Ontario

Ministry of Training, Colleges and Universities

# 2013-2014 Report Back

| Institution Name: | Laurentian University |
|---|---|

## OVERVIEW

The annual 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.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated ***Laurentian University's*** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in ***Laurentian University's*** 2013-2014 Report Back is denoted with the symbol $^{(+)}$.

## 1) Enrolment - Headcount*

*DEFINITION: Headcount is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).*

***Laurentian University*** reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **6,121**(+).

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by ***Laurentian University*** to the Ministry for 2013-2014 = **5,167**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by ***Laurentian University*** to the Ministry for 2013-2014 = **842**.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at ***Laurentian University*** to the Ministry in 2013-2014 = **112**.

* 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 2013 and include only full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-14 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 31.8% of our total eligible mature students studying at Laurentian. In 2013F, Laurentian had 2,651 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 2013-2014 to manage enrolment.

Prioritized as part of the 5-year Strategic Plan, Laurentian made great strides in increasing the student population through increased high school and graduate enrolment. A revitalized Strategic Enrolment Committee aimed to promote student access and program completion, supporting Laurentian students toward graduation. Established to achieve and maintain optimum enrolment for both undergraduate and graduate programs, it is closely aligned with the Strategic and Academic plans.

To support student enrolment while maintaining a commitment to academic excellence, Laurentian offered automatic entrance scholarships for students enrolling in their first year of full-time studies with incoming averages of 80% or higher earning scholarships from $4,500 with incoming averages of 80%-84.9%, $8,000 with incoming averages of 85%-89.9%, $10,000 with incoming averages of 90-94.9% and up to $14,000 for those with 95% and higher.

**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, languages, cultural practices and spiritual beliefs.*

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

| Students With Disabilities | First Generation Students | Aboriginal Students |
|---|---|---|
| Please indicate the total number of Full-Time *Students with Disabilities* at ***Laurentian University*** who registered with the Office for Students with Disabilities and received support services in 2013-2014= **435**<br><br>The total indicated above as a comparative % of **Laurentian University's** 2013-2014 Enrolment Headcount:<br>(Insert Total From Above) **435**<br>÷ **6,121**(+) (2013-2014 Enrolment Headcount) x 100 = **7.1**% | Please indicate the total number of Full-Time *First Generation Students* enrolled at ***Laurentian University*** in 2013-2014= **3,467**<br><br>The total indicated above as a comparative % of **Laurentian University's** 2013-2014 Enrolment Headcount:<br>(Insert Total From Above) **3,467**<br>÷ **6,121** (+) (2013-2014 Enrolment Headcount) x 100 = **56.6**%<br><br>Please also indicate the total number of Part-Time *First Generation Students* enrolled at ***Laurentian University*** in 2013-2014 = **1,536** | Please indicate the total number of Full-Time *Aboriginal Students* enrolled at ***Laurentian University*** in 2013-2014= **661**<br><br>The total indicated above as a comparative % of **Laurentian University's** 2013-2014 Enrolment Headcount:<br>(Insert Total From Above) **661**<br>÷ **6,121**(+) (2013-2014 Enrolment Headcount) x 100 = **10.8**%<br><br>Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at ***Laurentian University*** in 2013-2014 = **274** |

* 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 Web-based 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 who registered with the Accessibility Services Office 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 519 Full-Time students and 248 Part-Time students self-identified as students with a disability in 2013-14.
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 |
|---|---|---|
| Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving ***Laurentian University's*** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by ***Laurentian University*** to be an innovative practice, success story and/or key accomplishment. | Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving ***Laurentian University's*** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by ***Laurentian University*** to be an innovative practice, success story and/or key accomplishment. | Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving ***Laurentian University's*** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by ***Laurentian University*** to be an innovative practice, success story and/or key accomplishment. |
| To support diverse learning abilities on campus, Laurentian's Accessibility Services supports students with permanent or temporary physical disabilities, learning disabilities, and all forms of impairment. Beginning with a Summer Transition program to ease student transitions to university academic and social life, a full range of on-going support is available to support personal plans of success, including workshops on learning skills, assistive technology, classroom and exam accommodations, residence accommodations, assistance with bursaries and OSAP applications, and writing assistance, tutors, and interpretation services. Collaboratively, Accessibility Services and the Health and Wellness department host a bi-annual mental health campaign, an addictions awareness campaign, suicide prevention workshops and a student residence outreach program aimed to reach students who were experiencing mental health issues which may impact their academic studies and wellbeing. | Students whose parents did not complete post-secondary studies, at the college or university level, may face unique challenges in making the transition to university. Recognizing these challenges, Laurentian created new promotional material specifically for First Generation students, and implemented a Student Awareness Campaign to equip students with the resources they need for academic success. First Generation students can be matched to upper year students as part of a mentoring and transition program. Through services in the Centre of Academic Excellence, First Generation students are encouraged to take part in supplementary programs to enhance their academic success, including sessions such as: Writing to Learn; Reading Strategies; Study Notes; Examination Preparation and Time Management. | The Gkendassawin Lecture Series, Indigenous Awareness Week, and cultural events throughout the academic year bring a number of leading Indigenous scholars together to share best practices for increasing Aboriginal student access and retention, while Laurentian students benefit from increased Aboriginal content in curriculum and increased Indigenous faculty recruitment. In 2013-2014, seven new Indigenous faculty members joined Laurentian bringing the total Indigenous faculty to twelve. Indigenous Social Work Education celebrated 25 years of programming, and Laurentian introduced a new Master of Indigenous Relations program. The Centre for Academic Excellence's "Giizhiitaawswin" culturally-centred program offers First Nation, Métis and Inuit learners access to the university and provides continued academic support throughout their university degree. Beginning with an entry level program, "Biindige" which translates as 'enters', Aboriginal students who do not have the educational requirements for full entrance to university studies can start with a 24 credit transition program with academic support in a cultural centred environment. Through the first year of studies the "Giizhiikaa" program which translates as 'finishes or is ready' supports students through personalized planning toward their upper year studies. The "Gchi-Getnaamziikang" program meaning 'works hard' offers academic student support through year |

| | | |
|---|---|---|
| | | 2 and 3, moving to the "Giihiigbmigaadeg" stream as upper year studies 'finishes getting ready' which offers specific academic support and career counselling as students prepare for graduation. Throughout the academic experience at Laurentian, Aboriginal students can also participate in a mentoring program as mentors and mentees.<br>Set in the Strategic Plan is a commitment to increase the enrolment of First Nations, Inuit, and Métis students from across Canada who choose Laurentian for its culturally responsive learning environment and enhanced bursaries. The Aboriginal Student Affairs Office provides a welcoming space for First Nations, Métis, and Inuit students to promote full access, participation and success to the Aboriginal community at Laurentian. Services are provided through an Aboriginal Counsellor, a Learning Strategist, Métis Outreach Coordinator, Recruitment and Elders. Plans have been completed for the Indigenous Sharing and Learning Centre and a "front door/welcoming centre" with effective signage in French, English, and Ojibway. |

## 3) 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 2013.

| Year | Total Applications | Total Registrations | Transfer Applications* | Transfer Registrations* |
|---|---|---|---|---|
| **2009** | 6678(+) | 1469(+) | 565(+) | 180(+) |
| **2010** | 7377(+) | 1521(+) | 581(+) | 158(+) |
| **2011** | 7166(+) | 1465(+) | 690(+) | 147(+) |
| **2012** | 7030(+) | 1204(+) | 707(+) | 125(+) |
| **2013** | 8484 | 1556 | 676 | 105 |

*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;*
- *Information 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 |
|---|---|---|---|---|
| 2012 | 7280(+) | 1591(+) | 762(+) | 174(+) |
| 2013 | 8774 | 1788 | 775 | 151 |

*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. Both OUAC and institutional data sources.

In the space provided below, please provide one or more highlights of an activity that ***Laurentian University*** used in 2013-2014, and which contributed to maintaining or improving ***Laurentian University's*** efforts to develop and enhance credit transfer. A highlight could be a strategy, initiative or program viewed by ***Laurentian University*** to be an innovative practice, success story and/or key accomplishment.

Transfer students can work with an academic advisor in the Centre of Academic Excellence (CAE). This service is available for transfer students at both the Sudbury and Barrie campuses to incorporate their credits into a personalized academic plan. Throughout the 2013-14 academic year, CAE held focus groups with transfer students in order to better understand their specific needs and to seek feedback on Laurentian's services. The focus groups examined orientation, initial support, registration, academic support, communication at the institution and general student concerns. A database tracks transfer students who use academic advising services to determine how many transfer students access CAE's services and how to tailor their services to best meet the needs of students. Approved articulations for 2013-14 include: 3 yr Dental Hygiene (Canadore College) to B.Sc. Major in Biology, 2 yr Social Service Work (Canadore College) to Native Social Work, 3 yr Business Administration Degree with a 3.2 average will now receive 60 credits (all colleges with same MCU code as Georgian College), Technologie du Génie Chimique (Collège Boréal) to B.Sc. Major in Biology, Chemical Engineering Technology (Cambrian, Boreal and Durham Colleges) to Chemical Engineering, and Medical Laboratory Technology (Cambrian College) to B.Sc. in Science

## 4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, ***Laurentian University's*** undergraduate class size for first entry* programs:

| | 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(+) | 48.7%(+) | 159(+) | 66.0%(+) | 163(+) | 75.5%(+) | 232(+) | 71.8%(+) |
| **30 to 60 students** | 49(+) | 31.0%(+) | 51(+) | 21.2%(+) | 41(+) | 19.0%(+) | 87(+) | 26.9%(+) |
| **61 to 100 students** | 14(+) | 8.9%(+) | 22(+) | 9.1%(+) | 11(+) | 5.1%(+) | 4(+) | 1.2%(+) |
| **101 to 250 students** | 15(+) | 9.5%(+) | 9(+) | 3.7%(+) | 1(+) | 0.5%(+) | 0(+) | 0.0%(+) |
| **251 or more** | 3(+) | 1.9%(+) | 0(+) | 0.0%(+) | 0(+) | 0.0%(+) | 0(+) | 0.0%(+) |
| **Total** | 158(+) | 100.0%(+) | 241(+) | 100.0%(+) | 216(+) | 100.0%(+) | 323(+) | 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 2013-2014, 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 offers a unique learning environment, prized by students, allowing an increased opportunity for one-on-one interaction with professors. The modernization of Laurentian's Sudbury campus included classrooms designed for flexibility to accommodate diverse learning and teaching styles. Laurentian is committed to favourable student-faculty ratios by maintaining its top ranking in class sizes with an average undergraduate class size of just 27 students. Laurentian is also working with departments to find ideal class sizes to enhance opportunities for peer sharing, group work, and on-going faculty feedback. Set in the Strategic Plan, Laurentian aims to increase by 88% the number of full-time instructors teaching 24 credits to support appropriate class sizes even as enrolment grows. The small class sizes combined with respectful and approachable professors provides students with an advantage in meeting and exceeding their academic goals. Small class sizes allow students to become better prepared for the real-world work environments through more hands-on experience and through the use workplace-relevant technologies accessible in our laboratory settings.

## 5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. ***Laurentian University*** is asked to provide information on e-learning courses, programs and registrations in 2013-2014.

## 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 2013-2014:

| **COURSES DATA** | **UNDERGRADUATE** | **GRADUATE** |
|---|---|---|
| Number of Ministry-funded, For-credit **Courses** Offered Through Fully Online Learning | 95 | 18 |
| 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** | 95 | 18 |
| **PROGRAMS DATA** | **UNDERGRADUATE** | **GRADUATE** |
| Number of Ministry-funded, For-credit **Programs** Offered Through Fully Online Learning | 19 | 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** | 19 | 2 |
| **COURSE REGISTRATIONS** | **UNDERGRADUATE** | **GRADUATE** |
| Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning | 3,739 | 474 |
| 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** | 3,739 | 474 |

*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 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.

The Master of Science in Nursing (MScN) program prepares graduates with the knowledge, values, attitudes and competencies reflecting the philosophy, nature and scope of nursing in northern rural and remote areas. Through hybrid learning, the program provides learners with opportunities to understand discovery, integration, application and dissemination of knowledge delimited by rigor and ethical integrity. The learner will develop a richer understanding of the discipline of nursing and its relationship to the context of health care service delivery and policy issues. The program also broadens learners' understanding of nursing by encouraging them to engage with scholars from other departments and disciplines as well as those with other professional experiences.

There are two streams in the MScN program, a thesis stream and a major research project stream. The thesis stream places emphasis on developing research abilities, while the project stream focuses on the application and utilization of research evidence in practice. Both streams prepare the learner for research/academic career paths and dealing with nursing challenges. Courses are offered in a hybrid model with technology utilized to allow for some distance learning, however, learners interact face-to-face with their peers and faculty on campus a few times per term for each course.

Please provide one or more highlights, in the space provided below, of an activity that ***Laurentian University*** used during 2013-2014, 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 2013-2014, Laurentian continued to increase the number of courses offered online using the Desire2Learn (D2L) learning platform. A total number of 27 courses are now fully available on D2L including course content, assignment instructions and important dates. Faculty members for these courses were required to use the basic components of the learning platform and are being encouraged and trained to use additional features (e.g., online rubrics for grading, videos, and web conferencing) to enhance online learning. With the exception of an introductory letter, no course packages are sent to students for these courses as they have access on the first day of class.

## 6) International 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 2013-2014:

- Outbound students* = 31

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

- Inbound students* = 30

  **DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

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 2013-2014, 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 2013-2014** | **2013-2014 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 number of outbound students (31) includes Laurentian students who formally took part in a semester or academic year exchange at one of Laurentian's recognized university partners abroad for credit toward their Laurentian degree. The number of inbound students (30) includes students from partner universities who studied for a semester or academic year at Laurentian for credit to be applied at their home university. The number of outbound students does not include students who completed internships or placements abroad or a language/field course abroad. The number of inbound students does not include international students who completed non-credit courses or placements at Laurentian University.

Please provide one or more highlights, in the space provided below, of an activity that ***Laurentian University*** used during 2013-2014, 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.

The Laurentian University Global Opportunities (LUGO) program bridges ties to more than 250 universities worldwide giving students access to studies in a variety of fields, including the Laurentian Summer Spanish Immersion Program which allows students to spend four weeks in May studying Spanish in Mexico while earning 6 arts credits. Human Kinetics students also ventured to the Mongolian Steppe as part of Health Promotion Without Borders, while the growing partnership with Same World Same Chance created intern and placement opportunities in Zambia. In September 2013, Laurentian welcomed 42 students from Brazil as part of Science Without Borders, and in October 2013, Laurentian established a partnership with Zhejiang University of Finance and Economics (ZUFE) in Hangzou, China.

Campus services aimed at promoting and supporting campus diversity. The new Great Hall cafeteria began to offer Halal food options, while the Laurentian Christian Fellowship extended invitations to international students for holiday dinners with a Sudbury family. Laurentian International continues to provide support upon the arrival and throughout the transition phase for international students by providing links to housing and homestay, engagement events, and supporting cultural events on campus and in the community.

Through the Centre for Academic Excellence, Laurentian offered an English academic preparation program for international students who do not meet the English language requirements for direct entrance to Laurentian University’s academic programs. The program is designed for international students who do not have the English language equivalency to enter into full time academic courses at Laurentian University. The University Preparation (UP) program helps students make the transition from English preparation to the demands of academic courses. The bridging program combines extra help in academic English skills to support up to 6-credits in degree courses.

## 7) Work-Integrated Learning*

As part of the Government's PSE Transformation agenda, 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.

*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 2013-2014:

| | Undergraduate | Graduate |
|---|---|---|
| Number of programs at ***Laurentian University*** with a Co-op Stream | 5 | 0 |
| Number of students at ***Laurentian University*** enrolled in a Co-op program | 115 | 0 |

Please provide one or more highlights, in the space provided below, of an activity that ***Laurentian University*** used during 2013-2014, 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 offers more than 900 opportunities which include some form of integrated learning, including co-ops, case studies, placement, clinical hours, and projects with community partners.

The official opening of the new School of Architecture offers an innovative co-op and internship program to place students in diverse industries around the world. Unique aspects of the program include Design-Build and Community-Design projects that will expose students to real community issues and hands-on building experience. Architecture students will develop an appreciation for the integration of indigenous and natural materials in building and site design, as well as an understanding of the importance of collaboration and interaction with other students, faculty, and community groups. Strongly based on a cooperative education model, the first work-term in the architecture program will take place in industry and related fields, while the second work-term will be in an architectural firm locally, nationally, or internationally.

The Commerce Cooperative Education Program partnered with close to 200 employers in Sudbury and around the world to offer global commerce internships in English and French, in Sudbury and Barrie. A commitment to action learning helps students capitalize on their work integrated learning internship and co-op opportunities to better prepare for success beyond graduation. Sports Administration students participated in the MIT Sloan Sports Analytics Conference applying their studies and research in the field of sport marketing through a formal presentation to sport world professionals including Mark Cuban, Brian Burke, executives with Ticketmaster, ESPN, and other major faces of the industry.

## 8) 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 2013-2014 to measure student satisfaction.

Laurentian University regularly uses student surveys for a variety of student satisfaction and experience measures, including:

-Administrative unit student satisfaction surveys (i.e. Centre for Academic Excellence and Library)
-Departmental student satisfaction surveys (i.e. Continuing Education and Sciences Infirmières)
-Annual food survey

Please provide one or more highlights, in the space provided below, of an activity that ***Laurentian University*** used during 2013-2014, 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.

The Laurentian Sudbury campus is truly a gem, in terms of location, surroundings, facilities and services – it is a year-round haven for the sports enthusiast and holds endless possibilities for the active student. From a multi-million dollar world-class recreation centre, Olympic-size pool, competition calibre indoor and outdoor tracks and climbing wall, to the beautiful campus beach, canoeing and kayaking, and nature trails (part of the well preserved Laurentian Conservation Area), students can be active every day.

Recognizing that healthy minds live in healthy bodies, Health Services created the Walk for Heart 10,000 steps challenge to encourage students, and staff, to be more active and stay healthy on campus, leading up to mental health awareness week which included a “Puppy Power” dog therapy session for students.

Excitement around varsity sports at Laurentian included a re-branding of the Laurentian Voyageurs along with a launch of a new product line. The return of varsity hockey at Laurentian was welcomed by students, with Laurentian being ranked #2 in Canada for attendance at CIS women’s hockey games.

At the Laurentian Barrie campus, scenic trails and peaceful surroundings combined with access to a 9,000 square foot fitness centre and a culturally-vibrant community in which yoga studios, golf courses and fitness groups abound, all makes for a setting that promotes learning and a balanced lifestyle. Laurentian has dozens of varsity, intramural and club sports, along with student associations, clubs, debates, team challenges, fairs, pubs and events to help students stay focused and engaged during their post-secondary experience.

## 9) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at ***Laurentian University*** = **70.9%(+)***

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year One enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that ***Laurentian University*** used in 2013-2014 to measure graduation rate.

Please provide one or more highlights, in the space provided below, of an activity that ***Laurentian University*** used during 2013-2014, 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.

The 50,000th graduate joined Laurentian alumni in Fall 2013. Students are supported toward graduation through the Centre for Academic Excellence's Academic Advantage to support students' individualized academic plans. Academic Advisors implemented an Early Notification system to identify students who could use academic support and offered one-on-one and group advising sessions to maximize student success. Academic Advisors received training in specific areas to better meet the needs of distinct student groups including Aboriginal students, Francophone, high achievers, international students, mature and transfer students, and varsity athletes. The Voyageur Advantage program for varsity athletes supported students in course selection, scheduling and goal setting, while helping students create good time management skills to balance practices, road trips, home games, training camps and team meetings on top of an already busy schedule of classes, homework, labs, tutorials, etc.

## 10) Graduate Employment Rate

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at ***Laurentian University*** = **92.57%(+)**

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at ***Laurentian University*** = **95.78%(+)**

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that ***Laurentian University*** used in 2013-2014 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that ***Laurentian University*** used during 2013-2014, 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.

Collaboration between the Centre for Academic Excellence's Degree and Career Planning program and the Career and Employment Centre brought presentations to campus which included sessions on finding and developing passions, maximizing volunteer opportunities, networking with alumni, and growing skills for the future world. The Career and Employment Centre also worked with academic units and co-op coordinators to integrate presentations specific to students' field of study with an emphasis on employment searching techniques, interview skills, portfolio preparation, and to guide the transition from degree to career.

Recognizing that bilingualism (French & English) is a sought after competency by employers across the province, Laurentian University revitalized the Certificate of Bilingualism to make it more accessible to students. Students can earn the Certificate of Bilingualism by successfully completing 15 credits or more in each language – English and French – during their university studies. A distinction of excellence can also be earned by those students who excel.

To increase the post-graduate success of internationally trained professionals, Laurentian partnered with the Ontario Ministry of Citizenship and Immigration and offered a three-year commitment to Professions North, an important program that was started by the Faculty of Management, to support internationally trained professionals to reach their career goals by bridging education, culture and employment services, and by providing a linking service with employers. This effort has been making a real difference in the lives of internationally-trained professionals, and in the northern communities where they are living and working.

The first annual Laurentian Leadership Summit was held in October 2013 involving close to 200 community leaders and supporting network opportunities for students in Northern Ontario.

## 11) 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 | 2009 Cohort | 2010 Cohort | 2011 Cohort | 2012 Cohort |
|---|---|---|---|---|
| 1st to 2nd Year | 85.6%(+) | 87.3%(+) | 82.7%(+) | 83.1% |
| 1st to 3rd Year | 77.3%(+) | 78%(+) | 73.9% | 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 2013-2014, 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.

The inaugural Students' Choice Teaching Awards garnered 300 nominations of 40 faculty members and top first-year students were recognized in a student excellence ceremony. Laurentian launched a new student oriented website and continued its social media presence to reach students; ranking #2 in Twitter engagement among Canadian universities.

Students made significant input in the campus modernization planning leading to plans for renewal of the Great Hall and improved meal options, and the start of the $7.7 million rehabilitation of the Single Student Residence.

A Francophone Welcome Week in September links students to bilingual programming and opportunities on campus to converse in either of the official languages.

Laurentian consistently ranks in the top 10 nationally for scholarships and bursary opportunities in the annual Maclean's survey and was ranked 4th in 2013. Financial assistance includes academic bursaries and scholarships, as well as athletic and leadership awards. We can also help with budgeting and counselling advice, all readily accessible. Last year, Laurentian awarded $8.3 million overall in financial assistance, of which $6.1 million for undergraduate studies and nearly $519,000 in direct work-study opportunities on campus.

## 12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that ***Laurentian University*** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

| Project Name | Project Number | Cost Savings/Cost Avoidance* | Ongoing Activity |
|---|---|---|---|
| Learning Management System Enhancements - Desire2Learn(+) | LAUR-CPR1-I(+) | Automation allows time savings for faculty. | The PIF funding was put towards acquiring and implementing four modules of the Learning Management System with D2L. The four modules include: Insights, Capture, Campus Life and Repository. All four module softwares have been implemented with D2L. The on-going activity from this project is to track and assess achievement across courses and programs, enhance lecture capture, the ease of distance learning, staff on-boarding and professional development, increase student engagement by an improved access to course content and faculty communication, and effectively manage & share learning objects. This project going forward will support Laurentian's participation in the future Ontario online strategy. |
| Train the Trainer(+) | LAUR-CPR5-I(+) | Improved student retention, quality of teaching, and the use d2L. | The PIF funding supported the creation of a course entitled "Teaching and Learning" to engage and support faculty members in evaluating their teaching style and preferences. The course material will be created online and have face-to-face components so that faculty can come together and share and learn from each other as well as work through the course material at their own pace. The course will also cover teaching with various educational technologies both in and out the classroom. The course will be offered once every session, as necessary, beginning in May 2015. |

| Project Name | Project Number | Cost Savings/Cost Avoidance* | Ongoing Activity |
|---|---|---|---|
| University Utility Consumption Database and Benchmarking System (UUCDBS)(+) | MAC-ASDT4-M(+) | Energy and labor cost savings. | The project has allowed for significant knowledge sharing between institutions with respect to best practices in energy metering and monitoring. With recent provincial regulations in effect, energy metering and monitoring is an increased priority for many institutions, including our own. This project enabled our institution to perform a gap analysis and create a business case to implement better metering and monitoring throughout our facilities. |
| Enhancing registered nurse job readiness and patient safety outcomes through clinical simulation(+) | QUEN-CPR2-M(+) | Bulk pricing discount and simulation repository access. | Faculty and technicians will have access to new training and simulation scenarios that have been jointly developed in both English and French languages through this project. The advantage of bulk pricing has led to better equipped laboratories for students (i.e IV pumps, PCA pumps, etc) which will continue to help support a growing number of nursing students at Laurentian University. With better equipped laboratories, students are provided with enhanced safety and develop better job readiness through their training. Also, as a result of this joint project, the Ontario Nursing Simulation Alliance has been established helping faculty and technicians better support students. |

| Project Name | Project Number | Cost Savings/Cost Avoidance* | Ongoing Activity |
|---|---|---|---|
| Multi-Institution Space Management Solution(+) | UOFT-ASDT3-M(+) | One RFP and its one time vendor cost and collective implementation. | Prior to the implementation of the Archibus system Laurentian was using a combination of spreadsheets and databases to manage and track the space inventory. A new electronic solution was selected through an RFP process in the fall of 2013, subsequent to the RFP being issued for the PIF funds. The selected system Archibus was being implemented at the time the PIF project was being bid. At the time of the PIF award Laurentian became involved with the successful bidder to ensure that all of our data collection, reporting, etc. was going to be consistent with the other institutions. To date our data has been migrated from the original Archibus vendor to the vendor that was selected by the Steering Committee as part of the PIF. We have been updating our CAD drawings in order to import the space data into the Archibus software. The process has been slow as we had a single contract staff member looking after the migration of data while at the same time looking after all space requests on campus. We are approximately 60% complete with loading the data. We have found that the system is saving us time and effort as we continue to move personnel around campus. As we move through our $51M multiyear Campus Modernization project with approximately 200+ faculty and staff being moved we have been able to ensure our work planned out until 2017 is reflected in the Archibus system. This has resulted in our department being able to minimize multiple moves for individuals as we move forward with the project. Permanent full time personnel should be in place by the end of the calendar year with the first priority is to complete the Archibus data and input all space data into the system. Our intent is to use this system further into the future for such things as housing our designated substance information, project management, and eventually our maintenance management system. |

| Project Name | Project Number | Cost Savings/Cost Avoidance* | Ongoing Activity |
|---|---|---|---|
| | | | |

**DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.*

*Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.*

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

| |
|---|
| Cost Savings/Cost Avoidance is provided based on information reported in the Productivity and Innovation Final Report, June 30th, 2014 for projects led by Laurentian. Multi-institutional projects articulate Cost Savings/Cost Avoidance for Laurentian University. |

**Attestation:**

☑ ***Laurentian University*** confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from ***Laurentian University's*** Executive Head.

**Contact:**

For additional information regarding ***Laurentian University's*** 2013-2014 Report Back please contact -

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Please indicate the address on ***Laurentian University's*** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- http://laurentian.ca/multi-year-accountability-agreement