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, which were articulated under Reaching Higher. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 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.
1) Enrolment - Headcount*

*DEFINITION: Headcount is the actual enrolment for Fall 2010 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.

Queen's University reported to the Ministry the total Headcount enrolment in 2010-2011 = 17,291.

The number of students aged 18-24 from the total Headcount enrolment reported by Queen's University to the Ministry for 2010-2011 = 14,605.

The number of students aged 25+ from the total Headcount enrolment reported by Queen's University to the Ministry for 2010-2011 = 1,619.

The number of students under the age of 18 enrolled at Queen's University in 2010-2011 = 59.

*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

N/A
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 2010-2011 to manage enrolment.

Queen's continues to implement a multi-year enrolment growth plan that is responsive to the Provincial Government's priority on post-secondary access. Over the past five years, undergraduate and graduate enrolment have increased 10% and 23% respectively. This enrolment growth - totalling about 2,000 full-time students - is placing a heavy strain on the administrative, capital and academic capacity of Queen's, and as such, is being carefully managed by the Provost's Enrolment Management Task Force.
2) Under-Represented Students: Students with Disabilities*, First Generation** and Aboriginal***

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

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

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

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

***DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.
For the following, please include Full-Time and Part-Time, but not International students.

<table>
<thead>
<tr>
<th>Students With Disabilities</th>
<th>First Generation Students</th>
<th>Aboriginal Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 2010-2011 = <strong>602</strong>. Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <strong>602</strong> ÷ Queen’s University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <strong>3.5%</strong>. 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 2010-2011 = <strong>52</strong>.</td>
<td>Please indicate the total number of Full-Time First Generation Students enrolled at Queen’s University in 2010-2011 = <strong>997</strong>. Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <strong>997</strong> ÷ Queen’s University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <strong>5.8%</strong>. Please also indicate the total number of Part-Time First Generation Students enrolled at Queen’s University in 2010-2011 = <strong>483</strong>.</td>
<td>Please indicate the total number of Full-Time Aboriginal Students enrolled at Queen’s University in 2010-2011 = <strong>230</strong>. Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <strong>230</strong> ÷ Queen’s University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <strong>1.3%</strong>. Please also indicate the total number of Part-Time Aboriginal Students enrolled at Queen’s University in 2010-2011 = <strong>156</strong>.</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: Students with Disabilities, First Generation and Aboriginal Students -

Students with Disabilities:
1. Data originate with the Disability Services Office database (which contains information about all students registered with the Office) and from the University’s student records system.

First Generation Students and First Nation students:
1. Undergraduate data originate primarily with the NSSE survey. First- and fourth-year response proportions for first-entry programs are applied to actual Fall headcounts in those programs; response proportions for second- and third-year first-entry programs are calculated by linear interpolation. Fifth-year (primarily Education) proportion is set equal to the fourth-year proportion. Faculty of Law counts are estimated.
2. Graduate data originate with the University Applicant Census; response proportions for graduate intake are reduced slightly to estimate the “all-years” proportion.
3. Because response proportions are relatively low, year-over-year comparisons should only be undertaken and interpreted with caution.
### Students With Disabilities

In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.

1. In Winter 2011, Queen's University Senate passed a motion making training in Accessible Customer Service for Persons with a Disability mandatory for all graduate students as part of their graduate degree program, commencing September 2011.
2. In Spring 2011, the Dean of the School of Graduate Studies established a working group to report on guidelines and best practices for accommodating graduate students with disabilities. The group's report is due later this Fall 2011.
3. In response to an increase in the number of students with Asperger's Syndrome attending Queen's University, the Disability Services Office developed unique and creative individualized responses including special awareness programming for faculty members so they can understand their responsibilities and role in the successful accommodation of these students.

### First Generation Students

In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.

1. Queen's "University Experience Program" (UEP) is specifically targeted to first generation students and aims to break down perceived barriers to post-secondary education in a number of ways:
   (a) The annual UEP day is the program's cornerstone event and involves bringing first generation students, their parents and their guidance counselors to Queen's for the day, during which they tour the campus, engage with professors in workshops, learn about financial assistance options, and interact with current Queen's students.
   (b) Queen's representatives visit Grade 10 "Careers" classes in Toronto registering a high number of first generation students and provide presentations focused on raising enthusiasm for post-secondary options and explaining how post-secondary pathways can be pursued.
   (c) Queen's participates in ongoing collaborations with community organizations such as Pathways to Education via on-site presentations and smaller on-campus events.
   (d) Queen's participates in the Crown Ward Education Championship Committee, comprised of Kingston social workers, school board representatives and PSE representatives committed to creating strategies promoting education among students having Crown Ward status.

### Aboriginal Students

In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.

1. Queen's admission policy for Aboriginal students was significantly revised and expanded in 2010-11 and now includes all full-time direct entry undergraduate programs at Queen's. The improved policy was widely marketed to prospective applicants, and resulted in 175 applications and 75 offers of admission.
2. Close collaboration continued between Queen's "Four Directions Aboriginal Student Centre" and the Office of the University Registrar in tracking self-identified Aboriginal applicants and contacting them to develop a relationship in which they felt comfortable voicing their questions and concerns.
3. 83% of the students admitted under the Aboriginal admission policy in September 2010 successfully transitioned into their second year of studies, a success that can be attributed largely to the exceptional students and the wide array of academic, cultural and personal support services on campus.
3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, Queen's University committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students’ tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

*NOTE: SAG data as of June 9, 2011

<table>
<thead>
<tr>
<th>2010-2011 TUITION / BOOK SHORTFALL AID:</th>
<th>TOTAL $</th>
<th># ACCOUNTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures for Tuition / Book SAG Amount</td>
<td>$3,682,044</td>
<td>1,592</td>
</tr>
<tr>
<td>Other SAG Expenditure to Supplement OSAP</td>
<td>$3,573,005</td>
<td>1,154</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$7,255,049</td>
<td>2,746</td>
</tr>
</tbody>
</table>

Did Queen's University meet students’ tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

The space below is provided for Queen's University to describe methodology, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2010-2011.

Queen's University has administered the SAG commitment in the same manner as has been reported in previous years. In 2010-2011 MTCU introduced the requirement that the SAG be granted to first-entry students with a SAG shortfall even if the student does not apply for any Queen’s student financial aid. This was accomplished and this group of students had their automatic SAG bursary assistance (Remaining SAG Obligation as indicated on the OSAP Download) granted to the students on January 20, 2011. If students had any fees owing to the University on that day then the bursary was applied directly to the student’s Queen’s student 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 then the SAG was provided to the student by EFT to the bank account on record with the University. Queen's University is in the fortunate situation of having many donor-funded student assistance funds, some of which have been established via the various government matching programs (e.g. OSOFT I, OSOFT II, OTSS); some of these awards have specific criterion defined within the terms of reference. For these awards we do require students to submit an application so that we can match a student to the specific awards. The deadline for these awards is at the end of October. Students are informed prior to mid-December with respect to decisions regarding these awards, and funds are disbursed on the first business day in the January. Funds disbursed from these accounts also comprise a part of our SAG expenditures. Students in this category are granted an amount 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 to whom the University has a SAG obligation, had bursary assistance administered in the same manner as has been reported by Queen’s University in previous years. Students who demonstrate the greatest level of financial need (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. Further, all students, whether first-entry or second-entry may apply for emergency bursary assistance should unexpected or
exceptional circumstances arise. This does facilitate an opportunity for the financial aid officers to exercise case-by-case flexibility when considering a student's 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 2010.

<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>2006</td>
<td>25,110</td>
<td>2,921</td>
<td>215</td>
<td>23</td>
</tr>
<tr>
<td>2007</td>
<td>25,903</td>
<td>3,162</td>
<td>202</td>
<td>25</td>
</tr>
<tr>
<td>2008</td>
<td>26,687</td>
<td>3,544</td>
<td>169</td>
<td>7</td>
</tr>
<tr>
<td>2009</td>
<td>25,663</td>
<td>3,532</td>
<td>157</td>
<td>13</td>
</tr>
<tr>
<td>2010</td>
<td>25,453</td>
<td>3,800</td>
<td>149</td>
<td>13</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;
- transfer data is not limited to college graduates who apply through OUAC; and
- only includes full-time students applying and registering in the fall to the first year of a university program.
The Ministry 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>2010</td>
<td>26,479</td>
<td>3,706</td>
<td>2,064</td>
<td>362</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

These data represent the “high end” of transfer applicant volumes. The data include all first-year, full-time, fall entry applicants and registrants including internal program transfer applicants requiring credit assessment, as well as full-time, fall entry applicants to first-year and upper years of study originating from any post-secondary institution.
Please provide one or more highlights, in the space provided below, of an activity that Queen's University used in 2010-2011 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 the institution 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.)

Queen's was approved for a Credit Transfer Institutional Grant for 2010/11, as well as a multi-year grant for 2011/12 and 2012/13. The grant will permit Queen’s to configure its new student information system to capture an applicant’s external institution at application, capture the OEN, configure a database of external institution values, and produce consistent and reliable data. Queen’s will also be able to increase its services to prospective transfer students by developing electronic notification to departments to assess new course equivalencies, develop electronic communication to students with transfer credit assessments, and provide access to a credit database via the student system’s “self-service” functionality.

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

An orientation program designed specifically for transfer students has been running at Queen’s for many years. The program runs alongside Queen’s Orientation Week for new students, but is only for students in their first year at Queen’s who have already completed some post-secondary education. The program is designed to specifically address the unique needs of transfer students and to ensure their transition to Queen’s is as smooth and successful as possible.

4.3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways

Queen’s Undergraduate Admission Office has moved the information for transfer students to its homepage, providing a clear link titled “Information for Transfer Students”. The link takes website visitors to detailed information on different types of transfer students (full-time, part-time, transferring from college, university, etc.), definitions of terms, and a step-by-step description of the application process.
5) Class Size*

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, 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>255</td>
<td>53.6%</td>
<td>141</td>
<td>43.4%</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>112</td>
<td>23.5%</td>
<td>60</td>
<td>18.5%</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>49</td>
<td>10.3%</td>
<td>50</td>
<td>15.4%</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>37</td>
<td>7.8%</td>
<td>61</td>
<td>18.8%</td>
</tr>
<tr>
<td>251 or more</td>
<td>23</td>
<td>4.8%</td>
<td>13</td>
<td>4.0%</td>
</tr>
<tr>
<td>Total</td>
<td>476</td>
<td>100.0%</td>
<td>325</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 2010-2011, which contributed to maintaining or improving Queen’s University’s class size 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.

Faculty of Health Sciences:

The School of Nursing has introduced small group classes in the Faculty of Health Sciences Simulation Laboratory. Five to six students from different medical specialties simulate patient care strategies for complex health problems including myocardial infarction and stroke.

The School of Medicine has decreased lecture time to less than 50% of its formal teaching activities. The majority of learning now takes place in small group active and independent learning formats with faculty acting as mentors and facilitators.

Faculty of Engineering and Applied Science:

The Faculty is piloting online learning systems such as lecture capture to support and enhance undergraduate learning. In the coming year, lecture capture videos will supplement instruction in mathematics software, allowing students to view and review course material while using the software, and will free faculty resources from lectures to other activities.

Faculty of Law:

Increased upper-year course offerings at the Bader International Study Centre allow 40 students to complete nine upper-year credits off campus in the Global Law Program, reducing enrolment pressure on several upper-year classes.

Faculty of Arts and Science:

The Faculty of Arts and Science is promoting the development of blended learning models through a strategic course re-design project to address class sizes but more importantly to encourage innovation with instruction. Blended learning combines in-class, face-to-face instruction with learning via electronic media in a purposeful and complementary way to enhance student engagement. Improved student engagement is achieved by focusing on in-class interaction to promote active and collaborative learning, and minimizing or eliminating the passive transmission of information. The blended model generally involves:

(a) Putting fundamental course content online (using best practices for online learning, including interactive materials, multimedia, comprehension checks
(b) Having fewer contact hours
(c) Changing the nature of the contact time to make it more interactive.

Blended models can be understood as a reversal of the norm: instead of transmitting information via lectures and having students do homework activities to synthesize and apply their learning, students acquire information “at home” (online) and engage with their peers in in-class activities to integrate and apply learning.

In addition to enhancing student engagement, benefits associated with blended models include flexibility for students, better integration of teaching and research (explore research perspectives, develop case studies).

In the coming year, the Faculty expects to support the development of 5-6 large enrolment courses into blended formats for introduction in 2011-12. Psychology 100 and Geography 101 - the Faculty’s first two blended learning projects - have met with positive student reactions and show promising improvements in learning outcomes.

General:

While reduced class size can enhance learning opportunities, we believe innovative curriculum delivery and teaching pedagogy are more relevant to improved learning outcomes.
6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a 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 currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Ontario Online Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

**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 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 2010-2011:

<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>60</td>
<td>0</td>
</tr>
<tr>
<td>Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing</td>
<td>2</td>
<td>53</td>
</tr>
<tr>
<td>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</td>
<td>62</td>
<td>53</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>4</td>
<td>1</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>Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format</td>
<td>4</td>
<td>4</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>6,125</td>
<td>30</td>
</tr>
<tr>
<td>Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing</td>
<td>177</td>
<td>3,737</td>
</tr>
<tr>
<td>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</td>
<td>6,302</td>
<td>3,767</td>
</tr>
</tbody>
</table>
All course data originate with the Faculty Offices, corroborated with data from the Course Data Base. All program data originate with the Faculty Offices.
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 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

Please refer to the discussion of the hybrid learning project in Section 5.

Please provide one or more highlights, in the space provided below, of an activity that **Queen's University** used during 2010-2011, which contributed to maintaining or improving elearning opportunities at **Queen's University**. 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.

During 2010-11, Queen's University took significant steps to renew and enhance eLearning. The Continuing and Distance Studies Unit in the Faculty of Arts and Science undertook a comprehensive operational, academic and market analysis of opportunities for both course- and program-based online delivery. A number of undergraduate degree programs, post-baccalaureate certificates and graduate programs were subject to detailed examination. Further analysis and pilot-testing continue into 2011-12, with the goal of implementing a selected set of courses and programs in the near future.
7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in Queen’s University’s current top five source countries for International Students, as shown in International Enrolment section below) in which Queen’s University actively engaged in recruitment activities in 2010-2011:

Saudi Arabia
Brazil
Malaysia
Switzerland
Turkey
Bermuda
Mexico

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 2010-2011:

- Outbound students* = 430
  *DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 469
  *DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at Queen’s University in 2010-2011 = $14,984,172

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 2010-2011 = $6,669,073

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which Queen’s University delivers courses and/or programs abroad (outside of Canada) in 2010-2011, 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 in 2010-2011</th>
<th>2010-2011 Total Enrolment by Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bader Int'l Study Centre</td>
<td>Hailsham, East Sussex / UK</td>
<td>BA</td>
<td>190</td>
</tr>
<tr>
<td>*</td>
<td>* / *</td>
<td>JD</td>
<td>14</td>
</tr>
<tr>
<td>*</td>
<td>* / *</td>
<td>BComm</td>
<td>9</td>
</tr>
<tr>
<td>*</td>
<td>* / *</td>
<td>Others</td>
<td>15</td>
</tr>
</tbody>
</table>
Saudi Arabia and Brazil are key emerging markets for graduate students. Queen's and the Cultural Bureau of Saudi Arabia recently signed a Memorandum of Understanding to facilitate mobility of Saudi students into graduate programs at Queen's, including provisions for language preparation for incoming students. Also, Queen's has entered into an agreement with the Institute of Biology, Universidade Estadual de Campinas in Brazil, that was instrumental in leveraging funding from the Canada-Brazil joint Research Project Awards that will support 20 PhD student exchanges.

The other countries listed were targeted for on-the-ground undergraduate and graduate recruitment activities during 2010-11.

Program enrolments for the Bader International Study Centre are recorded as FFTEs.
7.2 Enrolment

In 2010-2011, 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 Total Full-Time International Student Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. United States of America</td>
<td>218</td>
<td>14.8%</td>
</tr>
<tr>
<td>2. China</td>
<td>211</td>
<td>14.3%</td>
</tr>
<tr>
<td>3. India</td>
<td>96</td>
<td>6.5%</td>
</tr>
<tr>
<td>4. Japan</td>
<td>86</td>
<td>5.8%</td>
</tr>
<tr>
<td>5. South Korea</td>
<td>70</td>
<td>4.7%</td>
</tr>
</tbody>
</table>

Queen's University reported to TCU that International Enrolment* in 2010-2011 = 1,476

*DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.

*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 2010-2011 Part-Time International Student Enrolment = 91
7.3 English as a Second Language

Please provide the total number of International students who were enrolled in English as a Second Language (ESL) course or program at Queen’s University in 2010-2011 = 236.

Please provide a highlight in the space provided below of an initiative, strategy or practice that Queen’s University used in 2010-2011 to create pathways for International students from Queen’s University’s ESL programming to postsecondary studies.

Queen's accepts a high standing in two courses (ESLA 140 or ESLA 150) in lieu of a standardized test score, to verify language proficiency for admission to undergraduate and graduate programs. Many students take advantage of this option and enrol in the Queen’s School of English in order to pave a route to English-language academic studies.

The Queen’s School of English is in the process of formalizing an agreement with St. Lawrence College whereby SLC will make offers of acceptance to international applicants to SLC programs conditional on students completing ESLA 140 or ESLA 150 at Queen’s.

Queen's has developed and implemented "QBridge", the Queen's University English Bridging Program. This is a 10-week intensive university preparation program for students who have received an offer of undergraduate admission to Queen's conditional on them acquiring English language proficiency through the QBridge program. The program helps build the skills necessary for academic success and helps students gain an understanding of the expectations for study at Queen's. QBridge is a student-centred immersion program that integrates four language skills at the university level: reading, writing, listening and speaking. Students acquire these skills while attending and listening to lectures, writing essays, and participating in presentations, seminars and debates. Students who achieve a final grade of B or better in the program are eligible to enter into full-time degree studies at Queen’s.

*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

N/A

Please provide one or more highlights, in the space provided below, of an activity that Queen’s University used during 2010-2011, 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.

The School of Graduate Studies has increased its efforts to provide a welcoming environment for international students. Training programs for non-academic staff provide international perspectives, knowledge and skills through cultural training that fosters an accepting community.

Also in the School of Graduate Studies, workshops for international students have been incorporated into the "Expanding Horizons" series. The workshops address the unique needs of international students with respect to studying in Canada and at Queen’s, and include such topics as supervisor-student relationships, expectations of graduate study, university and community resources and supports, immigration advising, health care and work-study options.

The Faculty of Engineering and Applied Science is currently working with three Indian universities (Manipal, Banasthali and Birla Institute of Technology) to establish undergraduate twinning programs. An MOU has been signed by two of these universities (with one still in development) following which Queen's will send a representative to promote Queen's programs to the Indian students.
The Queen's School of Business has developed double degree options with three new partners: ESADE (Spain), the University of St. Petersburg (Russia) and WU (the Vienna University of Economics and Business), bringing the total to 7 such partnerships.

Queen's University is a founding member of the new Matariki Network of Universities (MNU), comprising 6 other universities in Australia, New Zealand, the United Kingdom, Germany, Sweden and the USA. Officially launched in May 2010, the MNU has been established to enable the member universities to enhance diversity, share ideas and expertise and learn international best practice.

Queen's was one of six Ontario universities to participate in the International Student Barometer Survey conducted by i-gradute International. The survey results have been communicated to admissions, international and service staff.

Through its programs and services encouraging international activity, over 2,200 Queen's students participated in an exchange, study abroad or work abroad program, an international internship, independent international fieldwork or field trip in 2010-11. In the School of Business in particular, 85% of third-year Commerce students participated in international study or an international exchange at a total of 73 partner universities in 28 countries; these international study activities are now preceded by a School of Business Cultural night organized by exchange students to familiarize next year’s group of students to the international experience.

The Faculty of Education provided professional development training for six groups of officials from Bangladesh that dealt with development planning, management and evaluation of teaching quality, and teaching leadership. Within the Bachelor of Education program itself, 170 teacher candidates completed 3-week overseas alternative practica in several countries including Jamaica and Tanzania to provide teaching resources and various forms of educational supplies.

The University employs an individual in our China Liaison Office in Shanghai to develop and support research and academic linkages with Chinese universities, to support faculty and student travel to China, and to assist in recruiting undergraduate and graduate students.
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 a 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 2009-2010 MYAA Report Back that it had adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, Queen's University adhered to the Government of Ontario's Supply Chain Code of Ethics: Yes

Queen's University confirmed in its 2009-2010 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 2010-2011, 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 2009-2010 MYAA Report Back that it had not participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, 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 2010-2011: 524,309
Please provide one or more highlights, in the space provided below, of an activity that Queen's University used during 2010-2011, which contributed to maintaining or improving Queen's University's supply chain management. 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.

Queen's has set up a vendor of record for 4 key procured items: printing, furniture, chemicals and lab supplies. This will streamline the process of obtaining multiple quotes and also gives the University access to preferred pricing.

The University is in the process of reviewing eProcurement solutions that will create significant efficiencies in procurement activities and help secure preferential pricing opportunities.

We have reviewed, and are revising our procurement policies and processes to ensure compliance with the BPS Procurement Directive.

Queen's has participated in OECM pricing agreements for office supplies and photocopying, which have resulted in savings. We continue to review all opportunities available through OECM to determine if they provide opportunities for future savings.

*The space below is provided for Queen's University to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Supply Chain Management and OECM purchases

N/A
BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities are to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The Act, through two new directives, establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act*, 2010 provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including universities, to establish rules on perquisites.

**BPS Procurement Directive**

The new 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.

Given the proclamation date of April 1, 2011, *Queen's University* is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require *Queen's University* to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices *Queen’s University* adopted in 2010-2011 to prepare for compliance.

- Queen's procurement policies and procedures were revised or are in the process of being revised to facilitate compliance with the BPS Procurement Directive. Business Officers across the University were provided information on this directive.
- The Audit Committee of the Board of Trustees was provided with information on the new BPS Procurement Directive and the actions being taken by University administration to ensure compliance.
BPS Expenses Directive

The new 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.

Given the proclamation date of April 1, 2011, Queen's University is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require Queen's University to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices Queen's University adopted in 2010-2011 to prepare for compliance.

All Business Officers across the university were given information on the new directives. Queen's has drafted a new hospitality policy and is in the process of revising its travel policy to ensure compliance with the expenses directive.

The Audit Committee of the Board of Trustees was provided with information on the new BPS Expenses Directive and the actions being taken by University administration to ensure compliance.

BPS Perquisites Directive

The new 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.

Given that the effective date for compliance is August 2, 2011, Queen's University is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require Queen's University to attest that it is in compliance with this Directive.
9) Space Utilization

Queen's University indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of an activity that Queen's University used during 2010-2011, which contributed to maintaining or improving Queen's University's space utilization. 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.

In 2010-11, Queen's implemented the PeopleSoft Student Information System. This system permits centralization and coordination of a common inventory of teaching spaces throughout the University and makes this information available to various units (University Registrar, IT Services, Physical Plant Services) to maximize efficiencies.

The new Medical Education Building provides a specific example of improved space utilization. Queen's was able to create combined teaching labs for the newly-created department of Biomedical and Molecular Sciences. These new teaching labs combined several individual labs (Biochemistry, Microbiology, Physiology, Pharmacy) that had been in use for numerous years and we were able to reduce the amount of space allocated by some 700 square metres.
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* uses to measure student satisfaction.

<table>
<thead>
<tr>
<th>Exit Poll:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuously since 1994, Queen's has administered a survey to students about to graduate from first-entry (Arts and Science, Commerce, Engineering and Nursing) and several second-entry (Law, Education) programs. The survey asks students a series of questions on the quality of their learning experience and Queen's services and facilities. Detailed results are provided to Faculties and senior administration; unit-level results are now made available to academic units. Full results are available at <a href="http://www.queensu.ca/registrar/aboutus/reports/exitpoll.html">www.queensu.ca/registrar/aboutus/reports/exitpoll.html</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Surveys:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queen's periodically conducts issue and service-specific surveys to students that deal with, for example, Career Services, orientation services and experiences, residence life and services and Lib/Qual+ (library services). Annual intake and exit surveys are undertaken on graduate students, in addition to the triennial Canadian Graduate and Professional Student Survey.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>USAT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtually all courses at Queen's are subject to the University Survey of Student Assessment of Teaching (USAT), in which students assess various aspects of the course and instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLASSE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Though not a core component of Queen's surveys, the University has administered the CLASSE survey on numerous occasions as part of either a general analysis or a specific course-based project.</td>
</tr>
</tbody>
</table>

Please provide one or more highlights, in the space provided below, of an activity that *Queen's University* used during 2010-2011, which contributed to maintaining or improving student satisfaction at *Queen's University*. 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.
Within the Faculty of Health Sciences, the School of Medicine offers senior students Career Counselling by a faculty member to discuss and plan for future training - this level of service is unique to Queen's. And within the School of Nursing, increased hours are scheduled for students to experience hands-on learning in the Simulation Laboratory where they practice skills, learning complex health care treatment plans and develop critical thinking skills.

Various survey findings for students in the Faculty of Engineering and Applied Science suggest that (excluding first-year), students desire more exposure to hands-on learning opportunities. In response, the Faculty is developing a professional program "spine" that will involve hands-on design experiences in every year of each program.

In the Faculty of Education, focus groups are conducted to complement the Exit Poll. In one course in particular (PROF 190/191, in which every student registers), each of the 34 course sections designates a class representative to meet with course coordinators and communicate student perceptions on the course.

The Division of Student Affairs delivered two major learning strategies programs: Study Skills Coaching (studying, organization and exam preparation) and the Course-Specific Study Skills Project (that addresses stresses and challenges associated with the transition from high school). Both programs were delivered by peer learning assistants (upper year students) and were delivered to over 300 students.
11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate* at Queen’s University = 90.8%.

*Percentage of 2002 Year 1 New to Institution Students Who Received a Degree between 2003-2009

Please provide one or more highlights, in the space provided below, of a Queen’s University activity in 2010-2011, which contributed to maintaining or improving Queen’s University’s graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Queen’s has historically achieved, and continues to achieve, the highest graduation rates in Canada. As such, retention and graduation and not “systemic” issues, but rather, are dealt with on a more focused basis - within particular programs and groups of students, and in response to particular identified needs.

In the School of Medicine, a faculty member acts as an academic counselor, working with students to develop personal learning plans and remediation, and if necessary, professional support to students experiencing academic difficulties.

In the Faculty of Engineering and Applied Science, high graduation rates are the result, in part, of what is known as “J-section” in first-year. First-year students who experience some academic difficulty in the Fall are invited to participate in J-section, which uses the first 6 weeks of Winter term to review material from the Fall term (and which extends the school year for 6 weeks for participants). The vast majority of J-section students successfully complete their first year and go on to complete their undergraduate degree.

The Faculty of Education’s Aboriginal Teacher Education Community-Based Program seeks to achieve the highest possible level of flexibility, particularly in the remote North. Efforts include flexible scheduling and course completion criteria (within Faculty guidelines and policy); on-site registration procedures (due to the unavailability of internet in some areas to support online registration) and visits by Faculty representatives.

The School of Graduate Studies (SGS) has instituted a standard “milestones monitoring process” that identifies timely progress through to completion and early identification of potential problems. And in partnership with Health, Counselling and Disability Services, SGS has two key initiatives. First, it held a graduate forum for Graduate Coordinators that provided practical information and strategies for recognizing students in distress and intervening to promote their success. Second, in collaboration with the Learning Strategies Development team, materials have been developed on “Managing Stress in Graduate School” and a Thesis Support Group meets in Fall and Winter terms to discuss thesis issues and share ideas and approaches.
12) Graduate Employment Rate

Per the KPI results reported in 2011, the graduate employment rate*, 6 months upon graduation, at Queen's University = 93.3%

Per the KPI results reported in 2011 the graduate employment rate*, two years upon graduation, at Queen's University = 96.8%

*Percentage of 2008 graduates of bachelors or first professional degree programs who were employed six months and two years after graduation.

Please provide one or more highlights, in the space provided below, of a Queen's University activity in 2010-2011, which contributed to maintaining or improving Queen's University's graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Queen's continues to offer strong support for graduate employment. The Career Services unit offers numerous workshops on employment preparation, job and career search strategies and interviewing skills, and each year, hosts an "employers event" during which employers visit campus and conduct interviews.

A specific initiative with potentially large local impact is a partnership between Career Services and KEDCO, the Kingston Economic Development Corporation. By leveraging KEDCO's relationships with local organizations, Queen's students are exposed to local employment opportunities and have an opportunity to network with local employers. More than 2,000 students and 57 Kingston employers came together for "Work in Kingston Day" in February 2011, an event staged to increase student awareness of local job and career opportunities.
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>2006 Cohort</th>
<th>2007 Cohort</th>
<th>2008 Cohort</th>
<th>2009 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd Year</td>
<td>N/A</td>
<td>94.9%</td>
<td>93.6%</td>
<td>94.5%</td>
</tr>
<tr>
<td>1st to 3rd Year</td>
<td>N/A</td>
<td>91.3%</td>
<td>90.9%</td>
<td>89.7%</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: Full-Time Student Retention Rate

N/A
Please provide one or more highlights, in the space provided below, of a Queen’s University activity in 2010-2011, which contributed to maintaining or improving Queen’s University’s retention initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

As noted in Section 11, "Graduation Rate", Queen's retention and graduates rates are among the highest in the university sector. These rates result from a number of factors, including a student body with very high academic qualifications, and a comprehensive set of academic and social support services and programs that respond to student problems when they do arise. These services and programs include:

A partnership between Four Directions Aboriginal Student Centre and Queen's Residence Services to facilitate custom orientation and residence move-in for Aboriginal students and their parents.

Collaboration between Student Affairs and the Centre for Teaching and Learning to assess and enhance a faculty mentorship program targeting racialized students.

Development of a series of workshops on mental health by the Queen's Mental Health Working Group to increase mental health literacy and reduce stigma, ensure timely access and referral to appropriate mental health treatment resources, and provide educational resources to members of the Queen's community. Approximately 1,500 student leaders, residence dons and Student Affairs staff participated in these programs in 2010-11. (The Principal of Queen’s, Dr. Daniel Woolf, recently created a faculty/staff/student commission on mental health to examine trends and best practices in this area with the goal of recommending steps to create a more aware and inclusive campus environment.)
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 2010-2011, 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.)

At Queen’s, the “learning environment” is seen as comprising both the academic experience (enrichment opportunities, diverse teaching and learning situations, integration of teaching and research) and the social experience (a tightly knit residential/community environment offering early and ongoing opportunities for unique interactions with other students and a high level of integration into the Queen’s community). It is not always possible to distinguish between the “in-class experiences”, “engagement” and “support” that contribute to our unique learning environment.

Specific examples of Queen’s attention to (primarily) the in-class experience follow.

Blended Learning:

As noted in the “Class Size” section above, The Faculty of Arts and Science is promoting, piloting, and implementing blended learning models through the redesign of several courses, particularly large first-year courses. The blended model generally involves:

(a) Putting fundamental course content online (using best practices for online learning, including interactive materials, multimedia, comprehension checks
(b) Having fewer contact hours
(c) Changing the nature of the contact time to make it more interactive.

One of the essential experiences for students in this blended model is the replacement or reduction of content delivery in large lectures; the introduction of web-based content delivery facilitating smaller group instruction; and critically, the implementation of high interaction smaller group meets that discuss and apply web-delivered content. In other words, rather than transmitting information via lectures and having students do homework activities to synthesize and apply their learning, students acquire information “at home” (online) and engage with their peers in in-class activities to integrate and apply learning.

In addition to enhancing student engagement, benefits associated with blended models include flexibility for students, and improved integration of teaching and research (through exploring research perspectives, developing case studies).

Preliminary results from HEQCO-sponsored research to assess the development of blended models in GEOG 100 at Queen's indicate significant improvements in key learning indicators as well as a high degree of satisfaction with the new model. The GEOG 100 pilot informed a second pilot in PSYC 100 (to be implemented in 2011-12), and both will support the implementation of appropriate blended learning models in introductory courses in Calculus, Chemistry, Classics, Gender Studies and Biology in future years.

Learning Assessment and Tailored Response:

Queen's has submitted a proposal to HEQCO to pilot and assess the Collegiate Learning Assessment in the Faculty of Engineering and Applied Science. The CLA is the leading tool for benchmarking and measuring changes in critical skills acquired over the course of a university program. It is hoped the CLA results will assist in explaining variation in entering (first-year) and exiting (fourth-year) skill levels such that curricular responses (including those related to accreditation) and academic advising can be tailored to be consistent with both initial and developing skills. This tailoring could have significant impacts on the manner in which content is delivered to diverse students.
Queen's continues to make increasing use of its NSSE data. On the implementation front, program-level NSSE response data are now available to programs undergoing cyclical review or accreditation. In the Faculties of Arts and Science, and Engineering and Applied Science, detailed custom reporting is improving the focus of engagement efforts. On the research side, Queen's will coordinate a national data sharing and analysis project involving NSSE data from 50 institutions, and producing comparative academic program- and student subgroup-level engagement reports. And a number of courses at Queen's have administered the CLASSE survey to assess course-based engagement practices.

SONIT

SONIT is a knowledge management system designed specifically for the School of Nursing. On logging in to the system, each student “owns” a unique dashboard that presents: a week-by-week calendar of classes, messages from faculty on a course-by-course basis, course materials for all Nursing courses, links to relevant readings and resources, outlines and learning objectives for each class and session, RSS feeds to health news sites, and links to nursing-related web sites. This central portal for course content and course/program management facilitates an integrated approach to study.

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

The Faculty of Arts and Science maintains a wide range of academic counselling and support services, and along with other Faculties, has substantially increased the focus of orientation toward making students aware of these services, and of developing an overall approach to orientation more closely aligned with academic issues.

The School of Medicine is in the planning stage of creating a comprehensive wellness centre.

The tentative first administration of CLA in first-year Engineering in 2012-13 has been planned around the identification of learning issues and needs identified by CLA and their application to student advising and learning skills mediation.

The School of Graduate Studies introduced a number of initiatives to inform and support both new and continuing graduate students, including expanded orientation activities; a weekly graduate studies newsletter detailing academic and community events and available services; and a newly-launched International Student Blog that provides an interactive forum for discussions of issues experienced by non-Canadian students.
15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of Queen's University's Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is Queen's University's 2010-2011 budget for their executive offices.

Queen's University confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.
Attestation:

☐ By checking this box, Queen's University confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from Queen's University's Executive Head.

Contact:

Please provide the contact information for the representative at Queen's University to whom public inquiries can be directed regarding Queen's University's 2010-2011 MYAA Report Back:

• Name: N/A
• Telephone: N/A
• Email: N/A

Please indicate the address on Queen's University's website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

• http://N/A