Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

**Institution Name:** Queen's University

**OVERVIEW**

Through the 2008-09 MYAA Report-Back process, Queen's University was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. Queen's University was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Queen's University's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that Queen's University is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

**PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE**

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

**DEADLINE FOR SUBMISSION TO THE MINISTRY**

The deadline for Queen's University to complete and submit this template to the Ministry is September 30, 2010. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on Queen's University's website. Please ensure Queen's University's completed 2009-10 Report Back is posted at the same location on Queen's University's website as its Multi-Year Action Plan.

**CONTACT**

For any questions regarding this Report Back template, please email Preet Gill, Senior Policy Advisor, Universities Unit at Preet.Gill@ontario.ca or telephone (416) 325-9262, or Aamir Taiyeb, Research Policy Analyst, Universities Unit at Aamir.Taiyeb@ontario.ca or telephone at (416) 325-4237.
PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Queen's University's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:
  1) Enrolment - Headcount
  2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
  3) Compliance with the Student Access Guarantee (SAG) in 2009-10
  4) The Student Access Guarantee (SAG) for 2010-11
  5) Participation in the Credit Transfer System
  6) Class Size
  7) Online Learning
  8) International
  9) Supply Chain Compliance
  10) Space Utilization
  11) College Student Satisfaction
  12) Graduation Rate
  13) Graduate Employment Rate
  14) Student Retention Rates
  15) Quality of the Learning Environment
1) Enrolment - Headcount*

*DEFINITION: Headcount is the number of full-time students enrolled in 2009-10, including full-time undergraduate and graduate students eligible for funding consideration.

- **Queen's University** reported to TCU the total Headcount enrolment in 2009-10 = 16,752
  - Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by Queen's University to the Ministry for 2009-10 = 13,709
  - Please indicate the number of students aged 25+ from the total Headcount enrolment reported by Queen's University to the Ministry for 2009-10 = 2,576

- Please provide one or more examples in the space provided below of a promising practice that Queen's University used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Queen’s has been, and continues to be committed to achieving our enrolment targets consistent with both our plans and budget, and in support of the Ontario Government's access and success objectives. We experience extremely high retention and graduation rates, in part because of our supportive residential community, services and programs offered to new students, and the overall academic quality of the incoming class. Our success in meeting enrolment targets over the years reflects a joint effort between the University Senate (and the Senate Committee on Academic Development, which collaboratively sets enrolment targets), the Office of the University Registrar (which carefully monitors application and yield data), and the Faculties and Schools, who work throughout the spring and summer each year to ensure their own enrolment targets are achieved.
2) Under-Represented Students: Students with Disabilities*, First Generation* and Aboriginal*

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

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

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

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

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

<table>
<thead>
<tr>
<th>Students With Disabilities</th>
<th>First Generation Students</th>
<th>Aboriginal Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the total number of students with disabilities at Queen’s University who registered with the Office for Students with Disabilities and received support services in 2009-10= <strong>769</strong></td>
<td>Please indicate the total number of First Generation students enrolled at Queen’s University in 2009-10= <strong>1,405</strong></td>
<td>Please indicate the total number of Aboriginal students enrolled at Queen’s University in 2009-10= <strong>232</strong></td>
</tr>
<tr>
<td>Please indicate the number of students with disabilities at Queen’s University who registered with the Office of Students for Disabilities and received support services in 2009-10 who were:</td>
<td>Please indicate the number of First Generation students enrolled at Queen’s University in 2009-10 who were:</td>
<td>Please indicate the number of Aboriginal students enrolled at Queen’s University in 2009-10 who were:</td>
</tr>
<tr>
<td>Full-time: <strong>721</strong></td>
<td>Full-time: <strong>1,186</strong></td>
<td>Full-time: <strong>207</strong></td>
</tr>
<tr>
<td>Part-time: <strong>48</strong></td>
<td>Part-time: <strong>219</strong></td>
<td>Part-time: <strong>25</strong></td>
</tr>
<tr>
<td>Total (Full-Time + Part-time): <strong>769</strong></td>
<td>Total (Full-Time + Part-time): <strong>1,405</strong></td>
<td>Total (Full-Time + Part-time): <strong>232</strong></td>
</tr>
<tr>
<td>Please calculate as % of Enrolment Headcount:</td>
<td>Please calculate as % of Enrolment Headcount:</td>
<td>Please calculate as % of Enrolment Headcount:</td>
</tr>
<tr>
<td>(Insert Total From Above) <strong>769</strong> ÷ <strong>16,752</strong> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <strong>4.6%</strong></td>
<td>(Insert Total From Above) <strong>1,405</strong> ÷ <strong>16,752</strong> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <strong>8.4%</strong></td>
<td>(Insert Total From Above) <strong>232</strong> ÷ <strong>16,752</strong> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <strong>1.4%</strong></td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>First Generation Students</td>
<td>Aboriginal Students</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>In the space below, please provide one or more examples of promising practices that Queen's University used in 2009-10 to develop and maintain results for students with disabilities.</td>
<td>In the space below, please provide one or more examples of a promising practice that Queen's University used in 2009-10 to develop and maintain results for First Generation students.</td>
<td>In the space below, please provide one or more examples of a promising practice that Queen's University used in 2009-10 to develop and maintain results for Aboriginal students.</td>
</tr>
</tbody>
</table>

Queen's follows numerous practices to facilitate successful study experiences for disabled students. For example, disabled students can register electronically with the Disability Services Office (DSO) to avoid lineups and receive appropriate accommodation quickly; DSO staff contact disabled students throughout the year to ensure an accommodation plan has been implemented successfully and that the students are progressing; and disabled students receive early notice of special exam arrangements.

Programs and services directed toward potential first generation applicants include the University Experience Program (UEP) website and video (www.queensu.ca/admission/uep.html); workshops to address the concerns of first generation students; and “University 101” presentations to 300+ Grade 10 students in schools with high first generation populations. Queen’s and HEQCO led a project to generate custom NSSE reports for 44 universities across Canada, including reports for and analyses of first generation students.

On the access front, Queen's staff visits over 4,000 Aboriginal students in Ontario high schools and First Nations communities each year; and we held a 3-day on-campus event highlighting Aboriginal Health Careers. Services to First Nations students include outreach through the Four Directions Aboriginal Student Centre, and special admission and orientation services for incoming First Nations students. With respect to academic programming, the School of Policy Studies offers the “Indigenous Policy and Governance Initiative” program (www.queensu.ca/sps/current_students/PMPA/indigenous_policy_governance.php); and the Faculty of Education now offers a Masters program in “Aboriginal and World Indigenous Educational Studies” (educ.queensu.ca/graduate/prospective/programs/awies.html).

Queen's University can use the space below to describe methodology, survey tools, caveats and other information regarding the numbers reported herein re. Students with Disabilities, First Generation and Aboriginal Students:

The calculation/estimation of under-represented group counts were revised following the 2008/09 MYA report-back. For this report, first generation and First Nation student counts reported are based on NSSE response proportions applied directly to 1st and 4th year first-entry enrolments, by linear interpolation for 2nd and 3rd year first-entry enrolments, by applying to second-entry Education the NSSE response proportions for 4th year first-entry enrolments, by estimate for the Faculty of Law, and by applying University Applicant Census response proportions to graduate student counts. Reported counts are point estimates without standard confidence limits. Numbers reported above may differ from others produced by Queen’s because...
of different methodology. Counts for students with disabilities are now based on actual registrations with the Queen's Disability Services Office; in prior years, they were estimated from NSSE response counts.
3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through its signed MYAA, Queen’s University committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students’ tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

<table>
<thead>
<tr>
<th>2009-10 TUITION / BOOK SHORTFALL AID:</th>
<th>TOTAL $</th>
<th># ACCOUNTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures for Tuition / Book SAG Amount</td>
<td>$3,188,019</td>
<td>1,330</td>
</tr>
<tr>
<td>Other SAG Expenditure to Supplement OSAP</td>
<td>$3,798,637</td>
<td>1,198</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$6,986,656</td>
<td>2,528</td>
</tr>
</tbody>
</table>

Data as of July 06, 2010

- Did Queen’s University meet students’ tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **Yes**
4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.

Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.

Queen’s has expressed concern about the automatic granting of SAG. We have numerous bursaries established by alumni and friends, many of which were created as part of OSOTFI, OSOTFII and OTSS, and some of which have criteria in the terms of reference that we obtain via bursary applications. We have developed a process to ensure we can respect gifts from benefactors while satisfying the government’s requirement that SAG be automatically issued:

(a) Admission Bursary: We remain committed to providing bursary decisions to students at time of admission offer. This occurs months prior to OSAP application availability and financial need assessments. To award bursary assistance when students are making their final decision we will continue with our existing admission bursary application.

(b) General Bursary: In order to collect the information required to disburse endowed award funds we will continue to invite students to apply for bursary assistance. This will also allow us to assess students in professional or graduate programs for need-based assistance.

(c) We will assess the students according to our existing bursaries policies and guidelines. First-entry OSAP recipients who have completed the COE will receive the greater of Queen’s assessed need or the shortfall identified by MTCU.

(d) We will inform students of bursary decisions by December 20, 2010. Funds will be released to students on January 4, 2011. If the student has a balance owing to the University the bursary will be applied directly to the student’s fee account. If the student’s fee account is paid in full then the funds will be released to the student’s bank account via EFT (electronic funds transfer).

(e) In January 2011 we will generate a report of all first-entry students with a SAG shortfall, as identified by MTCU, who received either no Queen’s student assistance or less than the stated amount. Queen’s will confirm the student has processed all his/her 2010-2011 OSAP entitlement. (We will assume if the student has obtained all OSAP funding certificates for the period of study that the student has fully processed the OSAP available).

(f) Once the above has been confirmed we will provide bursary assistance to students equal the SAG shortfall by January 31, 2011. If the student has a balance owing to the University the bursary will be applied directly to the student’s fee account. If the student’s fee account is paid in full then
Identify whether your institution plans to provide loan assistance in values greater than $1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:

<table>
<thead>
<tr>
<th>a)</th>
<th>Programs by name and OSAP cost code:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law - JD (LAW); Medicine (MED); Accelerated MBA (ACC.MBA1, MAA.MBA2); Master of Arts (MA1, MA2, MA3, MA4); Master of Art Conservation (MAC); Master of Business Administration (MBA1, MBA2); Master of Education (MEDUCATION); Master of Engineering (MENGINEER); Master of Environmental Studies (MENVSTUDIE); Master of Industrial Relations (MIR); Master of Law (MASTERLAW); Master of Mgmt - Global Mgmt (MGLOBALMAN); Master of Occ. Therapy (MOT); Master of Phys. Therapy (MPT); Master of Public Administration (MPA); Master of Public Health (MPH1, MPH2); Master of Science Engineering (MSC(ENGR); Master of Theology/Divinity (MDIV); Master of Urban and Regional Planning (MURP); PHD (PHD12, PHD3).</td>
<td></td>
</tr>
</tbody>
</table>

| b) | For students in the above programs with low or moderate levels of accumulated education-related debt the University will meet a percentage of the OSAP shortfall. This is most evident for students in professional programs of study (e.g. Medicine or Juris Doctor (Law) may demonstrate identical tuition/books shortfalls but show different debt load. For those students with greater accumulated debt we will provide a higher level of non-repayable assistance than for students with no or limited previous OSAP debt. Students in professional programs who have a shortfall or a reduced shortfall after receiving Queen’s non-repayable assistance will be directed to access a student line of credit for the remaining portion of the tuition/book shortfall. Many professional students, and the vast majority of medical students, make independent arrangements for student lines of credit in addition to the funding they anticipate receiving in OSAP. These arrangements are made early in the summer and prior to OSAP assessments and, in some cases, the student makes such arrangements for the duration of their studies. The amount of bursary assistance provided and the amount of recommended additional loan assistance is evaluated according to our defined guidelines with consideration given to the accumulated debt level for individual students. |

| the funds will be released to the student’s bank account via EFT. |
5) Participation in the Credit Transfer System

- Using Ontario Universities Application Centre (OUAC) reports, please provide data for the following years:

<table>
<thead>
<tr>
<th>Years</th>
<th>Total Applications</th>
<th>Total Registrations</th>
<th>Transfer Applications*</th>
<th>Transfer Registrations*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>23,647</td>
<td>3,427</td>
<td>214</td>
<td>31</td>
</tr>
<tr>
<td>2006</td>
<td>25,110</td>
<td>2,921</td>
<td>215</td>
<td>23</td>
</tr>
<tr>
<td>2007</td>
<td>25,903</td>
<td>3,162</td>
<td>202</td>
<td>25</td>
</tr>
<tr>
<td>2008</td>
<td>26,687</td>
<td>3,544</td>
<td>169</td>
<td>7</td>
</tr>
<tr>
<td>2009</td>
<td>25,663</td>
<td>3,532</td>
<td>157</td>
<td>13</td>
</tr>
</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. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that transfer data is not limited to college graduates who apply through OUAC and only includes full-time students applying and registering in the fall to the first year of a university program. The Ministry 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.

Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was 81.9%.

Further details on where the pre-populated data in the statement “Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was 81.9%” was derived from the College KPI Graduate Outcomes (Employment/Satisfaction) Survey. Information on the Survey is as follows:

- Telephone based surveys (more than 100 fields of data)
- Survey conducted by a third party service provider, presently Forum Research Inc., based on audited student information provided by the colleges
- Conducted annually, three times a year, six months after graduation
- Census type survey - attempt to reach every eligible graduate from ministry-approved postsecondary program
- Sample size, 2009-10 survey: 40,410 completed Graduate Employment/Satisfaction survey;
- Response Rate 2009-10 survey: 64%
- Response Rate 2008-09 survey: 68%
- Survey responses used to tabulate two college Key Performance Indicators - Graduate Employment and Graduate Satisfaction
- The Survey, including definitions and methodology information, can be found on the web (in Appendix A of the document link below) at the following website: http://www.edu.gov.on.ca/eng/document/serials/eprofile07-08/profile08.pdf
Please provide any additional comments regarding transition experience either from college to university or university to university.

Queen’s University has extremely high retention rates (95%+ year-over-year). This limits opportunities to admit transfer students from other universities and colleges to upper years of study.
• Please provide one or more examples in the space provided below of a promising practice that Queen's University used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Queen’s revised and updated its website content detailing transfer credit and admission requirements for applicants from CAAT’s. Additional and expanded web content will be launched in September 2010. Multi-year departmental commitments in the Faculty of Arts and Science for upper year transfer students were developed and website content was updated to reflect program availability.
6) Class Size

- Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of Queen's University's undergraduate class size was:

<table>
<thead>
<tr>
<th>Class Size</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Classes</td>
<td>Percentage of Total Classes</td>
<td>Number of Classes</td>
<td>Percentage of Total Classes</td>
</tr>
<tr>
<td>Less than 30</td>
<td>281</td>
<td>57.1%</td>
<td>154</td>
<td>44.9%</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>111</td>
<td>22.2%</td>
<td>67</td>
<td>19.5%</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>40</td>
<td>8.1%</td>
<td>60</td>
<td>17.5%</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>39</td>
<td>7.9%</td>
<td>53</td>
<td>15.5%</td>
</tr>
<tr>
<td>251 or more</td>
<td>21</td>
<td>4.3%</td>
<td>9</td>
<td>2.6%</td>
</tr>
<tr>
<td>Total</td>
<td>492</td>
<td>100.0%</td>
<td>343</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Note: There are a number of one-on-one instruction classes, including independent study, independent research, internships and practicums that are excluded from the above class sections. Class sub-sections such as labs and tutorials are also excluded.
• Please provide one or more examples in the space provided below of a promising practice that Queen's University used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

A grant from HEQCO to Student Affairs funded a project to assess residence-based supported learning groups (SLGs) to enhance peer interactions and study skills in a large first-year course.

The Faculty of Engineering and Applied Science is assessing online learning systems to support and enhance the undergraduate learning experience using Moodle (a learning management system) and video capture to record lectures that will be available in Moodle. Impacts will be assessed in 2011 and may allow some sections of large lecture courses to be delivered online and instructors reallocated to other learning activities.

The School of Business implemented clicker technology in first-year classes to enhance student involvement and participation.
7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

- To complement this work, please provide one or more examples in the space provided below of a promising practice that Queen's University used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Faculty of Arts and Science developed new online versions of medical preparatory science courses offered through Continuing and Distance Studies to make these courses available to students outside the Life Sciences program. All course content, including labs, is offered online. Organic Chemistry was offered in 09/10; more courses are currently under development.

The Faculty of Arts and Science used lecture capture technology to enhance learning in Political Studies and Biology courses. Recorded lectures were available to supplement in-class learning. Further development, enhancement and assessment is continuing through a HEQCO funded project.
8) International

"DEFINITION: International Enrolment" is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.

• Queen’s University reported to TCU that International Enrolment in 2009-10 = 1,454.

• In 2009-10, Queen’s University reported to TCU the following top 3 source countries for international students:
  United States
  China
  Japan

• Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Queen’s University had in 2009-10:
  • Outbound students = 1,749
  • Inbound students = 218

• Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Queen’s University in 2009-10 = $16,691,803

• Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Queen’s University had outside of Canada in 2009-10 = $7,492,419
• Please list in the table below all For Credit, Stand-Alone campuses *Queen’s University* operated abroad in 2009-10, including city, country and total enrolment for each campus:

<table>
<thead>
<tr>
<th>Campus Name</th>
<th>City/Municipality</th>
<th>Country</th>
<th>Total Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bader Int'l. Study Centre</td>
<td>Hailsham, East Sussex</td>
<td>UK</td>
<td>577</td>
</tr>
</tbody>
</table>

• Please provide one or more examples in the space provided below of a promising practice that *Queen’s University* used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Faculty of Engineering and Applied Science will increase upper-year international enrollment in programs where international demand and upper-year capacity exist (e.g. fully supported students in Mining Engineering from Botswana already underway; 1+3 and 2+2 programs in partnership with several Chinese universities in development).

The Fudan-Queen’s Sino-Canada Centre for Environment and Sustainable Development was launched in 2009 to undertake student and faculty collaboration on urbanization and environmental research involving Civil Engineering and Urban and Regional Planning at Queen’s, and the Institute of Biodiversity Science at Fudan University in Shanghai.

The School of English implemented Q-Bridge, that provides academically qualified international students who do not meet the English requirement an intensive summer English program; the inaugural group began studies at Queen's in September 2010.
9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than $10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the 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.

- Please confirm that in 2009-10 Queen's University adopted the Government of Ontario's Supply Chain Code of Ethics: Yes

- Please confirm that in 2009-10 Queen's University adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: Yes

- In 2009-10 did Queen's University participate in the Ontario Education Collaborative Marketplace (OECM)? No

- Please provide one or more examples in the space provided below of a promising practice that Queen's University used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

   Queen's commissioned an external procurement and facilities review to identify and validate cost-reduction opportunities. We plan to increase our enterprise contract coverage through collaboration across Faculties.
10) Space Utilization

- In 2009-10, did Queen's University have a Space Utilization planning process in place to assess and optimize academic space utilization? Yes

- If yes, please indicate in the space below the methodology used to inform Queen's University’s academic space utilization planning process:

The Teaching Space Committee that reports jointly to the Provost and the VP Finance and Administration oversees all matters related to teaching space management (allocation, maintenance, R&A). Timetabling is undertaken using InfoSilem, which supports the uniform slot system of timetabling/classroom scheduling that an external review concluded in 2008 was the most efficient and effective approach to class scheduling.

- Please provide one or more examples in the space provided below of a promising practice that Queen's University used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

A multi-year auditorium analysis is used to inform the scheduling process and maximize high-demand room usage. Enrolment and room type requests are analyzed and modifications to the scheduling software performed regularly to maximize the use of all classroom space and instructional areas.
11) Student Satisfaction

• Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of excellent and good responses) at your institution for NSSE Question "How would you evaluate your entire educational experience at this institution?" for Senior Year respondents = 87%

• Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at your institution for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" for Senior Year respondents = 84%

• Please provide one or more examples in the space provided below of a promising practice that Queen’s University used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

To increase “hands-on” activities in upper years, the Faculty of Engineering and Applied Science is developing a professional spine in all of its undergraduate programs.

The School of Business introduced a proactive advising program, offering informal drop-in sessions with advisors and workshops in time management, exam study, etc., to improve skills before academic performance becomes a problem.

The School of Graduate Studies and the Division of Student Affairs supported the Graduate Student Life Working Group and worked toward acquisition of library study space for exclusive graduate student use, and identifying social opportunities for graduate students and their partners and families.
12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at your institution = 91.2%

- Please provide one or more examples in the space provided below of a promising practice that Queen's University used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Despite the high academic performance of the entering class (and of incoming graduate students) and our significantly-higher-than-average retention and degree completion rates, the University nonetheless maintains a focus on academic problems that may hinder student progress. These include;

The Faculty of Engineering and Applied Science offers, for students experiencing academic difficulties in the Fall term, a 6-week Winter term review and support package (called J-section).

The School of Graduate Studies and the Centre for Teaching and Learning offer workshops for graduate supervisors that include sessions to recognize when students may need assistance, and to develop support strategies for students facing academic challenges.
13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at your institution = 95.9%
- Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at your institution = 97.9%

- Please provide one or more examples in the space provided below of a promising practice that Queen's University used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Business Career Centre (BCC) within the School of Business introduced "Direct Connect" (informational (not job) interviews between a student and an employer of their choice to understand the employer and determine career fit), and "Focused Engagement" (that allows employers to identify and work with students who fit their candidate profiles).

The Office of Career Services within Student Affairs introduced a number of tailored career events, including "Public Service Careers", "Green Jobs", and "Kingston Careers", linking students with interested employers.
14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in Queen’s University’s approved Multi-Year Action Plan. Referring to these proposed results, please identify Queen’s University’s achieved results for 2009-10.

<table>
<thead>
<tr>
<th></th>
<th>Proposed Result for 2008-09 From Action Plan</th>
<th>Retention Rate Achieved For 2008-09</th>
<th>Retention Rate Achieved For 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd Year</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
</tr>
<tr>
<td>2nd to 3rd Year</td>
<td>95%</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>3rd to 4th Year</td>
<td>95%</td>
<td>98%</td>
<td>98%</td>
</tr>
</tbody>
</table>

Please indicate in the space below the methodology used by Queen’s University to calculate the retention rates indicated above.

The rates shown above are the Fall-over-Fall return rate for students regardless of program of study (which may change) or official year-of-study progression. The base (denominator) is re-set to 100 for each successive retention window.
As with its overall graduation rate, Queen's achieves extremely high year-over-year retention rates. A variety of academic support, counselling and other services are made available to all students to minimize the risk of adverse events affecting their studies. These include:

An enhanced informational component in the Faculty of Engineering and Applied Science recruitment materials (including video blogs, "The Top 10 Reasons to Choose Queen's Engineering", and a "Parents' Guide") to ensure students make an informed choice about attending Queen's.

The provision of "Mental Health First Aid" training to all residence Dons to equip them with the skills to identify, assist and refer students in distress.
15) Quality of the Learning Environment

- Please provide information in the space provided below of what Queen’s University did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

The quality of the learning environment is central to the university's strategic and operational planning, budgeting and administration. The academic plan (in development) for example addresses Queen's core missions of undergraduate learning, graduate and professional education and research, and particularly of the unique manner in which Queen's can link these missions.

Other, more specific examples include:

Curricular review in the Faculty of Engineering and Applied Science has as its primary objective student abilities/competencies at graduation. Based on 2008/09 student input and using NSSE response data, the Faculty intends to improve student skills in design, complex problem solving, communications, economics and an understanding of the impact of engineering activity in society. In 2009/10 the Faculty began coordinating a nationwide initiative to recommend how the skills, knowledge and attitudes of engineering students should be assessed at graduation for the purposes of program improvement.

The Faculty of Arts and Science has embarked on a series of "blended learning" projects, in which traditional lectures/tutorials are complemented or replaced by technology-based learning strategies such as video streaming. This frees faculty time for much needed small-scale and intensive tutorial sessions with students in first year. Several science departments are partnering with educational publishers to take advantage of online learning and educational websites that are becoming increasingly available. In addition, the Faculty continues to work toward capstone experience courses in all its Honours degree programs. Gender Studies and Environmental Studies, for example, have adopted a community-based research practicum and team-based community project respectively.

One of the classrooms and several other spaces in the Faculty of Law have been completely refurbished to provide state-of-the-art educational technology and videoconferencing facilities to connect students with practitioners, lectures and guest speakers around the world. Also in the Faculty of Law, we are about to launch a new "Centre for Law in the Contemporary Workplace" to create a research hub that will touch on pension law, human rights and labour/employment law.

The overall goals of the University Registrar are to help students achieve excellence, and to pursue excellence in the Office's work by identifying and adopting best practices. The Office is working to make it easier for students to navigate academic administration, and to involve students in service development and assessment. Staff members participate in professional development opportunities that result in enhanced service levels, greater understanding of ethnic and cultural background, and comfort with evolving IT and software.
PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

- Increased Participation of Under-Represented Students - Programs/Strategies

As part of its 2008-09 Report Back, your institution was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

<table>
<thead>
<tr>
<th>Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)</th>
<th>Achieved Results of the Transition Year Strategies for 2009-10</th>
</tr>
</thead>
</table>
| University Experience Program  
Multi-year funding has been received from MTCU that will be used to fund the Spring Event and in-school workshops (participation will be increased each year), as well as multi-day on-campus residential learning experiences for students in grades six to twelve. On-campus workshop topics will be expanded based on prior participant feedback and contact with partner schools. | (The UEP is a pre-university program for prospective students.)  
2,666 high school students were reached through various UEP initiatives in 2009/10. For the main spring event and in-school visits, 2009/10 activity was characterized by a 37% increase in the number of total contacts relative to 2008/09; a 65% return participation rate by partner schools; and a high participant rating (78% of whom noted that the activities had a positive impact, measured by pre- and post-student event surveys). |
| Campus Support Initiative (various components)  
Leadership development program in residence will be expanded. Recruitment diversity: Aboriginal Pow Wow to run again; EmployABILITY Day will be expanded; Career Services workshops and counselling will be informed by results of 2007-08 career engagement activity with Aboriginal and disabled students Aboriginal cultural seminars will continue. Mental health first aid workshops will be offered again to staff and student leaders | Existing initiatives were maintained and/or enhanced and several new initiatives commenced in 2008/09. A summary list of initiatives undertaken last year includes:  
Development of a Student Safety Website.  
Launching a large scale campaign and event to address gender equity and body image issues (about 400 student participants).  
Joint planning between HCDS and Residences around engaging men in anti-violence initiatives on campus and involving a consultant/expert in the field.  
Delivery of diversity training sessions for staff in marketing and communications, athletics & recreation, enrichment studies, dons and council members.  
Alan Berkowitz delivered several "Bystander Intervention" workshops to residence student leaders, members of student government and faculty societies; Student Affairs engaged in a train-the-trainer program to build capacity among student leaders to sustain efforts in residences and on campus.  
Residence Services re-designed Citizen U Leadership Development Program for re-launch in tandem with potential introduction of co-curricular record in 2010.  
The annual Queen’s Educational Pow Wow took place in Sept 2009. Also, the Four Directions Aboriginal Centre worked with Faculties to expand the Aboriginal admission policy. |
Aboriginal cultural seminars continued via a lunch-and-learn educational series that exposed Queen's employees to Aboriginal culture; the 11th Annual Symposium was held ("Keepers of the Land: Indigenous Perspectives on Responsible Land Use and Resource Management"); weekly cultural programming was offered for students in the Aboriginal Leadership Opportunity Program in partnership with RMC; a regular slate of cultural programs was offered throughout the year (weekly feast, brown bag lunch series, drumming, farm/garden project).

Four 2-day Mental Health First Aid sessions were conducted; 80 staff were trained (bringing the 2-year total to 250).

- Quality of the Learning Environment

As part of its 2008-09 Report-Back, your institution was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

<table>
<thead>
<tr>
<th>Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)</th>
<th>Achieved Results of the Transition Year Strategies for 2009-10</th>
</tr>
</thead>
</table>
| **Queen's Learning Commons**  
2009/10 Action Plan contains several components: a) development of first-year experience workshops series, b) continued development of integrated service desk, c) expanded service by Career Services peer educators, d) group work workshops in development, e) hosting of 5th annual Canadian Learning Commons Conference, f) expansion of ‘expanding horizons’ workshops, g) commencement of next multi-year strategic planning process for QLC | (a)(d)(f) the first-year experience and “group work” workshops were developed, implemented and evaluated and the “expanding horizons” workshops were offered as planned.  
(b) the integrated service desk offerings were implemented and evaluated.  
(c) peer support services were offered through collaboration with Career Services and other support units.  
(e) the Canadian Learning Commons Conference was held.  
(g) in conjunction with the University’s academic plan (in development), QLC has commenced a multi-year planning process to position QLC as a key contributor to learning and research. |
| **Teaching & Instructional Development**  
(1) We will revise volume indicators from 'number of individual registrants in programs' to include participation in and use of a broader variety of CTL activities, services and resources. For example, faculty participate in the two granting programs we administer thereby increasing the practice of the scholarship of teaching and learning. We maintain the University’s teaching awards directory and administer the annual Teaching Awards reception which serves to increase awareness and recognition of excellence in teaching and learning across the University. Faculty members and graduate students also use our resource library with over 5000 books, articles, journals, and videos on university teaching and learning. These are examples of performance indicators that go beyond a mere count of numbers of persons in seats at | (1) Beginning in 2009/10 the Centre for Teaching and Learning (CTL) collected a variety of baseline data to provide volume indicators beyond individual registration counts.  
Key among these are consultation sessions with individuals and groups. Academic departments and individuals continue to consult with CTL on such diverse topics as curriculum development and review, PTR, integration of technology in teaching and learning, and classroom-related issues. CTL undertook about 200 such consultations last year:  
Alma Mater Society (3)  
Graduate Students and TA’s (72)  
Teaching Fellows (3)  
Faculty (74) |
workshops. (2) We will continue our active participation and leadership in committees whose decisions influence or have the potential to influence the quality of the learning environment at Queen's. Examples include: the Teaching Spaces Task Force, the Virtualization Task Force, the Senate Academic Development Committee, the Internal Academic Review Committee, the Academic Integrity Working Group, the Teaching Assistants Consultative Committee, the Learning Commons Services Team, and the Committee on Graduate Students Academic Support Needs. (3) We will continue our outreach to departments and use the number of departments that seek our assistance in educational development activities as a meaningful indicator of the extension of our quality improvement strategies.

<table>
<thead>
<tr>
<th>Staff (13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians (2)</td>
</tr>
<tr>
<td>Post-Doctoral Fellows (1)</td>
</tr>
<tr>
<td>Alumni (5)</td>
</tr>
<tr>
<td>Academic Departments (19)</td>
</tr>
<tr>
<td>Teaching Observations (6)</td>
</tr>
<tr>
<td>Total (198)</td>
</tr>
</tbody>
</table>

The Centre also continued to offer a series of workshops on various teaching and learning issues directed primarily toward faculty and graduate students. Registrations in these workshops totalled 825 (faculty) and 1644 (graduate students).

CTL plays a coordinating and support role with respect to internal teaching awards. It maintains the Teaching Awards Directory which lists 7 institution-wide awards, 10 Faculty-wide awards, and 47 departmentally-based awards.

Graduate Student Learning Experience

Improve access in 2009-10 and beyond to PD workshops for graduate and professional program students by implementing the recommendations of our 2009 assessment. Disseminate analysis and discussion of 2007 and (pending) 2010 CGPSS results to individual departments and the Graduate Studies Executive Council and more fully develop metrics based on the results for use in enrolment and program planning.

Professional development opportunities for graduate/professional students were increased through "Development Day" for students and PDFs, departmental workshops, and the "Program in University Teaching and Learning" (PUTL) and its associated completion certificates.

The "Expanding Horizons" workshop series was enhanced and participation increased. Topics covered included grant writing, presentation skills, and thesis writing. Further expansion is planned for 2010/11 to include intercultural communications and academic writing workshops.

Results of the 2007 and 2010 CGPSS project have been presented to senior academic administration, Graduate Studies Executive Council and others. In conjunction with time-to-completion/completion rate data and financial support data, the results have driven analysis and improvements in the graduate studies area. Metrics for the graduate component of the academic plan are being discussed with the School.