Multi-Year Agreement for Colleges for 2006-07 to 2008-09

As part of the 2005 Ontario Budget, the government introduced “Reaching Higher: The McGuinty Government Plan for Postsecondary Education”, which will provide a cumulative investment of $6.2 billion in Ontario’s post-secondary education and training system by 2009-10.

The government’s goal is to use the Reaching Higher investments to improve access, quality and accountability of the postsecondary education system.

Traditionally, the Ministry of Training, Colleges and Universities (MTCU) has allocated grants, and institutions have reported on outcomes achieved with the funding on an annual basis. This practice was continued and strengthened in 2005-06 when the government introduced the Interim Accountability Agreement, a one-year agreement which confirmed the commitments and results expected by government and each institution for the first year of the new Reaching Higher investments.

The government recognizes that publicly-funded institutions will have a greater ability to develop plans that meet the government goals for the sector and achieve results if there is funding stability and predictability. This is why the government is building on the groundwork established by the Interim Accountability Agreements and introducing Multi-Year Agreements and funding allocations.

This Multi-Year Agreement (MYA) articulates the government’s goals for the system, and its roles and responsibilities in meeting those goals. This agreement confirms the commitments expected from each institution and the sector-wide indicators that will be used to report on results achieved.

This agreement constitutes an integral and central component of the overall performance and accountability relationship between government and publicly-funded postsecondary institutions. It does not however, replace existing performance and accountability arrangements, and will be supplemented by existing and, where applicable, modified or new transfer payment reporting requirements, such as those associated with individual grants. The Ministry remains committed to the goal of reducing and consolidating accountability and reporting requirements wherever possible, consistent with the high standard of overall accountability for public funds expected by the public. This document constitutes part of the public record, and as such, should be made available on your institution’s website.

The Role of the Higher Education Quality Council of Ontario

The government appreciates that implementing this MYA and future agreements will be part of an evolutionary process which will require a strong collaborative partnership between institutions and the Ministry. The government has also recently established the Higher Education Quality Council of Ontario (HEQCO). This Council will play a significant role in developing a quality framework for postsecondary education in Ontario to facilitate multi-year accountability agreements with institutions, including the development of indicators for performance measurement and monitoring the Student Access Guarantee.
In partnership with institutions, the Ministry is committed to reviewing and revising this agreement as needed on an annual basis to ensure that the colleges and universities remain focused on meeting the government goals for postsecondary education. Advice from and research undertaken by HEQCO will inform this process.

1. Government Goals and Responsibilities for the Postsecondary Education System

This section summarizes the government’s expected goals for access, quality and accountability as announced in the 2005 Budget through the Reaching Higher investments in postsecondary education, and outlines its role and responsibilities for meeting those system goals.

1.1 Access

The government is committed to ensuring that there is an increase in the number of Ontarians who have the opportunity to successfully pursue higher quality postsecondary education that is affordable and accessible across Ontario including northern and remote, rural and urban areas.

The government will undertake the following initiatives designed to improve access to the postsecondary education system:

- Establish enrolment targets and policies that will ensure that the government meets its commitment to increase university and college full-time enrolment, increase graduate enrolment by 12,000 in 2007-08 and 14,000 by 2009-10, and increase medical enrolments by a further 23 per cent by 2009-10;
- Develop policies and provide funding to deliver services that will promote access and increase opportunities for Aboriginal Peoples, Francophones, persons with disabilities, and persons who are the first in their family to attend postsecondary education. The policies will be informed by the committees established to provide advice to the Minister on how to maximize the educational experiences of these students. The First Generation Strategy offers an opportunity to target "at risk" and low-income communities and families and consider socio-economic factors;
- Provide additional funds that will allow Ontarians living in small, northern and rural communities to have access to a range of high quality college programs and services;
- Continue to improve transitions to college by working with education system partners to build pathways and develop and implement strategies that support transitions, developing pathways for potential students who are no longer in secondary school, and engaging the community in the development of pathways;
- In partnership with institutions, provide a Student Access Guarantee that provides that no qualified Ontario student will be prevented from attending Ontario’s public colleges and universities due to lack of adequate financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books, and mandatory fees;
- Continue enhancements of the Ontario Student Assistance Program. This includes extending access grant eligibility to students from low- and middle-income families, updating the book and supply allowance, continuing to limit students’ annual repayable debt, and matching funds raised by institutions to
establish endowments. In partnership with institutions, the government will also implement for 2007-08 a website that will allow students to identify costs and sources of financial aid;

- Work jointly with the Chair of HEQCO, to establish a research agenda on participation and access to be carried out by the Council;
- Define the role and responsibilities of HEQCO in monitoring and making recommendations relating to the implementation of the Student Access Guarantee;
- Develop system measures to track the participation of under-represented and mature students with the assistance of institutions and HEQCO in a manner that is sensitive to privacy concerns; and
- Develop a comprehensive international marketing strategy to assist in the internationalization of Ontario’s postsecondary education system and to ensure that Ontario remains competitive in an increasingly globalized environment.

1.2 Quality

The government’s Reaching Higher Plan is committed to the highest standards in teaching, research, and the student learning experience, and will undertake the following initiatives designed to help the postsecondary education system improve quality:

- Provide funding that will allow institutions to enhance the quality of their learning environment as evidenced by student satisfaction and success;
- Participate in the Ontario Colleges’ Key Performance Indicator initiative as per the current process;
- Participate in the Ontario College Student Engagement Survey (formerly known as the Pan Canadian Survey of the Student Experience in Canadian Colleges and Institutions);
- Work jointly with the Chair of HEQCO to establish a research agenda on quality to be carried out by the Council;
- Define the role and responsibilities of HEQCO on monitoring quality in the system, and receive guidance from the Council on improving quality;
- Work with the Ministry of Research and Innovation to support the role of institutions in implementing the province’s research, innovation and commercialization agenda;
- Co-operate and work with the College-University Consortium Council (CUCC) and institutions to develop strategies and policies that will improve and increase collaboration between institutions and sectors, in support of student success and mobility; and,
- Receive advice from HEQCO and CUCC on the best way to measure increased collaboration.

1.3 Accountability

The government is committed to ensuring that it and postsecondary institutions be held accountable for accomplishing the goals and objectives established under the Reaching Higher Plan.

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1 Mature Student status: status of an applicant who does not have an Ontario Secondary School Diploma or equivalent but has reached the age of 19 years on or before the commencement of the program of instruction in which he or she intends to enrol.
The government will undertake the following initiatives designed to help institutions improve accountability:

- Track and report on the achievement of the Reaching Higher Measurement and Results Schematic identified in Appendix A;
- Receive the advice of HEQCO on the best way to measure performance and ensure the accountability of colleges and universities;
- Continue the ongoing review of institutional reporting requirements to streamline, consolidate and improve reporting requirements;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the institutions to determine whether any revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Participate in the annual review of the Multi-Year Action Plan located in Appendix B of the Agreement. When completed, the Multi-Year Action Plan will establish the institution specific strategies, indicators and results designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in Appendix A.

1.4 Funding

Recognising the importance of stability and predictability of funding for institutional planning and in order to increase the capacity of institutions to meet shared goals of quality and accessibility, the government will provide multi-year funding allocations for the three years covered by this agreement.

Preliminary allocations for 2006-07 and notional allocations for 2007-08 and 2008-09 will be provided based on best information available and are subject to change as updated information becomes available.

2. Institution Commitments

This section outlines the commitments and results expected from each institution.

2.1 Access

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve access:

- Participate in the Student Access Guarantee. In partnership with the government, develop a Student Access Guarantee that provides that no qualified Ontario student will be prevented from attending Ontario’s public colleges and universities due to lack of financial support programs. The Student Access Guarantee means that students in need will have access to the resources they need for their tuition, books and mandatory fees;
- Provide the ministry with the assistance needed to design and implement a website that will allow students to identify costs and sources of financial student aid;
- Complete small, northern and rural access plans to enhance Ontarians’ access to quality college programs and services;
- Comply with the new Tuition Fee Framework;
• Provide HEQCO with the assistance needed to complete access related research;
• Provide the ministry and HEQCO with the assistance needed to develop a system measure to track the participation of under-represented groups, and mature students in a manner that is sensitive to privacy concerns. The First Generation Strategy is expected to develop measures to find and track those who are the first in their family to attend postsecondary education (including “at risk” and low-income students);
• Continue to improve transitions to college by working with secondary schools to build pathways and develop and implement strategies that support transitions, developing pathways for potential students who are no longer in secondary school, and engaging the community in the development of pathways;
• 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; and
• Provide the ministry with institution specific multi-year access strategies, indicators and results in the Multi-Year Action Plan template located in Appendix B of the agreement.

2.2 Quality

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve quality:
• Participate in the Ontario Colleges’ Key Performance Indicator initiative as per the current process, and report separately on indicators identified in the MYA Action Plan in Appendix B;
• Participate in the Ontario College Student Engagement Survey (formerly known as the Pan Canadian Survey of the Student Experience in Canadian Colleges and Institutions), and submit results to MTCU as per the protocol to be developed;
• Provide HEQCO with the assistance needed to complete quality related research; Provide the ministry with institution specific multi-year quality strategies, indicators and results in the Multi-Year Action Plan template located in Appendix B of the agreement; and
• Co-operate and work with postsecondary education institutions and the College-University Consortium Council (CUCC) to develop strategies and policies that will improve and increase collaboration between institutions and sectors, in support of student success and mobility, and provide HEQCO and the CUCC with the assistance needed to develop advice on the best way to measure increased collaboration.

2.3 Accountability

Your institution commits to undertaking the following initiatives designed to help the postsecondary education system improve accountability:
• Complete the Multi-Year Action Plan template attached in Appendix B which, when completed, will establish the institution specific strategies and results designed to contribute to the system-wide goals and results for access, quality and accountability identified in the Reaching Higher Measurement and Results Schematic located in Appendix A;
- Report on each of your institution’s commitments relating to the 2005-06 Interim Accountability Agreement in your Annual Report due July 31, 2006;
- Participate in an annual review of the Multi-Year Action Plan as outlined in Appendix B;
- Continue all other reporting requirements, linked to transfer payments and grants, in addition to any revised or new reporting requirements related to Francophone students and the Access and Opportunity Fund;
- Provide HEQCO with the assistance needed to determine the best way to measure performance and ensure the accountability of colleges and universities;
- Sign and implement this Multi-Year Agreement with the understanding that it will be reviewed annually in partnership with the government to determine whether any revisions are needed pursuant to the advice and input of HEQCO or to reflect maturing consensus on how to measure and encourage quality and access; and
- Post the MYA on your institution’s website.

Please Note: The release of the full amount of your 2006-07 funding is conditional on the Ministry approving your completed Multi-Year Action Plan. Please complete and submit this Action Plan to the Ministry by September 29, 2006.

For the subsequent years - 2007-08 and 2008-09 – the release of the full amount of your college’s allocation will be conditional on the successful completion of the annual review of the Multi-Year Action Plan.

Signature of President and Board Chair

Signature of Minister

Board Chair

Date: November 13, 2007

President

Date: November 13, 2007
Appendix A “REACHING HIGHER” MEASUREMENT AND RESULTS SCHEMATIC FOR 2006-07 to 2008-09

- **Objective**
  - Access: More Students Attending PSE
  - Quality: More Students Succeeding in a Relevant and Responsive System
  - Accountability: Stronger Accountability Framework

- **Performance Measure**
  - Increased Enrolment
  - Increased Participation
  - Quality Learning Environment
  - Student Engagement / Satisfaction
  - Student Success

- **Results**
  - Increase university and college full-time enrolment
  - Increase participation rates of 18-24 year olds
  - Identification and attainment of institution specific targets for increasing the participation of under-represented students
  - Compliance with the Student Access Guarantee
  - Development of system measure to track participation of under-represented students
  - Tracking and improvement of participation by mature students
  - Identification and attainment of institution specific targets related to improving Student/Faculty Engagement - e.g. faculty hires, contact hours, class size – as well as improving Learning Quality – e.g. books per student, computer access, # of PhD’s teaching, student advising, library enhancements, student centred learning models
  - Ongoing college participation in student, employer and graduate survey and initial participation in the College Student Engagement Survey to identify targets
  - University participation in the National Survey of Student Engagement and the Graduate Professional Student Survey (if applicable) to identify targets for engagement / satisfaction
  - Identification / attainment of institution specific targets for retention
  - Maintain or improve grad rate of 60% for colleges and 74% for university
  - University participation in the Consortium on Student Retention Data Exchange to identify sector targets for retention
  - Commitment to deliver on this Measurement and Results Schematic as part of the Multi-Year Agreements
  - Public communication of results

* Additional results may be incorporated
Appendix B: Multi-Year Action Plan for Niagara 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:

Niagara College’s remains committed to the mission, vision and objectives contained in the Strategic Goals for 2005 – 2008, and in our Business Plan filed for 2006/07. The strategic plan will be reviewed in 2007 to determine what adjustments are required as a result of the multi-year funding announcement by the government. The business plan for 2006/07 can be implemented as submitted and attainment of results in the following years will depend on available funding.

Our Vision:
Enriching lives and fulfilling dreams by preparing students to pursue and achieve career success

Our Mission:
Providing outstanding applied education and training for a changing world
The strategic direction of the Board continues to be based on the four clear and measurable objectives:

- Focus on student success by putting learning first in all College operations and ensuring that all our programs, services and learning environments are among the best.
- Strengthen our organization by creating a climate that promotes and sustains a high performance team dedicated to student success.
- Establish a market position and brand consistent with our vision and goals.
- Maintain financial strength.

This multi-year accountability agreement has been developed to support an action plan based on a number of principles approved by the Board of Governors. The action plan will ensure that Niagara College can:

- Continue to implement the 2006-07 Business Plan
- Continue to meet the objectives of the 2005-08 Strategic Plan
- Implement the plan within forecast allocations
- Maximize services and resources to students and the college community

As previously indicated the College will be reviewing its strategic plan and developing a more comprehensive business plan for 2007-08 in the months ahead. The results attainable in years 2 and 3 of the agreement will depend on the funding available.

The new interim funding model is complex and the impact of enrolment growth or decline cannot be fully identified to date. This document outlines multi-year objectives for a number of programs that may be adjusted based on the review of the strategic plan and the actual enrolments and funding in future years.
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.

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):

<table>
<thead>
<tr>
<th>Increased Participation of Under-Represented Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preamble</strong></td>
</tr>
<tr>
<td>For all students, Niagara College conducts outreach and recruitment activities through its Recruitment Office; brings student groups on campus throughout the year through a variety of mechanisms; provides summer camps and special events to interest students in educational sectors such as technology; and provides a wide variety of student success initiatives that are available to all.</td>
</tr>
</tbody>
</table>

Students are registered and tracked using incoming data collected by the Registrar’s Office and OCAS; test data collected through the Test Centre; progression data; graduation data; and student surveys and questionnaires including first year student survey data, the new student engagement survey, early leaver surveys, and graduate calling programs conducted during summer months. Information about students is also provided via the Ontario College Applicant Survey and Ontario Student Engagement Survey.

Niagara College is able to identify and track some under-represented students and will monitor participation of others. The following methods are used:

- **Mature students** (those 19 years of age or older, without a secondary school diploma) – registration and progression tracked on individual basis; Literacy and Basic Skills (LBS) outreach measures and intake and progression data (annual Prepared for Success report); on-going success surveys and counseling sessions.
Aboriginal students – self-identification via OCAS application data, and registration with the Niagara College First Nations Student Services office; statistical information developed via college-specific questions on the annual KPI Student Satisfaction Survey. Francophone students – application and registration data; statistical information developed via college-specific questions on the annual KPI Student Satisfaction Survey. Students with Disabilities – self-identification and registration with Niagara College Centre for Students with Disabilities; statistical information developed via college-specific questions on the annual KPI Student Satisfaction Survey. New Canadians – currently no formal mechanism to identify and track these students. The College will develop statistical information through self-identification in college-specific questions on the annual KPI Student Satisfaction Survey beginning in winter, 2007. First Generation students (first in their families to attend post-secondary) – currently no formal mechanism to identify and track these students. The College will develop statistical information through self-identification in college-specific questions on the annual KPI Student Satisfaction Survey beginning in winter, 2007. It will also use Bursary applications for the First Generation Bursary, launched in March, 2006. First Generation self-identification questions will be added in fall, 2006 to the intake forms for First Nations, Counseling and Disabilities services.

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:

**Strategies and Programs to Support the Increased Participation of Under-Represented Students**

**Preamble**
The College has a number of programs and strategies that support the under-represented groups identified above. As described in the College’s Interim Accountability agreement, new investments have been made in counseling, the Job Centre services, services for Aboriginal students and students with disabilities.

In addition to these services, Niagara College has opened new opportunities for fall, 2006 for both high school students at risk of leaving school, and for mature students registered in the Literacy and Basic Skills program.

For high school students, the College has partnered with the District School Board of Niagara to support the College Link program, enabling students at risk of not completing high school to participate in a one year high school program that guarantees the graduate entrance to the College’s General Arts and Science program (College Path).

For Literacy and Basic Skills students, in particular those in level 4 who have expressed an interest in attending post-secondary programs, Niagara has begun evening LBS classes in fall, 2006. It also provides special bursary assistance to these students to take one post-secondary course while they are registered in LBS to test out their ability to be successful in a post-secondary program.
In fall, 2006, the College will launch the ACE program (Academic and Career Entrance) that provides high school equivalency to mature students. Our history with LBS and the precursor to ACE (the BTSD program) shows that most level 4 mature students have a post-secondary goal that will prepare them for the workforce.

**Enrolment Growth** – Niagara College has planned for little enrolment growth, as our current facilities are at capacity. Further significant enrolment growth will require significant changes to program delivery models and capital investment. We currently have a capital request into the Ministry which we will be updating and resubmitting shortly. Enrolment growth is based on first year enrolment, as retention and graduation strategies are developed in other programs.

Programs and strategies that are designed to increase the participation of under-represented groups beyond those mentioned above are included:

**Outreach Program** – a variety of initiatives and strategies are planned that enhance normal college outreach and recruitment activities that currently include annual events such as the Community-Based Information Sessions; shopping mall recruitment and information displays; Career Fairs (jointly conducted with Brock University).

First Nations Outreach Program in First Nations communities to expand recruitment. Mid semester and end of semester intervention by First Nations staff for all at risk first nations and aboriginal students registered with the First Nations Student Services office at the College.

Students with disabilities targeted outreach sessions conducted by disabilities counseling staff to high schools and in community settings.

1st Generation Campaign, including specific marketing and recruitment initiatives including enhanced web information; enhanced Start Right program; and 1st Generation bursaries to increase participation of those who have the potential to be first in their families to attend post-secondary education.

**Enhanced Counseling/Transition Program** - provide additional sessions, including those for identified sub-groups of students, with expanded evening counseling hours and pre-college counseling/transition sessions for students and parents.

Dual-Credit program with regional school boards – enables high school students considering college participation to gain both high school and college credits in their final year of high school. This is part of the School/College/Work initiatives.

“Step Out-Step-In” program in Literacy and Basic Skills (high school diploma equivalent). In this program students who have completed LBS level 4 and have entered post-secondary programs will have the opportunity to “step out” of the post-secondary program and re-enroll in LBS should they encounter difficulties with their studies. After additional assistance in LBS, they may “step in” to their original (or other of choice) post-secondary program. (The same “step-out/step-in” program has been available in the General Arts and Science certificate program for students in all post-secondary programs who are experiencing difficulties that will likely result in non-completion).
Enhanced Language Training Initiative for New Canadians in fall, 2006 designed to increase the language level of new Canadians to the level required for post-secondary programs and to provide support needed to complete the training and enroll in college programs.

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.

<table>
<thead>
<tr>
<th>Strategy / Program</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment Growth</td>
<td>1. % increase in 1st year students</td>
</tr>
<tr>
<td>Outreach Program</td>
<td>2. # targeted outreach sessions held annually</td>
</tr>
<tr>
<td></td>
<td>3. # 1st Generation bursary awards granted ann.</td>
</tr>
<tr>
<td>1st Generation Campaign</td>
<td>4. # counseling sessions conducted annually</td>
</tr>
<tr>
<td>Enhanced Counseling/Transition program</td>
<td>5. # GAS program students enrolling in post-secondary programs (GAS exit interview from program)</td>
</tr>
<tr>
<td>Enhanced Language Training (ELT) program</td>
<td>6. Success report - # LBS level 4 graduates entering post-secondary</td>
</tr>
<tr>
<td></td>
<td>7. # New Canadians tested and interviewed for ELT program</td>
</tr>
<tr>
<td></td>
<td>8. # New Canadians enrolled in ELT program</td>
</tr>
</tbody>
</table>

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:

Access Multi-Year Results
The announced funding does not reconcile to the enrolment plans and intentions of Niagara College, with growth and other envelopes still to be released. The College will continue to monitor and adjust its levels of activity in order to maintain balanced budgets in later years of the plan. Recognizing that the all grants have yet to be announced, the following table indicates two outcomes, one based on the current announcements and one which could be accomplished with additional resources. A more detailed analysis and service reviews, involving broader consultation, would be required in the out years of the plan given the information currently available. There will be changes in College operations that would not be reflected in the following indicators.
## Multi-Year Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Indicator</th>
<th>Improved Funding per Request</th>
<th>Funding as Announced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>1. % increase in 1st year students</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>2. # targeted outreach sessions held annually</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3. # 1st Generation bursary awards granted annually</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4. # counseling sessions conducted annually</td>
<td>4,900</td>
<td>4,900</td>
</tr>
<tr>
<td></td>
<td>5. # GAS program students enrolling in post-secondary programs</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>6. Success report - # LBS level 4 graduates entering post-secondary</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>7. # New Canadians tested and interviewed for ELT program</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>8. # New Canadians enrolled in ELT program</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2007-08</td>
<td>1. % increase in 1st year students</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>2. # targeted outreach sessions held annually</td>
<td>35</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>3. # 1st Generation bursary awards granted annually</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4. # counseling sessions conducted annually</td>
<td>5,100</td>
<td>4,500</td>
</tr>
<tr>
<td></td>
<td>5. # GAS program students enrolling in post-secondary programs</td>
<td>25</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>6. Success report - # LBS level 4 graduates entering post-secondary</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>7. # New Canadians tested and interviewed for ELT program</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>8. # New Canadians enrolled in ELT program</td>
<td>30</td>
<td>15</td>
</tr>
<tr>
<td>2008-09</td>
<td>1. % increase in 1st year students</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>2. # targeted outreach sessions held annually</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>3. # 1st Generation bursary awards granted annually</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>4. # counseling sessions conducted annually</td>
<td>5,300</td>
<td>4,000</td>
</tr>
<tr>
<td></td>
<td>5. # GAS program students enrolling in post-secondary programs</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>6. Success report - # LBS level 4 graduates entering post-secondary</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>7. # New Canadians tested and interviewed for ELT program</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>8. # New Canadians enrolled in ELT program</td>
<td>35</td>
<td>0</td>
</tr>
</tbody>
</table>
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

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:

Preamble

Niagara College receives funding through the Small, Northern and Rural grant program. Unfortunately, the grant amount remains insufficient to support equitable access, programs and services within Niagara and considerably less than available to other colleges. Accordingly, the measures taken to increase access for rural students must be modest, and new ones will be dependent on funding to the College. We recommend that the Ministry amend the SNR grant to adopt and implement the recommendations of the joint working group.

The following outlines the access plan to protect and increase access for rural students to college programs and services.

Niagara College offers services and programs for students on three campuses, serving large and diverse rural communities, with three smaller disconnected urban centers. The two larger campuses offer full services, reflecting the difficulty of moving from campus to
campus. Services include: admissions, financial aid, counseling, disabilities services, aboriginal service, health services, Prayer Rooms and test centres, full service cafeterias, residences, gymnasiums and sports facilities. The college contracts limited transportation services to link the urban centers to the campuses, using the local public transit authorities. For cost reasons, this is limited to a portion of the year.

New or Enhanced Strategies

Transportation
Niagara College provides limited bus service between campuses, and is only able to offer it for the fall and winter semester, because of limited funding. The College plans to investigate a universal bus pass and the possibility of extended bus service for the 2007-2008 academic year.

General Arts and Science program on two campuses
An expanded General Arts and Science program is being offered on both campuses, along with a wide variety of general education courses that form the core of the program.

Learning Supports
Expansion in the utilization of Blackboard for courses, to provide electronic resources to students allowing expansion in the availability of distance and hybrid course delivery.

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:

<table>
<thead>
<tr>
<th>College Small, Northern and Rural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Results for 2006-07</strong></td>
</tr>
<tr>
<td>1. Investigation of universal bus pass</td>
</tr>
<tr>
<td>2. Financial review of extended bus service option</td>
</tr>
<tr>
<td>3. General Arts and Science program is implemented on Niagara-on-the-Lake campus</td>
</tr>
<tr>
<td>4. Additional courses supported through Blackboard</td>
</tr>
<tr>
<td><strong>Results for 2007-08</strong></td>
</tr>
<tr>
<td>1. Depending on funding, decisions made on bus pass and extended bus service</td>
</tr>
<tr>
<td>2. Expansion of General Arts and Science courses on Niagara-on-the-Lake campus</td>
</tr>
<tr>
<td>3. Additional courses supported through Blackboard</td>
</tr>
<tr>
<td><strong>Results for 2008-09</strong></td>
</tr>
<tr>
<td>1. Depending on funding, implementation of bus pass and extended bus service</td>
</tr>
<tr>
<td>2. Expansion of General Arts and Science courses on Niagara-on-the-Lake campus and access certificates on all campuses</td>
</tr>
<tr>
<td>3. Additional courses supported through Blackboard</td>
</tr>
</tbody>
</table>

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:

**Student Access Guarantee**

Niagara College commits to participation in the Student Access Guarantee, including the new website that enables students to identify costs and sources of financial aid. The College will take into consideration the tuition/book shortfall in allocating financial aid over the life of this agreement. The College is dedicated to the provision of timely and needed financial assistance to qualified students in order to increase participation in post-secondary education for those with financial barriers.

In 2006-07, Niagara College will enhance access to qualified students who face financial barriers in the following ways:

**Student Bursaries** - Entrance bursaries will be made available for qualified students entering in to their first year of college of a Full Time Post Secondary students.

Student assistance bursaries are available throughout the academic year. Funding will be set aside for students in difficult situations (hardship). Specific bursaries are available to programs with higher tuition levels, for example Dental Assistant, Dental Hygiene and Post Grad Certificate programs.

**OSAP Bursaries** – The Financial Aid Department will ensure OSAP bursaries (Ontario Special Bursary Program, Students with Disabilities, Part Time High Need, Child Care and Ontario Work Study) are fully utilized.

**Jobs Niagara program** - Work study program consisting of part time employment on the campus is available to eligible students enrolled in full time studies. Students must demonstrate financial need by completing a Financial Information Statement.

**Support for Scholarships** – Niagara College will actively seek scholarship donations through its Foundation, will work to maximize funds available through the OTSS, and will assist students in scholarship applications, including the federal Millennium Scholarships.

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

Quality of the Learning Environment
The quality of Niagara College programs is supported by a variety of measures, programs, and strategies. Clearly the College is recognized for the quality of its programs and services. For the past two years, Niagara College has been rated #1 in student satisfaction among all Ontario colleges on the KPI Student Satisfaction Survey.

For the next three year period, measures to enhance quality for our students will focus on the following areas. It is unfortunate that Niagara will receive insufficient grant funding from the ministry to develop and implement other innovative measures or expand on those already in place

Faculty Support
Faculty development program – full time and part-time and professional development program. The College has enhanced this program over the years, and now conducts a formal new teacher orientation and training program each summer (3 part) for full time faculty; a new faculty orientation program at the beginning of September (all faculty); and a variety of professional development programs throughout the academic year organized by the Professional Development Office (all faculty).

Mentoring program for faculty and staff – New in summer, 2006, this program supports new faculty and staff who register in the program and are assigned mentors from within the College.

Educational technology consultants for faculty and staff – these consultants support new technology use by faculty and staff; the implementation of Blackboard course management system; and course development using technology enhancements.

Equipment Renewal
A critical component of maintaining currency on programs is to provide effective levels of equipment renewal. The equipment requirements relate to the instructional equipment in specific labs and the core network equipment providing college wide IT services. This funding is critical as new programs are introduced and where programs are tightly coupled to industry.
**Technology Innovations**
Enhanced access to web-based applications to all students to College network and its services, the student portal and Blackboard course management system (available off-site, 24/7) supported by a robust new student e-mail system accessed via students.niagaracollege.ca.

**Library Resources**
Library acquisitions, including new on-line resources, are budgeted annually depending on new grant revenues to the College. The College supports full library facilities on both main campuses, and provides internet access and student project workrooms that can be booked by student teams.

**Program and Curriculum Reviews**
Niagara College regularly reviews its curriculum and its academic programs through a variety of methods, including:
- Curriculum committee reviews with program students, faculty and staff, and academic managers for all post-secondary programs – held once per semester
- Program Reports – conducted every 3 years for all post-secondary programs
- Program Reviews – conducted every 6 years for all post-secondary programs

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.

<table>
<thead>
<tr>
<th>Performance Indicators</th>
<th>Strategy / Program</th>
<th>Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Faculty Support</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty development program</td>
<td>1. % new faculty attending faculty development program</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Equipment Renewal</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. $/student on equipment funding</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Technology Innovations</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. % of post-secondary courses that are active in the Blackboard course management system</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Library resources</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Satisfaction rate from Student Satisfaction Survey with library services (question 27)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Program and Curriculum Reviews</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Committees</td>
<td>5. % programs for which Curriculum Committees are held per academic year</td>
</tr>
<tr>
<td></td>
<td>Program Reports</td>
<td>6. # program reports completed each year as per Board–approved schedule</td>
</tr>
<tr>
<td></td>
<td>Program Reviews</td>
<td>7. # program reviews completed each year as per Board-approved schedule</td>
</tr>
</tbody>
</table>

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:
Quality Multi-Year Results
The announced funding does not reconcile to the enrolment plans and intentions of Niagara College, with growth and other envelopes still to be released. The College will continue to monitor and adjust its levels of activity in order to maintain balanced budgets in later years of the plan. Recognizing that the all grants have yet to be announced, the following table indicates two outcomes, one based on the current announcements and one which could be accomplished with additional resources. A more detailed analysis and service reviews, involving broader consultation, would be required in the out years of the plan given the information currently available. There will be changes in College operations that would not be reflected in the following indicators. These indicators will need to be assessed recognizing the lag between actions and results and the lengthy time to reintroduce quality initiatives and processes.

Multi-Year Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Indicator</th>
<th>Improved Funding per Request</th>
<th>Funding as Announced</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>1. % new faculty attending faculty development program</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>2. $/student on equipment funding</td>
<td>$100/student</td>
<td>$100/student</td>
</tr>
<tr>
<td></td>
<td>3. % of post-secondary courses that are active in the Blackboard course management system</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>4. Satisfaction rate from Student Satisfaction Survey with library services (question 27)</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td></td>
<td>5. % programs for which Curriculum Committees are held per academic year</td>
<td>90%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>6. # program reports completed each year</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>7. # program reviews completed each year</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>2007-08</td>
<td>1. % new faculty attending faculty development program</td>
<td>75%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>2. $/student on equipment funding</td>
<td>$100/student</td>
<td>$40/student</td>
</tr>
<tr>
<td></td>
<td>3. % of post-secondary courses that are active in the Blackboard course management system</td>
<td>80%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>4. Satisfaction rate from Student Satisfaction Survey with library services (question 27)</td>
<td>75%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>2008-09</td>
<td>2009-10</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>1. % new faculty attending faculty development program</td>
<td>85%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>2. $/student on equipment funding</td>
<td>$100/student</td>
<td>$20/student</td>
<td></td>
</tr>
<tr>
<td>3. % of post-secondary courses that are active in the Blackboard course management system</td>
<td>90%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>4. Satisfaction rate from Student Satisfaction Survey with library services (question 27)</td>
<td>77%</td>
<td>70%</td>
<td></td>
</tr>
<tr>
<td>5. % programs for which Curriculum Committees are held per academic year</td>
<td>100%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>6. # program reports completed each year</td>
<td>7 - subject to funding</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>7. # program reviews completed each year</td>
<td>10 - subject to funding</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

**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.

**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:
**Student Retention Rates**

<table>
<thead>
<tr>
<th></th>
<th>2006-07</th>
<th>2007-08</th>
<th>2008-09</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; to 2&lt;sup&gt;nd&lt;/sup&gt; Year</td>
<td>75%</td>
<td>76%</td>
<td>77%</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; to 3&lt;sup&gt;rd&lt;/sup&gt; Year</td>
<td>75%</td>
<td>76%</td>
<td>79%</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; to 4&lt;sup&gt;th&lt;/sup&gt; Year*</td>
<td>76%</td>
<td>78%</td>
<td>80%</td>
</tr>
</tbody>
</table>

* applicable only to applied degree programs

**Graduation Rates**

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:

The Multi-Year Accountability Action Plan builds on the Niagara College Strategic Plan and Business Plan, both of which had extensive consultations in their development stages. The MYAA was developed by a cross-college team with substantial input from key academic and service areas. All key groups were provided with briefings on the MYAA requirements and the College’s strategy in its development.

**D. ADDITIONAL OPPORTUNITIES AND RECOMMENDATIONS**

Niagara College is committed to the achievement of the educational and employment goals of our students and the professional goals of our faculty and staff. The College has managed with very limited resources to build an effective learning environment and to receive top grades from our students for the efforts of all college staff – faculty, support staff, and administrators.

However, Niagara College would like to do much more. We would like to:

- Move towards a lower student-faculty ratio and average class size in specific programs where students needs are identified as requiring greater personal intervention
- Complete a 3 year Master Plan that includes significant capital investments in our facilities and equipment
- Enhance our technology acquisition and enhancement plans, especially in the key areas of advanced technology and culinary programs.
• Increase enrolments following a strategic growth plan that significantly increases the participation of under-represented groups – a key access mandate of the College
• Enhance our student retention strategies to improve success and graduation rates

Niagara College is committed to doing its part in these goals by active fundraising, careful financial management, planning to meet the evolving needs of our students and community. These elements, together with appropriate funding from the Ministry are essential to providing sustainable enhancements, to the learning environment for our students.

The Ministry of Training, Colleges and Universities must do its part and adequately fund Niagara College to permit it to meet both College and government of Ontario goals. The funding must be sufficient to meet on-going cost pressures. While the recent significant investment by the government is welcome and has allowed Niagara College to initiate many long overdue investments, supporting this new level of activity is essential. A lack of long-term sustaining investments by the province will result in loss of services and programs.

While each college is impacted by the multi-year funding in different ways, our analysis suggests that Niagara College in particular, with the lowest per student funding, faces some serious shortfalls which require immediate attention. There are three areas in which we request further assistance to meet the goals for the indicators identified in this submission:

1. Operational funding of $4.5M over the next two years to maintain our established goals;
2. Amendment of the Small, Northern and Rural grant as per the joint working group recommendations; and
3. Capital funding for current facilities requirements of at least 50% of project costs ($22M - $26M)

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.