

REPFW129 - PSED Accountability Report - SMA University Verification Report

Organization : Laurentian University

Submission Period : SMA - Strategic Mandate Agreement University Annual Report 2014-2015

STRATEGIC MANDATE AGREEMENT (SMA) - UNIVERSITY

2014-2015 Report Back

Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual universities and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Laurentian University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2012 graduates:	Percentage
The employment rate for 2012 graduates, 6 months after graduation, at Laurentian University was:	93.95
The employment rate for 2012 graduates, 2 years after graduation, at Laurentian University was:	97.14

1b. Employment in a Related Job

Per the graduate survey of 2012 graduates:	Percentage
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2012 at Laurentian University was:	83.66
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at Laurentian University was:	91.50

Additional Information

Please indicate any methods, in addition to the graduate survey results reported in 2014-2015, that Laurentian University used in 2014-2015 to measure graduate employment rate.

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Highlights

Please provide highlights of Laurentian University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. This could include a strategy, initiative or program viewed by Laurentian University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Laurentian University signed a unique educational collaboration agreement with two partners: the University of Limpopo in South Africa and Ivanhoe Mines Limited. Through a renewable five-year partnership, Laurentian will share its expertise in Geology and Earth Sciences to help the University of Limpopo expand its capacity and become a centre of excellence in the geosciences. Both Laurentian and Limpopo are expected to benefit from teaching and learning exchanges under the agreement. Graduate students at Laurentian will travel to Limpopo for a three to four-month internships, teaching and assisting junior faculty at the University of Limpopo. The agreement is supported by scholarship funds from Ivanhoe Mines, the QEII-Graduate Scholarship in Science and Technology Program, and the International Development Research Corporation. Scholarship funding from the three sources will support under-graduate, Master of Science (MSc) and Doctor of Philosophy (PhD) positions at Laurentian and will be focused on topics and research in mineral exploration and economic geology. The scholarships will also fund up to 15 graduate students and faculty from Limpopo to pursue MSc and PhD studies at Laurentian's Department of Earth Sciences.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Laurentian University's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction

Per the 2014 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?" for Senior Year respondents.

Percentage

74.00

Per the 2014 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?" for Senior Year respondents.

76.00

Additional Information

Please indicate the methods, in addition to the NSSE survey, that Laurentian University used in 2014-2015 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
- Departmental student satisfaction surveys
- Annual food survey
- Welcome week survey

Highlights

Please provide highlights of Laurentian University's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Laurentian University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

A \$50 million modernization project is in full swing at the Laurentian Sudbury campus. Construction is taking place over two phases from spring 2014 until December 2016. The project includes transformation of sixty classrooms and teaching labs, 9 building renovations, 450 study positions, a new student centre, a new student social club, a new Indigenous Sharing and Learning Centre, a new front door welcome centres and one-stop student services. In addition, food service options have expanded at Laurentian in the past year to include: Starbuck's, Café Bistro, Marche style dining, additional Tim Hortons and Subway, with more to come in the following year.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates

Per the KPI results reported in 2014 , the graduation rate at Laurentian University is

Percentage

69.88

***The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2006 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 2006 - 2013 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Laurentian University used in 2014-2015 to measure graduation rate.

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Highlights

Please provide highlights of Laurentian University's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Laurentian University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

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.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

Using data from Laurentian University's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide Laurentian University's achieved results:

Entering Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
1st to 2nd Year	87.30	82.70	83.10	84.40
1st to 3rd Year	78.00	73.90	74.70	

Highlights

Please provide highlights of Laurentian University's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Laurentian University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Laurentian University established the Centre for Academic Excellence to support students in their transition to university and to help keep them "on track" throughout their degree studies. The Centre also supports faculty and instructors with pedagogical research and teaching assistance. To meet the needs of the student population, the Centre for Academic Excellence has developed supports that include peer tutors for writing (French and English), study skills coaching and tutor training. The Centre also provides academic advising and, in concert with the Office of the Registrar, takes a proactive role in reaching students who are at risk of failing through an Early Warning Program and

a Probation Program. Once identified through these programs, students are offered a range of intensive supports and remediation programs to help them retain their academic good standing and complete courses successfully, thereby improving retention rates.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education 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 (WIL) 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. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 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 the Laurentian University in 2014-2015:

Co-operative Education Program Type	Number of programs at Laurentian University with a Co-op Stream	Number of students at Laurentian University enrolled in a Co-op program
Undergraduate	5	153
Graduate		

Highlights

Please provide highlights of Laurentian University's activity in 2014-2015 that contributed to providing WIL opportunities for students. Along with co-op, other examples may 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 (up to 600 words approx.).

Along with the five co-op specific programs (Architecture, Chemical Engineering, Computer Science, Mechanical Engineering and Mining Engineering), 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. Laurentian University's Goodman School of Mines (GSM) has partnered with the University's Centre for Research in Occupational Safety and Health (CROSH) to launch a paid internship program that provides Laurentian students with meaningful workplace experience in occupational health and safety. The CROSH/GSM Internship Experience Program serves a dual purpose, in placing students in the field of occupational health and safety and giving them on-the-ground experience, while also introducing employers to skilled students who are job-ready upon graduation. In 2015, the Internship Experience Program placed students with the regional office of an industrial trade union (Steelworkers Local 2020); with a major resource company (Vale); with the Ministry of Northern Development and Mines; and with the City of Greater Sudbury. CROSH and the Goodman School of Mines continue to build and expand relationships with local, regional and international industries and organizations, to create excellent learning opportunities for students.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education 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 2014-2015.

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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8

delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data

Based on the definitions provided above, provide the Laurentian University's eLearning data for 2014-2015:

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	73	12
Number of ministry-funded, for-credit courses offered through synchronous conferencing		
Total Number of ministry-funded, for-credit courses offered in e-Learning format	73	12
Program Data	Undergraduate	Graduate
Number of ministry-funded, for-credit programs offered through fully online learning	19	3
Number of ministry-funded, for-credit programs offered through synchronous conferencing		
Total Number of ministry-funded, for-credit programs offered in e-Learning format	19	3
Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	3378	501
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing		
Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format	3378	501

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above re: e-Learning Course, Program and Registration Data (up to 600 words approx.)

Course data and course registrations are calculated using a distinct count of the courses (first 10 characters), not using the course sections as in previous years. Program data was determined manually.

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 50% of the course delivery should be online.

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

Additional Information

Please highlight one example of Laurentian University's use of Hybrid Learning courses and/or programs.

The new Bachelor of Forensic Identification degree completion program is offered exclusively to Forensic Identification Officers and is designed to enhance their expertise. It builds on the training they have already acquired in the Forensic Identification Diploma by providing intellectual depth in the relevant sciences used in crime scene analysis and by deepening their understanding of the rules of evidence in the criminal justice process. The program consists of 30 credits (10 courses) of which 6 courses are delivered completely online with both asynchronous and synchronous delivery of content and case studies. The remaining four courses are delivered as face-to-face practicums provide the practical applications of various elements of forensic science studied in the online courses.

Highlights

Please provide highlights of Laurentian University's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Laurentian University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Laurentian continued to increase the number of courses offered online using the Desire2Learn (D2L) learning platform. A large number of 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.

3. Student Population

This component highlights Laurentian University's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).

Full-Time Students

of Students

The total Full-Time Headcount Enrolment* at Laurentian University in 2014-2015:

6173

***Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students eligible for funding as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).**

3a. Under-Represented Students: Students with Disabilities*, First Generation*, Aboriginal and French-Language* Students

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

Students with Disabilities *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 Laurentian University's annual report to the ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

Students With Disabilities

of Students

Percentage

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 2014-2015:

511

The total indicated above as a comparative % of the Laurentian University's 2014-2015 Full-Time

8.28

Enrolment Headcount:

First Generation Students

**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 have not necessarily 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).*

First Generation Students

	# of Students	Percentage
The total number of Full-Time First Generation Students enrolled at Laurentian University in 2014-2015:	3538	
The total indicated above as a comparative % of the Laurentian University's 2014-2015 Full-Time Enrolment Headcount:		57.31
The total number of Part-Time First Generation Students enrolled at Laurentian University in 2014-2015:	1597	

Aboriginal Students

** 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.*

Aboriginal Students

	# of Students	Percentage
The total number of Full-Time Aboriginal Students enrolled at Laurentian University in 2014-2015:	717	
The total indicated above as a comparative % of the Laurentian University's 2014-2015 Enrolment Headcount:		11.62
The total number of Part-Time Aboriginal Students enrolled at Laurentian University in 2014-2015:	279	

French-Language Students

** DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -*

- 1) His/her mother tongue is, or includes French (the student is a francophone);*
- 2) His/her language of correspondence with the institution is French;*
- 3) He/she was previously enrolled in a French-language education institution; or*
- 4) He/she was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students

	# of Students	Percentage
The total number of Full-Time French-Language Students enrolled at Laurentian University in 2014-2015:	1390	
The total indicated above as a comparative % of the Laurentian University's 2014-2015 Enrolment		22.52

Headcount:

The total number of Part-Time French-Language Students enrolled at Laurentian University in 2014-2015:

613

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

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 578 Full-Time students and 266 Part-Time students self-identified as students with a disability in 2014-15. 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.

For the french-language students, the official enrollment data is filtered using student language french or program language french or communication language french and includes eligible, full-time students only.

Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

Highlights

Please provide highlights of Laurentian University's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

As a bilingual university with a strong commitment to indigenous education, Laurentian University strives to incorporate indigenous content in all programs of study. The University's Strategic Plan 2012-2017 includes Laurentian's stated aim of increasing the level of enrolment of First Nations, Metis and Inuit students from across Canada. The proportion of FNMI enrolment is currently close to 10% of the student population. The University has used outreach and partnerships with First Nations in Northern Ontario to make degree studies more accessible to FNMI learners. The University has also pursued a proactive hiring policy to increase the representation of indigenous faculty, and has hired 12 new indigenous faculty in the past three years. Laurentian has created a culturally responsive learning environment, with supports offered by Aboriginal Student Services, and a culturally-specific academic support network (Giizhiitaawswin) through the Centre for Academic Excellence. The University has announced construction of the 7,500 sq. ft. Indigenous Sharing and Learning Centre, a hub for indigenous knowledge and a special gathering space for FNMI students and teachers, to be completed in 2016.

3b. Student Population - International Students

International Students

**DEFINITION: International Enrolment is the headcount of full-time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e., student visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2014, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).*

International Students

of Students

Percentage

Laurentian University reported to the ministry Full-time International Enrolment* in 2014-2015: 501

The total indicated above as a comparative % of the Laurentian University's 2014-2015 Full-Time Enrolment Headcount: 7.36

Laurentian University's 2014-2015 Part-time International Enrolment is 81

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Using the 2014F official enrollment data with filters including eligible and ineligible, reported, visa students.

Highlights

Please provide highlights of Laurentian University's activity in 2014-2015 that contributed to maintaining or improving the international student experience 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 (up to 600 words approx.).

Laurentian aspires to increase international enrolment to 8% of the student population by 2017 (from a level of 6.1% in 2011). As well as direct recruiting abroad, the University has forged significant partnerships with educational institutions overseas. Laurentian offers a unique Dual Degree Program in partnership with Zhejiang University of Finance and Economics (ZUFE) in Hangzhou, China. ZUFE students complete their first two years of study in Hangzhou, including a six-week intensive language program to enhance proficiency in English; this program is taught by instructors from Laurentian's English Language Institute. In January, 2016, the latest cohort of ZUFE students will arrive at Laurentian to begin a year of studies in the Bachelor of Business Administration program in the Faculty of Management. Another unique international partnership, Laurentian's International Experience Program allows students at Gujarat Technical University (GTU) in Ahmedabad, India to attend classes at Laurentian University for six weeks, taking courses in Information Technology and in Pharmacology. The four courses have been designed to meet the degree requirements of GTU, but are delivered by in Sudbury by Laurentian University faculty. The fourth-year students write mid-terms and finals, and present course projects during their studies at Laurentian, while also exploring the social and cultural aspects of Canadian life. More than 400 Gujarati students have taken part in the International Experience Program to date. The program has been well-received by both students and faculty from GTU, and some students have returned after their graduation to pursue Master's studies at Laurentian. The success of the collaboration has resulted in the co-supervision of doctoral students, and more linkages between the two universities are expected to develop.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

**Definition: Receives OSAP is the number of OSAP awards, including any student at Laurentian University who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
Laurentian University's 2014-2015 proportion of an institution's enrolment that receives OSAP is	3847	62.30

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

This data is inserted by MTCU but has been verified by the Laurentian University Fees Department.

4. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization as outlined in Laurentian University's SMA.

- a. Concentration of full-time enrolment* at universities by program Specialty or Major (SPEMAJ)
- b. Institution's share of system full-time enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).

Undergraduate / Graduate Students		Percentage of System Enrolment		
Undergraduate		1.75		
Graduate		0.85		
SPEMAJ	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at Laurentian University	# of graduate students in a program as a % of total # of graduate students across all programs at Laurentian University	Laurentian University's share of system-wide undergraduate enrolment in each PROGRAM	Laurentian University's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	8.16	15.46	1.99	2.73
2. Architecture & Landscape Arch.	2.07		9.66	
3. Business & Commerce	12.18	2.52	1.63	0.26
4. Computer Science	1.26		0.97	
5. Dentistry				
6. Education	5.09		3.55	
7. Engineering	7.96	5.68	1.63	0.47

8. Fine & Applied Arts	1.20		0.53	
9. Food Science & Nutrition				
10. Forestry				
11. Health Professions	0.89		0.36	
12. Humanities	6.47	3.15	1.23	0.29
13. Journalism				
14. Kinesiology/Recreation/Phys-Ed	7.72	5.68	3.14	2.31
15. Law	3.24		2.67	
16. Mathematics	0.27	1.58	0.34	0.79
17. Medicine				
18. Nursing	6.51	9.46	3.20	3.93
19. Optometry				
20. Other Arts & Science	9.34	11.67	1.75	12.71
21. Other Education				
22. Pharmacy				
23. Physical Sciences	2.12	15.46	2.22	3.22
24. Social Sciences	24.45	24.29	1.98	0.85
25. Theology				
26. Therapy & Rehabilitation	1.08	5.05	12.78	0.89
27. Veterinary Medicine				

Notes:

- Other Arts & Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified.

Highlights

Please provide highlights of Laurentian University's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Laurentian University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Laurentian continues to focus on areas of strength by enhancing its signature programs and responding to the needs of the communities it serves. Its Bharti School of Engineering delivers programs that offer prestigious co-op placements giving students valuable work experience with post-graduation employment rates that have been among the best in the country for more than a decade. New in fall 2016, Laurentian's Chemical, Mining and Mechanical Engineering streams will all be offered as bilingual programs. A new program has also been added this year is the Bachelor of Business Administration. The BBA program at Laurentian emphasizes core management education, providing graduates with the knowledge and skill sets to effectively lead and operate large, integrated corporations as well as fledgling businesses. Students in the Bachelor of Business Administration gain both critical thinking skills and practical experience by participating in the internship program, small business consulting, and a unique co-op program. In addition to direct entry programs, Laurentian has one of the most generous transfer-credit policies in the province, making it a popular destination for students with prior education as well. Orthophonie, the study of speech pathology in French, is a specialized program offered only at Laurentian University in Ontario. The French-language speech pathology program takes an interdisciplinary approach to studying human communication disorders, while connecting the social, natural, physical and cognitive sciences. The four-year program leads to a Baccalauréat en sciences de la santé (B.Sc.S.) en Orthophonie.

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be 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 that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Ontario Council on Articulation and Transfer (ONCAT) is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2010	7377	1521	581	158
2011	7166	1465	690	147
2012	7030	1204	707	125
2013	8484	1556	676	105
2014	8354	1524	622	118

*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 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 that 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*
2011	7402	1753	751	206
2012	7280	1591	762	174
2013	8774	1788	775	151
2014	8791	1839	725	151

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

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

Highlights

Please provide highlights of Laurentian University's activity in 2014-2015 that demonstrate Laurentian University's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Laurentian University to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

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. CAE holds 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.

6. Financial Sustainability

Highlights

Please provide highlights of Laurentian University's activity in 2014-2015 that demonstrate Laurentian University's efforts to support ongoing financial sustainability of Laurentian University.

Laurentian University has achieved five consecutive years of balanced operating budgets, a sign of its commitment to diligent and prudent fiscal management. Laurentian has built a solid foundation to support the university's aspirations outlined in its 2012-2017 Strategic Plan. The University is well-positioned to move forward with a balanced and strategically-focused growth plan that responds to the needs of the communities it serves today and in the future.

Laurentian also has an impressive history of exceeding ambitious fundraising goals. The University's Next 50 Campaign exceeded its target of \$50 million and secured \$65 million in new investments. The new investments included significant naming gifts from some of Canada's most recognizable business leaders and entrepreneurs, including Ned Goodman, President and CEO of Dundee Corporation, and Stan Bharti, Founder of Forbes & Manhattan.

7. Attestation

By submitting this report to the ministry:

Laurentian University confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Laurentian University's Executive Head.

Checkbox



For additional information regarding Laurentian University's 2014-2015 SMA Report Back please contact

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