OVERVIEW

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

Consistent with previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2012-2013 MYAA Report Back process, the Ministry pre-populated Queen's University's 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2011-2012 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in Queen's University's 2012-2013 MYAA Report Back is denoted with the symbol (+).
1) Enrolment - Headcount*

*DEFINITION: Headcount is the actual enrolment for Fall 2012 as of November 1, 2012 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2012-2013 fiscal year (enrolment reported in 2012-2013 remains subject to audit and/or correction).

Queen's University's total Headcount enrolment count in 2012-2013 = 18,803.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment reported by Queen's University to the Ministry for 2012-2013 = 15,611.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by Queen's University to the Ministry for 2012-2013 = 2,667.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by Queen's University to the Ministry in 2012-2013 = 525.

* The space below is provided for Queen's University to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount.
Please provide one or more examples, in the space provided below, of highlights from Queen's University's Enrolment Management Plan that Queen's University used during 2012-2013 to manage enrolment.

The University's Strategic Enrolment Management Group (SEMG) is developing and will be recommending an enrolment plan for Queen's for both the short- and long-term. The central objective is to assist the University in establishing, achieving and maintaining optimum enrolment, program mix consistent with strengths and opportunities, and overall academic quality. The plan includes and integrates undergraduate and graduate enrolment.

In early 2013, the SEMG released an initial report providing an assessment of the internal and external factors influencing enrolment and recommended short-term enrolment targets and mix for 2013-14 and 2014-15. A white paper released in September 2013 provides detailed background to, and context for, these factors and sought feedback from the Queen's community on various themes related to long-term enrolment planning. The final plan and recommendations are expected to be submitted to University Senate in Spring 2014.

For additional details on the enrolment plan, see http://www.queensu.ca/provost/enrolmentplanning.html
2) Under-Represented Students: Students with Disabilities*, First Generation* and Aboriginal*

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

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

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

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

*DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.
Students With Disabilities | First Generation Students | Aboriginal Students
--- | --- | ---
Please indicate the total number of Full-Time Students with Disabilities at Queen's University who registered with the Office for Students with Disabilities and received support services in 2012-2013 = 875.

Please calculate the total indicated above as a comparative % of Queen's University's 2012-2013 Enrolment Headcount: (Insert Total From Above) \( \frac{875}{18,803} \) (2012-2013 Enrolment Headcount) x 100 = 4.7%

Please also indicate the total number of Part-Time Students with Disabilities at Queen's University who registered with the Office for Students with Disabilities and received support services in 2012-2013 = 9.

Please indicate the total number of Full-Time First Generation Students enrolled at Queen's University in 2012-2013 = 1,375.

Please calculate the total indicated above as a comparative % of Queen's University's 2012-2013 Enrolment Headcount: (Insert Total From Above) \( \frac{1,375}{18,803} \) (2012-2013 Enrolment Headcount) x 100 = 7.3%

Please also indicate the total number of Part-Time First Generation Students enrolled at Queen's University in 2012-2013 = 112.

Please indicate the total number of Full-Time Aboriginal Students enrolled at Queen's University in 2012-2013 = 281.

Please calculate the total indicated above as a comparative % of Queen's University's 2012-2013 Enrolment Headcount: (Insert Total From Above) \( \frac{281}{18,803} \) (2012-2013 Enrolment Headcount) x 100 = 1.5%

Please also indicate the total number of Part-Time Aboriginal Students enrolled at Queen's University in 2012-2013 = 16.

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

Students with Disabilities:

Data originate with the Disability Services Office and the University's student records system.

First Generation and First Nations Students:

(a) Undergraduate data originate primarily with the 2011 NSSE survey (numerators) and the student records system (denominators). First and fourth-year proportions of first-generation and First Nations students in first-entry programs are used to interpolate proportions in second- and third-year. Fifth-year Education proportions are assumed to be equal to those in fourth-year. Counts and proportions for the Faculty of Law are estimated using LSSSE and through conversations with staff in the Faculty. School of Medicine proportions are excluded.

(b) Graduate data originates with the University Applicant Census and the student records system. Proportions based on intake cohorts are reduced slightly to estimate proportions across all years of graduate study. Data are not available for certain programs offered by the Queen's School of Business (MBA, MFIN).
The data above are point estimates only. Sampling error associated with relatively small sample sizes, potential non-response bias and the relatively low observed proportions suggest 95% confidence intervals for first-generation and First Nations students that are fairly wide. Results should be interpreted with caution.

<table>
<thead>
<tr>
<th>Students With Disabilities</th>
<th>First Generation Students</th>
<th>Aboriginal Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving Queen’s University’s initiatives for Students with Disabilities. A highlight could be a strategy, initiative or program viewed by Queen’s University to be an innovative practice, success story and/or key accomplishment.</td>
<td>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving Queen’s University’s initiatives for First Generation Students. A highlight could be a strategy, initiative or program viewed by Queen’s University to be an innovative practice, success story and/or key accomplishment.</td>
<td>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving Queen’s University’s initiatives for Aboriginal Students. A highlight could be a strategy, initiative or program viewed by Queen’s University to be an innovative practice, success story and/or key accomplishment.</td>
</tr>
</tbody>
</table>
The 875 figure above includes both full- and part-time students. The Disability Services Office (DSO) does not track full- and part-time students separately. Many students with disabilities take reduced course loads because of their disability and are still considered full-time by both the University and OSAP. However, as with the student body overall, a fairly high proportion of Queen's students with disabilities do study full-time.

The Academic Advisory Committee on Accommodation has helped to increase consistency across all Faculties and Schools in responding to students with disabilities and implementing appropriate accommodations. Specifically, the Committee has implemented a new process for placements, practica and internships; and has designated a specific DSO staff contact person within each Faculty and School.

The Faculty of Law:

The Faculty collaborates with the Undergraduate Admissions Office to provide programming and law student volunteers for the University Experience Program, which is aimed at disadvantaged and first-generation high school students who may be interested in the study of law.

Under the supervision of Pro Bono Students Canada, and in collaboration with the Ontario Justice Education Network, the Faculty provides radio programming for high school students, and information sessions on topical legal issues at local and regional high schools.

Students may be admitted to the Faculty under an "Access Category" designed to attract applicants facing financial and social barriers to legal education (see also below).

Office of the University Registrar:

Queen's representatives continue to visit Grade 10 classes in Kingston and Toronto with a high proportion of first-generation students to generate enthusiasm about, and introduce students to, pathways for pursuing post-secondary options.

Staff in OUR collaborate with community organizations (e.g. Pathways to Education) in Kingston, Toronto and Ottawa to provide on-site presentations and other events in schools.

Queen's continues to support and disburse the Pathways to Education Bursary ($2500 x 4 years).

Queen's continues to participate in the Crown Ward Education Championship Committee in Kingston, working with social workers, school board representatives and PSE staff to promote education participation.

The Faculty of Law:

The Faculty offers admissions in three categories: General, Aboriginal and Access; the latter two represent 11-15% of admitted students annually. One student admitted in the Aboriginal category was admitted with admissions scholarships and was awarded the Dean's Bronze Scholar and the Dean's Silver Scholar for third-highest and second-highest standing in first- and second-year respectively.

Applications in the Aboriginal category are considered taking into account the applicant's interest in, and identification with his/her Aboriginal community (in addition to academic performance, LSAT scores and other documentation). The Faculty supports the Kawaskimhon National Aboriginal Rights Moot, focused on consensus building to resolve legal issues using talking circles and other indigenous processes.

In 2012-13, applications, offers and acceptances of Aboriginal students increased 10%, 32% and 22% respectively.

Targeted Aboriginal recruitment continues. The Aboriginal Community Liaison (ACL) participates on the Aboriginal Post-Secondary Information Program tour across Ontario and Quebec, encouraging Aboriginal learners to enrol in post-secondary education and at Queen's specifically. In addition, the ACL attends both urban and community career fairs directed at recruiting Aboriginal learners, and coordinates University Experience Programs for youth to create familiarity with university.

Early residence move-in for first-year Aboriginal students assists in the transition to university life, provides an opportunity to engage with the staff of the Four Directions Aboriginal Student Centre, and become familiar with programs and services.

The Aboriginal Council of Queen's

Faculty of Education:

The part-time community-based version of the Aboriginal Teacher Education Program (ATEP) operates on-site at three locations at which it was invited to partner (M’Chigeeng First Nation; Seven Generations Education Institute; Six Nations of the Grand River Territory). Applicants to ATEP apply through their community education institutes; applications are considered directly within the Faculty of Education as some communities do not have internet access to permit OUAC admission.

This past year, the Faculty hired a new faculty member of Aboriginal ancestry who teaches in the ATEP on-campus program and coordinates the entire ATEP program.

School of Medicine:

Recognizing the shortage of Aboriginal physicians, the School of Medicine Admissions Committee has developed an alternative process for assessing Aboriginal applications. Up to four qualified Aboriginal students may be admitted to the MD program through this process (in addition to those admitted through the regular process). In addition, the Department of Family Medicine offers a PGME program on Enhanced Skills in Aboriginal Health.
3) Student Access Guarantee

Through its signed MYAA, Queen’s University committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students’ tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines.

*NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by Queen’s University as of July 9, 2013.

<table>
<thead>
<tr>
<th>2012-2013 TUITION / BOOK SHORTFALL AID:</th>
<th>TOTAL $</th>
<th># of STUDENT ACCOUNTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAG Expenditures towards Tuition/Book Shortfalls</td>
<td>$4,009,131 (+)</td>
<td>1,280 (+)</td>
</tr>
<tr>
<td>Other SAG Expenditures (towards other assessed shortfalls)</td>
<td>$4,264,982 (+)</td>
<td>1,269 (+)</td>
</tr>
<tr>
<td>Total SAG Expenditures Reported by Queen’s University</td>
<td>$8,274,113 (+)</td>
<td>2,549 (+)</td>
</tr>
</tbody>
</table>

Did Queen’s University meet students’ tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines?

Yes

*The space below is provided for Queen’s University to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2012-2013.

Queen’s University allocated and disbursed student financial assistance to meet 2012-13 SAG commitments. As required, the SAG was granted to first-entry undergraduate students with a SAG shortfall as identified on the OSAP download file (Remaining SAG Obligation). If students had any fees owing to the university on that day, the bursary was applied directly to the student’s account thereby reducing or eliminating charges owed to the university. If the student did not have any fees owing to the university by that date, the SAG was provided to the student by electronic funds transfer to the bank account on record with the university.

Queen’s is fortunate to have a strong base of donor-funded student financial assistance endowments, some of which have benefited from the various government matching programs (e.g. OSOFT I, OSOFT II, OTSS). Some of these awards have specific criteria defined within the terms of reference. For these awards students submit an application so that Queen’s can match a student to the specific awards. The deadline for these awards is mid-February for admission bursaries and the end of October for in-course students. The former are informed with their offer of admission of the bursary decision and payment is made in August prior to the tuition fee payment date. The latter are informed of their application status by mid-December and funding is disbursed on the first business day in January. Funds disbursed from these accounts also comprise a part of SAG expenditures. Students in this category are granted a support level at least equal to the SAG shortfall. Students in this category will receive the greater of the SAG or the level of demonstrated financial need as defined by the Queen’s general bursary guidelines and policies.

Students in second-entry programs, and who have a SAG obligation, had bursary assistance administered in the same manner as has been reported in previous years. Students who demonstrate the greatest level of financial need, as is evidenced by those students who have demonstrated a reliance on OSAP for their first undergraduate degree and who continue to rely on...
OSAP for the second degree, are granted a greater amount of bursary assistance than those students who have no accumulated government student loan debt from their first undergraduate degree.

Queen’s does have a defined appeal process for students to report any changes in their financial circumstances. Furthermore, all students - both first- and second-entry - may apply for emergency bursary assistance should unexpected or exceptional circumstances arise. This provides an opportunity for the financial aid officers to exercise case-by-case flexibility when considering students' financial circumstances.
4) Participation in the Credit Transfer System

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

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2012.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Applications</th>
<th>Total Registrations</th>
<th>Transfer Applications*</th>
<th>Transfer Registrations*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>26687+</td>
<td>3544+</td>
<td>169+</td>
<td>7+</td>
</tr>
<tr>
<td>2009</td>
<td>25663+</td>
<td>3532+</td>
<td>157+</td>
<td>13+</td>
</tr>
<tr>
<td>2010</td>
<td>25453+</td>
<td>3800+</td>
<td>149+</td>
<td>13+</td>
</tr>
<tr>
<td>2011</td>
<td>26374+</td>
<td>3947+</td>
<td>170+</td>
<td>7+</td>
</tr>
<tr>
<td>2012</td>
<td>26262</td>
<td>4150</td>
<td>148</td>
<td>6</td>
</tr>
</tbody>
</table>

*Transfers from publicly assisted colleges in Ontario

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

- the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;
- a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;
- only includes full-time students applying and registering in the fall to the first year of a university program.
The Ministry encourages *Queen’s University* to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, *Queen’s University* should report institutional data which includes data from OUAC and other sources.

<table>
<thead>
<tr>
<th>Year</th>
<th>Queen’s University’s Total Applications</th>
<th>Queen’s University’s Total Registrations</th>
<th>Queen’s University’s Transfer Applications</th>
<th>Queen’s University’s Transfer Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>28106⁺</td>
<td>3812⁺</td>
<td>1860⁺</td>
<td>292⁺</td>
</tr>
<tr>
<td>2012</td>
<td>28253</td>
<td>3851</td>
<td>1562</td>
<td>210</td>
</tr>
</tbody>
</table>

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

The data immediately above present an alternative view of transfer applicant and student volumes. The data include all first-year, full-time fall entry applicants and registrants including internal program transfer applicants requiring transcript assessment, as well as full-time first-entry applicants to first-year and upper-year study originating at any post-secondary institution (universities and colleges).
Please provide one or more highlights, in the space provided below, of an activity that Queen's University used in 2012-2013 and which contributed to maintaining or improving Queen's University's efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by Queen's University to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc.), a success story and/or a key accomplishment in each of the following categories:

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

Faculty of Law:
Entry to the second-year of the JD program is possible following a year of study at a Canadian law school program and from foreign common law programs. In 2012-13, 10 students from Canadian law schools and 7 from international law schools were admitted, representing slightly more than 10% of total admissions.

Office of the University Registrar:
Queen’s new student records system has been configured to capture an applicant’s external institution when they apply and the Ontario Education Number. We plan to develop the capacity to send e-notifications to academic departments to facilitate new course equivalency assessments, to send electronic messages to students regarding credit transfer assessment and to access a credit transfer equivalency data base through the student record system’s self-service functionality.

Queen’s is working on several articulation agreements with a college that are in various stages of development. These include a computing (entreprise systems) program and a music/digital media program.

Faculty of Engineering and Applied Science:
The Faculty has continued to support the pathway from the St. Lawrence College Civil Technology Program into its Civil Engineering program, and is using this pathway as an example for developing future pathways for students from other programs, including Mining Technology. The Faculty has developed a four-year sequence of courses in design, innovation and communication, and recently developed an alternative set of first-year courses to provide flexibility to transfer students.

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

Office of the University Registrar:
An orientation program designed specifically for transfer students has been in place for many years and continues to be updated and adapted annually. Planning is underway to introduce a transfer student component in the university’s summer orientation program for new undergraduate students (SOAR 2014).

Faculty of Engineering and Applied Science:
Transfer students are identified and provided individual counselling by academic advisors to customize their programs of study. Most transfer students are considered to be in a mixed first-/second-year program, and as a result, use many of the Faculty's first-year support programs (e.g. upper-year mentors, student-run tutoring programs, the extended program to ensure students experiencing difficulty do not fall behind, individual student mentoring).
4.3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways

Office of the University Registrar:

There is a link to admission and credit transfer information for transfer students on the home page of the Queen’s undergraduate Admission website. The link is entitled “Information for Transfer Students”.

The website www.queensu.ca/admission/apply/transfercredit/UniversityCreditTransferConsortium.html includes detailed information on different types of transfer students (full-time, part-time, transferring from college, transferring from university etc.), definitions of terms, and a step-by-step description of the application process.

Queen’s participation in the ONCAT Transfer Database project allows prospective students to search for course equivalencies.

Queen’s is also participating in the Ontario University Transfer Consortium, partnering seven Ontario universities to collaboratively post their course equivalencies for high impact and high enrolment 1st year courses.

Faculty of Engineering and Applied Science:

The Faculty has begun development of a common course syllabus across the Faculty that identifies course learning outcomes and content that will, among other things, provide information to transfer students and course expectations.
### 5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, the percentage of Queen's University's undergraduate class size for first entry* programs was:

<table>
<thead>
<tr>
<th>Class Size</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Classes</td>
<td>Percentage of Total Classes</td>
<td>Number of Classes</td>
<td>Percentage of Total Classes</td>
</tr>
<tr>
<td>Fewer than 30</td>
<td>136 (+)</td>
<td>41.6% (+)</td>
<td>128 (+)</td>
<td>40.8% (+)</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>54 (+)</td>
<td>16.5% (+)</td>
<td>49 (+)</td>
<td>15.6% (+)</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>57 (+)</td>
<td>17.4% (+)</td>
<td>48 (+)</td>
<td>15.3% (+)</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>55 (+)</td>
<td>16.8% (+)</td>
<td>73 (+)</td>
<td>23.2% (+)</td>
</tr>
<tr>
<td>251 or more</td>
<td>25 (+)</td>
<td>7.6% (+)</td>
<td>16 (+)</td>
<td>5.1% (+)</td>
</tr>
<tr>
<td>Total</td>
<td>327 (+)</td>
<td>100.0% (+)</td>
<td>314 (+)</td>
<td>100.0% (+)</td>
</tr>
</tbody>
</table>

* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.
Please provide one or more highlights, in the space provided below, of an activity that Queen's University used during 2012-2013, which contributed to maintaining or improving Queen's University's class size initiatives. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment that Queen's University would like to highlight.

School of Medicine:

The School has implemented an instructional format - facilitated small group learning in the MD program - and has assigned an additional clinical tutor to the group. In the PGME program, clinical departments have increased the use of videoconferencing to connect medical residents off-site to rounds, clinical consultations and other activities.

School of Rehabilitation Therapy:

In the face of a cohort of about 70 students, the School employs a number of strategies to enhance the classroom experience, including learning teams (in the OT program) to help students develop teamwork and conflict negotiation skills; utilizing local clinicians as academic assistants and lab instructors (in the OT and PT programs; and offering a professional clinic (for PT students) to provide professional placement opportunities.

Faculty of Arts and Science:

In 2012-13, the Faculty continued and expanded on its large-scale blended (hybrid) learning project that was initiated in 2011-12. By incorporating online learning, face-to-face classroom time can be devoted to active and collaborative small group learning. The goal of the project is to enhance student engagement and improve student learning in large introductory courses. CLASSE data indicate statistically significant improvements in student engagement in these blended courses.

Blended learning has enabled participating courses to increase enrolment capacities by 10 - 20%. Total course registrations in the blended learning courses are about 6,500.
6) eLearning

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

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

In its 2011-2012 MYAA Report Back, Queen's University provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, Queen's University is asked to provide information on eLearning courses, programs and registrations in 2012-2013.

**Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

**Courses:**

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

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

**Programs:**

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

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.
Course, Program and Registration Data
Based on the definitions provided above, provide Queen’s University’s eLearning data for 2012-2013:

<table>
<thead>
<tr>
<th>COURSES DATA</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning</td>
<td>70</td>
<td>4</td>
</tr>
<tr>
<td>Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</strong></td>
<td>70</td>
<td>45</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAMS DATA</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format</strong></td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE REGISTRATIONS</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning</td>
<td>6,601</td>
<td>166</td>
</tr>
<tr>
<td>Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing</td>
<td>0</td>
<td>2,959</td>
</tr>
<tr>
<td><strong>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</strong></td>
<td>6,601</td>
<td>3,125</td>
</tr>
</tbody>
</table>
At the undergraduate level, all courses listed are indeed fully online. At the graduate level, courses offer various mixes of online, synchronous, and classroom instruction.

A wide range of activities related to alternative delivery of instruction slip between the cracks of the above definitions. For example: (a) the Faculty of Education offers a required (but non-credit) course in Professional Practice that is entirely online; and (b) virtually all courses at Queen's are delivered with the use of a learning management system (LMS) that converts various activities - studying, faculty advising/Q&A, group assignments, etc. from face-to-face to electronic.
Hybrid Learning*

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

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

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

As noted above and in previous MYAA report-backs, Queen's has undertaken significant development and delivery of hybrid/blended courses characterized by (a) online delivery of a substantial component of course content through documents and lecture capture technology, and (b) replacement of large group lectures (old model) with small group discussion sessions following online content delivery. As the result of extensive assessment utilizing CLASSE and SPQ test instruments, the engagement and learning impacts of various configurations of the blended model have been completed and the number of courses in which the model is applied is being increased annually. None of the 11 large introductory courses in the blended learning project is included in the table above.

See [http://www.heqco.ca/SiteCollectionDocuments/Large%20First%20Year%20Course%20Redesign%20ENG.pdf](http://www.heqco.ca/SiteCollectionDocuments/Large%20First%20Year%20Course%20Redesign%20ENG.pdf)

Please provide one or more highlights, in the space provided below, of an activity that Queen's University used during 2012-2013, which contributed to maintaining or improving eLearning opportunities at Queen's University. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment that Queen's University would like to highlight.

School of Graduate Studies:

Two new fully online graduate programs were introduced during 2012-13: The MSc (Healthcare Quality) and the Graduate Certificate in Community Relations for the Extractive Industries. Both programs offer an initial on-campus component followed by exclusively online courses.

Faculty of Health Sciences:

The Department of Family Medicine and the Office of Global Health have developed a pre-departure curriculum that is available to all residents and clinical fellows preparing for an overseas elective rotation. Residents are required to complete a series of online modules, group sessions and individual meetings prior to embarking on the elective.

Videoconference connections for PGME learners from the School of Medicine doing regional placements continue to be available: connections are available to 90+ learners on a constant basis for clerkship seminars, grand rounds, and post-graduate academic study days.

A graduate-level Nursing course (NURS 853 - Pathophysiology for Nurse Practitioners) is taught to students across the province who are registered at nine different universities. Weekly lectures and bi-weekly seminars over two terms, coupled with online readings and cases provide for both in-session and between-session learning.
7) International

7.1) Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that Queen’s University had in 2012-2013:

- Outbound students* = 625
  *DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 416
  *DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at Queen’s University in 2012-2013 = $18,711,000

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that Queen’s University had outside of Canada in 2012-2013 = $8,452,479

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which Queen’s University delivers courses and/or programs abroad (outside of Canada) in 2012-2013, including city, country, programs offered, and total enrolment in each program offered at each campus:

<table>
<thead>
<tr>
<th>Campus Name</th>
<th>City/Municipality/Country</th>
<th>List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013</th>
<th>2012-2013 Total Enrolment by Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISC</td>
<td>East Sussex / UK</td>
<td>BA/BA(H)</td>
<td>174</td>
</tr>
<tr>
<td>BISC</td>
<td>East Sussex / UK</td>
<td>JD/Law</td>
<td>14</td>
</tr>
<tr>
<td>BISC</td>
<td>East Sussex / UK</td>
<td>BComm</td>
<td>9</td>
</tr>
<tr>
<td>BISC</td>
<td>East Sussex / UK</td>
<td>Other</td>
<td>5</td>
</tr>
<tr>
<td>Blyth</td>
<td>various / various</td>
<td>BA/BA(H)</td>
<td>5</td>
</tr>
</tbody>
</table>

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

BISC is the Bader International Study Centre. Students enrolled at Queen's and at other universities attend for one or two terms of study. Programs listed are those in which Queen's students are enrolled; visiting students are classified as unspecified Arts and Science and are collected under the BA/BA(H) category.

Queen's Blyth Worldwide is a cooperative arrangement between the University and Blyth International. Courses are offered during the summer term. Course locations during 2012-13 were Russia, the Czech Republic, Costa Rica, France, Italy and Spain. Students at Queen's and visiting students are registered in these courses.
### 7.2) Enrolment

In 2012-2013, Queen’s University reported to TCU the following top 5 source countries for international students:

<table>
<thead>
<tr>
<th>Source Country</th>
<th>Number of International Students</th>
<th>International Students from Source Country as a Percentage of Queen’s University’s Total Full-Time International Student Enrolment(*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. China(+)</td>
<td>290(+)</td>
<td>17.4%(+)</td>
</tr>
<tr>
<td>2. United States(+)</td>
<td>227(+)</td>
<td>13.7%(+)</td>
</tr>
<tr>
<td>3. India(+)</td>
<td>98(+)</td>
<td>5.9%(+)</td>
</tr>
<tr>
<td>4. Japan(+)</td>
<td>94(+)</td>
<td>5.7%(+)</td>
</tr>
<tr>
<td>5. Saudi Arabia(+)</td>
<td>87(+)</td>
<td>5.2%(+)</td>
</tr>
</tbody>
</table>

Queen’s University reported to TCU that International Enrolment* in 2012-2013 = 1,662(+).

*DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2012, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

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

N/A
Please provide Queen's University's 2012-2013 Part-Time International Student Enrolment = 151

Please provide one or more highlights, in the space provided below, of an activity that Queen's University used during 2012-2013, which contributed to maintaining or improving Queen's University’s international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

International Initiatives in the Academic Plan:

Queen's academic plan captures several dimensions of internationalization, globalism and diversity. In particular, three initiatives lay the groundwork for future activities. The first of these is the continued development and adaptation of an international student marketing and recruitment strategy. The second is the construction of an inventory of courses with an international/intercultural dimension. The third is the supporting and publicizing of the Global Citizenship Program.

Longer-term, several metrics will be used to measure Queen's international standing: the number/percentage of international students; student reports of having "serious conversations with students of a different race or ethnicity" (from NSSE); number of incoming and outgoing exchange students; and rating of the student learning experience and student support experience by international students (from the iGraduate survey).

International Involvement: A Course Case Study

The following provides one example of an international initiative involving multiple universities in Ontario and internationally in an enriched course delivery model. The course is the "Joint Biology Field Course: Aquatic Biodiversity & Environmental Assessment - China/Canada Exchange".

In this Queen’s-led course, undergraduate students from Queen’s and other Ontario universities and students from several Chinese universities, undertake field study of aquatic environments and ecosystems along the lower and middle reach of the Yangtze River, including the Three Gorges Dam Project area, and along the St. Lawrence River and Frontenac Arch region of eastern Ontario. This course, offered through the Ontario Universities Program in Field Biology (OUPFB), enables the participation of students from any of 13 other Ontario institutions. Queen’s is the lead Canadian university, and Tongji University in Shanghai is now the lead Chinese university. Other participating Chinese universities are Fudan University, also in Shanghai, Beijing Normal University, and Southwest University in Chongqing. Practical course content includes exposure to methods for surveying biodiversity, classifying wetlands, and quantifying variation in structural aspects of habitat, hydrology and water chemistry, including using bio-assays. It also includes overviews of Canadian and Chinese diversity for key taxonomic groups, including fish, amphibians, reptiles, birds and plants. An important additional outcome of the course is the invaluable cultural and academic exchange between Canadian and Chinese students. Students learn first-hand the differences in attitudes and perceptions about development in the two cultures, and also gain appreciation of the diverse environmental issues facing both countries. The course began in 2005, with Zhejiang University as the lead partner on the Chinese side, and it has been offered every year since, but the two components (China and Canada) have not always taken place in the same year. In the current program, the course is conducted in Canada and China on a bi-annual alternating basis. In the Canadian component, the field work takes place at the Queen's University Biological Station (QUBS).

The Biology Field Course is an integral component of the recently-formed Sino-Canada Network for the Environment and Sustainable Development, whose core members are Tongji University and Queen's University. The course provides a platform for expansion to research programs examining environmental impacts of human activities, and involving graduate training.

The Network is an important facet of Queen's engagement in China, a key region of focus in the University's internationalization strategy.
7.3 English as a Second Language

Please provide the total number of International students who were enrolled in an English as a Second Language (ESL) course or program at Queen's University in 2012-2013 = 287

Please provide a highlight in the space provided below of an initiative, strategy or practice that Queen's University used in 2012-2013 to create pathways for International students from Queen's University's ESL programming to postsecondary studies.

238 students received academic credit at their home universities abroad for ESL programs completed at the Queen's School of English.

Queen's offers two programs intended to improve pathways to further education: QBridge and Pre-MBA QBridge. Both programs offer intensive language instruction and academic acculturation to academically qualified undergraduate and MBA applicants who fall just short of Queen's English language proficiency requirement.

7.4 French as a Second Language

Please provide the total number of International students who were enrolled in an French as a Second Language (FSL) course or program at Queen's University in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that Queen's University used in 2012-2013 to create pathways for International students from Queen's University's FSL programming to postsecondary studies.

N/A

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

ESL enrolments are unique headcounts captured throughout the year.
8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

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

Queen's University confirmed in its 2011-2012 MYAA Report Back that it had adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, Queen’s University adhered to the Government of Ontario’s Supply Chain Code of Ethics: Yes

Queen's University confirmed in its 2011-2012 MYAA Report Back that it had adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2012-2013, Queen’s University adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: Yes

Queen's University confirmed in its 2011-2012 MYAA Report Back that it had participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, Queen’s University participated in the Ontario Education Collaborative Marketplace (OECM): Yes

If YES, please provide the approximate total dollar value of Queen’s University’s OECM purchases in 2012-2013: $1,354,000
Please provide one or more highlights, in the space provided below, of an activity that Queen's University used during 2012-2013, which contributed to maintaining or improving Queen's University's supply chain initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The University has designated a significant number of "preferred suppliers" in the past year through sourcing processes that are in compliance with the BPSPD. It has also increased its collaborative procurement activity in line with the directive from the Ministry of Government Services.
**BROADER PUBLIC SECTOR ACCOUNTABILITY ACT**

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

**BPS Procurement Directive**

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

i. formally adopt the supply chain code of ethics in accordance with their governance processes; and

ii. comply with the mandatory requirements of the Directive.

By checking this box, *Queen's University* confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that *Queen's University* used during 2012-2013, which contributed to *Queen's University's* compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by *Queen's University* to be an innovative practice, success story and/or key accomplishment.

- The University is actively seeking out contracts that have been negotiated at the department-level previously and is ensuring these are renewed using a BPSPD-compliant process.

- The University has developed and finalized a business case for e-procurement software. There is a high level commitment to implementation in the near term.
BPS Expenses Directive

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

i. requiring designated BPS organization to establish expense rules, and

ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

By checking this box, Queen's University confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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

http://queensu.ca/procurement/policies.html

Please provide one or more highlights, in the space provided below, of an activity that Queen's University used during 2012-2013, which contributed to Queen's University's compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment.

The University now holds annual "preferred supplier" trade shows to encourage staff and faculty to focus-spend on these suppliers. Feedback from the past show indicates that this initiative is effective. One supplier, Akran, on an OECM contract has shown a significant level of business since the trade show. This indicates that staff are moving from the incumbent (who was not on a contract) to the preferred supplier.
BPS Perquisites Directive

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

By checking this box, Queen's University confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that Queen’s University used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by Queen’s University to be an innovative practice, success story and/or key accomplishment.

Information has been developed and widely circulated to faculty and staff to ensure than only “acceptable” purchases can be charged to departmental accounts.

Staff expenditures are monitored through a compliance program.
9) Work Integrated Learning*

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

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

*DEFINITIONS:

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

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

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.
Based on the definitions provided above, please provide WIL data for *Queen's University* in 2012-2013:

<table>
<thead>
<tr>
<th>Number of programs at <em>Queen's University</em> with a Co-op Stream</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students at <em>Queen's University</em> enrolled in a Co-op program</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Please provide one or more highlights, in the space provided below, of an activity that *Queen's University* used during 2012-2013, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by *Queen's University* to be an innovative practice, success story and/or key accomplishment.

School of Graduate Studies:

Several graduate programs in the Physical, Natural, Applied and Life Sciences have successfully competed for funded internships through MITACS. Others (e.g. School of English, School of Policy Studies) have introduced for-credit experiential learning and internship course options.

School of Medicine:

Numerous opportunities for WIL have been developed in the undergraduate medical program.
(a) Partnership with the University of Queensland (Australia) for clerkship placements in Pediatrics, Obstetrics and Gynaecology and Psychiatry
(b) Expansion of rural/small centre clerkship placements to Picton and alternative placements in other communities
(c) First-year students accompany patients on health care visits through the First Patient Program

In the post-graduate medical program, new WIL opportunities include the Clinician Investigator Program (Royal College Specialties), the Clinical Scholar Program (Family Medicine) and the Resident Advisory Committee.

Other Faculty of Health Sciences Initiatives:

All 18 students in the relatively new Masters of Public Health program complete practicum placements in public health agencies at the local, provincial, national and international level.

WIL opportunities in the School of Rehabilitation Therapy (OT and PT programs) have increased:
(a) In one course, student teams took on a project to enhance the living experience of a person or people in marginalized groups. See [www.queensu.ca/annualgiving/annualappeal/faculty/schoolofrehabilitationtherapy.html](http://www.queensu.ca/annualgiving/annualappeal/faculty/schoolofrehabilitationtherapy.html)
(b) An independent contractor has been retained to develop new placement opportunities for OT and PT students in retirement homes.
(c) New clinical placements (to be implemented in 2013-14) were developed at the Centre for the Rehabilitation of the Paralyzed in Bangladesh.

The Queen’s Undergraduate Internship Program (QUIP):

QUIP offers second- and third-year students a chance to gain work experience related to their subject of study during 12- to 16-month work terms. The program is open to Engineering, Arts and Science and Commerce students and has placed over 900 interns since 1989. Internships are paid, professionally supervised, career-related positions that give students the opportunity to learn about current advances, practices and technologies in business and industry. Due to the longer work term...
(compared to a 4-month cc-op placement), employers are highly motivated to offer students more extensive and significant longer project responsibilities. Student transcripts are annotated to indicate a degree with a professional internship. In 2012-13, 46 Engineering and 16 Computing students began professional internships.
10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of excellent and good responses) at Queen’s University for NSSE Question “How would you evaluate your entire educational experience at this institution?” = 86.5% for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at Queen’s University for NSSE Question “If you could start over again, would you go to the same institution you are now attending?” = 83.9% for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that Queen’s University used in 2012-2013 to measure student satisfaction.

Academic Plan and Strategic Framework:

As noted in last year’s MYAA Report-Back, Queen’s new academic plan has as its central focus the student learning experience (SLE). Since last year’s report, substantial progress has been made on developing the metrics to benchmark and monitor various aspects of the SLE. Work is underway on developing the University-level dashboard and the unit-level data that will inform plan implementation.

NSSE National:

Repeating its efforts from 2008 and 2011, Queen’s will again in 2014 lead the “NSSE National” project – a data sharing and reporting project involving 40+ Canadian universities that results in academic program-level and student subgroup-level engagement reports.

Exit Poll:

Queen’s long-standing exit poll of undergraduate students about to complete their degrees was substantially revised and updated in 2012-13 to focus more on student priorities within the student learning experience, and to align the survey with key components of the academic plan.

Canadian Graduate and Professional Student Survey:

Along with 30+ other universities across Canada, Queen’s participated in the 2013 administration of CGPSS, and will present the results later this year.

Quality Assurance:

The last 20 cyclical program reviews at Queen’s (under the COU quality assurance process) have included NSSE, Exit Poll and (where numbers permit) CGPSS results at the academic program-level.

iGraduate Survey of International Students:

Queen’s was one of 10 Ontario universities to participate in this 3-year survey effort. The results were the subject of a major presentation to various academic and administrative units. Queen’s strengths and weaknesses have been identified and widely distributed among relevant units and several units are pursuing improvements based on the results.

Canadian Student Survey:

Although the Globe and Mail Canadian University Report will no longer include a student survey, Queen’s and several other Canadian universities repeated the survey with HESA directly in order to continue the time-series and retain the ability to benchmark against peer institutions.

Departmental Assessment:
Many academic and administrative units at Queen’s conduct annual or bi-annual surveys to explore specific aspects of service/program delivery and student satisfaction.

Please provide one or more highlights, in the space provided below, of an activity that Queen’s University used during 2012-2013, which contributed to maintaining or improving student satisfaction at Queen’s University. This could include a strategy, initiative or program viewed by Queen’s University to be an innovative practice, success story and/or key accomplishment that Queen’s University would like to highlight.

Queen’s University led the implementation of the 5-year out graduate outcomes survey in 2012-13. The survey effort involved more than 30 universities across Canada and will generate a range of information on the student experience, as seen by graduates several years later on in their careers and lives. Of particular interest to student satisfaction are the questions that deal with the key strengths and weaknesses of the program/university experience, and the aspects of the student experience with the greatest lasting impacts. These results will fill a major gap in the student experience/outcomes area and will provide each participating university with a basis for benchmarking and improvement.
11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at Queen's University = 88.9% (+)

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

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that Queen's University used in 2012-2013 to measure graduation rate.

The University has developed, and is exploring the applications of, a "within-program" graduation rate - the percentage of students entering a program who graduate from the same program. This metric provides insight into the roles of differing programs in service teaching and graduate-level study preparation.

Please provide one or more highlights, in the space provided below, of an activity that Queen's University used during 2012-2013, which contributed to maintaining or improving Queen's University's graduation rate initiatives. This could be a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment that Queen's University would like to highlight.

Queen's students achieve the highest graduation rate in Canada and arguably North America. While this reflects, in part, their academic preparation, the high graduation rate is also a function of the unique Queen's experience and student satisfaction with, and commitment to it. In order to enhance this experience for all students, the University implemented several initiatives in 2012-13.

(a) The University participated in the National Collegiate Health Assessment Survey (NCHA) in order to better understand the physical and mental health issues faced by our students and to inform services and programs that will minimize student departure for health reasons.

(b) The Faculty of Law participated in the Law School Survey of Student Engagement (LSSSE) in 2012-13. Queen's position relative to peer institutions on various program and service dimensions provides a basis for continuing to improve in areas that are most closely associated with student engagement and learning.

(c) The Faculty of Education has embarked on a project to explore better integration into the Faculty of Concurrent Education students (whose experience is primarily associated with the Faculty of Arts and Science), including physical renovations to West Campus (home of the Faculty of Education) and sponsorship of an annual conference.
12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at Queen's University = 90.12\%^{(1)}

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at Queen's University = 93.53\%^{(2)}

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that Queen's University used in 2012-2013 to measure graduate employment rate.

The National Baccalaureate Graduate Outcomes Survey (mentioned in Section 10 above) will provide data on career progress, employment characteristics, income and NOC/academic program linkages that will enhance the limited data generated by 2-year out graduate surveys.

Please provide one or more highlights, in the space provided below, of an activity that Queen's University used during 2012-2013, which contributed to maintaining or improving Queen's University's graduate employment rate. This could be a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment that Queen's University would like to highlight.

Career Services (Division of Student Affairs):

Positive post-graduation outcomes rely on disciplinary knowledge, critical thinking and analytical skills, and job/career-related knowledge and skills. Queen's proposed Strategic Mandate Statement has as one of its objectives an increase in the level of experiential learning pursued by Queen's students. This goal is being achieved, in part, by building on the University's current system of internships, exchanges, clinical and professional practica, and career preparation services and programs. Some examples include

(a) A new Co-Curricular Opportunities Directory that lists over 200 on-campus experiences tied to specific learning objectives
(b) A redesigned Career Services website
(c) Improvements to programming and connecting students to jobs in the local Kingston area, including partnering with St. Lawrence College on a shared "Live and Work Kingston" career fair.
### 13) Student Retention

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

<table>
<thead>
<tr>
<th>Entering Cohort</th>
<th>2008 Cohort</th>
<th>2009 Cohort</th>
<th>2010 Cohort</th>
<th>2011 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd Year</td>
<td>93.6%(*)</td>
<td>94.5%(*)</td>
<td>94%(*)</td>
<td>94.5%</td>
</tr>
<tr>
<td>1st to 3rd Year</td>
<td>89.7%(*)</td>
<td>90.8%(*)</td>
<td>89.4%</td>
<td>N/A(*)</td>
</tr>
</tbody>
</table>

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

N/A
Please provide one or more highlights, in the space provided below, of an activity that *Queen's University* used during 2012-2013, which contributed to maintaining or improving *Queen's University*'s retention initiatives. This could be a strategy, initiative or program viewed by *Queen's University* to be an innovative practice, success story and/or key accomplishment that *Queen's University* would like to highlight.

<table>
<thead>
<tr>
<th>School of Graduate Studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School has implemented policies to ensure annual progress reports for all doctoral students that must include academic achievements over the past year, goals and objectives for the current year, and barriers/obstacles to progress. The policies encourage timely progression through to degree completion and early identification of problems. In addition, numerous workshops and programs have been introduced in conjunction with other Queen's service providers to support academic success (<a href="http://www.queensu.ca/exph/academic-resources">www.queensu.ca/exph/academic-resources</a>).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty of Education:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In light of concerns about the potential effects of the revised two-year education program on degree completion rates in the Aboriginal Teacher Education Program, the Faculty holds annual meetings (during the ATEP student on-campus summer sessions) to discuss this issue.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Division of Student Affairs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queen's is focusing increasingly on programs that assist first-year students in managing the transition from high school to university life, including Summer Orientation to Academics (SOAR) and expanded training for orientation leaders to reduce the stigma associated with seeking help for mental distress. Two additional programs are in development for implementation in 2013-14: a fall-term transition program to provide students with academic and personal skills to thrive (studying, time management and self-care), and a winter-term early intervention program targeted toward first-year students at risk of academic probation.</td>
</tr>
</tbody>
</table>
14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that Queen’s University used during 2012-2013, which contributed to enhancing Queen’s University’s learning environment for the three quality measure categories indicated below:

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

Updates on Initiatives Reported in 2011-12 Report-Back:

(a) The Academic Plan – the central pillar of which is the student learning experience – has moved forward with the development of an overall strategic framework (detailing research prominence and financial sustainability objectives), metrics/monitoring design and Board approval.
(b) The CLA pilot project was completed, and Queen’s was awarded a HEQCO project contract to develop and assess learning outcomes tools and embed learning outcomes into course assessments.
(c) In the Faculty of Engineering and Applied Science, 2012-13 activities to increase student satisfaction and skills/abilities included the roll out of the second year of a 4-year sequence of courses focused on these skills, and finalization of desired learning outcomes for third-year courses. In addition, the Faculty is coordinating a national initiative to develop recommendations on how best to assess the knowledge, skills and attitudes of undergraduate engineering students.
(d) In the Faculty of Arts and Science, additional courses have been included in the Blended Learning project, and course implementation and assessment continues.

School of Medicine:

Numerous initiatives – several made possible because of the new Medical Building – have been implemented, including using lecture theatres as group learning stations, expanded capacity in the simulation lab, self-videotaping capability in the Clinical Education Centre, the use of “Poll Everywhere” (clickers) in an increasing number of classes to gauge student engagement and facilitate responses in larger classes, and the use of Google Docs to facilitate the construction of graded team assignments.

Faculty of Law:

The Faculty continues to upgrade and renovate classrooms, with the sixth major classroom renovation completed in 2013. Use of Moodle is expanding to encourage further interaction and collaboration among students. A recently completed IT review will result in more IT support resources and further technological enhancements to course delivery.

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

Updates on Initiatives Reported in 2011-12 Report-Back:

(a) The previous NSSE National projects (based on NSSE 2008 and 2011 data) have facilitated the incorporation of comparative item-level and academic program-level engagement data into various program-based projects (e.g. Life Sciences course revisions, Engineering and Applied Science learning outcomes assessment), into the University’s strategic framework metrics, and into cyclical academic program reviews. Queen’s has offered to lead another round of the NSSE National project in 2014.
(b) Summer Orientation to Academics (SOAR) and the common reading program (now called Queen’s Reads) both experienced increased participation in their second year of operation in 2012-13. Participation in SOAR increased 8%; more than 30% of the incoming class participated in Queen’s Reads; over 400 students participated in 102 small group discussions facilitated by faculty members and upper-year students; and the Queen’s Reads Author Event (with Jeanette Walls, author of “The Glass Castle” drew more than 500 attendees.
School of Graduate Studies:

A presentation “Strategies for Success” was incorporated into the Fall 2012 Graduate Studies Orientation to provide an overview of key elements important to the graduate experience. Orientation information booths were manned by an increased number of community groups and representatives, and exposed students to opportunities for involvement in the Kingston community.

School of Rehabilitation Therapy:

Students were involved in several initiatives, including student representation in strategic planning activities, attendance of the School Director at student society meetings, student representation on the Homecoming Planning Committee, student representation on the website redevelopment committee, a student-led organizing committee for the Rehabilitation Sciences Colloquium hosted at Queen's, and a survey of students to provide input on proposed changes to the Rehabilitation Science program.

Faculty of Engineering and Applied Science:

Increased the level and scope of academic orientation in Fall 2012, including new sessions describing the goals and structure of the Engineering program, time management strategy, and self-regulation/exam strategy and study skills for students in academic difficulty.

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

Updates on Initiatives Reported in 2011-12 Report-Back:

(a) The Expanding Horizons workshop series that promotes academic and professional skills development in graduate students – was continued, and three handbooks were updated: Guide to Graduate Supervision, Handbook for International Students, and Intellectual Property Guidelines.


(b) The Student Academic Success Services unit experienced a 5% increase in 1:1 writing and learning services appointments and a 22% increase in participation in writing and learning skills workshops in 2012-13.

Faculty of Law:

The Faculty's participation in the 2013 administration of LSSSE provides strong evidence of both the commitment to achieve, and the success in achieving, high levels of student support at Queen's. Two overall indicators in the LSSSE survey - student advising and law school environment - demonstrate that Queen's Law achieves student scores much higher than those of its peers. Queen's scores on academic advising and planning, career counselling, personal counselling, job search help, emphasis on employment success, encouraging student contact, social supports, non-academic supports, academic supports and financial counselling typically receive student scores some 15 - 30% higher than those at peer institutions. These results were critical in informing the Faculty's recent planning process, and are front and centre of Faculty efforts to maintain a high level of student supports. (On the other two engagement indicators, Queen's Law did as well as or better than its peer institutions in the vast majority of items).
Campus Mental Health:

With MTCU funding, Queen’s (working with other PSE institutions) will recommend documentation standards for students with mental health disabilities and will develop informational materials for faculty, staff and students to support their ability to provide appropriate supports and services.
Attestation:

By checking this box, Queen’s University confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from Queen’s University’s Executive Head.

Contact:

For additional information regarding Queen’s University’s 2012-2013 MYAA Report Back please contact -

- Name: Chris Conway
- Telephone: 613-533-6000 ext 77939
- Email: conwayc@queensu.ca

Please indicate the address on Queen’s University’s website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

- http://www.queensu.ca/irp/accountability/regcompliance.html