Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

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

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

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.
2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
   a. Graduate Employment Rates
   b. Number of graduates employed full-time in a related job

2. Teaching and Learning
   a. Student Satisfaction
   b. Graduation Rates
   c. Retention Rates
   d. Number of students enrolled in a co-op program at institution
   e. Number of online course registrants, programs and courses at institution

3. Student Population
   a. Number and proportion of
      1. Students with Disabilities
      2. First Generation Students
      3. Indigenous Students
      4. French-Language Students
   b. Number and proportion of international students
   c. Proportion of an institution's enrolment that receives OSAP

4. Research and Graduate Education

5. Program Offerings
   a. Concentration of enrolment at universities by program specialty or major
   b. Institution's system share of enrolment by program specialty or major

6. Institutional Collaboration to Support Student Mobility
   a. Transfer applicants and registrants

7. Financial Sustainability
1. Jobs, Innovation & Economic Development (JIED)

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

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

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

1a. Graduate Employment Rate

<table>
<thead>
<tr>
<th>Per the KPI results reported from the graduate survey of 2013:</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The employment rate for 2013 graduates, 6 months after graduation, at Queen's University was:</td>
<td>90.3</td>
</tr>
<tr>
<td>The employment rate for 2013 graduates, 2 years after graduation, at Queen's University was:</td>
<td>94.4</td>
</tr>
</tbody>
</table>

1b. Employment in a Related Job

<table>
<thead>
<tr>
<th>Per the graduate survey of 2013:</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2013 at Queen's University was:</td>
<td>76</td>
</tr>
<tr>
<td>The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at Queen's University was:</td>
<td>89</td>
</tr>
</tbody>
</table>

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: Graduate Employment Rates (up to 600 words approx.).

Queen's continues to explore and apply the labour market outcomes results of the 2013-14 national survey of baccalaureate graduates five years following graduation (NBGOS). In 2015-16 we coordinated a multi-university analysis that has produced university-by-university and program-by-program results for such survey items as the relatedness of graduates' jobs to their academic programs, their reported goal fulfillment with respect to their current occupation and income, and their overall employment rate and full-/part-time employment rates. Our results, benchmarked against those at other universities, are incorporated into the data packages that inform our cyclical academic program reviews. They serve as a useful complement to OUGS survey data on short-term employment outcomes.

Throughout 2015-16, Queen’s was also an active member of the COU-MAESD task force that developed the new Graduate Program Outcomes Survey (GPOS) that will generate essential data on (among other things) the labour market outcomes of graduate diploma, master’s and doctoral program completers two to six years following graduation.

The “Queen’s-Specific Learning Outcomes” project identifies several learning outcomes directly related to employment, and its findings are becoming increasingly integrated into curriculum design, academic program reviews and experiential learning programming.

Highlights

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

In 2015, Queen's Career Services and our Faculties and Schools launched “Major Maps”, a career development tool that helps students in each of 46 undergraduate programs link their program of study to skills and learning outcomes valuable in the workplace, and advises on course selection, obtaining relevant experience, making community connections and identifying career options. (http://careers.queensu.ca/students/wondering-about-career-options/major-maps-2015). The maps have experienced huge success: the online versions received 60,000 hits in their first year, and 75,000 print copies have been distributed on campus and at recruitment events.
events. Reviews in 2016 are extremely positive. Users report that the maps

- helped in understanding the skills and career options associated with academic programs: 95%;
- generated confidence in making decisions about academic program and career plans: 95%;
- raised awareness of experiential learning and resume building: 89%;
- motivated earlier career planning and job search at graduation: 91%.

The School of Graduate Studies and Career Services have built on the success of Major Maps with the recent development of “Graduate Program Maps”. These present the degree level expectations, learning outcomes, student program achievement benchmarks and employability skills profiles for each of the 70+ graduate programs at Queen’s (http://careers.queensu.ca/gradmaps). The School of Graduate Studies has also launched a new element in the suite of Expanding Horizons professional development workshops for graduate students. “Setting Ideas in Motion” helps students to understand graduate work in the broader context - transforming ideas into action, developing and discovering insights and acting upon them in different ways.

A collaboration between Alumni Relations and Career Services has resulted in a new online forum connecting students with alumni in the workplace. “Queen’s Connects” is a moderated LinkedIn group through which alumni provide advice and support for student job search and career.

Several key recommendations of the university’s Experiential Learning Working Group were implemented in 2015-16. One of these is the creation of a central resource – an Experiential Learning Hub - that connects students interested in contributing to the community through experiential learning activities with employers and community organizations. The Hub provides an easy front door to Queen’s and a meeting place where employers can offer experiential opportunities to students.

Launched in 2014, the Career Services/Alma Mater Society career health promotion campaign – “It All Adds Up” – continued its expansion in 2015-16. The campaign was developed in response to the 2013 NCHA survey which found that career-related stress was a top source of anxiety among Queen’s students. The campaign helps students reflect on the skills they are gaining through curricular and co-curricular experiences and how these translate into future career success. This Instagram-based social media campaign was extremely popular with students. Career centres at 19 Ontario universities joined in a province-wide campaign in 2015-16, with Queen’s providing central coordination. The campaign was a finalist for the 2016 National Association of Colleges and Employers Career Excellence award.

The university regularly monitors the locations of our graduates to assess their contributions to local, regional, national and international communities. Of Queen’s 130,000+ graduates, 26,000 live in Eastern Ontario (20%); 72,000 live elsewhere in Ontario (54%); 22,000 live elsewhere in Canada (16%); and 13,000 live outside Canada (10%). These data speak to both the local impact and the global reach of Queen’s graduates.
2a. Teaching and Learning - Student Satisfaction

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

<table>
<thead>
<tr>
<th>2a. Student Satisfaction</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of excellent and good responses) at Queen's University for NSSE question &quot;How would you evaluate your entire educational experience at this institution?&quot; for Senior Year respondents.</td>
<td>90.60</td>
</tr>
<tr>
<td>Per the 2014 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 &quot;If you could start over again, would you go to the same institution you are now attending?&quot; for Senior Year respondents.</td>
<td>86.80</td>
</tr>
</tbody>
</table>

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

Queen’s relies on a range of tools to monitor and identify opportunities for improving the student experience. At the university level overall, we administer both NSSE (for undergraduate students) and CGPSS (for graduate students) annually during our 2014-2019 strategic framework timeframe. Annual administration is useful in tracking time-series trends and in allowing pooling of results essential for smaller programs and student subgroups. Results 2014 - 2016 indicate considerable stability in student satisfaction and other experience indicators. Program-level NSSE and CGPSS results are a key element in the data packages assembled for cyclical academic program reviews and are used in ongoing program planning and assessment. NSSE and CGPSS results provide the foundation for two strategic framework metrics – the student experience and experiential learning (at both the undergraduate and graduate levels). We have experienced stable or improved performance in the majority of these strategic framework metrics. As noted above, we have also undertaken additional analysis and benchmarking using the results of the NBGOS survey.

A number of other student experience surveys provide additional information for those programs that do not administer NSSE or CGPSS. The Faculty of Education developed and in 2015-16 administered a new survey of its concurrent and consecutive education students, tied to the launch of the new B.Ed. curriculum. The survey examines student experiences with teaching practica and associated services, associate teachers, library services, course instruction, academic integrity, career services and diversity/inclusivity on campus. The Faculty of Law continues its administration of LSSSE every three years and will do so again in the spring of 2017. Students in most of the professional graduate programs in the Smith School of Business respond to annual surveys dealing with their experiences and their overall satisfaction. Satisfaction ratings in the MBA, Executive MBA, Master of Finance, Master of Management Analytics and the Graduate Diploma in Business programs range from 83% to 95%.

Highlights

Please provide highlights of Queen's University’s activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Queen’s students benefit from a high engagement environment that contributes to a transformative social and academic experience. Programs and services essential to this experience in 2015-16 include:

The Centre for Teaching and Learning expanded and enhanced several of its programs. It worked with academic units mapping program curricula to improve comprehensiveness and structure; it offered expanded training and consultative services to faculty members to develop clear course and program learning outcomes; and it provided extensive support to faculty during the implementation of Queen’s new learning management system, OnQ. It inaugurated the Principal’s Teaching and Learning Awards to recognize teaching and learning leadership, and increased grant support to pedagogical research.

Following the successful implementation of blended learning in a variety of junior-level courses over the past four years, the Faculty of Arts and Science is shifting its focus to improving the learning experience in upper-year courses, using discipline-specific strategies and engagement data on teaching practice and active learning.

The Smith School of Business offered 26 professional development workshops to its research-stream graduate students, hosted numerous visiting faculty presentations, and facilitated research between faculty and graduate students. Its professional programs have moved to a “Living Case” model that focuses on real-time decision making in evolving business situations. This year, the Commerce program will graduate the first class of students completing “Managing Work and Teams”, a compulsory course on workload management and working in diverse teams.

Within the Faculty of Health Sciences, the School of Medicine fully implemented its Learner Wellness Centre this year. The Centre offers 6 workshops taken over the four years of the MD program that address student wellness and resilience issues. The School has an embedded counsellor in the Queen’s Student Wellness Centre, and has increased the number of academic and career advisors to address student stress concerns. A wellness week (Fall) and wellness month (Spring) are organized by the School’s student wellness...
committee. The School of Rehabilitation Therapy has achieved a higher level of conference participation, a greater number of graduate student publications, more intercultural clinical placement and research options, and greater student involvement in program planning and assessment.

The Faculty of Engineering and Applied Science recently recruited to a new Associate Dean of Teaching and Learning position. A new grant program to be administered by the Associate Dean is open to faculty members wishing to improve teaching and learning through innovative practices and course re-development. In addition, the position of Accreditation and Quality Assurance Coordinator was created to assist in professional accreditation and cyclical program reviews. Both these positions seek to improve undergraduate engagement and specifically the student-faculty interaction metrics in NSSE.

The Faculty of Law’s new undergraduate Certificate in Law, and its Introductory Legal Skills JD courses have been developed to incorporate best practices, blended learning strategies, and effective use of the OnQ learning management system and other learning technology. The Faculty inaugurated a new teaching award (the Stan Corbett Award) in 2015-2016, administered jointly by the Faculty of Law and the Law Students Society, to recognize excellence in teaching by both regular and adjunct faculty members.

Finally, the School of Graduate Studies is involved in the re-design and restructuring of the comprehensive/candidacy examination and the Ph.D. thesis. These changes align doctoral-level research with contemporary research practice to prepare students for careers within and outside academe, and they offer students flexibility in structuring these fundamental doctoral degree requirements.
2b. Teaching and Learning - Graduation Rates

### 2b. Graduation Rates

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>89.5</td>
</tr>
</tbody>
</table>

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2007 – 2014 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).*

### Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

The university continues to monitor its CSRDE and KPI graduation rate data. Undergraduate student entering averages, Year 1 to Year 2 retention rate and graduation rate are identified as core strengths in our strategic framework; program-specific data on all three items are distributed to academic units. At the graduate level, the university participates in the U15 Data Exchange project that provides data on time-to-complete and degree completion rate at the program-level for all universities’ masters and doctoral programs. Analysis of both undergraduate and graduate degree completion data are core requirements of our cyclical program reviews.

### Highlights

Please provide highlights of Queen's University's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Graduation and retention rates at Queen’s continue to be among the highest in Canada: our baccalaureate graduation rate averages almost 90%, while retention from Year 1 to Year 2 averages about 95%. At the graduate level, Queen’s completion rates for masters and doctoral programs are among the highest in the U15. Several university-wide and Faculty-specific initiatives ensure student success is maintained.

Q-Success and Bounce-Back (now in their third year of operation and reported in last year’s report-back) continue to support undergraduate students at risk during their first and second semesters of study. 2015-16 program highlights include a higher opt-in rate for eligible students, additional processes at registration and during the program to flag students experiencing mental health-related issues, higher student-reported gains across a number of academic and personal skills categories, a higher volume of Winter term facilitator-mentee sessions, and expanded Fall program eligibility criteria to include self, faculty and counsellor referrals.

As noted above, Major Maps for all of Queen’s undergraduate programs (and Graduate Program Maps for all graduate programs) provide students with ongoing guidance on program and career planning along with information on support services.

Four Directions Aboriginal Centre hired a full-time Elder-in-Residence in 2015-16, creating a key resource for Indigenous & non-Indigenous students on campus. The Elder facilitates ceremonies, participates in campus-wide Queen’s events, speaks about Aboriginal issues, co-facilitates the Wellbeing Circle for students with mental health issues, and provides counselling, guidance and support to students on a one-on-one basis.

The university’s new learning management system OnQ is now being deployed across the university to facilitate analysis of student course behaviours and performance. For example, the Student Success System (S3) is the learning analytics and diagnostic component of OnQ. It is being piloted in the Faculty of Engineering and Applied Science to identify students at risk based on their monitored LMS usage and test/assignment marks in a core first year course. S3 flags students at risk even earlier than the Faculty’s Week #5 first-year student survey. Faculty responses to date include student registration in remedial courses during the second semester, targeted guidance and advising provided by the Faculty’s counsellor, peer tutoring and mentoring programs, and supports and programming for ESL students.

The Faculty of Law’s Equity & Academic Assistance Program identifies and assists students experiencing problems in accessing personal counselling and academic advising, and facilitates referrals to appropriate university resources. The program is coordinated by the Faculty’s Manager of Education Equity, who received the Mike Condra Award last year in recognition of her contributions to student well-being.

The School of Nursing has implemented several initiatives aimed at improving student retention and success. These include arranging additional shifts in smaller second-year clinical groups for students struggling in clinical courses, facilitating a lighter academic load and allowing students to complete their degrees over five years, and the hiring of an experienced clinical teacher to work closely with students who are experiencing difficulty in clinical courses.

These and other student success initiatives at Queen’s demonstrate the comprehensiveness of our approach. Students at risk are supported, remedial services are provided and technology is effectively deployed.
2c. Teaching and Learning - Student Retention

2c. Retention Rates

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

<table>
<thead>
<tr>
<th>Entering Cohort</th>
<th>2011 Cohort</th>
<th>2012 Cohort</th>
<th>2013 Cohort</th>
<th>2014 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd Year</td>
<td>94.5</td>
<td>94.6</td>
<td>94.8</td>
<td>94.20</td>
</tr>
<tr>
<td>1st to 3rd Year</td>
<td>89.9</td>
<td>90.2</td>
<td>91.20</td>
<td></td>
</tr>
</tbody>
</table>

Highlights

Please provide highlights of Queen's University's activity in 2015-2016 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Student retention initiatives are integrated into the discussion of graduation rates above.
2d. Teaching and Learning - Work-Integrated Learning*

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

*DEFINITIONS:

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

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, http://www.cafce.ca/coop-defined.html, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study

Based on the definitions provided above, please provide WIL data for the Queen's University in 2015-2016:

<table>
<thead>
<tr>
<th>Co-operative Education Program Type</th>
<th>Number of programs at Queen's University with a Co-op Stream</th>
<th>Number of students at Queen's University enrolled in a Co-op program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>4</td>
<td>208</td>
</tr>
<tr>
<td>Graduate</td>
<td>2</td>
<td>22</td>
</tr>
</tbody>
</table>

**Highlights**

Please provide highlights of Queen's University's activity in 2015-2016 that contributed to providing WIL opportunities for students. Along with co-op, other examples may include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Although Queen's does not deliver an extensive co-op program, we have developed a range of programs and services that build experiential learning infrastructure and promote student participation. The Experiential Learning Hub noted above provides a central meeting place for employers and students. In addition:

- The Queen's Internship Program (QUIP) has expanded to include students in the Faculty of Arts and Science. Students enrolled in QUIP are involved in a 12 – 16 month paid and professionally supervised internship work experience requiring reflective learning and providing opportunities for networking. Student participation increased by 30% in 2015-16. Program-specific internships are also available to students in such programs as Development Studies, Public Health, Urban and Regional Planning, Master of Engineering and Law. Other formal work-integrated learning opportunities are or will be available in the Master of Entrepreneurship and Innovation, Doctorate in Healthcare Quality and Diploma and Master's programs in Medical Sciences and Clinical Laboratory Science;
- E-Portfolio tool development is occurring within OnQ. The Master of Public Health program is piloting a program-specific e-portfolio project that is integrated with its newly implemented core competencies model;
- The Queen's Cares Community Service Learning Initiative was launched with local organizations during Reading Week 2016, and will be expanded next year;
- Learning outcomes objectives and reflective learning activity – key components of experiential learning – have been integrated
into the Summer Work Experience Program (SWEP);  

- Occupational Therapy faculty partnered with faculty from Engineering to create a new experiential learning opportunity. Funded through the Educational Leadership Initiative, the “Building Better Together” project linked Inter-professional teams of OT and engineering students with elderly individuals in the Kingston community to help them address practical problems and improve daily functioning;  
- The Faculty of Law provides experiential learning through the Queen’s Law Clinics, internship placements in the federal Department of Justice, clinical externships in community legal aid offices, clinical family law placements and co-curricular public interest internships. 44% of second-year students and 60% of third-year students participated in one of these programs.
2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Queen's University is asked to provide information on e-learning courses, programs and registrations in 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

**Fully Online Learning* and Synchronous Conferencing***

**DEFINITIONS:**

**Courses:**

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

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

**Programs:**

A **Fully Online Learning (asynchronous) program** describes a program that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

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

### e-Learning Course, Program and Registration Data for 2015-2016

<table>
<thead>
<tr>
<th>Course 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>120</td>
<td>28</td>
</tr>
<tr>
<td>Number of ministry-funded, for-credit courses offered through synchronous conferencing</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td><strong>Total Number of ministry-funded, for-credit courses offered in e-Learning format</strong></td>
<td>120</td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program 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>7</td>
<td>3</td>
</tr>
<tr>
<td>Number of ministry-funded, for-credit programs offered through synchronous conferencing</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
## Total Number of ministry-funded, for-credit programs offered in e-Learning format

<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>11,410</td>
<td>560</td>
</tr>
<tr>
<td>Registrations in ministry-funded, for-credit courses offered through synchronous conferencing</td>
<td>0</td>
<td>3,841</td>
</tr>
<tr>
<td>Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format</td>
<td>11,410</td>
<td>4,401</td>
</tr>
</tbody>
</table>

## Additional Information

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

Not applicable.

## Highlights

Please provide highlights of Queen's University's activity in 2015-2016 that captures the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Queen's University has been the most successful university in the MAESD Shared Course Fund Competition for the past three years, in large part due to submissions from the Faculty of Arts and Science. In 2015/16 MAESD approved 63 course proposals: 31 were submitted by Queen’s, 17 (or 27% of the provincial total) were submitted by the Faculty of Arts and Science. These results are a clear indication that Arts and Science Online offers the highest quality online courses in Ontario. Arts and Science Online has added 39 courses to its slate of offerings over the past three years. In addition, the diversity of offerings has increased significantly, with two more courses in Indigenous Studies, two in Global Development, and three in Internationalization. The Faculty has also expanded course offerings in Queen’s four fully online Bachelor of Arts (BA) degree programs, and has introduced two new fully online programs: a Bachelor of Science degree in Life Sciences, and a Certificate in Academic Writing.

The Teaching & Learning Team in the Faculty of Engineering and Applied Science now consists of 6 individuals. Guided by the external Quality Matters standards (Queen’s University is an institutional member), the team's educational developers, instructional designers and multimedia support analysts work with course authors, content contributors and research assistants to design and create online course content. More than 10 engineering courses are now delivered fully online, and 20 more are in development. Courses employ such innovative technologies as Reality Check videos, lightboard-mediated videos, and 360-degree GoPro-mediated spherical video.

The Faculty delivered its first fully online course offering, Introduction to Canadian Law, in summer 2015; the course is scheduled to run during all three sessions in 2016-17. One of the Faculty’s key initiatives in 2015-16 was the development of a new Certificate in Law program, which extends the Faculty’s teaching portfolio beyond the JD program to undergraduates and others with an interest in the law. It will be one of the few undergraduate law programs taught by a Law faculty in a fully online format and will be available through eCampus Ontario, making it accessible to anyone meeting the eligibility requirements. The Certificate will address a fundamental gap in the way legal issues are currently handled: there is generally little ‘middle-ground’ between laypersons and expert legal practitioners.

The Faculty of Law is operating on the forefront of learning technology. In partnership with Ametros Learning, it received a $250,000 grant from the Ontario Centers of Excellence “Advancing Education” fund for the development of online intelligent simulations in legal education. The objective is to develop a completely online simulation platform that immerses the student in a decision driven case-based narrative. Characters driven by IBM’s Watson cognitive computing platform interact and engage with the student and instructor in ways that mirror real-world interactions. The simulations will provide an “open-ended” environment: students have to determine and carry out an appropriate course of action to which the embedded characters respond in a real-world manner.

The Faculty of Education offers two e-learning programs: the Graduate Diploma in Professional Inquiry (launched 2014-15), and the Professional Master of Education (PME) launched in 2015-16. These online, part-time programs are designed for educators and other professionals who wish to improve their professional practice and/or take their career to the next level.
A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats, however the online component is typically 50-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over 50% of the course delivery should be online.

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

Hybrid Learning Highlights

Please highlight one example of Queen's University's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).

The Faculty of Education purchased and piloted Virtual ATEP (Aboriginal Teacher Education Program), a synchronous conferencing course. Virtual classroom participation will be augmented with course content and interactive features available through OnQ, hopefully reducing the sense of isolation in remote communities, supporting on-time completion and increasing the number of communities in which ATEP can be delivered.

The Certificate in Law described above will also be delivered in hybrid (blended) format.

The Faculty of Education provides hybrid learning opportunities through its M.Ed. in Aboriginal and World Indigenous Educational Studies program. This is a part-time blended (on-campus and online) program intended for students with experience in Aboriginal communities and/or in Aboriginal and world indigenous issues. Courses run on-campus during the summer with the balance being completed online.

The School of Nursing is exploring the feasibility of moving its Ph.D. program to a hybrid format.

In 2015/16, the Faculty of Arts and Science offered students 13 blended (hybrid) course experiences, primarily in large, foundational courses capturing over 10,000 registrations. Four new courses were redesigned to blended format in 2015/16: The Social Determinants of Health, Cities: Geography, Planning and Urban Life, War and Modern Society and Introduction to Comparative Cognition.

The Smith School of Business offers three MBA programs that are delivered through a combination of on-campus residential sessions and synchronous videoconference classes: Queen’s Executive MBA; Accelerated MBA; and Executive MBA Americas.

Videoconference classes are multi-point connections, broadcast from TV-quality studios in Goodes Hall on Queen’s campus to students across Canada and (in the case of the Executive MBA Americas program (offered with partner Cornell University), in the US and Latin America. Most students participate in classes from boardroom learning centres in major cities, where they sit as a team with 6 to 8 fellow students, connected in real-time to the professor at Queen’s. Others join classes from their home or office desktop, also connected in real-time to the professor at Queen’s. Students in these “executive-format” MBA programs continue to work while in the program, and they report that they appreciate enhancements that improve accessibility and flexibility, save time, and improve learning.

Continuous investments in the technology and delivery model are critical to the student experience. Enhancements in 2015-16 include:

- Upgrading to high definition in all videoconference boardrooms, delivering high quality images of the professor and students, and of documents, spreadsheets and multi-media content;
- Improving the internet link quality for students using the desktop videoconference option;
- Offering greater flexibility through “stream-captures” of every synchronous videoconference class. Students who miss a class or who wish to review materials can watch classes later in their entirety;
- All course materials are now 100% digital, and accessible from any device at any time, giving students flexibility to do coursework when it is convenient for them;
- Technology now allows professors to reconfigure the class in real-time. Instead of the usual multi-point connection, a professor can pair up the class into groups of two teams to run team-to-team negotiation simulations, then quickly reconvene the entire class;
- Exit surveys reveal that videoconference technology becomes invisible to students very quickly: they rate the videoconference model at least as high as the traditional live classroom setting.
3. Student Population

This component highlights Queen's University’s contributions to improve access and success for underrepresented groups (students with disabilities, First Generation, Indigenous, and French-language students).

### Full-Time Students

| The total Full-Time Headcount Enrolment* at Queen's University in 2015-2016: | 23,170 |

*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students both eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

### 3a. Under-Represented Students: Students with Disabilities, First Generation, Indigenous and French-language Students

#### Students with Disabilities

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

<table>
<thead>
<tr>
<th>Students With Disabilities</th>
<th># of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 2015-2016:</td>
<td>1,236</td>
<td></td>
</tr>
<tr>
<td>The total indicated above as a comparative % of the Queen's University's 2015-2016 full-time enrolment headcount:</td>
<td></td>
<td>5.33</td>
</tr>
</tbody>
</table>

**Highlights**

Please provide highlights of Queen's University's activity in 2015-2016 that captures contributions to improve access, and success for students with disabilities (up to 600 words approx.).

In 2015-16, in response to an increasing annual caseload, Queen's Student Accessibility Services (QSAS) created and filled the following new positions:

- A full-time intake coordinator to support the advising team by responding to a broad range of inquiries on disability and accommodation-related matters, to review disability-related documentation and to determine student eligibility for supports and services;
- A new part-time transition coordinator to develop and deliver a comprehensive transition program for Queen’s students with disabilities;
- An additional full-time accessibility advisor; and
- An additional staff member to coordinate the student note-taker program, in which students take class notes for peers with disabilities, and to manage QSAS’ software programs.

In 2015-16, staff also began developing guidelines to explain different accommodations. These guidelines are being posted to the QSAS website to help the community understand various accommodations and how they support equitable access.

This year, the university’s Advisory Committee on Academic Accommodations, comprising students, staff, and faculty, consulted with stakeholders across the campus, and drafted policy and procedures for Academic Accommodation for Students with Disabilities. The policy formalizes longstanding practices and processes and promotes consistency across the university. The policy also aligns with requirements of the Ontario Human Rights Commission, specifically relating to students with mental health disabilities. The policy was approved by University Senate in Fall 2016.

The university also expanded access to Summer term supports for incoming first-year students with disabilities by introducing in-person
First Generation Students

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

- Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.
- Postsecondary Attendance: have attended (but have not necessarily obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential. e.g., degree, diploma, certificate).

### First Generation Students

<table>
<thead>
<tr>
<th></th>
<th># of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The total number of full-time First Generation students enrolled at Queen's University in 2015-2016:</td>
<td>1,840</td>
<td></td>
</tr>
<tr>
<td>The total indicated above as a comparative % of the Queen’s University’s 2015-2016 full-time enrolment headcount:</td>
<td></td>
<td>7.94</td>
</tr>
<tr>
<td>The total number of part-time First Generation students enrolled at Queen’s University in 2015-2016:</td>
<td>130</td>
<td></td>
</tr>
</tbody>
</table>

**Highlights**

Please provide highlights of Queen's University's activity in 2015-2016 that captures contributions to improve access, and success for First Generation students (up to 600 words approx.).

As part of its ongoing undergraduate outreach and recruitment efforts, Queen’s works with Pathways to Education in low-income neighbourhoods across Ontario to raise awareness of, and exposure to post-secondary opportunities, and to assist low-income and first-generation students to complete high school and move on to post-secondary studies. Work with Pathways in 2015-16 included:

- A dedicated liaison admissions officer for province-wide Pathways programs;
- A funded bus trip that brought 65+ Pathways students and program facilitators from the Regent Park and Rexdale programs in Toronto to Fall Preview Day in 2015;
- Free transportation to, and registration in Summer Orientation to Academics and Resources (SOAR) for accepted students with the Toronto and Kingston-based Pathways programs;
- A peer mentoring program that matches Pathways alumni, who are now upper-year Queen's students, with incoming Pathways students;
- Renewable entrance awards for all graduates of the Pathways program entering an undergraduate degree program at Queen’s.

Students coming to Queen’s from the Pathways program are eligible to enrol in the Q Success First Year Transition Skills-Building program.

**Indigenous Students**

*DEFINITION: *Indigenous is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.*
### French-Language Students

* DEFINITION: A student is considered a French-language student if the students meets at least one of the following criteria -
1) The student's mother tongue is, or includes French (the student is a francophone);
2) The student's language of correspondence with the institution is French;
3) The student was previously enrolled in a French-language education institution; or
4) The student was enrolled in a postsecondary program delivered at least partially in French.

| The total number of full-time French-language students enrolled at Queen's University in 2015-2016: | 0 |
| The total indicated above as a comparative % of the Queen's University's 2015-2016 Enrolment Headcount: | 0.00 |
| The total number of part-time French-language students enrolled at Queen's University in 2015-2016: | 0 |
Please provide highlights of Queen's University's activity in 2015-2016 that captures contributions to improve access, and success for French-Language students (up to 600 words approx.).

As an English language university, Queen's does not routinely collect data on French/English as a first or second language. All students are proficient in English, though they may speak other languages (including French). However, selected initiatives accommodate French speaking students. The Faculty of Law, for example, admits students from the University of Sherbrooke and other French speaking civil law degree programs in Canada to complete a combined Civil Law-Common Law degree. Since 2005, 78 students have graduated from this combined degree program. In addition, Queen's is involved in study exchange programs with several universities in France and other Francophone countries.

Additional Information

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

First Generation and Indigenous student counts were estimated as follows. 2014 and 2015 NSSE percentage response data (for 1st and 4th year first-entry programs) and University Applicant Census percentage response data (for second entry and graduate programs) were applied to Fall 2015 Official Count File student counts to estimate the number of students in each group. Interpolation (for 2nd and 3rd year direct entry programs) and attrition estimates (for graduate programs) were incorporated.
3b. Student Population - International Students

International Students

DEFINITION: International enrolment is the headcount of full-time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e., student visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2015, 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).

<table>
<thead>
<tr>
<th>International Students</th>
<th># of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queen's University reported to the ministry full-time international enrolment* in 2015-2016:</td>
<td>2,307</td>
<td></td>
</tr>
<tr>
<td>The total indicated above as a comparative % of Queen's University’s 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible):</td>
<td></td>
<td>9.96</td>
</tr>
<tr>
<td>Queen's University’s 2015-2016 part-time international enrolment is</td>
<td></td>
<td>49</td>
</tr>
</tbody>
</table>

Additional Information

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

Not applicable

Highlights

Please provide highlights of Queen's University's activity in 2015-2016 that contributed to maintaining or improving the international student experience 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 (up to 600 words approx.).

Internationalization is one of the four pillars of Queen’s strategic framework and addresses our objectives with respect to international student enrolment, international study exchange and international research collaboration.

The number of new first-year international undergraduate students continues to grow dramatically; preliminary data indicate a 75% increase in Fall 2016 over Fall 2014, with international students now comprising almost 8% of total intake. This success can be attributed to a number of initiatives – some new in 2015-2016 and some continuing:

- The recent addition of a second recruiter based in Beijing to complement our first recruiter in Shanghai, coupled with an expanded international recruitment team;
- The introduction this past year of a year-long on-campus English language pathway (QBridge) for academically qualified students lacking the necessary English language proficiency, which complements the 4-month summer QBridge program;
- Pre-arrival seminars, live chats and transition programs were launched by the Queen’s University International Centre for incoming international students to ease their transition to Queen’s;
- Intercultural training modules accessible to all members of the Queen’s community were introduced in 2015.

Activities that contribute to maintaining or improving the international graduate student experience include the international graduate student handbook which contains academic and other resources available to students and their families in Kingston and at Queen’s (www.queensu.ca/sgs/sites/webpublish.queensu.ca.sgswww/files/files/130360%20International%20Students%20Handbook.pdf); and international student orientations and resources for living and staying well in graduate school (www.queensu.ca/sgs/sgs-habitat-coming-from-away).
3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

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

<table>
<thead>
<tr>
<th>Proportion of an institution's enrolment that receives OSAP</th>
<th># of Students</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Queen's University's 2015-2016 number of OSAP awards</td>
<td>7,512</td>
<td></td>
</tr>
<tr>
<td>Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.</td>
<td>20,256</td>
<td>37.09</td>
</tr>
<tr>
<td>Proportion of full-time students receiving OSAP</td>
<td>37.09</td>
<td></td>
</tr>
</tbody>
</table>

Additional Information

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

Not applicable
4. Research and Graduate Education

Queen's University's 2014-17 Strategic Mandate Agreement (SMA) includes information which identifies the breadth and depth of institutional research activity. The 2015-2016 SMA Report Back does not require Queen's University to report on the system wide research and graduate education metrics included in its 2014-17 SMA.
5. Program Offerings

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

a. Concentration of enrolment* at universities by program specialty or major (SPEMAJ)

b. Institution's share of system enrolment by program specialty or major (SPEMAJ).

**DEFINITION:** Headcount is the actual funding eligible enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students as reported to the ministry for the 2015-2016 fiscal year

<table>
<thead>
<tr>
<th>Undergraduate / Graduate Students</th>
<th>Percentage of System Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>5.25</td>
</tr>
<tr>
<td>Graduate</td>
<td>6.78</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th># of undergraduate students in a program as a % of total # of undergraduate students across all programs at Queen's University</th>
<th># of graduate students in a program as a % of total # of graduate students across all programs at Queen's University</th>
<th>Queen's University's share of system-wide undergraduate enrolment in each PROGRAM</th>
<th>Queen's University's share of system-wide graduate enrolment in each PROGRAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agricultural &amp; Bio. Sciences</td>
<td>9.56</td>
<td>2.77</td>
<td>6.72</td>
</tr>
<tr>
<td>2. Architecture &amp; Landscape Arch.</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>4. Computer Science</td>
<td>1.74</td>
<td>1.96</td>
<td>3.66</td>
</tr>
<tr>
<td>5. Dentistry</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>6. Education</td>
<td>4.12</td>
<td>2.73</td>
<td>14.88</td>
</tr>
<tr>
<td>7. Engineering</td>
<td>15.95</td>
<td>11.45</td>
<td>9.19</td>
</tr>
<tr>
<td>8. Fine &amp; Applied Arts</td>
<td>3.05</td>
<td>2.23</td>
<td>4.10</td>
</tr>
<tr>
<td>9. Food Science &amp; Nutrition</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>10. Forestry</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>11. Health Professions</td>
<td>2.74</td>
<td>10.83</td>
<td>3.22</td>
</tr>
<tr>
<td>12. Humanities</td>
<td>7.49</td>
<td>5.49</td>
<td>4.51</td>
</tr>
<tr>
<td>13. Journalism</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>14. Kinesiology/Recreation/Phys-Ed</td>
<td>3.33</td>
<td>2.42</td>
<td>4.08</td>
</tr>
<tr>
<td>15. Law</td>
<td>3.34</td>
<td>0.58</td>
<td>8.06</td>
</tr>
<tr>
<td>16. Mathematics</td>
<td>0.76</td>
<td>0.92</td>
<td>2.74</td>
</tr>
<tr>
<td>17. Medicine</td>
<td>2.27</td>
<td>0.00</td>
<td>8.99</td>
</tr>
<tr>
<td>18. Nursing</td>
<td>2.48</td>
<td>1.92</td>
<td>3.53</td>
</tr>
<tr>
<td>19. Optometry</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>20. Other Arts &amp; Science</td>
<td>16.13</td>
<td>0.00</td>
<td>9.15</td>
</tr>
</tbody>
</table>

SMA - Strategic Mandate Agreement
University Annual Report  2015-2016

Queen's University
<table>
<thead>
<tr>
<th>21. Other Education</th>
<th>0.00</th>
<th>0.00</th>
<th>0.00</th>
<th>0.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>22. Pharmacy</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>23. Physical Sciences</td>
<td>1.71</td>
<td>1.92</td>
<td>5.22</td>
<td>3.36</td>
</tr>
<tr>
<td>24. Social Sciences</td>
<td>14.64</td>
<td>20.40</td>
<td>3.58</td>
<td>5.73</td>
</tr>
<tr>
<td>25. Theology</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>26. Therapy &amp; Rehabilitation</td>
<td>0.00</td>
<td>11.72</td>
<td>0.00</td>
<td>16.94</td>
</tr>
<tr>
<td>27. Veterinary Medicine</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

Optional Additional Information

Caveats and/or other information regarding the numbers reported above (up to 600 words approx.).

Not applicable

Highlights

Please provide highlights of Queen's University's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Queen's University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Queen's continues to modify existing programs and introduce new programs in order to meet our strategic framework targets of doubling the number of professional and innovative graduate programs by 2019 and increasing the number of students in these programs to nearly 50% of total graduate enrolment. Enrolment in professional/innovative programs increased by over 13% in 2015-2016. (Innovative programs are defined as those that offer advanced course work and applied research opportunities in specialized or professional fields, are delivered in alternative locations or via alternative formats, cater significantly to part-time students, are delivered jointly with other universities, are interdisciplinary in nature and/or offer certificates/diplomas.) Five new graduate programs were launched in 2015-16: the Graduate Diploma in Aging and Health, the Master of Science in Aging and Health, the Master of Earth and Energy Resources Leadership, the Master of Entrepreneurship and Innovation and the Professional Master of Education. Several other graduate programs are in development including a Certificate in Pharmaceutical and Healthcare Management Innovation, a Graduate Diploma and Master’s in Medical Sciences, a Graduate Diploma & Master’s in Bioinformatics, a Graduate Diploma and Master’s in Clinical Laboratory Science and a Diploma and Master’s in Biotechnology.

The Honours Bachelor of Health Sciences degree is a new online program purposefully built from the ground up. It is a fully online, 4-year stand-alone Health Sciences degree designed with flexibility at its core, which will develop the competencies required in various professional health programs and other careers. The program accepted its first cohort of students in the 2016-17 academic year.

Other new undergraduate programs are also being developed and implemented (e.g. Certificates in Employment Relations, Business and Law; Bachelor of Music Theatre (in conjunction with St. Lawrence College); an articulated Bachelor’s/Masters sequence in Life Sciences; and a Bachelor of Mining Technology (in conjunction with the Northern School of Mining). And Queen’s new B.Ed. program is unique in Ontario for its four successive term format leading to shorter degree completion time.
6. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Development of these metrics will be done in partnership with the sector and ONCAT.

Transfer Applicants and Registrants

Using Ontario Universities Application Centre’s (OUAC) reports, please provide data for 2015.

<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>2011</td>
<td>26,374</td>
<td>3,947</td>
<td>170</td>
<td>7</td>
</tr>
<tr>
<td>2012</td>
<td>26,262</td>
<td>4,150</td>
<td>148</td>
<td>6</td>
</tr>
<tr>
<td>2013</td>
<td>28,549</td>
<td>5,481</td>
<td>168</td>
<td>15</td>
</tr>
<tr>
<td>2014</td>
<td>28,478</td>
<td>4,212</td>
<td>135</td>
<td>14</td>
</tr>
<tr>
<td>2015</td>
<td>29,543</td>
<td>4,602</td>
<td>132</td>
<td>4</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 students who have applied to university through OUAC and have self-identified on applications to OUAC;
  - a significant number of transfer students apply directly to the university and, as such, are not captured in OUAC data;
  - Information only includes full-time students applying and registering in the fall to the first year of a university program.

The ministry encourages 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 that 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>2012</td>
<td>28,253</td>
<td>3,851</td>
<td>1,562</td>
<td>210</td>
</tr>
<tr>
<td>2013</td>
<td>28,956</td>
<td>3,888</td>
<td>2,037</td>
<td>355</td>
</tr>
<tr>
<td>2014</td>
<td>30,506</td>
<td>4,207</td>
<td>2,375</td>
<td>476</td>
</tr>
<tr>
<td>2015</td>
<td>31,415</td>
<td>4,441</td>
<td>2,509</td>
<td>503</td>
</tr>
</tbody>
</table>

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).
The data include all first-year, full-time fall entry applicants and registrants, including internal program transfer applicants requiring post-secondary transcript assessment, as well as part-time and full-time first-entry applicants to first-year and upper-year study originating at any post-secondary institution (universities and colleges).

**Highlights**

Please provide highlights of Queen's University's activity in 2015-2016 that demonstrates Queen's University's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Queen's University to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Queen's has implemented a number of combined undergraduate/professional programs (e.g. the combined B.Com.-JD) and laddered graduate credentials that afford students advanced standing based on courses completed. These programs provide students with the opportunity to complete multiple degrees in less time and at lower cost. Laddered graduate credentials (Diploma/Master's) provide flexible exit points for students based on their academic and professional objectives.

In 2015-16, Queen's continued to expand available credit transfer opportunities with new agreements with St. Lawrence College (musical theatre and biotechnology) and the Northern School of Mining (Bachelor of Mining Technology – first intake Fall 2016) to provide additional degree pathways for college-to-university and university-to-college transfer.
7. Financial Sustainability

FINANCIAL HEALTH and SUSTAINABILITY METRICS

<table>
<thead>
<tr>
<th>Performance</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Income / Loss Ratio (%)</td>
<td>5.46</td>
<td>7.28</td>
<td>0.00</td>
</tr>
<tr>
<td>Net Operating Revenues Ratio (%)</td>
<td>9.28</td>
<td>11.16</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Optional

Comments on Performance Metrics (up to 600 words approx.)

The 2015-16 values for Queen's are:
Net Income/Loss Ratio: 4.33%; Net Operating Revenues Ratio: 5.36%.
Declines in both performance ratios are the result of a decline in investment income in 2015-16, which is expected to fluctuate annually with market conditions.

<table>
<thead>
<tr>
<th>Liquidity</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve Ratio (days)</td>
<td>121.78</td>
<td>151.66</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Optional

Comments on Liquidity Metric (up to 600 words approx.)

The 2015-16 value for Queen's is:
Primary Reserve Ratio (days): 162.87
The continued improvement in this ratio is a reflection of ongoing efforts to manage resources prudently and effectively.

<table>
<thead>
<tr>
<th>Leverage</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest Burden Ratio (%)</td>
<td>1.70</td>
<td>1.75</td>
<td>0.00</td>
</tr>
<tr>
<td>Viability Ratio (%)</td>
<td>119.11</td>
<td>136.91</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Optional

Comments on Leverage Metrics (up to 600 words approx.)

The 2015-16 values for Queen's are:
Interest Burden Ratio: 1.69%; Viability Ratio: 141.13%

Additional Information

Additional comments on the overall Financial Health & Sustainability Metrics Result (up to 600 words approx.)

The university's financial results were negatively impacted in 2015-16 by volatility in the financial markets. However, overall financial flexibility as measured by the Primary Reserve Ratio has been steadily increasing since 2013-14. The Leverage Ratios demonstrate that Queen's has continued to strategically manage its debt with the Viability Ratio steadily improving over the three-year period.
Highlights
Please provide one or more highlights that demonstrate Queen's University's commitment to improved or continued financial sustainability. (up to 600 words approx.)

Financial sustainability is an area of ongoing focus for Queen's University and it is one of the four drivers in the university's strategic framework. Queen's actively monitors and reports on metrics and implements initiatives to support the university's financial targets.

In addition to disclosing the financial health metrics in its SMA report back document, Queen's published these metrics in the front section of its 2015-16 audited financial statements. Queen's also reports to its Board and the public on a number of additional financial health indicators as part of the university's Strategic Framework reporting:

- Trends in revenue generation by Faculties and Schools;
- Trends in degree of diversification of revenue sources by Faculties and Schools;
- Cost containment processes for Faculties, Schools and shared services;
- Endowment value per student.

This monitoring and public reporting demonstrate the university's focus on financial sustainability as well as its commitment to being a transparent organization.

The university has implemented or is in the process of implementing a number of initiatives aimed at continuing to strengthen the university's financial sustainability:

- We have implemented a responsibility centre management (RCM) budget model which encourages revenue generation, revenue diversification, and cost containment with a focus on Faculties and Schools, the areas of the university primarily responsible for delivering teaching and research.
- We are an active participant in discussions that could lead to a jointly sponsored pension plan for a number of Ontario universities, which would enable a financially sustainable pension plan and secure permanent solvency relief. During the last round of collective bargaining all unions committed to participate in the project to design and build the new JSPP.
- We have achieved and continue to pursue cost containment in utilities and collaborative procurement and other activities that support financial sustainability.

The ministry encourages Queen's University to augment the current list of financial health and sustainability metrics with other metrics. Reporting this data is optional. Queen's University may add up to four additional metrics in the space provided below.

<table>
<thead>
<tr>
<th>OTHER FINANCIAL METRICS REPORTED by Queen's University</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Endowment per FTE Student ($000)</td>
<td>33.97</td>
<td>37.16</td>
<td>36.39</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Information
Comments related to Queen's University's other reported metrics (up to 600 words approx.)

Queen's debt ratings remain highly favourable. Our DBRS rating has remained at AA/stable, and our S&P rating has remained at AA+/stable for the past three years. These ratings are based on a comprehensive analysis of enrolment and staffing, market position and numerous financial and operational indicators.
8. Attestation

By submitting this report to the ministry:

Queen's University confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Queen's University's Executive Head. ✔

For additional information regarding Queen's University's 2015-2016 SMA Report Back please contact -

<table>
<thead>
<tr>
<th>Name:</th>
<th>Mr. Chris Conway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone:</td>
<td>613-533-6000 ext. 77939</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:conwayc@queensu.ca">conwayc@queensu.ca</a></td>
</tr>
</tbody>
</table>

Please indicate the address on Queen's University's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry

| Website:     | http://www.queensu.ca/planningandbudget/myaa |