboriginal students are currently enrolled. As of 2006-07 academic year, OUAC added a field to the application process which allows aboriginal students to self-identify at that point. This information will be carried into Trent’s student information system and allow the university to track the progress of these students. It is anticipated that the university will have a more complete record of self-identified aboriginal students through these new procedures. For 2006-07, Trent received 203 applications self identified as aboriginal and 53 of these students registered at Trent. This represents 2.6% of Trent’s year one class for 2006-07 academic year.

First generation students: Trent does not currently collect data on first generation (FG) students. The University has, however, been surveying a sample of first year students each fall since 2002. The total sample as of fall 2006 is 3,285 first year students. Of these students, 55% were FG, i.e. neither parent had attended a post-secondary institution, compared with 45% where at least one parent had some post-secondary education. The average high school GPA for FG students was 75.6% compared to 75.9% for the other category of students. The University will continue with its survey of first year students.

In 2005, Trent received funding under MTCU’s Ontario’s Access and Opportunities Strategy: New First Generation Pilot Funding 2005-06 to analyze the services offered to potential and current FG students. This study, which included focus groups with FG students, has heightened awareness of the needs of these students, and the services which would best assist them and will provide the basics for subsequent planning. Should Trent University be able to develop a system to capture first generation students, the information could be used to analyze scholarships and bursary spending, retention rates and graduation rates.

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:

Students with disabilities: In the 2005-06 academic year Trent University received a non-formula operating grant of \$336,618 to support students with a disability. The Disability Services Office will continue to draw on this base funding to support students with disabilities. Some of the services to be provided in 2006-07 will include: assistance with admission and/or registration, advocacy and counseling regarding disability issues, emails explaining the student’s academic accommodations sent to professors,

note takers and readers, text and journal articles produced on tape for the visually impaired, referrals for disability assessments, lending of adaptive equipment, library assistance such as research assistance and retrieval of books. A mentoring program for new students with disabilities will be offered and special exam arrangements will be made to accommodate disabilities. Some of the types of exam accommodations are: extended test time, taped exams and answers, exams in Braille, use of a computer with a spell check, distraction-reduced exam environment and readers.

Aboriginal students: The Department of Indigenous Studies estimates that approximately 200 aboriginal students are studying towards a university degree or diploma at Trent. The University receives a non-formula operating grant for aboriginal education and training of \$378,740 to support student services for aboriginal students. Some of these services include a peer tutoring and mentoring program, an aboriginal counsellor, and a cultural advisor. The Strategic Directions for Trent University 2003-2010 plan is to increase the number of full and part-time indigenous students to 600 by 2010-11. To achieve this target the University has increased its recruitment activities for aboriginal students through new materials in its viewbook, participation in the Aboriginal Post-Secondary Information Program, the training of all high school liaison officers, and improved coordination among the Registrar's Office, the Office of Student Affairs and Indigenous Student Services. The University has also re-designed its Foundations for Indigenous Learning Program. This program provides an opportunity for indigenous students who wish to pursue university level studies and who believe that they may benefit from studying in an academic atmosphere that provides a high level of indigenous cultural support. Students who enroll in the Foundations Program will also be assigned an academic coach from the Adler School of Professional Coaching who will meet with them on an individual basis, in person and via telephone, over the course of the year. The elements of coaching have been found to be consistent with traditional indigenous approaches to learning. Students who are admitted into the program will take 8 university credits over two years. After successful completion of these credits, they will receive a Diploma in Indigenous Studies and may continue to pursue an undergraduate degree. Students enrolled in the program can take advantage of the many academic and social supports available through Indigenous Student Services. These include academic and personal counseling from the Aboriginal Counsellor, cultural advice from the cultural advisor, cultural teachings from elders and traditional teachers in the traditional teaching workshops, academic support through the peer mentoring program. In 2006-07, Trent has partnered with First Nations Technical Institute at Tyendinaga to offer credit courses in Mohawk Language. The program is being offered at Tyendinaga and has 15 students enrolled.

Aboriginal students interested in teaching have a high level of acceptance into Trent's consecutive education program – a 50% yield rate compared to 12% for the program as a whole. In 2006-07 Trent's program is offering Native Studies as one of its teachable areas in this program.

First generation students: Trent University's smaller campus and personalized supportive learning approach provides an attractive environment for First Generation students. With more than half of its population being First Generation students, Trent University is uniquely positioned to play a role in fulfilling the mandate of the Provincial Government's *Access and Opportunities Strategy Fund*. The University is exploring the possibility of developing a system for collecting, tracking and analysing data on First Generation students using our student information system through the Office of Institutional Research and Strategic Planning. This information would enable Trent University to monitor the performance of students with a first generation background, for example, retention rates and graduation rates and to develop surveys to measure the level of student satisfaction with academic and administrative services.

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
1. Enhance the quality of services to students with disabilities.	Conduct an annual student satisfaction survey for the disability service office and use the feedback from this survey to implement changes designed to improve services for students with disabilities.
2. Increase the enrolment of self identified aboriginal students from 200 to 400 by 2008-09.	Track the actual numbers of self identified aboriginal students enrolled at Trent over the next 4 academic years. Assess the number of student's receiving services in academic coaching for the Alder's program.
3. Monitor the quality of student services offered to first generation students.	Using an internal student satisfaction survey to track and monitor the level of satisfaction and feedback from the following on-campus services (Intro Week, Academic Skills Centre, Special Needs, Counselling Services, Career Services and Computer Lab Access and Support) that are pivotal in provided path ways to success for first generation students.

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	1. Disability Services Office Student Satisfaction Outcomes.	1. A Student Satisfaction rate of 80%.
	2. Number of aboriginal students registered and develop baseline retention rates.	2. Increase the number of aboriginal students to 250 and develop baseline retention rates. Increase course registrations in indigenous studies and the indigenous studies diploma program.
	3. First Generation Student Satisfaction Outcomes.	3. Maintain mean scores of 3.35 for academic skills centre, 3.31 for intro week, 3.29 for counselling services, 3.00 for career services and 3.11 computer labs.
2007-08	1. Disability Services Office Student Satisfaction Outcomes.	1. A Student Satisfaction rate of 85%.
	2. Increase and retain the number of aboriginal students enrolled.	2. Capture 250 self identified students registered at Trent with an indigenous background. Target a retention rate of 60% for the 2006-07 student cohort.
	3. First Generation Student Satisfaction Outcomes.	3. Improve mean scores of 3.35 for academic skills centre, 3.31 for Intro Week, 3.29 for counselling services, and 3.11 computer labs for 2007-08.
2008-09	1. Disability Services Office Student Satisfaction Outcomes.	1. A Student Satisfaction rate of 85%.
	2. Increase and retain the number of aboriginal students enrolled.	2. Capture 300 self identified students registered at Trent with an indigenous background. A retention rate of 65% for the 2007-08 student cohort.
	3. First Generation Student Satisfaction Outcomes.	3. Improve mean scores for 2007-08 for academic skills centre, Intro Week, counselling services, and computer labs for 2008-09.

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-

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.

Number of students at Trent on OSAP and the number of scholarships and bursaries dollars awarded to Trent students: In the 2005-06 academic year, 3,097 of Trent University's 8,170 undergraduate and graduate students received loans and grants under the Ontario Student Assistance Program (OSAP). In addition to the OSAP support, the University provided \$6.3M in merit and need based scholarships and bursaries. Scholarships and bursaries now account for 7.9% of the University's operating expenditures. The University also allocates \$1.3M of scholarships and bursaries from Trust and Endowment funds to support students who demonstrate academic achievement and/or financial need, as measured by the University's financial aid office.

Application Procedures for Student Aid and Meeting the Requirements of the Student Access Guarantee: Presently at Trent University there are three deadlines for students to apply for set-a-side funds and Trent supported bursaries. Trent uses a standard financial assessment for each applicant with the intention of meeting the some if not all of the requirements of the student access guarantee. The Financial Aid Office reviews each student application on a case by case status. To determine the level of financial aid the Office reviews and assesses all education costs (listed below) and matches those against individual resources (listed below).

1. Review expenses

- a) full tuition/ancillary fees
- b) actual book costs
- c) residence costs and/or
- d) daily living costs based on standardized budget developed by FAO
- e) interest paid on line of credit
- f) exceptional documented expenses

2. Review resources

- a) summer work savings
- b) available Line of Credit (LOC)
- c) expected part time earnings during school year
- d) government income (CPP, orphan benefits, WSIB)
- e) scholarships/bursaries including Aiming for Top scholarships
- f) OSAP /Millennium loans & grants
- g) expected/actual parental contributions
- h) external funding (band funding)
- i) RESP

From this information the Financial Aid Office can assess each student's case for additional financial resources to determine the gap in funding based on 8 month budget (school year) for undergraduates, 12 month year for Masters and PhD students. Once this has been determined the FAO determines a group based on extent of need, usually in \$500 increments and assigns the amount of bursary based on an amount ranging from \$225 to \$4000. For more information on Trent University scholarships and bursaries please visit the following website:

Trent University will take into consideration the Ministry's tuition / book shortfall in allocating financial aid as set out in the Student Access Guarantee guidelines.

For 2007-08, the Ministry will consult with institutions on how to improve the co-ordination 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:

Student to faculty interaction and learning quality: To improve student to faculty engagement Trent University is supporting the hiring of 21 tenure track appointments, the start-up costs associated with these tenure track positions, and 125 graduate teaching and research assistantships in 2006-07. The University will also develop a plan to reduce student to faculty ratios in specific departments that are well above institutional averages. In accordance with this strategy, the University plans to examine the possibility of shifting the percentage of permanent tenure track positions upward by converting limited term contract positions and part-time stipend positions into permanent positions.

Enhancing computers and technology access: In the 2006-07 academic year Trent will upgrade and enhance IT support services to faculty and students across the campus. As part of the investment, the University is upgrading its WEBCT technology that is offered to students and faculty as a tool to support instructional learning both inside and outside of the classroom. In addition, the University will add more wire-less access points to support those students with a wire-less laptop through its airTrent program. To this end, wire-less access points will be installed at Otonabee College, Champlain College, Lady Eaton College, and the Sciences Building. In future MYAA reports, Trent University will explore the possibility of collecting more data on IT activities related to academic instruction. For example, some IT indicators could be generated to show the use of WEBCT in instruction across various academic departments.

Library enhancements: Trent University is making an additional investment in the Bata Library to support student learning and faculty research. Funding will support the acquisitions of new books, journals, and access to electronic data bases.

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
1. Reduce and improve student to faculty ratios in departments with above average ratios.	1. Measure student to faculty FTE teaching ratios in departments.
2. Improve the first year student experience by reducing class sizes.	2. Measure the number of student sections offered in 1 st and 2 nd year in 1-25 range, 26-50 range and 1-50 range.
3. Increase the number of tenure track to contract appointments across selected academic programs.	3. Measure the percentage of tenure track full-time equivalents (FTEs) against limited term contract FTEs and part-time stipend FTEs.
4. Increase the number of library acquisitions for faculty and students to support research, teaching and learning.	4. Report to the Ministry on the actual increase in library acquisitions - e-books, catalogued monographs, serial volumes, and microfilm reels and microfiche items purchased through the operating budget.

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	1. Measure student to faculty ratios.	1. Maintain current 2005-06 student to teaching FTE ratios of 20.8 to 1.
	2. Measure the number of student sections offered in 1 st and 2 nd year in 1-25 range, 26-50 range and 1-50 range.	2. Maintain 2005-06 levels of 78% for 1-25 range, 12% for 26-50 range and 90% for 1-50 range.
	3. Measure the percentage of tenure track full-time equivalents (FTEs) against limited term contract FTEs and part-time stipend FTEs.	3. Maintain current FTE complement of 71% tenure track, 4% full-time limited term and 25% part-time positions.
	4. Library holdings and acquisitions.	4. Library acquisitions results: ➤ Added 10,000 new catalogued monographs.

		<ul style="list-style-type: none"> ➤ Added 3,000 serial volumes. ➤ Added new microfilm reels e-books.
2007-08	1. Measure student to faculty ratios.	1. Improve student/faculty ratios in departments with above average ratios by adding additional resources, e.g. faculty appointments, teaching assistants and lab demonstrators, and bring the institutional ratio down to 20 to 1.
	2. Measure the number of student sections offered in 1 st and 2 nd year in 1-25 range, 26-50 range and 1-50 range.	2. Improve rates to 80% for 1-25 range, 13% for 26-50 range and 93% for 1-50 range.
	3. Measure the percentage of tenure track full-time equivalents (FTEs) against limited term contract FTEs and part-time stipend FTEs.	3. Improve the FTE complement to 73% tenure track, 4% full-time limited term and 23% part-time positions.
	4. Library holdings and acquisitions.	4. Library Holding and Acquisition results: <ul style="list-style-type: none"> ➤ Add 3,000 e-books. ➤ Increase all non-electronic library holdings by 10%.
2008-09	1. Measure student to faculty ratios.	1. Improve student/faculty ratios in departments with above average ratios by adding additional resources, e.g. faculty appointments, teaching assistants and lab demonstrators, and maintain an institutional ratio of 20 to 1.
	2. Measure the number of student sections offered in 1 st and 2 nd year in 1-25 range, 26-50 range and 1-50 range.	2. Improve or maintain rates to 82% for 1-25 range, 13% for 26-50 range and 95% for 1-50 range.
	3. Measure the percentage of tenure track full-time equivalents (FTEs) against limited term contract FTEs and part-time stipend FTEs.	3. Improve the FTE complement to 75% tenure track, 4% full-time limited term and 21% part-time positions.
	4. Library holdings and acquisitions.	4. Library Holding and Acquisition results: <ul style="list-style-type: none"> ➤ Add 3,000 e-books. ➤ Increase all non-electronic library holdings by 10%.

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	21.0	16.0	87.0	4.0	1.95	6.0
Retires/ Departures	16.0	10.0	77.5	4.0	(0.75)	(6.0)
Net New Hires	5.0	6.0	9.5	0	1.2	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.

TRENT UNIVERSITY NOTE:

TERMS	DEFINITION
Full Time Tenured	Includes full-time faculty as of Oct 1, 2005 who hold an academic rank as defined by Statistics Canada's UCASS file.
Full Time Limited Term	Includes full-time teachers hired for one year or more, with no formal commitment on the part of the University to renew the contract, although the contract may in fact be renewed.
Part Time (FTE)	Based on average faculty workload. For example, the average full-time faculty member teaches 5 courses per year and a part-time faculty member teaches 2 courses per year they represent 0.4 of a faculty FTE.

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:

Student Retention Rates

	2006-07	2007-08	2008-09
1st to 2nd Year	78%	80%	82%
2nd to 3rd Year*	52%	54%	56%
3rd to 4th Year*	47%	49%	51%

* 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.

TRENT UNIVERSITY NOTE:

Student Retention	Tracks the flow-through of full-time students registered in each year of study into the next year of study (Yr-1 to Yr2, Yr-2 to Yr-3, and Yr-3 to Yr4) with full-time registration status. This excludes students who the University retained but changed student registration status to part-time and remained in the same year of study or advanced to year 2 of their study. Note for year-3 to year-4 retention rates do not exclude those students who graduated with a 3-year general degree (note next years report will exclude those graduates, hence retention rates will be restated based on new definition).
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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:

Trent University has shared its multi-year accountability agreement with Senate Budget Committee, a sub-committee of the University's Senate. This group consists of student representation from the Trent Central Student Association, Graduate Student Association, Jullian Blackburn College (part-time studies and continuing education), full and part-time faculty, and staff from the University's management group and labour union (OPSEU). In addition to this, a series of consultations have occurred throughout September and October with various groups to review the impact of the multi-year accountability agreement and how it relates to other planning processes underway inside the University this fall. Groups that have been consulted include: Board of Governors; Faculty Board; Faculty Council; Senate; Student Senate Caucus; Executives of College and Student Governments; Extended Management; and all-staff meetings. In late 2006, Trent University's Office of Institutional Research and Strategic Planning will develop and report to the University's Board of Governors and Senate a "**Trent University Report Card**". This public document will enable stakeholders to assess and monitor the reporting of the University's strategic plan's progress through the use of key performance indicators that are unique to Trent's academic mission. Performance indicators used in the 2006-07 MYAA will also be used in the Trent University Report Card. These indicators include endowments per FTE, scholarships and bursaries per FTE, retention rates, graduation rates, student faculty interaction, and academic staffing allocations. The report card will direct its focus in the following areas: 1. Student and alumni outcomes, 2. Commitment to our employees, 3. Resource allocation and Financial health, and 4. Academic Mission.

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.