

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

Institution Name:	Lakehead University
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OVERVIEW

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

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

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

DEADLINE FOR SUBMISSION TO THE MINISTRY

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

CONTACT

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

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report-Back has been changed from previous years' format to collect information on system-wide indicators and will reflect and report on progress on Lakehead's commitments regarding access, quality and accountability as outlined in the original accountability agreements.
- The 2009-10 Report-Back is requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities as per discussions with Colleges Ontario and the Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 report-back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.
- System Wide Indicators for 2009-10:
 - 1) Enrolment – Headcount
 - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
 - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
 - 4) The Student Access Guarantee (SAG) for 2010-11
 - 5) Participation in the Credit Transfer System
 - 6) Class Size
 - 7) Online Learning
 - 8) International Enrolment
 - 9) Supply Chain Compliance
 - 10) Space Utilization
 - 11) University Student Satisfaction
 - 12) Graduation Rate
 - 13) Graduate Employment Rate
 - 14) Student Retention Rates
 - 15) Quality of the Learning Environment

1) Enrolment – Headcount*

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

- Lakehead reported to TCU the total Headcount enrolment in 2009-10 = **6,458**
- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by Lakehead to the Ministry for 2009-10 = **4812**
- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by Lakehead to the Ministry for 2009-10 = **1633**
- Please provide one or more example in the space provided below of a promising practice that Lakehead used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In 2005, Lakehead University's Board of Governors made the decision to pursue the strategic objective of creating a campus in Orillia. In September 2010, Lakehead University celebrated the opening of the first university campus in Canada built to the Leadership in Energy and Environmental Design (LEED) Platinum Standard. This new facility represents an exciting evolution for Lakehead's Orillia-based campus which first opened in 2006 in downtown Orillia. The LEED campus enables the University to showcase our commitment to environmental sustainability while educating students to be leaders who understand the challenges of the future and are supported by a philosophy of education that is inquiry-based, interdisciplinary in nature and student-centred.

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 the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (AFSD).*

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

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

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

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

- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Lakehead who registered with the Office for Students with Disabilities and received support services in 2009-10= 475</p> <p>Please indicate the number of <i>students with disabilities</i> at Lakehead who registered with the Office of Students for Disabilities and received support services as a percentage of the total student population in 2009-10 who were:</p> <p>Full-time = _____</p> <p>Part-time = _____</p> <p>Total (Full-Time + Part-time) = 470</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) 470 ÷ 8025 (total headcount at Lakehead - International) x 100 = 5.9 %</p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Lakehead in 2009-10= 1552</p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Lakehead as a percentage of the total Lakehead student population in 2009-10 who were:</p> <p>Full-time = _____</p> <p>Part-time = _____</p> <p>Total (Full-Time + Part-time) = 1525</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) 1525 (# of declarations – International) ÷ 6842 (# of survey respondents - International) x 100 % = 22.3%</p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Lakehead in 2009-10= 1150</p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Lakehead as a percentage of the total Lakehead student population in 2009-10 who were:</p> <p>Full-time = _____</p> <p>Part-time = _____</p> <p>Total (Full-Time + Part-time) = 1150</p> <p>Please calculate as % of Enrolment Headcount:</p> <p>(Insert Total From Above) 1150 (# of declarations) ÷ 7359 (# of survey respondents - International) x 100 = 15.6%</p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more example of promising practices that Lakehead used in 2009-10 to develop and maintain results for <i>students with disabilities</i>.</p> <p>To encourage and facilitate the enrolment of students with disabilities, the Learning Assistance Centre participated in several recruitment and orientation initiatives such as online chats; 'Family and Prospective Student' reception; 'University Information Days'; 'Grade 11 Program Day;' and 'Grade 12 Fall Preview Day'.</p> <p>The Centre hosted a joint transition program with the local college for high school students with disabilities planning to attend a postsecondary institution.</p> <p>The Centre reviewed and revamped an online transition tutorial for students with disabilities attending first-year of university.</p> <p>The Centre facilitates meetings between professors and students with disabilities to address potential academic concerns / accommodations. These meetings alleviate the stress on students and address the concerns of professors.</p>	<p>In the space below, please provide one or more example of a promising practice that Lakehead used in 2009-10 to develop and maintain results for <i>First Generation students</i>.</p> <p>Lakehead University has expanded and improved upon its student support systems for First Generation students. (Please note that while the following services are available to all students they are especially important for First Generation students).</p> <p>The Gateway program is a transition program that helps students in underrepresented groups or on the cusp of admissibility to refine their academic skills and integrate into university life. Students are supported through intrusive academic advising whereby they must meet with an advisor monthly to review their progress and are supported through mandatory seminars on topics such as time management, critical thinking skills and study skills. The majority of students enrolled in Gateway are First Generation.</p> <p>The Math Assistance Centre has been expanded and provides assistance to students in first year mathematics courses and bridging courses. The majority of these students are underrepresented students including First Generation students.</p>	<p>In the space below, please provide one or more example of a promising practice that Lakehead used in 2009-10 to develop and maintain results for <i>Aboriginal students</i>.</p> <p>Lakehead University is dedicated to working with Aboriginal peoples in furthering their educational aspirations. To increase Aboriginal enrolment, Lakehead University conducts extensive community outreach and advertising. Lakehead University visited many Aboriginal communities with the Aboriginal Post Secondary Information Program and has hired an Aboriginal Liaison Officer to work with Admissions and Recruitment. The Office of Aboriginal Initiatives produced an Aboriginal Education promotional video and advertised Lakehead's programs in key Aboriginal media.</p> <p>Student support initiatives have been developed to support and retain Aboriginal students. Cultural activities including powwows, speakers, Elders' teachings, feasts and drum groups provide cultural support. Aboriginal Cultural and Support Services offers academic supports including peer mentors who are available to assist with computing, research, statistics, and other tutoring activities.</p>

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

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

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	685,664	564
Other SAG Expenditure to Supplement OSAP	803,731	492
TOTAL	1,496,835	1,056

Data as of July 06, 2010

The institution met students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **YES**

4) The Student Access Guarantee (SAG) for 2010-11

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

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>All students are encouraged to apply for Fall/Winter bursaries and if need is demonstrated and they are OSAP eligible, students will be awarded donor-funded bursaries.</p> <p>Once all donor funded bursaries have been awarded, all students eligible for SAG will be awarded aid.</p> <p>Students are notified by email and funds are applied to their statement of account. Payment of all bursaries will be between January and February, 2011.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs in 2010-11. If so:</p> <p>a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide</p>	<p>Discussions with TD Canada Trust and COU on lean assistance are on hold until 2011/12.</p> <p>For 2010/2011, SAG is being provided for 2nd entry program through bursaries.</p>

5) Participation in the Credit Transfer System

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

Years	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2005	5633	1506	384	158
2006	5207	1187	391	161
2007	5645	1175	374	137
2008	5347	1119	347	121
2009	5395	1190	333	118

*Transfers from publicly assisted colleges in Ontario

***NOTE:** OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that transfer data is not limited to college graduates who apply through OUAC and only includes full-time students applying and registering in the fall to the first year of a university program. The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways and amount of credit granted.*

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

- Please provide any additional comments regarding transition experience either from college to university or university to university.

Lakehead University's Engineering transfer program is one of a kind in Canada – providing community college 3 year diploma graduates with the opportunity to complete the Bachelor of Engineering program in 2 years. This program attracts students from across the country. Students are supported during their transition to Lakehead with: customized orientation programming (programs and sessions for transfer students); tutoring support; and personalized advising.

(It should be noted that the above table does not include data for the Engineering Degree Completion Program for College Graduate which admits approximately 200 students each year.)

The Faculty of Natural Resources Management is using the Engineering model for the new transfer and summer transition program where college graduates in related programs can transfer to the Honours Bachelor of Science in Forestry or the Honours Bachelor of Environmental Management.

All transfer students coming to Lakehead University may take advantage of orientation sessions specifically for transfer students. In addition, faculty advisors and academic advisors are available to support students with course registration and transitioning into their new program at Lakehead.

Lakehead offers bridging courses, e.g. in Mathematics, for students in college / degree transition programs.

- Please provide one or more example in the space provided below of a promising practice that Lakehead used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Lakehead University has created two new articulation agreements - one with Algonquin College in the Applied Bio-Molecular Science program; and another with Confederation College in the Water Resource Science program.

The Concurrent Education program articulation with Confederation College which allows graduates of the Early Childhood Education Program with an A average to enter year 2 of Lakehead's Concurrent Education Program has been renewed.

Lakehead has introduced the Natural Resources Management General Transfer Agreement which features entry into the third year of the Honours Bachelor of Science in Forestry or the Honours Bachelor of Environmental Management with the introduction of a summer transition program (modelled after the very successful Engineering Transfer Program for College Graduates). Previously transfer students would enter year two of the program and with the successful completion of the summer school transition program can now 'fast track' and enter year 3 of the programs.

The Business General Transfer Agreement has been expanded and is now offered at the Orillia campus as well as the Thunder Bay campus.

College recruitment visits at college information fairs along with in-class presentations at various colleges throughout Ontario provide information to students wishing to transfer to Lakehead University from college.

Lakehead University offers programs such as the one year Social Work program which allows students holding a related Bachelor's degree to complete the requirements for the Social Work degree in 12 months (3 terms). The program is offered at both the Thunder Bay and Orillia campuses.

The one year Bachelor of Education program, also offered at both the Thunder Bay and Orillia campuses, allows students with a Bachelor's degree to complete the professional degree program in one academic year (fall/winter terms).

6) Class Size

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

	First Year		Second Year		Third Year		Fourth Year	
Class Size	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
Less than 30 students	137	46.8%	137	46.6%	228	60.6%	312	54.4%
30 to 60 students	97	33.1%	105	35.7%	112	29.8%	242	42.2%
61 to 100 students	40	13.7%	41	14.0%	27	7.2%	12	2.1%
101 to 250 students	17	5.8%	11	3.7%	8	2.1%	7	1.2%
251 or more students	2	0.7%	0	0.0%	1	0.3%	1	0.2%
Total	293	100%	294	100%	376	100%	574	100%

Ministry of Training, Colleges and Universities

Please provide one or more example in the space provided below of a promising practice that Lakehead used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The average class size at Lakehead University is 33.6 which is consistent with the University' commitment to support student /faculty interaction.

In order to maintain the commitment to reasonable class sizes and classes that encourage interaction between the professor and students, the demand for courses and class sizes are an integrated component of the enrolment planning process.

Class size results are monitored annually and the results are posted on the CUDO website. Updates to the CUDO data can be found at: <http://analysis.lakeheadu.ca/CudoMain.html>

7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.
- To complement this work, please provide one or more example in the space provided below of a promising practice that Lakehead used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Lakehead expanded accessibility to undergraduate and graduate programming by linking on campus classes to learners 'at a distance' via web streaming. Web streaming provides synchronous interaction and asynchronous access. The sessions are archived and are accessible to students unable to synchronously participate in the class and/or those who wish to review the session for their learning purposes.

The learning experience is enhanced by extensive content resources (e.g., videos, reference materials, and social networking) and student support services including academic advising, learning assistance, library resources and technology assistance available through the course site.

8) International Enrolment*

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

- Lakehead reported to TCU that International Enrolment in 2009-10 = **132**.

- In 2009-10, Lakehead reported to TCU the following top 3 source countries for international students:
 1. **China**
 2. **United States**
 3. **Nigeria**

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Lakehead had in 2009-10:
 - Outbound students = 12
 - Inbound students = 29

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Lakehead in 2009-10 **\$1,733,243**

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Lakehead had outside of Canada in 2009-10 **Not Applicable**

Ministry of Training, Colleges and Universities

- Please list in the table below all For Credit, Stand-Alone campuses Lakehead operated abroad in 2009-10, including city, country and total enrolment for each campus: **None**

Campus Name	City/Municipality	Country	Total Enrolment

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

Lakehead University is committed to developing and enhancing its students' international cultural experiences through an active student exchange program. This program provides students with opportunities to study at one of our partner institutions and for students from our partner institutions to study here as exchange students. The student exchange program allows students to broaden their learning and acquire new knowledge in a cultural environment different from their own; meet new and interesting people; learn about different cultures and gain global competencies to enhance their marketability which can give them a competitive edge when finding employment after graduation. In addition, the International Office supports a number of events throughout the year that promote global citizenship such as International Development Week and International Education Week, and hosts our own 'International Days' in March.

Additionally, Lakehead has placed an emphasis on the recruitment of international students currently studying in Canada. These may be international students completing their high school education or students who are interested in furthering their education by turning their college diploma into a university degree through our many college transfer programs. After earning their bachelor's degree, students have the opportunity to continue their studies through graduate programs in both academic and professional disciplines.

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the university that are consistent with the principles outlined within the Supply Chain Guideline. MTCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm in 2009-10 Lakehead adopted the Government of Ontario's Supply Chain Code of Ethics: **YES**
- Please confirm in 2009-10 Lakehead adopted or is in the process of adopting the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures? **YES**
- In 2009-10, did Lakehead participate in the Ontario Education Collaborative Marketplace (OECM): **YES**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: \$15,000 (limited as this process commenced April 2010)
- Please provide one or more example in the space provided below of a promising practice that Lakehead used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

A process was developed for the posting of tenders and addendums to the tenders on the Purchasing website.

10) Space Utilization

In 2009-10, did Lakehead have a Space Utilization planning process in place to assess and optimize academic space utilization?

YES

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

The University Space Committee is responsible for the development of procedural guidelines for the use, allocation and re-allocation of space consistent with the goals and objectives of the University. The committee functions under the authority of the President and recommends space allocation following input from users in order to optimize the use of institutional space. All space is inventoried by Physical Plant and a space audit is conducted at least every three years.

- If yes, please provide one or more example in the spaces provided below of a promising practice that Lakehead used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Lakehead University Space Committee assists in the process of assessing and optimizing academic space utilization, e.g., with the recent acquisition of the Port Arthur Collegiate Institute (PACI) building and its subsequent renovation to meet the current Fire Code and building standards, requests were solicited from the Deans for a plan to use PACI for the upcoming academic year. Submissions were then reviewed to ensure they were compatible with the facilities and conformed to the space standards of the University. Several submissions from different faculties were selected and assigned specific space within PACI. The space was then renovated to suit the requirements of the various academic units.

11) Student Satisfaction

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *excellent* and *good* responses) at Lakehead for *NSSE Question* “How would you evaluate your entire educational experience at this institution?” = **72%** for Senior Year respondents.
- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *definitely yes* and *probably yes* responses) at Lakehead for *NSSE Question* “If you could start over again, would you go to the same institution you are now attending?” = **72%** for Senior Year respondents.
- Please provide one or more example in the space provided below of a promising practice that Lakehead used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Student Faculty Interaction and the quality of relationships between students and faculty, as measured by NSSE, continues to be high.

Lakehead has recently modified its course evaluation survey (Student Evaluation of Teaching) to allow instructors to gather additional feedback from students to refine their instructional methods and course content. Satisfaction with courses and instructors is high as measured by the Lakehead University Student Evaluation of Teaching. 82% of respondents agree or strongly agree they would recommend their instructor and 77% agree or strongly agree they would recommend their course.

Student Affairs continues refine its programs to support Lakehead's student centred commitment. Just-in-time academic advising and tutoring by the Math Assistance Centre has made resources available to students when they need it. Academic advising was improved and expanded to help "at risk" populations of students work towards their educational goals. An increased number of student health clinics are now offered to meet the demand for medical services.

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at Lakehead = **81.6%**
- Please provide one or more example in the space provided below of a promising practice that Lakehead used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Early Degree Audits are conducted for third and fourth year students who seek advice from Academic Advising. These Degree Audits verify that students have the necessary credits to graduate and allow Academic Advising to suggest any corrective action before registration closes for the term.

Catching issues early in a program assists students in attaining their educational goals and contributes to a higher graduation rate in a timely fashion. Given the success of this initiative, the audit service will be expanded in the 2010/11 academic year.

13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Lakehead = **92.4%**.
- Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at Lakehead = **96.9%**.
- Please provide one or more example in the space provided below of a promising practice that Lakehead used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Career and Co-Operative Services offers students and recent alumni a wealth of services including career interest assessments, one on one employment coaching, resume critiquing services and a job bank. The student / alumni job bank does not charge employers to post their employment opportunities thus providing accessibility to a greater number of job postings for graduating students.

The Lakehead Works for Me website <http://www.lakeheadworksforme.ca/> reminds all new alumni that they can continue to use the online job bank and all of the services offered by Career and Co-op Services. The combination of these services has helped Lakehead University achieve a two year post graduation employment rate of 96.9%, more than one percentage point above the provincial average (95.7%).

14) Student Retention Rates

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

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1 st to 2 nd Year	88%	86%	86%
2 nd to 3 rd Year	80%	77%	77%
3 rd to 4 th Year	N/A	69%*	70%*

- Please indicate in the space below the methodology used by Lakehead to calculate the retention rates indicated above:

Lakehead University participates in the Consortium for Student Retention Data Exchange (CSRDE). Using the CSRDE methodology, retention is calculated as the percent of **first time, full time baccalaureate degree-seeking freshmen** who are enrolled in a given fall who return the following fall.

*It should be noted that between 7% and 9% of our students successfully graduate at the end of year three and are therefore not included in the 3rd to 4th year retention figures.

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- Please provide one or more example in the space provided below of a promising practice that Lakehead used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Student Affairs promotes its programs and services in several formats and by doing so has increased students' awareness of the programs and services available to them. Raising awareness is a significant factor in supporting access, retention and success of our learners. Programs and services offered to students include Academic Advising, counselling and tutoring. These services are student centred and offered on a schedule that is in sync with the academic cycle. For example advisors and tutors offer extended hours during key periods such as during mid-terms and exam study periods.

The Learning Assistance Centre, Financial Aid and Academic Advising all provide services and advice that are customised to each student's situation. Student Services focuses on working with students deemed "at risk", to help resolve any issues preventing them from completing their course of study.

15) Quality of the Learning Environment

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

Lakehead University embarked some time ago on a program to bring state of the art technology into the teaching environment to enhance the learning experience for students by providing modern, 'smart' classrooms and laboratories. This commitment has seen numerous upgrading projects in the 2009-10 year. These include:

Science and Engineering Laboratory Refurbishment:

In the past year a number of laboratories have been updated to meet current scientific teaching and research needs. Highly technical pieces of equipment and bench space meet the needs of programs where research and graduate study demands are particularly high, such as in engineering and numerous science-based programs.

Smart Classrooms:

Smart classrooms continue to be developed with computers, document cameras, projectors and screens to support technology enhanced delivery.

Library Learning Commons:

During the past year, a learning commons was constructed during renovations to the Chancellor Paterson library to provide students with a friendly, welcoming place to study and to extend their learning experience beyond the classroom. Centrally located in the Library with easy access to collections, the learning commons also provides areas for individual and group study with access to leading edge technology along with the ambience provided by a Starbucks kiosk.

Renovations to buildings / classrooms / common areas continue and are making these areas more student-friendly.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

• **Increased Participation of Under-Represented Students — Programs/Strategies**

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

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Outreach, bridging, & student services for Aboriginal students</p> <p>Lakehead University's Mission and Vision Statements specifically identify the commitment to Aboriginal peoples. The student support structures are in place for Aboriginal students through the Office of Aboriginal Initiatives lead by the Vice-Provost (Aboriginal Initiatives). The Aboriginal Management Council plays an important role in developing policies to support access, retention and success and in strengthening partnerships with Aboriginal communities.</p> <p>With the anticipated assistance of the Aboriginal Postsecondary Education and Training funding, a range of services necessary for successful Aboriginal participation are in place and will continue to develop. These include community outreach to encourage participation, bridging and access programming, student counselling services and academic support through tutoring, mentoring and learning assistance programs. Aboriginal initiatives are reported annually to MTCU.</p>	<p>Community visits were organized by Lakehead University through the Aboriginal Post Secondary Information Program to provide information about Lakehead University programs and services to potential students. Communities throughout Northern and Central Ontario were visited.</p> <p>Aboriginal Cultural and Support Services and the Learning Assistance Centre organized academic sessions to provide English and Math tutoring. These sessions were held on a weekly basis.</p>
<p>First Generation – SAGE programs</p> <p>With the continuation of the First Generation Project supported by MTCU, Lakehead's SAGE Program (Student Access and Gateway to Education – a strategy that provides access through multiple approaches, programs and formats) will continue to promote access for First Generation and Aboriginal students. These strategies include Gateway (a program which provides customized programming for students on the cusp of admissibility needing</p>	<p>In conjunction with Higher Education Quality Council of Ontario (HEQCO), Lakehead conducted a research project to assess the value of the Gateway program – a component of SAGE. Almost all participants in the Gateway program felt that at least one intervention was useful to their overall success as a student, with monthly academic advising being</p>

Ministry of Training, Colleges and Universities

<p>additional academic assistance or e.g. upgrading for admission to STEM programs), the Native Access Program, and Humanities 101 (a multidisciplinary course providing an introduction to the study of thought, culture and society). First Generation activities are reported annually to MTCU</p>	<p>the most popular intervention. The full report can be found at http://www.hegco.ca/en-CA/Research/Research%20Publications/Documents/Lakehead%20Web%20ENG.pdf</p> <p>SAGE II will expand on the services offered and lessons learned from SAGE I.</p>
<p>Disabilities – Assisted services, providing accommodation and faculty and staff training.</p> <p>The Learning Assistance Centre will continue to provide learning strategies, adaptive technology, assessment and invigilation support to students with disability. The Centre continues to develop training and orientation programs for new faculty and staff and provides technologically assisted services where appropriate. The activities of the Centre are reported annually to MTCU.</p>	<p>The Learning Assistance Centre continues to increase its inventory of adaptive technology. New acquisitions include software such as Iris Notes, Dragon Naturally Speaking, and Kurzweil Inspiration.</p> <p>The Learning Assistance Centre reported a 6% increase in exams booked by students requesting accommodations.</p> <p>A confidential note-taking service was implemented for students with disabilities. Feedback from students regarding this service has been positive and the Centre will continue to offer note taking services.</p>

Quality of the Learning Environment

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

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Student Engagement & Satisfaction.</p> <p>The results of NSSE have been analyzed and widely distributed to the University community. This is an ongoing process of surveying, analyzing and distributing the results, and developing interventions for improvement that are reflected in future surveys and will continue.</p> <p>A NSSE Working Group was appointed by the Provost with representation from each Faculty to oversee the data analysis, review the results, consider possible intervention strategies and to facilitate the distribution of NSSE data and reports. Customized reports were prepared for each Faculty and individual sessions were held to share NSSE results with members.</p> <p>A custom report was also prepared for the Enrolment Management Committee under the direction of the Vice-Provost (Student Affairs). An Enrolment Management Sub-Committee was established to examine results and assist in the development of proposals for improving engagement, satisfaction and retention and to work with Faculties in their efforts.</p> <p>These initiatives will continue.</p>	<p>NSSE results have been shared with Faculties and presentations made to Councils. Faculties have been encouraged to prepare and implement Faculty / department specific interventions that address areas that they wish to highlight.</p> <p>Lakehead participated in the development of the NSSE National Dataset (HEQCO project). This initiative is allowing us to explore NSSE results at a program level. This information is being shared with Faculty Councils.</p> <p>Academic advising has undertaken several initiatives to improve their services based on NSSE data and Faculties are utilizing the data to inform their engagement with students.</p>
<p>Graduate Education Enhancements</p> <p>Similarly, the results of CGPSS were widely distributed with a presentation to the Graduate Studies Council and individual graduate departments. The outcomes of a supportive environment with TA workshops, conference support, research best practices, and academic mentoring and</p>	<p>CGPSS 2010 confirmed areas of excellence for Lakehead University including satisfaction with thesis advisors and satisfaction with support and opportunities for research. Satisfaction with thesis advisors has increased since 2007 and for</p>

Ministry of Training, Colleges and Universities

<p>support, all of which are regularly addressed, are reflected in the survey results.</p>	<p>some items (e.g. constructive feedback and help writing dissertation) is higher than in Ontario. Lakehead University students are more satisfied with their support and opportunities for research than their Ontario counterparts.</p>
<p>Teaching/Classroom Enhancements</p> <p>The ratio of FTE students to FT faculty continues to be monitored and maintained at levels considered representative of the University's mandate within our budget.</p> <p>The survey to provide student evaluation of teaching has been revised by the Senate Committee on Teaching and Learning. The survey is regularly administered, faculty receive the results and departmental and institutional summaries are distributed.</p>	<p>The ratio of FTE students to FT faculty continues to be monitored. These levels are considered representative of the University's commitment to a student-centred environment, are within our budget and currently manageable.</p> <p>The student evaluation of teaching survey shows high levels of satisfaction with instructors and courses. 82% of respondents agree or strongly agree that they would recommend their instructor and 77% of respondents agree or strongly agree that they would recommend their course</p>
<p>Academic program reviews</p> <p>Regular undergraduate and graduate program reviews provide for self assessment and constant improvement. Revisions to the current undergraduate and graduate approval and review processes will be implemented to conform to the recommendations adopted from the Quality Assurance review currently underway.</p>	<p>Lakehead is currently undergoing a review of our undergraduate and graduate program review process to conform to the new Quality Assurance Framework. Updates to the data pack and student survey are being made to more efficiently gather information on indicators.</p>
<p>Student Services & Supports.</p> <p>Student services and supports are extensively provided to the student body (personal and career counselling, advising, financial aid) and integrate with special services for targeted populations. Information on available programs is available on the University web site and is promoted in multiple venues through advertising campaigns and special promotions. Decisions on improvements and changes to this area are informed by the results of the various surveys as well as through constant evaluation of service.</p>	<p>The University continues to maintain a wide variety of student services and supports. These services are readily accessible and advertised through the student information system and the university website. For example, five hours of free tutoring is available from the Learning Assistance Centre for each student. Exam Skills Workshops and Academic Skills Workshops are held throughout the term.</p>

<p>Operations</p> <p>Technical enhancements are constantly monitored and improved. The University is a leader in distributed learning and technically assisted learning environments and continues to develop in this area.</p>	<p>Technology Services Centre reviews, implements and maintains technologies for areas throughout the University such as distance learning, technology assisted learning environments, administrative support, electronic communication and research needs.</p> <p>This year, infrastructure upgrades include: new phone systems for the Thunder Bay and Orillia campuses; a new Data Centre in the Braun Building; additional technology enabled classrooms at the Port Arthur Collegiate Institute building; and upgrades to the Virtual Reality Laboratory.</p>
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