

Multi-Year Accountability Agreement Report-Back

University:	TRENT	Year:	2008-09
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As noted in the Multi-Year Accountability Agreement for Universities for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, update the planned net new hires table, and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

MYAA Transition Year 2009-10

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol (reflecting updated graduate and medical expansion targets), providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, continued participation in student engagement and retention measures and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10

year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so, eliminate any double-counting in the column, “Total Number Self-Identifying as Member of Under-represented Group”.

Measurement Methodology (including description)	Student Groups in Your Student Population			Total Number Self-Identifying as Member of Under-represented Group	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities		
	#	#	#		
1. Actual number of students self-identifying using the University's student information system based on November 1, 2008 headcounts (only applies to Aboriginal and Students with Disabilities) and for first generation – internal institutional research survey of students.	95	708	435	1238	1221 (internal institutional research survey)
2. Number of graduating students captured by the Canadian Undergraduate Survey Consortium (CUSC) 08-09.	8	83	38	129	419

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

Increased Participation of Under-Represented Students — Programs/Strategies
MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Students with Disabilities	Disability Services Office student satisfaction outcomes	Student satisfaction rate of 85% (2007-08 result: 85%; 2006-07 result: 84%)	91%	
Aboriginal	Number of Aboriginal students registered and retention rates	Capture 300 self-identified Aboriginal students registered at Trent and target a retention rate of 60% for the 2006-07 cohort (2007-08 result: 182 and retention rate of 90%; 2006-07 result: 104 and baseline retention rate of 68% established)	95 self-identified Aboriginal students with a retention rate of 78% for the 2006-07 cohort	Tracking Aboriginal students is difficult as these students may not choose to self identify on their application to the university. It is expected that by the 2010 or 2011 reporting year we will have identified more than 250 of these students.
First Generation	First Generation Student Satisfaction outcomes	Maintain mean scores of 3.25 for academic skills centre, 3.31 for info week, 3.29 for counselling services, 3.00 for career services and 3.11 for computer labs (out of 4) (2007-08 result: 3.38, 3.50, 3.42, 3.24, 3.46) (2006-07 result: 3.43, 3.47, 3.03, 3.33)	3.55 for academic skills centre, 3.63 for info week, 3.49 for counselling services, 3.26 for career services and 3.21 for computer labs (out of 4)	

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.	Continued support for students with disabilities: The Disability Services Office (DSO) at Trent University continues to provide support for a large group of students with varying disabilities. Continued enhancements

	<p>will be made to the services provided to better support students with disabilities during the 2009-10 academic year. Advances in technological resources have been made and will continue to be available for this academic year. Such resources include a DSO space on WebCT, a revamp of DSO's webpage, and electronic delivery of notes for students who require such an accommodation. The DSO is also in the process of hosting training workshops on Customer Service standards for all levels of staff at the university. Through the creation of a new, dedicated staff position, there will be training in accessible service provided for all staff, student employees and student leaders on campus. This training will enhance the already established supportive environment in which students with disabilities at Trent live and learn. Also, as part of its Enhanced mentoring Program, DSO will provide more training and mentoring for its students in the area of adaptive technologies available to them throughout the Trent computer network.</p>
2.	<p>Aboriginal student success: Trent has had a long history of support for Aboriginal students through academic programs and student services. For the 2009-10 academic year and beyond Trent will continue to provide a variety of programs and services to assist Aboriginal students in succeeding at the university. These supports are financial (travel funds for students and their families to attend New Student Advising; targeted scholarships and bursaries), cultural (participation in PowWow; inclusion of Elders), emotional (provide access to Aboriginal counsellor), social (host Aboriginal specific Bring it On weekend; Trent University Native Association), and academic (offer specialized programs including Mohawk Language Immersion Program or Foundations in Indigenous Learning program) in nature.</p>
3.	<p>First Generation student initiative: The First Generation Pilot Project will expand at Trent in the 2009-10 academic year. The project focuses on assisting first generation students (which includes other underrepresented groups) in the transition to university by engaging students in New Student Advising sessions and Bring It On weekends to develop small peer groups prior to students' arrival on campus. These activities are followed up with the Impact Leadership Program to continue to support students throughout their university careers and to challenge them to achieve greater success. First generation students are specifically targeted for participation in these activities.</p>

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	<p>Internal institutional surveys: An intake survey has been developed to assess new students' expectations about university. Included on the survey are questions pertaining to students self-identifying as first generation, Aboriginal, and students with disabilities. An end of year satisfaction survey has also been developed to assess all students' satisfaction with many of the activities and services at the university.</p>
2.	<p>Student success and retention: The academic success and retention of all underrepresented groups will be monitored.</p>
3.	<p>Student affairs surveys: Student affairs initiatives, including New Student Advising, Bring it On weekends, Introductory Seminar Week, and Impact Leadership program will be monitored through tracking student participation and satisfaction. Emphasis will be placed on tracking the participation and satisfaction of underrepresented groups through the use of internal surveys and monitoring academic progress and retention.</p>

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2008-09, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines.

	<u>Yes</u>	<u>No</u>
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <u>2008-2009 Student Access Guarantee Guidelines</u>	x	

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution's 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$394,580	417
Other SAG Expenditure to Supplement OSAP	\$794,370	432
Total	\$1,188,950	849

Date screen was last updated: 23/ 07/ 2009

2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2009-10 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

<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>Trent uses a standard financial assessment for each applicant (those who apply for financial aid and each student awarded OSAP) with the intention of meeting the requirements of the student access guarantee.</p> <p>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).</p> <p>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, and f) exceptional documented expenses.</p> <p>2. Review resources: a) summer work savings, b) tuition benefits for Trent University employee dependants, c) expected part time earnings during school year, d) government income (CPP, orphan benefits, WSIB), e)</p>
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	<p>scholarships/bursaries including Aiming for Top scholarships, f) OSAP /Millennium loans & grants g) expected/actual parental contributions, h) external funding (Band funding), and i) RESP.</p> <p>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 the extent of need.</p>
<p>If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee.</p> <ul style="list-style-type: none"> - Identify any applicable deadlines. - Identify your communications strategies to inform students of how to apply. 	<p>For more information on Trent University scholarships and bursaries please visit the following website: http://www.trentu.ca/undergraduate/financesandscholarships_loans.php</p> <p>On-line Bursary Application form can be found at the above website.</p> <p>Completed applications to be submitted by the following deadlines: Fall & Winter: October 15 Winter only: January 31 Summer: Term 1: May 15, or Term 2: June 15</p> <p>A link to the bursary form has been placed on the front page of the Financial Aid web site. Information on the bursary program is contained in our financial aid brochure, Trent view book and the parent handbook. Presentations regarding financial aid are given at area high schools, during campus days and during student orientation sessions.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <ul style="list-style-type: none"> a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide 	<p>No, Trent University will provide no such loan assistance program.</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>All Students who apply for financial aid or are awarded OSAP are automatically considered for merit based scholarships (no application is required) and are considered for endowed scholarships (merit or financial need based). Each student is assessed on a case by case basis and those who demonstrate financial need or who have been awarded OSAP with an entering grade point average of 80% or higher are automatically offered renewable merit based entrance scholarships. These scholarships are used as part of the University's financial aid program to help meet the requirements of the student access guarantee. The University also funds tuition / book shortfalls using endowed scholarships, bursaries and awards to students who have identified financial need or have been awarded OSAP to provide additional financial assistance as another measure of the University's strategy in supporting the student access guarantee. To deal with emergency situations the University has in place an emergency short-term loan program. Loan funds are available on a short term basis to assist students in an emergency situation. Among these funds is the Nokes Fund established by the Cobourg and District Labour Council. Additional funds have been provided to students on an emergency basis through the Major Bennett Chapter, the Trent University Alumni Association, The Trent Student Union, and the college cabinets / councils. The University Bookstore</p>

	has provided gift certificates that are given to students who require emergency funds for books. The Trent Central Student Association has provided food bank vouchers to students in urgent need of food.
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.	Trent University Bursary appeal process: Students who feel they have legitimate basis for appealing their bursary decision, may appeal within two weeks of the published notification date. All financial changes or circumstances must be documented. A letter of appeal must be submitted with documentation to the Financial Aid Office. Documentation may include receipts of exceptional expenses, proof of part-time earnings, exceptional accommodation costs, transportation costs, additional course costs, etc. All decisions regarding appeals will be communicated to the student within 30 days of the appeal. A committee of at least two persons will review all appeals.

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

B. QUALITY

Quality of the Learning Environment

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
	Measure student to faculty ratios	Maintain the institutional ratio of 20 to 1 (2007-08 results: 17.47 to 1; 2006-07 result: 19.21 to 1)	19.7 to 1	
	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	Improve rates to 82% for 1-25 range, 13% for 26-50 range and 95% for 1-50 range (2007-08 result: 65% for 1-25 range, 19% for 25-50 range, 84% for 1-50 range; 2006-07 result: 62% for 1-25 range, 22% for 25-50 range and 84%	65% for 1-25 range, 20% for 26-50 range, 85% for 1-50 range	In order to achieve a balanced operating budget for the 2009-10 fiscal year, the University had to cut back expenditures in its instructional budget.

		for 1-50 range)		
	Measure the percentage of tenure track full-time equivalents (FTEs) against limited term contract FTEs and part-time stipend FTEs	Improve FTE complement to 75% tenure track, 4% full-time limited term and 21% part time positions (2007-08 result: 71% Tenure track, 3% full-time limited term, 26% part-time; 2006-07 result: 71% tenure track, 4% full time limited term, 25% part-time)	77.7% tenure track, 2.6% full-time limited term, 19.7% part-time	
Quality	Library holding and acquisitions	Add 3,000 e-books and increase all non-electronic library holdings by 10% (2007-08 results: 10,000 e-books, 15% increase in non-electronic holdings; 2006-07 result: 10,540 monographs and 3,000 e-book titles added)	37,368 additional e-books and 1.4% increase in non-electronic library holdings	The increase in e-books was primarily a result of agreements negotiated with a few large publishers that provided significant additional resources at a very low incremental cost. Because of this e-holdings were a more effective use of funds over non-electronic holdings.

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1.	First Year Seminar (FYS): For the 2009-10 academic year (with plans to extend and expand in future years), Trent is offering a for-credit first-year seminar course for new first-year students to assist with the transition to the university environment. This course is designed to help first-year students develop the critical thinking, reading, writing and presentation skills that are important for success in all university courses.
2.	Student Engagement activities: A variety of new and continuing activities at Trent University connected to the colleges will take place during the 2009-10 academic year to enhance student engagement at the university. New initiatives include college induction ceremonies, the Great Trent Video Contest and the artists-in-residence program. Some continuing programs include intercollegiate competitions (spelling bee, battle of the bands, etc.) and living/learning communities (e.g., global community, expressions community).
3.	Enhanced Academic Advising: Enhanced academic advising support for undergraduate students includes a new advising website and more drop-in and appointment hours available. Group advising workshops offered during Introductory Seminar Week as well as throughout the academic year focus on important information (e.g., choosing a major).

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through NSSE, KPI's, CGPSS or CSRDE):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	FYS: Students who take the FYS course will be monitored for academic success and retention throughout their university career.
2.	NSSE: Trent is participating in NSSE for the 2009-10 academic year.
3.	CSRDE: Trent is continuing to participate in CSRDE for the 2009-10 academic year.

Net New Hires

Referring to your approved Multi-Year Action Plan, please identify your planned and actual net new hires for 2008-09. In 2009-10, the ministry is seeking information on annual net new hires according to your institution's established definitions for full-time tenured, full-time limited term and part-time. The ministry appreciates that accurate data on net new hires for 2009-10 may not be available until late fall. As such, please identify your planned net new hires for 2009-10.

Actual New Hires in 2008-09 Planned New Hires in 2009-10		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	Planned 2008-09	1	8	59.9	1.45	0	0.38
	Actual 2008-09	1	8	59.9	5.20	4.72	5.68
	Planned 2009-10	2	6	73	6.03	0	2.05
Retires / Departures	Planned 2008-09	12	11	91.7	1.30	0	1.98
	Actual 2008-09	12.5	11	91.7	5.49	.51	6.28
	Planned 2009-10	6	8	90	4.56	0	1.63
Net New Hires	Planned 2008-09	-12.0	-3	-31.8	0.15	0	-1.60
	Actual 2008-09	-12	-3	-31.8	-.29	4.21	-.60
	Planned 2009-10	-4	-2	-17	1.47	0	.42

* For student services staff definition, please refer to the student services functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report. Student Services Staff do not include ancillary staff.

**For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

If applicable, please explain variance between the proposed and actual 2008-09 net new hires.

Student Success: Student Retention Rates

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1 st to 2 nd Year	82% (2007-08 result: 82%)	81%	
2 nd to 3 rd Year	56% (2007-08 result: 74%)	71%	
3 rd to 4 th Year	51% (2007-08 result: 68%)	76%	

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

MYAA Transition Year 2009-10

In 2009-10 your institution is asked to continue to participate in the Consortium on Student Retention Data Exchange (CSRDE). Pending advice from HEQCO on the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

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

C. ACCOUNTABILITY

MYAA Report-Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space:

<http://www.trentu.ca/oirsp/accountability.php>

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site. Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

MYAA 2008-09 Report-Back Contact	
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APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year

Increased Participation of Under-Represented Students

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

Bridging & Pathways: activities to bridge students into PSE (including dual credit programs, academic upgrading and other services) and assist students' pathways between college and

university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

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

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

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

Quality of the Learning Environment

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

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

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

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

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

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

APPENDIX B: Example of extended / consolidated programs and strategies

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

Quality Strategy / Program	Indicator	Results		
		% in 2006-07	% in 2007-08	% in 2008-09
Academic Writing Centre	% of 1 st year students using centre	% in 2006-07	% in 2007-08	% in 2008-09
Peer Tutoring	# of clients served	# in 2006-07	# in 2007-08	# in 2008-09



Program				
Entering Student Retention Strategy	1 st to 2 nd year retention rate	% in 2006-07	% in 2007-08	% in 2008-09

Transition Year 2009-10

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

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