

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	Laurentian University
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OVERVIEW

Through the 2008-09 MYAA Report-Back process, Laurentian was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. Laurentian was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Laurentian's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that Laurentian is on track for meeting its commitments or has an improvement plan in place; and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. USER, CUDO) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for Laurentian to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on Laurentian's website. Please ensure Laurentian's completed 2009-10 Report Back is posted at the same location on Laurentian's website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Preet Gill, Senior Policy Advisor, Universities Unit at Preet.Gill@ontario.ca or telephone (416) 325-9262, or Aamir Taiyeb, Research Policy Analyst, Universities Unit at Aamir.Taiyeb@ontario.ca or telephone at (416) 325-4237.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information on system-wide indicators and will reflect and report on progress on Laurentian's commitments regarding access, quality and accountability as outlined in the original accountability agreements.
- The 2009-10 Report Back is requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities as per discussions with Colleges Ontario and the Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 report-back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.
- System Wide Indicators for 2009-10:
 - 1) Enrolment – Headcount
 - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
 - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
 - 4) The Student Access Guarantee (SAG) for 2010-11
 - 5) Participation in the Credit Transfer System
 - 6) Class Size
 - 7) Online Learning
 - 8) International Enrolment
 - 9) Supply Chain Compliance
 - 10) Space Utilization
 - 11) University Student Satisfaction
 - 12) Graduation Rate
 - 13) Graduate Employment Rate
 - 14) Student Retention Rates
 - 15) Quality of the Learning Environment

1) Enrolment – Headcount*

**DEFINITION: Headcount* is the number of full-time students enrolled in 2009-10, including full-time undergraduate and graduate students eligible for funding consideration.

- Laurentian reported to TCU the total Headcount enrolment in 2009-10 = **5,944**
- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by Laurentian to the Ministry for 2009-10 = **4870**
- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by Laurentian to the Ministry for 2009-10 = **954**
- Please provide one or more example in the space provided below of a promising practice that Laurentian used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Laurentian has been implementing new recruitment strategies including setting enrolment targets for francophone, aboriginal and other client groups. Specific strategies for recruitment efforts include the Discover Laurentian, fall open house, out of province recruitment campaign, international student recruitment and integrated recruitment fairs with catchment school boards.

Throughout 2009-10, student support and programs have been enhanced to help overall enrolment of both new and returning students. Student support programs have been developed and enhanced in areas of First Generation, Aboriginals and through the Student Success Centre.

One of the strategies for student enrolment includes the newly developed Teaching and Learning Committee. Specifically the Retention sub-committee will be developing and implementing initiatives directed at improving student retention. This initiative will draw from the best pedagogical approaches to improve student outcomes.

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 the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (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.*

- For the following, please include full-time and part-time, but not international students.

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Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Laurentian who registered with the Office for Students with Disabilities and received support services in 2009-10= <u>489</u></p> <p>Please indicate the number of <i>students with disabilities</i> at Laurentian who registered with the Office of Students for Disabilities and received support services as a percentage of the total student population in 2009-10 who were:</p> <p>Full-time = <u>368</u></p> <p>Part-time = <u>121</u></p> <p>Total (Full-Time + Part-time) = <u>489</u></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <u>489</u> <div>÷ 5944 (Enrolment Headcount from Page 3) x 100 = <u>8%</u> %</div></p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Laurentian in 2009-10= <u>5623 ±73</u></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Laurentian as a percentage of the total Laurentian student population in 2009-10 who were:</p> <p>Full-time = <u>3868</u></p> <p>Part-time = <u>1768</u></p> <p>Total (Full-Time + Part-time) = <u>5623</u></p> <p><small>* Numbers of Full-Time and Part-Time may not sum exactly due to population estimates and rounding</small></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <u>5623</u> <div>÷ 5944 (Enrolment Headcount from Page 3) x 100 = <u>95%</u> %</div></p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Laurentian in 2009-10= <u>893 ±48</u></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Laurentian as a percentage of the total Laurentian student population in 2009-10 who were:</p> <p>Full-time = <u>619</u></p> <p>Part-time = <u>276</u></p> <p>Total (Full-Time + Part-time) = <u>893</u></p> <p><small>* Numbers of Full-Time and Part-Time may not sum exactly due to population estimates and rounding</small></p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) <u>893</u> <div>÷ 5944 (Enrolment Headcount from Page 3) x 100 = <u>15%</u> %</div></p>
<p>Information from Laurentian's Survey of Under-Represented Groups is used estimate the number of aboriginal and first generation students. Percentages include full-time and part-time students but are calculated on full-time enrolment headcount only.</p> <p>Percentages calculated using full-time and part-time headcounts more accurately represent the Under-represented student population at Laurentian:</p>		



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Students with disabilities: $489 \div 8918$ (Total Enrolment Headcount including Full and Part time) $\times 100 = \underline{6\%}$ %
First generation students: $5623 \div 8918$ (Total Enrolment Headcount including Full and Part time) $\times 100 = \underline{63\%}$ %
Aboriginal students: $893 \div 8918$ (Total Enrolment Headcount including Full and Part time) $\times 100 = \underline{10\%}$ %

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Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more example of promising practices that Laurentian used in 2009-10 to develop and maintain results for <i>students with disabilities</i>.</p> <div data-bbox="210 638 714 854"> <p>The Office of Students for Disabilities has created videos highlighting the success of students with disabilities. These videos have been posted on the LU web site.</p> </div> <div data-bbox="210 914 714 1130"> <p>During 2009-10, The Office of Students for Disabilities has trained employee, student associations and third parties on interacting with students with disabilities in accordance with AODA.</p> </div> <div data-bbox="210 1177 714 1390"></div>	<p>In the space below, please provide one or more example of a promising practice that Laurentian used in 2009-10 to develop and maintain results for <i>First Generation students</i>.</p> <div data-bbox="783 633 1308 881"> <p>Academic advising fairs during the year are available online and in person. Regular communication between Student Success Centre and academic advisors in the faculties.</p> </div> <div data-bbox="783 914 1308 1130"> <p><i>On the right track</i>, student resource guide has been distributed to students at academic skill-building sessions. This resource is also available for students on-line.</p> </div> <div data-bbox="783 1177 1308 1390"> <p>Development of Skill-building workshops in: <i>Exam Preparation, Academic Integrity, Using APA Effectively, Being an A+ Writer; Finessing Exam Questions; What Can I do With a Degree in?</i>)</p> </div>	<p>In the space below, please provide one or more example of a promising practice that Laurentian used in 09-10 to develop and maintain results for <i>Aboriginal students</i>.</p> <div data-bbox="1356 628 1881 837"> <p>Development of a writing support centre with a Learning Strategist to assist Aboriginal learners with writing/research skills.</p> </div> <div data-bbox="1356 914 1881 1125"> <p>Putting in place mechanisms to increase the number of Aboriginal faculty teaching across disciplines.</p> </div> <div data-bbox="1356 1177 1881 1390"> <p>Continued working with various faculties around campus to include aboriginal program content.</p> </div>

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	88,209	158
Other SAG Expenditure to Supplement OSAP	1,192,279	673
TOTAL	1,280,488	831

Data as of July 6th, 2010

The institution met students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **YES**

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 SAG Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>Amount of aid issued to students on the "Remaining SAG Obligation" calculations. The amount will be applied to tuition accounts to pay any outstanding balance. If fees are paid in full, a cheque will be issued to the student. In most cases, this will be done as a single disbursement at the start of the second term, prior to Feb.1, 2011.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs in 2010-11. If so:</p> <ul style="list-style-type: none"> a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide 	<p>We will not be providing loan assistance. Our SAG obligation will be paid entirely through bursary assistance.</p>

5) Participation in the Credit Transfer System

- Using Ontario Universities Application Centre (OUAC) reports, please provide data for the following years**:

Years	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2005	7226	1619	867	200
2006	7186	1550	899	176
2007	7219	1584	741	147
2008	7082	1581	646	119
2009	6806	1721	716	160

*Transfers from publicly assisted colleges in Ontario

** Applications and Registrations data for first year, full-time, and fall entry who apply through OUAC only. One applicant can have multiple choices.

***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. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that transfer data is not limited to college graduates who apply through OUAC and only includes full-time students applying and registering in the fall to the first year of a university program. 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.*

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Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the *percentage* of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.

- Please provide any additional comments regarding transition experience either from college to university or university to university.

- Please provide one or more example in the space provided below of a promising practice that Laurentian used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Laurentian has expanded its college transfer credit programs to include more than 30 collaborative agreements with college partners which can expedite the attainment of a university degree. Degrees can be earned in English or French. Depending on the agreement, students may have as many as 78 potential transferable credits.

Formal collaborative agreements are in place with other universities for program including Midwifery (Ryerson, McMaster), Radiation Therapy (Michener Institute), and Social Work (St-Anne, Hearst).

6) Class Size

- Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of Laurentian's undergraduate class:

	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
Less than 30 students	98	55.4%	172	69.0%	196	83.0%	270	82.0%
30 to 60 students	45	25.4%	56	22.5%	32	13.6%	57	17.3%
61 to 100 students	22	12.4%	19	7.6%	7	2.9%	2	0.6%
101 to 250 students	10	5.7%	2	0.8%	1	0.4%		
251 or more students	2	1.1%						
Total	177	100.0%	249	100.0%	236	100.0%	329	100.0%

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Please provide one or more example in the space provided below of a promising practice that Laurentian used during 2009-10 regarding class size. A promising practice could be 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.

The course schedule was modified to more fully utilize the weekly and daily available time slots. This has helped Laurentian maintain excellent class sizes for first year students where more than 50% of our classes have fewer than 30 students. This has also increased options available to students.

Laurentian was once again ranked in 2009 by Maclean's as #9 for student to faculty ratio, ensuring our students have the opportunity to engage/interact with faculty members regularly.

7) Online Learning

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- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.
- To complement this work, please provide one or more example in the space provided below of a promising practice that Laurentian used during 2009-10 to develop and enhance online learning. A promising practice could be 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.

Implementation of the Desire2Learn learning management system, a top-of-class online learning environment.

Use of Elluminate Live to enhance online course delivery and to provide a synchronous component. Weekly tutorials were provided to students via Elluminate by the professor.

8) International Enrolment*

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**DEFINITION: International enrolment is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- Laurentian reported to TCU that International Enrolment in 2009-10 = **312**
- In 2009-10, Laurentian reported to TCU the following top 3 source countries for international students:
 1. **China**
 2. **Botswana**
 3. **Nigeria/India**
- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Laurentian had in 2009-10:
 - Outbound students = N/A
 - Inbound students = N/A
- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Laurentian in 2009-10 = **\$3,614,865**
- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Laurentian had outside of Canada in 2009-10 = **\$0**
- Please list in the table below all For Credit, Stand-Alone campuses Laurentian operated abroad in 2009-10, including city, country and total enrolment for each campus:

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Campus Name	City/Municipality	Country	Total Enrolment

- Please provide one or more example in the spaces provided below of a promising practice that Laurentian used during 2009-10 to develop and maintain results for international activities. A promising practice could be 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.

An alumni mentorship program was developed for international students to provide language, cultural and social support to ease the transition to a North American learning environment and to diminish the effects of culture shock.

Development of a bridging program (STEP) for international students who have completed most of the language training but have not yet met the language admission criteria for their academic program.

Development of a series of tools for accurate qualitative measuring of student participation in our mobility programs. An example of a qualitative measure of student participation would be an acquired global learning outcome such as intercultural competency.

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the university that are consistent with the principles outlined within the Supply Chain Guideline. MTCU 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.

- Please confirm in 2009-10 Laurentian adopted the Government of Ontario's Supply Chain Code of Ethics: **YES** **NO**
- Please confirm in 2009-10 Laurentian adopted or is in the process of adopting the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures? **YES** **NO**
- In 2009-10, did Laurentian participate in the Ontario Education Collaborative Marketplace (OECM): **YES** **NO**

Since many commodities were already under contract in 2009-10, the first available agreement signed in participation with the OECM took place in October 2010.

- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: _____
- Please provide one or more example in the space provided below of a promising practice that Laurentian used during 2009-10 related to supply chain management. A promising practice could be 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.

We required the services from a search firm for Senior Management positions. Through the RFP process, Laurentian University advised the proponents that we had a limited budget for the search. We asked the consultants to list the services that they would provide for the fixed budget. This created savings for Laurentian.

9) Supply Chain Compliance con't

Currently, the paper being purchased for our copiers on campus contains 30% recycled content. Laurentian University along with the members of the Sudbury Regional Buying Group met with the contracted supplier, to negotiate a lower price for recycled paper. By combining our volume, the price for recycled paper was lowered by 13%.

Laurentian University is the lead member for contracting lamps & ballasts for the SRBG. Through the RFP process, Laurentian University was able to achieved excellent discounted pricing for this commodity and most importantly established a recycling program for the lamps as part of the contract.

Being in Northern Ontario many of our staff and faculty travel frequently to Toronto and other locations in Ontario for University business. Through the RFP process, Laurentian University was able to achieve excellent local car rental rates with unlimited mileage. This provides our staff and faculty an opportunity to reduce their travel costs.

10) Space Utilization

In 2009-10, did Laurentian have a Space Utilization planning process in place to assess and optimize academic space utilization?

YES NO

If yes, please indicate in the space below the methodology used to inform Laurentian's academic space utilization planning process:

In 2009-10, our annual review of space utilization (using COU Survey on Classroom and Laboratory utilization data) was done. During this process the most efficient balance of suitable classroom requirements with spaces was achieved.

- If yes, please provide one or more example in the spaces provided below of a promising practice that Laurentian used during 2009-10 to assess and optimize academic space utilization. A promising practice could be 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.

The course schedule was modified to more fully utilize the weekly and daily available time slots. This has helped Laurentian maintain excellent class sizes for first year students where more than 50% of our classes have fewer than 30 students. This has also increased options available to students.

11) Student Satisfaction

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *excellent* and *good* responses) at Laurentian for *NSSE Question* “How would you evaluate your entire educational experience at this institution?” = **76%** for Senior Year respondents.
- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *definitely yes* and *probably yes* responses) at Laurentian for *NSSE Question* “If you could start over again, would you go to the same institution you are now attending?” = **78%** for Senior Year respondents.
- Please provide one or more example in the space provided below of a promising practice that Laurentian used during 2009-10 to increase student satisfaction. A promising practice could be 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.

Developed a bus home program in five strategic locations four times during the academic year. This initiative is to increase safety and facilitate transportation of our students to their permanent residence.

The Student Success Centre facilitated regular contacts with academic advisors in the faculties. We increased the availability of academic and career advising. We expanded our writing assistance program to include additional staff hours and students writing assistants.

We increased by 31 the number of available lap top computers for students use in the Library and for sign-out (home use). There are currently 49 available units for circulation.

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at Laurentian = **72.3%**
- Please provide one or more example in the space provided below of a promising practice that Laurentian used during 2009-10 related to the achievement of the graduation rate. A promising practice could be 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.

13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Laurentian = **93.2%**.
- Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at Laurentian = **94.7%**.
- Please provide one or more example in the space provided below of a promising practice that Laurentian used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be 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.

The Laurentian Alumni Mentorship Program is a unique program that successfully brings students and alumni together for an exchange of information on education and career markets. It allows students to obtain academic and related advice from alumni in their career field of interest. This program encourages the development of students' career objectives. This may include everything from learning about the types of skills he/she could be acquiring now, to planning long-term professional development. It is offered both in an on-line and in person format.

Each year, we host a Career Day on campus. This year, 68 employers were present to solicit student applications for employment following graduation. This annual event is very successful with high student participation.

An International Graduate Reception was held in 2009-10 for our international students. During this reception, graduates are given information on networking, employment possibilities and Canadian work visa applications. This reception is well attended by both students and their families, giving our international students more opportunities to ease the transition from student to working life.

14) Student Retention Rates

- The table below has been pre-populated with the proposed results set for 2008-09 in Laurentian's approved Multi-Year Action Plan. Referring to these proposed results, please identify Laurentian's achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1 st to 2 nd Year	81%	69%	80%
2 nd to 3 rd Year	87%	82%	87%
3 rd to 4 th Year	N/A	N/A	N/A

- Please indicate in the space below the methodology used by Laurentian to calculate the retention rates indicated above:

Student Retention Rate from 1 st to 2 nd year for new full-time fall degree seeking registrants applying on the basis of credentials other than high-school credentials and registering to first entry undergraduate programs delivered face-to-face at the Sudbury Campus (the year in the column heading indicates the year of return)
Student Retention Rate from 2 nd to 3 rd year for new full-time fall degree seeking registrants applying on the basis of credentials other than high-school credentials and registering to first entry undergraduate programs delivered face-to-face at the Sudbury Campus (the year in the column heading indicates the year of return)

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- Please provide one or more example in the space provided below of a promising practice that Laurentian used during 2009-10 related to student retention. A promising practice could be 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.

The Student Success Centre coordinated a pilot project to identify students who demonstrated academic at risk tendencies. Through this initiative, 84 at-risk students were identified and encouraged to utilise the academic support services.

We continued to provide one-on-one support to students in academic difficulty through our Mentoring program. The enrolment in this program continues to be very strong with 63 participants in the academic year 2009/10.

15) Quality of the Learning Environment

Please provide information in the space provided below of what Laurentian did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

Laurentian, as an access-based university, is committed to continuing to provide a range of high-quality learning opportunities for its students. The following are examples of strategies and initiatives that support this commitment.

1. Laurentian has recently established a Teaching and Learning Centre, drawing from the best pedagogical approaches to improve student outcomes. One area of focus for this centre includes the development of learning communities; a group of people who share common values and beliefs that are actively engaged in learning from each other.
2. New programs were established in 2009-10 to develop a broader range of program options in both English and French including:
 - a. Baccalauréat en administration des sport
 - b. Ancient Studies Program
 - c. Baccalauréat specialize en traduction (in collaboration with université de hearst)
 - d. Honours Bachelor Degree in Theatre Arts
 - e. Baccalauréat en theatre
3. J.N. Desmarais Library has improved study spaces for undergraduate students. There are 50 additional spaces in the library. The Library will continue to improve the space in the library through additional individual and group study space.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES
• Increased Participation of Under-Represented Students — Programs/Strategies

As part of your 2008-09 Report-Back, Laurentian was asked to provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>The increase of Aboriginal faculty teaching in mainstream programs and increasing additional supports outside the traditional Aboriginal student services office will continue. Laurentian has also implemented an Office of Academic Native Affairs, bringing an additional scope and support to the Aboriginal student Academic supports.</p>	<p>Development of a Writing support centre to assist Aboriginal learners with writing/research skill development.</p> <p>Hiring of a fulltime Learning Strategist to provide support to Aboriginal learners in the writing centre.</p> <p>Learning Strategist worked to develop relationships with faculty where there are a number of Aboriginal learners in the classroom with the view to provide strategies to assist with writing/research supports in the classroom.</p>
<p>A series of workshops have been organized for students in known high attrition programs. These Academic Success Workshops will be available to all students, however, students, including under-represented students, enrolled in these target programs will be recruited for participation.</p>	<p>Exam Preparation and academic success skill-building workshops and seminars (writing, studying, making class presentations, etc.) were offered in the fall and winter terms in both French and English.</p> <p>The academic support resource <i>On the right track</i> was revised, reproduced and distributed to students at skill-building sessions. This is also available on-line.</p>
<p>As part of Laurentian's 50th Anniversary celebration, new access awards for students, will be available. Several of these access awards are targeted to under-represented populations to encourage an increase in participation. The access awards will assist out-of-town students broken down in the following manner: \$500 for first year; \$1000 for year 2; \$1500 for year 3; and \$2000 for year 4. Eligible students can apply for one of the</p>	<p>This new financial awards program was promoted to future Laurentian students during high school visits, fairs and campus information sessions.</p> <p>As of September 17th, 2010, the take-up of this new initiative</p>

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<p>following:</p> <ul style="list-style-type: none"> Northeastern Ontario and Simcoe-Muskoka Access Award; Native Studies or Native Languages Access Award; Immersion or Extended French Access Award; Francophone Access Award. 	<p>is as follows:</p> <ul style="list-style-type: none"> Northeastern Ontario and Simcoe-Muskoka Access Award - 134; Native Studies or Native Languages Access Award - 8; Immersion or Extended French Access Award - 16; Francophone Access Award - 59. <p>There was not a significant improvement in access-related outcomes via this initiative.</p>
<p>Identified students including those in certain underrepresented groups have been provided with the Skills for Success Resource. This tool, available on USB and on-line is given and actively promoted to students identified as high risk.</p>	<p>The academic support resource <i>On the right track</i> was revised, and distributed to students at skill-building sessions. This is also available on-line.</p>

• Quality of the Learning Environment

As part of your 2008-09 Report-Back Laurentian was asked to provide 3 to 5 examples of how your quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Mentoring of first-year students who had academic challenges will continue.	The enrolment in this program continues to be very strong with 63 participants in the academic year 2009/10.
Continued visibility of First Year Experience Office through print material and classroom visits. The continuation of increased interaction with Orientation, Liaison, and vice-deans is planned.	The mandate of the first year experience office was broadened to include student supports to all levels. This is now the Student Success Office. The included expanded responsibilities such as the first generation project, the leadership class and expanded advising functions which is helping to raise the awareness level and bringing more students to the services provided by this unit.

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	<p>Orientation services were expanded to eleven on campus sessions during July and August and more activities during the move-in weekend.</p> <p>One-on-one contact with 858 students.</p> <p>Workshops in exam preparation were presented in the fall and the spring.</p> <p><u>Tutoring</u></p> <p>Peer Assisted Study Groups were set up in the following areas:</p> <ul style="list-style-type: none"> • Chemistry • Math • Physics • Social Work • Music • Human Kinetics • Engineering • Commerce • Computer Science • Spanish • BIOL 2015 <p>Each department was offered 4 hours/week for 20 weeks. Average attendance at the sessions was 5.</p> <p><u>Writing Assistance</u></p> <p>674 individual meeting were scheduled</p> <p>3 community-wide writing workshops were held in each language per term + writing counselors presented 20 in-class workshops (10 in each language).</p>
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<p>Increase to e-resources and e-book content including the addition of the CRKN Ebook collection.</p>	<p>We have purchased several new e-book packages that support not only science & engineering but also humanities and the social sciences.</p> <p>We continue to expand our electronic periodical collections through such products as ProjectMuse and Érudit we have expanded our holdings in humanities and social sciences.</p>
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