



2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Lakehead University
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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.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated **Lakehead University's** 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2010-2011 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry in **Lakehead University's** 2011-2012 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year.*

Lakehead University's the total Headcount enrolment count in 2011-2012 = **6,760**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment reported by **Lakehead University** to the Ministry for 2011-2012 = **5,043**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by **Lakehead University** to the Ministry for 2011-2012 = **1,614**.

Please indicate the number of students under the age of 18 (age as of November 1, 2011) from the total Headcount enrolment reported by at **Lakehead University** to the Ministry in 2011-2012 = **103**.

* 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 2011-2012 to manage enrolment.

Lakehead is managing enrolment on two fronts. The Strategic Enrolment Management (SEM) committee is tasked with long term (5+ years) planning to improve enrolment / retention. The committee's mandate is to introduce evidence-based management, accountability and best practices into the planning and prioritizing of enrolment services and strategies, and to develop a holistic approach to enrolment management that incorporates recruitment, student services and student success.

In 2011-12, the SEM committee examined the first year experience at Lakehead and explored the idea of implementing a first year "seminar". This academic, for-credit course that first year students would be required to take would be designed with the aim of better preparing them for university study and with helping them transition to university life. The SEM committee has been instrumental in the effort to introduce a Co-Curricular Record (CCR) to Lakehead University. A transcript of students' non-academic activities, the CCR is a comprehensive source of information that can be used when applying for scholarships, bursaries, awards, and employment. The SEM committee is also looking for ways to reach out to distance education students to improve their engagement and connection to the University community.

In the spring of 2012, a new committee entitled "Admissions Success & Retention" was formed to examine how Lakehead can improve the success and retention of students. Since its inception, the Committee has focused on:

- Identifying gaps in communication for new students and improving communications to ease the transition to the University (i.e. creation of a one-stop webpage for new students)
- Financial aid strategies for new students
- Gaining a better understanding of the data available to identify retention issues
- Improving faculty participation in recruitment and retention efforts

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

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

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

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

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

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Lakehead University who registered with the Office for Students with Disabilities and received support services in 2011-2012= <u>371</u></p> <p>Please calculate the total indicated above as a comparative % of Lakehead University's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>371</u> ÷ <u>6,760</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>5.5%</u></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Lakehead University who registered with the Office for Students with Disabilities and received support services in 2011-2012 = <u>80</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Lakehead University in 2011-2012= <u>1,192</u></p> <p>Please calculate the total indicated above as a comparative % of Lakehead University's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>1,192</u> ÷ <u>6,760</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>17.6%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Lakehead University in 2011-2012 = <u>516</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Lakehead University in 2011-2012= <u>546</u></p> <p>Please calculate the total indicated above as a comparative % of Lakehead University's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>546</u> ÷ <u>6,760</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>10.5%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Lakehead University in 2011-2012 = <u>294</u></p>

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

First Generation: The numbers reported are those who have participated in the self-declaration survey and self-declared (about 81% of the student population participates in Lakehead's First Generation self-declaration survey) - actual numbers are larger. Percentages represent the proportion of those completing the self-declaration survey who self-declare as First Generation and is an estimate of the proportion of the student population that is First Generation. Includes students reporting the status of only one parent.

Aboriginal: The numbers reported are those who have participated in the self-declaration survey and self-declared (about 84% of the student population participates in Lakehead's Aboriginal self-declaration survey) - actual numbers are larger. Percentages represent the proportion of those completing the self-declaration survey who self-declare as Aboriginal and is an estimate of the proportion of the population that is Aboriginal.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Lakehead University's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Lakehead University to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Lakehead University's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Lakehead University to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Lakehead University's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Lakehead University to be an innovative practice, success story and/or key accomplishment.</p>
<p>Student Accessibility Services (SAS) coordinates services and facilitates academic accommodation for students with disabilities. Accomplishments in 2011-2012 include:</p> <ul style="list-style-type: none"> •Helping students identify available supports that provide access and/or participation in an academic program, •providing adaptive technology supports, •helping students learn to use adaptive technology, •arranging for a variety of assistive services, •arranging for writing of accommodated exams, •providing information about disability-related funding, •arranging for assessments of learning difficulties, •helping students to understand why they were having academic difficulties and developing a plan to improve academic performance. <p>2011-12 also saw increased support available in the Aboriginal Resource Centre and Lounge through the installation of specialty visual thinking software on the Centre's computers and the delivery of weekly workshops focused on how to make use of the various software programs.</p> <p>Assistive Technology seminars and demonstrations were delivered to students and instructors in Faculty of Education classes.</p>	<p>The Student Access and Gateway to Education (SAGE) program was continued in 2011-12. This program assists students with their transition into university-level studies. It is a team-driven approach with enhanced services providing support for First Generation (FG) learners, including Aboriginal learners, studying on and off campus. SAGE has enabled staff to be responsive to the changing needs and demands of learners by adopting emerging tools and technology to support them throughout their studies.</p>	<p>In 2011-12, Lakehead continued to grow its Aboriginal programming on the Orillia campus with the establishment of the Elders in Residence program and the hiring of an Aboriginal recruitment officer.</p> <p>In 2011-12, Lakehead introduced the Youth Achievement Fund and Youth Achievement Outreach Program. Lakehead has established partnerships with local school boards and the community to initiate these donor-funded programs, developed to systematically provide elementary aged students (beginning in grade 4) with connections to the University. Students will earn tuition credits by passing their current grade and participating in the programs. The Achievement Fund has 50 students enrolled currently with a target of 2,000 students in 2018. The Fund is designed to raise the expectations of First Nation, Metis and Inuit children who have previously faced barriers to pursuing post-secondary education. In conjunction with the Youth Fund, Lakehead established the Adult Achievement Fund for adult learners who wish to pursue studies at the University. Adults enrolled as first-year students in an undergraduate degree program at Lakehead can apply for a Transition Bursary offered by the Adult Achievement Fund.</p>

3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **Lakehead University** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Lakehead University as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$1,086,200(+)	875(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$1,117,852(+)	632(+)
Total SAG Expenditures Reported by <i>Lakehead University</i>	\$2,204,052(+)	1,507(+)

Did **Lakehead University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

Yes

*The space below is provided for **Lakehead University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.



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 2011.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2007	5645 ⁽⁺⁾	1175 ⁽⁺⁾	374 ⁽⁺⁾	137 ⁽⁺⁾
2008	5347 ⁽⁺⁾	1119 ⁽⁺⁾	347 ⁽⁺⁾	121 ⁽⁺⁾
2009	5395 ⁽⁺⁾	1190 ⁽⁺⁾	333 ⁽⁺⁾	118 ⁽⁺⁾
2010	5690 ⁽⁺⁾	1271 ⁽⁺⁾	366 ⁽⁺⁾	137 ⁽⁺⁾
2011	5609	1188	522	117

*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;*
- *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	7544 ⁽⁺⁾	1847 ⁽⁺⁾	879 ⁽⁺⁾	513 ⁽⁺⁾
2011	7435	1730	1109	529

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

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

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 **Lakehead University** 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.)

In addition to a number of different multilateral agreements, Lakehead has established bilateral articulations with Confederation College, Algonquin College, Seneca College, and Sir Sanford Fleming College for a variety of programs ranging from Political Science to Applied Bio-Molecular Science. Transfer Pathways for the Criminology program at the Orillia Campus is currently being developed. Lakehead University is also establishing exciting partnerships with our regional college partners as demonstrated by the recent Memorandum of Understanding signed with Georgian College.

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

Lakehead University is a provincial leader in college transfer initiatives and is widely known for having pioneered a successful post diploma program in engineering. In 2011-12, Lakehead University conducted a study for the Ontario Council on Articulation and Transfer (ONCAT) entitled "Student Success after Transfer from College to Lakehead University" to identify the success of our college transfer students. The study identified the types of college transfer students that are most likely to need support, and is the first step in developing tailored services. Lakehead is a major draw for graduates of Northwestern Ontario's only college, Confederation College. In 2008-09 about 83% of Confederation College students pursuing further studies at a university attended Lakehead. In the interest of helping students transition from Confederation College to Lakehead University, Lakehead assisted the College with their 2012 study entitled "Measures of Student Success and Student Experience Following University / College Transfers in Northwestern Ontario" by providing data.

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

In 2011-12 Lakehead made continual updates and improvements to the credit transfer information delivered through the website in order to help students navigate their way through the application and admission process. This included making updates to the Ontario Council on Articulation and Transfer's ONTransfer Website to ensure information is up to date and relevant.

Lakehead initiated contact with Program Chairs/Coordinators at Ontario Colleges to provide information about the pathways available to students and delivered transfer presentations to upper year college students to discuss the transfer options available to them at Lakehead.

Lakehead also purchased Intelliresponse software and has been piloting it internally since January 2012. This web application is intuitive and is designed to provide answers to a variety of questions about Lakehead ranging from academics to credit transfer to parking. The internal trial has been instrumental in building a database of responses before the 'Ask Lakehead' feature is made available to the public in 2012-13.

Finally, in 2011-12 Lakehead undertook an overhaul of its website. Piloted in fall 2012, the new site is aimed at providing easier access to information for all current and potential students.

5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, the percentage of *Lakehead University's* undergraduate class size for first entry* programs was:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	119 ⁽⁺⁾	45.4% ⁽⁺⁾	179 ⁽⁺⁾	52.3% ⁽⁺⁾	285 ⁽⁺⁾	64.3% ⁽⁺⁾	421 ⁽⁺⁾	57.6% ⁽⁺⁾
30 to 60 students	85 ⁽⁺⁾	32.4% ⁽⁺⁾	115 ⁽⁺⁾	33.6% ⁽⁺⁾	123 ⁽⁺⁾	27.8% ⁽⁺⁾	286 ⁽⁺⁾	39.1% ⁽⁺⁾
61 to 100 students	34 ⁽⁺⁾	13.0% ⁽⁺⁾	37 ⁽⁺⁾	10.8% ⁽⁺⁾	21 ⁽⁺⁾	4.7% ⁽⁺⁾	12 ⁽⁺⁾	1.6% ⁽⁺⁾
101 to 250 students	18 ⁽⁺⁾	6.9% ⁽⁺⁾	10 ⁽⁺⁾	2.9% ⁽⁺⁾	14 ⁽⁺⁾	3.2% ⁽⁺⁾	11 ⁽⁺⁾	1.5% ⁽⁺⁾
251 or more	6 ⁽⁺⁾	2.3% ⁽⁺⁾	1 ⁽⁺⁾	0.3% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	1 ⁽⁺⁾	0.1% ⁽⁺⁾
Total	262 ⁽⁺⁾	100.0% ⁽⁺⁾	342 ⁽⁺⁾	100.0% ⁽⁺⁾	443 ⁽⁺⁾	100.0% ⁽⁺⁾	731 ⁽⁺⁾	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 2011-2012, which contributed to maintaining or improving **Lakehead University's** class size initiatives. This could include a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment that **Lakehead University** would like to highlight.

Several departments at Lakehead cap class sizes to ensure the quality of the learning environment (e.g. Interdisciplinary Studies, English, Outdoor Recreation). Smaller class sizes allow opportunities for class discussions, group work and presentations. Lab sections and practicums are also capped to ensure sufficient equipment is available, which has a direct relationship to the quality of the learning environment.

Class size results are reported annually and the results are posted on the CUDO website, <http://bolt.lakeheadu.ca/~analysis/CudoMain.html>.

6) eLearning

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary 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 taking place across Ontario.

In its 2010-2011 MYAA Report Back, **Lakehead University** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Lakehead University** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

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 2011-2012:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	130	28
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	33	19
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	163	47
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	3	2
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	2
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	3	4
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	4,709	353
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	317	278
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	5,026	631



*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.

Numbers reported are individual course offerings not Full Course Equivalents.



Hybrid Learning*

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

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

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

For an upper year philosophy course, the online content was enhanced with periodic, optional discussion sessions offered in-person and by web-streaming. Using a desktop video-capture application, online content was enhanced with customized videos to provide additional content.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2011-2012, which contributed to maintaining or improving elearning opportunities at **Lakehead University**. This could include a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment that **Lakehead University** would like to highlight.

Lakehead University has a long history of providing e-learning opportunities through its Office of Continuing Education and Distributed Learning (CEDL). The number of students, in particular non-traditional learners, who have taken advantage of courses offered online or offsite via video conferencing continues to grow.

The Master of Public Health (MPH) program addresses the needs of dispersed learners by using a synchronous collaboration tool to link the onsite class with distributed learners. The tool also permits archiving of classes to allow learners to review and further reflect on the content. The MPH program meets the needs of public health professionals who want to continue practicing their profession while studying. This successful program was highlighted in the Council of Ontario Universities' report on Innovative and Effective Teaching and Learning at Ontario Universities (2012).

During 2011-12, the Learning Management System (LMS) Review Working Group, reporting to the Provost and Vice-President (Academic) and representing the many academic and administrative constituencies, reviewed the e-learning factors desired to support teaching and learning through an LMS. After research and consultation, Lakehead has invested in a new LMS which will serve as a platform to support the use of online content in all courses.

7) International

7.1 Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Lakehead University** had in 2011-2012:

- Outbound students* = 15
*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 23
*DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Lakehead University** in 2011-2012 = **\$2,075,458**

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 2011-2012 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Lakehead University** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012	2011-2012 Total Enrolment by Program
N/A	N/A	N/A	N/A

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

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 balance the back-and-forth exchange. Lakehead University offered five additional student places to North 2 North exchange students.



7.2 Enrolment

In 2011-2012, **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 Lakehead University Total Full-Time International Student Enrolment⁽⁺⁾
1.	China ⁽⁺⁾	53 ⁽⁺⁾	35.3% ⁽⁺⁾
2.	United States ⁽⁺⁾	16 ⁽⁺⁾	10.7% ⁽⁺⁾
3.	Iran ⁽⁺⁾	9 ⁽⁺⁾	6% ⁽⁺⁾
4.	Saudi Arabia ⁽⁺⁾	9 ⁽⁺⁾	6% ⁽⁺⁾
5.	India ⁽⁺⁾	7 ⁽⁺⁾	4.7% ⁽⁺⁾

Lakehead University reported to TCU that International Enrolment* in 2011-2012 = **150⁽⁺⁾**.

**DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2011, including students who are both eligible and ineligible for operating grant purposes who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).*

*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.

Please provide **Lakehead University's** 2011-2012 Part-Time International Student Enrolment = 37

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2011-2012, 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.

Lakehead University has been active in the recruitment of international undergraduate students through recruitment activities in China, Vietnam, Mexico and Turkey in 2011-12. These activities include EduCanada student fairs, school visits and direct promotion of Lakehead University through scholarship funding agencies. Lakehead University has a focused network of recruitment agents in China and a small number of recruitment agents in Vietnam. Lakehead University has also increased its online recruitment through various recruitment websites, its Chinese micro blog (Twitter in China) and general improvements to the main Lakeheadu.ca website. Lakehead also has active recruitment of scholarship students through international government scholarship and sponsorship programs currently in Saudi Arabia and Brazil.

7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Lakehead University** in 2011-2012 = 3

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Lakehead University** used in 2011-2012 to create pathways for *International students* from **Lakehead University's** ESL or FSL programming to postsecondary studies.

Lakehead University developed a new small scale English bridging program with the first small group of students arriving at the start of fall term 2011. This initial program was focused on bridging international students into academic programs and included English as a second language and the choice of one or two academic courses. This initial English Language Program (ELP) is the foundation for a larger ESL program launched in September of 2012. Major recruitment efforts have been made to expand this program for 2012-13 into a fully operational English Language Program housed in a downtown Thunder Bay campus building.

International students have further opportunities to improve their spoken English and learn more about the Canadian culture by participating in the Student Homestay program. International students can apply to stay with a local host in their fully furnished homes while attending Lakehead. This is a unique opportunity to learn English faster by spending time with host families and participating in social events with them. Students also gain more confidence with their spoken English through the daily interactions with their local hosts.

*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 or FSL.

2011-12 is the launch year for Lakehead's English Language Program. 2012-13 marks the first year that the program is fully running with over 50 students enrolled.

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 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 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **Lakehead University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Lakehead University confirmed in its 2010-2011 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 2011-2012, **Lakehead University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Lakehead University confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **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 2011-2012: 36,635

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.

With additional procurement options becoming available via OECM, Lakehead University has been following up on current contractual obligation end dates and reviewing the OECM offerings to determine where strategic advantages can be obtained.



BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

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.



Lakehead University confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2011-2012, which contributed to **Lakehead University's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment.

As indicated in the 2010/11 report, Lakehead posts all competitive procurement documents on the “current tenders” section of its website. A new Procurement Policy was released on March 31, 2012 that detailed Lakehead’s compliance to the Broader Public Sector Directives. To support the new policy revisions, Lakehead delivered in depth policy presentations to the University community. This process has raised the awareness of the new procurement policy and encouraged early engagement of the Procurement Department in the procurement process.

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.



Lakehead University confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

Please indicate the address on **Lakehead University's** website where a copy of **Lakehead University's** publicly available Expenses Directive can be found:

<http://http://finance.lakeheadu.ca/all-policies/>

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2011-2012, which contributed to **Lakehead University's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment.

A new Travel Expense Policy was released on March 31, 2012 that detailed Lakehead's compliance to the Broader Public Sector Directives. To support the new policy revisions, Lakehead delivered in depth policy presentations to the University community. This process has raised the awareness of the new policy changes. Lakehead University continues to use the Travel Authorization Form for pre-trip approval.

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.



Lakehead University confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **Lakehead University** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment.

A new Perquisites Policy was released on March 31, 2012 that detailed Lakehead's compliance to the Broader Public Sector Directives. To support the new policy, Financial Services delivered in depth policy presentations to the University community. This process has raised the awareness of the new policy.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

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

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

Based on the definitions provided above, please provide WIL data for **Lakehead University** in 2011-2012:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at Lakehead University with a Co-op Stream	26	9
Number of students at Lakehead University enrolled in a Co-op program	103	3

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment.

Students in every one of Lakehead's faculties are in the field "living and learning" from Community Service Learning (CSL), Co-op placements and required field schools, to practicums and clinical experiences.

In 2010, the J.W. McConnell Family Foundation recognized Lakehead University's Food Security Research Network in their publication *Getting Wisdom* as one of the best examples of CSL initiatives taking place across Canada. The Network serves as a hub for faculty and community members to work together to build curriculum based projects that enrich the learning experience, foster student leadership, and enhance connections to the broader community while building capacity in civil society around the theme of food security.

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** used in 2011-2012 to measure student satisfaction.

In January / February of 2012 Lakehead University conducted the Canadian University Survey Consortium (CUSC) survey of graduating students. 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's Student Evaluation of Teaching allows instructors to gather additional feedback from students to help refine instructional methods and course content. Satisfaction with instructors and courses is high as measured by the Lakehead University Student Evaluation of Teaching. 82% of respondents agree or strongly agree that they would recommend their instructor and 79% agree or strongly agree that they would recommend their course.

Lakehead also participates in the Canadian Graduate and Professional Student Survey (CGPSS). This survey allows the University to gain important feedback on graduate programs and graduate students' experiences. Lakehead will be conducting this survey in 2012-13.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2011-2012, which contributed to maintaining or improving student satisfaction at **Lakehead University**. This could include a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment that **Lakehead University** would like to highlight.

In 2011-12, Lakehead completed Phase I of the Orillia campus development with the opening of a state of the art, LEED® approved cafeteria / bookstore and a 271- bed residence. These new facilities will enhance the quality of life of students studying at Lakehead's Orillia campus. In addition, a partnership between Lakehead's Orillia campus and the Simcoe-Muskoka YMCA facility in Orillia has won national recognition. Seven hundred Lakehead - Orillia students took out YMCA memberships in the first year of this partnership. The collaboration earned the campus the prestigious 2012 Student Affairs and Services Association Award for Innovation.

In 2011-12, Lakehead University started exploring the idea of creating a One Stop Shop for administrative services (e.g., registration, financial aid, student cards etc.). In 2011-12, the One Stop Shop committee began exploring the types of services that students are looking for and how best to provide them (e.g., in person, by telephone, online). The work of this committee continues.

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 indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Lakehead University** used in 2011-2012 to measure graduation rate.

Lakehead University participates in the Consortium for Student Retention Data Exchange (CSRDE). Using the CSRDE methodology, a six year graduation rate is calculated as the percent of first time, full time baccalaureate degree-seeking freshmen who are enrolled in a given fall and who graduate within six years. In 2011-12, Lakehead reported a six-year graduation rate of 71.1% for the 2005 cohort, similar to that of peer universities.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2011-2012, which contributed to maintaining or improving **Lakehead University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment that **Lakehead University** would like to highlight.

Degree audits are available to every student online and students are encouraged to review their audits with their Academic Advisor. These degree audits verify that students have the necessary credits to graduate and allow Academic Advisors to suggest any corrective action. Students are advised to do this especially in the final (3rd and 4th) years. Catching issues early 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 and 2010/11, the audit service was continued in the 2011-12 academic year.



12) Graduate Employment Rate

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at **Lakehead University = 94.3%⁽⁺⁾**

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at **Lakehead University = 94.5%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Lakehead University** used in 2011-2012 to measure graduate employment rate.

Two years after graduation in 2009, the employment rate for graduates of undergraduate degree programs at Lakehead University was 93.6%, compared to 93.1% for the Ontario University System. Six months after graduation in 2009, the employment rate for graduates of undergraduate degree programs at Lakehead University was 87.2%, compared to 87.5% for the Ontario University System. Once again Lakehead University graduates have six-month and two-year employment rates that meet or 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.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2011-2012, which contributed to maintaining or improving **Lakehead University's** graduate employment rate. This could be a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment that **Lakehead University** would like to highlight.

The Student Success Centre (SSC) hosts an annual career and job expo week. For this expo, the Centre brings over 50 employers from across Canada to campus to provide job information sessions, to recruit and interview students. The career expo groups employers by areas of study / degree types so that students are able to see what their degree might lead to. In January of every year, Lakehead also hosts a career fair specifically for Education students. School boards from across Canada and the world are on hand to present information and to recruit students.

With the introduction of the Student Success Centre in 2011-12, Lakehead is now able to integrate both academic and career advising for students so that they are able to better plan their program. The SSC also offers “skills for success” seminars that help students to market their degrees. Seminars on career exploration and interview skills as well as a resume critiquing service are also available.



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	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
1st to 2nd Year	86% ⁽⁺⁾	86.1% ⁽⁺⁾	87.8% ⁽⁺⁾	85.3%
1st to 3rd Year	76.8% ⁽⁺⁾	78% ⁽⁺⁾	79.7%	N/A ⁽⁺⁾

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

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 2010 cohort will not be available until late Fall 2012, when official reporting data are available.



Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2011-2012, which contributed to maintaining or improving **Lakehead University's** retention initiatives. This could be a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment that **Lakehead University** would like to highlight.

As reported in the 2010-11 MYAA and established in the summer of 2011, the Student Success Centre at Lakehead University provides students with a comprehensive number of services related to student success, retention and engagement. Students are able to access academic support (including tutoring and success seminars), academic planning and advising, career resources, testing, and career counseling, information regarding co-operative education programs, leadership opportunities and first year experience programming. Tailored programming is also available for specific student groups, including at-risk students, First Generation students, and international students.

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 2011-2012, 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.)

Lakehead's Instructional Development Centre (IDC) provides resources and workshops to better prepare instructors and to help ensure a good in class experience for students. Workshops offered in 2011-12 included: Principles of Instructional Design, Assessing Critical Thinking, Assessment and Evaluation: Adding to your Repertoire of Strategies and Tools, Demystifying Curriculum Development, Pedagogy in Action, Towards a more Learner-Centered Classroom: Incremental Change, Philosophy & Goals in Higher Education, Technology & Education.

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

In 2011-12 Lakehead set up a committee to explore the implementation of a co-curricular record. To be piloted in 2012-13 this record / transcript will document students' involvement in extra-curricular activities, student organizations and clubs. Along with the co-curricular record, there are plans to produce an online clearing house of activities that are available to students on campus.

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

The Student Success Centre has moved to an Appreciative form of Advising which looks at students strengths and builds from there. In addition Lakehead was able to expand its personal support services to students with the availability of an additional counselor through the Student Health and Counselling Centre. This allowed Lakehead to increase counselling support services to incoming students.

Attestation:

By checking this box, **Lakehead University** confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **Lakehead University's** Executive Head.

Contact:

For additional information regarding **Lakehead University's** 2011-2012 MYAA Report Back please contact -

- Name: Kerrie-Lee Clarke
- Telephone: 807-343-8339
- Email: kclarke@lakeheadu.ca

Please indicate the address on **Lakehead University's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- http://www.lakeheadu.ca/~analysis/MYAA_Report_Back_1112_Lakehead_Final.pdf