

## **2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back**

<b>Institution Name:</b>	<b>Lakehead University</b>
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### **OVERVIEW**

The annual Multi-Year Accountability Agreement (MYAA) 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, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

**1) Enrolment - Headcount\***

*\*DEFINITION: Headcount is the actual enrolment for Fall 2010 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.*

**Lakehead University** reported to the Ministry the total Headcount enrolment in 2010-2011 = 6,782.

The number of students aged 18-24 from the total Headcount enrolment reported by **Lakehead University** to the Ministry for 2010-2011 = 5,081.

The number of students aged 25+ from the total Headcount enrolment reported by **Lakehead University** to the Ministry for 2010-2011 = 1,695.

The **number of students under the age of 18** enrolled at **Lakehead University** in 2010-2011 = 6.

\*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

N/A - as per definition above.

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 2010-2011 to manage enrolment.

In 2010-2011 Lakehead University created a Strategic Enrolment Management Committee. The mandate of this committee is to a) increase recruitment at both the undergraduate and graduate level and b) to focus on student success and retention, especially in the first term, by providing a holistic view of student support and advising. Increased recruitment and retention are key drivers in achieving enrolment targets.

**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 (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 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 2010-2011= <b>342</b></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <b>342</b> ÷ <b>Lakehead University</b> (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <b>5%</b></p> <p>Please also indicate the total number of Part-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 2010-2011 = <b>128</b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>Lakehead University</b> in 2010-2011= <b>1,295</b></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <b>1,295</b> ÷ <b>Lakehead University</b> (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <b>19.1%</b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>Lakehead University</b> in 2010-2011 = <b>1,025</b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>Lakehead University</b> in 2010-2011= <b>554</b></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <b>554</b> ÷ <b>Lakehead University</b> (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <b>8.2%</b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>Lakehead University</b> in 2010-2011 = <b>620</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 -

Both First Generation and Aboriginal student numbers are estimated from self-declaration surveys.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.
<p>Services for students with disabilities were expanded at both campuses during the 2010-2011 academic year. At the Orillia campus, services were expanded to provide accommodations, learning strategies and adaptive technologies support. An adaptive technology lab with software such as Dragon Naturally Speaking, Kurzweil, ZoomText and Inspiration was created and an additional part-time counselor provided additional student support.</p> <p>The Thunder Bay Campus expanded their assistive technology computers to three areas accessible to students outside of regular business hours. The Medical Documentation Form was revised in consultation with our Health and Counseling Office to best address the academic accommodation needs of students. The Academic Accommodation Form was also revised to ensure confidential information was not disclosed as per Ontario Human Rights regulations.</p>	<p>The opening of the newly renovated Library Learning Commons is an important accomplishment. In terms of support for first generation students on the Thunder Bay campus, the Library Learning Commons has enabled Lakehead to offer several different student support services providing comfortable easy 'one-stop' access. Three services facilitated in the Library's Learning Commons are math tutoring, writing coach support, and peer tutoring support.</p> <p>The Lakehead University Math Assistance Centre provides math support mainly directed at first-year courses. A variety of free tutoring services are provided for students, as well as a drop-in centre, online tutoring, and scheduled mini workshops. The drop-in centre provides independent and group study environments and free face-to-face tutoring with undergraduate tutors, graduate students, or faculty.</p> <p>Writing coaches offer one-on-one sessions providing support on the developmental issues involved in writing to give students tools to draft, revise and edit their own work. In this way, students become better writers and are able to retain the skills learned.</p> <p>Peer tutors registered with the Student Success Centre provide academic support to students in a variety of courses.</p> <p>The clustering of these centres in the</p>	<p>In 2010-2011, Lakehead University undertook several initiatives designed to improve the recruitment, retention and student experience of Aboriginal students.</p> <ul style="list-style-type: none"> <li>- The Office of Aboriginal Initiatives established an Aboriginal Outreach and Recruitment position with primary responsibilities to coordinate community outreach activities and recruitment of Aboriginal students in collaboration with the Office of Admissions and Recruitment, Aboriginal Programs, and Aboriginal Cultural and Support Services, and to develop and promote appropriate recruitment and retention strategies. An Aboriginal Liaison/Recruiter Intern position was also created and is housed in the Office of Admissions and Recruitment to assist with Aboriginal recruitment and outreach.</li> <li>- Aboriginal Preview Day, "Follow Your Dreams" was held on April 19, 2011 at the Thunder Bay Campus; approximately 200 Aboriginal Students were in attendance. The objective of the day was to introduce Aboriginal youth to the multitude of post-secondary options and supports available at Lakehead University.</li> <li>- 2010/2011 marks the first year that Lakehead University was fully involved in the Aboriginal Post-Secondary Information Program (APSIP) tour. The APSIP tour brings together Aboriginal recruiters from several Ontario colleges,</li> </ul>

	<p>Library Learning Commons creates awareness of supports available to students. These supports which have been designed to target first generation students are in high demand by the student body; over 425 students who self-identified as first generation were served in 2010-2011.</p>	<p>universities and technical institutes who travel throughout Ontario and promote post-secondary education options to interested youth. The tour consists of visits to high schools, alternative high schools, community centres, First Nations offices, etc. In 2010-2011, 46 communities, 50 high schools, and 11 other locations (First Nations, Community Centres, etc.) were visited.</p> <p>- The 'Nametwaawin - Making a presence: Integrating Indigenous Knowledge into Curriculum and Teaching Methodologies' workshop was designed to support faculty considering the integration of Indigenous Knowledge of Aboriginal Peoples into curriculum and programs. Based on the content presented during the workshop, participants had an opportunity to address teaching and learning in a way which is both culturally appropriate and respectful. This workshop was held at both the Thunder Bay and Orillia campuses.</p> <p>- The Office of Aboriginal Initiatives has collaborated with the Lakehead University Instructional Development Centre (IDC) and hosted a series of workshops about indigenous knowledge and perspectives around the theme "Engaging Learning in Diverse Environments". Dr. Sandra Wolf, an Aboriginal faculty member, facilitated a workshop entitled "Your classroom may not be as safe as you think it is: Addressing Racism in Higher Education", while Aboriginal Cultural and Support Services hosted two focus group sessions with Aboriginal students to gain insight into their experiences in classrooms here at Lakehead University and to make recommendations.</p> <p>Efforts to establish a greater Aboriginal presence at the Orillia campus continued in 2010-2011 through outreach to local Aboriginal communities and through cultural programming that included the following initiatives:</p> <p>- Elder presence on campus (1 day per</p>
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		<p>week)</p> <ul style="list-style-type: none"> <li>- Elders Traditional Teaching (12 week) Series</li> <li>- 2nd annual Aboriginal Stakeholders Gathering designed to reach out to Aboriginal Stakeholders and First Nation and Métis Post-Secondary Education Counselors/Directors in the area to generate interest and promote the Orillia programs and campus.</li> <li>- Online supports and telephone supports to Aboriginal students provided by Aboriginal Cultural Support Services.</li> </ul>
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### 3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **Lakehead University** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

*\*NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$1,069,456	916
Other SAG Expenditure to Supplement OSAP	\$1,395,939	705
<b>TOTAL</b>	<b>\$2,465,395</b>	<b>1,621</b>

Did **Lakehead University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

**Yes**

The space below is provided for **Lakehead University** to describe methodology, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2010-2011.

#### 4) 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 2010.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2006	5,207	1,187	391	161
2007	5,645	1,175	374	137
2008	5,347	1,119	347	121
2009	5,395	1,190	333	118
2010	5,690	1,271	366	137

\*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;
- 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 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
2010	7,544	1,847	879	513

\*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 only includes college transfer students registered in the 1st 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 3rd year of a 4-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 3rd year of the Honours Bachelor of Commerce programs with several majors available, to a one year Bachelor of Administration degree completion program and to the 2nd 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/>

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used in 2010-2011 and which contributed to maintaining or improving **Lakehead University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by the institution to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

**4.1) Expanding Transfer Pathways** excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

A new transfer pathway into the Faculty of Natural Resources Management, either to complete an Honours Bachelor of Science in Forestry or an Honours Bachelor of Environmental Management, was implemented in the summer of 2010. This pilot project was modeled after Lakehead's successful engineering transfer program with articulation to college programs across Canada.

In 2010-2011 the Office of Admissions and Recruitment increased their efforts to target college students by increasing the number of college visits. Visits targeted students in college programs with established pathways to Lakehead University degree completion programs. Students targeted included those in Forestry, Natural Resource / Environmental Management, Social Work, Business, Education, Engineering, and the Social Sciences.

**4.2) Providing Support Services for Transfer Students** (including student transition experience/activities and supports to promote student success)

All transfer students coming to Lakehead University may take advantage of orientation sessions and academic success workshops designed specifically for mature and transfer students. In addition, faculty advisors and academic advisors are available to support students with course registration and transitioning into their program at Lakehead. Lakehead offers bridging courses, e.g. in Mathematics, for students in college / degree transition programs.

The Engineering degree completion programs and the Natural Resources Management programs offer program-specific bridging courses that start in the summer months in order to prepare students for courses that start in the fall.

**4.3) Improving Transparency and Access to Information** about Credit Transfer and Transfer Pathways

Lakehead has information for college transfer students posted on its website. Easy to follow step-by-step links bring potential students from the main Lakehead University webpage to information about applying to Lakehead as a college transfer student. The page details admission and application information for college transfer students and provides a link to a page detailing how to apply for transfer credits. <http://admissions.lakeheadu.ca/admission--application-information-for-college-transfer-students/>

### **5) Class Size\***

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, the percentage of **Lakehead University's** undergraduate class size for first entry\* programs was:

	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
<b>Fewer than 30</b>	136	50.0%	187	53.7%	284	65.6%	338	49.1%
<b>30 to 60 students</b>	83	30.5%	114	32.8%	106	24.5%	323	46.9%
<b>61 to 100 students</b>	31	11.4%	36	10.3%	30	6.9%	19	2.8%
<b>101 to 250 students</b>	18	6.6%	11	3.2%	12	2.8%	8	1.2%
<b>251 or more</b>	4	1.5%	0	0.0%	1	0.2%	0	0.0%
<b>Total</b>	272	100.0%	348	100.0%	433	100.0%	688	100.0%

\* 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 2010-2011, which contributed to maintaining or improving **Lakehead University's** class size 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.

The average class size at Lakehead University is 33.2 (the lowest in 5 years) which is consistent with the University's 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>

## **6) eLearning**

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a survey on elearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of elearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Ontario Online Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

### **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 2010-2011:

<b>COURSES DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Fully Online Learning	129	23
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Synchronous Conferencing	36	33
<b>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</b>	165	56
<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	3
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Synchronous Conferencing	0	0
<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	4,536	123
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	975	476
<b>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</b>	5,511	599



\*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.

Course, program and registration data are retrieved from the Lakehead University student information database. The numbers of courses and registrations change from year to year, whereas the number of programs remains stable.

**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 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

Lakehead's Master of Public Health program offers courses using a variety of delivery formats including online, interactive audio/video/desktop conferencing, and print-based resources. Live classes are recorded and the archives made available to learners registered in these classes providing additional opportunities to further engage with the course content, review lectures, and prepare for assignments and exams.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2010-2011, which contributed to maintaining or improving elearning opportunities at **Lakehead University**. 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.

Skype and Big Blue Button were used in 2010-11 (e.g., by the Centre for Northern Studies) to offer face-to-face real time office hours and tutorial sessions, creating a value-added experience for distance learners. Both of these facilitate web conferencing and audio conferencing via calls made over the Internet (also known as internet telephony or voice-over-internet protocol [VOIP]) which is key to maintaining partnerships with international organizations such as the University of the Arctic, administering the Northern Scientific Training Program and providing opportunities for research about northern issues.

## **7) International**

### **7.1 Initiatives**

Please identify emerging markets for International Students (i.e. countries who are not represented in **Lakehead University's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Lakehead University** actively engaged in recruitment activities in 2010-2011:

Mexico
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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 2010-2011:

- Outbound students\* = 12  
\**DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.*
- Inbound students\* = 20  
\**DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Lakehead University** in 2010-2011 = **\$1,509,300**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Lakehead University** had outside of Canada in 2010-2011 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Lakehead University** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

\*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

Lakehead is concentrating efforts on recruiting ESL (English as a Second Language) students and working with partner universities in Mexico to develop innovative cohort programs. The innovative program model focuses on moving a group of Lakehead students to Mexico for an intensive week-long program and receiving students from Mexico for a full year as a way of balancing asymmetrical opportunities, for example, the demand for short-term programs from Canadian students and longer-term programs by Mexican students.

Outbound and Inbound Exchanges at Lakehead University are comprised of students at the undergraduate level. Lakehead engages in bilateral exchange programs with limitations on the number of students set out by the terms of the partnership agreements which balances the back-and-forth exchange.

## 7.2 Enrolment

In 2010-2011, **Lakehead University** reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of <b>Lakehead University</b> Total Full-Time International Student Enrolment
1.	China	36	28.8%
2.	United States of America	14	11.2%
3.	Nigeria	8	6.4%
4.	Iran	7	5.6%
5.	Saudi Arabia	6	4.8%

**Lakehead University** reported to TCU that International Enrolment\* in 2010-2011 = **125**

*\*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, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

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

International enrolment numbers are as submitted to the Ministry.

Please provide **Lakehead University's** 2010-2011 Part-Time International Student Enrolment = **21**

### **7.3 English as a Second Language**

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Lakehead University** in 2010-2011 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Lakehead University** used in 2010-2011 to create pathways for *International students* from **Lakehead University's** ESL programming to postsecondary studies.

Lakehead University developed a new English Language Program during the first quarter of 2011. This initial program is focused on bridging international students into academic programs and includes ESL and the choice of one or two academic courses. This initial English Language Program is the foundation for a larger ESL program to be launched in phases in 2011/12. The first cohort of students started the program in fall 2011. Most live on campus in the Global House, a new joint initiative with Lakehead University-Thunder Bay Residence Services to house international and Canadian students together to broaden the language and cross-cultural living experience. Programming includes dinners, coffeehouses, social and educational events as a means to celebrate the commonalities and differences between cultures on personal, local and global levels.

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

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2010-2011, 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.

In the fall of 2010, Lakehead University focused on building connections in China. In early 2011, a Field Officer based in Beijing was hired, and a Lakehead Beijing office was opened. Lakehead has renewed connections with agents in China, recruited directly from high school, and initiated two partnership agreements with Chinese universities.

**8) Supply Chain Compliance / Broader Public Sector Accountability Act****SUPPLY CHAIN COMPLIANCE**

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

**Lakehead University** confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Lakehead University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

**Lakehead University** confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Lakehead University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

**Lakehead University** confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Lakehead University** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Lakehead University's** OECM purchases in 2010-2011: 39,500

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2010-2011, which contributed to maintaining or improving **Lakehead University's** supply chain management. 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.

Lakehead University posts competitive procurement documents on its "current tenders" website in PDF format which has greatly improved access by potential proponents. The prior process required proponents to contact Purchasing to obtain copies of relative procurement documents either by email, fax or post mail. The new process has broadened the exposure of current tender offerings therefore increasing transparency of the competitive process.

The implementation of the Broader Public Sector Procurement Directives has raised the profile of the Procurement Process. It has also assisted Procurement to facilitate the development of the Conflict of Interest and the Non-Disclosure Agreement in addition to the formal requirements for an evaluation team being identified early in the competitive procurement process.

\*The space below is provided for **Lakehead University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Supply Chain Management and OECM purchases

Lakehead University has utilized OECM suppliers through a centralized stationery stores. The spend for fiscal 2010/11 was approximately \$39,500 with ongoing efforts to expand the program continuing. The Procurement Department is well aware of the OECM website and frequents it when sourcing goods.

**BROADER PUBLIC SECTOR ACCOUNTABILITY ACT**

All universities are to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives, establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including universities, to establish rules on perquisites.

**BPS Procurement Directive**

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **Lakehead University** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Lakehead University** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Lakehead University** adopted in 2010-2011 to prepare for compliance.

Lakehead University has revised its Procurement Policy and Approval Authority Policy to incorporate the BPS Procurement Directives. The next stage in this process is to obtain Board of Governors approval. Following that approval these policies will be disseminated to the Lakehead University community through training workshops.



## BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, **Lakehead University** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Lakehead University** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Lakehead University** adopted in 2010-2011 to prepare for compliance.

Lakehead University has drafted a revised Travel Policy to incorporate the BPS Expenses Directive plus a new Hospitality Policy. The next stage in this process is to consult with the Lakehead University community and then obtain Board of Governors' approval. Following that approval, these policies will be disseminated to the Lakehead University community through training workshops.

Lakehead University will continue to require prior approval of all travel using the Travel Authorization Form found on its website.

Lakehead University currently posts an Ineligible Expenditure Listing on its website which incorporates several of the BPS Expenses Directives.

## BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the university including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011, **Lakehead University** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **Lakehead University** to attest that it is in compliance with this Directive.

## 9) Space Utilization

**Lakehead University** indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2010-2011, which contributed to maintaining or improving **Lakehead University's** space utilization. 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.

Lakehead University Space Committee meets regularly to review space allocations for the campus. Updates are provided to the committee on renovation plans and major upgrades that could affect space use.

In 2010-2011, Lakehead University saw the completion of several projects designed to improve the physical learning environment of students.

Following a fire in 2008 in the Braun Building, Lakehead – Thunder Bay initiated reconstruction which was completed in 2010-2011 and marked by the reopening of offices and classrooms in the affected area.

Lakehead - Orillia's new academic building opened at 500 University Avenue in September 2010. Built to Leadership in Energy and Environmental Design (LEED®) standards, it is the first campus of its kind in Canada. The new building accommodates up to 1,200 students and includes science labs, technology-abled classrooms, lecture theatres, library learning commons and administrative/faculty offices.

Lakehead – Thunder Bay opened the Learning Commons on the main floor of the Chancellor Paterson Library in January 2011. This newly renovated space integrates academic services traditionally found across campus. A Math Assistance Centre, Writing Centre, and Peer Tutoring are now clustered in one area to help improve student success in research, writing and math. Additionally, a technical resource person is on hand to field questions relating to computers, passwords, and printers, which frees up librarians to better assist students. This renovation was funded primarily through the provincial Strategic Capital Infrastructure Program, with additional funds from the Lakehead University students' Computer Enhancement (Technology) fee used to purchase computers/monitors for the presentation/group study/tutor rooms.

Lakehead - Thunder Bay received new provincial funding in 2011 to complete renovations to the former Port Arthur Collegiate Institute (PACI) building which will house the newly announced stand-alone Faculty of Law. The PACI will provide much needed space for teaching and research, and faculty offices in the new programs which will focus on aboriginal law, natural resource law and small practice, and integrate faculty members and the legal community.

## 10) 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%** 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%** for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **Lakehead University** uses to measure student satisfaction.

The CUSC (Canadian University Survey Consortium) survey of graduating undergraduate students is conducted every 3 years. Unlike the NSSE survey which is focused on engagement, the CUSC survey asks very specific questions about students' level of satisfaction with various student services. The results of the CUSC survey are reported to the University community and in particular to the Student Affairs team. Lakehead University will next be conducting CUSC in the 2011-2012 academic year.

Lakehead University's Student Evaluation of Teaching allows instructors to gather additional feedback from students to refine instructional methods and course content. Satisfaction with instructors and courses is high as measured by the Lakehead University Student Evaluation of Teaching. 81% of respondents agree or strongly agree they would recommend their instructor and 77% agree or strongly agree they would recommend their course.

Lakehead also participates in the Canadian Graduate and Professional Student Survey (CGPSS). This survey allows us to gain important feedback on our graduate programs and graduate students' experiences.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2010-2011, which contributed to maintaining or improving student satisfaction at **Lakehead University**. 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.

On the 2011 NSSE administration, Lakehead University's Supportive Campus Environment (SCE) benchmark score for senior year students was up from the last NSSE administration in 2008 and was significantly different and positive compared to Ontario peers.

Lakehead has undertaken several initiatives in 2010-2011 to continue to improve student satisfaction. The introduction of wireless networking services to public spaces on campus has allowed students to connect to online services "anywhere / anytime". In conjunction with the introduction of wireless networking, Lakehead University's Office of the Registrar has expanded its online services. Being able to conduct several common business transactions online (e.g., change of address, confirmation of enrolment, requests for transcripts) improves the customer service experience for students.

### **11) Graduation Rate**

Per the KPI results reported in 2011, the graduation rate\* at **Lakehead University** = **81.5%\***

\*Percentage of 2002 Year 1 New to Institution Students Who Received a Degree between 2003-2009

Please provide one or more highlights, in the space provided below, of a **Lakehead University** activity in 2010-2011, which contributed to maintaining or improving **Lakehead University's** graduation rate initiatives. This 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 in 2009/10 the audit service was expanded in the 2010/11 academic year.

## **12) Graduate Employment Rate**

Per the KPI results reported in 2011, the graduate employment rate\*, 6 months upon graduation, at **Lakehead University** = **94.3%**

Per the KPI results reported in 2011 the graduate employment rate\*, two years upon graduation, at **Lakehead University** = **94.5%**

\*Percentage of 2008 graduates of bachelors or first professional degree programs who were employed six months and two years after graduation.

Please provide one or more highlights, in the space provided below, of a **Lakehead University** activity in 2010-2011, which contributed to maintaining or improving **Lakehead University's** graduate employment initiatives. This 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.

Once again Lakehead University graduates have six-month and two-year employment rates that exceed the provincial average. To ensure that our graduates continue to have success in the employment market, Lakehead University recently integrated its career and co-op services into the newly formed Student Success Centre in order to provide students with career / academic guidance from the start of their academic careers.

### **13) 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	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	86.7%	86%	86.1%	87.8%
1st to 3rd Year	76.5%	76.8%	78%	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: Full-Time Student Retention Rate

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. The 1st to 3rd year retention rate of the 2009 cohort will not be available until late Fall 2011.

Please provide one or more highlights, in the space provided below, of a **Lakehead University** activity in 2010-2011, which contributed to maintaining or improving **Lakehead University's** retention initiatives. This 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 is working to ensure that the climate on campus is welcoming. The opening of the Library Learning Commons has allowed three commonly used student support services (the mathematics assistance centre, the writing assistance centre and peer tutoring) to be located in the same physical location. In 2010-2011 the Strategic Enrollment Management Committee was created and began exploring additional ways to improve student success, especially in the first term. The Student Success Centre was conceptualized and put into place ready for the fall 2011 entering class.

#### **14) Quality of the Learning Environment**

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2010-2011, which contributed to enhancing **Lakehead University's** learning environment for the three quality measure categories indicated below:

##### **14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)**

Since its inception, the Lakehead University Instructional Development Centre has coordinated and offered teaching and learning workshops, developed a website with online resources, provided one-on-one consultation, mounted an annual symposium on teaching and learning, offered support for curriculum revision to academic units, and has supported the Senate Teaching and Learning Committee in its mandate to advise Senate on ways to enhance teaching and learning.

One example of an initiative that Lakehead University uses to enhance students' learning experience in a specific program is presented by the Department of Music's Co-Concert Productions with the Thunder Bay Symphony Orchestra (TBSO). The Department of Music joins with the TBSO in performances of works from the choral/orchestral repertoire (e.g., Beethoven's 9th Symphony). These joint productions give our students the opportunity to sing with a fully professional symphonic orchestra in a large concert hall. The Department of Music at Lakehead offers students a comprehensive undergraduate degree in music, however, the broad-based nature of the curriculum and teaching resources do not allow for a symphonic program (or a performance stream) per se. The faculty has developed this collaborative relationship with the Thunder Bay Symphony Orchestra, which provides students and instructors with professional experience opportunities and university outreach into the community. It also provides students the opportunity to develop their performance skills while deepening their awareness and understanding of music history and literature, theory and analysis.

##### **14.2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)**

A primary highlight of the 2010-2011 academic year has been an intentional focus on the transition to university for incoming students and especially programming related to connecting new students to the University during the first term of studies. Helping students feel welcome and promote a sense of belonging and connectedness to the community is the goal. For students in residence, the residential programming is structured to facilitate and encourage that connectedness. Commuter students are encouraged to connect with the University community through a wide variety of clubs and activities which are highlighted during the first two weeks of the term. Various faculties encourage new students to connect and become involved in faculty-related activities. Many faculty and departments also focus on creating intentional engagement in the classroom and through the coursework.

Student Orientation has been moved under the auspices of the Student Success Centre enabling a seamless transition from New Student Orientation to the overall First Year Experience programming and the various supports and services available to students.

##### **14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)**



Lakehead University continues to expand and improve upon its supports to students. During 2010-11, the University opened "Learning Commons" located in the main library of each of the Thunder Bay and Orillia campuses. This space provides students, staff and faculty a cross-roads for interaction in the academic heart of the Institution.

The Student Success Centre was created to provide a centre focused on helping students succeed. This centre brings together academic advising, academic support and career exploration and advising into one area enabling a more holistic approach to assisting students. The Student Success Centre will focus on its work with all at-risk populations including first-generation students and other students admitted through one of several transition programs helping these students refine their academic skills and integrate into university life. Students are required to meet with advisors regularly during the year to review their progress and integration into university studies. The Lakehead University Math Assistance Centre and the Lakehead University Writing Assistance Centre were also relocated during 2010-11 to the Learning Commons and each has seen a significant increase in usage during the year.

Student support initiatives continue to be developed and refined to support and retain Aboriginal students. These supports include academic supports (peer mentors, tutoring) and cultural supports and activities (pow wows, Elders' teachings, feasts and drum groups, etc).

Services to students who require academic accommodations are now more clearly provided through Student Accessibility Services. A Senate revised policy on providing academic accommodations was approved by the University Senate in the fall of 2010 accompanied by a procedural document that assists both students and faculty in acquiring and providing the appropriate accommodations.

The Student Health and Counselling Centre increased the number of medical clinics and counselors to accommodate the increased demand on its services. Physician support from the community is strong and enables the Centre to address the demand and the increased complexity of the issues that students present.

Online services to students have also expanded in 2010-11 enabling students to "self-serve" for many routine business practices. This frees up staff time to assist other students who may have more complicated issues and may require some additional time with a University staff member.

**15) Ten Percent Reduction in Executive Office Costs for 2011-2012**

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **Lakehead University's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **Lakehead University's** 2010-2011 budget for their executive offices.



**Lakehead University** confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

**Attestation:**



**Lakehead University** confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Lakehead University's** Executive Head.

**Contact:**

Please provide the contact information for the representative at **Lakehead University** to whom public inquiries can be directed regarding **Lakehead University's** 2010-2011 MYAA Report Back:

- Name:N/A
- Telephone:N/A
- Email:N/A

Please indicate the address on **Lakehead University's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- <http://N/A>