

## Multi-Year Action Plan: ALGONQUIN COLLEGE

The Ministry recognizes and appreciates that each institution has its own unique mission and objectives in the postsecondary 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 mission 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 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 funding is conditional on the ministry approving your completed Multi-Year Action Plan. Thereafter, the ministry will review your Action Plan annually to discuss progress 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 the best way to measure performance and ensure the accountability of colleges and universities.

### College Specific Mission and Objectives

Your college's mission or objectives are identified in your strategic and business plans. Please confirm that these are still current or note any modifications in the box provided. This may relate to your programming priorities, institutional culture, or student profile:

The College mission and objectives are still current and have not yet been modified. A new Strategic Plan is under development which will recognize the new funding environment as well as the commitments under the Multi-Year Accountability Agreement. The College is focusing on Reputation, Registration, Retention and People as key elements for improvements during the transitional year 2007-08.

### A. ACCESS

#### Increased Enrolment

As outlined in Section 2.1 of the MYA, your institution will report on institutional enrolment growth in keeping with established protocols or as required by the ministry thereby contributing to the sector targets established by government. The ministry will use these reports to ensure that the system is on track to meet its commitment to increase college and university full-time enrolment.

*Algonquin has committed to the following in the Enrolment Target Agreement:*

2006-2007	12,132
2007-2008	12,253
2008-2009	12,375

*Note: All projections include enrolment funded through the GPOG (General Purpose Operating Grant) only. Enrolment in separately funded Collaborative Nursing is excluded. The College also accommodates another 3,000 students annually in non-funded programs.*

#### 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 mature and 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):

The Pan Canadian Survey of Student Engagement piloted last year has provided a baseline for the under-represented student population. At Algonquin College, approximately 40% of first year students participated. Algonquin's first year student survey does not capture the information on the under-represented student population, with the exception of previous education, dependants and financial need. The combination of the Pan Canadian Survey of Student Engagement survey, our own surveys and development with OCAS will all aid in acquiring the needed data from which we can target strategies to serve the under represented.

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. Colleges should use this box to input any strategies and programs that they may have with respect to mature students.

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.

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: See below table.

## 2006-2007

Strategies/Programs	Indicators	Results
Improve relationship with management of adult high schools and alternate programs to better reach mature students and under represented students to increase participation rates.	Increased consultation with local Public and Catholic Adult high schools to foster transition to post secondary and to help identify under represented students.	Positive relationship established with Adult high schools and alternate programs to better reach mature and under represented students and increase participation rates. Algonquin will target 100 high school students with this advocacy effort.
Increase marketing efforts to reach mature students and make them aware of College opportunities; targeted marketing and public relations efforts to reach mature students.	Focused marketing activities directed to mature students and ensure the program mix is appropriate for mature students.	Increased number of mature applicants by targeting them appropriately. Increase in compressed program student numbers by 10%.
Continually assess program offerings to ensure their appropriateness for mature students.	A minimum of 20% of post secondary programs are of one year duration which are attractive to mature students.	Needs of mature students to complete their program are better met. Target retention efforts to retain 50 mature students.
Implement enhanced system for providing credential assessment and granting of advanced standing for Internationally Trained Individuals (ITIs).	Work with Algonquin departments in the design and implementation of best practice model for providing credential assessment and granting of advanced standing for ITIs.  Evaluate model and make recommendation for improved processes.  Develop content for training workshops for Algonquin staff on recommended new and revised policies, practices, standards and guidelines.	Best practices model implemented for providing credential assessment and granting of advanced standing. Expand model as funding becomes available.  Obtain federal government multi year funding.
Facilitate training of Canadian Language Benchmarks (CLB) and Canadian Language Benchmarks Placement Test (CLBT), including certification for Algonquin Assessors through the College's Integrating Immigrants to Employment (CIITE) Project.	Conduct Canadian Language Benchmarking of Algonquin programs commonly enrolled in by ITIs. Administer CLBPT to sample group of ITIs in Level 01 of benchmarked programs and track academic performance.	Canadian Language Benchmark (CLB) certification for Algonquin Language Assessors.
Deploy interventions to reach out to First Generation Students identified through surveys or other means.	Ambassador program deployed to encourage first generation students to attend Post Secondary Education.	Approval of two major proposals by the MTCU to enhance First Generation Services.  Increase first generation students by 5%.
	Increased statistics in Centre about visits and the nature of contacts to assist needs analysis.  Details of unmet aboriginal educational needs documented.  Improved response rate from representative community associations to ensure broad range of inputs. Continued work with Aboriginal Council.	Improved recruitment and retention of Aboriginal students by 10% over the next two years.  Program and services adapted to reflect community needs within funding limitations.  Revised data collection strategies to target required information.
\$50,000 Research Study conducted on the needs of the aboriginal community.	Gather information from aboriginal youth, education counsellors, parents and community members as to what programs and services would be most relevant to them in considering a college education.  Identify and clarify those issues which aboriginal youth and community members	Needs identified and new initiatives explored.

Strategies/Programs	Indicators	Results
	<p>believe to be barriers to accessing post secondary education.</p> <p>Obtain feedback from aboriginal communities on Algonquin's current programming/services for aboriginal students.</p> <p>Aid in increasing recruitment of Aboriginal students to Algonquin.</p> <p>Provide a report on the material gathered from this outreach effort to the Algonquin College Aboriginal Education Council and the Board of Governors.</p>	
Raise as much money as possible to increase bursary/access.	Focus College foundation efforts on bursary fund generation.	Target increase of \$200,000.
Reduce CSEP work dollars to add bursary dollars.	Target \$500,000 transfer to increased bursaries.	\$500,000 more in bursary dollars.
Review student aid guidelines to align with priorities of government plan.	Priorities aligned.	Bursary recipients in line with government priorities.

### **2007-2008**

Strategies/Programs	Indicators	Results
Increase the awareness of secondary school students to the value of post-secondary education opportunities.	A multi-year plan in place to provide timely structured information to all secondary students in Eastern Ontario by 2007.	Increased participation of direct entry students by 200 students.
Develop a system to measure participation of under-represented groups.	More reliable data available on students from under represented groups.	Increased participation of under represented groups demonstrated by 150 students.
Continue focused marketing campaign for mature students.	Increased applications from mature students.	Target 200 additional mature students.
Increased opportunities for first generation students by expanding General Arts and Sciences offerings as well as one year programs.	Increased participation rates of first generation students.	Participation increased by 100 students in General Arts and Sciences.
Target internal research activity on first generation and under represented students.	Strategic data is collected and analyzed.	New initiatives in place to address under represented students.
Explore high skills major and dual credit pilots to target first generation students.	College adds new agreements with local high schools.	25 first generation students involved in high skills major and dual credit programs.
Continue program of infrastructure enhancement for disabled students.	Improvements made to technology assists for disabled students.	Improved student satisfaction rates with disabled students.
Facilitate training of Canadian Language Benchmarks (CLB) and Canadian Language Benchmarks Placement Test (CLBT), including certification for Algonquin Assessors through the College's Integrating Immigrants to Employment (CIITE) Project.	<p>Conduct Canadian Language Benchmarking of Algonquin programs commonly enrolled in by ITIs. Administer CLBPT to sample group of ITIs in Level 01 of benchmarked programs and track academic performance.</p> <p>Benchmark Algonquin College's Standard English Test and aligned with the level of the CLBPT benchmarks.</p>	<p>Implementation of a protocol for conducting language benchmarking research for selected programs.</p> <p>Determination of if and how the CLBT can be incorporated into College assessment practices as an accurate and efficient tool.</p>
Implement an enhanced model for delivering academic and related advisement services for ITI's.	<p>Work with Algonquin departments in the design and implementation of best practice model for providing advisement services for ITI's.</p> <p>Evaluate model and make recommendation for improved processes.</p>	Best practices model implemented for providing advisement services for ITI's.
Identify and track FGS participation in the Algonquin College/ Ottawa Carleton Catholic District School Board Achievement Centre.	System in place to track first generation students.	Longitudinal tracking of post-secondary students established and student success measured by June 2007.
Add questions to both the Entrance Bursary and manual Student Assistance Bursary applications to identify students who are the first in their generation to attend post-secondary studies.	Additional support services will be added as funding improvements are made.	Targeted support services are in place for first generation.
Review research results and implement	Statistics maintained in Centre about	Target 40 additional aboriginal students.

<b>Strategies/Programs</b>	<b>Indicators</b>	<b>Results</b>
targeted strategies.	visits and the nature of contacts directed towards targeted strategies.  Unmet aboriginal educational needs documented for additional efforts.  Improved response rate from representative community associations to ensure broad range of inputs.  New benchmarks set for participation based on surveys and data collected.	Target 10% improvement in retention of aboriginal and first generation students.
Include optional questions on annual College student surveys which request that students indicate if they are First Generation or Aboriginal.  Identify First Generation or Aboriginal Student Populations and set benchmarks for participation rates based on Ontario College Student Engagement Survey (OCSE) results collected in fall 2006.	Revised student surveys to capture first generation and aboriginal students.  OCSE survey identifies proportion of students who are First Generation or Aboriginal Students.	Longitudinal data obtained on participation rate of first generation and aboriginal students commencing fall 2007.  Target 100 new first generation students.
Develop and implement an electronic data base for student records and reports to more efficiently track and measure efforts for disabled, notably in the Test Room and the Adaptive Technology lab.	Improvements to CSD client service within the College's capacity to supply.  Improved technological services for disabled students as funding improves.  Electronic database is developed and implemented.  Improved student satisfaction.	New technologies in place to address student need.  Increased participation rates.  Revised data collection strategies to target required information in place.  Preparation of timely and reliable data to measure student participation rates.
Establish a plan to increase the mainstreaming of adaptive technology into the College's Access Labs both at the Woodroffe Campus and the Student Support Centre in Pembroke.	Plan developed implemented.	Improved services to CSD Clients as measured by client success.  Improved retention (10%).  Increase in computers with adaptive technology across the College.
The College has included in its budget for 2006/07; \$0.3M to renew and upgrade elevators; \$0.2M to renew and upgrade washrooms and \$0.1M to make additional increases to handicapped accessibility.	Increase elevator reliability of 3 critical elevators from 85% to 95%.  Increase number and clean-ability of accessible washrooms in high traffic areas of the College and expand the general accessibility of washrooms and other College services into the 30-40 year old portions of the Campus.	Increased facilitation of the unassisted movement of persons with physical disabilities as the College strives to meet the requirements of the Ontario Disabilities Act and the needs of a high concentration of persons with physical disabilities at Algonquin College.
Analysis and documentation completed on applicants who either received or were denied funding.	Analysis completed.	Year end report documenting situation after full year of implementation.
Work on campus program in place to help students.	Plan documented.	Year end report completed.

## **2008-2009**

<b>Strategies/Programs</b>	<b>Indicators</b>	<b>Results</b>
Continue to build pathways to reach early-leavers including Algonquin Achievement Centre by working with District School Board partners and by supporting the governments initiatives such as Learning to 18.	Improvement in statistics on early-leavers from high school enrolling in College studies in place.  ACE program provides high school equivalencies to appropriate students.  Academic Referral Centre supports identified student groups to access post secondary education.	Increased participation in Post Secondary Education of "at risk" groups (10%).  Growth of GAS programs number by 200 students.
Advocate for more appropriate OSAP arrangements specifically geared to those students currently disadvantaged under the program (e.g. married students, OSBP students).	Disadvantaged students are more able to access and utilize the financial aid system.	Improved access to financial aid for disadvantaged students by utilizing technology to increase response time.

The Algonquin College/ Ottawa Carleton Catholic District School Board Achievement Centre has been created to allow early high school leavers to earn high school credits; however, continued use of this option will be dependent on support from the school boards via the Learning to 18 initiative.	Enriched relationship with Ottawa area district school boards are created for at risk students and youth; post secondary access barriers for at risk students and youth removed.  Target efforts on under represented groups.	Growth of 100 students in first generation population and under represented groups.  Support services and program modifications in place to meet special needs of these students.
Examine mobile technology for disabled students.	Plan brought forward for implementation.	New initiative in place for fall 2009.
Review progress with Aboriginal Council on research results, targets and initiatives.	Modify initiatives to continue growth strategy.	Target 10% increase in aboriginal student population.  Improved satisfaction rates in aboriginal services.
Analyze research results to data of first generation projects and begin targeted initiatives works with School Boards on dual credit opportunities for first generation students.	Initiative in place with good metrics.  Agreement reached on appropriate programs.	Target 10% increase in first generation population.  Improve first generation retention results by 5%.  10 first generation students enrolled in dual credits.
Improve opportunities for under achieving students.	Increase marketing to this group and add additional General Arts and Science options.	Target 50 additional under-achieving students.

<b>Additional Notes for Consideration relating to ACCESS</b>	
<ul style="list-style-type: none"> <li>The College has developed significant expertise in the area of Internationally Trained Immigrants and would like to expand its intake as well as its range of offerings if resources are available.</li> <li>Within the rules, the College will attempt to encourage students to disclose first generation and aboriginal status and participate in the OCSE survey. We recommend that a system-wide tracking approach, managed by OCAS, should be implemented to supplement the voluntary nature of on-line Ontario College Student Engagement survey and the associated variable response rate.</li> <li>The participation of students with disabilities has increased by 5.4% from 2003-2004 to 2004-2005 and with advocacy, even more will divulge their needs; however, enhanced support for increased participation depends on increased funding.</li> <li>Algonquin has Residence facilities with ten fully accessible suites (20 bedrooms) for students with mobility impairments and physical disabilities in addition to 24 hour attendant care services.</li> <li>Other significant opportunities could be developed to provide greater access to this population. Increased efforts to target mature students particularly from under-represented categories will require increased funding.</li> </ul>	

In addition to developing a system-measure that will track the participation of under-represented students, the ministry is also committed to working with institutions and HEQCO to develop a system measure that will track the participation of mature students.

#### Official Languages Education Program

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

#### French Language College – La Cité and Boréal – Collaboration (this section applies to La Cité and Boréal only)

The two French language colleges - La Cité and Boréal – are to work collaboratively to develop a joint strategy to deliver pilot project programs across geographic areas and to evaluate the effectiveness of the collaboration. For 2006-07, please provide a description of the process and timelines of the strategy. The actual plan will be submitted in your annual report.

N/A
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#### College Small, Northern and Rural

If your institution receives funding through the Small, Northern and Rural Grant, please provide a description of your institution's access plan to protect and enhance northern and rural Ontarians' access to quality college services, as appropriate to your institution's unique focus:

## 2006-2007

Strategies/Programs	Indicators	Results
Establish dedicated marketing resources to reach the rural/mature student population.  Provide resources from main campus with respect to Corporate learning/re-skilling.	Marketing plan geared to rural population in place.  More applicants to the rural campuses.	Increased marketing to reach the rural/mature student population to increase awareness of programs and services offered by the College's rural campuses.  Target 5% enrolment growth for 2006-07.  Improve online options.
Review rural campus program mix and infrastructure to determine special needs.	Bring forward a long range program and campus renewal plan.	Enrolment and retention maintained or increased with continued expansion of rural campus learning opportunities resulting in 5% growth while plan is developed and implemented.
Retrofit the cafeteria at the Pembroke Campus.	Budget \$612K for the retrofit.	Retrofit completed.
Construct a new student lounge at the Pembroke Campus in partnership with the Students' Association.	Budget \$350K for the lounge.	Lounge constructed.
Upgrade the ventilation system at the Perth Campus.	Budget \$200K for the upgrade.	Upgrade completed.
Retrofit two classrooms at the Perth Campus.	Budget \$97K for the retrofit.	Retrofit completed.
Complete a campus renewal fundraising study for the Pembroke Campus.	Study completed with positive results.	Study completed.

## 2007-2008

Strategies/Programs	Indicators	Results
Implement the new plan for the rural campuses.	Initiatives in place to move the agenda forward.	Target 5% growth at both campuses.  Complete campus funding analysis
Study the specific facility needs of the Perth Campus and develop a plan of action.	Plan developed.	Strategy accepted.
Determine essential facility needs for the Pembroke Campus and develop a plan of action.	Plan developed.	Strategy accepted.
Upgrade Perth Campus cafeteria and kitchen.	Budget \$250K for the upgrade.	Renovation completed.
Add new Inn & Spa Hotel Management Program in partnership with Perth Hotel.	Program in place in the new facility.	Program in place in the new facility.

## 2008-2009

Strategies/Programs	Indicators	Results
Through use of technology; provide rural residents increased access to College resources and programs.	Additional learning opportunities through Algonquin College Distance Education will be provided.  Increased number of new programs and courses offered online and via Distance Education marketed to rural residents.	Increased participation rates in Distance Educations by residents outside of Ottawa by 10%.  Increased number of programs and courses offered online via Distance Education by 5%.
Continue the plan for program and campus enhancement at the two rural campuses.	Further initiatives in place to move both campuses towards the goal.	Initiatives successful. 10% growth in first year student numbers.
Develop two new programs specific to the rural communities.	Programs successfully launched.	40 new first year students added.
Continue to add more compressed programs.	All programs examined for compression possibility.	More compressed program offerings.

### **Additional Notes for Consideration related to Rural Campuses**

- Both facilities are old and need replacement. The current estimate for the replacement of both campuses totals \$30M. In the absence of funds, several hundred thousand dollars is needed annually to maintain the aging facilities. Growth and services provided to students on both campuses is limited.
- Facility limitations limit student access.

Please identify the specific multi-year results your institution will achieve from this access plan in the table below. Results could include inputs, outputs or outcomes: **See above.**

**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 website to allow Ontario students to identify costs and sources of financial aid.

Please indicate the 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 principle expressed through the Student Access Guarantee:

**2006-2007**

<b>Strategy</b>	<b>Indicator</b>	<b>Results</b>
Develop a community relations communication plan that focuses on the positive contributions that Algonquin internal stakeholders make throughout the community. This will ensure the College is portrayed as an effective and attractive post secondary institution for community growth and development.	Enhanced College profile within the Community.  Increased sense of institutional pride achieved.	Showcase staff, students, alumni and the greater-College community by featuring the volunteer, or program-related work College stakeholders undertake to make a difference throughout the communities served by the College.  Increased enrolment.
In partnership with the Ontario government, establish processes to provide resources to identify qualified students in need of appropriate financial support.	Agreement with the Province on appropriate measurement methodology.	Effective financial aid process in place.
Ensure the College website identifies costs and sources of financial aid available.	Students informed of financial aid available via website.	Students informed; use of information measured.
Provide appropriate amount of financial aid for students in need. (There has been the significant growth in Algonquin College's Student need bursary budget and thus a corresponding growth in the number of students who are qualifying for bursaries. In 1999/2000, the College's Bursary budget was \$221,500; in 2005/2006 the bursary budget was \$3,000,000. In 1999/2000 the Financial Aid Office adjudicated a total of 237 bursary applications; in 2005/2006 the Financial Aid Office adjudicated 4942 bursary applications.)  Algonquin College will use, as a first priority, the Ministry's Tuition/Book shortfall calculation when allocating financial aid to its student body. Algonquin has approximately \$3.8 million for CSEP and bursaries in addition to approximately \$250,000 in endowment funds raised by the College by its foundation for distribution this year. There is no question that without these bursaries, many students could not consider going to College and others would not make it to graduation.	Monitoring of overall measures for student access guarantee demand related to service level commitments and the tracking of trends against established benchmarks.	Improved tracking of the relationship of financial need and retention in place.
Employ a bursary assistant to recognize the growth in the bursary area.	Increased number of entrance bursaries to be made available.	Improved financial aid client services achieved.
Complete an on-line bursary application project which will make access to bursary funding much more accessible (24/7) to the student population plus allow more rapid turnaround times in the bursary decision.	Improved response rate to bursary applications; faster processing of applications.  15% increase in donor bursaries.  Online provision of financial aid services increased.	Increase in donor bursaries achieved.  Reduced line ups/ waiting periods for all applicants.

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 Plan 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 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 centered-learning models, first-year seminars, enhanced computers and technology access, learning commons, and library expansions and enhancements:

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. For student/ faculty engagement, institutions may use net new full-time faculty, support staff, student services and administrative staff hires as one their indicators. Colleges are expected to provide their staff data to the College Compensation and Appointments Council which will post it on the Council website, as per the current practice.

### 2006-2007

Strategies/Programs	Indicators	Results
Implement a Program Quality Review process resulting in program renewal and relevancy.	20% of all programs at the College (approx. 25 programs) reviewed annually.  Remedial plans for programs reviewed to ensure the recommendations made are developed and implemented.	All programs reviewed over a five year period with approximately 20% completed each year.  Program mix adjusted to reflect client needs and demands and the results of each review.  Fast, flexible and responsive changes made to meet community program needs and demands.
Improve library technological access to internet research sites in the Learning Resource Centre.	Increased access to internet research sites.	Internet research sites to meet program needs available to students.
Build a new Veterinary Technician building.	State of the art facility which will lead to improved learning. \$3.4M.	Building completed.
Add a new Mac Lab and enhanced multimedia cluster.	New facilities will enable new curriculum to be delivered. \$400K.	Enhancements completed.
Retrofit faculty offices in F building.	Improved working environment for faculty. \$150K.	Retrofit completed.
Enhance open classroom pool.	Provide a better learning and teaching environment and full technology access. \$300K.	Enhancement of classroom pool completed.
Add a lap top classroom for digital photography.	Enables the technological learning objectives of the program. \$200K.	Classroom completed.
Enhance drafting labs for interior design.	Provide better space to meet program needs. \$200K.	Enhancement completed.
Add nine new programs to expand program choice.	More first choices for students. Allows 212 new students to attend College.	212 new students.
Hire more full time faculty.	Full time faculty hired to address teaching pressures.	32 new full time faculty hired.
Establish a summer math camp at the Perth Campus to improve math skills.	Successful launch of the math camp will lead to greater success in the program.	Positive response from students.
Nine new e-classrooms added.	Better learning and teaching environment for faculty/students and technology access.	Completed.
Additional handicap accessible washrooms.	Handicap needs addressed. \$222K.	Washrooms completed.
Auditorium classrooms retrofitted.	Addresses a major issue in the learning environment at Algonquin. \$412K.	Completed.
New classroom furniture.	Replaces old and worn classroom furniture. \$300K.	Completed.
Add more professional development based on the Professor of the 21 <sup>st</sup> Century.	Higher student satisfaction; improved quality of instruction.	Improved academic environment.
Increased focus on student success.	More responsive student services.  Faculty support line.	Improved student success.  Increase graduate rate to 65%.
Continue with quality curriculum review (20% of programs).	Better curriculum.	Higher quality programs.
Develop 8 new programs for introduction in fall 2007.	Programs developed and offered.	Completed and 212 new students added.
Confirm desire for ITAL status.	Confirmed with MTCU.	ITAL status confirmed.

<b>Strategies/Programs</b>	<b>Indicators</b>	<b>Results</b>
Improved teaching and learning.	Higher student satisfaction scores.  11 new faculty and 10 full time replacement faculty for vacancies added.  Increase in professional development for faculty and staff.  Revamped orientation programs for faculty and staff.  Improvements to BlackBoard, email and calendar systems.  GeneSIS (student information system) remodeled.	Targets met on all initiatives.
\$10,000,000 investment in capital improvements to the learning environment.	College is closer to meeting employer standards and in creating additional spaces for new students.	All improvements completed.

## **2007-2008**

<b>Strategies/Programs</b>	<b>Indicators</b>	<b>Results</b>
Enhance approach to event management to better serve client needs.	Events refocused and realigned to present a positive image of Algonquin College.	A formal event review process in place to seek feedback from College stakeholder groups.  New client centered model established by June 2007.
Conduct a feasibility study to expand mobile computing so that students can bring their own mobile learning hardware to the College and be connected anytime/anywhere.	Study completed, including identification of the impact on academic area, ITS, LTS and Physical Resources.	Increase use of mobile computing by students based on findings of the study by adding two more lap top programs in fall 2007.
Improve the quality of the learning at the College through the provision of orientation and professional development programs for faculty.	Orientation and professional development (PD) opportunities related to the Professor of the 21st Century provided to faculty.  Online portfolio assessment tool developed to enable faculty to identify their learning needs.	All new faculty participate in orientation programs.  Using the On-line portfolio self assessment tool, faculty will identify their learning needs and participate in appropriate professional development activity.  Tool developed and implemented.
Continue programs/activities which improve student/faculty engagement and support the enhancement of student life and the overall learning environment such as: <ul style="list-style-type: none"> <li>• On-site settlement counselling for students who are newcomers, offered in partnership with the Ottawa Community Immigrant Services Organization;</li> <li>• Peer Tutoring Services;</li> <li>• Annual student feedback surveys and focus groups on Student Services.</li> </ul>	Positive feedback received on student participation and level of satisfaction measured against service level standards.  Improved student satisfaction as indicated on performance surveys.  Student satisfaction rate tracked and suggestions for improvements are reviewed and a plan of action implemented.	Data analysis by target groups completed.
Develop and implement a comprehensive retention plan.	Specific initiatives targeted and retention plan developed and implemented.	200 student improvement in retention numbers over the 2006-07 baseline.
Develop and implement a mobile technology strategy.	Plan in place for a full implementation in fall 2008.	Plan completed.
New Trades Centre approved for construction.	MTCY approval and funding grant.	Plan completed.
College begins planning and design of a "Green College".	Plan in place and specific initiatives underway.	Plan approved.
Upgrade of wireless system to meet capacity demands.	Budget \$500K.	Project completed.

Complete renovations to the Woodroffe Campus. Space for new programs developed.  Chemistry lab added. Biotechnology facilities added. Wireless infrastructure enhanced.	Budget \$2,000,000.  Addresses issues of quality in the chemistry lab and will allow the College to add 44 new students.  Budget \$650K Budget \$500K Budget \$500K	Completed. Safety, accessibility, and academic growth accommodated.  Completed. Completed. Completed.
Set client service standards for the entire college.	Better service to all clients which will lead to positive growth, increased retention and improved reputation.	Service standards in place by September 2007.
Adjust semester length and delivery options to address student needs.	15 Week Semester implemented in fall 2007.	Improved student satisfaction and retention.
Realign College financial reporting to match government financial consolidation model.	Consolidation targets are met.	Smooth transition to new model.
Review academic advising model.	Complete review and plan targeted initiatives.	New initiatives begun.
Improved teaching and learning.	Higher student satisfaction scores.  More full time faculty.  Learning centre improved.  Improved graduation and retention rates.  More first choice applicants.	All indicators met:  - Graduation rate hits 65%. - Retention hits 10% improvement. - 10 new full time professors added. - New "green" initiative in place.

### **2008-2009**

<b>Strategies/Programs</b>	<b>Indicators</b>	<b>Results</b>
Continue with the comprehensive retention plan.	Retention plan linked to Client Service Standards.	Increase the student success rate by 200 students each year on the 2005/06 baseline.
Implement an electronic cataloguing and classification system for the loaning library of e-texts, adaptive technology and assistive devices to assist access.  On an annual basis, administer questionnaire to students' with disabilities for input which guides administrative action.	Continued improvements to College infrastructure for the students' with disabilities are part of the budget process.  Progress under Accessibility for Ontarians with Disabilities Act tracked according to plan and client service standards.	All facilities will be fully accessible to students' with disabilities by June 2011.  Disabled students survey annually by June 2008.  Plan implemented and satisfaction rate rises; recommendations implemented as quickly as funding is available.
College fully engaged in the Ontario College Student Engagement Survey.	OCSES fully implemented and linked with other survey data.	Significant additional data produced which will foster targeted initiatives.
Algonquin fully participates in all KPI initiatives.	Programs and services adjusted to new results.	Survey fully implemented.
Mobile computing initiative fully implemented.	All students, except exempted programs, have mobile technology access.	Instruction and delivery methodologies adjusted to realities of mobile environment.
Business Process Review applied to cross College client services.	All processes will be fully documented and realigned by September 2009.	Improved efficiency and effectiveness in all client services. Target 10% improvements.
Integration of all data sources.	Examination of all data sources to determine model for full integration.	Data sources integrated and all software and hardware can fully communicate by September 2009.  Improved ability to utilize College data by September 2008.  Faster client response times.
Centre of Excellence for Trades and Technologies for Eastern Ontario. Proposal to be submitted to the MTCU for funding support with a focus on going green.	Partnership with MTCU achieved for the creation of the new Centre.  Funding help sought from other sources.	Exemplary services to students and the Trades Community.  The first College to go green in Trades education.  Algonquin will become the trainer of choice in Eastern Ontario for trades training if this facility comes on stream.
New academic advising model in place.	Model monitored and adjusted as required. At risk students identified and served.	Positive student feedback.  Improved retention.

Structural improvements implemented.	Trades centre under construction.  Work underway on both rural campuses.  Internal enhancements continued at Woodroffe Campus.  Review of use of vacated space completed.	Funding commitments all in place.
Improved teaching and learning.	Higher student satisfaction scores.  Green initiative moves forward across all areas.  10 more full time faculty.  10% improvement in retention.	All indicators met.

**Additional Notes Related to Quality**  
Increases in quality require resources which go beyond meeting inflationary pressures. The first two years of the Reaching Higher Plan began to address some of the objectives of the Rae Review and the increased funding was seen as a first positive sign after fifteen years of reductions. Algonquin College strongly supports the recommendations of the Rae Review and the Reaching Higher Plan, but its capacity to respond is being eroded with the new funding model.

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:

**Student Engagement and Satisfaction**

Pursuant to Section 2.2 of the MYA, your institution will participate in the Ontario KPI initiative and in the Ontario College Student Engagement Survey and submit results from these surveys to MTCU.

As experience with the Ontario College Student Engagement Survey grows, 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 Key Performance Indicators (KPI) and Ontario College Student Engagement Survey results as their indicators of quality in the section above.

**Comments Related to Student Engagement and Satisfaction**  
We need the HEQCO to level the playing field for Colleges and take away transfer barriers for students from College to University in Ontario. College Bachelors Degrees deserve full recognition for post-graduate studies as they were established with the same rigour as any University Bachelors Degree Program.

**Student Success**

Retention

Pursuant to Section 2.2 of the MYA, your institution will identify specific targets for retention. Please insert targets for student retention rates in the following table, using the institution specific definitions and methodologies for measuring retention outlined in your 2005-06 Interim Accountability Agreements or if you have developed new definitions and/or methodologies, please specify what they are:

Given the present level of funding:

- Increase retention by 10% by 2009 using 2005-06 as the baseline.
- Initiate student success campaign and target initiatives, September 2007.
- Comprehensive three year retention plan, including staff and faculty, implemented to the extent funding will allow.

**Student Retention Rates**

	2006-07	2007-08	2008-09
1 <sup>st</sup> to 2 <sup>nd</sup> Year	82%	84%	86%
2 <sup>nd</sup> to 3 <sup>rd</sup> Year	89%	90%	91%
3 <sup>rd</sup> to 4 <sup>th</sup> Year*	95.2%	95.5%	95.7%

\* applicable only to applied degree programs

Graduation Rates

- Increase graduation rate to 68% by June 2009 using 2005-06 as the baseline.

Pursuant to Section 2.1 of the MYA, your college will continue to participate in the Key Performance Indicator initiative.

The ministry will use the graduation data to determine whether the graduation rate (2005-06 reporting year) of 60 percent for the college sector 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, support staff, administrative staff and students on the content of this Action Plan:

All faculty, support and administrative staff, as well as students, were provided with a copy of the Agreement and were asked to review and provide feedback.

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.

*Please note, while the College is strongly supportive of the Reaching Higher program, and is fully committed to its Multi-Year Accountability Agreement and will work conscientiously to deliver on its promises, this Agreement of the College and its success in ultimately delivering on these promises are necessarily dependent and conditional on the Government's provision of adequate levels of funding for the whole of the three year period. The College can only reach these higher goals if the Government provides the funds necessary to do the job.*

Signature of Board Chair: _____	Signature of Minister: _____
Date: _____	Date: _____
Signature of President: _____	
Date: _____	