Ministry of Training, Colleges and Universities

2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Laurentian University

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 **Laurentian 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 **Laurentian University's** 2012-2013 MYAA Report Back is denoted with the symbol [+].

1) Enrolment - Headcount*

*DEFINITION: <u>Headcount</u> 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).

Laurentian University's total Headcount enrolment count in 2012-2013 = **6,059**[(+)].

Please indicate the number of students aged 18-24 (age as of Novermber 1, 2012) from the total Headcount enrolment reported by **Laurentian University** to the Ministry for 2012-2013 = **5,124**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **Laurentian University** to the Ministry for 2012-2013 = **834**.

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 **Laurentian University** to the Ministry in 2012-2013 = **101**.

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

> Data for all indicators above follows the MTCU definition of enrolment for Fall 2012 and include only full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2012-13 fiscal year.
>
> Laurentian has a significant number of students who study part-time at all academic levels, many of whom are students aged 25 years and older. The number of eligible students 25 years and older reported above represent only 43% of our total eligible mature students studying at Laurentian. In 2012F, Laurentian had 2769 eligible students aged 25 years and older enrolled in full and part-time studies.

Please provide one or more examples, in the space provided below, of highlights from *Laurentian University's* Enrolment Management Plan that *Laurentian University* used during 2012-2013 to manage enrolment.

Laurentian's 5-year Strategic Plan includes direction on enrolment management with a focus on priorities including an increase in FTE from 7,200 (2011) to 8,300 (2017), while also increasing the average entry grade from 80.8% to 83%.

In 2012-13, Laurentian University provided automatic entrance scholarships to students entering their first year of full-time studies up to $4,500 with incoming averages of 80%-84.9%, $8,000 with incoming averages of 85%-89.9%, $10,000 with incoming averages of 90-94.9% and up to $14,000 for those with 95% and higher.

The Goodman School of Mines was officially opened in the Fall of 2012. Students benefit from not only the expertise of the Goodman School of Mines, but also from its mining partners and networks, local and abroad. The Goodman School of Mines is responsible for enhancing the skills of future professionals in mineral and mining, in areas such as occupational health and safety, Indigenous relations, mining management and finance as well as driving the creation of executive programs at the undergraduate and graduate levels. A doubling enrolment in mining related programs by 2020 and improvement the university experience for students in Earth Sciences and Engineering is a key outcome for this school. This initiative will help formalize new provincial, national and international alliances with other post-secondary institutions, including an International Network of Schools of Mines with Laurentian serving as a major hub.

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

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

DEFINITION: <u>First Generation</u> 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: <u>Aboriginal</u> 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
Please indicate the total number of Full-Time *Students with Disabilities* at **Laurentian University** who registered with the Office for Students with Disabilities and received support services in 2012-2013= **441** Please calculate the total indicated above as a comparative % of **Laurentian University's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **441** ÷ **6,059**[(+)] (2012-2013 Enrolment Headcount) x 100 = **7.3**% Please also indicate the total number of Part-Time *Students with Disabilities* at **Laurentian University** who registered with the Office for Students with Disabilities and received support services in 2012-2013 = **147**	Please indicate the total number of Full-Time *First Generation Students* enrolled at **Laurentian University** in 2012-2013= **3,584** Please calculate the total indicated above as a comparative % of **Laurentian University's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **3,584** ÷ **6,059** [(+)] (2012-2013 Enrolment Headcount) x 100 = **59.2**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **Laurentian University** in 2012-2013 = **1,663**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **Laurentian University** in 2012-2013= **717** Please calculate the total indicated above as a comparative % of **Laurentian University's** 2012-2013 Enrolment Headcount: (Insert Total From Above) **717** ÷ **6,059**[(+)] (2012-2013 Enrolment Headcount) x 100 = **11.8**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **Laurentian University** in 2012-2013 = **264**

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

Since 2009, Laurentian has surveyed its student population regarding under-represented groups. Data from Laurentian's Webbased collection tool is used to provide the number for the Aboriginal and First Generation indicators above. This survey also provides information on Students with Disabilities. As requested, only the total number of students with disabilities who registered with the Office for Students with Disabilities is used for the indicator above. Using information collected by Laurentian's own tool, there are in fact significantly more students at Laurentian with special needs. Approximately 469 Full-Time students and 227 Part-Time students self-identified as students with a disability in 2012-2013.

Some students may not feel the need to register with the Office, or in some cases wish to remain anonymous. By providing students with a Web-based tool to self-identify, Laurentian is better able to get an accurate picture of the true population of students with disabilities.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **Laurentian University's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by **_Laurentian University_** to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **Laurentian University's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by **_Laurentian University_** to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving **Laurentian University's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by **_Laurentian University_** to be an innovative practice, success story and/or key accomplishment.
The Accessibility Services department introduced Human Rights training and Universal Instructional Design across the university. Accessibility Services and Health and Wellness launched a mental health awareness campaign for students, faculty and staff. Information sessions, posters and documentation were provided to help raise awareness of the services and support programs available for those who suffer from mental illness.	Laurentian has initiated a student awareness campaign highlighting what Laurentian has to offer its students. Programs including Academic Advantage, Early Notification, and Learning Assistance Centre are a hub of resources designed to support students, in particular First Generation students. Some initiatives in 2012-13 include: - New promotional materials geared specifically towards First Generation Students; - Mentoring program matching third year First Generation Students with first and second year First Generation Students; - Creation of a Transition Program; - Writing to Learn Workshops; - Tutor Training Certificate initiative and tutor registry; - Peer-Assisted Study groups; and - On-the-Right-Track Program.	Laurentian's current strategic plan (2012-2017) identifies a clear commitment to Indigenous education which includes Aboriginal student recruitment initiatives and importantly retention and success initiatives. Success for Aboriginal students includes not only the provision of support services but making changes in the classroom. Specifically, in this regard, in the last year we have begun a process to increase Indigenous content throughout the curriculum and across disciplines. A benchmarking document was developed and strategies to sensitize faculty, staff and students have been developed and are being implemented. A second initiative to complement this involves an active Aboriginal faculty recruitment initiative. In the past year we have hired 4 new Aboriginal professors into tenure track or permanent positions: 2 in the new School of Architecture, 1 in History and 1 in English. This active recruitment of Aboriginal faculty will continue into the next year. Another initiative is the commitment by Laurentian University to build the Indigenous Sharing and Learning Centre, a centre which will provide Aboriginal students with a sense of a 'home away from home'. We have begun the design process of this important initiative.

		Additionally, Laurentian expanded the resident Elder program to include four Elders who provide cultural knowledge and support for Aboriginal, Inuit and Métis students on the Ramsey Lake campus and preparing to support students at the School of Architecture located in downtown Sudbury.

3) Student Access Guarantee

Through its signed MYAA, *Laurentian 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 **Laurentian University as of July 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL $	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	$202,267[(+)]	247[(+)]
Other SAG Expenditures (towards other assessed shortfalls)	$1,659,224[(+)]	867[(+)]
Total SAG Expenditures Reported by *Laurentian University*	$1,861,491[(+)]	1,114[(+)]

Did **Laurentian 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 **Laurentian 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.

Laurentian University identifies eligible students through the "Remaining SAG Obligation" column of MTCU's download file. For two term assessments, an estimate of the amount of their Access Guarantee is provided to the students by the end of the first term, and paid in a single disbursement by February 15th.

For students attending one term only, the assistance is provided before the end of the term.

2013 Spring/Summer session SAGs were entered in the BRS after July 9th, 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.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2008	7064[(+)]	1512[(+)]	498[(+)]	107[(+)]
2009	6678[(+)]	1469[(+)]	565[(+)]	180[(+)]
2010	7377[(+)]	1521[(+)]	581[(+)]	158[(+)]
2011	7166[(+)]	1465[(+)]	690[(+)]	147[(+)]
2012	7030	1204	707	125

*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 *Laurentian 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, *Laurentian University* should report institutional data which includes data from OUAC and other sources.

Year	Laurentian University's Total Applications	Laurentian University's Total Registrations	Laurentian University's Transfer Applications	Laurentian University's Transfer Registrations
2011	7402[(+)]	1753[(+)]	751[(+)]	206[(+)]
2012	7280	1591	762	174

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

Data provided above includes:

1. Full and Part-time students applying and registering in the fall to the first year of a university program; and

2. Data includes both OUAC and institutional data sources.

Please provide one or more highlights, in the space provided below, of an activity that *Laurentian University* used in 2012-2013 and which contributed to maintaining or improving *Laurentian 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 *Laurentian 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.)

> The following articulation agreements have been created in 2012-2013:
>
> Laurentian's B.Sc Major in Biomedical Physics to Diagnostic Medical Sonography - Ultrasound program, Medical Radiation Technology program and Magnetic Resonance Imaging programs at Cambrian, Algonquin, Boreal, Confederation, Fanshawe, and St-Clair colleges.
>
> Laurentian University's Liberal Science program to Civil Engineering Technology programs at Cambrian, Algonquin, Conestoga, Confederation, Fanshawe, George Brown, La Cité, Georgian, Loyalist, Mohawk, Seneca, St-Clair, St-Lawrence, Northern and Humber colleges.

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

> The academic advisor for the Barrie campus regularly meets with transfer students to review their transfer credits. At these meetings, the advisor was able to discuss with the students why they received or didn't receive certain transfer credits. The academic advisor provides support for degree planning, the number of courses left to complete their degree and support for the transition from college courses to those in university.
>
> Transfer students also actively participated in orientation sessions. They had the opportunity to learn about their overall program and how to navigate both Sudbry and Barrie systems. Students were introduced to their Program Coordinator, get their student cards and take a campus tour. The academic advisor was also available for 3-5 minutes mini-meetings to address personal questions.
>
> In 2012-13, Laurentian staff traveled to 18 Ontario colleges to promote Laurentian's articulation agreements and answer student questions. Liaison staff also participated in multiple college and university career fairs.

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

> Laurentian's website has been resigned and includes more detailed information for credit transfer students making it easier to locate potential pathways and the number of credits that can be transferred.
>
> Laurentian continues to work on new transfer pathways and posting them directly on the ONCAT website. There are currently 45 pathways that are multilateral; encouraging transfer pathways for anywhere from 2 colleges to 21 colleges.

5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, the percentage of **Laurentian 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	82[+]	53.2%[+]	150[+]	64.9%[+]	169[+]	77.5%[+]	236[+]	74.0%[+]
30 to 60 students	26[+]	16.9%[+]	46[+]	19.9%[+]	37[+]	17.0%[+]	82[+]	25.7%[+]
61 to 100 students	28[+]	18.2%[+]	27[+]	11.7%[+]	12[+]	5.5%[+]	1[+]	0.3%[+]
101 to 250 students	16[+]	10.4%[+]	8[+]	3.5%[+]	0[+]	0.0%[+]	0[+]	0.0%[+]
251 or more	2[+]	1.3%[+]	0[+]	0.0%[+]	0[+]	0.0%[+]	0[+]	0.0%[+]
Total	154[+]	100.0%[+]	231[+]	100.0%[+]	218[+]	100.0%[+]	319[+]	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 **Laurentian University** used during 2012-2013, which contributed to maintaining or improving **Laurentian University's** class size initiatives. This could include a strategy, initiative or program viewed by **Laurentian University** to be an innovative practice, success story and/or key accomplishment that **Laurentian University** would like to highlight.

More than 120 consultation sessions were held at the Sudbury campus to inform the Laurentian community of the plans for the budgeted $35M set aside for a campus modernization project. The plan included the design of flexible classrooms to accommodate diverse teaching and learning styles, new collaborative learning spaces, a one-stop student services and a new front door welcoming centre. Planning for the construction and renovation of more than 40 classrooms and 10 lab spaces are included in this plan.

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, **Laurentian 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, **Laurentian 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 *Laurentian University's* eLearning data for 2012-2013:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit **Courses** Offered Through Fully Online Learning	95	16
Number of Ministry-funded, For-credit **Courses** Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	95	16
PROGRAMS DATA	**UNDERGRADUATE**	**GRADUATE**
Number of Ministry-funded, For-credit **Programs** Offered Through Fully Online Learning	13	2
Number of Ministry-funded, For-credit **Programs** Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	13	2
COURSE REGISTRATIONS	**UNDERGRADUATE**	**GRADUATE**
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	4,061	431
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	4,061	431

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

Based on the Synchronous Conferencing course definition, Laurentian University currently does not offer these types of courses.

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 **Laurentian University's** use of Hybrid Learning courses and/or Programs.

> Based on the definition above, Laurentian does not offer Hybrid Learning Courses.
> However, many distance education courses include a component whereby students had web conferencing with the course instructor.

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

> In 2012-2013, Laurentian increased the number of courses offered online using the Desire2Learn (D2L) learning portal. A total of 13 courses are now fully available on D2L including course content, assignment instructions and important dates. With the exception of an introductory letter, no course packages are sent to students as they have access courses the first day of class.
>
> In addition, with recent changes to Access copyright, Laurentian University included a total of 12 reading packages on the D2L system for some courses (6 in French and 6 in English). This provides students with instant access to reading materials. In addition, it has helped students who require accessibility assistance with other learning programs as the reading packages are in a PDF format.

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 *Laurentian University* had in 2012-2013:

- Outbound students* = 19
  DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 26

  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 *Laurentian University* in 2012-2013 = **$8,483,460**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that *Laurentian 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 *Laurentian 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 *Laurentian University* to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Initiatives.

The total gross revenue from international student tuition is for all international students at all academic levels for the fiscal year ending April 30th, 2013.

7.2) Enrolment

In 2012-2013, *Laurentian 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 *Laurentian University's* Total Full-Time International Student Enrolment[(+)]
1.	Saudi Arabia[(+)]	188[(+)]	40.3%[(+)]
2.	China[(+)]	136[(+)]	29.1%[(+)]
3.	Botswana[(+)]	20[(+)]	4.3%[(+)]
4.	Nigeria[(+)]	15[(+)]	3.2%[(+)]
5.	India[(+)]	12[(+)]	2.6%[(+)]

Laurentian University reported to TCU that International Enrolment* in 2012-2013 = **467[(+)]**.

*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 *Laurentian University* to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

Laurentian University's 2012-13 part-time international student enrolment definition:

is the headcount of part-time international students at the institution,including students who are both eligible and ineligible for funding consideration and includes ESL students as well as students enrolled in a university preparation program on a Part-Time basis.

Please provide *Laurentian University's* 2012-2013 Part-Time International Student Enrolment = <u>222</u>

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

In September, Laurentian welcomed 42 students from Brazil via the Canada-Brazil Cencia sem Fronteiras (Science Without Borders) Program. These students studied English as a Second Language and earned credits in Science and Engineering programs at Laurentian. They also participated in industry/research placements in the third semester of their stay. Laurentian will continue to welcome Brazilian scholarship students to campus opening the door to further collaboration and internationalization efforts.

In October of 2012, Laurentian University announced a unique partnership with Zhejiang University of Finance and Economics (ZUFE) in Hangzhou, China to jointly deliver a Bachelor Degree program in Accounting. The dual degree accounting program will deliver the latest curriculum in the field of accounting, focussing on current issues and the challenges of globalization. Students will complete their first two years of studies at ZUFE, and then complete three semesters at Laurentian. Students will return to ZUFE for their final year.

While the ZUFE agreement is the first of its kind for Laurentian, the University has developed extensive relationships with several partners in education in China. International enrolment overall has grown more than 40% to 648 students on campus in the past three years. Laurentian has set an objective of increasing the proportion of international students from 6.1% in 2011 to 8% by 2017 in its strategic plan.

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 **Laurentian University** in 2012-2013 = 48

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

Planning for the new Zhejiang English Preparation Program (ZEPP) was started in 2012-2013. Students at Zhejiang University will have the opportunity to take this ESL course in China. The 6 weeks course will focus on teaching students reading/ writing, listening/speaking skills. Program begins September 2014.

Laurentian's English for Academic Preparation program continues to be an extremely popular and well-received vehicle for international students pursuing post-secondary education in Canada. Hundreds of students from Saudi Arabia, China and other countries registered in EAP in order to improve their written and oral language skills, while also gaining valuable insight into academic requirements for success in undergraduate studies. EAP includes support and encouragement for study habits, time management, essay and argumentation, and also offers the international student a valuable period of cultural and social acclimatization in a new environment.

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 **Laurentian University** in 2012-2013 = 0

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

In 2012-13, Laurentian did not offer FSL programs for international students.

*The space below is provided for **Laurentian 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.

Laurentian 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, *Laurentian University* adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Laurentian 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, *Laurentian University* adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Laurentian 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, *Laurentian University* participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of *Laurentian University's* OECM purchases in 2012-2013: 102,000

Please provide one or more highlights, in the space provided below, of an activity that *Laurentian University* used during 2012-2013, which contributed to maintaining or improving *Laurentian 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.

By introducing the Policy on Purchasing and meeting the BPS Directive provides more opportunity to concentrate our procurement strategies on the "A" items big dollar items and make an impact on cost savings.

We also eliminated all under $1,500 manual purchase orders and increase the threshold for small dollar value purchases to $3,000 by using a P-Card only. This has saved a tremendous amount of time in payment processing.

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, **Laurentian 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 **Laurentian University** used during 2012-2013, which contributed to **Laurentian University's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Laurentian University** to be an innovative practice, success story and/or key accomplishment.

Laurentian's Policy on Purchasing in accordance with BPS Directives was approved by our Board of Governors in February 2012.

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, *Laurentian University* confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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

> http://http://www.laurentian.ca/webfm_send/1496

Please provide one or more highlights, in the space provided below, of an activity that *Laurentian University* used during 2012-2013, which contributed to *Laurentian University's* compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by *Laurentian University* to be an innovative practice, success story and/or key accomplishment.

> The policy consistent with the BPS requirements was approved by the Board of Governors in February 2012. A communication plan was developed and several information sessions were presented to the University community on the new Policy on Purchasing and the BPS Procurement Directives.
>
> The University monitors every expense report for compliance

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, *Laurentian 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 *Laurentian 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 *Laurentian University* to be an innovative practice, success story and/or key accomplishment.

Laurentian examined all benefits that could be considered perquisites. It was determined that there were no perquisites, none of the senior executives have perquisites as covered under the legislation and no further action was required.

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 *Laurentian University* in 2012-2013:

	Undergraduate	Graduate
Number of programs at *Laurentian University* with a Co-op Stream	4	0
Number of students at *Laurentian University* enrolled in a Co-op program	46	0

Please provide one or more highlights, in the space provided below, of an activity that *Laurentian 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 *Laurentian University* to be an innovative practice, success story and/or key accomplishment.

> Laurentian university currently has over 70 courses that include some form of Work Integrated Learning. These take the form of paid co-op internships, case studies, placements, clinical hours and projects working with community partners.

10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Laurentian University** for *NSSE Question* "How would you evaluate your entire educational experience at this institution?" = **74%**[(+)] 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 **Laurentian University** for *NSSE Question* "If you could start over again, would you go to the same institution you are now attending?" = **75%**[(+)] for Senior Year respondents.

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

> Laurentian university regularly uses student surveys for a variety of student satisfaction and experience measures.
>
> Some examples include:
> -Administrative unit Student Satisfaction survey (for example Centre for Excellence and Library)
> -Departmental Student Satisfaction surveys (for example Continuing Education and Sciences infirmières)
> -Annual Food Services survey

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

> Laurentian opened a dedicated multi-faith prayer providing students with a peaceful yet central location for prayer, meditation, contemplation and relaxation. The prayer space is open 24/7, located adjacent to the Student Centre and is available for all faith groups on campus.
>
> Students were involved in campus modernization and campus master planning meetings. These consultations enabled students to share their ideas and vision for long term improvements to the campus in particular, improving teaching spaces and social/recreational environments.
>
> The new East Residence was officially opened on August 30th, 2012. The new 23 storey residence will provide accommodations for 236 upper year students in suite-style living spaces. This residence counts as the eighth on the Laurentian Campus bringing the total campus housing capacity to 1600.
>
> In response to student feedback on food services offerings on campus a new Subway food location on campus was initiated opening in September 2013.
>
> A new Certificate of Appreciation program was created. Students are encouraged to nominate any Laurentian community member that has been helpful, understanding, motivating or has had a positive impact on their experience at Laurentian. This certificate is anonymous and gives students the opportunity to show their gratitude to people in the Laurentian community. The Centre for Academic Excellence received 344 nomination in 2012-2013 and handed out 270 certificates at the end of the academic year.
>
> A survey was sent out to students using services in the Centre for Academic Excellence to measure their satisfaction with the programs they were currently using (ex: General Advising, Academic Advantage, Degree and Career Exploration). The survey had a 33% response rate, where respondents indicated they were satisfied or more than satisfied with their experience and would recommend the CAE to other people.

11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at *Laurentian University* = <u>**70.9%**</u>**[+]***

> *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 *Laurentian University* used in 2012-2013 to measure graduation rate.

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

In 2012-13 the Skills for Success program was established to support students in their studies and to help them better succeed while promoting their independence. These tools are available on-line where students access at any time without having to wait for an workshop. These on-line workshops are available in copy or video or video format and range in topics such as exam preparation, time management, note taking and reading strategies. Skills for Success has been designed to ensure students have access to strategies that will support their academic achievement and improve graduation rates.

In association with Academic Departments (14 departments in both English and French), the Career and Employment Centre was able to offer integrated presentations specific to fields of study on employment searching techniques, interview skills, resume/cover letter writing, and portfolio preparation. These presentations were designed to ensure student preparation for career, placement, co-op or internship, part-time and summer employment opportunities.

The Career and Employment Centre worked with the Laurentian University Alumni Office and Academic Departments to incorporate university alumni as guest speakers in presentations to specific academic departments. This provided our alumni to continue being a part of the Laurentian community while permitting students to network with alumni.

Work was planned in cooperation with Academic Co-op and Placement Coordinators within Academic Departments to advertise and promote career, volunteer, placement and internship opportunities via our postings boards, social media outlets and through student webmail to ensure availability of all opportunities to all undergraduate, graduate students and alumni.

Laurentian University hosted HealthForceOntario's Health Professionals Recruitment Tour (HPRT) which is an annual job fair connecting residents, medical students, and other allied health-care professionals with community representatives from underserviced areas across Ontario.

12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at *Laurentian University* = **92.62%**[(+)]

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at *Laurentian University* = **94.9%**[(+)]

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that *Laurentian 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 *Laurentian University* used during 2012-2013, which contributed to maintaining or improving *Laurentian University's* graduate employment rate. This could be a strategy, initiative or program viewed by *Laurentian University* to be an innovative practice, success story and/or key accomplishment that *Laurentian University* would like to highlight.

In 2012-13, Laurentian initiated Co-Curricular Record (CCR). This is an official document that recognizes a student's out-of-classroom experiences. The CCR helps students track their out-of-classroom activities and show future employers or graduate and professional school admission panels how much they have contributed to the Laurentian Community.

The Co-Curricular Record is accessible through the on-line student portal and acts as a clearinghouse of student involvement activities listing numerous ways that students can get involved. All activities listed on the CCR must be connected to on-campus activities, or be directly linked with a Laurentian department, faculty, or Student's Association. When coupled with an academic transcript, the CCR will provide a document to articulate the student's experience at Laurentian helping students to stand out from competitors after graduation.

Degree Exploration and Career Planning services have been enhanced in 2012-13 to help students with career development activities in order to engage in a successful job search after graduation. Degree Exploration and Career Planning aims to prepare students to make informed decisions about their career, and to move forward with career development activities in order to engage in a successful job search after graduation.

The Academic Advantage Program was designed for students that are currently on academic probation. These students have either failed more than six credits, achieved an average below 60% during their previous term or be in danger of being asked to withdraw from their program or from the university. Some of these students were admitted to Laurentian under an admission protocol designed to enhance their success. In 2012-2013, 4 Academic Advisors provided these students with individualized academic plans, assistance with course selection, study skills, and navigation of the university's policies and procedures. Students were also required to attend workshops designed to help them enhance their academic and non-academic skills and provided a career assessment to evaluate their program choices. Students from the Academic Advantage Program were also referred to other department on campus as needed.

13) Student Retention

Using data from **Laurentian University's** Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide **Laurentian 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	86.3%[(+)]	85.6%[(+)]	87.3%[(+)]	82.7%
1st to 3rd Year	78.2%[(+)]	77.3%[(+)]	78%	N/A[(+)]

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

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

The Learning Assistance Centre has created a unique passport program. Students receive a passport that includes the dates and times of a variety of learning workshops and seminars. The passport also includes a list of videos that are available on a wide range of topics including Note Taking, Group Work and Study Groups, Oral Presentations and Time Management Skills. The student's passport is stamped off once they have completed or participated in the workshops or viewed a video presentation that is included in each of the module. This program is offered in conjunction with Academic Advisors and aims to help students overcome their difficulties and help ensure their success.

Laurentian's strategic plan aims to increase enrolment from 7,200 FTE to 8,300 FTE while increasing the average entre grade from 80.8% to 83%. With this goal in mind, Laurentian University's National Dean's Scholarships are awarded annually following a competitive application process to 5 students entering full-time study with 90 per cent or higher grade averages. The scholarship provides each recipient with $22,000 over the course of their 4-year program. The recipients are also provided with direct mentoring by their Dean, or by a senior member of the Faculty, and are guaranteed a single room in Residence as well as a dedicated study carel in the J.N. Desmarais Library.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Laurentian University** used during 2012-2013, which contributed to enhancing **Laurentian 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.)

In 2012-13, Laurentian launched a new student-nominated teaching award. Students are encouraged via Twitter, Facebook and email to submit a nomination for a teacher that has demonstrated an outstanding commitment to student success and has made a difference in their lives. Two awards, one in French and one in English each valued at $1000 are given with the purpose of providing students with an opportunity and forum to recognize excellent instructors who were a factor in their interested area and who showed genuine interest in effective teaching and learning. It also works to encourage and acknowledge excellence in teaching and pushed students to articulate positive learning experiences.

The Research Excellence award recognizes outstanding research performance for full-time Laurentian University faculty members. To be eligible, nominees must have been successful in one or several areas of research in the past five calendar years, judged to be "outstanding", rather than merely "very good", appear to have contributed to the advancement of knowledge in an original and creative way, are perceived as having enhanced through their research, the prestige and reputation of Laurentian University and have a profile that includes regular teaching and administrative duties. A selection committee revues the nominations and the award is handed out to the selected winner during Laurentian University's Research Week.

The Laurentian University Teaching Excellence Award for Full-Time Faculty was established to recognize exceptional teaching performance. This award is given to a faculty member that has been successful in one or several areas for at least the past five years and must have the support of several university stakeholders, for example, students, peers, alumni and administrators. The candidates are judged based on criteria such as effective communication, ability to motivate and maintain high standards, accessibility to students outside of class and a variety of other factors. The winner of this award is brought forth to the OCUFA (Ontario Confederation of University Faculty Associations) Teaching Awards.

A Teaching Excellence Award is also available for part-time faculty members. This award of excellence recognizes exceptional teaching performance by part-time faculty members as well as distance education and on-line course supervisors of Laurentian University. To be eligible for this award, faculty members must have taught or supervised one or more courses for at least three consecutive academic years, be nominated by one of the following constituency groups: Students, faculty, staff, administration or senior administration and be supported by at least two letters of support from the above mentioned groups. The award is presented during a convocation ceremony to the winner of the award.
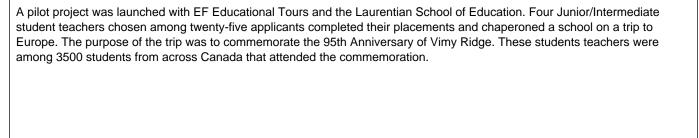
14.2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

In 2012-13, Personalized Summer Orientation Sessions (PSOS) were offered to new students. The orientation included welcome sessions, help with course registrations, meetings with academic advisors and general tours of the campus. Students can view the residences and are given the opportunity to complete any unfinished business with services on campus (i.e. Parking, Food Services, Registrar etc...)

The Laurentian University Annual Model Parliament trip is a four-day three-night trip in which students from both the Sudbury and Barrie campuses travel to Ottawa to take part in a unique simulation of Canadian government. While there, students learn about Parliament, and history of Parliament Hill and take a great tour of the buildings. Laurentian University is only one of two universities in the country that has the privilege to sit in the House of Commons.

A pilot project was launched with EF Educational Tours and the Laurentian School of Education. Four Junior/Intermediate student teachers chosen among twenty-five applicants completed their placements and chaperoned a school on a trip to Europe. The purpose of the trip was to commemorate the 95th Anniversary of Vimy Ridge. These students teachers were among 3500 students from across Canada that attended the commemoration.

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

Accessibility Services and Health and Wellness launched a mental health awareness campaign for students, faculty and staff in 2012-13. Information sessions, posters and documentation were provided to help raise awareness of the services and support programs available for those who suffer from mental illness.

Driven by the strategic plan, a new one-stop shop was introduced with the goal of facilitating the access of basic services related to administrations, registrar, fees, awards, OSAP, and the Centre for Continuing Education. Staff at the one-stop shop are available to provide more in-depth specialized support to students with complex issues. Renovations and relocation of staff began in 2012 and will continue with campus modernization plan in the next few years.

.

Attestation:

☑ By checking this box, *Laurentian 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 *Laurentian University's* Executive Head.

Contact:

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

- Name: Shauna Lehtimaki

- Telephone: 705.675.1151 x4567

- Email: slehtimaki@laurentian.ca

Please indicate the address on *Laurentian 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://www.laurentian.ca/content/multi-year-accountability-agreement