



## 2013-2014 Report Back

Institution Name:	Lakehead University
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### OVERVIEW

The annual Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **Lakehead University's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Lakehead University's** 2013-2014 Report Back is denoted with the symbol <sup>(+)</sup>.

**1) Enrolment - Headcount\***

\***DEFINITION:** *Headcount* is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).

**Lakehead University** reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **6,694<sup>(+)</sup>**.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **Lakehead University** to the Ministry for 2013-2014 = **5,103**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **Lakehead University** to the Ministry for 2013-2014 = **1,500**.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **Lakehead University** to the Ministry in 2013-2014 = **91**.

\* The space below is provided for **Lakehead University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount.

Please provide one or more examples, in the space provided below, of highlights from **Lakehead University's** Enrolment Management Plan that **Lakehead University** used during 2013-2014 to manage enrolment.

In 2013-14 Lakehead grew its enrolment in several areas, despite facing a demographic decline in Northwestern Ontario. The new Faculty of Law saw its first cohort of 58 students, and Lakehead's Orillia campus grew 14% over 2012/13. As part of its strategic plan Lakehead University is committed to increasing its international student enrolment to 10% of the university population by 2018. Enroute to this goal, Lakehead increased its international student population to 4.1% in 2013-14, up from 2012-13. Lakehead continues to look at ways to make a university education more accessible to the growing Aboriginal population of Northwestern Ontario.

Lakehead attracts students from outside Northwestern Ontario with 58% of all full-time students attending Lakehead coming from outside of Northwestern Ontario.

In 2013-14 Lakehead launched its new brand after an extensive re-branding campaign designed to better communicate what Lakehead has to offer to future students. Lakehead continued to increase opportunities for innovative degree programming at both its campuses with the establishment of the Department of Sustainability Sciences in 2013/14.



## 2) Under-Represented Students: Students with Disabilities\*, First Generation\*\* and Aboriginal\*\*\*

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

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

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

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

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

\*NOTE: Please do not include International Students in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at <b>Lakehead University</b> who registered with the Office for Students with Disabilities and received support services in 2013-2014= <b>428</b></p> <p>The total indicated above as a comparative % of <b>Lakehead University's</b> 2013-2014 Enrolment Headcount: (Insert Total From Above) <b>428</b> ÷ <b>6,694</b><sup>(+)</sup> (2013-2014 Enrolment Headcount) x 100 = <b>6.4%</b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>Lakehead University</b> in 2013-2014= <b>1,268</b></p> <p>The total indicated above as a comparative % of <b>Lakehead University's</b> 2013-2014 Enrolment Headcount: (Insert Total From Above) <b>1,268</b> ÷ <b>6,694</b><sup>(+)</sup> (2013-2014 Enrolment Headcount) x 100 = <b>18.9%</b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>Lakehead University</b> in 2013-2014 = <b>505</b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>Lakehead University</b> in 2013-2014= <b>617</b></p> <p>The total indicated above as a comparative % of <b>Lakehead University's</b> 2013-2014 Enrolment Headcount: (Insert Total From Above) <b>617</b> ÷ <b>6,694</b><sup>(+)</sup> (2013-2014 Enrolment Headcount) x 100 = <b>9.2%</b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>Lakehead University</b> in 2013-2014 = <b>301</b></p>

\* The space below is provided for **Lakehead University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students.

First Generation: The numbers reported (above) are estimated from Lakehead's voluntary First Generation self-declaration survey. Eighty-two percent of the student population participates in this voluntary self-declaration survey. Eighty-eight percent of Lakehead's full-time students participated and from this we estimate that 19.0% of our full-time population is First Generation. Overall we estimate that 20.7% of the Lakehead University population is First Generation.

Aboriginal: The numbers reported (above) are estimated from Lakehead's voluntary Aboriginal self-declaration survey. Eighty-five percent of the student population participates in this voluntary self-declaration survey. Ninety-four percent of Lakehead's full-time students participated and from this we estimate that 9.2% of our full-time population is Aboriginal. Overall we estimate that 10.7% of the Lakehead University population (approximately 1175 students) are Aboriginal.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving <b>Lakehead University's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by <b>Lakehead University</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving <b>Lakehead University's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by <b>Lakehead University</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving <b>Lakehead University's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by <b>Lakehead University</b> to be an innovative practice, success story and/or key accomplishment.</p>
<p>Lakehead University offers supports and services for students with disabilities on its two campuses through Student Accessibility Services (SAS). The SAS offices work with the University community to create an accessible learning environment, to promote educational equity for students with disabilities and to support students as they work towards their academic goals. Students with disabilities can receive accommodation, learning strategies and adaptive technology support. The offices also provide assessments to individuals from the general student population who may present with disability profiles.</p> <p>Student Accessibility Services saw an increased demand for services this past academic year in the areas of;</p> <ul style="list-style-type: none"> <li>• Support appointments (increase in crisis drop-ins)</li> <li>• Psychological Assessment Referrals</li> <li>• Recommendations for bursary Applications</li> <li>• Courses requiring Note-takers</li> <li>• Alternate Format textbooks</li> </ul> <p>In 2013-2014 invigilators were hired at the Orillia campus to supervise students' examinations. Previously, invigilation was done primarily by the Accessibility Advisor. Hiring dedicated invigilators positively impacted students with Disabilities, as the Accessibility Advisor was more available to meet with students about academic skills, assistive technology and other needs.</p>	<p>Located in Northern and Rural Ontario, Lakehead University serves a unique student population with a high percentage of first generation students. In 2013-14 the First Generation program focused on improving communication and enhancing the awareness of supports through a variety of channels to reach students as well as their parents and family. Supports for students were expanded to include "Just-In-Time Supports" as part of first-year programming along with the expansion of on-line supports for students of all year levels.</p> <p><b>KEY ACCOMPLISHMENTS:</b></p> <p>Developed a First Generation webpage to provide students and parents with a clear definition of what is meant by "First Generation" and to outline all the various supports available to First Generation students.</p> <p>Development of parent/family resources and programming was an ongoing component of the services provided by the Student Success Centre.</p> <p>Communication efforts were expanded to target promotion of academic workshops and seminars. This resulted in increased attendance and increased engagement amongst students. Posters were created to advertise a variety of supports and events.</p>	<p>Lakehead University undertook several initiatives related to improving opportunities for and the success of Aboriginal students in 2013-14. In partnership with the Faculty of Nursing, the Coordinator of Graduate &amp; External Relations, the Office of Aboriginal Initiatives and the Department of Athletics more than 200 Lakehead University students recently learned about the "human face of caring" through an interactive mask-making project that will help shape the kind of nurses they will become. The goal was to teach nursing students about caring by helping them understand themselves, others, and the world they live in through empathy and compassion building. The project, called An Aesthetic Expression of Caring Through Mask Making and Storytelling, was funded by the Associated Medical Services Phoenix Foundation: Call for Caring Grant. An activity that made a significant contribution to the success of Lakehead's Native Access Program (NAP) was the program's "Undergraduate Exploration Day". The NAP Coordinator asked students what area of interest (undergraduate programs) they wanted more information on to help them decide or solidify knowledge of the program they wished to apply to for the next academic year. With this information, the Coordinator contacted and invited 12 departments to attend a sharing session. All departments came and stayed for the entire morning to present</p>

<p>New technology was purchased in 2013-2014 (iPad and Live Scribe Pen). Having the technology in the office for students to try has been helpful in that students know which technology will assist them best with their academic studies. Assistive Technology training was also offered to students and included step- by-step instructions, hands on training, voice profile creations, trouble shooting and test trials for various Assistive Technology Software programs and devices. During these sessions students explored text-to-voice software, voice to text software, mind mapping software and organizational applications. Computer platform options were explored to meet student's individual needs and abilities. Upon request students were provided with demonstration copies of the Assistive Software and/or links to trial downloads.</p> <p>Near the end of the 2012-2013 school year, the Accessibility Office at the Orillia campus moved and is now situated across from the Health and Wellness Centre. During the 2013-2014 academic year, the close proximity of the Health and Wellness office has made it very convenient and easy to refer students from one office to the other.</p>		<p>their programs to the NAP students. This was of tremendous value to the students as it allowed them to hear the Deans, Chairs and Professors speak about their programs and entrance requirements, and to better understand the kinds of careers they could enter. The students were then given time to speak one on one with faculty members, or book a special appointment with the faculty and programs they were interested in. We will continue this promising practice, and extend it to other Aboriginal students in Education, Nursing, and other relevant programs.</p> <p>The Vice Provost (Aboriginal Initiatives) initiated a "lunch and learn" series that will address "the questions everyone wants to ask, but are afraid to" for staff and faculty at Lakehead. The first "Lunch &amp; Learn" attracted 35 people who learned about treaties and viewed the "Walk A Mile" film series created by Thunderstone Pictures with the support of the City of Thunder Bay. The VP (Aboriginal Initiatives) has committed to as many "Lunch &amp; Learn's" as desired by the Lakehead community and necessary to build positive relations and understanding across the entire university.</p> <p>The Office of Aboriginal Initiatives also launched the "Elders and Youth Roundtable" with significant success in Thunder Bay, bringing in ten elders, and over thirty youth for a discussion on building better relations and knowledge exchange opportunities, and in Orillia, bringing in seven elders and 40 youth for a similar discussion. These will be continued and will be held on each equinox and re-introduce "rites of passage" and respect for ceremony and inter-generational knowledge exchange.</p>
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### **3) Participation in the Credit Transfer System**

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2013.

<b>Year</b>	<b>Total Applications</b>	<b>Total Registrations</b>	<b>Transfer Applications*</b>	<b>Transfer Registrations*</b>
<b>2009</b>	5395 <sup>(+)</sup>	1190 <sup>(+)</sup>	333 <sup>(+)</sup>	118 <sup>(+)</sup>
<b>2010</b>	5690 <sup>(+)</sup>	1271 <sup>(+)</sup>	366 <sup>(+)</sup>	137 <sup>(+)</sup>
<b>2011</b>	5609 <sup>(+)</sup>	1188 <sup>(+)</sup>	522 <sup>(+)</sup>	117 <sup>(+)</sup>
<b>2012</b>	6046 <sup>(+)</sup>	1327 <sup>(+)</sup>	531 <sup>(+)</sup>	139 <sup>(+)</sup>
<b>2013</b>	6268	1377	428	114

\*Transfers from publicly assisted colleges in Ontario

*NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that:*

- *the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;*
- *a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;*
- *Information only includes full-time students applying and registering in the fall to the first year of a university program.*

The Ministry encourages **Lakehead 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, **Lakehead University** should report institutional data which includes data from OUAC and other sources.

Year	Lakehead University's Total Applications	Lakehead University's Total Registrations	Lakehead University's Transfer Applications	Lakehead University's Transfer Registrations
2012	8015 <sup>(+)</sup>	1570 <sup>(+)</sup>	1124 <sup>(+)</sup>	543 <sup>(+)</sup>
2013	9965	1892	1121	568

\*The space below is provided for **Lakehead University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data.

The OUAC data includes only college transfer students registered in the first year of a university program and excludes students with advanced standing admitted to upper year levels. In order to provide a more complete picture of college transfer admissions, the data presented above include college graduates who are admitted to Engineering degree completion programs in five different Engineering disciplines, and the Honours Bachelor of Science in Forestry and the Honours Bachelor of Environmental Management programs in the Faculty of Natural Resources Management where students are admitted to the third year of a four-year degree program. Although these programs commence in the fall term, a transition / bridging program runs in the summer. In addition, college graduates are admitted to the following: the third year of the Honours Bachelor of Commerce programs with several majors available; a one-year Bachelor of Administration degree completion program; and the second year of several programs with transfer credits. Further information on college transfer admissions can be found at:

<http://admissions.lakeheadu.ca/admission--application-information-for-college-transfer-students/>



In the space provided below, please provide one or more highlights of an activity that **Lakehead University** used in 2013-2014, and which contributed to maintaining or improving **Lakehead University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment.

In 2013-14 Lakehead joined the Ontransfer.ca Course-to-Course (C2C) database as part of its continuing efforts to expand transfer options for students planning their postsecondary education roadmap. Launched in January 2014 by Ontario Council on Articulation and Transfer (ONCAT), the C2C Transfer Guide includes a centrally coordinated course equivalency database that allows students the ability to enter their transcript information (e.g., course codes or course descriptions), and see how their credits will be recognized in similar programs in other institutions. C2C provides centralized, real-time information to the more-than 21,000 students that transfer every year among Ontario's institutions. This access to multiple institutions (Ontario's 44 publicly funded universities and colleges) is intended to save students time and money, and help eliminate duplication of coursework. C2C is housed on ONCAT's student website ONTransfer.ca. In 2013-14 Lakehead made its university to university course equivalencies publicly available via the Ontransfer.ca C2C transfer guide. Future plans include not only developing more equivalencies but also posting college to university equivalencies on this website. With funding from the Credit Transfer Institutional Grant, in 2013-14, Lakehead also undertook several projects designed to improve the experiences for credit transfer students. Examples include: a) updating our Electronic Transcript import system to more effectively import the prior post-secondary transcripts of incoming students and b) expanding our degree audit system to allow applicants or potential applicants to answer two important questions: how their transfer credit will work within their Lakehead degree and how long it will take them to complete that degree. This past year, Lakehead University has expanded its outreach and programming to college transfer students; through coordinated efforts to expand outreach into colleges, improving communications with prospective students, and offering new transfer preview events. Achievements include: \* College In-Class Visits Completed: 10 Colleges, 13 Campuses Visited, \* College Fairs Attended: 12 Colleges, 19 Campuses Visited \* College Preview Day Events: Launched 3 inaugural College Preview Day events at the Thunder Bay Campus, Orillia Campus, and a special off-site GTA Event. \* College Transfer Promotions: Expanded advertising and awareness building efforts throughout the province to raise the profile of Lakehead University's College Transfer opportunities. \* College Transfer Information Packages: A newly-developed College Transfer Admissions Guidebook was developed and put into use throughout this season. The Guidebook provided targeted university and admissions information for College Transfer applicants.

#### 4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, **Lakehead University's** undergraduate class size for first entry\* programs:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
<b>Fewer than 30</b>	95 <sup>(+)</sup>	34.8% <sup>(+)</sup>	155 <sup>(+)</sup>	48.4% <sup>(+)</sup>	248 <sup>(+)</sup>	59.8% <sup>(+)</sup>	415 <sup>(+)</sup>	59.5% <sup>(+)</sup>
<b>30 to 60 students</b>	112 <sup>(+)</sup>	41.0% <sup>(+)</sup>	117 <sup>(+)</sup>	36.6% <sup>(+)</sup>	126 <sup>(+)</sup>	30.4% <sup>(+)</sup>	250 <sup>(+)</sup>	35.9% <sup>(+)</sup>
<b>61 to 100 students</b>	37 <sup>(+)</sup>	13.6% <sup>(+)</sup>	29 <sup>(+)</sup>	9.1% <sup>(+)</sup>	31 <sup>(+)</sup>	7.5% <sup>(+)</sup>	17 <sup>(+)</sup>	2.4% <sup>(+)</sup>
<b>101 to 250 students</b>	26 <sup>(+)</sup>	9.5% <sup>(+)</sup>	18 <sup>(+)</sup>	5.6% <sup>(+)</sup>	10 <sup>(+)</sup>	2.4% <sup>(+)</sup>	15 <sup>(+)</sup>	2.2% <sup>(+)</sup>
<b>251 or more</b>	3 <sup>(+)</sup>	1.1% <sup>(+)</sup>	1 <sup>(+)</sup>	0.3% <sup>(+)</sup>	0 <sup>(+)</sup>	0.0% <sup>(+)</sup>	0 <sup>(+)</sup>	0.0% <sup>(+)</sup>
<b>Total</b>	273 <sup>(+)</sup>	100.0% <sup>(+)</sup>	320 <sup>(+)</sup>	100.0% <sup>(+)</sup>	415 <sup>(+)</sup>	100.0% <sup>(+)</sup>	697 <sup>(+)</sup>	100.0% <sup>(+)</sup>

\* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.



Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2013-2014, which contributed to maintaining or improving **Lakehead University's** class size initiatives. This could include a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment that **Lakehead University** would like to highlight.

Lakehead University, a comprehensive university with a broad range of programs, continues to have some of the smallest classes in the Ontario university system. Almost 90% of all classes and over 75% of our first year classes have fewer than 60 students. To ensure a quality educational experience Lakehead takes steps to ensure that class sizes stay within a specified size threshold. For example, Lakehead's Strategic Plan calls for upper and lower size limits for classes to enable courses to meet sustainability and pedagogical interests, and to promote student learning success and critical thinking. During registration, waitlists are monitored and additional sections are added if needed. Lakehead takes steps to ensure that all qualified students are able to enrol in their required courses.

## **5) eLearning**

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. **Lakehead University** is asked to provide information on e-learning courses, programs and registrations in 2013-2014.

### **Fully Online Learning\* and Synchronous Conferencing\***

*\*DEFINITIONS:*

#### **Courses:**

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

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

#### **Programs:**

*A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.*

*A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.*



**Course, Program and Registration Data:**

Based on the definitions provided above, provide *Lakehead University's* eLearning data for 2013-2014:

<b>COURSES DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Fully Online Learning	123	31
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Synchronous Conferencing	29	63
<b>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</b>	152	94
<b>PROGRAMS DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Fully Online Learning	4	1
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Synchronous Conferencing	0	2
<b>Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format</b>	4	3
<b>COURSE REGISTRATIONS</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	5,207	354
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	731	727
<b>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</b>	5,938	1,081

\*The space below is provided for **Lakehead University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

The course and enrolment data were retrieved from the institution's student information system. Queries for the online and synchronous formats were extracted using the university's standard course delivery mode coding system (i.e., web, video, streaming, etc.). Cross-calendared and multi-sectioned courses are counted as individual courses. Enrolment figures reflect enrolments at the time this report was prepared.

**Hybrid Learning\***

*A **Hybrid Learning course** is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.*

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

In the space provided below, please highlight one example of **Lakehead University's** use of Hybrid Learning courses and/or Programs.

Although the university currently does not track courses that are defined specifically as hybrid-learning courses, many instructors have adopted innovative practices and methodologies, using educational technologies, to support a blended delivery model. For example, providing advance materials like mini-lecture recordings (audio and/or video) to students in an online class site as preparatory resources for upcoming class discussions, labs, etc.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2013-2014, which contributed to maintaining or improving eLearning opportunities at **Lakehead University**. This could include a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment that **Lakehead University** would like to highlight.

Lakehead is committed to broadening the range of courses, programs, and services available to its learners using innovative and sustainable approaches. In 2013-14, Lakehead acquired a core multimedia educational infrastructure that supports standards-based connectivity to expand accessibility for learners, whether they are at immersive stations, life-size video conferencing sites, regular videoconferencing rooms, or are using individual desktop or mobile systems. The bridging feature of this system brings together different types of video and allows students to communicate from multiple sites. For example, up to 500 devices/calls can be simultaneously connected and 35 sites can be linked for high definition video classes or meetings. The accommodation of multiple devices and the 'bring your own device' feature allows the University to engage students over the Internet in live synchronous video communication on numerous platforms (Windows, Mac, Android and IOS).

Lakehead learners only require, as a minimum, some form of broadband connection (DSL, Cable or LAN) and a HTML5 web browser, making the connection to online learning easy and accessible. Cloud access is a key feature of the system providing accessibility from low cost platforms of mobile devices. In addition, asynchronous access is supported through its compatibility with Codian infrastructure resources already onsite. Furthermore, as it is fully compatible with standards-based videoconferencing, there are additional opportunities for connections for learners with agencies such as Contact North and the Kuhkenah Network (telecommunications network operating in First Nation communities across a vast, remote region of Northwestern Ontario as well as in other remote regions in Canada).



**6) International Initiatives**

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Lakehead University** had in 2013-2014:

- Outbound students\* = 23

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

- Inbound students\* = 22

*\*DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Lakehead University** delivers courses and/or programs **abroad (outside of Canada)** in 2013-2014, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2013-2014	2013-2014 Total Enrolment by Program
N/A	N/A	N/A	N/A

\*The space below is provided for **Lakehead University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives.

N/A

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2013-2014, which contributed to maintaining or improving **Lakehead University's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Brazil's Science Without Borders (SWB) program has been a great success at Lakehead University. In 2013/14, Lakehead University had over 175 SWB students studying in the English Language Program and academic programs (Faculties of Science, Engineering and Natural Resources Management). Our success in attracting students to this program is due to a combination of policy and process changes within the University including creating a smooth transition from the English Language Program to academic programs, January entrance for visiting students to Engineering (a major barrier in some Canadian programs, many have a single entry point in September) combined with improving the student experience; including meeting all students at the airport, providing extra orientation services, specific events for SWB students and monitoring student performance. Lakehead University also placed all of our SWB students in academic and industrial internships during summer 2013 and 2014. Lakehead University has used mostly social media to promote Lakehead University as a destination for SWB students. Since 2012 Lakehead University has only visited Brazil twice and yet we have the 3rd largest number of SWB students in Canada (2013-14).

Lakehead University is forging stronger ties with Thunder Bay's Italian community and connecting globally to classrooms in the Tuscan region with the signing on Dec. 5, 2013, of a memorandum of understanding (MOU) that established a relationship with the University of Alberta's Faculty of Arts School in Cortona, Italy. Lakehead's Institute of Italian Studies (IIS) generous \$25,000 contribution in support of the Cortona project will facilitate students to study abroad through the university's Free Tuition scholarship program. The scholarship program opens a pathway for students to access to the cultural riches of Italy, and the chance to experience the international and multidisciplinary perspectives that come with studying abroad. Between January and June 2014, three Lakehead students studied at the School in Cortona, gaining firsthand both a cultural and academic experience. The MOU signing represents another success in Lakehead's efforts to create partnerships with other postsecondary institutions that benefit undergraduate and graduate students, faculty and staff. The MOU framework allows for joint research activities and publications, participation in seminars and academic meetings, and special short-term academic programs.

International recruitment:

- In 2013-14, Lakehead continued to support its English Language Program (ELP) which attracted additional international students, especially from Brazil through that government's Science Without Borders program. Brazilian scholarship winners were able to start their ELP as early as July to help prepare them for transition into mainstream academic studies.
- Lakehead continues its recruitment efforts in Asia with a field officer who is based in China and is able to do in-person school visits and attend study abroad fairs.
- Lakehead International hosts a robust Orientation program in September and January to introduce our new international students to life at Lakehead. This involves domestic and international student volunteers who assist in helping new international students to familiarize themselves with our various services and departments.



## **7) Work-Integrated Learning\***

As part of the Government's PSE 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 is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

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

Based on the definitions provided above, please provide WIL data for **Lakehead University** in 2013-2014:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at <b>Lakehead University</b> with a Co-op Stream	17	3
Number of students at <b>Lakehead University</b> enrolled in a Co-op program	92	12

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2013-2014, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment.

In 2013-14, Lakehead launched its co-curricular record (CCR). Co-curricular opportunities include on-campus opportunities that students choose depending on the type of learning experience / outcome they are seeking (e.g. leadership development, communications skills, civic engagement, critical thinking, creativity, demonstrating professionalism, etc...). Students are matched with opportunities designed to build skills in these areas. Opportunities include working as a peer mentor, or helping to co-ordinate on campus events. Co-curricular transcripts can be offered to employers as a way to demonstrate practical skills in addition to academic skills. The CCR highlights significant contributions to the Lakehead community in areas such as leadership, governance, and volunteering. The CCR also documents the learning outcomes and skills acquired by participating in each validated activity.

In 2013-14 the Bora Laskin Faculty of Law was successful in its innovative application to proceed with an Integrated Practice Curriculum. Starting in 2014-15 students enrolled in the three year JD program at Lakehead will complete integrated practice training and do placements within their three year degree.

## **8) Student Satisfaction**

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Lakehead University** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **78.7%**<sup>(+)</sup> for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **Lakehead University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **77%**<sup>(+)</sup> for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **Lakehead University** used in 2013-2014 to measure student satisfaction.

Lakehead continued to monitor student satisfaction using the Student Evaluation of Teaching tool, which was moved online for most courses in 2013-14. Lakehead University's Student Evaluation of Teaching allows instructors to gather feedback from students to help refine instructional methods and course content. At Lakehead in 2013-14, satisfaction with instructors and courses is high: 79.2% of respondents agree or strongly agree that they would recommend their instructor and 76.3% agree or strongly agree that they would recommend their course.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2013-2014, which contributed to maintaining or improving student satisfaction at **Lakehead University**. This could include a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment that **Lakehead University** would like to highlight.

In 2013-14, a new unit, Enrolment Services – Academic Advising, Records and Registration, was created to amalgamate Undergraduate Admissions, Undergraduate Recruitment, Student Awards and Financial Aid, and the Office of the Registrar. The new unit was launched to provide more streamlined services to students and to ensure that services were more student-centred in their delivery.

Academic Advising was transitioned to Enrolment Services to provide "on-the-spot" academic advising to students thereby reducing the number of departments that students were often required to meet with in the previous organizational structure. Students get access to academic advising faster with this new model.

Remodeling of space for Enrolment Services - Academic Advising, Records and Registration has transformed the space into a welcoming environment where students can access assistance for all their needs from "registration to graduation". Comfortable furniture and use of colour created a soothing environment. Computer stations are readily available just outside the office and staff can assist students readily. Newly installed iPad stations at the front counter provide opportunity for staff to help students learn about the other self-service options available to students through the myInfo portal.

With the transition of academic advising to Enrolment Services, Student Success Advisors have more opportunity to focus on academic support of students; developing new seminars, delivering more academic support programming, etc.

A robust "instant answer agent" was made available on Lakehead's website to make answers to frequently asked questions easier for students to access. In addition mechanisms were developed to provide regular communication to existing students providing them with "just in time" information.



## 9) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Lakehead University** = 77.3%<sup>(+)\*</sup>

\*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 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 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Lakehead University** used in 2013-2014 to measure graduation rate.

In addition to the 7 year graduation rate as reported in the Key Performance Indicators, Lakehead also participates annually in the Consortium on Student Retention Data Exchange (CSRDE) which measures and reports on the six year graduation rate each year. Using the CSRDE methodology, the six-year graduation rate is calculated as the percent of first time, full-time baccalaureate degree-seeking freshman enrolled in a given fall who graduate within six years. In 2013-14, Lakehead reported a six-year graduation rate for the 2007 cohort of 69.8%, comparable to that of peer universities. The six year graduation rate of specific cohorts is tracked internally by Lakehead's Admissions Success and Retention committee to explore possible problem areas.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2013-2014, which contributed to maintaining or improving **Lakehead University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment that **Lakehead University** would like to highlight.

Through its strategic plan, Lakehead is committed to fostering an environment for success through enhanced support services as exemplified by the activities of the Student Success Centre. As such, in 2013-14, Lakehead undertook many activities to help support, retain, and graduate students.

Increased personal health and wellness support programming:

\*For example, increased communication and advertising resulted in an increase in attendance at Meditation wellness support sessions.

\*The introduction of "Stress-Less Week", just prior to final exams, introduced students to a number of ways to reduce their stress and enhance their learning capacity.

\*A "Bouncing Back" workshop during January Orientation assisted students, who self-selected themselves as "at-risk", get back on track for the winter term.

Tutoring and Study Assistance:

\*Math Assistance Centre tutoring was expanded to include specific tutorials for "just in time" subject matter (e.g. calculus tutoring). The Math Assistance Centre also continued to experiment with on-line tutoring.

\*The Writing Centre offered additional workshops targeted to specific classes based on professors requests: Conciseness, Developing a Thesis, Getting Started, APA, Chicago Referencing, Researching and Evaluating Research, Avoiding Plagiarism, Using Free-writing to Get Started, Reflective Writing, Resume Writing Workshops and Write Nights.

\*Student Success Seminars increased in number with more variety in delivery times and locations resulting in more than double the number of students attending the sessions over last year.

\*Learning Strategy Sessions were provided to students. The sessions provided students with a variety of individual learning strategies based on each student's learning style including organization tools, time management, and test taking strategies.

Lakehead continues to focus on customized program assessments and early degree audits for specific cohorts and at-risk students. All students have access to an online degree audit tool. As well, Enrolment Services conducts proactive audits on



selected cohorts of students including students in programs which have strict requirements (e.g., Concurrent Education). Conducting the audits and alerting the students to potential problems early, maximizes the chances that the student will have the opportunity to complete their requirements and graduate on time. Program continuation assessments are also conducted within departments. Advisors work with students who are unable to continue in their program to possibly find another program or pathway that would enable the student to complete their degree and graduate.

**10) Graduate Employment Rate**

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at **Lakehead University** = **89.35%**<sup>(+)</sup>

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at **Lakehead University** = **93.61%**<sup>(+)</sup>

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Lakehead University** used in 2013-2014 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2013-2014, which contributed to maintaining or improving **Lakehead University's** graduate employment rate. This could be a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment that **Lakehead University** would like to highlight.

Lakehead University recognizes the important of connecting students to future career opportunities. Strengthening these connections throughout the student's university career, increases the student's commitment to their studies and better prepares them for future endeavours. To this end:

\*Lakehead University developed and launched a new job bank making it easier for employers to post positions and for students to apply for employment positions both during their years at the University and upon graduation.

\*Specialized career fairs and job fairs were hosted targeted at Engineering, Education, and graduating Students

\*Enhanced career preparation services were delivered through expanded job search seminars, resume preparation clinics and workshops, which encouraged degree completion and job market entry.

**11) Student Retention**

Using data from *Lakehead University's* Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide *Lakehead University's* achieved results for all years in the table below:

Entering Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
1st to 2nd Year	87.8%(+)	85.3%(+)	83.9%(+)	84.1%
1st to 3rd Year	79.7%(+)	74.9%(+)	70.3%	N/A(+)

\*The space below is provided for **Lakehead University** to describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2013-2014, which contributed to maintaining or improving **Lakehead University's** retention initiatives. This could be a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment that **Lakehead University** would like to highlight.

Knowing that students who are engaged in their university experience and become involved both at the University and in their community, Lakehead developed and launched the Co-curricular Record (CCR). The CCR enables students to receive official recognition for their participation in a wide array of non-academic co-curricular activities. The CCR is a useful tool that, accompanied with their university transcript, can demonstrate to employers and to graduate schools the vast array of skills that the student has developed and acquired during their post-secondary studies.

Activities undertaken at Lakehead specifically focusing on retention include:

\*A new on-the-road summer Orientation program that brought Lakehead staff and students to the GTA to provide advanced student orientation experiences to key markets. Programming focused on transitioning to university and achieving success in first year (and beyond).

\*The peer tutoring program has expanded to offer tutoring services for more courses to more students.

\*Tutors for Writing Centre received regular professional development and training to better prepare them for their work with their clients.

\*During spring 2014, Lakehead started intentional follow-up work with students who may not be academically eligible to continue in their original program but may be eligible to transition to another program and continue their progress towards completion of a degree.

\*Expansion and realignment of Skills for Success seminar series delivered through the academic year. Seminar topics arranged into series on Academic Preparedness, Getting Back on Track, Career & Job Skills, etc.

\*Enhancement of the "Gateway" program – a first-year admission program for students whose admission GPA identified them as being at greater "at-risk". A new advising structure and seminar-completion schedule developed to further support Gateway students and support their retention into second year.



**12) Productivity and Innovation Fund (PIF)**

Productivity and Innovation Fund (PIF) records indicate that **Lakehead University** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Implementing a Core Multimedia Educational Infrastructure for Course and Student Service Redesign <sup>(+)</sup>	LAKE-CPR1-I(+)	See "Ongoing Activity"	<p>Cost savings/cost avoidance achieved through: - Increased capacity and access and economies of scale / delivery approaches. - Courses linked between 2 campuses generated increased enrolments, savings of instructional costs (stipends). Following the initial pilot of one course in spring/summer, capacity has expanded by 6 undergraduate and graduate courses in fall '14 and 10 in winter '15. - Full integration with existing university hardware and systems enables scaling of system by concurrent usage rather than the more expensive fixed licensing arrangement. - Saving of time and human resources and increase in administrative efficiencies: users can establish their video connections without intervention by technical team. Several hundred people can be connected simultaneously. This was done on a pilot basis with success - Cost avoidance enabled as system allows faculty and students to tap into extensive online resources rather than rely on traditional instructional support. - Return on investment accelerated and improved by building on an already-developed structure and knowledge base. Highlights / Ongoing Activity: -More robust infrastructure and system provide more reliable linkages to significantly increase course selection, registrations, accessibility on individual devices, and provide user-friendly intuitive formats. More courses being offered led to increased course selection / availability for students and led to increased registrations. -Able to link in 2 students for MBA. - Supports Ontario's student mobility priorities and opportunities for enhanced transfer pathways. - Individual learners 'at-a-distance' can tap into courses not previously available through online course delivery. -Three learners were able to take courses for their MBA which were previously available only at on campus videoconference locations. This provided them with the opportunity to complete the program -remote</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
			<p>learners also joining xx courses in fall/winter - Increased opportunities for support for students. E.g., Aboriginal Cultural Support Services Office is arranging for students at both campuses to participate in exchange with Elders via telepresence. - System is designed to minimize downtime (&amp; associated costs) related to maintenance, upgrades or system failure; contracts for external support are in place for support on an "as needed" basis. - Full rollout for site and remote learners introduced in fall 2014 for increased learner awareness of increased options available to them; expected that enrolment increases / efficiencies will be more evident. The June 30, 2014 Final Report submitted for this project listed the following for the energy savings / cost avoidance section:</p> <ul style="list-style-type: none"> <li>- The project has been implemented in a cost and time effective manner. Utility cost savings to the institutions would be quantified based on 12-month period of operation to ensure statistical significance of energy saving results. Labour cost savings for the partnering universities are currently being achieved. The project savings would be ongoing and would be evaluated in an ongoing fashion. As the full year has not passed, the participating university's numbers would have to be pro-rated for the current period (June – Sept).</li> </ul>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
University Utility Consumption Database and Benchmarking System (UUCDBS) <sup>(+)</sup>	MAC-ASDT4-M <sup>(+)</sup>	As reported in the PIF Final Report of June 30, 2014.	The June 30, 2014 Final Report submitted for this project listed the following for the energy savings / cost avoidance section: - The project has been implemented in a cost and time effective manner. Utility cost savings to the institutions would be quantified based on 12-month period of operation to ensure statistical significance of energy saving results. Labour cost savings for the partnering universities are currently being achieved. The project savings would be ongoing and would be evaluated in an ongoing fashion. As the full year has not passed, the participating university's numbers would have to be pro-rated for the current period (June – Sept).
Optimizing the reception, scanning and authentication of admission documents coming from foreign students <sup>(+)</sup>	OTTW-ASDT7-M <sup>(+)</sup>	Since the project was a feasibility study, there are no outcomes at this stage or cost savings	- Lakehead participated in this project which was led by the University of Ottawa. A feasibility study was completed & is now being reviewed by OCAV. - Lakehead was involved in numerous discussions about the topic while the study was being completed. - Lakehead also responded to a survey

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Enhancing registered nurse job readiness and patient safety outcomes through clinical simulation <sup>(+)</sup>	QUEN-CPR2-M(+)	See "Ongoing Activity"	<p>Cost savings achieved through: - Multi-university procurement process. All partner university Schools of Nursing benefited from reduced pricing through bulk purchasing of equipment needed for simulation scenarios. Financial arrangements for equipment purchase were made through the lead partner (Queen's), and exact cost savings information was not made available to partners. PIF funding made it possible to purchase otherwise unaffordable equipment, or greater amounts of equipment. The opportunity for all consortium partners to purchase comparable equipment allows for more consistency of nursing student's learning experiences across the province, and a higher degree of familiarity with life-saving equipment among students at all partner schools, and well beyond the timeline for this project. Access to this equipment for training purposes will also reduce costs in transitioning new graduates beginning their careers, thereby enhancing their employment readiness. In addition, many of these scenarios provide students with exposure to clinical areas that otherwise are unavailable because of limited clinical placements, allowing for highly cost-effective and in-demand professional skill development opportunities. - Each team university contributed scenarios to a shared repository, resulting in access, for all Ontario universities, to approximately 40 shared simulation scenarios. Faculty have already begun to integrate scenarios into senior year courses. Although there are some university-specific modifications needed to use the pre-developed scenarios, the cost to modify is significantly less than full scenario development. Although difficult to quantify, significant potential efficiencies have been achieved through the development of greater consistency and common expertise in simulation development among team universities,</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
			<p>which will enable continued collaboration in simulation development. Of particular importance was the introduction of a standardized method of integrating learning outcomes and a corresponding rubric and evaluation process. This consistency of product improves the likelihood of simulation adoption and adaptability by instructors. Should this prove to be the case, future investments in simulation-based nursing education will have a greater impact than previously. - Funded simulation training (California Simulation Alliance) enabled 22 Ontario educators to develop shared expertise and a strong collaborative network. While the cost of the training was approximately \$1,500 per person, taking the training together resulted in significant added value from the course. The partnership with SIM-one also resulted in a well-designed and highly accessible repository, as well as faculty development materials of value to all Ontario healthcare education providers. Ongoing Activity: - Peer review and revisions of simulation scenarios and learning objectives as they are implemented at the University of Windsor. - Systematic collection of student feedback on scenarios as they are implemented. - Ongoing revisions to simulation scenarios to keep them up to date with the latest evidence and most current clinical practice guidelines, as well as modifications relevant to lower undergraduate year level students. - Establishment and consolidation of a collaborative network of simulation educators from across the province for ongoing development of simulation-based learning in health care. - Ongoing collaboration with universities across the province, in areas of pedagogy as well as instructional and programmatic activity.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Multi-Institution Space Management Solution <sup>(+)</sup>	UOFT-ASDT3-M <sup>(+)</sup>	See "Ongoing Activity"	<p>Cost savings achieved through: - Development of one RFP rather than one for each site, saving \$5,00-\$10,000 for every RFP avoided. - Savings associated with vendor cost to respond to one RFP which can be as much as \$50,000 per RFP response. - Collective implementation led to substantial savings considering the cost associated with this service can range from \$23,000 - \$48,000 per institution based on market research. Highlights and Ongoing Activity: - The new multi-institution space management solution, Archibus, will provide the benefits of shared software, standardized training and support opportunities, improved opportunities for collaboration, common reporting and analytical tools, shared knowledge base, web access, and mobile technology. - There is the potential for other Ontario institutions to move to the new solution, and benefit from lower incremental costs related to space management and access to the new shared knowledge base.</p>
eTravel and Expense Solution Proposal <sup>(+)</sup>	YORK-ASDT5-M <sup>(+)</sup>	At this time, there has been no cost savings/cost avoidance.	<p>- Lakehead worked closely with Queen's to award a contract to a supplier (York has already awarded their contract). The contract with Concur was signed prior to March 31, 2014. - Lakehead has completed the requirements, analysis, configuration &amp; knowledge transfer parts of the project. - Currently completing the testing &amp; interface development. - Working through deployment, production set-up &amp; transition stages of the project. - Anticipated go-live date is January 28, 2015.</p>

\*DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.



\*The space below is provided for **Lakehead University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Cost Savings/Cost Avoidance.

Information regarding Cost Savings/Cost Avoidance was provided by the lead of Lakehead's project, and/or by the lead institute for the multi-university projects.

**Attestation:**



**Lakehead University** confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **Lakehead University's** Executive Head.

**Contact:**

For additional information regarding **Lakehead University's** 2013-2014 Report Back please contact -

- Name: K-L Clarke, Vice-Provost (Institutional Analysis)
- Telephone: 807-343-8339
- Email: [klclarke@lakeheadu.ca](mailto:klclarke@lakeheadu.ca)

Please indicate the address on **Lakehead University's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- <http://www.lakeheadu.ca/faculty-and-staff/ppm/accountability/mya>