



2013-2014 Report Back

Institution Name:	Wilfrid Laurier University
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OVERVIEW

The annual 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.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **Wilfrid Laurier University's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 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 **Wilfrid Laurier University's** 2013-2014 Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

*DEFINITION: *Headcount* is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).

Wilfrid Laurier University reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **15,490⁽⁺⁾**.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **Wilfrid Laurier University** to the Ministry for 2013-2014 = **13,943**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **Wilfrid Laurier University** to the Ministry for 2013-2014 = **1,063**.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **Wilfrid Laurier University** to the Ministry in 2013-2014 = **484**.

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

Please provide one or more examples, in the space provided below, of highlights from **Wilfrid Laurier University's** Enrolment Management Plan that **Wilfrid Laurier University** used during 2013-2014 to manage enrolment.

Laurier's Recruitment & Admissions office introduced two significant initiatives in the past year that, through efforts in process improvement and leveraging of technology, is intended to enhance outreach with prospective students:

- One project involved the transitioning from a manual paper-based admissions process to a more automated paperless process primarily for 105 applicants. This project involved a thorough review of current processes along with analysis of best practices at other Ontario institutions. The initiative involved technical integration of Banner Document Management and Banner Workflow. While just implemented in September, success indicators will include reduction of paper based process, decrease in time from application to offer, improved student applicant experience and efficiency of process.
- The other project involved the introduction of a new CRM system designed to cultivate prospective student interest through targeted communications over the pre-enrolment lifecycle. The system will enhance the student experience as the University will be able to customize the engagement with prospective students according to their areas of interest.



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

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

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

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

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

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Wilfrid Laurier University who registered with the Office for Students with Disabilities and received support services in 2013-2014= 1,370</p> <p>The total indicated above as a comparative % of Wilfrid Laurier University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 1,370 ÷ 15,490⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 8.8%</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Wilfrid Laurier University in 2013-2014= 2,530</p> <p>The total indicated above as a comparative % of Wilfrid Laurier University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 2,530 ÷ 15,490⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 16.3%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Wilfrid Laurier University in 2013-2014 = 417</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Wilfrid Laurier University in 2013-2014= 416</p> <p>The total indicated above as a comparative % of Wilfrid Laurier University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 416 ÷ 15,490⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 2.7%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Wilfrid Laurier University in 2013-2014 = 78</p>

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

The count of first generation students in 2013-14 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 2013. The 2014 NSSE involved a 100% sample of all 1st and 4th year undergraduate students enrolled in first-entry programs in the fall of 2013. The student counts derived for 2013-14 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 2013 and the assumption of equivalent rates for second-entry programs.

The count of aboriginal students in 2013-14 is estimated based on applying results of the 2014 NSSE to the undergraduate student population in the fall term of 2013, and on applying the results of the 2013 Canadian Graduate and Professional Student Survey (CGPSS) to the graduate student population in the fall of 2013.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Wilfrid Laurier University's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Wilfrid Laurier University to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Wilfrid Laurier University's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Wilfrid Laurier University to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Wilfrid Laurier University's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Wilfrid Laurier University to be an innovative practice, success story and/or key accomplishment.</p>
<p>A faculty education forum was held during the Fall 2013 term. The presentation entitled "Compliance and Beyond" focused on the creation of positive learning environments through partnership efforts when we are mandated by legislation. Faculty members, Laurier's legal counsel, AODA and employment Equity Officer, and the Associate Director of Accessible Learning Centre participated in the panel discussion moderated by Laurier's AVP of Teaching and Learning. The session discussed academic accommodations from legal, teaching, best practices & human rights perspectives. Panelists discussed the roles and responsibilities of different groups in the accommodation process, with emphasis on how they work together to address accessibility both individually and systemically. The panelists addressed frequently asked questions about accommodations, privacy, suspected disabilities, and best-practices in accessible instructional design in an effort to give faculty and staff a strong understanding of how they can work together to meet compliance requirements and how they might go above and beyond to create a more inclusive experience for all students.</p>	<p>The JumpStart to Higher Education Program is a new initiative launched by the Centre for Student Success to help educate Grade 7 and 8 students and their families about the various post-secondary pathways available to them. The program targets schools in the Waterloo Region that show a significantly lower number of students pursuing post-secondary education relative to other schools. The program is led by two facilitators who walk students through an interactive workshop covering the various pathways to post-secondary including apprenticeships, co-op programs, college and university. In an effort to make the material more engaging, celebrities and athletes are portrayed to illustrate connections between education and careers. The workshop includes information about financial support, high school course selection and career or post-secondary school planning. An easy to read booklet was created as a reference document for students to share with their parents about what they learned and help to demystify post-secondary costs and describe the benefits. In the pilot year the Jumpstart program reached over 1000 Grade 8 students at 8 different schools, far exceeding original expectations. An additional 200 students participated in the grade 7 workshop that was launched at the end of the pilot year. The program was evaluated by the Poverty Reduction Research Group housed within the Laurier's Centre for Community,</p>	<p>The Office of Aboriginal Initiatives offers the Aboriginal Academic Success Program. The purpose of this program is to provide Aboriginal students with academic assistance regarding learning strategies & study skills in a culturally sensitive manner and in a safe and comfortable environment. Services provided by the program include learning circles, individual learning consultations, peer tutoring and learning strategies & study skills workshops.</p> <p>Wilfrid Laurier University hosts about 90 high school students from Six Nations annually for a "High School Friendship Lacrosse Tournament" at the Waterloo campus. Six Nations and New Credit high school students come to Laurier to tour the campus, meet with Laurier students and members of Laurier's Aboriginal Students' Association and participate in skills training sessions with professional lacrosse coaches from the Iroquois Nationals Lacrosse Team, Haudenosaunee National Women's Lacrosse Team and Laurier's Women's Field Lacrosse Team. This successful event is organized in partnership with Six Nations community members and local school boards not only as an opportunity to introduce their students to our campus, but also as an opportunity to build a stronger, more positive relationship with our closest First Nations community. In Aboriginal communities lacrosse is introduced early to youth and can be a powerful tool to teach values, build character and</p>

	<p>Research, Learning and Action (CCRLA) and results indicate students understanding about post-secondary information increased thus making them more equipped for Grade 9 course selection and future career planning. The program is funded by a generous donation received from The Astley Family Foundation.</p>	<p>help learn a healthy lifestyle. The Laurier Lacrosse Day gives students an introduction to Laurier in a positive, inviting experience and many look forward to returning the following year.</p>
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3) 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 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2009	22527 ⁽⁺⁾	3913 ⁽⁺⁾	501 ⁽⁺⁾	48 ⁽⁺⁾
2010	22406 ⁽⁺⁾	4122 ⁽⁺⁾	426 ⁽⁺⁾	50 ⁽⁺⁾
2011	23277 ⁽⁺⁾	4176 ⁽⁺⁾	569 ⁽⁺⁾	56 ⁽⁺⁾
2012	23794 ⁽⁺⁾	4263 ⁽⁺⁾	597 ⁽⁺⁾	47 ⁽⁺⁾
2013	25058	4220	556	43

*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;*
- *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 which 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	23794 ⁽⁺⁾	4263 ⁽⁺⁾	597 ⁽⁺⁾	47 ⁽⁺⁾
2013	25058	4220	556	43

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

Laurier does not accept applications for transfer students outside of the OUAC. Thus, the numbers presented here would be an accurate reflection of transfer student activity.

Laurier's 'Total Registrations' number for 2013 is based on new-to-institution full-time student counts for the Fall 2013 academic term



In the space provided below, please provide one or more highlights of an activity that **Wilfrid Laurier University** used in 2013-2014, and which contributed to maintaining or improving **Wilfrid Laurier University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, initiative or program viewed by **Wilfrid Laurier University** to be an innovative practice, success story and/or key accomplishment.

During 2013-2014 Laurier began the process of incorporating the credit transfer database module "Banner Transfer" into the daily functions of our Banner student database system. We designed a multi-year strategy that will range from proactively collecting course equivalencies to populate the Banner Transfer data tables to the final end product of being able to have the system auto-populate previously approved transfer credit at the point when an offer of admission can be generated. This project will definitely benefit students who are eligible for transfer credit and will help with their transition to Laurier.

4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, **Wilfrid Laurier University's** undergraduate class size for first entry* programs:

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	38 ⁽⁺⁾	19.3% ⁽⁺⁾	46 ⁽⁺⁾	13.2% ⁽⁺⁾	93 ⁽⁺⁾	30.0% ⁽⁺⁾	147 ⁽⁺⁾	70.3% ⁽⁺⁾
30 to 60 students	33 ⁽⁺⁾	16.8% ⁽⁺⁾	133 ⁽⁺⁾	38.1% ⁽⁺⁾	175 ⁽⁺⁾	56.5% ⁽⁺⁾	51 ⁽⁺⁾	24.4% ⁽⁺⁾
61 to 100 students	26 ⁽⁺⁾	13.2% ⁽⁺⁾	92 ⁽⁺⁾	26.4% ⁽⁺⁾	32 ⁽⁺⁾	10.3% ⁽⁺⁾	11 ⁽⁺⁾	5.3% ⁽⁺⁾
101 to 250 students	65 ⁽⁺⁾	33.0% ⁽⁺⁾	75 ⁽⁺⁾	21.5% ⁽⁺⁾	10 ⁽⁺⁾	3.2% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
251 or more	35 ⁽⁺⁾	17.8% ⁽⁺⁾	3 ⁽⁺⁾	0.9% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
Total	197 ⁽⁺⁾	100.0% ⁽⁺⁾	349 ⁽⁺⁾	100.0% ⁽⁺⁾	310 ⁽⁺⁾	100.0% ⁽⁺⁾	209 ⁽⁺⁾	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 **Wilfrid Laurier University** used during 2013-2014, which contributed to maintaining or improving **Wilfrid Laurier University's** class size initiatives. This could include a strategy, initiative or program viewed by **Wilfrid Laurier University** to be an innovative practice, success story and/or key accomplishment that **Wilfrid Laurier University** would like to highlight.

This past year Laurier piloted a remote proctoring system that allows students to write exams remotely in an environment that ensures academic integrity and does not require space on campus. The system is convenient for students and accepted by faculty. Students may choose to write exams remotely using this invigilation system, or attend in-person invigilated exams, as is the common practice.

5) eLearning

As part of the government's PSE 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 2013-2014.

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 *Wilfrid Laurier University's* eLearning data for 2013-2014:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	260	0
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	260	0
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	0	0
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	0	0
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	17,804	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 eLearning format	17,804	0



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



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

Concerning hybrid learning, Laurier has developed active learning classrooms to provide physical settings where faculty and students can use class time in a different way to traditional lectures. Faculty engage students in group work and in-class activities and discussions in small clusters that allow students to actively participate in the creation and development of the curriculum, as well as learn from each other and 'dig deeper' into concepts. Over this past year, Laurier has added a second larger active learning classroom in the Faculty of Arts. As well, a similar classroom design is planned for the Brantford campus and one is additionally being considered for the Faculty of Science. These teaching spaces, with the technology available in them, and the design of the room, greatly enhance opportunities to teach and learn in new ways.

Please provide one or more highlights, in the space provided below, of an activity that **Wilfrid Laurier University** used during 2013-2014, which contributed to maintaining or improving eLearning opportunities 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 that **Wilfrid Laurier University** would like to highlight.

Over the past year Laurier has provided several conferences, workshops and Communities of Practice to showcase blended learning approaches. Faculty are actively seeking instructional design assistance to re-design their approaches to curriculum in order to provide deeper engagement with course material during class time. This past year, the departments of Chemistry and History made progress in this regard. Also, the Dean of Arts provided opportunities for the faculty to submit an idea/project aimed at blended learning, and allowed course release time to develop these approaches. This project, supported by the Centre for Teaching Innovation and Excellence, was very successful.

6) International Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Wilfrid Laurier University** had in 2013-2014:

- Outbound students* = 140

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

- Inbound students* = 112

**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 list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Wilfrid Laurier University** delivers courses and/or programs **abroad (outside of Canada)** in 2013-2014, 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 2013-2014	2013-2014 Total Enrolment by Program
N/A	N/A	N/A	N/A

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

None required

Please provide one or more highlights, in the space provided below, of an activity that **Wilfrid Laurier University** used during 2013-2014, which contributed to maintaining or improving **Wilfrid Laurier 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.

Laurier Co-operative Education and Career Development Centre launched the International Student Work Experience Program, an initiative that assists international students in gaining Canadian work experience through on-campus employment. This program also provides numerous workshops and consulting services to assist international students with their career development needs.



7) 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.

***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 **Wilfrid Laurier University** in 2013-2014:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at Wilfrid Laurier University with a Co-op Stream	34	3
Number of students at Wilfrid Laurier University enrolled in a Co-op program	1,579	112

Please provide one or more highlights, in the space provided below, of an activity that **Wilfrid Laurier University** used during 2013-2014, 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 **Wilfrid Laurier University** to be an innovative practice, success story and/or key accomplishment.

In 2013-14 the Faculty of Arts completed work for the launch of the Community Engagement Option. This option is a "mini-specialization" - one that combines classroom-type learning with experience obtained by working with community organizations in downtown Kitchener (one of the required courses for the Option is a placement course where the student works in one or more of the community social enterprises participating in the program).

8) Student Satisfaction

Per the 2011 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?" = **85%**⁽⁺⁾ 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 **Wilfrid Laurier University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **80%**⁽⁺⁾ for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **Wilfrid Laurier University** used in 2013-2014 to measure student satisfaction.

In 2013-2014, Laurier measured student satisfaction through participation in the Canadian University Survey Consortium (CUSC) survey of middle-year students.

Please provide one or more highlights, in the space provided below, of an activity that **Wilfrid Laurier University** used during 2013-2014, which contributed to maintaining or improving student satisfaction 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 that **Wilfrid Laurier University** would like to highlight.

In 2013-14, a number of initiatives were undertaken that enhanced student mental-health wellness at Laurier. These initiatives included:

- development and design of student wellness centres at both the Waterloo and Brantford campuses. These centres offer an integrated, comprehensive and multi-disciplinary approach to providing physical, mental health and counselling services to Laurier students;
- creation of the position of Mental Health/Student Support Team Leader, making Laurier one of the first Canadian universities to do so;
- working with students to create the Mental Health Education Group, a group that strives to increase discussion and awareness of mental well-being on our campuses



9) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Wilfrid Laurier University** = 74.8%^{(+)*}

*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 2013-2014, that **Wilfrid Laurier University** used in 2013-2014 to measure graduation rate.

In 2013-14 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.

Please provide one or more highlights, in the space provided below, of an activity that **Wilfrid Laurier University** used during 2013-2014, which contributed to maintaining or improving **Wilfrid Laurier University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Wilfrid Laurier University** to be an innovative practice, success story and/or key accomplishment that **Wilfrid Laurier University** would like to highlight.

To assist with the successful degree completion of a growing number of immigrant and international students, Laurier has opened the Intercultural Development Office. The workshops and resources provided by this office contribute to the communication competencies of international/immigrant students and enhance conditions for their academic success.

10) Graduate Employment Rate

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at **Wilfrid Laurier University** = **89.1%**⁽⁺⁾

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at **Wilfrid Laurier University** = **94.34%**⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Wilfrid Laurier University** used in 2013-2014 to measure graduate employment rate.

Laurier conducts an annual graduate survey of the entire graduating class through the Office of Co-operative Education and Career Development. For the 2013 graduating class (which was the most recent survey conducted) 4055 students were surveyed with a response rate of 83%. The placement rate, i.e., those employed, those pursuing further education, and those pursuing other options (e.g., travel, volunteering, retirement, stay-at-home parents) was 96%. The unemployment rate was 4%.

Please provide one or more highlights, in the space provided below, of an activity that **Wilfrid Laurier University** used during 2013-2014, which contributed to maintaining or improving **Wilfrid Laurier University's** graduate employment rate. This could be a strategy, initiative or program viewed by **Wilfrid Laurier University** to be an innovative practice, success story and/or key accomplishment that **Wilfrid Laurier University** would like to highlight.

The following initiatives were undertaken by Laurier's Office of Co-operative Education and Career Development during the year:

- introduction of career development programs for first-year students living in residence, an initiative for which the office received an 'Outstanding Contribution Award' from Residential Services;
- expanded programming was developed and delivered for graduate and professional education students in collaboration with the Faculty of Graduate and Postdoctoral Studies, Centre for Teaching Innovation and Excellence and the Graduate Student Association;
- expanded marketing efforts with the employer community were undertaken to facilitate employer engagement with Laurier across campus and to increase job opportunities.



11) Student Retention

Using data from *Wilfrid Laurier University's* Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide *Wilfrid Laurier University's* achieved results for all years in the table below:

Entering Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
1st to 2nd Year	88.8%(+)	88.2%(+)	88%(+)	87.6%
1st to 3rd Year	80.5%(+)	80.7%(+)	77.9%	N/A(+)

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

Retention rates are based on data submitted to the Consortium of Student Retention Data Exchange (CSRDE).

Please provide one or more highlights, in the space provided below, of an activity that **Wilfrid Laurier University** used during 2013-2014, which contributed to maintaining or improving **Wilfrid Laurier University's** retention initiatives. This could be a strategy, initiative or program viewed by **Wilfrid Laurier University** to be an innovative practice, success story and/or key accomplishment that **Wilfrid Laurier University** would like to highlight.

A new faculty/staff mentorship program was launched at Laurier's Brantford campus during 2013-14. This initiative provides support to new students who did not meet the entrance requirements of the program of their choice, and instead received an offer to the new 'Honours Arts - No Major' program. The goal of the mentorship initiative is to support these students to transition successfully to the academic program of their choice by the end of their first year. Students in the mentorship program are paired with a faculty or staff member that assists in connecting the students to individuals and services on campus - empowering the students to use all the services available to them. Students meet with their mentors at least five times a year, and are also able to connect with mentors between meetings with questions or concerns.

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **Wilfrid Laurier University** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Program Prioritization - Implementation of systems at Laurier to enable the identification and resourcing of institutional priorities. ⁽⁺⁾	WLU-PP1-I ⁽⁺⁾	Increased staff productivity and efficiency with minimum addition to staff resources.	Laurier staff have continued to share our IPRM experiences at conferences. Laurier staff continue to develop new reports that among other things will allow Laurier to monitor and manage our costs and productivity.
Proposal for setting up an Cognos 10/Analytics User Community for the Post Secondary Education Sector ⁽⁺⁾	WLU-PP5-M ⁽⁺⁾	Project enables effective sharing of material and resources online between members	The network of colleagues from colleges and universities has expanded with more individuals interacting via the website and webinars hosted by the Higher Education Analytics Community. Additional webinars and meetings are being planned for the coming year.
Multi-institutional strategy to access and track programmatic learning outcomes ⁽⁺⁾	GUEL-CPR2-M ⁽⁺⁾	\$0	Laurier had four academic programs participate in this program for Fall 2014. Faculty found the system helpful in matching course assessments to course outcomes. There are additional course and programs interested in using this system.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Multi-Institution Space Management Solution ⁽⁺⁾	UOFT-ASDT3-M ⁽⁺⁾	\$5,000 - \$10,000 from a single RFP developed by UofT on behalf of all institutions	This software provides consistent reporting methods across all Ontario institutions. At the institutional level the software will grant access to Senior Administration for viewing of space categories according to both COU and as defined at an institutional level. At a departmental level this system enables business units to manage their allotted space efficiently and effectively as they will be responsible for the on-going updates on current space assignments and will highlight the metrics to follow in accordance with departmental requirements. At an operational level it will provides a solid foundation for multi-institutional tracking of physical spaces and activities related to acquisition, sale or demolition of assets, modifications due to minor or major construction projects and track increase and decrease in departments space allocations.
Ontario Digital Library Research Cloud ⁽⁺⁾	UOFT-ASDT4-M ⁽⁺⁾	ODLRC per-terabyte (TB) cost of \$133 CDN as opposed to \$357 US if Amazon services were used.	The first year of this project included establishment of a project team, hiring and training of systems support staff, establishment of a governance structure, development of communication vehicles for the project, sourcing appropriate hardware, receipt and assembly of the hardware at the central data centre at the U of T, design of a network topology between the partner sites that supports traffic between storage nodes, and investigation of options for integration of the storage service with common library repository tools. In years 2 and 3, the partners will complete the rollout of the storage hardware to all partner libraries, integrate storage service software with common repository tools, and develop a research support compute cluster to support analysis of content in the cloud.
Best Value Business Model ⁽⁺⁾	WEST-ASDT8-M ⁽⁺⁾	\$90,000	Laurier is participating in a joint project that could result in a provincial agreement for furniture, and is continuing to participate in BVBM knowledge-sharing through cross-Canada meetings.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Teaching Culture Indicators: Enhancing Quality Teaching ⁽⁺⁾	WIND-CPR6-M ⁽⁺⁾	Project will result in improved retention of both students and faculty	Laurier has participated in reviewing and analyzing the results of the surveys administered in the first pilot of this project, as well as providing input for revisions to the surveys for the next set of pilots. Laurier will likely be involved in administering the surveys to faculty, staff and/or students in the second round of the survey pilots. This will require additional preparation of research ethics approval, as well as mounting, dissemination and analysis of the data received. It has not yet been determined which institutions will be involved in the second round of pilots, but it is the hope of the project team that all institutions involved in this project will be able to offer the surveys at their institutions. To date, most of the work has involved numerous telephone conference meetings as well as face-to-face meetings. Additional time has been spent asynchronously in terms of reviewing the surveys and data from pilots in order to prepare for meetings.

**DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.*

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.

*The space below is provided for **Wilfrid Laurier University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Cost Savings/Cost Avoidance.



None



Attestation:



Wilfrid Laurier University confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **Wilfrid Laurier University's** Executive Head.

Contact:

For additional information regarding **Wilfrid Laurier University's** 2013-2014 Report Back please contact -

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

Please indicate the address on **Wilfrid Laurier University's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- <http://>