

SMA - Strategic Mandate Agreement University Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
 - a. Graduate Employment Rates
 - b. Number of graduates employed full-time in a related job
2. Teaching and Learning
 - a. Student Satisfaction
 - b. Graduation Rates
 - c. Retention Rates
 - d. Number of students enrolled in a co-op program at institution
 - e. Number of online course registrants, programs and courses at institution
3. Student Population
 - a. Number and proportion of
 1. Students with Disabilities
 2. First Generation Students
 3. Indigenous Students
 4. French-Language Students
 - b. Number and proportion of international students
 - c. Proportion of an institution's enrolment that receives OSAP
4. Research and Graduate Education
5. Program Offerings
 - a. Concentration of enrolment at universities by program specialty or major
 - b. Institution's system share of enrolment by program specialty or major
6. Institutional Collaboration to Support Student Mobility
 - a. Transfer applicants and registrants
7. Financial Sustainability

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Wilfrid Laurier University's collaborative work with employers, community partners and regions, or at a global level. It establishes the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

The ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2013:	Percentage
The employment rate for 2013 graduates, 6 months after graduation, at Wilfrid Laurier University was:	89.1
The employment rate for 2013 graduates, 2 years after graduation, at Wilfrid Laurier University was:	94.6

1b. Employment in a Related Job

Per the graduate survey of 2013:	Percentage
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2013 at Wilfrid Laurier University was:	70
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at Wilfrid Laurier University was:	85

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: Graduate Employment Rates (up to 600 words approx.).

In addition to the MAESD annual Ontario Undergraduate Outcomes Survey, Laurier conducts an annual graduate survey. Administered for the past 35 years, this survey is unique in the province in that it surveys all Laurier graduates (undergraduate and graduate programs) within one year of graduation. This survey has a significant response rate: 3,628 (or 84.6%) of the 4,286 students in the graduating class of 2015 completed the survey. Data from this survey are analyzed by discipline and made available to academic departments and deans as well as to current and potential students to assist in career decision-making and program selection.

The placement rate of 2015 graduates was 96.5%, as illustrated by the following survey results:

2,238, or 61.7%, of survey respondents had a post-graduation status of **employed**

1,196, or 33.0%, of survey respondents had a post-graduation status of **pursuing further education**

127, or 3.5%, of survey respondents had a post-graduation status of **unemployed**

67, or 1.8%, of survey respondents had a post-graduation status of **other**

Highlights

Please provide highlights of Wilfrid Laurier University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. This could include a strategy, initiative or program viewed by Wilfrid Laurier University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Laurier is recognized as an Ashoka Changemaker campus, a coveted international designation affirming our status as a global leader in social entrepreneurship and social innovation education. Laurier is only the second Canadian university to qualify for membership in the

Changemaker Campus Consortium, an international network of 37 colleges and universities providing support to one another.

The Lazaridis Institute for the Management of Technology Enterprises (LIMTE) was created in 2015 to support growth-oriented Canadian technology companies. Developed through investments by Mike Lazaridis and the Government of Ontario, the LIMTE helps current and emerging technology firms to scale rapidly into globally competitive organizations. Part of the Waterloo Region - Toronto Tech Corridor, the LIMTE creates knowledge, shares intelligence and builds collaborative networks to strengthen Canada's technology ecosystem, and the business leaders and students central to it.

A 2015 study by LinkedIn found that Laurier has the highest proportion of students and alumni with volunteer experience compared to any other university worldwide. The first-place ranking reflects Laurier's focus on integrated and engaged learning and the university's philosophy of inspiring lives of leadership and purpose, which encourages students to measure success through academic excellence as well as the quality of the lives they lead and those they inspire. Laurier students are encouraged to volunteer in the community to gain additional life skills and have many opportunities through fieldwork, placements, practica, co-op and the Community Service-Learning program which partners more than 1,500 students each year with more than 300 community agencies.

Two Residence Learning Communities (RLCs) have a particular focus related to fostering social and economic development:

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- Our Entrepreneurship RLC integrates first year residence students with an expressed interest in entrepreneurship and social innovation in the Waterloo Region start-up ecosystem. This RLC gives first-year students from every discipline the opportunity to enhance their social and intellectual growth through creative programming tailored to providing them with the diverse skills, knowledge, network and tools to be successful entrepreneurs.
- Our Community Outreach RLC established in Brantford is a close-knit residence environment designed for motivated, energetic students with a passion to form meaningful connections in the Brantford community.

The Career Development Centre reaches out proactively to connect students with career opportunities. In 2015-2016 :

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- Over 5,300 jobs were posted for part-time, summer and full-time opportunities by 1,700 employers
- Over 7,000 individual appointments were conducted
- 14,300 individuals attended Career Centre workshops and programs
- 618 workshops and events were offered
- The department co-hosted the largest Career and Job Fairs in the country (Career Fair 2015: 229 exhibitors, Job Fair 2016: 191 exhibitors) with the University of Waterloo, University of Guelph and Conestoga College.
- A student engagement survey revealed that 84% of respondents used one or more Career Centre services

Expanding experiential learning opportunities for students is one of the three foundational pillars of Laurier's Strategic Academic Plan 2015-2020 which was approved during the year.

Laurier's new program developments now involve a market analysis that includes connecting with employers in fields where students may work, either during their academic career as part of experiential learning opportunities, or post-graduation as employees. For example, in successful new program developments completed last year for a Master of Applied Computing and a Bachelor of User Experience Design, employers were consulted on both the appropriateness of program curriculum for preparing students for employment in the field, and on opportunities for potential partnerships.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Wilfrid Laurier University's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction	Percentage
Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of excellent and good responses) at Wilfrid Laurier University for NSSE question "How would you evaluate your entire educational experience at this institution?" for Senior Year respondents.	86.00
Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at Wilfrid Laurier University for NSSE question "If you could start over again, would you go to the same institution you are now attending?" for Senior Year respondents.	81.00

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

In 2015-16, Laurier measured student satisfaction through participation in the Canadian University Survey Consortium (CUSC) survey of first year students.

Highlights

Please provide highlights of Wilfrid Laurier University's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Wilfrid Laurier University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

A new online tool was piloted and then launched that allows students to evaluate their satisfaction with teaching. This enhanced evaluation tool enables students to separately evaluate the quality of teaching from the effectiveness of the course from a curricular perspective. Students are able to access this questionnaire either in class or within a 24 hour period from any device (phone, tablet, computer). The results of the course-effectiveness component of the survey are enabling academic programs to more precisely identify barriers to student success. The aggregated results will inform curriculum review processes, including the cyclical review process.

The Brantford campus has focused on addressing student satisfaction for our mature, transfer, and off-campus students. This has involved integration of mature students during Orientation Week (including a special meet-and-greet dinner), and developing a student Commuter Lounge.

Programs in place at both Laurier campuses that address student mental health issues include:

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- Peer to peer programs ("I Move My Mood" project at the Waterloo campus; Hummingbird project at the Brantford campus) focused on bridging the gap between mental and physical health, involving the student developing a mental health program;
- Jack.org - a national network of students working to shift negative attitudes, beliefs and behaviours around mental health to create a safer and more supportive campus community.

In the Faculty of Arts, high performing high school students are invited to join the Laurier Arts Scholars (LAS) group upon confirmation of their offer to Laurier. New LAS students are matched with senior LAS student mentors, a dedicated academic advisor, and guided by our Associate Dean of Student Affairs and Learning. They hold special events as a group, and become involved in Faculty of Arts initiatives. For example, two current LAS members act as student representatives on the Faculty of Arts Communication and Recruitment Committee.

Laurier has actively addressed issues of diversity and equity. Efforts have focused on improving the student experience and student satisfaction. Examples include:

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- The Faculty of Social Work (FSW) developed a 5-Year Equity Plan in 2016, in part responding to the results of a student Equity Climate Survey conducted in 2014. With support of the Diversity and Equity (D&E) Office, the FSW developed a Community

Equity Vision. While a comprehensive strategy for supporting and promoting equity and inclusion in the FSW is presented in the Plan, one tangible accomplishment is the participation of students in an Equity Series, involving three workshops aimed at fostering social inclusion through enhancing awareness, reflection, and skills. In addition, a pilot series of workshops, *Teaching for Inclusion*, is being offered this fall for full- and part-time faculty and doctoral students.

Laurier's Quality Assurance Office provides several resources to academic units to support them in obtaining program-specific feedback related to student satisfaction. As part of its regular cyclical review process, units are offered the opportunity to have focus groups and/or surveys conducted with current or former students in order to get feedback on students' experience in the program and suggestions for improvement. All focus group and survey questions are approved by Laurier's Office of Research Services and administered by trained facilitators. The Quality Assurance Office provides summary reports to the academic unit that they can include in their cyclical review self-study.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015-2016, the graduation rate at Wilfrid Laurier University is	77.7

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 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 2007 – 2014 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

In 2015-16 Laurier continued to participate in the Consortium of Student Retention Data Exchange (CSRDE). This consortium, facilitated by the University of Oklahoma, collects retention and graduation rate information which is shared among a wide range of colleges and universities.

Highlights

Please provide highlights of Wilfrid Laurier University's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Wilfrid Laurier University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The Strategies for Academic Success Program (SASP) is a 3-yr. pilot project administered by the Faculty of Arts. Students who have been required to withdraw are provided with the opportunity to return to Laurier through a successful completion of this program. Students must successfully complete two non-credit courses focusing on study skills, research skills, and academic writing, plus register for and pass current 0.5 course for credit. In the current year, all 72 spaces were filled, with a lengthy waiting list.

Laurier is well known for providing exceptional holistic student support services that assist with enabling students to fully achieve their potential and graduate:

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- The Accessible Learning Centre provides academic support and resources to students with psychological and other types of disabilities. Services offered included assistive technology, alternative formats for exams or assignments, note-taking, tutoring and peer support.
- Laurier has a number of academic advising options to help students navigate the postsecondary school system. Undergraduate program advisors help with course selection, transfer information, graduate options and more. Faculty academic advisors offer general advising about petitions and clearing probation, and support students in general BA/BSc degrees without designation.
- The Centre for Student Success supports and enhances academic experiences for students. Services include intercultural development, academic accommodations and assistance with learning, mathematics, study skills and writing development. Most of these services are delivered in small group and individual consultant settings and are designed to encourage the sharing of ideas and peer learning.
- The Co-Curricular Record which captures student experience and the learning outcomes associated with it helps to keep students engaged with the campus from year to year.
- The Waterloo and Brantford Student Wellness Centres offers personal counseling, appointments with a family physician and psychiatric assessments by referral.
- The multi-campus Student Life and Engagement (SLE) office has been established on both the Laurier Brantford and Waterloo campuses, uniting a number of peer leadership groups in one centre to create better synergy, presence, and identity for student peer to peer programming. In addition to the host site for Lauriers Co-Curricular record (CCR), the new SLE office hosts student peer leaders in: leadership; health education; mental health; gendered and sexual violence; student conduct; leave the pack behind; and Laurier Off Campus University Students (LOCUS).

- Our approaches to wellness (Mental Health, Gendered Violence, and Financial Wellness) address students in crisis, and ultimately keep students supported throughout their university experience as they access the appropriate supports.

In 2015-16, the Undergraduate Academic Advising Review completed its work. Chaired by the Provost & Vice-President: Academic and the Vice-President: Student Affairs, the review resulted in a series of recommendations which will result in a more comprehensive, cohesive, and collaborative structure of academic advising and student support. The three principal recommendations are to 1. Simplify the advising model by vesting authority at the faculty unit level, appropriately dividing labour between faculty and staff advisors, and clearly communicating the advising and academic support model to students, faculty and staff; 2. Implement comprehensive technological support for advising to enable better record-keeping and information sharing, seamless referrals, and self-advising by students; and, 3. Support the ongoing professionalization of staff advisors through training and development. The recommendations are being implemented under the leadership of the Associate Vice-President: Teaching and Learning.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

Using data from Wilfrid Laurier University's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide Wilfrid Laurier University's achieved results:

Entering Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
1st to 2nd Year	88.0	87.6	86.7	88.70
1st to 3rd Year	77.9	78.3	78.70	

Highlights

Please provide highlights of Wilfrid Laurier University's activity in 2015-2016 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Wilfrid Laurier University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

uStart Laurier is a program designed to support incoming at-risk students who have been admitted to Laurier below the admission standard. Students gain first-hand knowledge about university expectations, work closely with an advisor, and meet regularly in small groups with a peer mentor. Eighty-eight students began the program in fall 2015, 73 successfully completed first year, and 63 students have continued their studies in a degree program.

The Centre for Student Success services include academic advising and assistance with learning, mathematics, study skills and writing development. Most of these services are delivered in small groups and individual consultant settings and are designed to encourage the sharing of ideas and peer learning. The Mathematics Assistance Centre provides support for mathematics and statistics courses and also courses with a quantitative component from other academic departments. Writing support includes one-on-one writing appointments with a student or professional staff member, on-campus, in-class and online writing workshops and online writing resources.

WriteOnline.ca, a free online writing resource, is designed to support students with their academic writing. It provides users with information about three academic writing styles: case study reports, lab reports and reflective writing. Each learning module provides writing samples, videos, worksheets and important questions to help writers work through their project. As well, a writing practice tool provides guidance to students as they begin writing their drafts online. WriteOnline.ca was a joint initiative with the universities of Guelph and Waterloo supported by the Ministry of Advanced Education and Skills Development as part of Ontario Online initiative.

Our residence life and education programming focuses on students successfully meeting the demands of their first year, to lay the groundwork for success in upper years. Innovative programming includes:

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- A leadership program called Upgrade at the Waterloo campus that provides weekly peer-led programming that supports academic curiosity and success in first year.
- Academic advising from all faculties in residence to support student progression to second year.
- Residence Learning Communities (RLCs) for a range of faculties and/or programs; Students who live in a RLC have on average a 0.5 to 1 point higher GPA after first year than peers who do not live in residence.
- Residential curriculum that integrates expert knowledge from our academic affairs and student affairs community into residence to support skill development that enhances student's ability to progress to graduation.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education 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.

*DEFINITIONS:

Work-Integrated Learning (WIL) 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. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 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 the Wilfrid Laurier University in 2015-2016:

Co-operative Education Program Type	Number of programs at Wilfrid Laurier University with a Co-op Stream	Number of students at Wilfrid Laurier University enrolled in a Co-op program
Undergraduate	37	2,209
Graduate	3	84

Highlights

Please provide highlights of Wilfrid Laurier University's activity in 2015-2016 that contributed to providing WIL opportunities for students. Along with co-op, other examples may 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 Wilfrid Laurier University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Putting knowledge to work in the real world is a hallmark of the Laurier experience. Co-op work terms, practica, internships, work-study programs and community service-learning opportunities are designed to help our students relate what they learn in the classroom to what they experience outside of it.

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- 100% of the Bachelor of Education students completed Alternative Placements in April. They observed and volunteered in a great variety of settings throughout the Region and the GTA. Students spent three weeks full time in settings where teaching and learning take place other than classrooms. Examples include the Humane Society, New Credit Reserve, KidsAbility, Region of Waterloo Public Health Department, Section 23 schools, and the School for the Blind. Eight students also completed international placements, notably in Finland and Haiti.
- In the Faculty of Arts, field-work courses run by both the Department of Archeology and the Department of Geography and Environmental Studies provide extensive work integrated experiences. The Department of Communication Studies has initiated a co-op option in its Master of Arts degree and the Department of English has initiated an internship option in its Master of Arts degree.
- In the Faculty of Music, an internship has been integrated into the degree requirements for the Bachelor of Music Therapy.
- The Faculty of Social Work now offers a 4-year Bachelor of Social Work program in Brantford, including two field placements in social service agencies and organizations within a 125 km radius of Brantford campus, each 360 hours.

- The Aboriginal Field of Study (AFS) now offers a 3-year part-time program in a new partnership with the Kenjgewin Teg Educational Institute, in M'Chigeeng on Manitoulin Island. Students complete a field placement in their home community, involving three days per week over 24 weeks. A similar model is followed in the part-time AFS program in partnership with the First Nations Technical Institute in Tyendinaga First Nation.
- As part of our effort to create and promote a culture of undergraduate research excellence, the Faculty of Liberal Arts funded three Research Apprenticeships last year as a pilot program. Research Apprenticeships are designed to allow exceptionally qualified undergraduate students to work closely with faculty members on projects of mutual interest. The pilot was very successful. The students attended conferences, presented their work in other forums, and worked on papers with their faculty mentors.
- A two-semester course entitled Community Internship explored the concept of community, both in class and via a community service-learning experience. Students worked individually and/or in teams with their selected community organizations for a significant part of the year, with initial class time spent on preparation for this internship, and the final month of the year back in class devoted to sharing this experience with the other students. There was an international opportunity for placement, which was about building homes with our students in El Salvador in partnership with Habitat for Humanity's Global Village program there, in hopes of creating stronger awareness concerning north-south issues.
- Units across the university provide work and placement opportunities for students, including the Diversity and Equity (D&E) Office which hosts practica for developing professionals in the following programs: Faculty of Social Work (MSW and PhD Level), Faculty of Education, Community Psychology (Masters Level). MSW students have worked closely with the D&E Office on the Gendered Violence Portfolio which connects them to the Sexual Assault Support Centre for Waterloo Region through the Gendered Violence Task Force.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Wilfrid Laurier University is asked to provide information on e-learning courses, programs and registrations in 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data for 2015-2016

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	120	0
Number of ministry-funded, for-credit courses offered through synchronous conferencing	0	0
Total Number of ministry-funded, for-credit courses offered in e-Learning format	120	0

Program Data	Undergraduate	Graduate
Number of ministry-funded, for-credit programs offered through fully online learning	2	0
Number of ministry-funded, for-credit programs offered through synchronous conferencing	0	0

Total Number of ministry-funded, for-credit programs offered in e-Learning format	2	0
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Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	18,624	0
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 e-Learning format	18,624	0

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

Highlights

Please provide highlights of Wilfrid Laurier University's activity in 2015-2016 that captures the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Wilfrid Laurier University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Examples of how Laurier continues to expand its online offerings including the following:

- Laurier's first fully online degree - BA in Policing. This degree is designed for active or retired police officers, and offers significant flexibility as all courses are offered online (thereby reducing the difficulty of scheduling in-class time). The program is unlike any other policing program in Canada, and provides skills and education to prepare for, and advance in, a career in policing. Extensive consultations with law enforcement agencies across Canada helped to shape the topics that are covered in the program, including leadership, communication, diversity, ethics and building resilience.
- The Department of Religion and Culture has made its Bachelor's degree fully available online.
- A non-credit professional development program in Addictions was developed in fully-online format.
- Social Entrepreneurship received funding through eCampus Ontario to develop an online version of one of its core courses.

Through a grant from MAESD (then MTCU) under the Teacher Education Collaborative Initiative Fund, Laurier collaborated with UOIT to create, pilot, and evaluate an online vocal and instrumental music course. One face-to-face session was held for the two groups using a videolink, where the students performed for each other and learned improvisation techniques. Data indicated that, on the whole, the course was successful. All individuals involved contributed reflections about revisions for the next offering of the course.

The Centre for Public Safety and Well-Being is a new continuing-education centre created by the Faculty of Human and Social Sciences for people aspiring to work in a wide range of industries including public safety, health and wellness and well-being. This centre offers teaching and learning and real-life needs and experiences in online and blended learning.

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 50% of the course delivery should be online.

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

Hybrid Learning Highlights

Please highlight one example of Wilfrid Laurier University's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).

The following examples highlight two of the Hybrid Learning courses offered at Laurier.

Life Writing – American Voices to 1900: This is a hybrid course designed to investigate the genre of autobiography, or life writing, through experiential, theoretical and historical methodologies. The experiential component involved weekly workshops with local seniors for one hour each week. The theoretical aspect entails reading and creating an academic journal in response to Smith and Watson's Reading Autobiography, which introduced students to the wide range of issues that have made autobiography such a contested subject. The historical aspect of the course asked students to draw from the first two categories as they critically assess various forms of life writing as it manifests in early America.

Organic Chemistry: A traditional Organic Chemistry course was converted for blended delivery. Instead of a traditional three-hour lecture, the professor prepares online video lectures, slide shows of core content and quizzes for students to work on before class. Once in class, the professor reviews knowledge gaps revealed by the quizzes, leaves time for students to work together on problems and delivers the occasional short lecture to reinforce a concept.

3. Student Population

This component highlights Wilfrid Laurier University's contributions to improve access and success for underrepresented groups (students with disabilities, First Generation, Indigenous, and French-language students).

Full-Time Students	# of Students
The total Full-Time Headcount Enrolment* at Wilfrid Laurier University in 2015-2016:	15,829

*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students both eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

3a. Under-Represented Students: Students with Disabilities, First Generation, Indigenous and French-language Students

Students with Disabilities

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

Students With Disabilities	# of Students	Percentage
The total number of full-time students with disabilities at Wilfrid Laurier University who registered with the Office for Students with Disabilities and received support services in 2015-2016:	1,545	
The total indicated above as a comparative % of the Wilfrid Laurier University's 2015-2016 full-time enrolment headcount:		9.76

Highlights

Please provide highlights of Wilfrid Laurier University's activity in 2015-2016 that captures contributions to improve access, and success for students with disabilities (up to 600 words approx.).

A total of 1,545 students registered with the Accessible Learning Centre (ALC) in 2015-16; a 9% increase over 2014-15 levels. The ALC helped to facilitate the following initiatives in 2015-16:

- A new appointment tracking system in ALC has allowed for better tracking of the unique number of students seeking service, their frequency of contact, and the type of supports they are seeking. This allows the ALC to more effectively target resources in the delivery of services;
- ALC staff received Crucial Conversations training, enhancing their ability to respond to challenging communications in an ever-changing climate of accommodation discussion and negotiation;
- In response to a directive on medical documentation and accommodation, a diverse university working group was created to respond to new compliance regulations. Outcomes included updated medical and self-identification forms, revised documentation guidelines, and participation of ALC staff in new faculty orientation sessions;
- A new fully-accessible ALC website was launched in January 2016, enabling ALC staff at both of Laurier's campuses to more effectively align processes for forms and information access;
- Annual accessibility awareness week events profiled ALC services, raised awareness of accessibility issues, and provided ALC student peer volunteers with the opportunity to build leadership skills. These accessibility awareness events also helped to promote other resource fairs, workshops and panel discussions that took place in 2015-16;
- A review process (consisting of broad campus-wide consultations) was conducted in 2015-16 of Laurier's Academic Accommodation Policy for Students with Disabilities, resulting in a re-drafted policy that was approved by Senate in May 2016.

The re-drafted policy comprehensively outlines the roles and responsibilities of all members of the university community (including faculty, students and academic administrators) in meeting the accommodation needs of Laurier students, as well as providing detailed procedures for the providing of accommodations to both undergraduate and graduate students.

Career Services provided comprehensive programming to meet specific career development needs, including coordinating a Disabilities Mentoring day with community partners to provide students with informational interviewing and/or job shadowing experiences.

First Generation Students

**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 have not necessarily 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).*

First Generation Students	# of Students	Percentage
The total number of full-time First Generation students enrolled at Wilfrid Laurier University in 2015-2016:	2,416	
The total indicated above as a comparative % of the Wilfrid Laurier University's 2015-2016 full-Time enrolment headcount:		15.26
The total number of part-time First Generation students enrolled at Wilfrid Laurier University in 2015-2016:	431	

Highlights

Please provide highlights of Wilfrid Laurier University's activity in 2015-2016 that captures contributions to improve access, and success for First Generation students (up to 600 words approx.).

Laurier provides an extraordinary learning environment that results in a highly personalized educational experience; a hallmark of Laurier is our community of faculty and staff who are accessible to students and responsive to student needs. This environment has proven especially positive for First Generation students. Highly engaged students participate in conferences, clubs and councils, volunteer, and otherwise take advantage of the many co-curricular events and opportunities offered at the university. Laurier is committed to enhancing student academic life through the promotion of proper learning strategies and study skills that are required by all undergraduate and graduate students to succeed academically. Study skills services that may be particularly helpful for first generation students include individual and small-group consultations, on-campus, in-class, in-residence, and online workshops, and training programs.

Indigenous Students

** DEFINITION: Indigenous 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, languages, cultural practices and spiritual beliefs.*

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Wilfrid Laurier University in 2015-2016:	387	
The total indicated above as a comparative % of the Wilfrid Laurier University's 2015-2016 Enrolment Headcount:		2.44
The total number of part-time Indigenous students enrolled at Wilfrid Laurier University in 2015-2016:	46	

Highlights

Please provide highlights of Wilfrid Laurier University's activity in 2015-2016 that captures contributions to improve access, and success for Indigenous students (up to 600 words approx.).

The Aboriginal Academic Success Program (AASP) was launched in 2015-16 to provide academic assistance regarding learning strategies and study skills to indigenous students. This program is offered through a partnership between the Office of Aboriginal Initiatives and the Study Skills and Supplemental Instruction Centre. The AASP utilizes learning circles and workshops, facilitated by Aboriginal Learning Tutors, to support and enhance academic skills for Indigenous students in such areas as active listening and note taking, time management, critical reading, study techniques, researching and test-taking strategies, and delivery of presentations. To date the AASP has been highly successful, providing support to 166 students.

Laurier's Aboriginal Admission Policy (AAP) gives applicants, who self-identify as an Indigenous student, consideration for admission if they qualify within 5% of the established entering grade cut-off. The admissions policy for the Bachelor of Social Work (BSW) program was modified by designating up to five intake spaces for Indigenous students who meet the requirements of the AAP. Indigenous students admitted in the BSW program will be tracked and supported to ensure appropriate academic and social assistance is provided.

Career Services facilitated an Aboriginal Career Connections Day that was co-hosted with the Office of Aboriginal Initiatives and a community partner. This event consisted of a series of career-related workshops in which 16 employers participated as exhibitors to discuss opportunities within their organizations. Indigenous students from Laurier and the broader community attended this event.

French-Language Students

* *DEFINITION: A student is considered a French-language student if the student meets at least one of the following criteria -*

- 1) *The student's mother tongue is, or includes French (the student is a francophone);*
- 2) *The student's language of correspondence with the institution is French;*
- 3) *The student was previously enrolled in a French-language education institution; or*
- 4) *The student was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students	# of Students	Percentage
The total number of full-time French-language students enrolled at Wilfrid Laurier University in 2015-2016:	0	
The total indicated above as a comparative % of the Wilfrid Laurier University's 2015-2016 enrolment headcount:		0.00
The total number of part-time French-language students enrolled at Wilfrid Laurier University in 2015-2016:	0	

Highlights

Please provide highlights of Wilfrid Laurier University's activity in 2015-2016 that captures contributions to improve access, and success for French-Language students (up to 600 words approx.).

NA

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

The count of first generation students for 2015-16 is estimated based on applying results of the 2014 National Survey of Student Engagement (NSSE) to the total student population in the Fall term of 2015. The 2014 NSSE involved a 100% sample of all first year and graduating year undergraduate students enrolled in first-entry programs in the Fall of 2013. The student counts derived for 2015-16 are based on applying the rates of students who self-identified as first generation in the 2014 NSSE to all years of study for undergraduate students in Fall 2015.

The count of Indigenous students in 2015-16 is estimated based on applying results of the 2014 NSSE to the undergraduate student population in the Fall term of 2015, and on applying the results of the 2016 Canadian Graduate and Professional Student Survey (CGPSS) to the graduate student population in the Fall term of 2015.

3b. Student Population - International Students

International Students

DEFINITION: International enrolment is the headcount of full-time university (undergraduate and graduate) students who are 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, 2015, 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).

International Students	# of Students	Percentage
Wilfrid Laurier University reported to the ministry full-time international enrolment* in 2015-2016:	918	
The total indicated above as a comparative % of Wilfrid Laurier University's 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible):		5.80
Wilfrid Laurier University's 2015-2016 part-time international enrolment is	183	

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Highlights

Please provide highlights of Wilfrid Laurier University's activity in 2015-2016 that contributed to maintaining or improving the international student experience at Wilfrid Laurier University. This could include a strategy, initiative or program viewed by Wilfrid Laurier University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Laurier has exchange agreements with more than 65 universities in 23 countries.

In 2015-16 Laurier International launched the Succeed in Canada program. This program instills a highly supportive, welcoming and appreciative learning environment supporting international students in their transition to studies at Laurier. Through the programs and services provided, international students are able to contribute to Laurier's cultural and social fabric, creating an environment where students reflect on global perspectives. The following are the elements of the program:

TRANSITION SUCCESS

Academic Transition Workshops - a series of workshops designed to help students transition to the new academic system and structure at the university.

Transition Advising Program - is a process of engaged and guided self-reflection on strengths and challenges, helping students use all support systems available at Laurier

LEAF Welcome/Open House Sessions - provides students to the LEAF (Laurier English and Academic Foundation program) an opportunity to preview and prepare for studies at the undergraduate level.

ACADEMIC SUCCESS

First Language Tutoring - first year students benefit from tutoring in their first language.

SPEAK - sessions assist students to build their cultural awareness and language skills in a conversational and discussion based format.

English Language Support program - This program pairs a native English speaker with an English language learner for casual weekly conversations, providing a means of gaining knowledge of languages and cultures.

CULTURAL SUCCESS

Drop-in Lunches - fosters a community environment, and broadens cultural perspectives by bringing students together for food and conversation.

The Global Kitchen - international students have the opportunity to cook in groups and share skills, socialize and celebrate food and culture.

International Students Association - is an inclusive and official campus club, creating a community for international and other students.

Holiday Hosts - International students are matched with members of the Laurier community to share holiday experiences in their homes or at family gatherings.

Cultural Mentoring Program - International students interact with Canadian students in a series of arranged activities designed to help interpret Canadian socio-cultural tendencies aiding to enhance Canadian cultural literacy.

Socio-Cultural Competency Training (SCT) - International and domestic students are paired to promote cultural understanding, intercommunication, and effective interpersonal interactions.

Canadian Outdoors Experiential Learning - International students experience the Canadian outdoors through activities such as canoeing, hiking, snowshoeing and cross-country skiing, and also learn about Canadian history.

CAREER SUCCESS

International Student Work Experience Program - In collaboration with Career services, Laurier International provides an on-campus work experience program.

Career Consultant: International Programs - helps students with career management areas such as searching and applying for work, interview preparation, and training on Canadian workplace culture.

International Student Leadership Program - Develops leadership skills among the international student body and infuses the campus community with multicultural understanding.

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

**DEFINITION: Receives OSAP is the number of OSAP awards, including any student at Wilfrid Laurier University who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
Wilfrid Laurier University's 2015-2016 number of OSAP awards	9,135	
Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.	15,932	
Proportion of full-time students receiving OSAP		57.34

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the information reported above (up to 600 words approx.).

4. Research and Graduate Education

Wilfrid Laurier University's 2014-17 Strategic Mandate Agreement (SMA) includes information which identifies the breadth and depth of institutional research activity. The 2015-2016 SMA Report Back does not require Wilfrid Laurier University to report on the system wide research and graduate education metrics included in its 2014-17 SMA.

5. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization as outlined in Wilfrid Laurier University's SMA.

- a. Concentration of enrolment* at universities by program specialty or major (SPEMAJ)
- b. Institution's share of system enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual funding eligible enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students as reported to the ministry for the 2015-2016 fiscal year

Undergraduate / Graduate Students	Percentage of System Enrolment
Undergraduate	4.18
Graduate	2.10

	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at Wilfrid Laurier University	# of graduate students in a program as a % of total # of graduate students across all programs at Wilfrid Laurier University	Wilfrid Laurier University's share of system-wide undergraduate enrolment in each PROGRAM	Wilfrid Laurier University's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	4.02	4.22	2.25	1.82
2. Architecture & Landscape Arch.	0.00	0.00	0.00	0.00
3. Business & Commerce	22.82	10.93	7.07	2.75
4. Computer Science	1.40	0.00	2.34	0.00
5. Dentistry	0.00	0.00	0.00	0.00
6. Education	1.53	0.00	4.39	0.00
7. Engineering	0.00	0.00	0.00	0.00
8. Fine & Applied Arts	2.89	2.86	3.10	1.87
9. Food Science & Nutrition	0.00	0.00	0.00	0.00
10. Forestry	0.00	0.00	0.00	0.00
11. Health Professions	3.50	0.00	3.28	0.00
12. Humanities	11.27	11.93	5.40	2.74
13. Journalism	0.41	0.00	4.15	0.00
14. Kinesiology/Recreation/Phys-Ed	3.97	4.10	3.87	3.93
15. Law	0.77	0.00	1.48	0.00
16. Mathematics	0.53	0.37	1.51	0.45
17. Medicine	0.00	0.00	0.00	0.00
18. Nursing	0.00	0.00	0.00	0.00
19. Optometry	0.00	0.00	0.00	0.00
20. Other Arts & Science	14.88	0.12	6.71	0.34

21. Other Education	4.29	0.00	100.00	0.00
22. Pharmacy	0.00	0.00	0.00	0.00
23. Physical Sciences	1.07	1.74	2.60	0.94
24. Social Sciences	26.66	53.54	5.18	4.65
25. Theology	0.00	10.19	0.00	21.47
26. Therapy & Rehabilitation	0.00	0.00	0.00	0.00
27. Veterinary Medicine	0.00	0.00	0.00	0.00

Notes:

- Other Arts & Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified.

Optional Additional Information

Caveats and/or other information regarding the numbers reported above (up to 600 words approx.).

For Laurier's undergraduate academic programs, enrolments categorized under Education (category # 6; full-time enrolments totaling 215 students) and Other Education (category # 21; full-time enrolments totaling 602 students) should be reclassified. The reclassification of these 817 students should be to the following program categories:

Category 6 (Education): 60 students

Category 12 (Humanities): 692 students

Category 24 (Social Sciences): 65 students

This reclassification of undergraduate enrolments will revise the **"number of undergraduate students in a program as a % of total # of undergraduate students across all programs at Wilfrid Laurier University"** for the aforementioned academic programs to the following updated percentage numbers:

Category 6 (Education): 0.43%

Category 12 (Humanities): 16.20%

Category 21 (Other Education): 0.00%

Category 24 (Social Sciences): 27.12%

Highlights

Please provide highlights of Wilfrid Laurier University's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Wilfrid Laurier University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

The university approved a new Strategic Academic Plan (2015-2020) in November 2015. Under the plan's first pillar, *Advancing Academic Excellence*, Laurier identifies sector-leading programs and articulates the criteria through which such excellence is measured. These criteria include program-specific criteria tailored to the goals of particular programs and university-wide criteria such as student demand and success, external recognition of students and faculty, faculty expertise and research alignment, experiential learning and community engagement. The plan encourages all programs to identify their strengths and to consider how to further develop these strengths in ways that increase the impact and the effectiveness of the institution as a whole.

At the program level, the university continues to develop indicators for the assessment of learning outcomes, such as the use of fourth year capstone projects to determine if students can demonstrate achievement of the knowledge and skills embedded into the program learning outcomes, and the solicitation of the feedback from graduating students and alumni to determine how well program outcomes are being taught and assessed across the program curriculum. These direct and indirect assessment indicators are being used by programs to adjust and modify their curriculum so that there is alignment between the program's goals and outcomes (i.e. the intended curriculum) and the actual experience of students in the program (i.e. the experienced curriculum).

As an outcomes-based framework embeds itself in the institutional culture, programs and departments across campus are using this approach to regularly examine and propose changes to their curriculum. As an example, in the past year the Department of Economics analyzed student performance in relation to program learning outcomes and identified written communication skills as a troubling area of weakness. In examining their curriculum, they realized that this essential skill should not be "farmed out" to another program or department (e.g. English), but that disciplinary writing conventions should be taught within the department. They piloted an Economics-focused writing course which has since become regularized and implemented as a required course for all Economics students.

Other examples of innovative academic programming include:

Criminology program - graduate and undergraduate students are offered opportunities in faculty research, directed studies, conference planning and organization and collaborative research projects. The research-active faculty have many opportunities for students to work as RAs and to gain experience in data collection analyses.

Game Design and Development program - focusing on a smaller undergraduate cohort, students have the opportunity for a paid design position in the summer. The Brantford Games Network lab (BGNlab) functions like a consulting agency, making prototypes and games for corporate and non-profit organizations. Connections with the community through regular events create opportunities for students to showcase their prototypes.

Some other examples of innovation within academic courses include:

-
- A course designed to examine connections between food and society. Students from this course organize a charity gala with exhibits and a five course meal, with all gala proceeds donated to Child Hunger Brantford. The organization's Kids Lunch Club provides free lunches to elementary school children.
- A course focused on humour where students organized a "Chuckling for Charity" fundraiser which donated money to a local hospice.
- An introduction to Muslim Studies course that partners with a university class in Turkey. The course integrates active learning pedagogies with a global classroom, using online communications as the core of the teaching and learning activities.
- A Mexico City Field Course that takes place in both Mexico and Canada which is co-taught by Laurier and Ibero faculty members.

6. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Development of these metrics will be done in partnership with the sector and ONCAT.

Transfer Applicants and Registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2015.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2011	23,277	4,176	569	56
2012	23,794	4,263	597	47
2013	25,058	4,220	556	43
2014	24,707	3,680	604	42
2015	24,999	3,863	623	30

*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 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;
 - Information only includes full-time students applying and registering in the fall to the first year of a university program.

The ministry encourages Wilfrid Laurier 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, Wilfrid Laurier University should report institutional data that includes data from OUAC and other sources.

Year	Wilfrid Laurier University's Total Applications	Wilfrid Laurier University's Total Registrations	Wilfrid Laurier University's Transfer Applications*	Wilfrid Laurier University's Transfer Registrations*
2012	23,794	4,263	597	47
2013	25,058	4,220	556	43
2014	24,707	3,680	604	42
2015	24,999	3,863	623	30

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Highlights

Please provide highlights of Wilfrid Laurier University's activity in 2015-2016 that demonstrates Wilfrid Laurier University's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Wilfrid Laurier University to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

Laurier has a Standard Articulation Agreement for college students, allowing six transfer credits to be applied to any program in which they are entering.

The (new) Bachelor of Social Work program offers advanced standing to college graduates from Social Services Worker and Child and Youth Worker programs.

Two BA programs in Health Studies include pathways toward degree completion that involve collaboration with Conestoga College, where students complete a graduate certificate offered by the college as part of their degree requirements. This allows students to concentrate their studies in an area relevant to their career aspirations, and offers a more applied experience. Health Studies will continue to offer opportunities for students to put theory into practice, currently through Laurier-Conestoga practicum placements.

The MOU between Laurier Brantford and Conestoga College recognizes the need for services, support, education and training to meet the needs of Conestoga College students who are continuing to grow in numbers on the Laurier Brantford campus. This partnership supports the comprehensive student focused package provided by Laurier Brantford Student Affairs to all university and college students studying in Brantford.

The student transfer function of our Banner student information system has been implemented which allows easy identification of transfer credit equivalencies from other Ontario universities and colleges. The use of this function facilitates expeditious and consistent assessment of applications from students who are currently studying, or have studied, at other Ontario institutions.

The partnership between Laurier's Faculty of Liberal Arts and Conestoga College has allowed students the opportunity to include related post graduate certificates through either concurrent and Year 3 delivery. These include:

-
- Contemporary Media Arts (BA Digital Media and Journalism)
- Human Resources Management (BA Human Rights and Human Diversity)
- Community and Social Service Management (BA Human Rights and Human Diversity, BA Society, Culture and the Environment)
- Green Management (BA Society, Culture and the Environment).

7. Financial Sustainability

FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14	2014-15	2015-16
Performance	Net Income / Loss Ratio (%)	2.28	-3.74	0.00
	Net Operating Revenues Ratio (%)	10.46	5.93	0.00

Optional

Comments on Performance Metrics (up to 600 words approx.)

WLU experienced a drop in its Net Income/ Loss ratio from 2013-14 to 2014-15 due primarily to the one-time charge of \$10M in 2014-15 for the Voluntary Retirement Incentive Plan (VRIP). A return to profitability in 2015-16 has restored this ratio to a positive value of 0.59% for the fiscal year, underscoring the unusual nature of the 2014-15 loss and the resulting negative ratio.

Net Operating Revenues ratio also experienced a decline in 2014-15 due to the decline in cash flow from operations. Excluding 2014-15, WLU has had a steady increase in this ratio over the past 5 years to its highest level of 12.29% in 2015-16.

		2013-14	2014-15	2015-16
Liquidity	Primary Reserve Ratio (days)	29.40	38.90	0.00

Optional

Comments on Liquidity Metric (up to 600 words approx.)

WLU has experienced a steady year over year increase in its Primary Reserve ratio (days) in the past 5 years to its highest level of 57.0 in 2015-16.

		2013-14	2014-15	2015-16
Leverage	Interest Burden Ratio (%)	2.65	2.82	0.00
	Viability Ratio (%)	13.14	16.19	0.00

Optional

Comments on Leverage Metrics (up to 600 words approx.)

The Interest Burden ratio has remained relatively flat over the past 5 years.

The Viability ratio continues to show a steady year over year increase during the past 5 years to a high of 23.23% in 2015-16.

Additional Information

Additional comments on the overall Financial Health & Sustainability Metrics Result (up to 600 words approx.)

While the 2014-15 year loss negatively impacted the Performance ratios for that year this was mainly due to the one-time charge for the VRIP along with a small decline in enrolment-related revenue. Increased revenue and decreased expenses in 2015-16 resulted in a return to profitability and strong positive cash flow.

With the above exception for 2014-15 Performance ratios, WLU has experienced steady and continuous improvement in the Financial Health and Sustainability metrics during the 5 year period 2011-12 to 2015-16, while maintaining a relatively flat Interest Burden ratio.

Highlights

Please provide one or more highlights that demonstrate Wilfrid Laurier University's commitment to improved or continued financial sustainability. (up to 600 words approx.)

WLU has instituted a Responsibility Centre Management (RCM) structure to ensure that financial resources flow to programs and initiatives that meet the goals of the University Strategy, Strategic Academic Plan, Strategic Mandate Agreement, Strategic Research Plan, and Regulatory Compliance. At the same time this structure will enhance the focus on efficiency of operations and maximizing return on investments. WLU is currently transitioning to the RCM model with 2017-18 as the first year of operation. Oversight of the budgeting and planning process will reside with the newly formed Budget Committee which is co-chaired by the Provost and VP Academic and the VP Finance & Operations ensuring an integration of academic and administrative perspectives.

WLU is committed to further strengthening its financial position and correspondingly has no plans to increase external debt.

WLU has introduced policies to minimize operating deficits, slowly fund non-pension post-employment benefits liabilities and address the pension shortfall through contribution rate increases.

The most recent pension valuation as of December 31, 2014 revealed a going-concern deficit of \$52 million and a solvency shortfall of \$45.4 million; a significant improvement over the prior valuation filed in 2012 with respective deficits of \$86.2 million and \$77.5 million.

WLU's bond rating with DBRS was A(low) stable for the fiscal years ended 2014 and 2015. In their annual report DBRS has highlighted that WLU's strengths were a predictable and stable revenue base, responsive and forward-looking management, and historically strong enrolment growth.

The ministry encourages Wilfrid Laurier University to augment the current list of financial health and sustainability metrics with other metrics. Reporting this data is optional. Wilfrid Laurier University may add up to four additional metrics in the space provided below.

OTHER FINANCIAL METRICS REPORTED by Wilfrid Laurier University	2013-14	2014-15	2015-16
1			
2			
3			
4			

Additional Information

Comments related to Wilfrid Laurier University's other reported metrics (up to 600 words approx.)

8. Attestation

By submitting this report to the ministry:	Checkbox
Wilfrid Laurier University confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Wilfrid Laurier University's Executive Head.	<input type="checkbox"/>

For additional information regarding Wilfrid Laurier University's 2015-2016 SMA Report Back please contact -	Information
Name:	
Telephone:	
Email:	

Please indicate the address on Wilfrid Laurier University's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	