



**2012-2013 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.

Consistent with previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 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 2012-2013 MYAA Report Back process, the Ministry pre-populated **Lakehead University's** 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2011-2012 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Lakehead University's** 2012-2013 MYAA Report Back is denoted with the symbol <sup>(+)</sup>.



**1) Enrolment - Headcount\***

*\*DEFINITION: **Headcount** is the actual enrolment for Fall 2012 as of November 1, 2012 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2012-2013 fiscal year (enrolment reported in 2012-2013 remains subject to audit and/or correction).*

**Lakehead University's** total Headcount enrolment count in 2012-2013 = **6,809**<sup>(+)</sup>.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment reported by **Lakehead University** to the Ministry for 2012-2013 = **5,112**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **Lakehead University** to the Ministry for 2012-2013 = **1,594**.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by at **Lakehead University** to the Ministry in 2012-2013 = **102**.

\* 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.

There is one student for which we do not have a birthdate, hence the numbers only total to 6808.

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 2012-2013 to manage enrolment.

In 2012-13 Lakehead University undertook two initiatives to manage enrolment. A major focus was the recruiting of international students. Lakehead expanded its capacity within the international office and focused recruitment in Saudi Arabia, India, Brazil and China. 2012-13 was also the first full year of the English Language Program which attracted 140 students to Lakehead and prepared them for future academic studies.

Closer to home, Lakehead explored the potential for recruiting applicants from within recent immigrant communities. In conjunction with a major research firm, Lakehead conducted research into the needs of students from several different ethno-cultural communities in the Greater Toronto Area (GTA). This multi-cultural research initiative delved into the values held by different cultures and how these values might intersect with what Lakehead has to offer. Specifically the research explored the importance of family and other major influences in these potential students' lives and what kind of advertising might speak to prospective applicants from different cultures. This research will help inform future recruitment initiatives.

Lakehead also undertook several retention initiatives as part of enrolment management planning. Key actions included inventorying and conducting smaller initiatives that could make a difference in the lives of students. This included examining the effectiveness of the advising models in order to serve students in a better and timelier fashion.

**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 <b>Lakehead University</b> who registered with the Office for Students with Disabilities and received support services in 2012-2013= <b>432</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Lakehead University's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b>432</b> ÷ <b>6,809<sup>(+)</sup></b> (2012-2013 Enrolment Headcount) x 100 = <b>6.3%</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 2012-2013 = <b>108</b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>Lakehead University</b> in 2012-2013= <b>1,143</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Lakehead University's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b>1,143</b> ÷ <b>6,809<sup>(+)</sup></b> (2012-2013 Enrolment Headcount) x 100 = <b>16.8%</b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>Lakehead University</b> in 2012-2013 = <b>505</b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>Lakehead University</b> in 2012-2013= <b>582</b></p> <p>Please calculate the total indicated above as a comparative % of <b>Lakehead University's</b> 2012-2013 Enrolment Headcount: (Insert Total From Above) <b>582</b> ÷ <b>6,809<sup>(+)</sup></b> (2012-2013 Enrolment Headcount) x 100 = <b>8.5%</b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>Lakehead University</b> in 2012-2013 = <b>309</b></p>

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

First Generation: The numbers reported (above) represent those students who have participated in Lakehead's voluntary First Generation self-declaration survey and self-declared. Eighty-two percent of the student population participates in this voluntary self-declaration survey, therefore the numbers above are a subset of the population and do not accurately reflect the actual number of First Generation students attending Lakehead. Based on the results of our voluntary First Generation self-declaration survey we estimate that 21.5% of the Lakehead University population is First Generation.

Aboriginal: The numbers reported (above) are those who have participated in Lakehead's voluntary Aboriginal self-declaration survey and self-declared. Eighty-five percent of the student population participates in this voluntary self-declaration survey, therefore the numbers above are a subset of the population and do not accurately reflect the actual number of Aboriginal students attending Lakehead. Based on the results of our voluntary Aboriginal self-declaration survey we estimate that 10.8% of the Lakehead University population (approximately 1200 students) are Aboriginal.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <b>Lakehead University's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by <b>Lakehead University</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <b>Lakehead University's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by <b>Lakehead University</b> to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving <b>Lakehead University's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by <b>Lakehead University</b> to be an innovative practice, success story and/or key accomplishment.</p>
<p>In 2012-13 Student Accessibility Services (SAS) continued to provide services to students with disabilities. SAS met a 40% increase in need for the provision of course notes to students with disabilities on the Thunder Bay campus. Electronic copies of notes were provided to students through a new scanning process.</p> <p>SAS provided assistive technology training and learning strategies support to students on a one-on-one basis. These sessions assisted students in establishing strategies and tools to augment their individual needs and abilities. Training sessions for assistive technology software focused on programs such as Kurzweil, Dragon Naturally Speaking, Inspiration and Text Help Read and Write Gold. Learning strategies focused on integrating adaptive technology and covered topics such as test taking strategies, study strategies, time management and organizational skills. Progress was noted with a number of students who scheduled regular appointments for these supports.</p> <p>SAS organized Educators Accessibility Resources Training Workshops, a series of 4 workshops for faculty and staff presented on both campuses. Staff and faculty were assisted in the production of accessible documents and accessible course material including closed captioning and accessible online tests.</p>	<p>In 2012-13 Lakehead University met the needs of First Generation learners by a) enhancing the awareness of ongoing supports available to FG learners b) expanding tutoring services and academic support to meet the needs of FG learners throughout their studies and c) responding to the increased usage and demands by FG learners for online services.</p>	<p>In 2012-13, Lakehead University extended supports for Aboriginal students on campus in a variety of ways. During the academic year students were recruited, retained, graduated and transitioned to employment through a variety of academic, personal, transition and cultural seminars, workshops, cultural gatherings and one on one counselling sessions with the Aboriginal Cultural and Support Services Coordinator, the Aboriginal Outreach/Recruitment Officer, the Native Access Program and the Aboriginal Student Counsellor. Lakehead University's Thunder Bay campus hosted several large community based cultural events such as a well-attended Fall Harvest to welcome new students and the annual traditional Pow-Wow to congratulate and honour students and elders for a successful academic year.</p> <p>In 2012-13, Lakehead continued to attract growth in the Aboriginal student population at the Orillia campus through the establishment of a new Aboriginal Liaison Advisor position. The Orillia campus has been actively building new partnerships and relationships with local First Nation communities and organizations. This was accomplished through regular contact and continuous communication about events on campus and across the community. The Liaison Advisor has subsequently coordinated a successful Elders-in-Residence program and a dynamic Aboriginal Speaker Series.</p>

<p>Throughout the year SAS ensured all Assistive Technology was in working order and available on specific computer work stations campus wide. This provided students with access to software programs outside of the SAS centre and for extended hours.</p> <p>The Assistive Technologist continued to learn about new Assistive Technology/ Computer software programs/ Apps that could meet the needs of diverse student learners.</p> <p>Finally, new information flyers were created or updated for a variety of programs / devices, educational and organizational tools, and on creating accessible documents.</p>		<p>Goals within the Office of Aboriginal Initiatives included raising the profile of services and highlighting the University's commitment to enhancing the education process for Aboriginal learners, as well as creating a better sense of integration across the entire Lakehead community. To this end, Aboriginal Initiatives participated in a variety of sessions with faculty, staff and students to address Indigenous knowledge in the curriculum. A subcommittee of the Senate Academic Committee was established to begin development of a plan for ensuring all Lakehead students graduate with at least one course which incorporates Indigenous knowledge and content.</p> <p>In addition, throughout 2013, Aboriginal Initiatives has increased the number of staff within their offices, changed the profile of our services to a positive and inspirational message, and worked hard to increase student engagement, ease transitions for remote and adult learners, and to create a new strategy for increasing the visibility and pride of Indigenous students at both Lakehead campuses.</p>
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**3) Student Access Guarantee**

Through its signed MYAA, **Lakehead University** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
<b>SAG Expenditures towards Tuition/Book Shortfalls</b>	\$916,049(+)	745(+)
<b>Other SAG Expenditures (towards other assessed shortfalls)</b>	\$1,245,448(+)	817(+)
<b>Total SAG Expenditures Reported by <i>Lakehead University</i></b>	\$2,161,497(+)	1,562(+)

Did **Lakehead University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 2012-2013.

#### **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 2012.

<b>Year</b>	<b>Total Applications</b>	<b>Total Registrations</b>	<b>Transfer Applications*</b>	<b>Transfer Registrations*</b>
<b>2008</b>	5347 <sup>(+)</sup>	1119 <sup>(+)</sup>	347 <sup>(+)</sup>	121 <sup>(+)</sup>
<b>2009</b>	5395 <sup>(+)</sup>	1190 <sup>(+)</sup>	333 <sup>(+)</sup>	118 <sup>(+)</sup>
<b>2010</b>	5690 <sup>(+)</sup>	1271 <sup>(+)</sup>	366 <sup>(+)</sup>	137 <sup>(+)</sup>
<b>2011</b>	5609 <sup>(+)</sup>	1188 <sup>(+)</sup>	522 <sup>(+)</sup>	117 <sup>(+)</sup>
<b>2012</b>	6046	1327	531	139

\*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
2011	7435 <sup>(+)</sup>	1730 <sup>(+)</sup>	1109 <sup>(+)</sup>	529 <sup>(+)</sup>
2012	8015	1570	1124	543

\*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.

For the 2012F application cycle Lakehead introduced a new admissions coding system that has allowed Lakehead to provide more detail on students with a prior post-secondary education background. These numbers reflect the use of this new coding system.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used in 2012-2013 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 2012-13 Lakehead established two new college to university transfer opportunities for students who have graduated from Georgian College. These include a pathway from Georgian College's Environmental Technology Diploma to Lakehead's Honours Bachelor of Arts and Science Environmental Sustainability program and a pathway from a general Arts and Science diploma at Georgian College to Lakehead's Honours Bachelors of Arts program. The General Arts and Science transfer agreement has since become the foundation for the establishment of college transfer pathways for General Arts & Science diploma graduates from other Ontario colleges, and work is currently under way to expand such transfer opportunities.

Lakehead University also explored opportunities for creating or expanding several college transfer agreements. Exploratory work included visits to colleges and data gathering. Some of the possible new multilateral pathways include one into Lakehead's HBA in Gerontology, one into Lakehead's HBFA Visual Arts and a pathway into the HBSc Water Resources Science program.

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

The Student Success Centre (SSC) provided ongoing support to transfer students including 'Skills for Success' seminars and non-program specific academic advising. Centre staff was trained in aspects of appreciative advising helping them to work more intentionally with transfer students including being able to tie academic and career advising together.

The Lakehead University Mathematics Assistance Centre offered workshops and tutoring on wide variety of topics to support college transfer students. Online support was also available to transfer students prior to the start of their program.

In 2012-13 Lakehead University's Admissions, Success and Retention Committee (ASR) struck a working group to examine and identify opportunities to improve upon the transfer student experience. The committee focused on the areas of admissions and credit transfer information, degree completion planning, overall transfer student transition experiences and transfer models. The efforts in 2012-13 were focused on planning and assessment of the current landscape and transfer student data, with programming proposals and development to occur in late 2013 and early 2014.

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

In 2012-13 the Office of Admissions & Recruitment reviewed and re-evaluated its processes for assessing and advising students of their credit transfer eligibility. Under a revised process, transfer assessment details are shared with students and Admission counsellors are available to meet with students to review their assessment and explain how it fits within their chosen degree program. Lakehead's Office of Admissions and Recruitment is now also providing pre-admission counselling to potential transfer students. Admissions officers are meeting with applicants to review previous academic transcripts and provide preliminary assessments on potential course transferability and pathway options should they choose to transfer to Lakehead.



The Office of Admissions & Recruitment worked with (and is continuing to work with) ONTransfer to have all of Lakehead University's transfer pathways added to ONTransfer's website. Lakehead's transfer programs were then linked to each applicable College program. This allows an Ontario college graduate to be able to search for pathways based on his/her credential. This applies to bilateral as well as multilateral agreements.

## 5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, 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
<b>Fewer than 30</b>	120 <sup>(+)</sup>	42.9% <sup>(+)</sup>	163 <sup>(+)</sup>	50.5% <sup>(+)</sup>	249 <sup>(+)</sup>	60.6% <sup>(+)</sup>	356 <sup>(+)</sup>	51.4% <sup>(+)</sup>
<b>30 to 60 students</b>	95 <sup>(+)</sup>	33.9% <sup>(+)</sup>	111 <sup>(+)</sup>	34.4% <sup>(+)</sup>	118 <sup>(+)</sup>	28.7% <sup>(+)</sup>	304 <sup>(+)</sup>	43.9% <sup>(+)</sup>
<b>61 to 100 students</b>	36 <sup>(+)</sup>	12.9% <sup>(+)</sup>	38 <sup>(+)</sup>	11.8% <sup>(+)</sup>	28 <sup>(+)</sup>	6.8% <sup>(+)</sup>	27 <sup>(+)</sup>	3.9% <sup>(+)</sup>
<b>101 to 250 students</b>	26 <sup>(+)</sup>	9.3% <sup>(+)</sup>	11 <sup>(+)</sup>	3.4% <sup>(+)</sup>	16 <sup>(+)</sup>	3.9% <sup>(+)</sup>	5 <sup>(+)</sup>	0.7% <sup>(+)</sup>
<b>251 or more</b>	3 <sup>(+)</sup>	1.1% <sup>(+)</sup>	0 <sup>(+)</sup>	0.0% <sup>(+)</sup>	0 <sup>(+)</sup>	0.0% <sup>(+)</sup>	1 <sup>(+)</sup>	0.1% <sup>(+)</sup>
<b>Total</b>	280 <sup>(+)</sup>	100.0% <sup>(+)</sup>	323 <sup>(+)</sup>	100.0% <sup>(+)</sup>	411 <sup>(+)</sup>	100.0% <sup>(+)</sup>	693 <sup>(+)</sup>	100.0% <sup>(+)</sup>

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



Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2012-2013, which contributed to maintaining or improving **Lakehead University's** class size initiatives. This could include a strategy, initiative or program viewed by **Lakehead University** to be an innovative practice, success story and/or key accomplishment that **Lakehead University** would like to highlight.

Lakehead University continues to have some of the smallest classes in the Ontario university system. To ensure a quality educational experience Lakehead takes steps to ensure that class sizes stay within a specified size threshold. During registration, waitlists are monitored and additional sections are added if needed. Lakehead takes steps to ensure that all qualified students are able to enrol in their required courses.

## **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 2011-2012 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 2012-2013.

### **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 2012-2013:

<b>COURSES DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Fully Online Learning	122	49
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Synchronous Conferencing	18	10
<b>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</b>	140	59
<b>PROGRAMS DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Fully Online Learning	3	2
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Synchronous Conferencing	0	2
<b>Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format</b>	3	4
<b>COURSE REGISTRATIONS</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	4,947	644
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	765	242
<b>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</b>	5,712	886



\*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.

Data were retrieved from Lakehead's student information system. In particular, queries were done on all enrolment reports for all terms on all courses with a distributed learning format (i.e., web, video, streaming, etc.)

**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.

Lakehead does not offer hybrid courses.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2012-2013, 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.

During 2012-13 Lakehead's Department of Continuing Education and Distributed Learning (CEDL) undertook several initiatives which contributed to maintaining or improving eLearning opportunities. First and foremost, the department commenced the implementation of telepresence technology, a multi-year initiative which once fully implemented will increase the number of university courses that can be taught to students in rural and remote locations.

CEDL also continued to embrace and expand the use of a desktop video-capturing application that enhances online courses with customized videos. Videos may be used to elaborate on course concepts, provide review and / or reflect on content. Synchronous tools (i.e., real-time chat) were used in online courses to enhance and expand communication opportunities among students and the instructor at critical points throughout the course (e.g., during exam review)

CEDL implemented a course site for instructors and teaching staff delivering courses through e-Learning. The site includes high quality videos and support documentation for the university's learning management system, resources for designing effective learning environments, interactive discussion forums to share and collaborate on e-learning initiatives, experiences, and best-practices.

During the winter semester, the Department of Continuing Education and Distributed Learning (CEDL) expanded the inventory of resources available for students taking online courses and courses with online components. The intention is to continue to expand this inventory as resources allow, to better support learners.



**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 2012-2013:

- 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\* = 22

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

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Lakehead University** in 2012-2013 = **\$2,945,078**

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 2012-2013 = **\$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 2012-2013, 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 2012-2013	2012-2013 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.



**7.2) Enrolment**

In 2012-2013, **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's</b> Total Full-Time International Student Enrolment <sup>(+)</sup>
1.	China <sup>(+)</sup>	68 <sup>(+)</sup>	34% <sup>(+)</sup>
2.	India <sup>(+)</sup>	17 <sup>(+)</sup>	8.5% <sup>(+)</sup>
3.	United States <sup>(+)</sup>	15 <sup>(+)</sup>	7.5% <sup>(+)</sup>
4.	Saudi Arabia <sup>(+)</sup>	13 <sup>(+)</sup>	6.5% <sup>(+)</sup>
5.	Nigeria <sup>(+)</sup>	13 <sup>(+)</sup>	6.5% <sup>(+)</sup>

**Lakehead University** reported to TCU that International Enrolment\* in 2012-2013 = **200<sup>(+)</sup>**.

*\*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, 2012, 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.

International numbers are as reported to the Ministry of Training Colleges and Universities. The part-time number reported below includes 'traditional' international students as well as students here on exchange, students enrolled in the University of the Arctic and visiting students.



Please provide **Lakehead University's** 2012-2013 Part-Time International Student Enrolment = 42

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2012-2013, 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 focused our international student recruitment efforts on recruiting students from Canadian curriculum high schools in various countries. The continued growth and expansion of these schools and our focus on recruiting students from these schools is central to our undergraduate international recruitment strategy.

**7.3 English as a Second Language**

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Lakehead University** in 2012-2013 = 140

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Lakehead University** used in 2012-2013 to create pathways for *International students* from **Lakehead University's** ESL programming to postsecondary studies.

Lakehead University worked closely with the Canadian Bureau for International Education to better align our admissions systems, timing and admissions processing to maximize the number of highly qualified students admitted from the Ciência sem Fronteiras (Science Without Borders) scholarship program funded by the Government of Brazil. These key adjustments including a January start for visiting Engineering students enabled Lakehead to attract large numbers of Brazilian students into our English Language Program during 2012/13. These students will then be able to transition to full-time academic study in January 2014.

**7.4 French as a Second Language**

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **Lakehead University** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Lakehead University** used in 2012-2013 to create pathways for *International students* from **Lakehead University's** FSL programming to postsecondary studies.

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 Enrolment and ESL or FSL.



## **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 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **Lakehead University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

**Lakehead University** confirmed in its 2011-2012 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 2012-2013, **Lakehead University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

**Lakehead University** confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **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 2012-2013: 372,060



Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2012-2013, which contributed to maintaining or improving **Lakehead University's** supply chain 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 recently signed an OEM agreement with Dell to provide desktop computers and we are in the process of investigating purchasing print / copy equipment from Xerox.



**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 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.



By checking this box, **Lakehead University** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2012-2013, 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.

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 the purchasing department to obtain copies of relevant procurement documents either by email, fax or postal 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 helped the procurement department to facilitate the development of the conflict of interest and non-disclosure agreement in addition to the formal requirements for an evaluation team to be identified early in the competitive procurement process.

### BPS Expenses Directive

The 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.



By checking this box, **Lakehead University** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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

<http://lakeheadu.ca/faculty-and-staff/policies/financial>

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2012-2013, 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.

Lakehead University had previously implemented a new Procurement Policy and Approval Authority Policy which have been successfully adopted by the campus community.

### **BPS Perquisites Directive**

The 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.



By checking this box, **Lakehead University** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **Lakehead University** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. 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 focused effort has been made to ensure compliance to the new Perquisites Policy by the Finance Department.

## **9) Work Integrated Learning\***

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

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 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 2012-2013:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at <b>Lakehead University</b> with a Co-op Stream	27	9
Number of students at <b>Lakehead University</b> enrolled in a Co-op program	84	5

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2012-2013, 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.

Lakehead offers several programs with a practical or employment related component. For example, Honours Bachelor of Arts and Science in Environmental Sustainability students have the chance to participate in experiential learning involving field-based courses as well as co-op opportunities in the upper years of the program. The new Media Studies program offered at the Orillia campus also offers extensive hands on and internship experiences.

Also popular at Lakehead is the Honours Bachelor of Kinesiology co-op program. Students interested in integrating conceptual classroom learning with experiential application in the work place may choose this option. The Co-op option adds five work terms to the program with students graduating with an Honours Bachelor of Kinesiology Co-operative Program Option Degree. Total enrolment is limited based in part on projected co-op employment opportunities.

In 2012-13 Lakehead saw a 70% increase in co-op participation (measured in work terms) over the previous year.

The School of Kinesiology also offers a fourth year career exploration class in which students experience firsthand the reality of a career in Kinesiology or a related field. The class introduces students to the fundamentals of the job search process including resume writing and interview skills. Within their community placement students integrate their learning in an employment setting of their choosing (e.g., hospital, chiropractic offices, physiotherapy offices, orthopedic offices, coaching).

2012-13 was the trial year for Lakehead's co-curricular record. Co-curricular opportunities include on-campus opportunities that students choose depending on the type of learning experience / outcome they are seeking (e.g. leadership development, communications skills, civic engagement, critical thinking, creativity, demonstrating professionalism, etc...). Students are matched with opportunities designed to build skills in these areas. Opportunities include working as a peer mentor, or helping to co-ordinate on campus events. Co-curricular transcripts can be offered to employers as a way to demonstrate practical skills in addition to academic skills.

Lakehead University's job bank contains a section dedicated to unpaid and volunteer opportunities. Unique and diverse positions allow students to explore opportunities in the field of their choosing while gaining valuable employment skills. Residence Life also hosts a volunteer fair every September to connect students with interesting and unique volunteer opportunities within the surrounding communities.



## **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%**<sup>(+)</sup> for Senior Year respondents.

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

Please indicate the methods, in addition to the NSSE survey, that **Lakehead University** used in 2012-2013 to measure student satisfaction.

In January / February of 2013 Lakehead University conducted the CUSC-CCREU First Year University Student Survey. 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 feedback from students to help refine instructional methods and course content. At Lakehead, satisfaction with instructors and courses is high: 81.3% of respondents agree or strongly agree that they would recommend their instructor and 77.7% agree or strongly agree that they would recommend their course. In 2012/13 the Lakehead University Senate passed a motion to move the Student Evaluation of Teaching process online. The new online methodology will allow instructors to receive their results promptly, allowing them to review feedback and incorporate suggestions in a more timely fashion.

In 2013 Lakehead participated in the Canadian Graduate and Professional Student Survey (CGPSS). Eighty three percent of graduate students rated their overall experience at Lakehead as excellent, very good or good.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2012-2013, 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 2012-13 the Fast Pass program, which was originally conceived and deployed at the Orillia Campus, was expanded to the Thunder Bay Campus. The Fast Pass program is designed to help students who are often concerned about getting their "business" done before the start of the school year. Rather than focusing on registering for courses, finding classes, getting their student ID card, etc. during Orientation activities, Fast Pass allowed new students to do this in a coordinated way. Staff and student volunteers were available during the last week of June and every Friday for the months of July and August to provide new students with on-the-spot assistance with registration, understanding their degree requirements and customized campus tours (based on their course schedule). The idea was to relieve the stress on new students that often comes with the unknown of starting university. The Fast Pass program contributed towards higher student satisfaction rates and higher retention rates for new students.



## 11) Graduation Rate

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

\*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Lakehead University** used in 2012-2013 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 enrolled in a given fall who graduate within six years. In 2012-13 Lakehead reported a six-year graduation rate for the 2006 cohort of 68.7%, 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 2012-2013, 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.



In 2012-13, Lakehead focused on the details. Customized program assessments and early degree audits were provided to specific cohorts and at-risk students. Although all students have access to an online degree audit tool, the Registrar's Office conducts proactive audits on selected cohorts of students. This includes students in programs with strict requirements such as Concurrent Education. By conducting the audits and alerting the students to potential problems early the chances are maximized that the student will have the opportunity to complete their requirements and graduate on time. Within departments, continuation assessments are conducted and for students who are unable to continue in their program, advisors work with them to find another program or pathway so that they may complete a degree.

In 2012-13 Lakehead commenced the process of reviewing all university regulations - looking for wording that needed to be improved in order to ensure all regulations are clear, are not ambiguous, and are "up-to-date" in language as well as intent.

**12) Graduate Employment Rate**

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at **Lakehead University** = **86.14%**<sup>(+)</sup>

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at **Lakehead University** = **93.6%**<sup>(+)</sup>

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Lakehead University** used in 2012-2013 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2012-2013, 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.

Student Success Centre provides students with holistic advising including career support. More career support is occurring, both through ongoing career events, as well as through the personal meetings with Student Success Advisors, assisting students to tie in their academics with their future career plans.

In 2012-13 Lakehead expanded its successful career fairs, dividing them up based on field of study. Two career fairs were held in the fall with an education career fair held in January. Lakehead hopes to further expand its career fairs in the future giving students more opportunities to connect with employers. Outside of the career fairs Lakehead hosts special employer information sessions (approximately 9 in 2012-13) whereby companies come to Lakehead and present to particular student groups (e.g., Engineering). Companies give presentations on what their company can offer in terms of employment opportunities, internship programs or new graduate programs whereby recent graduates can explore multiple opportunities within an organization to find a career path that best suits them. Employer information sessions often lead to one-on-one student-employer interviews.

**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	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
1st to 2nd Year	86.1%(+)	87.8%(+)	85.3%(+)	83.9%
1st to 3rd Year	78%(+)	79.7%(+)	74.9%	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.

There was an error with the 2009 retention from 1st to 3rd year number – the correct number is 76.8%

Please provide one or more highlights, in the space provided below, of an activity that **Lakehead University** used during 2012-2013, 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.

Lakehead's Student Success Centre (SSC) has been working diligently on increasing their exposure with the goal of making students more aware of the supports and services offered. Part of this work has involved developing connections with faculty, as well as promoting events, and using social media (e.g. Twitter and Facebook).

An increasing number of students are participating in the Skills for Success Seminars and utilizing peer tutoring services. In addition, positive feedback has been received from students around Orientation programming, seminars, and advising appointments. In a survey conducted with first generation students over 99% of students who attended the Skills for Success Seminars during the Fall term indicated that they felt it assisted them with their academics.

Every year, Lakehead's Instructional Development Centre (IDC) hosts a teaching and learning week. In 2012/13 the focus of the week was enhancing the first year learning experience. Dr. John Gardner a renowned expert in student success, first year experience and retention was on hand to provide a key note address, and provide customized workshops with Lakehead's Student Success Centre, Academic Chairs and Directors, and Faculty Deans on methods for improving the first year experience.

In 2012-13 Lakehead Orillia's Fast Pass program was expanded to the Thunder Bay campus. At selected times during the summer months staff and student volunteers were available to provide new students with assistance with registration, understanding their degree requirements, and customized campus tours based on their course schedule, etc. The program was designed to relieve some of the stress new students experience when starting university and therefore increase satisfaction and retention of new 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 2012-2013, 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.)**

Every year Lakehead's Instructional Development Centre (IDC) hosts a series of professional development workshops to explore best practices for enhancing the classroom learning experience across various disciplines. Examples of professional development workshops held in 2012-13 include: creating multiple choice exams for deep learning; how to teach critical thinking in undergraduate classes; how to design in-class active learning activities; and the development of assessment strategies. During 2012-13 the Instructional Development Centre hosted a series of workshops focusing specifically on at-risk students. At-risk students included international students, those coming from remote communities and first generation learners. The aim was to understand these students' unique needs and how Lakehead could best address teaching to provide a good learning experience.

Finally, in 2012-13 Lakehead University's Instructional Development Centre (IDC) held a "Teaching Swap Meet", bringing Lakehead's award winning faculty members together with instructors seeking advice and guidance in order to talk about instructors' concerns and to offer strategies for engaged teaching practices.

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

To engage students early and to introduce them to the Lakehead University community, in 2012-13 the summer Orientation program (EDGE) was expanded and taken on the road - essentially bringing orientation to students and their parents in their home communities. Given that over 40% of Lakehead's new student population comes from the Greater Toronto Area (GTA) and surrounding area, attending a summer orientation program on campus (especially the Thunder Bay campus) is not always feasible due to work commitments, cost and / or distance. Therefore, Lakehead developed a summer Orientation program to take directly to the students. Two "Edge on the Road" Orientation programs were delivered in the GTA in July and both were full to capacity. Students had the opportunity to meet with Lakehead staff and students to learn more about the transition to Lakehead, residence life, and what to expect upon arrival on campus. It was an opportunity to bring the Lakehead University experience to the students and to generate excitement about becoming a Lakehead student.

In 2012-13 Lakehead also explored the idea of creating first year seminars, to better engage students in the Faculties of Social Sciences and Humanities and Science and Environmental Studies.

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

Lakehead's Student Affairs team continues to work diligently to provide needed support to our students. In 2012-13 the Student Health and Counseling Centre opened a new Wellness Centre on campus. Focusing on student health and mental health promotion, the Centre provides a more accessible area where students can access information on healthy living, stress, and alcohol and tobacco awareness.

In terms of academic supports, both Lakehead University's Math Assistance Centre (LUMAC) and Writing Assistance Centre (LUWAC) expanded services to meet increased demand. LUMAC addressed an increased demand for their services by providing additional hours of service on the weekend throughout the fall and winter terms. LUMAC was open 7 days a week and has increased the number of tutors per session, allowing for more one-on-one peer tutoring.

The Writing Assistance Centre (LUWAC) continued to increase the services it is able to offer to students including workshops that focus on academic writing skills. LUWAC has also expanded its hours to students. More students were accessing individual appointments with a number of students being referred by their professors. The number of in-class writing skills workshops has also increased and workshop attendance is consistent. An increased variety of topics are covered in the workshops based on feedback from students. To improve communications to students a Facebook page was added and general campus communications about the Centre has increased. The Centre is improving signage and redesigning its graphics.

**Attestation:**



By checking this box, **Lakehead University** confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from **Lakehead University's** Executive Head.

**Contact:**

For additional information regarding **Lakehead University's** 2012-2013 MYAA Report Back please contact -

- Name: Kerrie-Lee Clarke
- Telephone: 807-343-8339
- Email: [klclarke@lakeheadu.ca](mailto:klclarke@lakeheadu.ca)

Please indicate the address on **Lakehead University's** website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

- [http://analysis.lakeheadu.ca/MYAA\\_Report\\_Back\\_1213\\_Lakehead\\_FINAL.pdf](http://analysis.lakeheadu.ca/MYAA_Report_Back_1213_Lakehead_FINAL.pdf)