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 the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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 2011-2012 MYAA Report Back process, the Ministry pre-populated Queen’s University’s 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2010-2011 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry in Queen’s University’s 2011-2012 MYAA Report Back is denoted with the symbol (+).
1) Enrolment - Headcount*

*DEFINITION: Headcount is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year.

Queen's University's the total Headcount enrolment count in 2011-2012 = 18,626\(^1\).

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment reported by Queen's University to the Ministry for 2011-2012 = 15,397.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by Queen's University to the Ministry for 2011-2012 = 2,759.

Please indicate the number of students under the age of 18 (age as of November 1, 2011) from the total Headcount enrolment reported by Queen's University to the Ministry in 2011-2012 = 470.

* 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 2011-2012 to manage enrolment.

During 2011-12, Queen's completed both its academic plan and its strategic research plan. The integrated planning now underway (in conjunction with our Proposed Strategic Mandate Statement) ensures consistent paths forward for our academic initiatives, it coordinates the development of Faculty budgets consistent with academic goals, and it ensures he focused development of University-wide and Faculty-specific enrolment plans and campus planning/capital/campaign goals and objectives.

Queen's draft medium-term enrolment plan commits the University to controlled growth within selected Faculties and Schools. At the undergraduate level, these are primarily Arts and Science, Engineering and Applied Science, and Business. At the graduate level, growth in both professional masters programs and proposed new laddered and accelerated undergraduate/graduate programs will be stressed. This enrolment growth will be consistent with two key criteria. The first is the capacity of the Kingston campus as determined by opportunities for new academic buildings and the demand for additional residence spaces. The second, and overriding criterion is our goal to maintain Queen's unique character as a medium-sized "balanced academy" achieving an enriched student experience within a research-intensive learning environment.

An Enrolment Management Committee reporting to the Provost and Vice Principal (Academic) will finalize the multi-year enrolment plan in the coming months.
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.
*NOTE: Please do not include International Students in the calculations below.

<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 2011-2012 = <strong>718</strong></td>
<td>Please indicate the total number of Full-Time First Generation Students enrolled at Queen’s University in 2011-2012 = <strong>1,319</strong></td>
<td>Please indicate the total number of Full-Time Aboriginal Students enrolled at Queen’s University in 2011-2012 = <strong>241</strong></td>
</tr>
<tr>
<td>Please calculate the total indicated above as a comparative % of Queen’s University’s 2011-2012 Enrolment Headcount: (Insert Total From Above) <strong>718</strong> ÷ 18,626 (2011-2012 Enrolment Headcount) x 100 = <strong>3.9%</strong></td>
<td>Please calculate the total indicated above as a comparative % of Queen’s University’s 2011-2012 Enrolment Headcount: (Insert Total From Above) <strong>1,319</strong> ÷ 18,626 (2011-2012 Enrolment Headcount) x 100 = <strong>7.1%</strong></td>
<td>Please calculate the total indicated above as a comparative % of Queen’s University’s 2011-2012 Enrolment Headcount: (Insert Total From Above) <strong>241</strong> ÷ 18,626 (2011-2012 Enrolment Headcount) x 100 = <strong>1.3%</strong></td>
</tr>
<tr>
<td>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 2011-2012 = <strong>43</strong></td>
<td>Please also indicate the total number of Part-Time First Generation Students enrolled at Queen’s University in 2011-2012 = <strong>126</strong></td>
<td>Please also indicate the total number of Part-Time Aboriginal Students enrolled at Queen’s University in 2011-2012 = <strong>16</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.

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

2. First Generation and First Nation Students:
(a) Undergraduate data originate primarily with the 2011 NSSE survey (numerators) and the student records system (denominators). First- and fourth-year 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 estimated using linear interpolation. Fifth-year (Education) proportions are set equal to the fourth-year proportion. Faculty of Law counts are estimated. School of Medicine proportions are excluded.
(b) Graduate data originate with the University Applicant Census; response proportions for graduate intake are reduced slightly to estimate the all-years proportions. Data are not available for the MBA, MFIN and MGBL (Business) programs and these programs are excluded from the estimates.
(c) The data reported are point estimates only. Sampling error, potential non-response bias and the relatively low observed proportions suggest 95% confidence intervals for First Generation and First Nation proportions that are fairly wide. Results
should therefore be interpreted with caution. 
(d) Year-over-year comparisons are affected by the change from 80% to 60% of full-time load as the definition for full-time students.

<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 2011-2012, which contributed to maintaining or improving <em>Queen’s University</em>’s initiatives for <em>Students with Disabilities</em>. A highlight could be a strategy, initiative or program viewed by <em>Queen’s University</em> 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 2011-2012, which contributed to maintaining or improving <em>Queen’s University</em>’s initiatives for <em>First Generation Students</em>. A highlight could be a strategy, initiative or program viewed by <em>Queen’s University</em> 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 2011-2012, which contributed to maintaining or improving <em>Queen’s University</em>’s initiatives for <em>Aboriginal Students</em>. A highlight could be a strategy, initiative or program viewed by <em>Queen’s University</em> to be an innovative practice, success story and/or key accomplishment.</td>
</tr>
</tbody>
</table>
1. **Academic Advisory Committee on Accommodation:**
The committee was created in 2011/12 and is mandated to work with the Disability Services Office to advise on complex accommodation matters and inform/advise faculty members university-wide to ensure the University is welcoming to students with disabilities.

2. **School of Graduate Studies:**
As of September 2011, all graduate students entering Queen's have been required to complete the Accessible Customer Service for Persons with Disabilities training program to ensure they undertake their teaching assistant and research duties consistent with the needs of disabled students.

3. **Queen's Equity Office:**
The Office developed, and faculty and staff participate in, the university's Comprehensive Framework for Accessibility (see www.queensu.ca/equity/content/php?page=Framework). Other activities organized by the Office to distribute information and increase awareness include a "Together We are Stronger" town hall meeting, a panel presentation for faculty entitled "Accessibility in the Classroom", an information fair (in conjunction with the Alma Mater Society), the launch of a student-run disability-related magazine (ABLE), and a joint student/staff presentation at a conference entitled "Queen's Disability Awareness Month: A Case Study in Student/Staff Collaboration".

4. **University Registrar:**
Queen's representatives 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 education options. Staff in the Registrar's office 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 participates in the Crown Ward Education Championship Committee in Kingston, working with social workers, school board representatives and PSE staff to promote educational participation.

5. **Senate Educational Equity Committee:**
The committee continuously examines and makes recommendations concerning, academic policies and procedures supporting educational equity, including the special needs and interests of first generation students.

6. **University-wide Admission:**
Queen's admission policy for Aboriginal students was significantly revised and expanded in 2010-11, and now captures all full-time undergraduate direct-entry programs at Queen's.

7. **School of Policy Studies:**
Discussions involving SPS, students enrolled in the Master of Public Administration program, the First Nations Technical Institute and the Aboriginal Council led to an assessment of program needs and identification of opportunities to increase access to First Nations communities through laddered credentials and flexible program schedules. The result was a proposal to develop a graduate level certificate and diploma leading to the MPA degree.

8. **School of Rehabilitation Therapy:**
As a result of ongoing work with the Four Directions Aboriginal Centre, faculty in the Occupational Therapy masters program have prepared a grant application related to Aboriginal health education, and three courses in the program now contain components related to Aboriginal Health.

9. **School of Nursing:**
The School is working to sponsor an Aboriginal Don, and to extend services to Aboriginal students in the program.

10. **School of Medicine:**
(a) In recognition of the relatively low numbers of Aboriginal MD practitioners, the School has developed an alternative MD admission policy through which up to four students will be admitted each year (in addition to those admitted through the standard admission procedures).
(b) The Department of Family Medicine offers a third-year Enhanced Skills program in Aboriginal Health, leading to a specialization in Aboriginal health.

11. **Faculty of Law:**
(a) About 15% of the students admitted to the first-year class each year are admitted under either the Aboriginal or Access categories. Aboriginal
applications are assessed on the basis of the applicant's interest in, and identification with his/her Aboriginal community; academic and LSAT performance; and a personal statement.

(b) The Faculty supports the Kawaskimhon National Aboriginal Moot that may involve the use of a talking circle or other indigenous processes to resolve legal issues.

7. Faculty of Engineering and Applied Science:
During 2011/12, the Faculty launched the Queen's Aboriginal Access to Engineering Program. This new program will inspire Aboriginal men and women to develop an interest in math and sciences, promote engineering as a post-secondary field of study, and help Aboriginal students succeed in undergraduate engineering programs at Queen's.
(http://engineering.queensu.ca/Future-Students/Aboriginal/)

8. Department of Languages, Literatures and Cultures (Faculty of Arts and Science):
The department developed two new courses, to be introduced in 2012-13: Beginning Language and Culture I and II. The courses offer an introduction to understanding, speaking, reading and writing in the Mohawk and Inuktitut languages.
(www.queensu.ca/indigenous/index.htm)

9. Faculty of Education:
The part-time community-based version of the Aboriginal Teacher Education Program currently operates at three Northern Ontario sites: Manitoulin-North Shore (M'Chigeeng First Nation), Seven Generations Education Institute in Fort Frances, and Six Nations of the Grand River Territory, Ohsweken. The Faculty was invited by these communities to partner with them to offer the program. Applicants to the program apply through their community educational institutes and are assessed directly within the Faculty (because limited internet access prevents reliable applications through OUAC.)
<table>
<thead>
<tr>
<th>University:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads the ACQU Working Group on</td>
</tr>
<tr>
<td>Indigenous Cultural Awareness and</td>
</tr>
<tr>
<td>Programming</td>
</tr>
</tbody>
</table>
3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, Queen's University committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 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 5, 2012.

<table>
<thead>
<tr>
<th>2011-2012 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>$4,553,702(+)</td>
<td>1,759(+)</td>
</tr>
<tr>
<td>Other SAG Expenditures (towards other assessed shortfalls)</td>
<td>$3,282,214(+)</td>
<td>933(+)</td>
</tr>
<tr>
<td>Total SAG Expenditures Reported by Queen's University</td>
<td>$7,835,916(+)</td>
<td>2,692(+)</td>
</tr>
</tbody>
</table>

Did Queen's University meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 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 2011-2012.

Queen’s University continues to allocate and disburse student financial assistance to meet our SAG commitments as in past 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 them on February 2, 2012. If students had any fees owing to the University on that day then 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 then the SAG was provided to the student by electronic funds transfer to the bank account on record with the University.

Queen’s University is in the fortunate position 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 criteria 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 and students are informed of their application status prior to mid-December. The funds are disbursed on the first business day in January. Funds disbursed from these accounts also comprise a part of our 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 by Queen’s University 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.

In reviewing the tuition/book shortfall amount for second entry students, institutions may adjust SAG aid amounts and refer students to access a student line of credit. Queen’s currently has an agreement with the Royal Bank.

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 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 2011.

<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>2007</td>
<td>25903(+i)</td>
<td>3162(+i)</td>
<td>202(+i)</td>
<td>25(+i)</td>
</tr>
<tr>
<td>2008</td>
<td>26687(+i)</td>
<td>3544(+i)</td>
<td>169(+i)</td>
<td>7(+i)</td>
</tr>
<tr>
<td>2009</td>
<td>25663(+i)</td>
<td>3532(+i)</td>
<td>157(+i)</td>
<td>13(+i)</td>
</tr>
<tr>
<td>2010</td>
<td>25453(+i)</td>
<td>3800(+i)</td>
<td>149(+i)</td>
<td>13(+i)</td>
</tr>
<tr>
<td>2011</td>
<td>26374</td>
<td>3947</td>
<td>170</td>
<td>7</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>2010</td>
<td>26479(+)</td>
<td>3706(+)</td>
<td>2064(+)</td>
<td>362(+)</td>
</tr>
<tr>
<td>2011</td>
<td>28106</td>
<td>3812</td>
<td>1860</td>
<td>292</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 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 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.)

1. Office of the University Registrar:
   With its multi-year Credit Transfer Institutional Grant, work is proceeding at Queen's on configuring the new student records system to capture an applicant's external institution at time of application, capture the OEN, and configure a database of external institutions. Queen's will soon be able to increase its services to prospective transfer students by developing electronic notifications to academic departments to facilitate new course equivalency assessments, sending electronic messages to students regarding credit transfer assessment, and providing access to a credit transfer equivalency data base through the student record system's self-serve functionality.

2. Faculty of Law (in conjunction with other academic units):
   Planning is underway for a new fully-integrated BComm/JD program completed in 6 (rather than 7) years. This initiative builds on the success of existing integrated and accelerated programs (the MA (Economics)/JD program (completed in 3 years), the JD/MBA program (completed in 3.5 rather than 4 years), the Md/PhD program and the Accelerated MBA program.

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

Division of Student Affairs, Faculties and Schools:
An orientation program designed specifically for transfer students has been in place for many years, and continues to be updated and adapted annually.

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

Office of the University Registrar, Faculties and Schools:
Admission and credit transfer information for transfer students is located on the home page of the Queen's Undergraduate Admission web site, providing a clear link entitled "Information for Transfer Students". The link takes web site visitors to 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.
5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, 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></th>
<th>Second Year</th>
<th></th>
<th>Third Year</th>
<th></th>
<th>Fourth Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of</td>
<td>Percentage</td>
<td>Number of</td>
<td>Percentage</td>
<td>Number of</td>
<td>Percentage</td>
<td>Number of</td>
<td>Percentage</td>
</tr>
<tr>
<td></td>
<td>Classes</td>
<td>of Total</td>
<td>Classes</td>
<td>of Total</td>
<td>Classes</td>
<td>of Total</td>
<td>Classes</td>
<td>of Total</td>
</tr>
<tr>
<td>Fewer than 30</td>
<td>150(+)</td>
<td>47.5%(+)</td>
<td>132(+)</td>
<td>43.4%(+)</td>
<td>259(+)</td>
<td>61.5%(+)</td>
<td>595(+)</td>
<td>92.8%(+)</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>53(+)</td>
<td>16.8%(+)</td>
<td>39(+)</td>
<td>12.8%(+)</td>
<td>95(+)</td>
<td>22.6%(+)</td>
<td>28(+)</td>
<td>4.4%(+)</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>47(+)</td>
<td>14.9%(+)</td>
<td>52(+)</td>
<td>17.1%(+)</td>
<td>31(+)</td>
<td>7.4%(+)</td>
<td>10(+)</td>
<td>1.6%(+)</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>44(+)</td>
<td>13.9%(+)</td>
<td>71(+)</td>
<td>23.4%(+)</td>
<td>33(+)</td>
<td>7.8%(+)</td>
<td>8(+)</td>
<td>1.2%(+)</td>
</tr>
<tr>
<td>251 or more</td>
<td>22(+)</td>
<td>7.0%(+)</td>
<td>10(+)</td>
<td>3.3%(+)</td>
<td>3(+)</td>
<td>0.7%(+)</td>
<td>0(+)</td>
<td>0.0%(+)</td>
</tr>
<tr>
<td>Total</td>
<td>316(+)</td>
<td>100.0%(+)</td>
<td>304(+)</td>
<td>100.0%(+)</td>
<td>421(+)</td>
<td>100.0%(+)</td>
<td>641(+)</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 2011-2012, 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.

1. Centre for Teaching and Learning, Information Technology Services:
In 2011-2012, the Centre for Teaching and Learning, in collaboration with IT Services, continued to provide "lecture capture" training and support services to professors interested in exploring the use of multimedia and information technologies to alleviate some of the logistical and pedagogical challenges associated with large class sizes. The evaluation of the lecture capture pilot projects conducted in 2009-2010 provided evidence last year and this year that through lecture capture a professor could potentially reach a larger audience, as well as increase the level of engagement and interaction with students inside the classroom because students could view the content of the lesson on their own time outside the classroom. Thus, while lecture capture was an innovative practice for addressing Queen's class size initiative, it has also been an important initiative for enhancing the quality of teaching and learning at Queen's through redesigning courses using blended learning pedagogy. Several individuals and departments have therefore actively adopted lecture capture and have sought the assistance of the CTL.

2. Faculty of Arts and Science, Centre for Teaching and Learning:
Five large introductory courses (400 - 1800 registrations in each) and one second-year course in the Faculty of Arts and Science are the subject of a major blended learning implementation initiative in 2011-12 and 2012-13 (Psychology, Human Geography, Sociology, Film Studies and Gender Studies in first-year; Classics in second-year). Assessment of this initiative will continue in 2012-13. Implementation will continue with three additional introductory courses slated for implementation and assessment in 2012-13 (Calculus, Biology and Chemistry). For a demonstration of the lecture capture system and an explanation of how it has alleviated space constraints and enhanced the quality of the teaching and learning environment, see the video at www.queensu.ca/ctl/ps/services/lecturecapture.html. A key benefit of this blended learning initiative is the opportunity it provides for small group learning and discussion.
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 2010-2011 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 2011-2012.

**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 2011-2012:

<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>81</td>
<td>0</td>
</tr>
<tr>
<td>Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing</td>
<td>0</td>
<td>44</td>
</tr>
<tr>
<td>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</td>
<td>81</td>
<td>44</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>0</td>
</tr>
<tr>
<td>Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Number of Ministry-funded, For-credit Programs Offered in eLearning format</td>
<td>3</td>
<td>0</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>6,354</td>
<td>0</td>
</tr>
<tr>
<td>Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing</td>
<td>0</td>
<td>3,224</td>
</tr>
<tr>
<td>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</td>
<td>6,354</td>
<td>3,224</td>
</tr>
</tbody>
</table>
1. School of Graduate Studies:
During 2011-12, two new graduate-level programs were approved and will be delivered on-line commencing 2012-13: the Certificate in Community Relations in the Extractive Industries, and the Master of Science in Healthcare Quality.

2. Non-Credit e-Learning within School of Graduate Studies:
All graduate students conducting research on human subjects are required to complete a mandatory on-line ethics training course (Course on Research Ethics - CORE). This course has been "exported" to a number of other universities in Canada and has become the model for ethics training.
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.

Discussions are in progress within Queen's on a draft "Queen's Online Vision Document" that offers preliminary recommendations and presents a variety of on-line learning data. Progress over the past several years has been substantial. The total number of courses and course registrations involving on-line components (Moodle and other learning management systems, online curricular modules, full on-line delivery, etc.) has grown from 58 courses and 4,346 registrations in 2008-09 to at least 342 courses and 15,988 registrations in 2011-12.

In addition and as noted elsewhere, the Blended Learning Initiative in the Faculty of Arts and Science (a specific subset of the above counts) involves the re-design, delivery and assessment of a half-dozen large introductory courses using hybrid learning techniques (lecture capture, on-line resources, small session meets). See the "Class Sizes" section above for more details.

Please provide one or more highlights, in the space provided below, of an activity that Queen's University used during 2011-2012, 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.

The Faculty of Health Sciences has developed and implemented a number of on-line and hybrid learning initiatives for students and faculty. A brief Faculty profile:

1. Occupational Therapy 823: Disability Theory. Following in-class instruction during fall term, the on-line component is completed while students are on clinical placements and involves reading assignments and discussions on disability theory and practice.

2. School of Medicine Musculoskeletal Course in Pre-Clerkship. This course reflects the diversity of a true hybrid learning course: 32% of hours are attributed to on-line learning, 50% to small group learning, 8% to lectures by professors and 10% to formative and summative assessment. (Many other pre-clerkship courses contain on-line learning modules.)

3. School of Medicine, Postgraduate Medical Education CanMeds Modules. The PGME office helped support the development and implementation of seven on-line CanMeds Modules: Medical Expert, Collaborator, Communicator, Advocate, Manager, Professional and Scholar. (meds.queensu.ca/education/postgraduate/canmeds/modules)

School of Rehabilitation Therapy Course on Community-Based Rehabilitation:
In conjunction with the International Center for the Advancement of Community Based Rehabilitation (ICACBR) and the Office of Inter-Professional Education and Practice, the School offers a non-credit on-line course on Disability, Community Based Rehabilitation and International Development. (http://www.queensu.ca/icacbr/education/ocp.html)

4. School of Medicine Undergraduate and Postgraduate Medical Education MedTech Initiatives. First, the Faculty's e-teaching collaborative ("etc") is comprised of an Informatics Librarian, a web developer from the MedTech Unit, and educational developers from Undergraduate Medical Education. The "etc" supports faculty in developing on-line learning resources, building a repository of online modules for faculty use, publicizing new on-line learning resources and working to improve the use of appropriate copyright in on-line work. Second, the "On-line Quiz Module" available through the MedTech Central student learning management system allows students to build interactive quizzes for formative assessment. Images, text and multiple choice questions are features of the quiz module. Third, the e-Portfolio system allows students to upload work to demonstrate...
learning in a variety of competencies, comment on the work of others, receive feedback and engage in dialogue with faculty
and publish their entire portfolio. Fourth, collaboration between MedTech and KGH has resulted in development of a learning
community for medical residents facilitating the distribution of e-learning modules so residents can complete legislated training
requirements (e.g. Workplace Violence and Harassment and the Accessibility for Ontarians with Disabilities).

5. School of Medicine Faculty Development. Four on-line modules were developed on professional development topics and
have been accredited by the College of Family Physicians of Canada and by the Royal College of Physicians and Surgeons of
Canada.

6. Faculty of Health Sciences Bracken Library: Bracken Library has developed three hybrid tutorials to assist students in the
use of library resources: (a) Dr Google and e-resources (presents a framework to evaluate websites and shows information
resources including a popular point-of-care tool); (b) Evidence Search & Rescue (evidence-based resources, point-of-care
tools); and (c) Pharmacology Resources (a drug information and clinical trials critique module).
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 2011-2012:

- Outbound students* = 452
  *DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 488
  *DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences 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 2011-2012 = $17,718,000

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 2011-2012 = $6,767,000

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 2011-2012, 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 2011-2012</th>
<th>2011-2012 Total Enrolment by Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>BISC</td>
<td>East Sussex / United Kingdom</td>
<td>BA/BA Hons</td>
<td>158</td>
</tr>
<tr>
<td>BISC</td>
<td>East Sussex / United Kingdom</td>
<td>JD</td>
<td>17</td>
</tr>
<tr>
<td>BISC</td>
<td>East Sussex / United Kingdom</td>
<td>others</td>
<td>10</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 acronym for the Bader International Study Centre.

Students typically study at BISC for one, and occasionally two semesters/terms. Courses offered at BISC are an integral component of, or electives accepted within, various programs of study, particularly the BA/BA Honours, JD and BComm degrees. Enrolment data indicate the program of the students enrolled at BISC.

Enrolment by program is stated in FTE.
7.2 Enrolment

In 2011-2012, *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 <em>Queen's University</em> Total Full-Time International Student Enrolment(*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. China(*)</td>
<td>259(*)</td>
<td>16.2%(*)</td>
</tr>
<tr>
<td>2. United States(*)</td>
<td>214(*)</td>
<td>13.3%(*)</td>
</tr>
<tr>
<td>3. India(*)</td>
<td>118(*)</td>
<td>7.4%(*)</td>
</tr>
<tr>
<td>4. Not reported(*)</td>
<td>87(*)</td>
<td>5.4%(*)</td>
</tr>
<tr>
<td>5. Iran(*)</td>
<td>74(*)</td>
<td>4.6%(*)</td>
</tr>
</tbody>
</table>

*Queen's University* reported to TCU that International Enrolment* in 2011-2012 = 1,603(*).

*DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2011, including students who are both eligible and ineligible for operating grant purposes 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 2011-2012 Part-Time International Student Enrolment = 178

Please provide one or more highlights, in the space provided below, of an activity that Queen's University used during 2011-2012, 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.

1. Office of the University Registrar:
   In support of Queen's international enrolment initiative, Queen's expanded eligibility for merit-based admission scholarship to international students, with the effect of increasing the proportion of international entrants on merit support from 4% in 2010-11 to 38% in 2011-12. In addition, 2012 saw continued growth in the Queen's University Student Ambassador Program, which connects current international students at Queen's to prospective students through social media.

2. International Initiatives Office:
   This year, the Cross-Cultural College Program was initiated - a unique partnership with Japan's Kwansei Gakuin University. The program provides undergraduate students from both countries with degree credits, entrepreneurial skills and cross-cultural experiences through varying length work and study options: 5-week summer school sessions, four-week seminars in Japan and Canada, week-long internships in Japan and a hybrid on-line/in-Japan course. Through this new initiative and Queen's many other international programs, over 1,300 Queen's students annually gain international experience through for example exchanges, study and work abroad, independent field work and faculty-led field trips.

3. International Initiatives Office:
   For the second year in a row, with MTCU support, Queen's participated in the iGraduate survey of international students. Admissions officers and various other academic and administrative staff received a presentation on data on student experiences coming to and living in Canada, and on their perceptions of Queen's international services.

4. Faculty of Education:
   175 Education students annually (about 20% of BEd students) complete a three-week overseas "Alternative Practicum" annually.

5. The School of Graduate Studies:
   The School has agreements with the China Scholarship Council, the Consulate of Saudi Arabia and the Mexican Consulate, with active recruitment taking place in China through Queen's China Liaison Office. International doctoral student funding consists of an international tuition award (or equivalent), and all students receive a stipend for up to 2 years (masters) or 4 years (doctoral). International students also compete for Trillium Awards, OGS awards and International Doctoral Awards. International graduate students are encouraged to participate in targeted orientation sessions provided by SGS and the Queen's University International Centre. Once at Queen's graduate students can participate in research and study exchanges with universities in 22 countries.

6. Faculty of Health Sciences:
   International initiatives within the Faculty include PT/OT clinical placements in Tanzania; Australia-Canada medical student clerkship exchanges; and international placements for students in the Masters of Public Health program in Geneva, Cameroon and Tanzania.
7.3 English or French as a Second Language

Please provide the total number of International students who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at Queen's University in 2011-2012 = 236

Please provide a highlight in the space provided below of an initiative, strategy or practice that Queen's University used in 2011-2012 to create pathways for International students from Queen's University's ESL or FSL programming to postsecondary studies.

QBridge English Language Bridging Program:
Queen's entered into a partnership with the Experimental High School attached to Beijing Normal University to admit international students through the QBridge English Language Bridging Program. Principal Woolf held receptions in Beijing and Shanghai to which all applicants and admitted students, their parents, and counsellors from local high schools were invited.

Note with Respect to Reported ESL Enrolment:
The number reported above (236) is the total number of students registered in ESL over the entire 2011-12 year. Headcounts are often reported on a Fall-only basis; by this definition the ESL headcount is 135.

*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.

N/A
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 2010-2011 MYAA Report Back that it had adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, Queen's University adhered to the Government of Ontario's Supply Chain Code of Ethics: Yes

Queen's University confirmed in its 2010-2011 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 2011-2012, 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 2010-2011 MYAA Report Back that it had participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, 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 2011-2012: 1,520,051.
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.

Financial Services/Procurement Services:
Twelve new or renewed OEMC contracts were completed in 2011-12. The procurement policy was revised in compliance with the BPS Procurement Directive.
**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 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.

*Queen's University* confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that *Queen's University* used during 2011-2012, 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.

All procurement documentation was reviewed, and where necessary amended to ensure compliance with the BPS Procurement Directive. This includes sourcing documentation (RFP's) and a move to standardized contracts.
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.

☑ Queen's University confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

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:


Please provide one or more highlights, in the space provided below, of an activity that Queen’s University used during 2011-2012, 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 Vice Principal (Finance and Administration) and its component units undertook extensive communication to roll out changes in the travel and hospitality policies in compliance with the BPS Expenses Directive.
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.

Queen’s University confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that Queen’s University used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. 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.

Please see:
9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, 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 2011-2012 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 2011-2012:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of programs at Queen's University with a Co-op Stream</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Number of students at Queen's University enrolled in a Co-op program</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 2011-2012, 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.

Each of Queen's Faculties and Schools offers internships, clinical placements, practica and exchanges. The WIL activities of the Faculty of Law and the Faculty of Arts and Science are profiled below.

Faculty of Law:

1. Through Queen's Legal Aid, legal assistance is provided to Queen's students and low-income Kingston residents in criminal, contract, tenancy and social assistance matters. Under the assistance of lawyers and faculty members, students in Law participate in the Legal Aid program on both a volunteer basis and for academic credit, and acquire skills in professional responsibility, practice management, legal research, written/oral advocacy skills and client interviewing.

2. The Elder Law Clinic (the first of its kind in Canada) serves and provides legal education to seniors unable to afford legal counsel or unaware of their legal rights. Students earn academic credit by undertaking case work for Kingston clients, presenting to community groups, and preparing research papers.

3. The Queen's Business Law Clinic provides legal assistance to small start-up businesses and non-profits in Eastern Ontario. Students assist in incorporation procedures, shareholder and partnership agreements, business name/trademark work, regulatory compliance and contracts.

4. The Queen's Law Journal is a fully refereed scholarly publication produced by a student editorial board under faculty direction. Students receive hands-on training in legal research, critical analysis and writing, and in the production and management of the journal itself. Students also receive academic credit as members of the editorial board. First-year students serve as volunteer editorial assistants.

5. The only program of its kind in Canada, the Queen's Correctional Law Project provides legal advice, assistance and representation in correctional law (appeals against convictions and sentencing) for inmates in one of the nine regional correctional facilities in the region. Students participate through registration in the Clinical Correctional Law course and through summer employment.

6. The Clinical Family Law course provides students with placements in various family law settings, including the Children's Aid Society, Family Court Duty Counsel, Frontenac Youth Diversion Program, Victim Witness Program and with numerous family law practitioners.

7. In partnership with the Federal Department of Justice, Queen's Law students earn academic credit in Ottawa and Toronto in internships while gaining practical experience. Internship completion makes students eligible for preferential status in Federal Government hiring.
Faculty of Arts and Science: 
Half of the twenty-seven academic units in the Faculty offer courses that provide formal community-based and experiential learning opportunities. Examples include Art History (museum internships), Biology (field study programs), Classics (archaeological research on-site), Development Studies (agency placements) and Kinesiology (leadership, conditioning, research and therapy 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 2011-2012 to measure student satisfaction.

A high-quality student experience that balances and integrates student learning and research is the central pillar of Queen’s academic plan. Queen’s generates data on the student experience through two key tools: periodic large sample/campus-wide student surveys, and formal program and service assessments. In both cases, every effort is made to publish the results, distribute them to internal academic and administrative stakeholders, and to incorporate them into our performance measurement and academic plan monitoring activities.

Key surveys include:
(a) The National Survey of Student Engagement (every 3 years)
(b) the Queen's Exit Poll (annual, 4th year graduating students)
(c) the Canadian Graduate and Professional Student Survey (every 3 years)
(e) the iGraduate Survey of International Students (2010 - 2012)
(f) Fall Orientation Experiences Survey (annual)
(g) The National College Health Assessment Survey (commencing 2013)
(h) facilitating the Globe and Mail/Canadian University Report Survey (annual)

Formal program assessment activities include:
(a) A dozen blended learning course projects incorporating CLASSE and SPQ surveys
(b) Career Services, Residence Life and Housing Conditions assessments
(c) Surveys undertaken for Cyclical Program Reviews (CPRs)

Please provide one or more highlights, in the space provided below, of an activity that Queen’s University used during 2011-2012, 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.
During 2011-12, Queen's took a leadership role in developing and implementing a new Five-Year Out Baccalaureate Graduate Outcomes Survey. Beginning with a survey instrument developed and piloted at UBC, Queen's participated in instrument revision, and led the process to select a survey firm and solicit the participation of universities across Canada. Several of the 40 participating institutions across Canada (15 in Ontario) are already in the field, with the remainder preparing for implementation in the new year. The survey measures various aspects of labour force participation (career growth, income and academic program/occupation mapping), subsequent educational activity, retrospective assessment of various aspects of the university experience, and contributions to "social capital" (volunteering, community engagement, etc.). The survey will attempt contact with 140,000 baccalaureate graduates from 2006 and 2007.
11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at Queen's University = 90.8%(*1)

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

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that Queen's University used in 2011-2012 to measure graduation rate.

Through its membership in the U-15, Queen's and other members are undertaking additional analysis of the (undergraduate) CSRDE retention data, seeking patterns that explain factors contributing to student attrition.

At the graduate level, and as a result of the U-15 Graduate Student Time-to-Completion project, both completion rates (five years from start for masters students and five and nine years from start for doctoral students) and number of terms required for completion are subject to additional analysis at the program-level and by student type.

Please provide one or more highlights, in the space provided below, of an activity that Queen's University used during 2011-2012, 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 university graduation rate in Canada. While this is in part a result of their strong academic performance in secondary school, it also reflects Queen's long-standing commitment to an enriched student experience characterized by residence life programs, supportive student programs and services delivered by both the University and the student associations, academic advising customized to each Faculty and School, etc.

Of particular interest is the graduation rate of students from traditionally under-represented groups. A partnership between the Four Directions Aboriginal Student Centre and Queen's Residence Services provides custom orientation and residence services for Aboriginal students and their parents. Collaboration between Student Affairs and the Centre for Teaching and Learning has resulted in a faculty mentoring program for racialized students.

University-wide, Principal Woolf has led a significant mental health initiative to increase mental health literacy and reduce stigma within the student body, and ensure access to mental health treatment resources. Over 1,500 student leaders, residence dons and Student Affairs staff have participated in information and training sessions.
12) Graduate Employment Rate

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at Queen’s University = 93.3%⁽¹⁾

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at Queen’s University = 96.8%⁽¹⁾

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that Queen’s University used in 2011-2012 to measure graduate employment rate.

As noted above, Queen's led the development of, and will be a participant in, the first national five-year out baccalaureate graduate outcomes survey. This survey will supplement existing two-year out surveys by tracking career growth and mobility over a longer time period and will provide additional insight into a complex mix of academic program, occupational category and employment sector combinations.

Please provide one or more highlights, in the space provided below, of an activity that Queen’s University used during 2011-2012, 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.

Queen’s draft Strategic Mandate Agreement identified a need and a response with respect to university education. The need is to ensure that students acquire (a) appropriate disciplinary and inter-disciplinary content knowledge, (b) critical thinking, analytical and problem solving skills adaptable to many life and career environments, and (c) job- and career-related knowledge and skills. Queen’s response, in part, is to increase opportunities for experiential learning in its programs through the use of internships, exchanges, clinical and practicum placements, specific course and program design elements, and career preparation services and programs.
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>2007 Cohort</th>
<th>2008 Cohort</th>
<th>2009 Cohort</th>
<th>2010 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd Year</td>
<td>94.9%(*)</td>
<td>93.6%(*)</td>
<td>94.5%(*)</td>
<td>94%</td>
</tr>
<tr>
<td>1st to 3rd Year</td>
<td>91.3%(*)</td>
<td>90.9%(*)</td>
<td>90.8%</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 2011-2012, 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.

Please refer to Section 11 (Graduation Rate).
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 2011-2012, 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.)

Queen's recently completed academic plan is focused on the student learning experience and the disciplinary/interdisciplinary; globalism, diversity and inclusion; and wellness and community issues that provide essential support to student learning. Many elements of the plan, and the indicators that will be used to monitor implementation progress, are classroom-based. Blended learning projects in the Faculty of Arts and Science have been discussed above. Other initiatives underway in 2011-12 that enhance the in-class experience include:

1. Centre for Teaching and Learning (CTL):
Queen’s invited award-winning Harvard physics professor Dr. Eric Mazur to campus to present and discuss with faculty the shift from "delivering" to "synthesizing" information to improve classroom learning, and shared ideas on teaching large lecture classes interactively. 240 faculty and graduate students attended the presentation (see www.queensu.ca/ctl/resources/videos/mazur.html). In addition, CTL again hosted its annual Teaching Development Day conference; delivered its weekly teaching development workshop series; offered formal recognition for faculty involved in improved teaching and learning in the form of four certificate programs (Foundations, Practical Experience, Scholarship, Leadership); and put on a non-credit course for graduate students and post-doctoral fellows that fosters understanding and reflection about different learning approaches and effective university teaching.

2. Collegiate Learning Assessment (CLA) Pilot Project:
Queen’s Faculty of Engineering and Applied Science was the site of one of several Ontario pilot projects involving the CLA in 2011-12. The CLA presents students with background information and a set of tasks that support assessment of critical thinking, analysis and communication skills. The results will contribute to analyses of curriculum and academic advising, and will be assessed with respect to their application to new "outcomes-based" CEAB accreditation requirements.

3. Faculty of Engineering and Applied Science:
The Faculty is in the process of revising its academic programs to increase both student satisfaction and abilities at graduation (design, complex problem solving, communications, economics and understanding the impacts of engineering activity. It is also currently coordinating a nation-wide initiative that will result in recommendations on how the knowledge, skills and attitudes of undergraduate engineering students should be assessed at graduation, for the purpose of program improvement.

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

Queen’s continues to play a leadership role in student engagement within the university sector.

1. The 2011 NSSE National Project:
The Office of Institutional Research and Planning repeated its 2008 NSSE National project and generated a second set of comparative engagement profiles at the academic program and student subgroup level for 44 universities across Canada, and undertook analysis to explain engagement variation and suggest engagement improving initiatives. Within Queen’s, department-level engagement profiles are now an integral component of the data supporting academic program reviews and are available to all academic units; with Queen's support, the COUPN has adopted a common set of engagement targets that will be the focus of group-wide efforts (using 2008 and 2011 Nursing engagement data); and NSSE engagement benchmarks and items are central to academic plan monitoring and will be a key element in the upcoming integrated plan dashboard.

2. CLASSE and Course-Specific Engagement:
CLASSE is a modified version of the NSSE survey instrument adapted for course-specific engagement assessment. In 2011-
12. CLASSE and the Study Process Questionnaire (SPQ) were used with other tools to assess engagement and learning styles within all of the blended learning projects and in several other courses as well, providing insight into course-related engagement opportunities and providing a comparison with program-level and overall engagement.

3. Student Affairs:
The Student Affairs Division has established a Student Experience Unit to coordinate various service and program initiatives contributing to student engagement (orientation, transition, leadership and community-based learning). The Unit led a Summer Orientation to Academics and Resources (SOAR) for students scheduled to begin at Queen's in September, which deals with expectations, academic pressure points and how to deal with them, navigating administrative processes, and health and wellness. Through a common summer reading project, incoming students also meet and discuss issues with their future classmates and residence occupants.

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

Customized student support services are offered at both the Faculty/School and central levels.

1. Faculty-Specific Examples:
Within the Faculty of Education, for example, some support services are focussed on the teaching practicum - preparing students and dealing with specific issues related to student teaching. In the Faculty of Law, the Equity/Academic Assistance program focuses on early identification of academic and personal problems and intervention in the form of accommodation, supportive counselling and learning skills development. The Undergraduate Medical Education Office in the Faculty of Health Sciences provides various supports to MD students - physicians work as career counsellors, academic advisors to students encountering academic difficulties, and student affairs counsellors to students with personal and academic problems.

2. University-Wide Examples:
University-wide, the Division of Student Affairs has established a Student Success Unit that brings together staff from the Writing Centre and Learning Strategies within the Learning Commons - a hub of programs and services supporting students in all academic programs and a meeting place within the Stauffer Library. The Student Success Unit will work with students at all stages of their academic careers and with partners across campus to provide a range of writing, editing and academic-related support. The School of Graduate Studies offers support through the graduate student career - from orientation (in-house and community-based academic and personal support resources) to graduation (the Expanding Horizons workshop series provides a non-credit certificate to participants completing each of the five themes (Communication and Interpersonal Skills, Management and Leadership Skills, Academic and Beyond: Knowledge Transfer, Ethics and Social Responsibilities, and Career Development). In 2011-12, 37% of all graduate students reported participation in the workshop series. (see: www.queensu.ca/sgs/exphor.html)
Ministry of Training, Colleges and Universities

Contact:
Queen's University confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from Queen's University's Executive Head.

Attestation:

Queen's University confirms that all information being submitted to the Ministry as part of the 2011-2012 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 2011-2012 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 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

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