

2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Laurentian University
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated **Laurentian University's** 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2010-2011 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry in **Laurentian University's** 2011-2012 MYAA Report Back is denoted with the symbol ⁽⁺⁾.

1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year.*

Laurentian University's the total Headcount enrolment count in 2011-2012 = **6,223⁽⁺⁾**.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment reported by **Laurentian University** to the Ministry for 2011-2012 = **5,142**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by **Laurentian University** to the Ministry for 2011-2012 = **948**.

Please indicate the number of students under the age of 18 (age as of November 1, 2011) from the total Headcount enrolment reported by at **Laurentian University** to the Ministry in 2011-2012 = **133**.

* The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount.

Data for all indicators above follows the MTCU definition of enrolment for Fall 2011 and include only full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-12 fiscal year.

Laurentian has a significant number of students who study part-time at all academic levels, many of whom are students aged 25 years and older. The number of eligible students 25 years and older reported above represent only 33% of our total eligible mature students studying at Laurentian. In 2011F, Laurentian had 2918 eligible students aged 25 years and older enrolled in full and part-time studies.

Please provide one or more examples, in the space provided below, of highlights from **Laurentian University's** Enrolment Management Plan that **Laurentian University** used during 2011-2012 to manage enrolment.

Laurentian's Board of Governors approved an ambitious and targeted 5-year Strategic Plan. One of its strategic priorities is to increase FTE from 7,200 (2011) to 8,300 (2017), while also increasing the average entry grade from 80.8% to 83%.

Laurentian has extended its recruitment outreach, has enhanced its presence at OUF and has significantly increased registrations from Toronto, the GTA and other regions of southern Ontario.

Laurentian is among the most generous of all Ontario universities for scholarships, bursaries and student prizes, awarding a total of \$6.1M to students in 2011-12. Laurentian's goal of becoming a national and international University of Choice includes a \$51M campus modernization to enrich the student experience, expanded food and beverage services, new social spaces, and upgrades to campus wireless service.

Laurentian's 2012-2017 Strategic Plan also sets out the goal of increasing international enrolment from 6.1% (2011) to 8% (2017). Laurentian continues its international recruiting efforts and relationship-building with partners in Saudi Arabia, China, Brazil and many other countries. Laurentian also strives to increase its enrolments of First Nations, Inuit and Métis students through its culturally responsive learning environment and enhanced bursaries.

2) Under-Represented Students: Students with Disabilities*, First Generation* and Aboriginal*

DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of **Laurentian University's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

**DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.*

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

**DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.*

*NOTE: Please do not include International Students in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Laurentian University who registered with the Office for Students with Disabilities and received support services in 2011-2012= 450</p> <p>Please calculate the total indicated above as a comparative % of Laurentian University's 2011-2012 Enrolment Headcount: (Insert Total From Above) 450 ÷ 6,223⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 7.2%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Laurentian University who registered with the Office for Students with Disabilities and received support services in 2011-2012 = 70</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Laurentian University in 2011-2012= 3,737</p> <p>Please calculate the total indicated above as a comparative % of Laurentian University's 2011-2012 Enrolment Headcount: (Insert Total From Above) 3,737 ÷ 6,223⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 60.1%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Laurentian University in 2011-2012 = 1,710</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Laurentian University in 2011-2012= 695</p> <p>Please calculate the total indicated above as a comparative % of Laurentian University's 2011-2012 Enrolment Headcount: (Insert Total From Above) 695 ÷ 6,223⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = 11.2%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Laurentian University in 2011-2012 = 246</p>

* The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students.

Since 2009, Laurentian has surveyed its student population regarding under-represented groups. Data from Laurentian's Webbased collection tool is used to provide the number for the Aboriginal and First Generation indicators above. This survey also provides information on Students with Disabilities. As requested, only the total number of students with disabilities registered with the Office for Students with Disabilities is used for the indicator above. Using information collected by Laurentian's own tool, there are in fact significantly more students at Laurentian with special needs. Approximately 460 Full-Time students and 205 Part-Time students self-identified as students with a disability in 2011-2012.

Laurentian's Office for Students with Disabilities has been implementing many strategies and innovative practices over the last few years. Some students may not feel the need to register with the Office, or in some cases wish to remain anonymous. By providing students with a Web-based tool to self-identify, Laurentian is better able to get an accurate picture of the true population of students with disabilities.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Laurentian University's initiatives for <i>Students with Disabilities</i> . A highlight could be a strategy, initiative or program viewed by Laurentian University to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Laurentian University's initiatives for <i>First Generation Students</i> . A highlight could be a strategy, initiative or program viewed by Laurentian University to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Laurentian University's initiatives for <i>Aboriginal Students</i> . A highlight could be a strategy, initiative or program viewed by Laurentian University to be an innovative practice, success story and/or key accomplishment.
<p>Laurentian's Bursary for Students with Disabilities allowed greater numbers of students to access counselling and therapy sessions, resulting in a reported improvement in studies.</p> <p>Renovations and construction undertaken in 2011-2012 will allow for easy indoor access from the existing West Residence to the new East Residence, designed with four new accessible apartments for upper-year students.</p>	<p>In 2011-12, Laurentian University performed significant outreach with students particularly in first-year classes with the goal of ensuring that they are receiving proper academic advice and guidance. Students were given information and referrals to appropriate areas for further guidance. Many of these students were First Generation.</p> <p>The newly created "Early Warning Program" was created to assist both First Generation and other students experiencing academic difficulty.</p> <p>Skills Development Workshops in the following subjects were held: Stress and Anxiety Management, Writing an Essay that Works, Giving Effective Oral Presentations, Internet Use and Technology at the University Level, and Career Planning.</p>	<p>Laurentian University has completed a 3-year University Dual Credit Pilot Project in collaboration with the Martin Aboriginal Initiative and local school boards. A total of 26 students have taken advantage of this opportunity to earn university credits while in high school. In the 10 courses offered, completion rates have in some cases attained 100%. Two of the students who are eligible to graduate from secondary school this year have been accepted to university, and one is registered in a college program with the intention to transfer in to university.</p> <p>Laurentian University has also hired a Métis outreach coordinator with funds from the Aboriginal MTCU grant. This position has led to an increased number of Métis-related events on campus. The university has also added a Métis elder to the Traditional Resource program, extending our engagement with the Métis community.</p>

3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **Laurentian University** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Laurentian University as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$220,876 ⁽⁺⁾	339 ⁽⁺⁾
Other SAG Expenditures (towards other assessed shortfalls)	\$1,411,235 ⁽⁺⁾	709 ⁽⁺⁾
Total SAG Expenditures Reported by Laurentian University	\$1,632,111 ⁽⁺⁾	1,048 ⁽⁺⁾

Did **Laurentian University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

Yes

*The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

Laurentian University identifies eligible students through use of the "Remaining SAG Obligation" column of the download file provided by MTCU. For students in a two term program, an estimate of the amount of their Access Guarantee is provided to them by the end of the first term, and paid in a single disbursement by February 1st.

For students attending for one term only, the assistance is provided before the end of the term.

4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2011.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2007	7192 ⁽⁺⁾	1299 ⁽⁺⁾	538 ⁽⁺⁾	133 ⁽⁺⁾
2008	7064 ⁽⁺⁾	1512 ⁽⁺⁾	498 ⁽⁺⁾	107 ⁽⁺⁾
2009	6678 ⁽⁺⁾	1469 ⁽⁺⁾	565 ⁽⁺⁾	180 ⁽⁺⁾
2010	7377 ⁽⁺⁾	1521 ⁽⁺⁾	581 ⁽⁺⁾	158 ⁽⁺⁾
2011	7166	1465	690	147

*Transfers from publicly assisted colleges in Ontario

NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that:

- the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;
- a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;
- only includes full-time students applying and registering in the fall to the first year of a university program.

The Ministry encourages **Laurentian University** to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, **Laurentian University** should report institutional data which includes data from OUAC and other sources.

Year	Laurentian University's Total Applications	Laurentian University's Total Registrations	Laurentian University's Transfer Applications	Laurentian University's Transfer Registrations
2010	7631 ⁽⁺⁾	1775 ⁽⁺⁾	858 ⁽⁺⁾	212 ⁽⁺⁾
2011	7402	1753	751	206

*The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data.

Data provided above includes:

1. Full and Part-time students applying and registering in the fall to the first year of a university program; and
2. Data includes both OUAC and institutional data sources.

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used in 2010-2011 and which contributed to maintaining or improving **Laurentian University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by **Laurentian University** to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

4.1) Expanding Transfer Pathways excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

The following articulation agreements have been created in 2011-2012:

- Social Service Worker to Social Work Native Human Services Program
- Native Early Childhood Education to Social Work Native Human Services Program
- Developmental Services Worker to Bachelor Social Work Native Human Services Program

The existing grade tiering system has been modified with a new simplified structure for newly approved articulation agreements. Students with a grade equal or higher than the cut off GPA (depending on the agreement) will all receive the same number of credits. Laurentian has also introduced new communication materials to inform students of the specific details of each articulation agreement.

4.2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success)

In 2011-12, Laurentian has hired additional staff dedicated to provide enhanced orientation and academic advising for all transfer credit students on site at the Laurentian Campus.

Additionally, a full-time Academic Advisor was hired in Barrie to help better support credit transfer students. A series of videos in English and French has been created to support credit transfer students on the Barrie campus (i.e. Time management, Note taking, Study Skills etc...)

Laurentian recruitment staff visited 14 Ontario Colleges to advise students of available pathways.

4.3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways

Through the Ontario Council on Articulation and Transfer (ONCAT), Laurentian expanded existing pathways to include all Ontario Colleges with similar or identical programs. The ONCAT website was fully populated in 2011-12 listing all of Laurentian's existing and newly created articulations and pathways. This brought Laurentian's number from 30 listed programs to 351.

Recruitment material designed specifically for transfer credit students has been updated to describe pathways.

These initiatives have resulted in an improvement in the clarity of transfer pathways for students.

5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, the percentage of **Laurentian University's** undergraduate class size for first entry* programs was:

	First Year		Second Year		Third Year		Fourth Year	
Class Size	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	77 ⁽⁺⁾	48.4% ⁽⁺⁾	153 ⁽⁺⁾	63.5% ⁽⁺⁾	182 ⁽⁺⁾	81.6% ⁽⁺⁾	252 ⁽⁺⁾	77.3% ⁽⁺⁾
30 to 60 students	35 ⁽⁺⁾	22.0% ⁽⁺⁾	61 ⁽⁺⁾	25.3% ⁽⁺⁾	34 ⁽⁺⁾	15.2% ⁽⁺⁾	69 ⁽⁺⁾	21.2% ⁽⁺⁾
61 to 100 students	27 ⁽⁺⁾	17.0% ⁽⁺⁾	22 ⁽⁺⁾	9.1% ⁽⁺⁾	6 ⁽⁺⁾	2.7% ⁽⁺⁾	5 ⁽⁺⁾	1.5% ⁽⁺⁾
101 to 250 students	17 ⁽⁺⁾	10.7% ⁽⁺⁾	5 ⁽⁺⁾	2.1% ⁽⁺⁾	1 ⁽⁺⁾	0.4% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
251 or more	3 ⁽⁺⁾	1.9% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
Total	159 ⁽⁺⁾	100.0% ⁽⁺⁾	241 ⁽⁺⁾	100.0% ⁽⁺⁾	223 ⁽⁺⁾	100.0% ⁽⁺⁾	326 ⁽⁺⁾	100.0% ⁽⁺⁾

* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2011-2012, which contributed to maintaining or improving **Laurentian University's** class size initiatives. This could include a strategy, initiative or program viewed by **Laurentian University** to be an innovative practice, success story and/or key accomplishment that **Laurentian University** would like to highlight.

Laurentian continues to offer some of the smallest class sizes in the province, allowing for meaningful interaction among students and faculty. The favourable student-teacher ratio enhances the educational experience for learners and is shown to support academic success.

In 2011-12, Laurentian enhanced tutoring programs for students in specific courses including Statistics, Music, Engineering, Chemistry/Chimie, Management, Human Kinetics, Science Infirmières, Physics, Biology and Economics. Tutoring sessions were offered at set times in some courses, while others allowed a drop-in format for students seeking extra help.

The faculty of Social Sciences has increased the number of course sections jointly offered in multiple departments to enhance low enrolment courses. This initiative has provided students in various Social Science programs increased choice in courses, enhanced the educational experience during class to promote larger class sizes for courses that had very few students.

6) eLearning

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity taking place across Ontario.

In its 2010-2011 MYAA Report Back, **Laurentian University** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Laurentian University** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.

Course, Program and Registration Data

Based on the definitions provided above, provide *Laurentian University's* eLearning data for 2011-2012:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	88	20
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	88	20
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	13	2
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	13	2
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	3,542	456
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	3,542	456

*The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Based on the Synchronous Conferencing course definition, Laurentian University currently does not offer these types of courses.

Hybrid Learning*

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.

A Hybrid Learning program is a program in which 80% or more of its courses are hybrid learning courses.

In the space provided below, please highlight one example of **Laurentian University's** use of Hybrid Learning courses and/or Programs.

Based on the definition above, Laurentian does not offer Hybrid Learning Courses.

However, during the academic year 2011-2012, many distance education courses included a component whereby students had web conferencing with the course instructor.

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2011-2012, which contributed to maintaining or improving elearning opportunities at **Laurentian University**. This could include a strategy, initiative or program viewed by **Laurentian University** to be an innovative practice, success story and/or key accomplishment that **Laurentian University** would like to highlight.

In 2011-2012, Laurentian University developed 19 new courses for on-line delivery. In addition, 10 paper-based or correspondence courses have had web components added (using Desire2Learn software) to facilitate submission of assignments, easy access to web resources, and communication between students and their course supervisors.

Laurentian University continued its partnership with the Canadian Virtual University to offer courses to some students in Haiti. This partnership was created following the earthquake in Haiti to allow some students to continue their university studies via distance education. Although the courses are delivered via distance education, some students have communicated with the instructor using Skype.

7) International

7.1 Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Laurentian University** had in 2011-2012:

- Outbound students* = 33

**DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*

- Inbound students* = 21

**DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Laurentian University** in 2011-2012 = **\$6,468,584**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Laurentian University** had outside of Canada in 2011-2012 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Laurentian University** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012	2011-2012 Total Enrolment by Program
N/A	N/A	N/A	N/A

*The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives.

The total gross revenue from international student tuition is for all international students at all academic levels for the fiscal year ending April 30, 2012.

7.2 Enrolment

In 2011-2012, **Laurentian University** reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of Laurentian University Total Full-Time International Student Enrolment ⁽⁺⁾
1.	China ⁽⁺⁾	127 ⁽⁺⁾	30.2% ⁽⁺⁾
2.	Saudi Arabia ⁽⁺⁾	123 ⁽⁺⁾	29.2% ⁽⁺⁾
3.	Botswana ⁽⁺⁾	32 ⁽⁺⁾	7.6% ⁽⁺⁾
4.	Nigeria ⁽⁺⁾	16 ⁽⁺⁾	3.8% ⁽⁺⁾
5.	India ⁽⁺⁾	14 ⁽⁺⁾	3.3% ⁽⁺⁾

Laurentian University reported to TCU that International Enrolment* in 2011-2012 = **421⁽⁺⁾**.

**DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2011, including students who are both eligible and ineligible for operating grant purposes who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).*

*The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

Laurentian University's 2011-12 Part-Time International student Enrolment:
is the headcount of Part-Time international students at the institution, including students who are both eligible and ineligible for funding consideration and includes ESL students as well as students enrolled in a university preparation program on a Part-Time basis.

Please provide **Laurentian University's** 2011-2012 Part-Time International Student Enrolment = 271

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2011-2012, which contributed to maintaining or improving **Laurentian University's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In June, Laurentian welcomed more than 100 students from Gujarat Technological University in Ahmedabad, India, for summer session courses in mathematics and computer science. The students lived in residence on the Sudbury campus for the 6-week sessions, earning recognized credits in their programs of study while enjoying a Canadian immersion experience that included a trip to Ottawa for Canada Day celebrations. Laurentian and Gujarat Technological University hope to continue this highly successful Global Experience Program, bringing more students to Canada and opening the door to graduate studies and faculty exchanges in the future.

7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Laurentian University** in 2011-2012 = 146

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Laurentian University** used in 2011-2012 to create pathways for *International students* from **Laurentian University's** ESL or FSL programming to postsecondary studies.

Laurentian's English for Academic Preparation program has been an extremely popular and well-received vehicle for international students pursuing post-secondary education in Canada. Hundreds of students from Saudi Arabia, China and other countries registered in EAP in order to improve their written and oral language skills, while also gaining valuable insight into academic requirements for success in undergraduate studies. EAP includes support and encouragement for study habits, time management, essay and argumentation, and also offers the international student a valuable period of cultural and social acclimatization in a new environment.

*The space below is provided for **Laurentian University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment and ESL or FSL.

8) Supply Chain Compliance / Broader Public Sector Accountability Act**SUPPLY CHAIN COMPLIANCE**

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

Laurentian University confirmed in its 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **Laurentian University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Laurentian University confirmed in its 2010-2011 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2011-2012, **Laurentian University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Laurentian University confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **Laurentian University** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Laurentian University's** OECM purchases in 2011-2012: 90,000

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2010-2011, which contributed to maintaining or improving **Laurentian University's** supply chain management. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

During 2011-12, Laurentian implemented the MERX Electronic Bid Submission for the over \$100,000 RFPs and RFQs posted on MERX effective October 2011. It has built better efficiencies in managing the RFP/RFQ process and has provided more time for proponents to submit their responses.

The following is a statement from one proponent regarding our use of EBS;

“EBS provides fast, secure and fully automated process to submit bids without the hassle of printing, binding and arranging substantial documents for delivery either by your own personnel or a courier. It also takes the worry out of having the RFP delivered to the right spot at the right time out of the equation.”

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.



Laurentian University confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2011-2012, which contributed to **Laurentian University's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Laurentian University** to be an innovative practice, success story and/or key accomplishment.

Supply Chain Code of Ethics was approved by our Board of Governors in April 2011.

New Policy on Purchasing which adheres to all BPS Procurement Directives was approved by the Board of Governors in February 2012.

A communication plan was developed and implemented in providing information to the University community on the new Policy on Purchasing and the BPS Procurement Directives.

BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.



Laurentian University confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

Please indicate the address on **Laurentian University's** website where a copy of **Laurentian University's** publicly available Expenses Directive can be found:

<http://www.laurentian.ca/content/accountability-0>

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2011-2012, which contributed to **Laurentian University's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Laurentian University** to be an innovative practice, success story and/or key accomplishment.

2011-2012 was a transition year to implement the BPS Expenses Directive. Overall, Laurentian was in compliance with the Directive. Changes to the policy were required in order to eliminate per diem allowances and provide greater definition on hospitality and enhance rules for serving alcohol.

The new policy was approved by the Board of Governors in February 2012. A communication plan was developed and several information sessions were presented to the University community on the new Policy on Purchasing and the BPS Procurement Directives.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the university including appointees, board members, elected officials and employees.



Laurentian University confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **Laurentian University** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **Laurentian University** to be an innovative practice, success story and/or key accomplishment.

Laurentian examined all benefits that could be considered perquisites. It was determined that there were no perquisites, none of the senior executives have perquisites as covered under the legislation and no further action was required.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **Laurentian University** in 2011-2012:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at Laurentian University with a Co-op Stream	4	0
Number of students at Laurentian University enrolled in a Co-op program	49	0

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Laurentian University** to be an innovative practice, success story and/or key accomplishment.

Laurentian's new 2012-2017 strategic places the highest priority on better outcomes through the integration of classroom learning with real-world, practical experience.

For example, two programs where students experienced Work-Integrated Learning opportunities in 2011-12 were Forensic Science and Native Human Services.

In Forensic Science, the 4th-year capstone course allows students to get hand-on experience in the study of major case management, use of witnesses, interview/interrogation, modus operandi, and other investigative aspects through the use of case studies, mock crime scenes and mock trial scenarios. The mock trial is heard and overseen in a Sudbury courthouse by a sitting judge of the Ontario Superior Court.

In Native Human Services, placements for students are fully integrated between the student, professor and employer. For example, regular teleconferencing meetings for all participants (including the employer) are held to review and give feedback on placement and integrated learning. Native Human Services is also offered at sites in Kenora in northwestern Ontario, and at Kenjgewin Teg educational institute in M'Chigeeng First Nation on Manitoulin Island. Students are able to learn and practise their skills in the environment where they may be working in the future.

10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Laurentian University** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **74%**⁽⁺⁾ for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **Laurentian University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **75%**⁽⁺⁾ for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **Laurentian University** used in 2011-2012 to measure student satisfaction.

Laurentian university regularly uses student surveys for a variety of student satisfaction and experience measures.

Some examples include:

- Departmental Student Satisfaction surveys (for example Continuing Education and Sciences infirmières)
- Participation in annual Globe and Mail Canadian University Report Card Survey
- Annual Food Services survey

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2011-2012, which contributed to maintaining or improving student satisfaction at **Laurentian University**. This could include a strategy, initiative or program viewed by **Laurentian University** to be an innovative practice, success story and/or key accomplishment that **Laurentian University** would like to highlight.

Laurentian continues to offer the Bus Home program. The bus home programs allows students to return home from Sudbury during the academic year at a reasonable cost. The bus travels to Toronto, Barrie, Timmins, Ottawa, and Sault Ste-Marie for Thanksgiving, Christmas, fall reading week, winter reading week, and the end of the winter semester weekend. Over 500 students took advantage of this program.

Through its student engagement process, the University has embarked on a campus modernization plan that includes improvements and additions to food and beverage services, as well as the creation of « neighbourhoods » where students can relax, refresh, study and talk. Some outcomes of this initiative include the decision to open a Starbucks location outside the J.N.Desmarais Library at the western end of the campus and to add comfortable lounge seating as well as the creation of 40 new study spaces directly behind the coffee bar. Similarly, a new "bistro lounge" was planned on the ground floor of the new East Residence.

11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at **Laurentian University** = 70.9%(*)*

*Percentage of 2002 Year 1 New-to-Institution Students Who Received a Degree between 2003-2009

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Laurentian University** used in 2011-2012 to measure graduation rate.

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2011-2012, which contributed to maintaining or improving **Laurentian University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Laurentian University** to be an innovative practice, success story and/or key accomplishment that **Laurentian University** would like to highlight.

Laurentian's newly established Centre for Academic Excellence was launched in 2011-12, integrating several academic resources and support systems in a central hub located in the J. N. Desmarais Library. For example, the Academic Advantage program links students with Academic Advisors to provide personalized, tailored support to help students achieve degree completion.

Another successful initiative supporting graduation is the Native Student Affairs (NSA) Learning Strategist, who coordinates the work of traditional resource people, the Native Student Counsellor and the Laurentian University student support staff to assist First Nation, Métis and Inuit students in their academic journey. The NSA learning strategist assists students by collaborating and referring students to appropriate services within the university like the Centre for Academic Excellence, Health Services and Disability Office.

12) Graduate Employment Rate

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at **Laurentian University** = **96.5%**⁽⁺⁾

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at **Laurentian University** = **96.9%**⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Laurentian University** used in 2011-2012 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2011-2012, which contributed to maintaining or improving **Laurentian University's** graduate employment rate. This could be a strategy, initiative or program viewed by **Laurentian University** to be an innovative practice, success story and/or key accomplishment that **Laurentian University** would like to highlight.

Several initiatives in 2011-12 contribute towards improving Laurentian's graduate employment rate. For example, last year, Laurentian held an annual faculty conference where community employers present employment possibilities and career opportunities in their fields.

Laurentian hosts an on campus Career Day annually. In 2011-12, 50 employers from a broad range of employment sectors were present to solicit student applications for employment following graduation.

Specific initiatives within departments also help support students in post degree employment. For example, the outdoor adventure leadership program holds monthly internship meetings where students are invited to participate in resume writing workshops and gather information regarding prospective employment opportunities.

13) Student Retention

Using data from **Laurentian University's** Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide **Laurentian University's** achieved results for all years in the table below:

Entering Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
1st to 2nd Year	84.2%(+)	86.3%(+)	85.6%(+)	87.3%
1st to 3rd Year	75.5%(+)	78.2%(+)	77.3%	N/A(+)

*The space below is provided for **Laurentian University** to describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate.

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2011-2012, which contributed to maintaining or improving **Laurentian University's** retention initiatives. This could be a strategy, initiative or program viewed by **Laurentian University** to be an innovative practice, success story and/or key accomplishment that **Laurentian University** would like to highlight.

In 2011-12, the Science and Engineering faculty offered specialty clinics in physics, math and chemistry, in both English and French, open to any students experiencing difficulties in these challenging classes. These proactive measures produce better rates of student success in some of the most challenging program areas.

Laurentian has created an early warning program that allows academic advisors to intervene as soon as students begin to experience difficulty in their academic work. This early identification program can lead to remedial tutoring and other interventions that keep our students on track to academic success. Advisors are able to assess whether a student's grades are representative of future academic performance according to a number of factors, including the number of credit hours attempted, the distribution of low grades, and the number of times or terms that a student has been placed on Early Warning.

Aboriginal Transition Program is a newly designed program fitted to the academic needs of the First Nations, Métis and Inuit students. The first transition to Laurentian University (ATP-LU) is an access program for Aboriginal students who may not be prepared to enter a faculty through the regular submission route. This program is not intended to be an upgrading program but one for full-time study. It is designed to provide students with the academic preparation they will need to succeed in a university degree program. The second transition program is intended for students who need extra support during their undergraduate studies. The final transition, from undergraduate to graduate status, is also a transitioning point where students may need extra support. This series of programs is designed to follow students throughout their whole academic career.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2011-2012, which contributed to enhancing **Laurentian University's** learning environment for the three quality measure categories indicated below:

14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

In 2011-12, more than 90 faculty from across the institution participated in workshops on teaching effectiveness. Several session topics were held including teaching large classes, discussions in small seminars, how to teach first year students, and how to present information visually.

A faculty mentoring program was created within the Faculty of Science and Engineering where new Laurentian faculty were paired with an experienced faculty.

The 7th annual IMPACT Health Day at Laurentian University was held in September 2011 for students enrolled in Professional School programs (Nursing, Midwifery, Human Kinetics, Social Work, Native Human Services, Education, Radiation Therapy and Medicine). IMPACT promotes awareness of interdisciplinary models and develops collaboration between professional schools offering health-related programs. Students from all professional health programs participated in activities on campus and throughout the City of Greater Sudbury. The main objective of the IMPACT Health Day is to expose first-year students to interdisciplinary health care, provide second-year students with firsthand experience of its practice in the field, and offer upper-year students the opportunity to attend a one-day conference on the growing importance of interdisciplinary health care in northeastern Ontario.

14.2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

Many departments and programs across the university community find opportunities to enhance the learning experience through excursions and study trips. In 2011-12, faculty from the English department traveled with students from the Sudbury and Barrie campuses to England, where students were able to visit historic sites with relevance to their classroom studies, creating valuable connections between their academic work and the broader world. This program was so well-received and successful, it will be expanded to the History department next year.

Laurentian's Summer Orientation Sessions continue to help engage and support students as they transition to life at Laurentian University. In 2011-12, Laurentian offered five one day-sessions on campus, where 442 new students and 535 guests attended. These orientation sessions provide students with tips on organizing their class schedules, procedures for registration for classes. They also offer classroom and campus facility tours, parent and student Q&A discussion groups; and other useful information about student life. These opportunities for 'pre-immersion' are shown to help both new students and their families, as learners embark on their post-secondary studies.

14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)

In August 2011, Laurentian relocated Counselling staff to the 1st floor of the Single Student Residence, near “Student Street,” in close proximity to the Health Services clinic. This move not only improves access for students, but also consolidated the physical health and mental health services, encouraging them to work more closely together and to provide more seamless support to students, who are sometimes referred from the physician to the counselling service. This new centre has been renamed the Health and Wellness Services.

Another example of student support is offered through the Distance Education office, which has provided one hour online mentoring sessions twice a week using Elluminate Live (a web conferencing system) and Skype (a free video chat program). Here students are able to seek academic advice about programs and courses, access general academic skills and other administrative supports for a variety of university services.

Attestation:



Laurentian University confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **Laurentian University's** Executive Head.

Contact:

For additional information regarding **Laurentian University's** 2011-2012 MYAA Report Back please contact -

- Name: Shauna Lehtimaki
- Telephone: 705.675.1151 x4567
- Email: slehtimaki@laurentian.ca

Please indicate the address on **Laurentian University's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- <http://www.laurentian.ca/content/multi-year-accountability-agreement>