

March 2014

Long-Term Strategic Enrolment Management Framework

Introduction

Strategic Enrolment Management (SEM) is an institution-wide process that coordinates marketing, student recruitment, admission and retention, student services, tuition setting, resource allocation, and program planning, to support the University's academic mission. SEM includes mechanisms to monitor the structures in place to achieve enrolment-related goals and must be appropriately responsive to the broader post-secondary education environment and evolving provincial government priorities and approaches.

In keeping with this definition, Queen's [Strategic Enrolment Management Group \(SEMG\)](#) supports the establishment and maintenance of optimum enrolment, as well as program mix and quality, and provides oversight of undergraduate and graduate enrolment management planning and policy.

In this document, the SEMG presents a Long-Term Strategic Enrolment Management Framework for Senate's consideration. The framework looks ahead to 2024, but does not propose specific enrolment targets for the long-term because there is simply too much uncertainty to forecast with any precision our size or mix a decade from now. Instead, the SEMG proposes the framework be used to guide the development of medium and long-term enrolment strategies and planning processes that will allow Queen's to thrive in response to institutional and faculty priorities, student demand, government direction, and continued community input. The SEMG will also use the framework in its development of annual rolling three-year enrolment plans with specific targets for consideration by the Senate Committee on Academic Development (SCAD), which recommends enrolment targets to University Senate.

The SEMG was established in early 2013; the development of this framework builds on the SEMG's earlier work, beginning with its initial report, released in spring 2013. This [report](#), which mainly focused on the internal and external factors that influence strategic enrolment planning, also proposed specific Faculty and School enrolment targets for 2013-14 and 2014-15, and preliminary enrolment projections for 2015-16. After a period of community consultation, the report was considered by SCAD, which recommended to Senate that the enrolment targets for 2013-14 and 2014-15 be approved. Senate approved the targets in April 2013.

In September 2013, the SEMG launched a process of community engagement with the release of a [white paper on long-term enrolment planning](#), which, it was hoped, would generate and guide discussion across campus. SCAD held two town hall meetings later that month, and then, in October 2013, a joint retreat of the Board of Trustees and the University Senate, and a meeting of the University Council, both focused on enrolment management. The SEMG also invited comments on the white paper via email and [summarized all the input received](#).

In developing this framework, the SEMG has reviewed all the feedback and considered a variety of strategic planning documents, including:

Approved by Senate March 25, 2014

- [Where Next?](#) (2010)
- [Academic Plan](#) (2011)
- [Strategic Research Plan](#) (2012)
- [The Third Juncture](#) (May 2012)
- [Proposed Mandate Statement](#) to the Ministry of Training, Colleges and Universities (2012)
- [Interim Report of the Student Learning Experience Task Force](#) (2013)
- [The Rising Tide: An Enrolment Policy Paper from the Alma Mater Society](#) (2013)
- [The Strategic Framework](#)
- [The Library and Archives Master Plan](#) (2013)
- [The Campus Master Plan](#) (to be finalized in 2014)
- Ongoing internationalization initiatives.

Context

Queen's University aspires to be "the Canadian research-intensive university with a transformative student learning experience." Our mandate is to exemplify the quintessential 'balanced academy' and provide our students with both twenty-first century learning skills and experiential opportunities that prepare them for the workplace that is becoming increasingly technology driven and dependent. As such, our institutional priority objectives, as reported to the Ontario government in our September 2012 [Proposed Mandate Statement](#), are to:

- Expand undergraduate credentials;
- Develop twenty-first century skills through entrepreneurial and experiential learning;
- Expand graduate credentials.

Government funding and policy

Enrolment drives university revenues. Tuition and operating grants from the province account for a very large proportion of Ontario universities' operating revenues. In 2013-14, they accounted for 86% of Queen's total budgeted operating revenues. However, the government is holding its total spending constant and has implemented several reductions to base post-secondary institutional grants. In addition, it has capped tuition increases to an average of 3% for four years starting in 2013-14. All of this has constrained universities in their ability to cover existing cost increases - primarily salaries and benefits but also deferred maintenance, student financial aid and student support services - from these revenue sources.

To meet these cost increases, Queen's must protect its established revenue stream by remaining responsive to government direction, while at the same time diversifying its revenue sources through differentiated enrolment.

Currently, the total tuition and grant revenue generated from each domestic undergraduate Arts and Science student is, on average, \$11,525 per year. The total tuition revenue generated from each international undergraduate Arts and Science student is, on average,

\$21,675 per year. These are both net of the policy lever reductions implemented by the government in 2013-14. For engineering and applied science students, these numbers are somewhat higher, and then higher again for commerce students.

Total funding for domestic Master's and doctoral graduate students is capped by the Ministry by the application of funding-eligible enrolment levels in Ministry-approved programs. The grant revenue generated from each domestic Master's student is \$14,580; for a PhD student it is \$27,300. These grants, plus tuition, form the total per-student revenue. Limits on government-supported graduate enrolment encourage the development of expanded professional graduate credentials that are not reliant on government grants to provide opportunity for new revenue streams. Total revenue for each international graduate student in doctoral-stream and doctoral programs is \$12,400. International fees associated with professional programs are much higher, sometimes over \$100,000.

Demographics and demand for PSE

Ontario university and college enrolment has increased by 36% since 2002-2003. Over the past 10 years, the provincial government has introduced various initiatives that have encouraged growth in specific areas, including the Access to Opportunities Program (promoting enrolment in Computer Science and Engineering), Reaching Higher and Putting Students First. The government's stated goal is to raise the post-secondary attainment rate to 70% by 2020.

Participation in post-secondary education (PSE) is expected to continue to rise, albeit at a lower rate than in the past decade. The traditional PSE-aged population in Canada (18-24 years) is, however, projected to fall by 10% between 2011 and 2020, before returning to 2010 levels by 2030, which means that increased participation is unlikely to mean greater numbers of students. Therefore, any enrolment growth must include non-traditional student populations (e.g. mature students, part-time students) and will require willingness on the part of government to fund this growth.

Enrolment at Queen's

The following quantitative overview of Queen's enrolment, past and present, reflects incremental growth and increasing diversification of the student population. However, increases in operating costs have outpaced the net revenue associated with this modest growth. Between 2001-2 and 2011-12, many universities that are competitive with Queen's grew significantly. For example, the University of Guelph increased enrolment by 73%, McMaster grew by 69%, the University of Toronto by 61% and Waterloo by 57% (COU). Queen's, in contrast, grew by 35%. As a result, Queen's system share of total government operating grants fell from 7% to 5.3% during this time. The decision to grow more slowly than other institutions also arguably hurt Queen's ability to compete for provincial funding for major capacity expansion.

Total enrolment: Historic headcounts since 1983 can be reviewed at <http://www.queensu.ca/irp/index/headcount2013.pdf>

Undergraduate enrolment 2013-14

- Full-time undergraduate headcount: 16,339, up 2% over 2012;
- Full-time international enrolment: 790, up 6% over 2012 to 5.2%.

Graduate enrolment 2013-14

- Graduate headcount: 3,798, up 1.4% over 2012 and a 40% increase since 2005;
- Graduate international enrolment: 848, up 4.6% over 2012 and accounting for 21.7% of total full-time graduate enrolment;
- Graduate enrolment in professional programs: 1,358, up 4.5% over 2012. Three new professional programs have been introduced in the last two years and three graduate diplomas were recently approved by Senate;
- 1.5% increase in graduate applications over the last cycle, and 12.7% over the number of applications for 2011 admission (excluding professional Master's programs offered through Queen's School of Business).

International Enrolment: The Principal has committed the University to increasing international enrolment. Priorities include targeted and strategic recruitment and admissions, simplifying international transitions for students through credit transfer, promoting Queen's around the world to enhance our reach and presence, and expanding research and other partnerships with institutions across the globe. Priority international markets for recruitment include China, India and Korea, the United Kingdom, the Northeastern US, and international students already in Canada.

Total international enrolment 2013-14

Headcount = 1,679, up 5.7% over 2012

Currently, our international students come from more than 70 countries. China's economic strength has consistently put this country at the top of the list in sending students to North American universities generally, and Queen's specifically. Other emerging economies, including India and South Korea are increasing their participation in international PSE.

Top countries of citizenship for our international students:

Undergraduate: China, US, South Korea.

Graduate: China, US, India.

Queen's is expanding its number of partnership agreements with international universities and this supports increasing international enrolment. For example, partnerships that include "2+2" degree programs provide a facilitated transfer student stream into years three and four of Queen's programs.

Aboriginal Enrolment: Queen's has experienced growth in the number of self-identified Aboriginal learners at the university over the past few years. As an example, there were 81% more undergraduate first-year Aboriginal students in 2013-14 than in 2012-13, although the total number, 58, is still small.

The growth we have experienced can be attributed to targeted and sustained recruitment and outreach strategies, implemented by a collaborative group, including the Four Directions Aboriginal Student Centre, the Office of the University Registrar and Faculties and Schools.

Access to post-secondary education, recruitment and ongoing academic and personal on-campus support to promote retention among Aboriginal learners are priorities of both the university's Aboriginal Council and the Ontario Ministry of Training, Colleges and Universities. Queen's is committed to continued enrolment growth within this under-represented population.

Retention and Progression: Queen's has one of the highest rates in Canada for retention between years 1 and 2. The University is committed to supporting student success from entry to graduation and promoting progression across all years of study. The importance of this is demonstrated by the significant financial impact of any attrition. For example, a 1% loss from upper-year undergraduate arts - 39 students - represents \$450,000 per year in provincial grant revenue and tuition. If this many students were to leave after first year, the Faculty of Arts and Science would forego a total of \$1.35M over the remaining three years of the students' programs.

Undergraduate retention:

Year 1-2 retention rate: 94.5%

Year 1-2 retention rate among self-identified Aboriginal students 84%

7-year 2012 graduation rate = 92% (Ontario average = 81%)

For more information, see:

<http://www.queensu.ca/irp/accountability/regcompliance/osap/gradrate.html>

Undergraduate Employment Rates

Average 6-month rate among 2009 graduates = 88.5% (Ontario average = 87.5%)

Average 2-year rate among 2009 graduates = 93% (Ontario average = 93%)

Rates by field can be found at:

<http://www.queensu.ca/irp/accountability/regcompliance/osap/employrates.html>

and

<http://www.queensu.ca/irp/accountability/CUDO/CUDO2013/SectionK.html>

Graduate retention and progression

5-year Master's completion rate = 83% (U15 average = 74%)

9-year doctoral completion rate = 81% (U15 average = 68%)

Rankings/student satisfaction information metrics: Queen's scores consistently highly on a range of student satisfaction ratings, student engagement and experience scores, and in national and international quality rankings. These results contribute to and reinforce the University's long-standing reputation for academic excellence, research intensity and a unique residential student experience.

The reputation is reflected by:

- Top rating among Ontario universities on whether students would attend the same university again, and on overall student assessment of the university experience;

- Top or near-the-top performance among Canadian universities on engagement (Level of Academic Challenge, Enriching Educational Experiences, Supportive Campus Environment);
- Well-above Canadian average experience ratings by students in professional Master's programs;
- Placement within the top 250 universities in the world by global ranking agencies;
- Top 5% rating by international students among universities globally for various aspects of the academic experience.

Who is coming to Queen's?

The following provides a profile of the undergraduate class of 2017:

- 2% increase in total applications for 2013-14 over 2012-13
 - 5% drop in applications to Queen's Arts. This is consistent with a provincial trend - total arts applications across the system are down by 7.8% in 2014 over 2013
- 5% increase in first-choice applications
- Overall acceptance rate = 29%, down 1% from 2012
- Headcount: 4,213, up 0.5% over 2012
- Class entry average = 88.9%

Gender split

- 58.4% female
- 41.6% male

Geographic distribution

- 77.5% from Ontario
- 16.4% from other provinces and territories
- 6.1% from international location
- 81% increase in self-identified first-year Aboriginal students

Student Assistance: Queen's is committed to continuing to attract, support and graduate exceptional students. To ensure the Queen's experience is open to qualified students, regardless of their financial circumstances, the university will increase student assistance across all programs and years. This is a priority of the ongoing Initiative Campaign and a goal of \$100 million has been set for campus wide and faculty-specific support. The university must be prepared and able to provide eligible students with the ability and incentive to choose Queen's.

Queen's commitment to access is aligned with several provincial and federal government programs that aim to ensure that the costs of attending post-secondary institutions are manageable.

Undergraduate: The [2013 Exit Poll](#) found that 39% of undergraduate Arts and Science students, 39% of Engineering and Applied Science students and 53% of commerce students graduated with no debt.

Approximately 40% of undergraduate students receive Queen's student financial aid totaling more than \$20M per year.

Approximately 50% of the entering class receives an admission scholarship and/or need-based award. 70 major admission awards are offered to the incoming class each year, valued between \$36,000 and \$68,000 over four years of undergraduate study.

Graduate: Queen's has a university-wide minimum-funding guarantee for doctoral students of \$18,000 per year for years 1-4 of PhD study, though all programs provide funding packages that are much higher. In 2012-13, PhD students (years 1-4) received an average of \$30,149 comprising awards/scholarships, teaching assistantships and research assistantships. Doctoral-stream Master's students in years 1 or 2 of study received an average of \$18,688 in funding. Graduate students received a total of \$44.3M in funding, 39% derived from external scholarships and research grants, 34% from endowed awards and internal student support funding and 23% in teaching assistantship funding.

The 2013 Canadian Graduate and Professional Student Survey, administered by the Canadian Association of Graduate Studies, found that 28% of Professional Master's students at Queen's graduated with no debt, 52% of doctoral stream Master's graduated with no debt and 50% of doctoral Queen's students completed their studies with no debt.

Among professional program graduates, debt levels may differ. For example, the 2013 Exit Poll found that 53% of Faculty of Law respondents graduate with more than \$50,000 of student debt. Sixteen per cent of Queen's law grads have no debt.

Environmental Scan

The input and feedback received from the Queen's community on the September 2013 white paper, as well as student survey data, suggests the following SWOT analysis, which in turn informs the University's long-term enrolment principles, goals and actions. This environmental scan will be reviewed periodically and updated, as needed.

Strengths

- Academic reputation at the institutional, faculty and program levels;
- Student Experience reputation that includes the quality and breadth of extracurricular, club, social activities and sports/fitness opportunities, as well as the University's history and traditions;
- Strong teaching, research and student learning experience - the balanced academy;
- High student satisfaction – undergraduate, graduate and professional;
- Continued strong demand;
- Entering class average – among the highest in the country;

- Retention and graduation rates – among the highest in Canada for both undergraduate and graduate;
- Post-graduation employment rates;
- Attractiveness of the campus;
- Consistent university positioning based on Queen’s Spirit of Initiative – a community of people who learn, think, discover and do;
- Strength of global alumni network.

Weaknesses

- Historically decentralized operations;
- International reputation and presence for recruitment and profile;
- Marketing regarding the value of a Queen’s Arts degree;
- Capacity of some student services, including health and counselling services space size and limitations;
- The majority of residence common rooms have been converted to bedrooms to meet existing capacity;
- Deferred maintenance shortfall – higher costs of maintaining/updating limestone buildings;
- Configuration and flexibility of current buildings and spaces;
- Per-student funding levels.

Opportunities

- Two new residences (Fall 2015), designed to appeal to undergraduate and graduate students and help mitigate current capacity limits;
- Bader Centre for the Performing Arts (2014);
- Bader International Study Centre;
- Experiential and entrepreneurial education opportunities;
- Expanded credentials including partnerships with colleges and private sector organizations
- Budget model;
- Research capacity;
- Blended learning/technology/distance studies that use new and emerging e-learning tools and trends;
- Long-term space planning (Campus Master Plan process);
- Increased use of campus year-round for degree and non-academic programming;
- Membership in CALDO, a consortium of nine research intensive (U15) universities with a mandate to expand Canada’s reputation as a destination for students and research scholars with engagement in four areas: student recruitment, academic exchange, student/faculty mobility and research collaboration.

Threats

- Province’s worsening financial situation;
- Further government funding cuts;
- Increased competition for students;
- Declining size of university-aged demographic group;
- Increasing competition for research grants;
- Accreditation-related standards and specifications that could limit potential for growth;

- Limited placement opportunities in some high-demand professional programs (e.g. Nursing);
- Rapidly evolving workplace skills expectations;
- Variability in supply and demand for university-managed graduate student housing options.

Strategic Enrolment Principles, Goals and Actions

The SEMG proposes five principles to guide Queen’s enrolment planning goals and actions. While the principles are not expected to change over time, the specific goals and actions that support them are likely to evolve as the international, national and provincial PSE environments evolve. Flexibility and creativity are required to effectively adapt to changing circumstances and ensure the University continues to thrive and fulfill its mandate. The specific actions listed below are immediate and shorter-term proposals that were identified in SEMG’s consultation process.

Principle I: Enrolment-related activities will align with the institution’s mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.

Goals:

1. Queen’s will continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools;
2. Queen’s will recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism;
3. Queen’s will enhance the diversity of its student population and support under-represented student populations;
4. Queen’s will focus on increasing its international recruitment through a strategy focused on key markets.

Supporting Actions:

- a) Ensure collaborative development and ongoing refinement/adjustment of recruitment and admission strategies for each faculty and school;
- b) Establish recruitment/admission staff in key international markets;
- c) Explore the use of agencies that recruit overseas on behalf of Canadian universities in key international markets;
- d) Use technology and other non-traditional recruitment strategies to reach prospective students (e.g. virtual fairs);
- e) Explore the potential for expanding conditional acceptances for international applicants based on English language courses and bridging programs through Queen’s School of English;
- f) Reaffirm commitment to use Personal Statement of Experience in admission evaluation decisions;

- g) Consider the development of new targeted and flexible degree and non-degree programs to increase the diversity of the student population and attract students who plan to pursue a profession in another country (e.g. medicine, engineering).

Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning.

Goals:

1. Enrolment will enhance fiscal sustainability;
2. Faculty complement and renewal will be considered as part of faculty and school-based enrolment planning, in recognition of the central and valued role of Queen's faculty members in delivering the quality education for which the University is renowned;
3. Enrolment strategies will consider TA and staff capacity;
4. Enrolment strategies will consider space capacity and planning;
5. The accuracy of enrolment-related revenue projections and the consequences of any gaps will be improved to inform the budget process and forecast the impact of specific goals and actions;
6. Queen's will expand high-demand programs where capacity exists and wherever possible with relatively modest investment;
7. Queen's will respond to government-funded enrolment opportunities, aligned with Faculty priorities.

Supporting Actions:

- a) Integrate short-term and long-term faculty recruitment and renewal plans into faculty and school-based enrolment planning activities;
- b) The Faculty of Education will reduce enrolment to respond to mandated government program changes;
- c) Faculties and Schools will develop specific enrolment plans for high-demand programs to increase access;
- d) Develop tools and models to support comprehensive enrolment planning;
- e) Create processes to ensure quick responses to government initiatives that align with Faculty priorities.

Principle III: The University will consider emerging PSE markets and demand in enrolment planning

Goals:

1. Queen's will increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students;
2. Queen's will increase undergraduate credentials to provide more student pathways to the labour market;
3. Queen's will increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands;
4. Queen's will expand on-line undergraduate and graduate program and course delivery;
5. Queen's will promote an increase in upper-year transfer students;
6. Queen's will increase the use of the campus year-round with a corresponding availability of student support services.

Supporting Actions:

- a) Expand partnerships and pathways among international student populations (e.g. Limestone-Queen's Bridging Program);
- b) Implement "2+2" degree opportunities with partner universities around the world;
- c) Increase partnerships and pathways with colleges (e.g. recently approved Concurrent Bachelor of Music/Music and Digital Media Program to be offered by Queen's School of Music and St. Lawrence College);
- d) Introduce more summer term offerings;
- e) Increase internship opportunities;
- f) Consider all IT-related requirements for on-line course and program delivery to facilitate implementation;
- g) Participate in the Ontario Council on Articulation and Transfer (ONCAT) to enhance academic pathways and reduce barriers for students looking to transfer among the province's 44 member institutions;
- h) Actively recruit transfer students through strategies including early offers and targeted outreach (e.g. online, college fairs, Kingston residents);
- i) Increase resources to support the development of business cases for new program development.

Principle IV: Supporting student success in and out of the classroom underlies all activity

Goals:

1. Queens will continue to assess capacity of support services for on-campus and distance students;
2. Queen's will continue to promote student health and wellness, as it is a condition for academic success;
3. Queen's will focus on increasing accessibility and meeting all legislative requirements for students with disabilities;
4. Queen's will continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career);
5. Queen's will better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study.

Actions:

- a) Continue to use the Summer Orientation to Academics and Resources (SOAR) program to help students prepare for university life;
- b) Assess Q Success and Bounce Back programs to maximize impact and ease transition to university among first-year undergraduates;
- c) Explore feasibility of the PEC as a site for a student wellness centre, additional athletic facilities and new learning space;
- d) Continue to pursue philanthropic support for student success initiatives;
- e) Implement student system software enhancements to increase reporting capabilities to improve ability to identify students at risk;
- f) Continue to support the work underway to integrate academic and career advising and ensure the appropriate structures and approaches are in place to maximize impact;
- g) Expand alumni engagement in support of career mentoring and success for undergraduate and graduate students.

Principle V: Enrolment planning and student population mix will consider impact on the broader community

Goals:

1. Queen's will develop a comprehensive housing report, highlighting issues related to student housing;
2. Queen's will continue to foster positive town-gown relations;
3. Queen's will leverage technology to support distance studies;
4. Queen's will work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships.

Actions:

- a) Open two new residences in Fall 2015;
- b) Expand university-owned accommodation options for all students;
- c) Continue to support community use of facilities;
- d) Expand distance offerings and promote distance programs (like the Masters of Science in Healthcare Quality, Graduate Diploma in Professional Inquiry, QSB programs);
- e) Establish a university-wide mechanism to facilitate the development and growth of self-sustaining curricular and co-curricular-based experiential educational opportunities for undergraduate and graduate students that build on existing programs and course offerings and promote collaboration, resource-sharing and best practices.

Performance Measurement

Key Performance Indicators are tracked by the Institutional Research and Planning Unit. A set of specific enrolment-related indicators will be developed and may include:

- Applications;
- Acceptance rate;
- Headcounts;
- Under-represented student populations;
- Entering class averages;
- Retention and graduation rates;
- Upper year transfer numbers;
- Student satisfaction scores;
- Tuition as a percentage of revenue;
- Expanded undergraduate and graduate credential programs and enrolment;
- Experiential learning opportunities (by field, location, size etc.);
- Employment rates six months, two years and five years after graduation;
- International rankings.

Implementation

The SEMG will continue to develop proposed rolling three-year enrolment plans for SCAD that will include specific targets in consideration of the principles and goals of this long-term plan. The first two years will be forwarded for approval, with the caveat that the year two targets may change; the third year will be forwarded for information. This approach will ensure the University is able to adjust to any changes in university, faculty and government priorities and direction, as well as the evolving market demands and shifts relating to post-secondary education in Ontario, Canada and around the world.