

## **Senate Committee on Academic Development**

### **Report to Senate – Meeting of April 28, 2015**

#### **Enrolment Targets 2015-16 and 2016-17 and Enrolment Projections 2017-18**

##### **Introduction**

The Strategic Enrolment Management Group report outlining the Enrolment Targets for 2015-16 and 2016-17 and Enrolment Projections for 2017-18 was reviewed by the Senate Committee on Academic Development (SCAD) at its meeting on April 8, 2015. A. Harrison (Provost and Vice- Principal Academic) and other members of the Strategic Enrolment Management Group (SEMG) attended the meeting to speak to the proposal and answer questions from Committee members. Members of SCAD were provided with the “*Short Term Enrolment Projections 2015-2018*” document dated April 2015.

##### **Analysis and Discussion**


The following should be noted:

- Enrolment planning is a complicated exercise influenced by a number of factors including student demand, institutional capacity, societal demand and government policy and direction;
- For 2015-16 and beyond, the first-year direct-entry target has not changed from the target previously approved by Senate although there has been movement within some programs and faculties in response to applicant demand, program capacity and faculty/school priorities;
- The numbers for 2017-18 are for information only;
- The University’s new activity-based budget model has a clear and direct link to enrolment planning and management;
- The budget process allows for Shared Services (including the Division of Student Affairs) to request increases in resources for specific services to meet demand and build capacity in response to changes in enrolment, as well as in support of institutional priorities;
- Province-wide, the number of first-year direct-entry applications for 2015-16 experienced a modest increase of 0.1%. Applications to Queen’s however rose by 2%;
- The report recommends enrolment projections that are consistent with the University’s objective of financial sustainability as outlined in the Strategic Framework.

**Motion**

that Senate approve the Enrolment Targets 2015-16 and 2016-17 as contained in the Strategic Enrolment Management Group report and, that Senate empower the University Registrar to make any adjustments as are necessary and appropriate to specific program goals and opportunities to ensure that the total projected enrolments for 2015-16 and 2016-17 are achieved.

Respectfully submitted,



Laeeque K. Daneshmend, PhD, DIC  
Chair, Senate Committee on Academic Development

**Committee Members:**

H. Abdollah, Medicine  
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L. Colgan, Education  
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J. Emrich, Faculty of Law

E. Hill, History  
A. Jack-Davies, Advancement & Gender Studies  
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**Recommendations to the Senate Committee on Academic Development**  
**Short Term Enrolment Projections 2015-2018**  
April 2015

This report contains enrolment targets for 2015-2016 and 2016-2017 and enrolment projections for 2017-2018, all of which have been developed by the Strategic Enrolment Management Group (SEMG) within the context of the university's [long-term strategic enrolment management framework](#).

More specifically, this report includes:

- Revisions to 2015-2016 targets: 2015-2016 targets were previously approved by Senate in April 2014, and the revisions are now submitted for Senate approval;
- Revisions to 2016-2017 targets: initial 2016-2017 targets were provided for information to Senate in April 2014 as enrolment projections, and the revised targets are now submitted for Senate approval;
- Enrolment projections for 2017-2018: these are submitted to Senate for information.

**The development of enrolment targets**

The SEMG includes Deans, faculty members, staff and AMS and SGPS representatives. This group annually considers enrolment targets and projections for the following three years. Each spring, Senate will review:

- Any revisions to previously-approved targets for the upcoming year and are resubmitted for approval;
- Any revisions to previously-submitted (for information) targets for the first of the two following years that are resubmitted for approval; and
- Projections for the second of the two following years that are submitted for information.

This practice of submitting overlapping enrolment targets enables annual budget planning, which begins 12 months prior to the year of budget that is being planned.

The enrolment targets are derived through the following process:

- Meetings are held with each Dean to review enrolment priorities, applicant demand and program capacity;
- The SEMG reviews data on Queen's applications, province-wide applications, sector trends, provincial policy issues and initiatives, and annual faculty and school enrolment information reports;
- Preliminary targets for the upcoming three years are presented to SEMG and assessed against the data, and the priorities and goals outlined in the long-term enrolment framework;

- SEMG recommends rolling three-year enrolment targets and projections to SCAD. The first two years' projections are presented as targets for approval, and the third year's projections are presented for information;
- SCAD reviews and recommends the two upcoming years' enrolment targets to Senate for approval, and provides the third year's projections for information.

## **Undergraduate Enrolment Context**

First-year direct-entry applications for 2015-16 to Ontario universities had increased by 0.1% as of March 5, 2015 compared to the same time last year, while applications to Queen's programs had risen by 2.4% as of March 5, 2015.

The Canadian university-aged population is projected to decline by 10% between 2011 and 2020, and then return to 2010 levels by 2030. This means increased PSE participation across the sector over the next few decades will predominantly need to occur through differentiated enrolment, including previously underrepresented populations like international students, Aboriginal students, first-generation students, part-time students, mature students). With regard to international enrolment, targeted efforts resulted in an 83% increase of undergraduate first-year international students at Queen's in 2014-15 over 2013-14. With regard to upper-year transfer students, Queen's saw a 48% increase in 2014-15 over 2013-14.

## **Graduate Enrolment Context**

Queen's continues to focus graduate growth in professional programs and through the delivery of new credentials, including diploma and degree programs. To sustain our research intensity, doctoral-stream and PhD enrolment numbers will be increased modestly, where there exists capacity and strong demand by qualified candidates. Providing interdisciplinary opportunities through new program development and interdepartmental collaborations remains a priority.

Despite strong competition among Ontario institutions, Queen's saw a modest increase of 2% in the number of applications for the 2014-15 academic year.

## **Enrolment Tables**

Three tables are included in this report:

- Table 1: Total Enrolment (Enrolment Summary);
- Table 2: Total Fall Headcount Intake; and
- Table 3: Details for Selected Student Subgroups

These tables provide information on direct-entry first year and upper year intake, second-entry program intake, off-campus enrolment (Distance Studies, Bader International Study Centre) and exchange, and information on specific student populations, including incoming and outgoing exchange students.

## Table 1: Student Fall Headcount Intake

**University-wide Intake:** For 2015-16 and beyond, the first-year direct-entry target has not changed from the target previously approved by Senate (4,422), although there has been movement within some programs and faculties in response to applicant demand, program capacity, and faculty/school priorities.

The first-year second-entry target for 2015-16 and beyond has decreased slightly (by 8) from what was previously approved.

One change to this table from last year is that the non-degree graduate enrolment has been split out to show diploma programs separately.

**Intake by Faculty and Program:** The table shows both first year and upper year intake by Faculty, School and Program. A brief summary for each Faculty/School is set out below.

**Arts and Science:** Total on-campus enrolment targets for the faculty have not changed and will be maintained at 3,100 between 2015-16 and 2017-18; there have been some slight changes in distribution from what was previously approved.

Upper-year transfer student targets for 2015-16 and 2016-17 have been adjusted downward, as the faculty continues to focus on increasing this population and projects to meet its original target of 200 by 2017-18.

Bader International Study Centre first-year targets and projections have not changed; they remain at 120 for 2015-16 through 2017-18.

**Engineering and Applied Science:** 2014-15 enrolment (711) was slightly higher than targeted (680). For 2015-16, the intake target is 730 and this will be maintained through 2017-18. This will include 50 places for the new direct-entry program in Electrical and Computer Engineering.

**Commerce:** This program also had a higher-than-anticipated first-year enrolment in 2014-15 (555) due to a very strong acceptance rate. The 2015-16 target is 475 and this will be maintained through 2017-18.

**Nursing:** There are no changes in enrolment projections from previous approvals. Intake target remains constant due to government restrictions on enrolment

**Law:** The Faculty modestly grew its first-year class in 2014-15, and will maintain its intake target at 200 through 2017-18.

**School of Medicine:** There are no changes in enrolment projections from previous approvals.

**Faculty of Education:** The Faculty is implementing a province-wide change to the Bachelor of Education program. Starting in 2015-16, the program will be extended over four terms from two, and the number of spaces will be decreased over time.

In 2015, the target is reduced considerably and a further modest decrease in intake is projected in 2016-17. In 2017-18 education enrolment increases, reflecting students in both first and second year of the four-term program.

## Table 2: Enrolment Summary

The second table shows total enrolment by Faculty, School and Program and includes all enrolment data that inform faculty budgets. Also included is a full-time-equivalent column to reflect the various course loads and weighting per student and the associated budget implications for each Faculty.

This table reflects the university's strong retention rates (among the highest in the country) and tracks the flow-through of any enrolment changes included on Table 1.

## Table 3: Details for Selected Student Subgroups

This table includes details on selected student subgroups, such as exchange students and part-time students. These numbers are not in addition to, but already included in, the totals in Table 2, with the exception of students at Queen's on exchange (referred to as "here on exchange"), as these students pay tuition and fees to their home institutions.

In addition, the percentage of international undergraduate and graduate students listed in Table 3 includes only visa students – those paying international tuition and fees. It does not include exchange students or Canadian citizens and permanent residents applying from overseas (who pay domestic tuition and fees). This notwithstanding, all of these students coming to Queen's and Canada enrich the campus environment and reflect the university's commitment to increasing the number, proportion and diversity of international students on campus.

This commitment is a key component of the Internationalization pillar of the university's strategic framework (2014). Total international enrolment in 2014-15 increased by 17% over 2013-15 and 24% over 2012-13. As of March 23, 2015, first-year visa student applications were up 25% over the same time last year.

**Aboriginal Enrolment:** The university will also continue to implement targeted and sustained recruitment and outreach strategies in an effort to maintain growth in the number of self-identified Aboriginal learners at Queen's, both at the undergraduate and graduate level.

Between 2011-12 and 2014-15, applications from self-identified Aboriginal undergraduate applicants increased by 30%, offers increased by 61% and acceptances increased by 93%.

New community-based outreach programs for elementary and secondary school students, as well as new events aimed at attracting Aboriginal graduate students to Queen's were initiated in 2014.

As of March 18, 2015, applications to first-year direct-entry programs from self-identified Aboriginal students have increased by 25% over the same time last year.

The SEMG has worked collaboratively to enhance enrolment planning information for SCAD and Senate. Feedback is welcome, as SEMG continues to enhance enrolment-related data reporting.

Enrolment Report to the Senate Committee  
on Academic Development

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23-Feb-15

Queen's University

Table 1: Student Fall Headcount Intake

Office of Planning and Budgeting

Program	2014 Actual		2015 Prev Approved		2015 Planned		2016 Prev Planned		2016 Updated Plan		2017 Planned	
	First	Upper	First	Upper	First	Upper	First	Upper	First	Upper	First	Upper
	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year	Year
<b>Undergraduate (Full-Time)</b>												
Arts & Science												
BA/BAH	1,358	27	1,510	125	1,510	80	1,510	125	1,510	100	1,510	125
BSC/BSCH	806	20	1,025	70	1,005	35	1,025	70	1,005	55	1,005	70
BFAH	22	0	30		30		30		30		30	
BMUS	17	2	30		20		30		20		20	
BCMP/BCMPH	130	8	100	5	130	5	100	5	130	5	130	5
BPHEH	53	1	75		55		75		55		55	
BSCH KINE	94	0	105		125		105		125		125	
Con-Ed Arts/Science/Music	264	0	225		225		225		225		225	
Distance Studies (BA1)	11	2	25		25		25		25		25	
Non-Degree	0	0	0		0		0		0		0	
SGS Qualifier	0	0	0		0		0		0		0	
Subtotal Arts & Science	2,755	60	3,125	200	3,125	120	3,125	200	3,125	160	3,125	200
Commerce	555	0	475	20	475	10	475	20	475	10	475	10
Engineering	711	22	730	13	730	13	730	13	730	13	730	13
Nursing	88		92		92		92		92		92	
Subtotal Direct Entry	4,109	82	4,422	233	4,422	143	4,422	233	4,422	183	4,422	223
Education (Yr 5 & Consec)		726		542		565		489		491		542
Law	206		208		200		208		200		200	
Medicine	100		100		100		100		100		100	
Nursing-Advanced Standing		58		40		40		40		40		40
Subtotal Second Entry	306	784	308	582	300	605	308	529	300	531	300	582
Subtotal Undergraduate (Fac/School)	4,415	866	4,730	815	4,722	748	4,730	762	4,722	714	4,722	805
Bader ISC	117		120		120	20	120		120	20	120	20
Post-Graduate Medicine	182		175		181		175		183		184	
<b>Graduate (Full-Time)</b>												
School of Grad Studies												
Research Masters	564		633		570		648		592		567	
Professional Masters	384		371		425		378		436		462	
Doctoral	258		283		296		289		276		291	
Diploma	4		25		24		25		43		43	
Certificate	1		0		0		0		0		0	
Subtotal SGS	1,211		1,312		1,315		1,340		1,347		1,363	
School of Business												
Masters	473		392		576		394		584		609	
Diploma	101		146		136		156		156		156	
Subtotal QSB	574		538		712		550		740		765	
Subtotal Graduate	1,785		1,850		2,027		1,890		2,087		2,128	
<b>Budgeted Total Enrolment</b>	<b>6,499</b>	<b>866</b>	<b>6,875</b>	<b>815</b>	<b>7,050</b>	<b>768</b>	<b>6,915</b>	<b>762</b>	<b>7,112</b>	<b>734</b>	<b>7,154</b>	<b>825</b>

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Table 2: Enrolment Summary								
Program	Fall Full-Time Headcount				Annualized FFTE			
	Actual	Planned			Actual	Planned		
	Fall 2014	Fall 2015	Fall 2016	Fall 2017	2014-15	2015-16	2016-17	2017-18
<b>Undergraduate</b>								
Arts & Science								
BA/BAH	5,385	5,527	5,711	5,899	5,546.9	5,670.1	5,834.0	6,021.1
BSC/BSCH	3,100	3,358	3,560	3,746	3,112.5	3,353.1	3,538.8	3,720.6
BFAH	74	75	91	89	73.8	72.5	87.1	85.6
BMUS	89	87	88	87	100.2	96.9	98.0	96.9
BCMP/BCMPH	394	405	418	422	400.4	409.7	422.7	426.6
BPHEH	207	206	207	209	202.6	201.3	202.3	204.2
BSCH KINE	364	402	437	470	360.4	397.3	430.0	462.2
Con-Ed Arts/Science/Music	718	700	683	653	704.3	698.2	684.5	660.1
Distance Studies (BA1)	32	59	83	80	34.7	53.2	71.0	68.8
Non-Degree	48	48	48	48	155.9	155.9	155.9	155.9
SGS Qualifier	0	0	0	0	0.0	0.0	0.0	0.0
Subtotal Arts & Science	10,411	10,867	11,326	11,703	10,691.7	11,108.2	11,524.3	11,902.0
Commerce	1,887	1,910	1,909	1,938	1,887.8	1,919.5	1,923.6	1,949.3
Engineering	2,826	2,861	2,907	2,927	2,944.7	2,973.3	3,019.2	3,039.1
Nursing	349	345	343	340	347.2	345.8	344.1	341.0
Subtotal Direct Entry	15,473	15,983	16,485	16,908	15,871.4	16,346.8	16,811.2	17,231.4
Education (Yr 5 & Consec)	726	565	780	733	906.3	831.1	835.8	836.2
Law	556	565	595	582	556.9	565.8	593.2	580.9
Medicine	400	398	397	394	401.0	399.5	394.5	394.5
Nursing-Advanced Standing	95	94	79	79	141.6	135.0	118.4	118.4
Subtotal Second Entry	1,777	1,622	1,851	1,788	2,005.8	1,931.4	1,941.9	1,930.0
Subtotal Undergraduate (Fac/School)	17,250	17,605	18,336	18,696	17,877.2	18,278.2	18,753.1	19,161.4
Bader ISC	140	140	140	140	188.7	188.7	188.7	188.7
Post-Graduate Medicine	513	518	522	526	513.8	518.8	522.8	526.8
<b>Graduate</b>								
School of Grad Studies								
Research Masters	1,095	984	1,023	1,024	1,071.4	994.7	1,032.4	1,033.9
Professional Masters	611	663	714	755	625.0	739.4	769.3	809.8
Doctoral	1,205	1,117	1,146	1,162	1,184.6	1,148.3	1,167.8	1,174.8
Diploma	4	24	43	43	7.1	37.0	71.5	77.5
Certificate	11	4	0	0	13.0	5.4	1.5	1.5
Subtotal SGS	2,926	2,792	2,926	2,984	2,901.1	2,924.9	3,042.6	3,097.5
School of Business								
Masters	719	828	829	856	765.4	993.3	984.5	1,010.4
Diploma	101	136	156	156	58.0	88.0	108.0	108.0
Subtotal QSB	820	964	985	1,012	823.4	1,081.3	1,092.5	1,118.4
Subtotal Graduate	3,746	3,756	3,911	3,996	3,724.5	4,006.2	4,135.1	4,216.0
<b>Budgeted Total Enrolment</b>	<b>21,649</b>	<b>22,019</b>	<b>22,908</b>	<b>23,358</b>	<b>22,304.2</b>	<b>22,991.9</b>	<b>23,599.7</b>	<b>24,092.9</b>



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**Table 3: Details for Selected Student Subgroups**

**Office of Planning and Budgeting**

Student Subgroup	Fall Headcount	Annualized FFTE
	Actual	Actual
	Fall 2014	2014-15
Part-Time Undergraduate	1,161	889.9
Summer Undergraduate	--	623.3
Undergraduate Exchange		
Away on Exchange	233	353.6
Here on Exchange	447	364.9
Net Exchange	-214	-11.3
Undergraduate Distance Career	32	34.7
Part-Time Graduate	412	122.9
International Undergrad (as % of Total)	3.0	2.9
International Graduate (as % of Total)	15.3	16.1

## SEMG Faculty/School 3-year Enrolment Templates

### Queen's Faculty of Arts and Science

#### A – Undergraduate enrolment-related actions:

The following table lists the enrolment target and projections through to 2017. Numbers *in italics* indicate departures from the Strategic Enrolment Management Group Report to Senate of April 2014. For on-campus enrolments, only the target distributions have been modified; the total enrolment targets and projections for Arts and Science remain unchanged. The total Distance enrolment targets and projections have been modified to reflect current growth projections.

	2014 Target	2014 Actual	2015 Target	2016 Projection	2017 Projection
Fine Art	30	27	30	30	30
Music	30	19	20	20	20
Phys Ed	50	54	55	55	55
Kinesiology	85	96	125	125	125
Arts	1405	1457	1510	1510	1510
Science	825	830	1005	1005	1005
Con-Ed Arts	150	199	150	150	150
Con-Ed Science	55	64	55	55	55
Con-Ed Music	20	11	20	20	20
Computing	100	139	130	130	130
<b>Total - Year 1 On Campus</b>	<b>2750</b>	<b>2892</b>	<b>3100</b>	<b>3100</b>	<b>3100</b>
Distance**	30	44	50	55	60

**Transfer Students:** Recruitment of upper-year transfer students remains a challenge. The ultimate goal of 200 transfer students by 2017 has been retained, but targets have been adjusted downward for 2015 (120) and 2016 (160).

#### Graduate Enrolment-related actions:

Fall 2014 launch of the collaborative MA Program (Social and Political Thought) in Politics and Philosophy. The intention is to recruit strong students while doubling the MA enrolment in Social and Political thought.

## B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution's mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<p><i>Largest proportionate enrolment increases in the highest-demand programs, including Kinesiology and Science</i></p> <p><i>Maintain enrolments, despite external drivers to decrease, in ConEd/Arts, the highest demand program in Arts and Science</i></p> <p><i>At the high school level, new recruitment activities focused on the GTA and Western Canada</i></p>	<p><i>Continue our policy of meeting admission requirements of SGS and Department</i></p> <p><i>Work with SGS to identify discipline areas with high growth potential in order to strategically grow PhD enrolment numbers</i></p> <p><i>Work with SGS to put processes in place to facilitate early contact with students identified as potential Tri-Council scholarship recipients</i></p> <p><i>Continue to support collaborative programs between units which are unable to sustain their current graduate programs, or where niche opportunities are available</i></p>
Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism	<p><i>Continue to use the PSE as a basis of admission, particularly in high-demand programs</i></p> <p><i>Continue to admit students who exemplify these traits through QuARMS</i></p>	<p><i>Encourage departments managing competitive programs to look beyond simply grades and focus on students who show leadership potential; encourage departments to nominate candidates to the Vanier Scholarships program</i></p>
Enhance the diversity of its student population and support under-represented student populations	<p><i>Targeted recruitment of self-identified Aboriginal students is resulting in annual enrolment increases</i></p>	

Focus on increasing international recruitment through a strategy focused on key markets	<i>Pursue 2+2 opportunities with international partners (e.g. Tongji/Environmental Studies); pursue summer research study opportunities for international students</i>	<i>The recruitment of international grad students is not a focus at this time</i>
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**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<i>Growth in undergraduate numbers is key to attaining financial stability in the Faculty</i>	<i>Growth of professional graduate programs is intended to be net revenue generating and attract new revenue to the Faculty</i>  <i>Continue to support departments in developing new graduate certificate and diploma programs</i>
Consider Faculty complement and renewal	<i>Our plan is to strengthen our faculty complement through replacement hiring, particularly in departments where enrolment growth has been challenged by faculty attrition</i>	
Consider TA and staff capacity	<i>The largest new TA demands will arise in core science departments (Biology, Chemistry, Physics, Mathematics) which have a large (and not fully employed) pool of graduate students on which to draw for TAs. The new budget model will recognize increased teaching, and hence the need for increased funding to support TAs</i>  <i>Staff: Departments will need to review their lab tech requirements, including current arrangements regarding overtime and summer work hours. These issues will be reviewed with departments during the 2014/15 academic year</i>	<i>Maintain strong enrolments in programs where graduate students are required to support undergraduate teaching needs; encourage students in interdisciplinary fields such as Cultural Studies to seek TA positions outside their home academic units</i>

Consider space capacity and planning	<p><i>The largest demands on space are at first and second year. With the move to a blended teaching format in many first year courses, the demand on large lecture theatre spaces has been reduced</i></p> <p><i>A detailed plan to timetable the extra Science students in first and second year labs will be developed in conjunction with the core science departments over the 2014-15 academic year</i></p>	N/A
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<p><i>Integrated budget and enrolment planning is in place</i></p> <p><i>The Faculty will continue to advocate for the introduction of a university-level data warehouse and business intelligence software implementation to complement the PeopleSoft systems already in place</i></p>	
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment.	<p><i>Programs with strong applicant pools (e.g. Kinesiology) are being expanded</i></p> <p><i>We expect that many of the new science students will self-direct to Life Science, which has committed to as many as 200 new spaces to be available by 2015 over their 2011 baseline (435 vs. 235) for both first-year intake and upper-year transfers</i></p>	<p><i>Specialized training in risk management and regulation is in strong demand</i></p> <p><i>Cultural Studies, Economics and Psychology require investment in order to take advantage of high student demand</i></p>
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	<i>Develop the 13 Ontario Online courses funded in Arts and Science, to attract letter-of-permission and external transfers</i>	N/A

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<p><i>The Faculty and Career Services are partnering to introduce a for-credit internship program in both Arts and Science, complementing the current Computing internship program</i></p> <p><i>Continued offerings of summer research experience, including the pursuit of funding through SWEP, NSERC USRA and other job funding opportunities</i></p> <p><i>Expansion of fourth year research opportunities for students, particularly in Arts</i></p>	<p><i>Typically, graduate programs, particularly PhD programs are intrinsically experiential</i></p> <p><i>Support those programs (e.g., Cultural Studies, Gender Studies, Global Development Studies) which emphasize community-based learning and research</i></p>
Increase undergraduate credentials to provide more student pathways to the labour market	<i>Introduce an internship program in Arts and Science</i>	N/A
Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	N/A	<i>Our recent introduction of the Risk Management and Regulation Diploma program offered through the Department of Economics typifies the sorts of programs we wish to create in order to take advantage of new graduate markets</i>
Expand on-line undergraduate and graduate program and course delivery	<i>Focus on distance programming: two online degree plans to become available - BA in Global Development Studies (2014) and BSc in Life Science (2015) - both of which are in high demand. Growth of online course offerings to attract students on letter-of-permission from other institutions, particularly</i>	<i>Our focus is on undergraduate online learning at this time</i>

	<i>given Arts and Science's recent success in the Ontario Online initiative</i>	
Promote an increase in upper-year transfer students	<i>Recruitment strategies in place including advertising and events</i>  <i>More aggressive recruitment of external transfer students, exploring new pathways for upper-year transfer</i>  <i>Continue to participate in the ONCAT initiative to attract external transfers and letter of permission students</i>  <i>Upper-year transfer enrolment increased in 2014-15</i>	N/A
Increase the use of the campus year-round with a corresponding availability of student support services	<i>Explore means by which courses with lab components may be offered online, with an onsite lab taking place in a condensed form during summer</i>  <i>Expand for-credit summer research opportunities for international students</i>	<i>Graduate programs typically operate throughout the calendar year</i>

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<i>HCDS, A&amp;R, Career Services, learning support &amp; other services have, or are planning for projected enrolment increases.</i>  <i>University-wide student service needs are addressed in annual budget and planning processes</i>	<i>Full slate of central and departmental services available to students in graduate programs.</i>
Continue to promote student health and wellness, as it is a condition for academic success	<i>Increased numbers of counsellors has created more student access.</i>	

Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	<p><i>Continue to support the university's efforts in implementing the AODA</i></p> <p><i>The new Faculty offices in Dunning are fully accessible, unlike the previous office in Mac-Corry</i></p>	
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	<i>Q Success and Bounce Back programs established to support first-year transition</i>	<i>Continue to support the centrally organized TA training day; encourage local TA training and graduate student orientation at the departmental level</i>
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<i>Academic and career advising is becoming increasingly coordinated through a network of advisor.</i>	<i>Research supervisors are generally strongly engaged in ensuring that graduate students receive appropriate mentoring and support in finding employment after graduation. Indeed, they are encouraged externally: tri-council grant competitions include development of highly qualified personnel (HQP) as a key driver of funding success</i>

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<p><i>Two new residences will open in 2015, expanding capacity</i></p> <p><i>Housing report will inform planning</i></p>	N/A
Continue to foster positive town-gown relations	<i>Students are engaged in volunteerism and community service initiatives</i>	
Leverage technology to support distance studies	<i>Arts and Science, through CDS, is already a leader within this area. We continue to expand course and program opportunities online</i>	<i>N/A – our primary focus in regards to distance studies is on undergraduate students</i>



Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	<i>Focus on internship opportunities</i>	<i>Most graduate programs emphasize community-based and/or lab-based research</i>
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### C - Key Performance Indicators (KPIs) – Undergraduate Arts and Science

KPI	2012 end of cycle	2013 end of cycle	2014 end of cycle	2015 as of March 23, 2015
<b>Applications</b>				
Total faculty	17,067	17,291	17,890	17,465
Arts	7,600	7,410	7,519	7,222
Science	6,044	6,287	6,511	6,259
Computing	421	569	848	907
Music	117	126	115	115
Con-Ed Music	95	86	65	83
Con-Ed Arts	1,207	1,067	1,101	1,080
Con-Ed Science	253	214	239	227
PhysEd	499	432	428	410
Kinesiology	798	837	877	948
Fine Art	N/A	221	187	214
<b>Yield Rate</b> (Total Registrations/Total Offers as of Nov 1) Total Faculty	25.8%	24.7%	23.2%	N/A
Arts	27.2%	24.9%	23.3%	
Science	21.4%	20.3%	19.0%	
Computing	17.2%	25.1%	21.9%	
Music	25.4%	33.3%	23.1%	
Con-Ed Music	48.3%	44.4%	42.3%	
Con-Ed Arts	47.2%	44.3%	50.9%	
Con-Ed Science	39.8%	54.4%	40.6%	
PhysEd	36.2%	33.8%	34.9%	
Kinesiology	27.8%	30%	30.6%	
Fine Art	N/A	32.9%	21.6%	
<b>Nov 1 Y1 Headcount</b> Total Faculty	2,734	2,745	2,757	N/A
Arts	1,433	1,386	1,364	
Science	830	815	812	

Computing	72	112	131	
Music	17	19	17	
Con-Ed Music	14	12	264	
Con-Ed Arts	172	146		
Con-Ed Science	59	85		
PhysEd	52	52	53	
Kinesiology	84	89	94	
Fine Art	1	28	22	
<b>Nov 1 Program Headcount</b>				N/A
Total Faculty	9,836	10,028	10,409	
Arts	5,281	5,217	5,384	
Science	2,913	2,959	3,100	
Computing	251	322	394	
Music	106	92	89	
Con-Ed Music	56	53	718	
Con-Ed Arts	421	479		
Con-Ed Science	162	208		
PhysEd	198	203	207	
Kinesiology	298	336	364	
Fine Art	75	82	74	
<b># of Y1 Visa Students</b>				N/A
Total Faculty	105	98	147	
Arts	69	63	82	
Science	28	24	43	
Computing	4	6	16	
Music	0	0	1	
Con-Ed Music	0	0	4	
Con-Ed Arts	2	0		
Con-Ed Science	1	3		
PhysEd	0	0	0	
Kinesiology	1	1	1	
Fine Art	N/A	0	0	
<b># of Y1 Self-identified Aboriginal students</b>				N/A
Total Faculty	24	42	36	
Arts	14	21	20	
Science	5	14	6	
Computing	0	2	0	
Music	0	1	0	
Con-Ed Music	0	1	0	
Con-Ed Arts	3	0	5	

Con-Ed Science	1	0	0	
PhysEd	0	2	0	
Kinesiology	0	1	4	
Fine Art	N/A		1	
<b>Entering Class Average</b>				N/A
Total Faculty	88%	88.1%	87.4%	
Arts	86.3%	86.2%	85.6%	
Science	90.2%	90.9%	90.4%	
Computing	85.1%	85.8%	85.4%	
Music	87.8%	85.7%	85.7%	
Con-Ed Music	86.8%	85.2%	87.3%	
Con-Ed Arts	90.2%	90.9%	88.5%	
Con-Ed Science	91.0%	88.9%	87.9%	
PhysEd	86.7%	87.2%	85.3%	
Kinesiology	89.7%	91.2%	89.9%	
Fine Art	N/A	86.4%	85.5%	
<b>KPI</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	
<b>7-Year Graduation Rate</b>				
Agriculture & Biological Science	89.3%	91.6%	n/a yet	
Computing	79.5%	85.8%		
Fine & Applied Arts	85.8%	89.0%		
Humanities	86.8%	85.9%		
PhysEd and Kin	95.1%	96.6%		
Math	85.0%	90.7%		
Physical Science	95.9%	92.3%		
Social Science	86.9%	88.4%		
<b>6 Month Employment Rate</b>				
Agriculture & Biological Science	88.97%	n/a yet		
Computing	93.33%	-		
Fine & Applied Arts	100%	-		
Humanities	91.67%	-		
PhysEd and Kin	70%	-		
Math	83.33%	-		
Physical Science	88.46%	-		
Social Science	87.10%	-		
<b>2 Year Employment Rate</b>				
Agriculture & Biological Science	94.67%	-		
Computing	100%	-		

Fine & Applied Arts	90.95%	-		
Humanities	89.86%	-		
PhysEd and Kin	100%	-		
Math	100%	-		
Physical Science	92%	-		
Social Science	91.12%	-		
<b>NSSE 2014 "How would you evaluate your entire educational experience at this institution?"</b>				
Arts and Science	% Excellent	% Good	% Combined Excellent and Good	
	46.8%	42.9%	89.8%	
<b>Queen's undergraduate Year 1-2 Retention Rate</b>	94.5%	94.6%	-	

#### **Additional Faculty/School-specific KPIs**

KPI	2012-13	2013-14	2014-15	2015-16 target
External Transfer Students	39	65	73	120

## Bader International Study Centre

### A – Undergraduate enrolment-related actions:

#### First-year program

120 is the target for 2015-16 and beyond

#### Upper-year program projections

-Revised to 20 from 35 for Fall 2015-16

-Revised to 25 from 40 for Winter 2015-16

-No changes projected for 2016-17 and 2017-18.

#### Summer Schools (Arts and Science courses and programs, Archeology, Digital Humanities, Medieval Theatre, Law, Global Health, Global Project Management)

175 is the target for 2015-16 and beyond.

### B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution's mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

Goals:	Alignment: Undergraduate	Alignment: Graduate
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<i>Targeted recruitment strategies are underway to meet targets, stabilize first year enrolment and increase upper year enrolment. New for 2015: BScH first-year program offering (max. 24 students)</i>	
Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism	<i>Personal statement of experience used in admissions process</i>	
Enhance the diversity of its student population and support under-represented student populations	<i>Aboriginal admission policy applies</i>	
Focus on increasing international recruitment through a strategy focused on key markets	<i>Number of international applicants for 2015-16 has increased as of Mar 12 by 24% over 2014-15</i>	

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<i>Stable enrolment contributes to fiscal sustainability of BISC</i>	
Consider Faculty complement and renewal	<i>BISC has capacity for additional enrolment</i>	
Consider TA and staff capacity	<i>Capacity exists</i>	
Consider space capacity and planning	<i>Residences and classrooms have capacity for additional students</i>	
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<i>BISC enrolment now regularized in budget process</i>	
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment	<i>BISC works with Faculties and Schools to offer high demand courses needed for Queen's programs</i>	
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	<i>N/A</i>	

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<i>Study trips to European cities is part of many course curricula</i>	
Increase undergraduate credentials to provide more student pathways to the labour market	<i>Summer programs developed to address specialized labour market needs e.g. "global project management"</i>	
Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	<i>More specialized programs in development</i>	

Expand on-line undergraduate and graduate program and course delivery	N/A	
Promote an increase in upper-year transfer students	<i>As larger numbers of students take upper year courses, BISC provides possible pathway to upper year degree programs at Queen's</i>	
Increase the use of the campus year-round with a corresponding availability of student support services	<i>BISC has regular spring/summer courses</i>	

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<i>New lead position in Student and Enrolment Services (effective Fall 2014) integrates student life services and enhances capacity to serve student population</i>	
Continue to promote student health and wellness, as it is a condition for academic success	<i>BISC has adopted recommendations of Principal's Commission on Mental Health report. Effective 2013, BISC has regular counsellor available on site</i>  <i>Student Services restructured to provide greater focus on wellbeing</i>	
Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	<i>Advice and assistance to students with disabilities is in place to support classroom and exam accommodations, adaptive technologies, and access to non-academic programs and services.</i>	
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life,	<i>Pre-departure orientation program for first-year students takes place at SOAR on Kingston campus</i>	

undergraduate to graduate, university to career)	<i>Transition to second year program continues to be a focus, including pairing first-year students with an upper-year mentor (who has attended BISC) to ease transition to Kingston campus</i>	
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<i>Faculty advisors liaise regularly with BISC advisors</i>	

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<i>BISC student housing needs met. First-year BISC students get priority for Queen's-owned housing in second-year, and are guaranteed a space in residence if they apply</i>	
Continue to foster positive town-gown relations	<i>BISC maintains positive relations with neighbours</i>	
Leverage technology to support distance studies	<i>N/A</i>	
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	<i>Opportunities are embedded in curriculum; co-curricular opportunities arranged by student services</i>	

**C - Key Performance Indicators (KPIs) – Undergraduate – BISC**

<b>KPI</b>	<b>2012 (end of cycle)</b>	<b>2013 (end of cycle)</b>	<b>2014 (end of cycle)</b>	<b>2015 (as of March 23, 2015)</b>
# of Applications	518	568	661	588 -405 Arts -183 Science
Yield Rate	27.7%	20.9%	20.2%	N/A
Nov 1 Y1 Headcount	133	103	117	
# Y1 Visa students	5	10	10	
# of Y1 Self-identified Aboriginal students	1	0	0	



Entering class average	86.8%	88.4%	86.3% (TBC)	
Queen's u/grad year 1-2 retention rate	94.5%	94.6%		

## Queen's Faculty of Engineering and Applied Science

### A-Undergraduate enrolment-related actions:

- Maintain first year intake target at 730 (includes 50 places for the new direct-entry program in Electrical and Computer Engineering) to 2017-18
- Upper year transfers will dependent on space availability in programs, estimated at approximately 20 students but will vary by year, out to 2017-18
- Continue to emphasize enrolment in Aboriginal Access to Engineering
- Implement a 2+2 program with one international partner by 2016

### Graduate enrolment-related actions:

- Faculty-wide enrolments in doctoral-stream and PhD programs are expected to remain largely unchanged though fluctuations within units will occur as a function of applicant demand and program capacity.
- Enrolment in our M.Eng will reach 70 students by 2017
- We have instituted a "4+1" strategy which leads to undergraduate degree and a research masters (M.ASC) in 5 years instead of 6 and this continues to be expanded

### B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution's mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

Goals:	Alignment: Undergraduate	Alignment: Graduate
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<i>Continued high demand for program. The new direct-entry program allows admission through a different strategy that is attractive to a broader base of students</i>	<i>Demand for professional credentials that align with economic and societal need</i>  <i>The 4+1 meets increasing demands for specialization in certain engineering fields</i>
Recruit students who exemplify service to community and country through admission criteria,	<i>Personal Statement of Experience used in admissions process</i>	

and programs and opportunities including global leadership initiatives and volunteerism		
Enhance the diversity of its student population and support under-represented student populations	<p><i>Aboriginal Access to Engineering recruits and supports self-identified Aboriginal students and has resulted in increased enrolment</i></p> <p><i>Our 2+2 program will support our international efforts by bringing students to Queen's for their 3<sup>rd</sup> and 4<sup>th</sup> years</i></p>	<i>FEAS attracts a high number of international students at the graduate level, enrolment expansion therefore enhances our diversity</i>
Focus on increasing international recruitment through a strategy focused on key markets	<p><i>Enrolment is targeted in upper years for programs highly sought after internationally</i></p> <p><i>International study-abroad opportunities include Science without Borders through the CALDO partnership</i></p>	

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<i>Planned enrolment targets ensure faculty budget goals are met</i>	<i>Planned enrolment growth will improve faculty finances</i>
Consider Faculty complement and renewal	<i>2 new faculty members to be hired in 2015-16 to support enrolment growth</i>	<i>5 new faculty members hired in 2013-14 to support enrolment growth</i>
Consider TA and staff capacity	<i>Ongoing in FEAS</i>	<i>Ongoing in FEAS</i>
Consider space capacity and planning	<i>Ongoing in FEAS, approximately \$4 million in renovations in the last 5 years, \$1 million planned for 2015-16</i>	<i>Ongoing in FEAS, approximately \$4 million in renovations in the last 5 years, \$1 million planned for 2015-16</i>
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<p><i>Integrated enrolment and budget planning in place.</i></p> <p><i>Enrolment reporting now consistent with budget reporting</i></p>	
Expand high-demand programs where capacity exists and wherever possible		<i>Capacity and student demand both exist to support an increase in</i>

with relatively modest investment		MEng enrolment
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	<i>Ministry has given strong support for expansion of college related programing</i>	<i>Ministry indicates it will continue to invest in additional funded graduate enrolment</i>

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<i>Queen's Innovator Connector (FEAS and QSB partnership) encourages, enables and supports innovation among students, faculty, entrepreneurs and companies</i>	<i>Introduction of an internship option in the MEng provides experiential learning opportunities. New Master of Innovation and Entrepreneurship builds on undergraduate initiatives and responds to market needs</i>
Increase undergraduate credentials to provide more student pathways to the labour market	<i>Very high employment rate among graduates, BISC program in Global Project Management will enhance pathways to labour market; a significant focus on the internship programs with enhanced support also builds opportunities for students</i>	
Increase graduate and professional credentials to provide new opportunities for students that align with economic & market demands	<i>As above</i>	<i>As above</i>
Expand on-line undergraduate and graduate program and course delivery	<i>New programs through ONCAT with the college sector is expanding online programming, new course in engineering economics has been prepared for the broader University sector</i>	
Promote an increase in upper-year transfer students	<i>Transfer enrolment is part of Faculty plan</i>	
Increase the use of the campus year-round with a corresponding availability of student support services		<i>Coordination with Career Services established to support student needs in expanded and new</i>

		<i>programs</i>
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**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<i>HCDS, A&amp;R, Career Services, learning support and other services plan for projected enrolment increases</i>  <i>University-wide student service needs are addressed in annual budget and planning processes</i>	<i>Resource implications are assessed and addressed as part of development of new program proposal</i>
Continue to promote student health and wellness, as it is a condition for academic success	<i>Embedded counsellor in FEAS building provides faculty-specific programming and support, linked to HCDS</i>	<i>Embedded counsellor in SGS linked to HCDS; Expansion of workshops under 'Expanding Horizons'</i>
Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	<i>Faculty works with DSO to support students with disabilities</i>	<i>Faculty works with DSO to support students with disabilities, clearly articulated learning outcomes and methods of achievement serve to inform accommodation plans</i>
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	<i>J section</i>  <i>FEAS part of Bounce Back starting in 2014-15 to support students at risk of academic probation after first term</i>	<i>Expanding Horizons Graduate Professional Skills Development series</i>
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<i>FEAS participates in University-wide career/academic advisor network</i>	<i>Experiential learning and applied research key elements of professional programs</i>

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<i>Two new residences are scheduled to open in Fall 2015.</i>	<i>Graduate student housing options expanded by Community Housing (e.g.</i>

	<i>Housing report will inform planning</i>	<i>short-term rentals)</i>
Continue to foster positive town-gown relations	<i>FEAS students are engaged in community service initiatives</i>	
Leverage technology to support distance studies		
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	<i>This is ongoing in Engineering with many opportunities embedded in the curriculum</i>	<i>This is ongoing in Engineering and the new M.Eng with internship will expand these opportunities</i>

### C - Key Performance Indicators (KPIs) – Undergraduate FEAS

KPI	2012 (end of cycle)	2013 (end of cycle)	2014 (end of cycle)	2015 (as of March 23, 2015)
# of Applications	4,280	4,454	4,882	5,171 -4,759 common first-year -412 direct-entry ECE
Yield Rate (Total Registrations/Total Offers as of Nov 1)	31.1%	32.7%	33.4%	N/A
Nov 1 Y1 headcount	641	698	732	
Nov 1 program headcount	2,702	2,685	2,825	
# of Y1 Visa students	26	35	29	
# of Y1 self-identified Aboriginal students	6	9	6	
Entering class average	89.8%	90.3%	90.3%	
KPI	2011	2012	2013	
7-year grad rate	89.8%	92.6%		
6 month employment rate	88.57%	-		
2 year employment rate	96.61%	-		
NSSE 2014 "How would you evaluate your entire educational experience at this institution? Faculty of Engineering and Applied Science				
% Excellent	% Good	% Combined Excellent and Good		
46.8%	42.9%	89.8%		

### Key Performance Indicators – Graduate FEAS

KPI	2012-13 domestic	2012-13 int'l	2013-14 domestic	2013-14 int'l	2014-15 domestic	2014-15 int'l
#applications (MEng/MASc/PhD)	127*/21	294*/141	49/110/22	103/183/139	55/76/20	116/139/109
# Offers (MEng/MASc/PhD)	75*/19	39*/34	28/77/14	44/32/42	34/51/17	50/17/32
Yield (MEng/MASc/PhD)	100*/89	74*/47	50%/80%/86%	39%/56%/62%	74%/86%/88%	60%/82%/59%
	<b>2011/12 MEng/M ASc</b>	<b>2011/12 PhD</b>	<b>2012/13MEng/ MASc</b>	<b>2012/13 PhD</b>	<b>2013/14 MEng/MASc</b>	<b>2013/14 PhD</b>
# Degrees awarded	15/74	27	18/78	31	16/91	31
Mean # terms to complete	3.9/7.1	15.1	3.6/7.0	14.7	3/7	14.6

\* combined MEng and MASc programs

## Queen's School of Business

### A – Undergraduate enrolment-related actions (Commerce):

- 475 is base intake target for 2015-16 and beyond
- Strategies for transfer, exchange etc. remain constant
- Certificate in Business (CIB) launched in Sept 2014 for A&S students will be expanded to include Engineering students in Sept 2015, with additional course sections added. Details are being developed.

### Graduate enrolment-related actions:

- MSc/PhD: enrolment is expected to hold steady, based on the availability of quality applicants, and faculty capacity to supervise students. Targeted initiatives aimed at recruiting high quality domestic students.
- MBA programs: enrolment steady across four programs.
- Master of Management & Diplomas
  - Graduate Diploma in Business (GDB), launched in May 2014, is projected to enrol 40 students in May 2015 class; projected to grow to steady state of 60 in 2016.
  - Master of Entrepreneurship & Innovation (MEI) expected to launch Sept 2015 with enrolment of 30, growing to 40 in 2016 and steady state of 50 in 2017.
  - Remaining programs are expected to maintain 2014-15 enrolment.

### B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution's mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

Goals:	Alignment: Undergraduate	Alignment: Graduate
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<p><i>Continued strong demand for Commerce. Admission criteria remain rigorous. Admission is based on overall grades, specific grades in key courses and Personal Statement of Experience with two supplemental essays for Commerce only</i></p> <p><i>Certificate in Business (CIB) launched Sept 2014 for A&amp;S students to learn business fundamentals while pursuing their A&amp;S degree. CIB will add sections and be available to Engineering students with Sept 2015 intake</i></p>	<p><i>MSc/PhD: steady demand</i></p> <p><i>Professional programs: steady demand, with growth in the Master of Management portfolio (MFin, MMA, MIB, new MEI), and Graduate Diploma in Business</i></p>



Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism	<i>School uses personal statement of experience and specific commerce essay as part of admission process. Over 80% of BComs go on exchange in 3<sup>rd</sup> year to one of 90+ partner business schools. Commerce Society offers wide range of leadership and volunteer opportunities</i>	<p><i>Admission decisions are based on academic credentials as well as work experience (where applicable). Large international content in all MBA programs</i></p> <p><i>Double degree options in Master of International Business with 7 European business schools</i></p> <p><i>Typically 40-50% of full-time MBA class is international</i></p>
Enhance the diversity of its student population and support under-represented student populations	<i>Number of self-identified Aboriginal applicants and students remains very low (23 and 3 in 2014-15)</i>	<i>MBA: strategies in place to encourage more women applicants. 30-40% of full-time MBA class is women, which is similar to industry average</i>
Focus on increasing international recruitment through a strategy focused on key markets	<i>n/a</i>	<i>QSB staff from MSc/PhD, full-time MBA and Master of International Business coordinate their international recruitment efforts across programs</i>

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<i>There has been steady growth in the Commerce Program since 2007. At that time program enrolment was approx. 300 in 1<sup>st</sup> year; in 2013-14 it was 450; steady state is 475</i>	<i>Diversity of professional graduate programs aims to mitigate enrolment fluctuations based on market demand. Enrolment growth funds faculty hiring plan and support services</i>
Consider Faculty complement and renewal	<i>Faculty hiring plan is being executed to support program growth</i>	<i>Faculty hiring plan is being executed to support program growth where applicable</i>
Consider TA and staff capacity	<i>To support growth, TA hours have increased. Within the Commerce Office, a number of new positions have been added</i>	<i>Staffing needs are built into program growth plans</i>

	<i>Growth of staff has increased in service units such as the Business Career Centre and the Centre for International Management. A dedicated manager for the Certificate in Business was hired effective January 2015</i>	
Consider space capacity and planning	<i>To support Commerce Program growth, a new wing was opened in the Fall of 2012 which added three 80-seat classrooms, more team rooms, etc to support the increase in Commerce enrolment and course offerings</i>	<i>Goodes Hall expansion completed in 2012 to meet space needs. Expansion of QSB's Toronto facility is underway to meet needs</i>
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<i>Integrated budget and enrolment planning is in place</i>	<i>Professional programs: Enrolment targets for each program are closely monitored throughout the recruitment process. QSB has a diverse portfolio of graduate programs to mitigate the impact of market changes on the demand for each program. Rigorous market research is done for all new programs to assess market demand before proceeding to final approvals</i>
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment	<i>Commerce has high demand, with applications growing annually</i>  <i>Highest yield rate to date occurred with Sept 2014 intake</i>	<i>Professional programs: enrolment targets have been based on market demand and faculty capacity</i>  <i>Currently developing the business case for an Executive Doctorate in Business Administration (EDBA) program</i>
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	<i>n/a</i>	<i>n/a</i>

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<p><i>Queen's Innovation Connector (QSB and FEAS partnership) encourages, enables and supports innovation among students, faculty, entrepreneurs and companies. Queen's Summer Innovation Initiative is open to aspiring entrepreneurs from QSB, FEAS and Arts &amp; Science</i></p> <p><i>A number of extra-curriculars are available through student-run Commerce Society activities. QSB-led extra-curricular activities include the Certificate in Responsible Leadership, business case competitions and QUIC investment fund</i></p>	<p><i>All MBA, Master of Management and Graduate Diploma programs focus on providing valuable career skills and knowledge</i></p> <p><i>Launching Master of Entrepreneurship &amp; Innovation (MEI) in Sept 2015 with partner FEAS, which will have significant experiential &amp; entrepreneurial content</i></p>
Increase undergraduate credentials to provide more student pathways to the labour market	<p><i>Employment rate of 96% six months after graduation. Well-articulated pathway to accounting designation CPA through the Commerce Program and then the Grad. Diploma in Accounting (GDA)</i></p> <p><i>Certificate in Business launched in Sept 2014 for A&amp;S students will be expanded to Engineering students in Sept 2015</i></p> <p><i>Commerce students can earn an optional Certificate in Responsible Leadership as well as pursue dual degree and second degree options</i></p>	n/a

Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	<i>n/a</i>	<i>Professional programs: Graduate Diploma in Business (GDB) launched in 2014 ladders into MBA and Master of Management programs</i>  <i>Master of Entrepreneurship &amp; Innovation (MEI) scheduled to launch Sept 2015, adding to early-experience program options</i>  <i>New major in "Strategy" available Sept 2015 in research-focused PhD in Management</i>  <i>Double degrees options for Master of International Business students with 7 European partner business schools</i>
Expand on-line undergraduate and graduate program and course delivery	<i>Added online business courses in Fall 2014 for non-Commerce students, using Desire2Learn platform. Plans are to expand offerings</i>	<i>Professional programs: 3 executive-style MBA programs already delivered by live videoconference</i>
Promote an increase in upper-year transfer students	<i>A transfer program is in place for upper year students. Currently the Commerce Program takes between 10 to 15 transfer students – combination of students from within and outside of Queen's</i>	
Increase the use of the campus year-round with a corresponding availability of student support services	<i>GDA courses are offered in the summer</i>  <i>Support services such as academic advising are provided to BComm students but are typically accessed over the summer months via email or phone</i>  <i>Participation in SOAR to introduce new students to Queen's</i>	<i>QSB Graduate programs run year-round</i>

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<p><i>Students are made aware of HCDS, Athletics &amp; Recreation Services, Career Services, SASS (workshops dedicated to Commerce students)</i></p> <p><i>Academic counseling available in Goodes Hall</i></p> <p><i>University-wide services are addressed in COMM 153 Managing Work and Teams – required first year course. -University-wide student service needs are addressed in annual budget and planning processes</i></p>	<p><i>Professional graduate students (on-campus and those based in Toronto and elsewhere) can access QSB's Business Career Centre resources and counselling. The suite of services available is tailored to the students' needs in each program.</i></p> <p><i>The Business Career Centre has been expanding to support enrolment growth</i></p>
Continue to promote student health and wellness, as it is a condition for academic success	<i>School has embedded counsellor linked to HCDS. COMM 153 addresses good study habits and work management techniques as well as informing students about University resources in this area</i>	<i>Personal counselling is available to on-campus students</i>
Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	<p><i>Goodes Hall is accessible. Working with program staff, faculty and Commerce Society to ensure accessibility requirements are met.</i></p> <p><i>Staff and faculty undergoing AODA training</i></p>	<i>Goodes Hall and QSB Toronto facility are accessible. Staff and faculty are undergoing AODA training as required</i>
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	<p><i>SOAR and Q Success programs support Commerce students</i></p> <p><i>The last day of Orientation Week focuses on program academics (involving administration and faculty and case analysis</i></p>	<i>Professional programs: "boot camps" available for new students to refresh their skills prior to program starting</i>

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
	<i>Bounce Back expanded to Commerce in Winter 2014-15</i>	
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<i>Dedicated career centre for Commerce students includes career and job search advising. Commerce Program has an academic advising team that supports students from an academic and mental health standpoint</i>	<i>Retention rates are strong. The “high-touch” model in the graduate programs supports student success</i>

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<i>2 new residences are set to open in Fall 2015</i>  <i>Housing report will inform planning</i>	<i>n/a</i>
Continue to foster positive town-gown relations	<i>Commerce students are engaged in community service initiatives</i>	
Leverage technology to support distance studies	<i>Experimenting with online courses for non-Commerce students using Desire2Learn platform</i>	<i>The videoconferencing model continues to evolve with investments in upgrading technology</i>
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	<i>Opportunities are embedded in curriculum and in co-curricular life of the School</i>	<i>Professional graduate programs all have projects that involve engaging with actual businesses to analyze issues and propose solutions</i>

### C - Key Performance Indicators (KPIs) – Undergraduate: Commerce Program

KPI	2012 (end of cycle)	2013 (end of cycle)	2014 (end of cycle)	2015 (as of Mar 23, 2015)
# of Applications	5,364	5,495	6,017	6,340
Yield Rate (Total Registrations/Total Offers as of Nov 1)	52.3%	47.6%	56.3%	N/A
Nov 1 Y1 Headcount	485	461	557	
Nov 1 Program Headcount	1,524	1,593	1,886	
# of Y1 Visa Students	19	12	15	
# of Y1 Self-identified Aboriginal students	1	3	3	
Entering Class Average	91.5%	91.5%	91.3%	

KPI	2011	2012	2013	2014
7-year Grad Rate	93.9%	95.7%	n/a yet	n/a yet
6 month Employment Rate	96%	96%	97%	96%
2 year Employment Rate (CUDO)	94.17%	n/a yet	n/a yet	n/a yet
NSSE 2014 "How would you evaluate your entire educational experience at this institution?"				
QSB	% Excellent	% Good	% Combined Excellent and Good	
	59.7	32.8	92.5	
Queen's undergraduate year 1-2 retention rate	94.5%	94.5%	94.6%	n/a yet

### KPIs – QSB - Graduate

KPI	2011	2012	2013	2014
PhD enrolment	52	51	53	47
PhD – intake - % int'l students	0	0	23%	22%
MSc enrolment	26	23	26	24
MSc – intake - % int'l students	12%	9%	50%	50%

MBA enrolment	612	626	697	651 -Nov 1 headcount. -Enrolment dropped in 2014 because 2013 enrolment includes 2 overlapping classes of full-time MBA. As of 2014, there is only 1 full-time MBA class.
Master of Management enrolment <i>(note that Grad. Diploma in Accounting and Grad. Diploma in Business enrolments are included)</i>	191	298	318	367 Nov 1 headcount
Full-time MBA - 6 months placement	83%	94%	94%	93%
Full-time MBA - % women	17%	22%	32%	40%
Full-time MBA - % internat'l students	42%	45%	48%	55%



## Queen's Faculty of Health Sciences: School of Nursing

### A – Undergraduate enrolment-related actions:

#### BNSC

-No forecasted changes over 3-year planning cycle

#### BNSC Advanced Track

-No forecasted changes over 3-year planning cycle

We might consider taking 48 in September 2015 if clinical can be organized for 57 this summer.

### Graduate enrolment-related actions:

Enrolments in doctoral-stream and PhD programs are expected to remain largely unchanged though year-to-year fluctuations may occur as a function of applicant demand and supervisory capacity.

- Increase in enrolment in the MSc (Healthcare Quality) by 10 part-time students
- Master of Mental Health and Addition Nurse Practitioner (2 years, full time) is under development and expected to launch in Sept. 2016 or 2017 because of the College of Nurses of Ontario, with a full time enrolment of 5 students initially, 10 the following year, then 17 in the third year. We are thinking about offering a diploma in mental health and addictions while we wait for the college of Nurses of Ontario
- Preliminary discussions have taken place to introduce a one-year graduate Diploma in Pain Management, further details will be reported as proposal begins to take shape.

### B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution's mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

Goals:	Alignment: Undergraduate	Alignment: Graduate
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<i>Continued high demand for program</i>	<i>Demand for professional interdisciplinary credential and practice specific credentials are high from student and government perspective</i>
Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and	<i>Assess PSE to focus on those who have demonstrated service to community</i>	

volunteerism		
Enhance the diversity of its student population and support under-represented student populations	<i>Number of self-identified Aboriginal applicants and registered students has increased</i>	
Focus on increasing international recruitment through a strategy focused on key markets	<i>N/A</i>	

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<i>Stable enrolment ensures budget stability</i>	<i>Planned enrolment growth and new program development will assist School's finances</i>
Consider Faculty complement and renewal	<i>Increase as financially able</i>	
Consider TA and staff capacity	<i>Increased enrolment is restricted by supervisory capacity at placement sites</i>	
Consider space capacity and planning	<i>Joint planning with School of Rehabilitation Therapy for space and utilization of classrooms, laboratories, and other teaching space</i>	<i>Joint planning with School of Rehabilitation Therapy for space and utilization of classrooms, laboratories, and other teaching space</i>
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<i>Integrated budget and enrolment planning is in place</i>	<i>Attribution Model will assist in forecast</i>
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment	<i>N/A</i>	<i>Capacity and student demand both exist to support an increase in MSc (HQ) enrolment</i>
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	<i>Government restricts nursing enrolment</i>	<i>Ministry indicates it will continue to invest in additional funded graduate enrolment</i>

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<i>Placements are required</i>	<i>Professional programs in Nursing attract practitioners, enable direct application of learning</i>
Increase undergraduate credentials to provide more student pathways to the labour market	<i>Very high employment rate among graduates</i>	
Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	<i>Strong demand for nursing graduates</i>	<i>Program developments and expansion driven by needs in the sector</i>
Expand on-line undergraduate and graduate program and course delivery	<i>Several courses are offered on line</i>	<i>Several courses and programs are offered on line</i>
Promote an increase in upper-year transfer students	<i>N/A</i>	<i>N/A</i>
Increase the use of the campus year-round with a corresponding availability of student support services	<i>Advanced Standing Track students on campus all year</i>	<i>Graduate courses offered over the summer on campus</i>

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<i>HCDS, A&amp;R, Career Services, learning support and other services plan for projected enrolment increases</i>  <i>University-wide student service needs are addressed in annual budget and planning processes</i>	<i>Resource implications are assessed and addressed as part of development of new program proposals</i>
Continue to promote student health and wellness, as it is a condition for academic success	<i>Self-health and wellness is incorporated into many courses. Student advisor is available every day for drop in advice and help with seeking care as required</i>	<i>Embedded counsellor in SGS linked to HCDS; Expansion of workshops under Expanding Horizons</i>
Focus on increasing accessibility and meeting all legislative requirements for	<i>Accessibility is only limited by the College of Nurses of Ontario (CNO) Requisite</i>	<i>Faculty works with DSO to support students with disabilities, clearly</i>

students with disabilities	<i>Skills and Abilities for practice. Students are assisted to overcome issues that will allow them to meet CNO standards</i>	<i>articulated learning outcomes and methods of achievement serve to inform accommodation plans</i>
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	<i>Nursing students are invited to participate in SOAR and Q Success</i>	<i>Expanding Horizons Graduate Professional Skills Development series</i>
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<i>Students are invited to attend career fairs, opportunities offered for nursing employment during the summer, students are counseled during last year of program about graduate education</i>	<i>Experiential learning and applied research key elements of professional programs</i>

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<i>Two new residences will open in 2015  Housing report will inform planning</i>	<i>Community housing available; for campus portion of blended program, the School arranges short term accommodation</i>
Continue to foster positive town-gown relations	<i>N/A</i>	<i>N/A</i>
Leverage technology to support distance studies	<i>Students use SONIT and are encouraged to use technology to access information in the classroom and clinical practice</i>	<i>Students use SONIT, D2L, and other LMS and are encouraged to use technology to access information in the classroom and clinical practice</i>
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	<i>Integrated into the curriculum</i>	<i>Integrated into the curriculum</i>

### C - Key Performance Indicators (KPIs) – Undergraduate - School of Nursing

KPI	2012 (end of cycle)	2013 (end of cycle)	2014 (end of cycle)	2015 (as of Mar 23, 2015)
# of Applications	862	938	1,056	1,122
Yield Rate	35.8%	40.2%	37.2%	N/A
Nov 1 Y1 Headcount	86	94	89	
Nov 1 Program headcount	423	437	349	
# of Y1 Visa students	1	1	1	
# of Y1 Self-identified Aboriginal students	2	4	5	
Entering class average	89.5%	90%	91.3%	
KPI	2011	2012	2013	
7-year grad rate	89.3%	96.2%	-	
6 month Employment Rate	96%	-	-	
2 year Employment Rate	100%	-	-	
NSSE 2014 “How would you evaluate your entire educational experience at this institution? School of Nursing				
% Excellent	% Good	% Combined Excellent and Good		
50	43.3			
Queen’s undergraduate year 1-2 retention rate	2012	2013	2014	
	94.5%	94.6%	n/a yet	

### KPIs – Graduate - School of Nursing

KPI	2012-13 domestic	2012-13 international	2013-14 domestic	2013-14 international	2015 domestic	2015 int'l
#applications (MScHQ/M/PhD)	25/23/5	2/4/4	77/27/8	8/5/1	65/30/3	7/4/3
Offers (MScHQ/M/PhD)	21/19/2	1/1/1	40/13/8	1/2/0	48/27/3	2/3/2
Yield (MScHQ/M/PhD)	90%/58%/100%	100%/100%/0%	80%77%/100%	100%/0%/0%	71%/89%/100%	100%/67%/50%
	<b>2011/12 Master's</b>	<b>2011/12 PhD</b>	<b>2012/13 Master's</b>	<b>2012/13 PhD</b>	<b>2013/14 Master's</b>	<b>2013/14 PhD</b>

# Degrees awarded	8	0	10	6	MSC(HQ) 19/M 8	3
Mean # terms to complete	8.6	-	6.2	11.8	6/6.3	15.3

### **Additional School-specific KPIs**

KPI	2012	2013
QUQAPS	N/A	External review confirmed SON meets expectations. Next review due after 2020
Accreditation through CASN	Accredited	External review confirmed undergraduate nursing programs are accredited until 2020

## **Queen's Faculty of Health Sciences: School of Medicine**

### **A-Undergraduate enrolment-related actions:**

No forecasted changes

### **Graduate enrolment-related activities**

-To support the research intensivity of the Faculty, enrolments in PhD programs is expected to increase by approximately 5 students per year throughout the three-year planning cycle in programs where there is applicant demand and program capacity.

-Enrolment in the Master of Public Health Program is planned to increase from 52 to 60 in 2015-16 and grow to a steady state of 70 by 2017-18

-Preliminary discussions have taken place to introduce several new graduate programs:

- 1) A 12-24 month full-time Pattern 2 Master of Biotechnology program 2017-18. This is envisioned as a program mounted by the FHS, FEAS and FAS, incorporating Bioinformatics, Drug development, agricultural technology, biomedical engineering, and clinical trials methodology.
- 2) A combined BSc/MSc program to allow certain students to complete an MSc degree 12-16 months after completion of the BSc.
- 3) A Certificate/Diploma in Medical Sciences designed to allow MD graduates and International Medical Graduates who didn't match to a residency position to enhance their clinical skills and participate in research projects in order to improve their potential of successfully matching in future years.
- 4) A Pattern 2 MSc Degree Program in Clinical Laboratory Medicine mounted by the Department of Pathology and molecular Medicine.

Further details will be reported as these proposals begin to take shape.

## B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution's mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<i>Continued high demand for program 4400 applicants last year – highest application ratio of any Canadian medical school</i>	<i>High applicant demand for professional programs; increase recruitment efforts to attract excellent graduate students to newly structured programs in biomedical and molecular sciences</i>
Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism	<i>Assessment of personal characteristics and autobiographical sketch part of application process  Continued involvement of student in community service activities  Development of Service learning objectives</i>	
Enhance the diversity of its student population and support under-represented student populations	<i>Alternate assessment process for Aboriginal applicants  Focused recruitment activities in collaboration with Four Directions Aboriginal Student Centre  Collaboration with University of Queensland to explore collaborative opportunities for aboriginal students</i>	
Focus on increasing international recruitment through a strategy focused on key markets	<i>New additional places for international students  Visiting Student Electives opportunities for international students)  University of Queensland exchange program</i>	<i>Recruitment of up to 50 Saudi Arabian MD graduates to MSc programs</i>



**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<i>Development of International Student Program</i>  <i>Development of Master's Program</i>  <i>3 new programs under development:</i> <ul style="list-style-type: none"> <li>• E Prehealth</li> <li>• Life Sciences expansion</li> <li>• MD/PhD program</li> </ul>	<i>Planned enrolment growth in MPH program. A New Pattern 2 Master's degree program in Biotechnology, a combined BSc/MSc degree in Life Sciences, a Certificate/Diploma program in Medical Sciences, and a Pattern 2 MSc degree in Clinical Laboratory Medicine will assist School's finances</i>
Consider Faculty complement and renewal	<i>Increase as finances allow</i>	<i>Increase as finances allow</i>
Consider TA and staff capacity	N/A	
Consider space capacity and planning	<i>New SOM building is a state-of-the-art facility with expanded capacity</i>	
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<i>Enrolment projections easily met, given demand</i>  <i>Integrated budget and enrolment planning is in place.</i>	
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment	N/A	<i>Program capacity and student demand support planned expansion of MPH program</i>
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	<i>Enrolment currently capped at 100</i>	<i>Ministry indicates it will continue to invest in additional funded graduate enrolment</i>

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<i>MD/MBA being explored</i>  <i>Linkage with industry on certified programs i.e. Morneau-Sheppard</i>	<i>MPH and Anatomical Sciences programs incorporate practicums. Biotechnology program will incorporate internships</i>

Increase undergraduate credentials to provide more student pathways to the labour market	<i>Employability not an issue</i>	
Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	<i>Employability not an issue</i>	<i>Demands for appropriately trained public health professionals remain high. New Master's degree program in Biotechnology. New Master's degree program in Clinical Laboratory Medicine</i>
Expand on-line undergraduate and graduate program and course delivery	<i>1) Development of ePreHealth BSc degree program 2) Life Sciences, Med School working with Faculty of Arts &amp; Sciences for upper year transfers.</i>	
Promote an increase in upper-year transfer students	<i>As above</i>	<i>Mini-MSc route to PhD</i>
Increase the use of the campus year-round with a corresponding availability of student support services	<i>Exploring better usage of Medical School building for July and August</i>	<i>Graduate courses offered over the summer on campus</i>

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<i>HCDS, A&amp;R, Career Services, learning support and other services have, or are planning for projected enrolment increases</i>  <i>University-wide student service needs are addressed in annual budget and planning processes</i>	
Continue to promote student health and wellness, as it is a condition for academic success	<i>Learner Wellness Centre provides comprehensive advisory and support services</i>  <i>SOM counsellor in place for 2014-15</i>  <i>Expanded faculty and career counseling</i>	<i>Embedded counsellor in SGS linked to HCDS;</i>  <i>Expansion of workshops under Expanding Horizons umbrella</i>

Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	<i>Development of a student accommodation policy</i>	<i>Faculty works with DSO to support students with disabilities, clearly articulated learning outcomes and methods of achievement serve to inform accommodation plans</i>
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	<i>QuARMS students participate in SOAR and have access to transition supports from SOM</i>	<i>Expanding Horizons Graduate Professional Skills Development series. Versatile PhD (VPhD), an online resource for graduate students and post-doctoral fellows</i>
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<i>Learner Wellness Centre integrates academic services, career services and health and wellness support.</i>  <i>Expand faculty and career counseling</i>	<i>First Annual Career Week – a series of workshops designed to provide support for career exploration and preparation,</i>

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<i>Students don't typically live on campus.</i>  <i>Community Housing has capacity for those seeking apartment-style accommodation.</i>	<i>Community and on campus housing for graduate students considered in residence planning</i>
Continue to foster positive town-gown relations	<i>First Patient Program</i>	
Leverage technology to support distance studies	<i>EdTech Unit (matured and developed)</i>  <i>Commercializing 1<sup>st</sup> product (Entrada) with PARTEQ</i>	
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements,	<i>Integrated into the curriculum and residency requirements</i>	

volunteer positions and project-based partnerships		
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### C - Key Performance Indicators – SOM FHS

<b>KPI</b>	<b>2012</b> (end of cycle)	<b>2013</b> (end of cycle)	<b>2014</b> (end of cycle)	<b>2015</b>
# of Applications	3300	3800	4400	4700
Yield Rate (Total Registrations/Total Offers as of Nov 1)	100	100	103	
Nov 1 Y1 headcount	100	100	100	
# of Y1 self-identified Aboriginal students				
<b>KPI</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
7-year grad rate (Medicine and related programs)	100%	99%	100%	
6 month employment rate (Medicine and related programs)	82.35%	-		
2 year employment rate (Medicine and Related Programs)	90%	-		
Exit Poll “excellent learning experience” score	n/a	n/a		

### Key Performance Indicators – Graduate SOM FHS

<b>KPI</b>	<b>2012-13 domestic</b>	<b>2012-13 int’l</b>	<b>2013-14 domestic</b>	<b>2013-14 int’l</b>	<b>2014-15 domestic</b>	<b>2014-15 int’l</b>
#applications MPH/MSc/PhD	175/220/22	27/51/26	217/256/28	32/55/20	190/251/22	16/63/26
# Offers MPH/MSc/PhD	42/89/16	0/7/3	75/96/22	1/7/7	76/94/11	0/3/5
Yield MPH/MSc/PhD	48%/75%/100%	0%/71%/33%	27%/74%/95%	0%/100%/28%	49%/82%/100%	0%/66%/100%
	<b>2011/12 MPH/MSc</b>	<b>2011/12 PhD</b>	<b>2012/13 MPH/MSc</b>	<b>2012/13 PhD</b>	<b>2013/14 MPH/Msc</b>	<b>2013/14 PhD</b>
# Degrees awarded	11/62	22	14/62	17	16/60	29
Mean # terms to complete	4.2/6.3	12.7	3.4/6.1	12.7	4.0/5.9	14.0

**Additional Faculty/School-specific KPIs**

KPI	2012	2013	2014
QUQAPs		Quality Council review and approval of Graduate programs in Biomedical and Molecular Sciences.	Quality Council review and approval of Graduate programs in Public Health Sciences, Pathology & Molecular Medicine, and the Collaborative Program in Cancer Research

## Queen's Faculty of Health Sciences: School of Rehabilitation Therapy

### A-Enrolment-related actions:

- Enrolments in PhD program is expected to remain largely unchanged though year-over-year fluctuations may occur as a function of applicant demand and supervisory capacity.
- Increase in yearly enrolment in both OT and PT from 70 per class per year to 74 per class per year
- Preliminary discussions have taken place to introduce Clinical Doctorates in both Occupational Therapy and Physical Therapy in 2016-17. Further details will be reported as the proposals begin to take shape.

### B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution's mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

<b>Goals:</b>	<b>Alignment: Graduate</b>
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<i>Demand for professional credentials remains high; limitations to growth include access to clinical placements for MScOT and MScPT and achieving the faculty-to-student ratios required for OT professional accreditation</i>
Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism	<i>Assessment of a personal statement and engagement in the community service is part of application process for OT and PT</i>
Enhance the diversity of its student population and support under-represented student populations	<i>Students are provided with information about the embedded counsellor in the School of Graduate Studies</i>
Focus on increasing international recruitment through a strategy focused on key markets	<i>Approximately half of applications for the RHBS program (PhD and MSc) are from international students; Recruitment is limited by availability of funding from faculty</i>

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	
Consider Faculty complement and renewal	<i>Retiring faculty are being replaced to maintain faculty:student ratios</i>

Consider TA and staff capacity	<i>A Strategic Initiatives Coordinator position has been created; one responsibility will be to help with development of new programs</i>
Consider space capacity and planning	<i>Clinical skills teaching space is a limiting factor for OT and PT enrollment. OT does not have dedicated clinical teaching space</i>
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<i>Integrated enrolment and budget planning in place</i>
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment	
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<i>Both OT and PT complete &gt;1000 of clinical practicums during their enrolment</i>
Increase undergraduate credentials to provide more student pathways to the labour market	N/A
Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	<i>Development of Clinical Doctorate programs will enhance the critical inquiry skills and clinically relevant research training for practicing professionals</i>
Expand on-line undergraduate and graduate program and course delivery	<i>Clinical Doctorate programs are being developed as blended programs, conducted off-campus. Discussions are underway for SRT to participate in the developing e-pre-health program by offering electives specific to rehabilitation</i>
Promote an increase in upper-year transfer students	N/A
Increase the use of the campus year-round with a corresponding availability of student support services	

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<i>University-wide student service (HCDS, A&amp;R, learning support etc) needs are addressed in annual budget and planning processes</i>

Continue to promote student health and wellness, as it is a condition for academic success	<i>The Faculty has a Learner Wellness Centre that provides comprehensive advisory and support services</i>
Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	<i>Faculty works with DSO to support students with disabilities</i>
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<i>Faculty and career counselling is being expanded</i>

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<i>Students don't typically live on campus.</i>
Continue to foster positive town-gown relations	<i>OT and PT students participate in &gt;1000 hours of clinical education during their programs; some of their placements are in community-based organizations</i>
Leverage technology to support distance studies	
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	<i>Integrated into the curriculum</i>



### C - Key Performance Indicators – SRT FHS

KPI	2012-13 domestic	2012-13 int'l	2013-14 domestic	2013-14 int'l	2014-15 domestic	2014-15 int'l
#applications PT/OT/MSc/P hD	862/604/2/7	0/0/6/2	905/688/13/6	0/0/6/7	870/740/7/3	0/0/0/5
# Offers (PT/OT/MSc/P hD)	138/200/1/7	0/0/0/1	142/195/10/6	0/0/1/1	131/147/4/3	0/0/0/1
Yield (PT/OT/MSc/P hD)	49%/34%/10 0%/100%	0/0/0/100 %	53%/45%/40 %/67%	0%/100%	56%/50%/50 %/100%	0/0/0/100%
	<b>2012 PT/OT/MSc</b>	<b>2012 PhD</b>	<b>2013 PT/OT/MSc</b>	<b>2013 PhD</b>	<b>2013 PT/OT/MSc</b>	<b>2014 PhD</b>
# Degrees awarded	67/66/4	1	64/65/3	2	71/66/1	2
Mean # terms to complete	6.1/6.0/7.5	12	6.0/6.0/6.0	13	6.0/6.0/14.0	13.0

Additional School-specific KPIs – PT Program					
	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
<b>Entrance Average</b>	Sub GPA 3.62 Cum GPA 3.40	Sub GPA 3.63 Cum GPA 3.48	Sub GPA 3.64 Cum GPA 3.44	Sub GPA 3.67 Cum GPA 3.43	Sub GPA=3.67 Cum GPA=3.41
<b># employed at one year out</b>	45/46 respondents	43/44 respondents	40/41 respondents	42/43 respondents	Not yet available
<b>National Exam Pass Rate-Clinical Component</b>	94.7%	98.51%	88.89%	88.0%	Not yet available
<b>National Exam Pass Rate-Written Component</b>	97.44%	100.00%	95.52%	95.4%	Not yet available

<b>Additional School-specific KPIs – OT Program</b>					
	<b>Class of 2010</b>	<b>Class of 2011</b>	<b>Class of 2012</b>	<b>Class of 2013</b>	<b>Class of 2014</b>
<b>Entrance Average</b>	Cum GPA 3.43	Cum GPA 3.30	Cum GPA 3.31	Cum GPA 3.30	Cum GPA 3.37
<b># employed at 1.5 years out</b>	Not tracked at that time	Not tracked at that time	96% (28 respondents)	100% (26 respondents)	Not yet available
<b>National Exam Pass Rate</b>	98%	99%	97%	94%	94.4%

<b>Additional School-specific KPIs – RHBS Program</b>					
	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Peer reviewed publications</b>	7	19	18	18	Until December 31, 2014 = 12
<b>Peer reviewed presentations</b>	20	32	51	41	Up to December 31, 2014 = 10

## **Queen's Faculty of Education**

### **A – Undergraduate enrolment-related actions:**

#### **Year 5 Concurrent and full-time Consecutive Education:**

In keeping with the provincially-mandated new pre-service teacher education program format and enrolment targets:

- 2015-16 intake target is 530 (545 including Technological Education)
- 2016-17 intake target is 465 (480 including Technological Education)
- 2017-18 intake target is 517 (532 including Technological Education)

**Concurrent Education** - also reported by the Faculty of Arts and Science

Queen's Concurrent Education intake target is 225 for 2015-16 and beyond:

- 150 Arts/Education;
- 55 Science/Education; and
- 20 Music/Education.

#### **Graduate enrolment-related actions:**

- Faculty-wide enrolments in doctoral-stream and Ph.D. programs are expected to remain largely unchanged though year-over-year fluctuations may occur as a function of applicant demand and program capacity

- Graduate Diploma in Professional Inquiry (GDPI) launched in 2014 with an intake of 18 part-time students (Summer 2014, Fall 2014, Winter 2015). The projected enrolment for 2015 is 25 part-time students (Summer 2015, Fall 2015, Winter 2016).

- The Professional Master of Education (PME) has been approved to admit students in Winter 2015 instead of Fall 2015. The intake for Winter 2015 was 5 part-time students, and our projection for Summer 2015 and Fall 2015 intake combined is 40 or a total of 45 part-time students over the three terms, building to a steady-state intake of 60 part-time students annually.

## B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution's mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<i>Long-standing reputation of having a high quality concurrent education program that continues to attract high quality students to concurrent education Arts, Science, and Music</i>	<i>Demand for professional credentials appeal to a broad audience. The new laddered Graduate diploma and Master's program maximizes flexibility for students</i>
Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism	<i>The personal statement of experience focuses on service and leadership traits of the applicants, and their disposition to being contributors to the teaching profession</i>	<i>Three of our graduate students have won the Agnes Benidickson Tricolour Award over the past seven years. Admission criteria include professional experience that highlights leadership</i>
Enhance the diversity of its student population and support under-represented student populations	<i>Equity admissions protocols are applicable to consecutive program intake.  Aboriginal Admissions Policy applies to Concurrent Ed admissions</i>	<i>The Aboriginal graduate program (AWIES) is at capacity. The proposed PME has an Aboriginal Studies track. Accessibility to these programs is enhanced due to their online delivery</i>
Focus on increasing international recruitment through a strategy focused on key markets	<i>N/A – the B.Ed. program is tied to certification with the Ontario College of Teachers so that graduates can teach in Ontario publically funded schools.</i>	<i>The professional diploma and master's degree have been promoted through international schools with which Queen's university is actively involved. Key markets include Europe and Central America. The School of English is exploring English language learning opportunities for prospective students, primarily in Asia</i>

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<i>The B.Ed. enrolment will meet funding targets set by MCTU and enrolment targets established by the University</i>	<i>The new revenue stream will improve the Faculty's finances. Further opportunities are being explored with international partners</i>
Consider Faculty complement and renewal	<i>The new B.Ed. program has created program concentrations that align with faculty research expertise and graduate program fields of study</i>	<i>Additional teaching requirements have been incorporated into the new program budgets. Strategic planning activities will focus on ensuring high interest areas are supported by faculty</i>
Consider TA and staff capacity	<i>The new B.Ed. program will utilize many TAs in seminar sessions that build on plenary presentations</i>	<i>TAs are not used in the graduate program. Staffing is in place to support new professional programs</i>
Consider space capacity and planning	<i>The new B.Ed. program will utilize the space more efficiently and will also utilize the building throughout the entire year</i>	<i>New programs largely rely on online delivery. Future plans will look to use Faculty space during times when regular classes are not in session or facilities are not in full use (May through August)</i>
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<i>Integrated budget and enrolment planning is in place</i>	<i>New professional programs are based on conservative estimates for enrolment</i>
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment	<i>N/A</i>	<i>Faculty has built resources for online delivery. These have made use of existing resources to the extent possible</i>
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	<i>Enrolment plans align with significant changes to the B.Ed. program made by government</i>	<i>Increased international recruitment in current programs is of interest but will not increase without focused funding</i>

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<i>Regular practicum placements in schools are required. As well, the required alternative practicum placements occur in diverse local, provincial, and international settings</i>	<i>Ph.D. students are actively involved with internships and external research projects</i>
Increase undergraduate credentials to provide more student pathways to the labour market	<i>The concentrations within the new B.Ed. program will increase the marketability of our graduates</i>	N/A
Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	<i>We have introduced French as a Second Language Additional Qualifications courses in concert with placements in French immersion settings for qualified Primary/Junior teacher candidates. FSL is an area in higher demand within the teaching profession</i>	<i>The introduction of laddered credentials provides for alternate entry and exit points. Faculty-conducted survey of partner institutions and prospective stakeholders support the need for programs focused on professional thinking and decision-making</i>
Expand on-line undergraduate and graduate program and course delivery	<i>We are exploring ways to create more blended courses that meet the accreditation requirements of the Ontario College of Teachers</i>	<i>Online delivery of Diploma and Master's programs is critical to making the credentials accessible to the target audience – working professionals</i>
Promote an increase in upper-year transfer students	N/A	N/A
Increase the use of the campus year-round with a corresponding availability of student support services	<i>The new B.Ed. program will have courses running at Duncan McArthur Hall in every month of the year</i>	<i>Initial discussions have begun to explore directed professional programs on site in the summer months with international partners</i>

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<i>HCDS, A&amp;R, Career Services, learning support and other services plan for projected enrolment increases</i>	<i>The Faculty has the capacity and experience with online delivery, supporting learning groups, structured</i>

	<i>University-wide student service needs are addressed in annual budget and planning processes</i>  <i>Faculty has dedicated Career Advisors.</i>	<i>activities and responding to individual student needs</i>
Continue to promote student health and wellness, as it is a condition for academic success	<i>Counsellor based on West Campus serves Education undergraduate students</i>	<i>Counsellor based on West Campus serves Education graduate students</i>
Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	<i>All accessibility requirements will be met</i>	<i>All accessibility requirements will be met</i>
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	<i>Con-Education students are invited to participate in SOAR and Q Success</i>	<i>Peer mentorship program is in place to support new graduate students.</i>
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<i>Increased resources have been allocated to concurrent education student advising. Student services are being consolidated to better meet these needs</i>	<i>MOAs with international universities for graduate student exchanges. Career portfolio development process for doctoral students</i>

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<i>Two new residences will open in 2015</i>  <i>Consecutive Education students do not live in traditional residences</i>  <i>There is capacity in Queen's-owned Community Housing near West Campus</i>  <i>Housing report will inform planning</i>	N/A

Continue to foster positive town-gown relations	<i>Several of our regular practicum projects and alternative practicum placements involve partnerships within the community</i>	<i>Our graduate students work on research projects in the schools and community that fulfill identified needs. (e.g., QUOC research assistants work with Kingston Literacy, Boys and Girls Club)</i>
Leverage technology to support distance studies	N/A	<i>Build on existing Faculty strength</i>
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	<i>Integrated into the curriculum</i>	<i>Students are deeply involved in current research projects.</i>

### C - Key Performance Indicators (KPIs) – Undergraduate – Faculty of Education

<b>KPI</b>	<b>2012 (end of cycle)</b>	<b>2013 (end of cycle)</b>	<b>2014 (end of cycle)</b>	<b>2015 (as of Mar 16/15)</b>
# of Applications (Consec Ed)	1,871	1,490	1,405	881
Yield Rate	45%	43%	47.7%	
Nov 1 Y5 (BEd) Headcount (FT+PT)	628+52=680	672+30=702	726+38=764	
Nov 1 Program headcount (Yrs. 1-5 ConEd & Yr. 5 Consec)	1,601	1,730	1,814	
# Y5 Visa students	2	2	4	
# of Y5 Self-identified Aboriginal students	38	47	28	
Entering class average - ConEd	87+ Arts, 87+ Science, 80+ Music and Computer Science	87+ Arts, 87+ Science, 80+ Music	88.5% Arts, 87.9% Science, 87.3% Music	
<b>KPI</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
7-year retention rate Year 1 to Year 5 ConEd	81%	83%	82%	
2-year* grad rate (Year 5 FT+PT)	Data not immediately available	Data not immediately available	96% (11-12, 12-13)	



7-year grad average (Year 5 FT+PT)	735	741	731	
6 month Employment Rate	No data available	No data available	No data available	No data available
2 year Employment Rate	No data available	No data available	No data available	No data available
Queen's undergraduate year 1-2 retention rate	94.5%	94.5%	94.6%	

### KPIs – Graduate – Faculty of Education

KPI	2012-13 domestic	2012-13 int'l	2013-14 domestic	2013-14 int'l	2014-15 domestic	2014-15 int'l
#applications (M/PhD)	68/23	26/18	64/31	46/14	46/21	46/11
Offers (M/PhD)	48/11	3/1	48/13	4/2	38/13	6/3
Yield (M/PhD)	56%/73%	66%/100%	46%/92%	50%/100%	47%/92%	0%/67%
	2011/12 Master's	2011/12 PhD	2012/13 Master's	2012/13 PhD	2013/14 Master's	2013/14 PhD
# Degrees awarded	22	7	30	6	40	15
Mean # terms to complete	7.9	13.8	6.6	19.3	6.9	14.0

## Faculty of Law

### A-Undergraduate enrolment-related actions:

200 is new base for 3-year planning cycle 2015-18.

This includes Law/Grad Joint program enrolment of 5 students for MIR-JD, MPA-JD and MA (Econ)-JD.

### Graduate enrolment-related actions:

See above re targeted enrolment for Law/Grad Joint Programs. Newly admitted combined program students in the MPA-JD, MIR-JD and MA(Econ)-JD programs are registered as graduate degree students with the School of Graduate Studies and Research. They do not count as registrants in the JD program until the second year of registration when they register as first-year JD students and are counted in first-year JD enrolments.

### B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution's mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

Goals:	Alignment: Undergraduate	Alignment: Graduate
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<p><b><i>Basis of Admission</i></b>  <i>Second Entry Degree Program: the basis of admission requires completion of at least three years of full-time undergraduate degree studies at a postsecondary institution providing an academic environment and education that prepares students for potential success in advanced study at Queen's</i></p> <p><b><i>Admissions Standards</i></b>  <i>Cumulative undergraduate average of at least B+, top 2 years A- or higher, LSAT highest score equal to or greater than 160 (80<sup>th</sup> percentile)</i></p> <p><i>Language Proficiency;</i>  <i>An excellent command of written and spoken English is required. IBT TOEFL of 100 required, with no less than 24 on the Writing Section, no less than 22 on the Speaking Section, no less than 24 of the Reading section, no less than 20 on the Listening section</i></p>	<p><b><i>Basis of Admission</i></b>  <i>Third and Fourth Entry Degree Program LL.M. and Ph.D. students must be proficient in English</i></p> <p><b><i>Admissions Standards:</i></b>  <i>LL.M.: Up to 12 LL.M. students may be admitted each year. Successful applicants normally will have obtained a high standing in an undergraduate or first law degree (LL.B., J.D. or equivalent). At very least, they will have achieved a B+ average (or upper second-class standing) in their first law degree</i></p> <p><i>Applications from highly qualified candidates without an LL.B. or J.D. (or equivalent first law degree) but with an advanced degree in another discipline, a superior record of academic achievement, and a special research interest in law,</i></p>

	<p><b><u>Recruitment Outreach</u></b>  The Faculty of Law website was redesigned in WP2 in 2014 to make it easier to navigate and attractive to prospective students.</p> <p>Review of recruitment strategy is in progress with new Manager of Recruitment and Admissions and new Director of Communications</p> <p>New outreach through social media, using Law student ambassadors will be implemented in the 2015 admissions cycle to facilitate liaison between current law students and prospective law students</p> <p>Program Directors for the MA(Econ)-JD in the Department of Economics and in the Faculty of Law sent a letter to strong Economics Departments across Canada about the combined program to encourage honours undergraduate degree program students to apply.</p> <p>Recruitment conducted at all major graduate and professional school fairs at universities in the provinces of Ontario, B.C., Alberta, Quebec, Newfoundland and Nova Scotia. See the <a href="#">recruitment schedule</a>.</p> <p>Partner with recruitment officer at the School of Graduate Studies and Research for coverage of graduate and professional degree recruitment events and information events on and off campus, especially for combined degree graduate and JD programs</p> <p>Partner with Queen's Career Services to make presentations at Applying to Law Workshops and for a Law Forum Information event held on campus each fall.</p>	<p>may also be considered</p> <p><u>Ph.D.:</u> A first or undergraduate law degree (LL.B. or J.D. or equivalent) and an LL.M. or equivalent masters-level degree in law with an A- average in an LL.M degree or equivalent master-level degree in law</p> <p><u>J.D. &amp; LL.M.: BISC Global Law Programs:</u> The law faculty offers a Global Law Program at the Castle during an eight-week spring term each year. J.D. and LL.M. students may enrol in one of 2 streams- International Business Law, International Public Law. Queen's law students enjoy priority registration, but must be in good academic standing.</p> <p>LL.M. students in the Global Law Program complete three courses at the Castle before arriving at Queen's to complete the LL.M. degree.</p> <p><b><u>Recruitment Outreach</u></b>  Partner with recruitment officers in the Faculty of Law and SGSR for coverage of recruitment events</p> <p>Attend Faculty of Law's Career Fair</p>
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	<p><i>Liaison with School of Business recruitment officers regarding promotion of the JD-MBA combined degree and combining the Graduate Diploma in Business with the Juris Doctor degree.</i></p> <p><i>Liaison with pre-law societies on campus at Queen's and at major universities for the organization of information sessions in conjunction with recruitment fairs.</i></p> <p><i>New in 2015-2016, social media outreach using Law student ambassadors with oversight from new Manager of Recruitment and Admissions and new Director of Communications.</i></p> <p><i>Long-term outreach activities conducted in partnership with Queen's Undergraduate Admissions (e.g. OUF, November Preview and March Break Open House, information sessions on request, high school visits and legal education outreach through OJEN to high school students)</i></p>	
<p>Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism</p>	<p><i>The admission policy dictates that other attributes be considered: intellectual curiosity, avid interest in law, social commitment, reasonable judgment and insight, leadership potential, teamwork skills, creative ability and innovative endeavours, self-discipline, time management skills and maturity.</i></p> <p><i>The Admissions Committee uses a holistic approach through the review of the personal statement, academic and non-academic letters of reference, the autobiographical sketch and any supplementary information provided to support the basis of claim to obtain information about these attributes.</i></p>	<p><i>Continue to nominate candidates to Trudeau, SSHRC and Vanier Scholarship program</i></p> <p><i>A Personal Statement and resume are part of the application package</i></p> <p><i>The Queen's Graduate Program in Law is a small, academically-oriented program with a global emphasis designed for students interested in teaching, research, or legal/policy work in government, international organizations, or private practice</i></p> <p><i>L.L.M. students are selected on the basis of their academic records, their references, their research proposals, and the quality of prior written work. Consideration will also be given to the availability of</i></p>

	<p><i>Applications are encouraged from those who have been community leaders, excelled in extracurricular activities and enjoyed success in careers prior to the pursuit of a legal education as well as from students with inquiring minds who have excelled consistently in a broad range of academic disciplines. See <a href="http://law.queensu.ca/jdCalendar/admission.html">http://law.queensu.ca/jdCalendar/admission.html</a>.</i></p>	<p><i>graduate supervision in the applicant's area of interest.</i></p> <p><i>Professional, teaching, or research experience related to the applicant's area of research will also be taken into consideration.</i></p> <p><i><u>Ph.D.:</u> Decisions will be based upon the student's academic record, including both transcripts and awards; quality and strength of references; merits of the statement of proposed research; research capacities and potential; compatibility with faculty resources, in particular the availability of a qualified supervisor and the sufficiency of library holdings in the proposed area of research; and, where appropriate, ability of the student to participate as a research assistant in an externally-funded faculty research project.</i></p>
<p>Enhance the diversity of its student population and support under-represented student populations</p>	<p><i>The admission policy expressly adopts the goal that the geographic, ethnic, cultural, racial and socio-economic diversity of the Canadian population should be reflected in the ranks of those granted access to legal education.</i></p> <p><i><u>Access Category:</u> for applicants who are mature, disabled or disadvantaged on the basis of historic barriers, or barriers arising from cultural or socioeconomic factors.</i></p> <p><i><u>Aboriginal Category:</u> for applicants who can establish identification with and connection to an aboriginal community. See <a href="http://law.queensu.ca/prospectiveStudents/admissionInformation/firstYearAdmissionCategories.html">http://law.queensu.ca/prospectiveStudents/admissionInformation/firstYearAdmissionCategories.html</a>.</i></p> <p><i>Diversity of the applicant population is measured annually by the Queen's Equity Census</i></p>	<p><i><u>LL.M. and Ph.D.:</u> First Nations and Canadian Visible Minority Fellowships offered by the Faculty of Law and by Queen's University</i></p> <p><i>Special funding support available for First Nations and Canadian visible minority candidates who intend to pursue a law teaching career in Canada.</i></p>

	<p><i>Participation in the first and second annual Indigenous Graduate and Professional Fair offered in association with the Celebration of Indigenous Culture at Queen's in partnership with Four Directions Aboriginal Student Centre.</i></p> <p><i>Diversity is measured by the Law Student Survey of Student Engagement (LSSSE). The Faculty of Law participated in LSSSE in 2013 (response rate 63%) and will participate again in 2016.</i></p> <p><i>Personal and academic support for diverse students is provided through the <a href="#"><u>Office of Education and Equity Services</u></a> in the Faculty of Law.</i></p> <p><i>Subsidized attendance at conferences targeted for particular equity seeking groups provided: e.g. sponsorship of black law students to attend the Conference and Gala of the Canadian Association of Black Lawyers and subsidies for LGBTQ law students to attend the Out on Bay St.</i></p> <p><i>Conference subsidies for sixty Asian law students to attend the annual conference of the Federation of Asian Canadian Lawyers.</i></p>	
Focus on increasing international recruitment through a strategy focused on key markets	<p><i>Not applicable. The JD program is a jurisdiction-based professional credential for practicing law in the common law provinces of Canada.</i></p> <p><i>Most incoming international students study on exchange. In the 2014-2015 academic year, we received 40 international exchange students. Expansion of international exchange opportunities will be developed through NAFSA contacts, through university-wide exchanges and expansion of successful established partnerships</i></p>	<p><i>School of Graduate Studies – International Students and Partnerships: Visiting research students, International Exchange Programs, Cotutelle Program, Brazil and Latin American consortium through CALDO, China Scholarship Council, Saudi Arabia – King Abdullah Scholarship.</i></p> <p><i>H.S. Ryan Fellowship for doctoral students from India.</i></p>

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<p><i>Enrolment increase to 200 s in first-year J.D., has increased annual revenue significantly.</i></p> <p><i>Law-201 Introduction to Canadian Law is a course offered to undergraduate students at Queen's in the Faculty of Arts &amp; Science, the Queen's School of Business and the Faculty of Applied Science and Engineering. For 2015, the course has been reconfigured to a single term course offered in both the fall and winter terms in a blended learning format. Plans are in place to expand the offering of Law-201 online in the summer 2015 for undergraduate students at Queen's and other universities to generate additional revenue.</i></p>	<p><i>Increased administrative support for doctoral students applying for external, competitive fellowships. We continue to be successful in doctoral students receiving Vanier and SSHRC funding.</i></p>
Consider Faculty complement and renewal	<p><i>At least 65% of new projected revenue to be directed to new faculty hires in areas of curriculum need, including hires from equity categories; the target is to have the number of faculty members increased to 34 by 2019.</i></p>	<p><i>With increased faculty hires, new graduate courses to be introduced: Law-914 Graduate Legal Studies Forum I and Law-915 Graduate Legal Studies Forum II were approved by GSEC in March 2014 and are being offered in the 2014-2015 academic year. The new forum course integrates with proposed expansion of faculty complement and expansion of the visitors' program.</i></p>
Consider TA and staff capacity	<p><i>By 2015, increased staff support for the dissemination and promotion of faculty research output, through periodic research reports, newsletters, scholarly blogs.</i></p> <p><i>Organizational review in 2014-2015 of staffing needs for increased number of faculty and students.</i></p> <p><i>Law-201 Introduction to Canadian Law is reformatted in 2015-2016 to be offered online in the summer to undergraduate students and in blended learning format as a single term course offered in both the fall and winter terms to students on campus. JD students are hired to act as tutors for this course.</i></p>	<p><i>See JD content.</i></p> <p><i>With increased graduate enrolment, and increased faculty complement, support of research and expansion of curriculum, more opportunities for TA positions may arise, along with increased support for research grant and scholarship applications</i></p> <p><i>Organizational review in 2014-2015 of staffing needs for increased number of faculty and students</i></p> <p><i>Commitment to provide staff with opportunities for professional development within the Faculty and across the University.</i></p>
Consider space capacity and planning	<p><i>Recent classroom and student lounge renovations have expanded facilities.</i></p> <p><i>Renovations planned to ground floor of law library space for dedicated study space for law students and group study/meeting rooms; relocation of clinics with renovations to 4<sup>th</sup> floor and 5<sup>th</sup> floor for increased staff and faculty complement.</i></p>	<p><i>See JD content.</i></p> <p><i>Workroom in basement of Law Library.</i></p> <p><i>Library renovations to provide increased space for graduate students.</i></p>



	<i>Student lockers relocated on the 100 level to provide better access to renovated study space in the basement underneath the library.</i>	
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<p><i>Integrated enrolment and budget planning in place.</i></p> <p><i>More accurate modelling of attrition rates needed through early completion of JD and combined JD programs and stop-outs.</i></p>	<i>Greater coordination with Law Graduate Studies will be encouraged for definition of KPIs for enrolment projections and tracking results.</i>
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment	<i>Application rates have declined in the 2015 and 2014 OLSAS cycles from a peak in the 2013 cycle of 2,792 applications to the Ontario law schools. However, Queen's Law has still been able to register strong class and fill target enrolment in first-year JD thereby demonstrating consistently high demand for JD program.</i>	<p><i>Increasing level of domestic and international applications for law graduate programs experienced over last three years.</i></p> <p><i>With increased revenue to Faculty of Law, by 2015-2016, a 20% increase to the level of financial support to incoming PhD students.</i></p> <p><i>By 2018, a target 10% increase projected for applicants to the law graduate programs</i></p>
Respond to government-funded enrolment opportunities aligned with Faculty priorities	<i>Planned B. Com...J.D. combined program; pre-approval obtained –need to complete QUQAPs approval process in 2014-2015 academic year. Due regard will be given to the University's academic plan, the Faculty's 2014-2019 strategic plan and any government funding priorities to inform recruitment and enrolment strategy.</i>	<i>Due regard will be given to the University's academic plan, the Faculty's 2014-2019 strategic plan and any government funding priorities to inform recruitment and enrolment strategy.</i>

### **Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<p><i>Sustained financial support secured from the Law Foundation of Ontario for Queen's Legal Aid, Prison Law Clinic, Queen's Business Law Clinic and Elder Law Clinics. By 2015, funding secured from Legal Aid Ontario for a new Family Law Clinic.</i></p> <p><i>Partnerships with legal services offices of the federal Department of Justice established for upper-year course registrations in Law-699 Federal Government Internships.</i></p> <p><i>Partnerships with community legal aid clinics in Kingston, Belleville and Cobourg for registration in Law-698 Clinical Externships for hands-on client service and education in poverty law,</i></p>	<p><i>Encourage graduate students to take courses in other cognate departments, as related to their thesis and research.</i></p> <p><i>Teaching and Learning in Higher Education SGS-901, Centre for Teaching and Learning</i>  <a href="http://www.queensu.ca/ctl/ps/programs/sgs901.html">http://www.queensu.ca/ctl/ps/programs/sgs901.html</a></p>



	<i>landlord and tenant law, disability law.</i>	
Increase undergraduate credentials to provide more student pathways to the labour market	<p><i>Student placement rates for summering positions after second-year and articling placement rates demonstrate that the J.D. is a good pathway.</i></p> <p><i>75% to 85% of second-year J.D. students have secured their articling placement before by September of their final years of J.D. studies. Articling is a component of the licensing process; the alternative is the Legal Practice Program, being offered for the first time in 2014-2015. Only 2 Queen's Law students needed to register in the LPP.</i></p>	N/A
Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	<p><i>Encourage J.D. students to register in the Queen's Graduate Diploma in Business in the summers after 1<sup>st</sup> or 2<sup>nd</sup> year J.D.</i></p> <p><i>Consultations and reports in 2015 regarding recommended changes to the program to respond to changes in the legal profession, including professional qualification requirements such as the Legal Practice Program.</i></p>	<i>Consultations and reports in 2015 regarding any recommended changes to the program to respond to changes in the legal profession.</i>
Expand on-line undergraduate and graduate program and course delivery	<i>Will be explored in reports on changes in the legal profession which impact on the educational program</i>	See JD
Promote an increase in upper-year transfer students	<i>7 Civil Law-Common Law admitted to fill 3<sup>rd</sup> year spots; 13 upper-year transfer or advanced standing transfer students were admitted in the 2014 cycle.</i>	
Increase the use of the campus year-round with a corresponding availability of student support services	<i>Will be explored as part of the 2015 report on changing legal profession and implementation of online learning.</i>	<i>Graduate students are already registered in the fall, winter and summer terms.</i>

#### **Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<i>The quality of student support is measured by LSSSE, Exit Polls, ongoing feedback to the Senior Administrative Team from the Law Students' Society Executive on a weekly basis through the academic year.</i>	<p><i>Departmental services including Career Services available to students in graduate programs. Resources needs are assessed on an ongoing basis.</i></p> <p><i>SGPS workshops through Expanding Horizons.</i></p>
Continue to promote student health and wellness,	<i>Queen's Law is participating in <a href="#">joint initiative of Ontario Law Schools</a> to develop province-wide information and resources to promote health and</i>	<i>Law's Manager of Education and Equity Services in the Faculty of Law is relied upon by law graduate students too.</i>

as it is a condition for academic success	<p><i>wellness of law students, project funded by MTCU</i></p> <p><i>Manager of Education and Equity Services liaises with law student clubs and committees on initiatives to support health and wellness; e.g. Happiness Project</i></p>	<i>Embedded counsellor at SGS provides individual counselling services to graduate students</i>
Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	<p><i>Manager of Education and Equity Services works with Senior Administrative Team to ensure accessibility training is completed as required.</i></p> <p><i>Manager of Education and Equity Services liaises with the DSO, HCS and Exams office to ensure that disability accommodations are in place for the learning environment.</i></p>	<i>See JD section</i>
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	<p><i>The Faculty of Law coordinates short term and long-term recruitment outreach with Queen's Career Services (Applying to Law School workshops) and with Undergraduate Admissions: e.g. SEEDS, University Experience Program, LAWS program at U of T, OUF representation, March and November Open Houses to provide information about how to prepare for law school</i></p> <p><i>Full academic and social orientation provided to new first-year and upper year law students and for incoming international exchange students</i></p>	<i>Law graduate students are invited to join in academic orientation session with new incoming international exchange students, NCA and CL-CL combined program students at the beginning of academic year</i>
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<p><i>Staff responsible for career advising &amp; personal support report to Assistant Dean of Students to ensure effective coordination and service delivery</i></p> <p><i>Academic advising is provided by the Assistant Dean of Students, along with instructors</i></p> <p><i>Senior Administrative Committee (Dean, Associate Dean Academic, Associate Dean of Graduate Studies &amp; Research, Assistant Dean of Students &amp; Assistant Dean of Administration and Finance) ensures effective planning and problem solving for retention, progression and placement of students.</i></p>	<p><i>Career advising is available in the Faculty of Law</i></p> <p><i>Research supervisors provide mentoring and advice to graduate students</i></p> <p><i>Associate Dean Graduate Studies &amp; Research is member of the Senior Admin team which meets biweekly to address issues and resolve problems raised by students</i></p>

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<p><i>Students tend not to live on campus</i>  <i>Information about housing options is contained in the offer package</i></p> <p><i>Community Housing has capacity for those seeking apartment-style furnished accommodation</i></p> <p><i>New Queen's Law Portal and introduction of new social media outreach facilitate the exchange of information about apartments and shared accommodation available</i></p>	<p><i>Most graduate students do not live on campus. After admission, information about housing options and QUIC resources are sent by SGSR.</i></p>
Continue to foster positive town-gown relations	<p><i>The Faculty of Law supports the community through its five clinics, Pro Bono Students Canada, OJEN and contacts with the Frontenac Law Association. In December 2014 all five clinics were relocated to renovated, accessible premises on the fifth floor of the LaSalle Mews in downtown Kingston to better serve clientele and maximize administrative efficiencies.</i>  <a href="http://law.queensu.ca/alumnidonors/queens-law-reports">http://law.queensu.ca/alumnidonors/queens-law-reports</a></p>	<p><i>Law graduate students participate in the activities and outreach of the SPGS</i></p>
Leverage technology to support distance studies	<p><i>IT Analyst hired in October 2013 to assist with the delivery of any such initiatives</i></p>	<p><i>See JD</i></p>
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	<p><i>Experiential learning is a distinctive feature of the JD program with the following five clinics and other opportunities to work serving the community:</i>  <i>Queen's Legal Aid Clinic</i>  <i>Correctional Law Project</i>  <i>Clinical Family Law, Elder Law Clinic, Family Law Clinic, PBSC, OJEN, Law-699 Federal Government Internships, Law-698AB Clinical Externships with legal aid clinics in Kingston, Belleville and Cobourg</i></p> <p><i>Summer international and domestic internships supported by Dean's Excellence Fund and Tory's Fun</i></p>	<p><i>Community-based research. Some Field Travel Awards and Conference Travel Awards available to graduate students.</i></p>

### C - Key Performance Indicators – Law – JD

KPI	2012* *end of cycle	2013 (end of cycle)	2014 (end of cycle)	2015 (as of Mar 13, 2015)
# of Applications	2,690	2,792	2,498	2,349
Yield Rate (Total Registrations/Total offers as of Nov 1)	163/538=30%	171/512= 33%	201/508= 34.2%	N/A
Nov 1 Y1 headcount	163	171 (4 stop-outs)	201	200 anticipated
Nov 1 program headcount	504	489 (+ 26 outgoing exchange)	560 + 3 part-time	565 projected
# of Y1 Visa students	NA	1	1	N/A
# of Y1 self-identified Aboriginal students	1	1	1	N/A
Entering class average	81% cumulative (General)	82% cumulative (General)	82.3% Cumulative (General)	N/A
KPI -JD	2012	2013	2014	2015
Graduation Rate (Completion rate in 3 years from year of admission)	Not tracked	157/163 =96%	148/158 = 94%	N/A
Placed at Graduation (unknowns excluded)	92.7%	100%	99.4%	N/A
Exit Poll “excellent learning experience” score for Law undergraduate	94%	2013 LSSSE 94% of law students in all three years rated their entire educational experience as good or excellent	No Exit Poll administered in 2014	N/A

### C - Key Performance Indicators – Law – LL.M.

KPI	2012 (end of cycle)	2013 (end of cycle)	2014 (end of cycle)	2015
# of Applications	35	49	42	N/A
Yield Rate (Total	Domestic 33%	Domestic 36%	Domestic 29%	

Registrations/Total offers as of Nov 1)	International 33%	International 33%	International 57%	
Nov 1 Y1 headcount	Domestic 3 International 2	Domestic 4 International 1	Domestic 2 International 4	
Nov 1 program headcount				
# of Y1 Visa students	3	1	4	
# of Y1 self-identified Aboriginal students	0	0	0	
Entering class average	B	B	B	
<b>KPI</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>N/A</b>
7-year grad rate	71.4%	60%	40%	

#### Key Performance Indicators – Law –Ph.D.

<b>KPI</b>	<b>2012 (end of cycle)</b>	<b>2013 (end of cycle)</b>	<b>2014 (end of cycle)</b>	<b>2015</b>
# of Applications	23	23	31	N/A
Yield Rate (Total Registrations/Total offers as of Nov 1)	Domestic 50% International 67%	Domestic 67% International 0%	Domestic 83% International 40%	
Nov 1 Y1 headcount	Domestic 2 International 2	Domestic 2	Domestic 5 International 2	
Nov 1 program headcount				
# of Y1 Visa students	2	0	2	
# of Y1 self-identified Aboriginal students	0	0	0	
Entering class average	B+	B+	B+	

## Student Services Planning

In alignment with the Queen's University Strategic Framework, the Division of Student Affairs, the School of Graduate Studies (SGS), and other university departments, plan and monitor program and service delivery to respond to student demand, usage and prepare for projected enrolment changes. Capacity across the wide range of student support services that are offered at the university is continually adjusted to meet the needs of undergraduate, graduate and professional students across the university community. Multi-year budget planning integrates projected changes in enrolment, as well as program and population mix.

The university's budget process provides for Shared Services (including the Division of Student Affairs) to request increases in resources for specific services to meet demand and build capacity in response to changes in enrolment or in support of institutional priorities. As a result of this systematic planning, critical services are responsive to the evolving needs of the university. This report provides specific information about increased service provision and planning across Student Affairs, the SGS, and elsewhere on campus.

### Academic Learning Support

[Student Academic Success Services \(SASS\)](#), is a unit of Student Affairs based in Stauffer Library, that provides integrated writing and learning strategies supports. Student demand is being met through increased service delivery since 2011-12. This includes:

- 34 per cent increase in 1:1 writing and learning appointments;
- 41 per cent more student clients of the 1:1 appointments;
- 19 per cent more students participating in workshops, including in-class sessions;
- new programming, including Dissertation Boot Camp, mini faculty-specific Boot Camps, and a new writing/learning lab for international students, in collaboration with Queen's Learning Commons partners; and
- 48 per cent increase in the number of peers engaged in delivering writing and learning programming.

SASS has the capacity to respond to additional enrolment with increased tutoring hours and workshops, as well as increased experiential learning opportunities for students as peer learning and writing assistants.

SASS is an integral partner of the [Queen's Learning Commons](#), that brings together support and resources to facilitate and advance the academic experience of Queen's students. Capacity building for Queen's library system has been planned through the [Library and Archives Master Plan](#) and annual strategic directions aligned with the [Queen's Strategic Framework](#).

### Career Services

Career preparation is increasingly seen by students as a key component of the university experience; Enhancing the Student Learning Experience: Student Engagement and Skill Development is one of the four pillars of the university's 2014 Strategic Framework.

[Career Services](#), a unit of the Division of Student Affairs, has increased its capacity to ensure the provision of timely resumé review, exposure to potential employers, job and experiential learning opportunities and resources, as well as accessible career guidance services in Gordon Hall and in other Student Affairs units across campus. More than 20 per cent more students were supported through workshops and events in 2013-14 over 2012-13. Faculties and Schools with in-house career services such as Law and the Queen's School of Business have also invested in their services to meet increased demand. In addition, the campus-wide Career and Academic Advising Committee is working to enhance the coordination of Faculty/School academic and career advising, and this will build capacity across the university.

New resources and tools recently launched by Career Services include:

- Forty-four discipline-specific "[Majors Maps](#)", launched in January 2015, provide undergraduate students with targeted career and academic planning information, helping them research options, make informed program selections, and increase awareness of, and planning for, experiential learning activities and support services.
- The first "[Majors Night](#)" event, a partnership with the Faculty of Arts and Science, ASUS, and the Arts and Science Departmental Student Councils, was held February 26, 2015 to help first- and second-year students choose majors and courses, and expand the reach of this important information for students.
- The [Co-Curricular Opportunities Directory \(CCOD\)](#), a partnership of Career Services and the Student Experience Office launched in 2013, currently lists approximately 650 searchable experiential learning opportunities. It will continue to be expanded to enhance its functionality and capacity, and improve transparency and accessibility of experiential learning opportunities available to all students.

Recognizing the importance of translating skills acquired during graduate studies to a variety of career options, the SGS has:

- enhanced offerings through the [Expanding Horizons](#) academic and professional development workshop and seminar series (see p. 10);
- introduced a fall Career Week for Graduate Students and Post-Doctoral Fellows; and
- instituted an official record of all professional skills development workshops completed, that will be provided to graduating graduate students as of September 2015.

## **Student Health and Wellness**

Physical and mental health is a precondition of academic success. Queen's has adopted a comprehensive strategy to support and promote student health and wellness, informed most recently by the work of the Division of Student Affairs' [Health and Wellness Framework](#) (established 2011), the [report of the Principal's Commission on Mental Health](#) (2012), the [Provost's Advisory Committee on Mental Health](#) (established 2013), and [findings of the 2013 National Collegiate Health Assessment \(NCHA\) student survey](#).

New working groups focusing on [Sexual Assault Prevention and Response](#) (2013), [Physical Activity](#) (2014), and Hazing Prevention (2015) have been launched, as part of the framework, to focus efforts on these important student issues. There are currently six working groups, and one campus-wide committee ([Advisory Committee on Academic Accommodations](#)) under the framework, more than double the number than in 2011-12.

The [Health Promotion](#) unit has used data from the survey to implement additional programming in 2013-14, including peer-led workshops and on-line information about sleep, back pain, and a new website about responsible gaming in collaboration with SASS.

The university is also planning for a renovation of the former Physical Education Centre (PEC) building on Union Street that could house a new student wellness space that would include a larger and more accessible space for HCDS and other related services. This project is a priority of the Initiative Campaign.

[Counselling Services](#) has counsellors based in HCDS's central hub of services in the Lasalle Building on Stuart St., as well as across campus. These counsellors serve specific student populations, resulting in increased capacity within the central counselling service, and allowing the university to accommodate planned enrolment increases. Counselling wait times remain under 24 hours for those in urgent need.

Embedded Counsellors	2011-12	2012-13	2013-14	2014-15
	3	4	7	8

The number of embedded counsellors has increased by 166 per cent since 2011-12, and are located in the following Faculties/Schools and campus buildings:

- [School of Graduate Studies](#);
- Faculty of Engineering and Applied Science;
- [Faculty of Education/West Campus](#);
- School of Medicine;
- [Queen's School of Business](#);
- JDUC; and
- [Residences](#) (2).

Students, faculty and staff can also access the following additional resources:

- [three on-line self-help workbooks](#) developed by Counselling Services to support students in self-managing anxiety, and depression and practice self-care and compassion;



- a new [3-hour mental health workshop](#) for faculty, staff and student leaders that encourages a caring response to students in distress, effective referrals to professional resources, and provides strategies to combat stigma. This program builds on the university's [Green Folder](#) initiative;
- a set of monthly [health and wellness classroom slides](#) highlighting key support services that were distributed to faculty members and TAs that can be shown at the start of classes to increase student awareness and reduce stigma; and
- a new online training program called "[More Feet on the Ground](#)", part of a provincially-funded initiative for all universities in Ontario.

Since 2011-12, the number of staff advisors in the [Disability Services Office \(DSO\)](#) has almost doubled in response to the rising number of students at Queen's who are registering with the office.

	2011-12	2012-13	2013-14 to present
# FTE advisors in DSO	1.8	2.3	3.5

An additional 1.5 FTE positions are being added to the DSO starting in 2015: a full-time intake coordinator will support the advising team by responding to a broad range of inquiries on disability and accommodation-related matters, review disability-related documentation and determine student eligibility for supports and services. As well, a new part-time transition coordinator will develop and deliver a comprehensive transition program for Queen's students with disabilities.

These investments respond to an increasing number of students with documented disabilities who are registering with the office every year, and who require assistance with academic accommodations. In addition, the Office of the University Registrar's exams lab was refurbished in fall 2014 with updated computers, monitors and software for the growing number of students who require specialized exam arrangements.

### **Athletics and Recreation (A&R)**

[A & R](#) actively tracks student demographics, program participation levels, and the use of its fitness and recreational facilities and plans for projected enrolment changes.

Participation levels in "gym sports" have increased by 38 per cent since 2011 due to:

- the renovation of three gyms in the PEC building;
- additional equipment and space enhancements in the ARC;
- facility agreements to use:
  - KCVI
  - McGillivray Brown Hall
  - the Duncan McArthur Hall gymnasium

- the Memorial Centre, and other external venues.

A & R is well positioned to meet current and future indoor programming needs with the ability to accommodate increases in enrolment across the breadth of recreational program offerings.

With respect to outdoor sport and recreation activities, projected enrolment increases can be accommodated through the university's three artificial turf fields, three grass fields and a revitalized west campus stadium scheduled to open in fall 2016. Participation in "outdoor sports" has increased by 28 per cent since 2011 with the addition of artificial turf on Nixon Field on main campus, and Miklas/McCarney fields on West Campus.

A & R's "Get your 150" initiative to encourage students to achieve the minimum weekly recommended number of minutes of physical activity is underway with additional programming offerings. In addition, investments are regularly made in new and increased types of equipment to respond to student demand and health trends.

### **Residences, Queen's Community Housing, and Food Services**

[Two new residences, Brant House and David C. Smith House](#), will open in Fall 2015, providing:

- 550 additional beds;
- 18 more common rooms;
- the return of 15 common rooms across the system that have been turned into residence rooms to meet the first-year residence guarantee;
- more dons and residence life support staff;
- a new food outlet modeled on The Lazy Scholar.

Since 2011-12, four new food outlets have been opened across campus, and two large renovations of existing food services locations, including the West Campus server, have been completed.

The opening of the new residence buildings will result in the end of the university's three-year arrangement with the downtown Confederation Place Hotel. As was the case in 2014-15 due to the increased yield on first-year offers, graduate students will be offered accommodation primarily in units within [Queen's Community Housing – An Clachan](#) (560 beds) and [John Orr Tower](#) (125 beds). Graduate spaces account for 80 per cent of the beds within Community Housing. To expand living options for graduate students, furnished apartments with variable lease terms of 4-month, 8-month and 12-months have been introduced. Unfurnished units continue to be available to rent for 12-month rentals. In addition, two Community Relations Assistant positions continue to support students and their families at An Clachan, and act as a liaison for student life activities and resources.

While Queen's-owned houses in the near-campus neighbourhood are always fully rented, the student rental marketplace in Kingston has capacity. Several new private complexes, with hundreds of rooms, are being built near campus to provide students with additional options. The university has the capacity to continue to support students living off-campus with housing-related and town-gown information and advice through [Student Community Relations](#).

## Transition Supports

Since 2011-12, Student Affairs has introduced several new transition support programs, and the division continues to expand and enhance these programs to help ease the adjustment to Queen's and support student success by promoting physical and mental health and help-seeking behaviours, and building academic, learning and coping skills, and resilience. In addition to expanding outreach to, and resources for first-year parents, the following program enhancements have been made:

### [Summer Orientation to Academics and Resources \(SOAR\)](#) – launched in 2012

SOAR participants (first-year students and family members) spend a day on campus in the summer, learning about academic expectations, course enrolment and fees, learning strategies and common student transition issues, and meeting first-year and upper-year peers. They also receive faculty-specific information and advice from professors and program staff, and can get all of their questions answered at a student service resource fair. In 2014, additional opportunities for formal and informal interactions with upper-year students were integrated into the program, including a new student panel/Q&A led by upper-years.

### [Early Move-in](#) – new for international students in 2014

Building on the success of the university's early move-in program for self-identified Aboriginal students introduced in 2010, the [ATLAS](#) early move-in program for incoming international students was launched in 2014. These programs build community and address specific transition issues faced by these student populations. ATLAS is aligned with the university's internationalization efforts by aiming to develop students' confidence and skills to support their intercultural engagement, while grounding their identity. It also provides an opportunity to identify and offer support to assist with acculturation challenges. ATLAS supplements Fall and Winter transition activities for incoming exchange and graduate students provided by the Queen's University International Centre. Its capacity will be doubled in Fall 2015.

### [Q Success](#) – launched 2013

Participation tripled in this program's second year in fall 2014 to help more first-year students develop knowledge, attitudes, and skills to support their personal and academic success. Trained upper year peers and professional staff run weekly interactive small-group sessions in the fall of first term.

### [Bounce Back](#)- launched 2013

This program expanded to all faculties and schools for its second year in 2014-15. This academic support program offers first-years, with a GPA of less than 1.6 after first term, the opportunity to be matched with a trained upper-year peer mentor to get back on track. Facilitators work individually with participants to help them identify the sources of their academic hardship, and to set new goals and identify strategies to achieve those goals.

## Upper-year transfer students

To support the transition to Kingston among second-year Queen's students who spent their first year at the Bader International Study Centre (BISC), Student Affairs, in partnership with the Faculty of Arts and Science and the AMS club Castle Connections have developed a [BISC Mentorship program](#). Before arriving in Kingston after spending their first year in England, students are paired with an upper-year mentor who also spent their first-year as a Queen's student at the castle. These mentors help facilitate a smooth transition experience for their mentees by offering a support network, hosting social and academic events and activities, providing guidance and advice and encouraging faculty-specific interactions.

As Queen's recruits more upper-year undergraduate transfer students (there was a 48 per cent increase in 2014-15), Undergraduate Admission and Recruitment launched an inaugural summer transition event in August 2014 for students coming to Queen's from other institutions. Participants had the opportunity to tour campus, connect with student support services, speak with faculty advisors, tour Kingston and meet other transfer students. This event will be integrated into SOAR in summer 2015.

In addition to these initiatives, the [Ban Righ Centre](#) has increased capacity to support women returning to education after a time away, or continuing their education while juggling family responsibilities, and the [University Chaplain](#) has expanded outreach to a wide range of faith groups on and off campus, as Queen's student population continues to diversify.

## **Aboriginal Student Support**

Since 2011-12, when [targeted outreach and recruitment activities for Aboriginal learners](#) were implemented, the number of self-identified first-year Aboriginal learners in first-year has increased by 93 per cent. Tailored academic, cultural and personal supports for Aboriginal students have been developed in faculties and schools, and at the Four Directions Aboriginal Student Centre, which has increased its capacity to serve this increasing student population through:

- the creation of a position dedicated to student success support in 2012;
- an Aboriginal cohort of the Q Success program launched in 2013;
- a mental health wellness circle launched in 2013;
- the hiring of a part-time Elder in 2014;
- a new Graduate and Professional Days event launched in 2014;
- on-site career services launched in 2014; and
- new community outreach programs launched in 2014.

The university's [Aboriginal Council](#) continues to monitor the effectiveness of services and supports and provides advice to the university about priority areas for focus, and the allocation of resources to meet student needs.

## International Student Support

The university is committed to expanding undergraduate international enrolment, and maintaining the international complement of graduate students at 20 per cent. To meet this goal:

- dedicated international recruiters are in place;
- additional admissions support has sped up the processing of applications from international students, as the numbers increase; and
- webinars for far-away prospective students have been introduced to increase access to information and resources about Queen's.

Even before international students arrive on campus, the [Queen's University International Centre \(QUIC\)](#) provides services and supports related to health insurance, orientation activities, social events, housing, living in Kingston, English language support, and advice and programming for incoming and outgoing exchange students. QUIC has increased capacity to meet rising demand by:

- adding an additional Student Advisor position in 2014;
- certifying a staff member to advise students in specific government-regulated areas, including immigration, residency permits and visas in 2014;
- launching ATLAS, an early move-in program in 2014;
- introducing on-site sessions by Career Services staff in 2014; and
- launching an online handbook for international graduate students in 2014, providing accessible information about Ontario, the Kingston community and Queen's, to help orient new students and their families to on- and off-campus services and supports.

In addition to the support that international and ESL students access through its core programs and services, SASS has increased the number of appointments available for international and ESL students with [SASS's dedicated ESL specialist](#). Between 2011-12 and 2013-14, the number of ESL students using this specialized service increased by 29 per cent, while the number of appointments delivered increased by 73 per cent.

As well, a [cross-cultural counsellor](#) has been in place in HCDS for several years. This position supports and guides international students on issues relating to cultural adaptation, provides workshops and confidential one-on-one counselling. This position also advises faculty and staff as they support international students.

## Office of the University Registrar (OUR): Student Awards and Records and Services

A combined reception desk for the [OUR Student Awards](#) and [Records and Services](#) units implemented in 2014, coupled with streamlined processes, including ID card validation, Alternate Payment Arrangement (APA), and Payment Plans, have enhanced student service as the population grows.

### Records and Services

The OUR is incorporating changes to all assessment processes, fee schedules and payment plans to allow for [per-term billing](#) for tuition and residence fees, starting in Fall 2015, in accordance with the province's new regulatory tuition and fees framework.

A series of updates and upgrades to the student information system is planned for Summer 2015 that will ensure the system continues to perform well with increased use. This major project will provide new functionality in areas including Student Financials and course waiting lists.

### Student Awards

The university provides a [range of merit-based scholarships and needs-based bursaries](#) to undergraduate and graduate students totaling approximately \$26 million. Needs-based bursaries increased by approximately \$1 million in 2013-14; a portion of tuition revenue must be designated to need-based assistance, so this pool of support will continue to increase as enrolment increases. Undergraduate merit-based admission scholarships increased by \$500,000, which represents a 7.3 per cent increase.

Approximately 50 per cent of the entering undergraduate class at Queen's receives an admission scholarship and/or need-based bursary. Admission scholarship thresholds and monetary values have remained constant. Scholarship amounts and eligibility are closely monitored to ensure adequate funding for any increase in enrolment, and this is managed through the annual budget process.

In recent years Queen's has expanded scholarship availability for international and Aboriginal students. For example, in 2010-11, the university extended eligibility for the Principal's Scholarships and the Excellence Scholarships to international students. Also in 2010-11, the university established Aboriginal Admission Awards.

Within the Initiative Campaign, a priority goal of \$100 million has been set for campus wide and faculty-specific student financial support. It is anticipated this growth in financial aid endowments will provide increased flexibility with respect to financial aid opportunities for students across programs and years of study.

At the same time the university is mandated by the government through the Student Access Guarantee (SAG) to ensure Ontario students are able to secure sufficient funding to cover their costs for tuition, books, compulsory fees, equipment and supplies, when these are above the usual range of costs covered by OSAP. Increases in tuition, enrolment of Ontario students, and the increasing number of students applying for OSAP has placed an escalating pressure on the available financial aid resources. Therefore, the Division of Student Affairs will undertake a review of financial aid policy in 2015 that will consider funding levels and the distribution of support across the student population and will make recommendations with respect to strategic financial aid initiatives and priorities.

Graduate students in doctoral-stream Master's programs and PhD programs receive financial support for up to two years of their Master's program and four years of the PhD program. Through a combination of scholarships, teaching assistantships and research assistantships, doctoral-stream Master's students receive an average of approximately \$21,000 per year, and PhD students about \$28,000 per year.

Total funding for graduate students has increased from \$52 million in 2011-12 to \$56 million in 2013-14; average annual funding packages have increased by 4.6 per cent for PhD students since 2011-12, and by almost 30 per cent for Master's students since 2011. There is university-wide minimum guaranteed funding level for PhD students, though many programs have introduced higher level minimum guarantees. The majority of programs have also introduced guarantees for doctoral-stream Master's students.

In addition, the university distributes approximately \$4 million in needs-based bursaries to graduate students.

### **Graduate Student Supports**

The [SGS](#) and its many campus partners provide comprehensive programming and services to support academic, personal and professional success.

[Expanding Horizons](#) is a series of workshops and seminars in five thematic areas:

- communications/interpersonal skills;
- management and leadership;
- academics;
- ethics society and civics; and
- career development.

This program is structured to provide relevant training and support at the most appropriate time during graduate students' academic programs. The workshops complement academic training and serve to provide tools and strategies to assist and support academic, personal and professional development in preparation for multiple career options. Since 2011-12, the number of workshops offered has increased by 52%, and registrations have increased by 61%.

Extended multi-day workshops have also been introduced and are well-attended. In 2011-12, the first "[Dissertation Boot Camp](#)" had 21 participants; in 2013-14, there were 107 students enrolled. This program is complemented by *Persistence 101* to help keep the writing momentum going!

In 2014, 18 online [graduate academic and professional skills modules](#) were launched and made available to graduate students across Ontario. These modules provide sound foundational knowledge in a variety of areas, including career development, communication, entrepreneurship, research and teaching and learning.



The expanded offerings, both face-to-face and online, meet the changing needs and growing numbers of graduate and professional students.

[Queen's Centre for Teaching and Learning \(CTL\)](#) plays a critical role in the area of teaching and learning, delivering several teaching development courses, workshops and certificate programs, as well as an emerging leadership program. January 2015 saw the re-launch of SGS 901 – Teaching and Learning in Higher Education – a course for graduate students who want to develop as skilled, thoughtful and confident post-secondary educators.