Ministry of Training, Colleges and Universities

Multi-Year Accountability Agreement Report-Back

College:	Fleming	Year:	2008-09

As noted in the Multi-Year Accountability Agreement for Colleges 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, access and quality improvement strategies 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, providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, 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. Particularly valuable are methodologies and results that complement those of the Ontario College Student Engagement Survey (OCSES). 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	Francophone Students	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities	Mature Students			
	#	#	#	#			
Web portion of the 1st year student survey in which all 1st semester students have the opportunity to complete (excluding post-diplomas and Haliburton campus). **Response rate = 32%**	48 (4.2%)	254 (22.5%)	145 (12.8%)	207 (18.3%)		Number not available in our survey	1131
Removal of duplication among the 4 groups					522		

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
Mid-Term Assessments	% of courses w/ mid-term assessment	= / > 90% assessment (07-08 82%)	✓	
Aboriginal Communities	Participation and satisfaction	1% increase in aboriginal enrolment (07-08 5% increase)	✓	
GTA Recruitment	Enrolment	1% increase in GTA enrolment (07-08 2.5% increase)	✓	
Increased flow-through from Upgrading to Post-secondary programs	For 2008/09 expected to increase the percentage of total students enrolled from the under represented group beyond the base established in 2006/07.	First generation participation rate increased by 1%	✓	

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. Expanded resources to support first generation students	Increased focus & support at each campus to facilitate success of First Generation Students.
2. Expand support through increased resources for the admission process.	Build on current second career enrolment success by expanding the breadth of support and service during the application process.
3. Focused Marketing	A greater focus on attracting under-represented students through additional, focussed marketing initiatives

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. Expanded resources to support first generation students	Internal survey to determine participation rates and satisfaction with support as per the first generation accountability framework (MTCU)
2. Expanded support through increased resources for the admission process	Internal survey in admissions and greater enrolment re: second career
3. Focused Marketing	Greater fall enrolment

French Language College Collaboration

MYAA Report Back 2008-09

This table applies only to the two French language colleges — Boréal and La Cité collégiale.

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
Not applicable				

MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college collaboration strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

Collaboration Strategy for 2009-10	Brief Description
Not applicable	

College Small, Northern and Rural

MYAA Report Back 2008-09

This table applies only to institutions that receive funding through the Small, Northern and Rural (SNR) Grant.

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
Campus / community Involvement	Enrolment	2% increase	✓	

MYAA Transition Year 2009-10

Please describe how your institution will continue to build on your existing college SNR strategy in 2009-10 and how you will monitor and evaluate the outcomes of this strategy in 2009-10.

SNR Strategy for 2009-10	Brief Description
Continued & strengthened campus/community involvement	Involvement of all campuses to achieve a 2% increase in total enrolment
	Brief Description of Monitoring and Evaluation of Outcomes
	Regular enrolment updates and day 10 enrolment audit

2008-09 Student Access Guarantee

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

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

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	Peterborough: $208,292 Lindsay: $40,341 $248,633	Peterborough: 233 Lindsay: 33 266
Other SAG Expenditure to Supplement OSAP	Peterborough: $523,042 Lindsay: $196,971 $720,013	Peterborough: 679 Lindsay: 243 922
Total	$968,646	1,188

Date screen was last updated: day / month / year

2009-10 Student Access Guarantee

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

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a) Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information	All students who are identified as having a tuition/book shortfall will be reviewed first. We believe given the level of need identified in 06-07 academic year, that we will be able to accommodate this need through the use of our tuition set-aside funds. All students will be given opportunity to request these funds and in doing so will provide a financial aid profile to assist us in the assessment of their need. All new and returning students are provided with a financial aid profile that we ask them to complete and submit to the Financial Aid office.
If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee. - Identify any applicable deadlines. - Identify your communications strategies to inform	At Fleming students are required to make application to be considered for bursary funding and consideration of their tuition/book assistance. Our bursary program is made available to students through our website. The application is on the web for the full academic year. If the student misses the fall deadline, they are able to apply in the winter and/or again in the summer. Once their initial bursary funding and/or tuition/book assistance is approved, the student receives their funding in two instalments – one in each of the

students of how to apply.	terms they are attending. They are not required to re-apply for the second instalment; we simply issue the second amount directly to the student or apply it to any outstanding balance that may be on their student account. The deadlines for application for the 07-08 academic year were as follows: First Year Students: September 17.07 and January 18.08, and May 16.08 Upper Year Students: November 2.07 and February 15.08
Identify whether your institution plans to provide loan assistance in values greater than $1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide	At Fleming we have two programs which fall under this category, and based on lasts year's activity we believe we are able to handle these costs through our tuition set-aside funds.
Describe other financial support programs and strategies that your institution will use to assist 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.	At Fleming we have always applied a case-by-case flexibility both in assessing individual need and in providing emergency resources to students in need. An emergency bursary program is available to students who encounter unforeseen circumstances; we also have an emergency loan program that can provide bridge financing for students who experience delays in receiving their OSAP funding.
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.	All students have the right to appeal a decision. In approaching these appeals, the financial aid office meets with the students to explain the reason for the decision that was made. We review their financial aid profile to assist the student in understanding the reason for the decision. We provide the student with an opportunity to provide additional information which they may have forgotten or to clarify information that we have already received to ensure that we have not overlooked details which are pertinent to the bursary decision.

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
Curriculum Renewal	KPI graduate satisfaction	82% (07-08 83.2%)		Dropped to 80%. Think it was impacted by drop in employment rate. Programs and course outlines will be reviewed.
Quality Program Review	KPI student satisfaction	87% (07-08 91.9%)	✓	
Student-Faculty Interaction	KPI graduate satisfaction	82% (07-08 83.2%)	✓	
Teaching & Learning	KPI student satisfaction	87% (07-08 91.9%)	✓	
Interventions for "at-risk" students	Retention rates	Top quartile (07-08 68.2% grad rate)	✓	
New Programs	Enrolment; KPI quality of services	2% enrolment increase; KPI quality at 75% (07-08 72.8% KPI)	✓	

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. Quality Assurance Program	Continue with the implementation of our revised Quality Assurance process including implementation across part time studies.
2. Faculty Development	Implement revised faculty evaluation and faculty development programs.
3. Learning Environment Enhancements	By way of a significantly enhanced academic capital allocation, we will be investing in and substantially upgrading instructional equipment and other learning technology across most programs.

4. Entering Student Success Interventions	We will continue to offer a range of student supports and services to ensure students receive the academic counselling and support they need to persist and succeed in their studies. In addition we will introduce two new early interventions (i.e. piloting the Coaches Program in the School of Business and cross college testing and streaming of first semester students in math and Communications) designed to identify and support at-risk entering students.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through KPI surveys, retention rates):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.Quality Assurance Program	Compliance with prescribed reporting to the Board of Governors by the VPA.
2.Faculty Evaluation & Development	Summative year-end audit and reporting on activity and outcomes.
3.Learning Environment Enhancements	Monitor KPI Student Satisfaction scores related to learning environment satisfaction and overall Quality of the learning experience.
4. Entering Student Success Interventions	Tracking and reporting of student achievement results for all students participating in the early intervention programs.

Student Success: Student Retention Rates

MYAA Report Back 2008-09

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

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1st to 2nd Year	83% (07-08 81%) this target was SEM 1 to SEM 2	82%	Although an improvement from the previous year, results were slightly below target. In the coming year identification of additional retention strategies will occur at a program level for those programs experiencing retention challenges. As well, resolution of remaining system issues have enabled us to re-establish retention reporting that was completed in the past which should assist with informing related decision making.

2nd to 3rd Year	89% (07-08 88.2%) this target was referencing SEM 3 to SEM 4	✓	
3rd to 4th Year	n/a		

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

MYAA Transition Year 2009-10

Pending advice from HEQCO from 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:
http://www.flemingc.on.ca/index.cfm/go/fleming/sub/about.cfm

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

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 and other surveys).

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

Transition Year 2009-10

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

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