

## Senate Committee on Academic Development Report to Senate - Meeting of April 29, 2014

### Enrolment Targets 2014-15 and 2015-16 and Enrolment Projections 2016-17

#### Introduction

The Strategic Enrolment Management Group Report outlining the Enrolment Targets for 2014-15 and 2015-16 and Enrolment Projections for 2016-17 was reviewed by the Senate Committee on Academic Development (SCAD) at its meeting on April 9, 2014. A. Harrison (Provost and Vice- Principal Academic) and other members of the Strategic Enrolment Management Group (SEMG) attended the meeting to speak to the proposal and answer questions from Committee members. Members of SCAD were provided with the “*Short Term Enrolment Projections 2014-2017*” document dated April, 2014. An additional document entitled *Student Services Planning and Capacity for Increased Enrolment* written by Student Affairs was also provided to SCAD.

#### Analysis and Discussion

The following should be noted:

- Enrolment planning is a complicated exercise influenced by a number of factors including student demand, institutional capacity, societal demand and government policy and direction;
- The enrolment targets for 2014-15 were approved by Senate last year and have changed modestly. The numbers for 2016-17 are for information only;
- The University’s new activity-based budget model has a clear and direct link to enrolment planning and management;
- The report recommends enrolment projections that are consistent with the University’s objective of financial sustainability as outlined in the Strategic Framework;
- Growth is recommended in those Units/Faculties that have indicated they have capacity;
- Province-wide, participation in post-secondary education continues to rise. However the traditional post-secondary aged population is expected to decrease until 2020. In response to these changing demographics, Queen’s will focus on alternative strategies (e.g. attracting part-time studies, mature students and transfer students) to help mitigate any drop in full-time residential undergraduate enrolment;

- Growth in graduate enrolment in the doctoral stream will be modest where there is capacity and an adequate supply of qualified candidates exists. There is room for growth in professional programs and expansion in this area will be enhanced through the delivery of newly developed graduate credentials;
- Ongoing planning and monitoring of the demands for student services will continue across the Division of Student Affairs, the School of Graduate Studies and other university departments.

It should also be noted that the discussion at SCAD was robust and the recommendation to Senate to approve the *Short Term Enrolment Projections 2014-17* was not unanimous (upon vote: 5 for; 2 against). A number of other concerns were raised by SCAD including:

- The effect increased enrolment will have on the quality of the student learning experience;
- The ability of the University to keep pace with increased demand on student services;
- The ability of the University to physically accommodate increased enrolment with the current available teaching space;
- The ability of the University to support faculty who wish to improve and adapt their teaching skills and/or modes of delivery for larger classes.

### **M o t i o n**

**that Senate approve the Enrolment Targets 2014-15 and 2015-16 as contained in the Strategic Enrolment Management Group Report and, that Senate empower the University Registrar to make any adjustments as are necessary and appropriate to specific program goals and opportunities to ensure that the total projected enrolments for 2014-15 and 2015-16 are achieved.**

Respectfully submitted,



Laeque K. Daneshmend, PhD, DIC  
Chair, Senate Committee on Academic Development

### **Committee Members:**

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P. Oosthuizen, Academic Colleague

**Recommendations to the Senate Committee on Academic Development**  
**Short Term Enrolment Projections 2014-2017**  
April 2014

**Introduction**

This report contains enrolment targets for 2014-2015 and 2015-2016 and enrolment projections for 2016-2017, all of which have been developed by the Strategic Enrolment Management Group (SEMG) within the context of the long-term strategic enrolment management framework that was recently approved by Senate. More specifically, this report includes:

- Revisions to the original 2014-2015 targets: the original 2014-2015 targets were approved by Senate in April 2013, and the revisions are now submitted for Senate approval;
- Revisions to the original 2015-2016 targets: the original 2015-2016 targets were provided for information to Senate in April 2013 as enrolment projections, and the revised targets are now submitted for Senate approval;
- Enrolment projections for 2016-2017: these are submitted to Senate for information.

The SEMG, which includes Deans, faculty members, staff and AMS and SGPS representation, annually considers enrolment targets for the following two years. Thus, each year, the original targets for the first of the two following years represent revisions of the original targets approved a year previously for the second of the two following years. This practice of submitting overlapping enrolment targets enables annual budget planning, which begins 12 months prior to the year of budget that is being planned.

The enrolment targets are derived through the following process:

- Meetings are held with each Dean to review enrolment priorities, applicant demand and program capacity;
- The SEMG reviews data on Queen's applicant numbers, provincial numbers, sector trends and provincial policy issues and initiatives;
- Preliminary targets for the upcoming three years are presented to SEMG and assessed against the priorities and goals outlined in the long-term enrolment framework, which involves considerations of such matters as program demand, faculty, space and student services capacity;
- SEMG recommends rolling three-year enrolment projections to SCAD;
- The first two years' projections are presented as targets for approval, and the third year's projections are presented for information;
- SCAD reviews and recommends enrolment two years' targets to Senate, and provides the third year's projections for information.

In response to comments from Senators in previous years, and as part of our ongoing efforts to improve the clarity and quality of the enrolment reports, changes have been made to the two enrolment tables that are appended. Previously, a Total Enrolment and a First-Year Intake table were submitted to Senate. Now, the tables show Total Enrolment (Enrolment Summary), as well as Total Fall Headcount Intake.

The tables provide information on direct-entry first year and upper year intake, as well as second-entry program intake, off-campus enrolment (Distance Studies, Bader International

Study Centre) and exchange. Further, a table entitled Details for Selected Student Subgroups presents clear information on specific student populations, including incoming and outgoing exchange students.

### **Undergraduate Enrolment Context**

Ontario university and college enrolment has increased by 36% since 2002-2003 and the government has almost reached its goal of achieving a 70% post-secondary participation rate.

While participation in post-secondary education (PSE) is expected to continue to rise (albeit at a lower rate than in the past decade), the traditional PSE-aged population in Canada (18-24 years) is projected to fall by 10% between 2011 and 2020, before returning to 2010 levels by 2030. Accordingly, increased PSE participation across the sector will predominantly occur through differentiated enrolment (e.g. part-time students, mature students), which is already being seen in a 10% increase in applications to Ontario universities for 2014-15 among non-high school applicants.

Undergraduate residential full-time enrolment is still the cornerstone of the Queen’s enrolment plan and undergraduate direct-entry applications to Queen’s continue to be strong. While system-wide, applications for 2014-15 have fallen slightly (-0.8%), total applications to Queen’s are up 5%. Applications to all of our disciplines except Arts have increased over last year. The decline in applications to Arts is part of an ongoing province-wide trend but the percentage decline in applications to Queen’s (1% less than a year ago) is less than the overall system decline (7.5%); the Faculty of Arts and Science and the Office of the University Registrar are working together on initiatives to ensure Arts enrolment targets are met.

### **Undergraduate Direct-Entry Applications as of March 21, 2014**

	Applications	% Change Queen’s	% Change Ontario system-wide
<b>Arts</b>	7,344	-1%	-7.5%
<b>Science</b>	6,512	+4%	+1.8%
<b>FAS</b>	17,708	+2%	
<b>BISC</b>	615	+6%	
<b>Engineering &amp; Applied Science</b>	4,875	+9%	+13.9%
<b>Commerce</b>	6,014	+9%	-0.6%
<b>Nursing</b>	1,056	+13%	+5.4%
<b>Total</b>	30,268	+5%	-0.8%

Transfer enrolment provides a new opportunity for Queen’s. In the past, there has been little faculty interest in pursuing transfer enrolment, despite strong interest from students from other universities. Now faculties such as Arts and Science and Engineering and Applied Science see transfer enrolment as a key part of their total enrolment strategies.

Undergraduate Admissions has joined with the Ontario Consortium on Articulation and

Transfer (ONCAT) to provide upfront information on the transferability of courses from other Canadian institutions to Queen's. Recent transfer recruitment activities include:

- Participation in the Ontario College Fair circuit;
- A "Transfer to Queen's" event in downtown Toronto during Reading Week;
- Inviting current transfer applicants to Queen's March Break Open House;
- Advertisements in 14 student newspapers on campuses across Canada;
- Inclusion of transfer options in recruitment Social Media campaigns.

A summer event is also being planned for admitted transfer students to help support their transition to the Queen's community.

### **Graduate Enrolment**

Over the past decade, the Ministry of Training, Colleges and Universities has invested in increases in the number of domestic graduate students enrolled in Ontario universities. These increases have slowed in recent years, though a commitment to allocating up to 2,175 new graduate spaces system-wide by 2016-17 has been made. Our capacity to grow our graduate enrolment is greatest in professional programs and through the delivery of newly developed credentials. Several such credentials have recently been launched while others are in the process of obtaining approval to commence. To sustain our research intensity, our current doctoral-stream and PhD enrolment numbers are expected to increase modestly where capacity and an adequate supply of qualified candidates exist.

Overall, Queen's continues to attract a strong applicant pool with a 1.5% increase in applications over the last cycle, primarily attributable to international applicants. Competition for graduate students is extremely strong, especially among Ontario institutions, and it will therefore be important that departments and the School of Graduate Studies work on new recruitment strategies to build the applicant base and attract excellent caliber candidates.

### **Table 1: Student Fall Headcount Intake**

**University-wide Intake:** For 2014-15, the first-year direct-entry target has not changed from that previously approved by Senate (4,017), although there has been movement within and across some programs and faculties in response to applicant demand and program capacity.

The first-year second-entry target has decreased from that previously approved, primarily because Year 5 Concurrent/Consecutive Education students are now properly shown as upper-year intake. The total second-entry target is up slightly, as Education and Law are planning for slight increases.

**Intake by Faculty and Program:** The table shows both first year and upper year intake by Faculty, School and Program.

**Arts and Science:** Program projection changes are based on evolving student demand and program capacity. The intake targets include small decreases in Arts, Concurrent Education Arts, and Distance Studies admission as well as small increases in Science and Computing with an overall net first-year enrolment target for 2014-15 down 15 from that approved last year.

For 2015-16, the first-year admission target has been reduced by 115 students from that previously provided as information to Senate. The Faculty is projecting a more modest increase in Arts and Science intake than that presented last year and has also planned for increases in Kinesiology and Physical and Health Education, where there has long been strong demand from highly qualified applicants.

In both 2014-15 and 2015-16 the Faculty is targeting an increase in upper-year transfer students.

**Engineering and Applied Science:** The Faculty first-year target for 2014-15 has decreased by 10 from that previously approved by Senate. The Faculty plans to increase first-year enrolment starting in 2015-16 through the creation of a new direct entry stream into predetermined disciplines with excess capacity.

**Commerce:** The QSB plans a small increase in first-year intake by 25 starting in 2014-15 reflecting faculty capacity and strong demand from highly qualified applicants.

**Nursing:** There are no changes in enrolment projections from previous approvals. Intake target remains constant due to government restrictions on enrolment

**Law:** The Faculty shows an increased first year intake by 35 in 2014-15. There is strong demand from a highly qualified applicant pool.

**School of Medicine:** The School will maintain domestic intake at 100 and add an international intake of up to eight students.

**Faculty of Education:** The Bachelor of Education program enrolment has recently been the subject of a major province-wide change from the Ministry of Training, Colleges and Universities, a consequence of which is that the number of spaces will be decreased over time and the length of the program extended to two years.

The Faculty has recently approved a transition plan that will impact its enrolment projections over the next three years. As a result, the Faculty shows a slight increase of 11 students, in total intake, for 2014-15 over the previously approved target. In 2015, the target is reduced considerably and a further modest decrease in intake is projected in 2016-17. In 2016-17 total enrolment increases as the number reflects students in both first and second year of the revised two-year program.

## **Aboriginal and International Enrolment**

**Aboriginal Enrolment:** Targeted and sustained recruitment and outreach strategies, implemented by a collaborative group, including the Four Directions Aboriginal Student Centre, the Office of the University Registrar and Faculties and Schools, has resulted in an increase in the number of self-identified Aboriginal learners at the university.

There were 81% more undergraduate first-year Aboriginal students in 2013-14 than in 2012-13, although the total number, 58, is still small. This is the second consecutive year of growth, with first-year intake rising from 27 in 2011 to 33 in 2012 and 58 in 2013.

Applications from first-year self-identified Aboriginal students have increased by 11% for 2014-15 to date. This follows an increase of 10% last year over the 2013-14 cycle.

#### Self-identified first-year Aboriginal Applicants

	As of March 21, 2014	As of same time last year
Arts and Science	150	140
BISC	2	5
Commerce	23	11
Engineering	29	29
Nursing	16	14
Total	220	199
% change from last year	11%	

Access to post-secondary education, recruitment and ongoing academic and personal on-campus support to promote retention among Aboriginal learners are priorities of both the university's Aboriginal Council and the Ontario Ministry of Training, Colleges and Universities. Queen's is committed to continued enrolment growth within this under-represented population.

**International Enrolment:** Increasing the number of international students at Queen's has been identified as a priority for the University. Total international enrolment in 2013-14 increased by 5.7% over 2012.

#### Undergraduate Visa student applications

	As of March 21, 2014	As of March 22, 2013	% Change
<b>FAS</b>	1,454	1,058	37%
<b>BISC</b>	79	50	58%
<b>Engineering</b>	608	569	7%
<b>Commerce</b>	1,120	960	17%
<b>Nursing</b>	41	34	21%

Strategies to continue this growth include targeted and strategic recruitment and admissions, facilitating international transitions for students through credit transfer, promoting Queen's around the world to enhance reach and presence, and expanding research and other partnerships with institutions across the globe.

**Table 2: Enrolment Summary**

The second table shows total enrolment by Faculty, School and Program and includes all enrolment data that inform faculty budgets. Also included is a full-time-equivalent column to reflect the various course loads and weighting per student and the associated budget implications for each Faculty.

This table reflects the university's strong retention rates (among the highest in the country) and tracks the flow-through of any enrolment changes included on the intake Table.

One note about the '2013 actual' numbers in Table 1: They show the number of first-year students and upper-year students new to Queen's in 2013. The 2014 and 2015 projections reflect a new method of enrolment planning and include all first-year and upper-year intake, including approximately 150 "returning first-year" students, primarily in Arts and Sciences. Each year, the University plans for these returning students - some are students whose offers were deferred from previous years; others are students who attended part-time or who stopped out midway through the year.

For 2013, these "returning first-year" students are shown in Table 2 Total Enrolment, rather than as intake in Table 1. If the 150 "returning first-year" students were to be added to the 2013 actuals, the direct entry total for 2013 would be 3,991 and would be very comparable to the direct-entry projected total of 4,017 in 2014, reflecting very little direct-entry undergraduate enrolment growth between 2013 and 2014.

### **Table 3: Details for Selected Student Subgroups**

This table includes details on selected student subgroups, such as exchange students and part-time students. These numbers are not in addition to, but already included in, the totals in Table 2, with the exception of students at Queen's on exchange (referred to as "here on exchange"), as these students pay tuition and fees to their home institutions.

In addition, the percentage of international undergraduate and graduate students listed in Table 3 includes only visa students – those paying international tuition and fees. It does not include exchange students or Canadian students applying from overseas (who pay domestic tuition and fees). This notwithstanding, all of these students coming to Queen's and Canada enrich the campus environment and reflect the university's commitment to increasing the number, proportion and diversity of international students on campus.

SEMG has worked collaboratively to enhance enrolment planning information for SCAD and Senate. Feedback is welcome, as SEMG continues to work to refine the clarity and reporting of the data.

Table 1: Student Fall Headcount Intake

Program	2013 Actual		2014	2014 Planned		2015	2015 Planned		2016 Planned	
	First Year	Upper Year	Previously Approved Intake	First Year	Upper Year	Previously Projected Intake	First Year	Upper Year	First Year	Upper Year
<b>Undergraduate (Full-Time)</b>										
Arts & Science										
BA/BAH	1,296	25	1,430	1,405	125	1,730	1,510	125	1,510	125
BSC/BSCH	770	15	800	825	70	950	1,025	70	1,025	70
BFAH	27	0	30	30		30	30		30	
BMUS	17	1	30	30		30	30		30	
BCMP/BCMPH	103	4	75	100	5	75	100	5	100	5
BPHEH	50	2	50	50		50	75		75	
BSC KINE	89	1	85	85		85	105		105	
Con-Ed Arts/Science/Music	239	0	250	225		250	225		225	
Distance Studies (BA1)	10	0	35	20		40	25		25	
Non-Degree	0	0	0	0		0	0		0	
SGS Qualifier	0	0	0	0		0	0		0	
<b>Subtotal Arts &amp; Science</b>	<b>2,601</b>	<b>48</b>	<b>2,785</b>	<b>2,770</b>	<b>200</b>	<b>3,240</b>	<b>3,125</b>	<b>200</b>	<b>3,125</b>	<b>200</b>
Commerce	459	1	450	475	20	450	475	20	475	20
Engineering	690	13	690	680	13	700	730	13	730	13
Nursing	91		92	92		92	92		92	
<b>Subtotal Direct Entry</b>	<b>3,841</b>	<b>62</b>	<b>4,017</b>	<b>4,017</b>	<b>233</b>	<b>4,482</b>	<b>4,422</b>	<b>233</b>	<b>4,422</b>	<b>233</b>
Education (Yr 5 & Consec)		658	625		647	625		542		489
Law	155		165	200		165	200		200	
Law / Grad Joint Programs	10		8	5		8	8		8	
Medicine	100		110	108		110	108		110	
Nursing-Advanced Standing		37	40		40	40		40		40
<b>Subtotal Second Entry</b>	<b>265</b>	<b>695</b>	<b>948</b>	<b>313</b>	<b>687</b>	<b>948</b>	<b>316</b>	<b>582</b>	<b>318</b>	<b>529</b>
<b>Subtotal Undergraduate (Fac/School)</b>	<b>4,106</b>	<b>757</b>	<b>4,965</b>	<b>4,330</b>	<b>920</b>	<b>5,430</b>	<b>4,738</b>	<b>815</b>	<b>4,740</b>	<b>762</b>
Bader ISC	103		140	120		140	120		120	
Post-Graduate Medicine	175			175			175		175	
<b>Graduate (Full-Time)</b>										
School of Grad Studies										
Research Masters	581			609			633		648	
Professional Masters	348			372			371		378	
Doctoral	258			271			283		289	
Non-Degree	0			15			25		25	
<b>Subtotal SGS</b>	<b>1,187</b>			<b>1,267</b>			<b>1,312</b>		<b>1,340</b>	
School of Business										
Masters	536			419			392		394	
Non-Degree	81			136			146		156	
<b>Subtotal QSB</b>	<b>617</b>			<b>555</b>			<b>538</b>		<b>550</b>	
<b>Subtotal Graduate</b>	<b>1,804</b>			<b>1,822</b>			<b>1,850</b>		<b>1,890</b>	
<b>Budgeted Total Enrolment</b>	<b>6,188</b>	<b>757</b>	<b>5,105</b>	<b>6,447</b>	<b>920</b>	<b>5,570</b>	<b>6,883</b>	<b>815</b>	<b>6,925</b>	<b>762</b>

\*Note: The Graduate intakes were not populated for the Previously Approved & Previously Projected columns as intakes were not separately identified.

Table 2: Enrolment Summary

Program	Fall Full-Time Headcount				Annualized FFTE			
	Actual	Planned			Actual	Planned		
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	2013-14	2014-15	2015-16	2016-17
<b>Undergraduate</b>								
Arts & Science								
BA/BAH	5,318	5,419	5,639	5,779	5,496.3	5,586.5	5,796.2	5,932.4
BSC/BSCH	3,019	3,118	3,402	3,588	3,025.7	3,124.0	3,397.3	3,571.8
BFAH	82	78	82	98	82.2	78.2	79.5	96.1
BMUS	106	103	106	113	118.9	115.4	118.5	125.4
BCMP/BCMPH	328	337	344	348	329.9	338.2	345.7	349.4
BPHEH	203	207	229	250	198.2	201.6	221.5	241.0
BSCH KINE	339	355	378	398	332.7	342.1	365.0	382.7
Con-Ed Arts/Science/Music	634	678	673	660	624.7	668.6	684.0	673.1
Distance Studies (BA1)	16	22	45	70	16.6	22.0	45.0	70.0
Non-Degree	51	51	51	51	107.8	107.8	107.8	107.8
SGS Qualifier	0	0	0	0	0.0	0.0	0.0	0.0
<b>Subtotal Arts &amp; Science</b>	<b>10,096</b>	<b>10,368</b>	<b>10,949</b>	<b>11,355</b>	<b>10,333.0</b>	<b>10,584.4</b>	<b>11,160.5</b>	<b>11,549.7</b>
Commerce	1,704	1,803	1,849	1,867	1,695.1	1,789.0	1,834.6	1,850.1
Engineering	2,696	2,758	2,832	2,900	2,778.7	2,844.9	2,920.6	2,988.7
Nursing	358	361	368	371	360.7	362.9	369.7	372.9
<b>Subtotal Direct Entry</b>	<b>14,854</b>	<b>15,290</b>	<b>15,998</b>	<b>16,493</b>	<b>15,167.5</b>	<b>15,581.2</b>	<b>16,285.4</b>	<b>16,761.4</b>
Education (Yr 5 & Consec)	673	657	552	754	831.9	816.0	711.6	912.4
Law	514	564	594	616	511.6	564.3	594.6	613.7
Law / Grad Joint Programs								
Medicine	406	414	422	430	405.5	413.5	421.4	429.5
Nursing-Advanced Standing	79	73	75	75	127.1	108.5	110.6	110.6
<b>Subtotal Second Entry</b>	<b>1,672</b>	<b>1,708</b>	<b>1,643</b>	<b>1,875</b>	<b>1,876.1</b>	<b>1,902.3</b>	<b>1,838.2</b>	<b>2,066.2</b>
<b>Subtotal Undergraduate (Fac/School)</b>	<b>16,526</b>	<b>16,998</b>	<b>17,641</b>	<b>18,368</b>	<b>17,043.6</b>	<b>17,483.5</b>	<b>18,123.6</b>	<b>18,827.6</b>
Bader ISC	136	145	150	155	178.4	179.6	182.0	184.5
Post-Graduate Medicine	488	488	488	488	479.2	479.2	479.2	479.2
<b>Graduate</b>								
School of Grad Studies								
Research Masters	1,099	1,146	1,187	1,215	1,077.0	1,165.4	1,206.2	1,234.9
Professional Masters	556	592	589	599	564.9	641.0	641.2	653.8
Doctoral	1,196	1,243	1,288	1,308	1,180.8	1,209.5	1,254.1	1,275.1
Non-Degree	7	24	34	34	12.2	48.2	67.3	66.7
<b>Subtotal SGS</b>	<b>2,858</b>	<b>3,005</b>	<b>3,098</b>	<b>3,156</b>	<b>2,834.9</b>	<b>3,064.1</b>	<b>3,168.8</b>	<b>3,230.5</b>
School of Business								
Masters	675	669	676	679	599.7	629.8	635.7	638.6
Non-Degree	81	136	146	156	40.5	60.0	63.0	66.0
<b>Subtotal QSB</b>	<b>756</b>	<b>805</b>	<b>822</b>	<b>835</b>	<b>640.2</b>	<b>689.8</b>	<b>698.7</b>	<b>704.6</b>
<b>Subtotal Graduate</b>	<b>3,614</b>	<b>3,810</b>	<b>3,920</b>	<b>3,991</b>	<b>3,475.1</b>	<b>3,753.9</b>	<b>3,867.5</b>	<b>3,935.1</b>
<b>Budgeted Total Enrolment</b>	<b>20,764</b>	<b>21,441</b>	<b>22,199</b>	<b>23,002</b>	<b>21,176</b>	<b>21,896</b>	<b>22,652</b>	<b>23,426</b>

Table 3: Details for Selected Student Subgroups

Student Subgroup	Fall Headcount				Annualized FFTE			
	Actual	Projected			Actual	Projected		
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	2013-14	2014-15	2015-16	2016-17
Part-Time Undergraduate	1,097	1,097	1,097	1,097	136.3	136.3	136.3	136.3
Summer Undergraduate	--	--	--	--	555.4	555.4	555.4	555.4
Undergraduate Exchange								
Away on Exchange	218	224	227	234	325.7	327.1	333.8	343.3
Here on Exchange	394	394	394	394	325.5	325.5	325.5	325.5
Net Exchange	-176	-170	-167	-160	0.2	1.6	8.3	17.8
Undergraduate Distance Career	16	22	45	70	16.6	22.0	45.0	70.0
Part-Time Graduate	430	491	524	536	124.0	145.1	155.1	158.6
International Undergrad (as % of Total)	2.6	2.7	2.7	2.8	2.4	2.5	2.5	2.6
International Graduate (as % of Total)	13.3	12.9	13.1	13.1	14.3	12.1	12.4	12.4

## **SEMG**

**March 2014**

### **Student Services Planning and Capacity For Increased Enrolment**

Ongoing planning and monitoring across the Division of Student Affairs, the School of Graduate Studies and other university departments, accounts for projected enrolment changes as well as demand and use of current student services. Capacity is continually adjusted to meet the needs of undergraduate, graduate and professional students across the university community. Multi-year budget planning also accounts for projected changes in enrolment and program mix. The university's budget process provides for Shared Services (including the Division of Student Affairs) to request any increases in resources for specific services to meet student demand and build capacity as enrolment increases. As a result of this systematic planning, these critical services are well positioned to accommodate any projected increase in enrolment. Specific information about the plans for increased service provision across the division is set out below.

#### **Academic Learning Support**

Writing and learning strategies support has been integrated and enhanced in Student Academic Support Services, based in Stauffer Library. By adding permanent staffing hours in The Writing Centre and Learning Strategies, implementing new programming, and increasing the number of 1:1 appointments and group workshops, student demand is being met. Capacity exists for additional enrolment through a combination of increased tutoring hours and workshops, as well as increased experiential learning opportunities for students as peer learning assistants.

#### **Career Services**

As career preparation is increasingly seen by students as a key component of the university experience, Career Services has increased its capacity to ensure the provision of timely resume review, accessible career guidance services, exposure to potential employers, and job and experiential learning opportunities and resources.

The structure and operations of the Queen's University Undergraduate Internship program have been enhanced; participation and placements have already increased by 25% and further growth is anticipated. In addition, Career Services has recently partnered with the Faculty of Engineering and Applied Science to increase internships for FEAS students through shared resources.

A Career and Academic Advising Committee has been struck to better coordinate Faculty/School and career advising and this will build capacity across the University.

Career Services is further leading the development of discipline-specific "Majors Maps"

that will provide students with targeted career and academic planning information, helping them research options, make informed program selections, and increase awareness of, and planning for, experiential learning activities and support services.

Faculties with local Career Services such as Law and Business have also invested in those services to meet increased demand.

## **Student Health and Wellness**

### **Health, Counselling and Disability Services (HCDS)**

Service levels across HCDS have increased, including an increase in the number of on-campus physicians providing expanded day and evening clinic hours in Student Health Services.

Counselling wait times remain under 24 hours for those in urgent need and three new outreach counsellors have been hired (Fall 2013) to serve students across the campus community. These professionals are based in the Faculty of Engineering and Applied Science, the School of Graduate Studies and the Faculty of Education/West Campus. These counsellors serve specific student populations, resulting in increased capacity within the central counselling service. The new positions are in addition to a counsellor in the Queen's School of Business and a counsellor based in the JDUC and allow the university to accommodate planned enrolment increases.

A second counsellor has also been added in residences. The residences budget includes residence life components, so increases in first-year enrolment automatically result in an increased number of dons and residence life support staff for students. Two security supervisors are also dedicated to residences to support student safety and well-being.

Staffing in the Disability Services Office (DSO) has been increased by more than 50% within the past two years, to support an increasing number of students with documented disabilities who are registering with the office and who require assistance with various accommodations. One new position is expected to be in place by April 30, 2014.

Further health and wellness initiatives, including new student wellness space in the PEC, are priorities of the ongoing Initiative campaign.

Wait times and access are closely monitored across HCDS as student health and wellness is an institutional priority.

## **Athletics and Recreation (A&R)**

A & R actively tracks the demographics and use of its fitness and recreational facilities on an ongoing basis. Based on facility agreements for the use of KCVI, McGillivray Brown Hall, the Duncan McArthur Hall gymnasium, the Memorial Centre and other external venues and the renovation of three gyms in the PEC building, the department is well positioned to meet current and future indoor programming needs and has the ability to accommodate an increase in enrolment.

With respect to outdoor sport and recreation activities, with three artificial turf fields, three grass fields and a new stadium planned for the future, it is anticipated that projected enrolment increases can easily be accommodated.

The 2013 NCHA survey found most current Queen's students aren't getting the recommended 150 weekly minutes of physical activity. Athletics and Recreation has been promoting its programs and services to support increased student physical activity, as well as investing in new and increased types of equipment to respond to student demand and health trends.

## **Residences and Queen's Community Housing**

The 4,070-bed residence system is at capacity. Construction is underway on two new residence buildings with a total of 550 beds. The room design uses the Watts and Leggett Hall layout, providing flexibility to house a mix of students. The opening of the buildings in Fall 2015 will provide for 18 additional common rooms and the return of 15 common rooms across the system that have been turned into residence rooms to meet the first-year residence guarantee. The new buildings will also allow for the current arrangement with the Confederation Place Hotel to end, as there will be capacity within the housing portfolio for graduate students.

There are currently vacancies in Queen's community housing inventory, specifically at the An Clachan complex and at John Orr Tower. Queen's has introduced furnished apartments with variable lease terms of 4-month, 8-month and 12-months. (Unfurnished units are available to rent for 12 months).

The student rental marketplace in Kingston has capacity. There are vacancies and a lot of choice for students. In addition, new private complexes are being built near campus to provide students with additional options. The university has the capacity to continue to support students living off-campus with housing-related and town-gown information and advice.

## **Food Services**

To meet growing and anticipated student demand for a wide variety of food services, the Mac-Corry food service area has been renovated and expanded and a full Starbucks outlets was opened in Goodes Hall. Three new food options have been introduced in the JDUC: the KHAO international restaurant, a Tim Hortons outlet and a Quiznos sandwich outlet. There is capacity across this system to accommodate more students.

In addition, one of the new residence buildings will house a new food outlet, modeled on The Lazy Scholar, to address increased demand from students in the new residences, and on West Campus, the servery has been renovated to meet the needs of the increased number of first-year students on meal plans.

## **Transition Support**

Student Affairs has introduced three programs to ease the first-year transition to Queen's and support student success. This proactive approach aims to promote good physical and mental health and help-seeking behaviours, and build academic, learning and coping skills, as well as resilience.

### **Summer Orientation to Academics and Resources (SOAR)**

SOAR helps prepare students and their families for the transition to university. Participants spend one day on campus in the summer, learning about academic expectations, learning strategies and common student transition issues. They also receive faculty-specific information and advice and can get all of their questions answered at a student service resources fair.

### **Q Success**

Launched in fall 2013, Q Success helps first-year students develop knowledge, attitudes, and skills to support their personal and academic success. Trained upper year peers and professional staff run weekly interactive small-group sessions. Demand exceeded capacity in the program's first year and Q Success is being expanded in 2014-15.

### **Bounce Back**

Piloted in 2013-14, Bounce Back is an academic support program for first-year undergraduate students in the Faculty of Arts & Science who acquire a GPA of less than 1.6 in their first term. Students who opt-in to the program are matched with a trained upper-year peer mentor. Facilitators work individually with each participant to help them identify the sources of their academic hardship and to set new goals and identify strategies to achieve those goals over the course of the winter term. There is capacity in the program for increased participation in 2014-15.

## **Aboriginal Student Support**

The university is committed to increasing the number of Aboriginal students at Queen's and has targeted recruitment activities in place, as well as a range of tailored academic, cultural and personal supports for Aboriginal learners. These include faculty-based supports, and programs and services provided by the Four Directions Aboriginal Student Centre. The Centre's capacity can accommodate the planned increase in Aboriginal students. Most recently, expanded programming included an Aboriginal cohort of the Q Success program, a new mental health wellness circle and Graduate and Professional Days. The university's Aboriginal Council monitors the effectiveness of services and supports and provides advice to the university about the allocation of resources to meet the needs of this growing student population.

## **International Student Support**

The university is committed to expanding international enrolment. The Queen's University International Centre (QUIC) is prepared to meet increased demand for its range of services and supports related to health insurance, orientation activities, social events, housing, living in Kingston, English language support, and advice and programming for incoming and outgoing exchange students. QUIC is certifying a staff member who will advise students in specific government-regulated areas (e.g. immigration, residency permits and visa). Career Services has introduced on-site advisory sessions to increase access to their programs and supports among international students. Additional admissions support is also in place to ensure the timely processing of applications from international students, as the numbers increase.

## **Office of the University Registrar (OUR) and Student Financial Aid**

The OUR has recently combined the reception desks of Student Awards and Records & Services to improve customer service by ensuring that students can conduct all of their OUR business in one location. In addition, processes continue to be reviewed and streamlined. For example, ID card validation, Alternate Payment Arrangement (APA), and Payment Plan processes are now easier for students to understand and manage.

Improvements continue to be made to the student information system: students can now view final exam dates/times, access their Verification of Enrolment form, as well as print Fees Statements at any time from their SOLUS account. More upgrades are planned to ensure the system continues to perform well with increased use.

The University offers a range of merit-based scholarships and needs-based bursaries. Queen's is mandated to reserve a portion of tuition revenue for need-based assistance so

this pool of support will increase in proportion to enrolment increases. Approximately 50% of the entering class receives an admission scholarship and/or need-based bursary.

Admission scholarship thresholds and monetary values have remained constant and the number of students receiving awards has increased. Scholarship amounts and eligibility are closely monitored to ensure adequate funding for any increase in enrolment. This is managed through the budget process. Within the Initiative Campaign, a priority goal of \$100 million has been set for campus wide and faculty-specific support. It is anticipated this growth in financial aid endowments will grant the university the increased flexibility with respect to financial aid opportunities for students across programs and years of study. In recent years Queen's has expanded scholarship availability for international and Aboriginal students.

Approximately 40% of undergraduate students receive Queen's student financial aid totaling approximately \$24M per year. The 2013 Exit Poll found that 39% of undergraduate Arts and Science students, 39% of Engineering and Applied Science students and 53% of Commerce students graduated with no debt.

Queen's has a university-wide minimum-funding guarantee for doctoral students of \$18,000 per year for years 1-4 of PhD study, though all programs provide funding packages that are much higher. In 2012-13, PhD students (years 1-4) received an average of \$30,149 comprising awards/scholarships, teaching assistantships and research assistantships. Doctoral-stream Master's students in years 1 or 2 of study received an average of \$18,688 in funding. Graduate students received a total of \$44.3M in funding, 39% derived from external scholarships and research grants, 34% from endowed awards and internal student support funding and 23% in teaching assistantship funding.

The 2013 Canadian Graduate and Professional Student Survey, administered by the Canadian Association of Graduate Studies, found that 28% of Professional Master's students at Queen's graduated with no debt, 52% of doctoral stream Master's graduated with no debt and 50% of doctoral Queen's students completed their studies with no debt. Among professional program graduates, debt levels may differ. For example, the 2013 Exit Poll found that 53% of Faculty of Law respondents graduate with more than \$50,000 of student debt. Sixteen per cent of Queen's law grads have no debt.

### **Professional and Skills Development for Graduate Students**

Both the School of Graduate Studies (SGS) and the Centre for Teaching and Learning (CTL) provide comprehensive programming to support academic, personal and professional success.

*Expanding Horizons* is a series of theme-based workshops and seminars delivered by the SGS. This program is structured to provide relevant training and support at the most appropriate time during graduate students' academic programs. The workshops complement academic training and serve to provide tools and strategies to increase productivity, enhance communication skills and prepare graduates for leadership roles

in a variety of settings.

The CTL also plays a critical role in this area, delivering several teaching development courses, workshops and certificate programs, as well as an emerging leadership program. By adding sessions and building partnerships, the CTL is and can meet the growing and changing needs of students.

## Queen's Faculty of Arts and Science

### A – Undergraduate enrolment-related actions:

#### 2014 -15 changes from April 2013 Senate-approved intake targets

- Arts intake target reduced to 1,405 from 1,430
- Science intake target increases to 825 from 800
- Con-ed science intake target reduced to 55 from 80
- Computing intake target increases to 100 from 75
- Distance Studies intake target reduced to 20 from 35
- **In summary, first year intake reduced from 2,785 to 2,770 from April 2013 Senate-approved target.**
  
- Target for upper-year transfer set at 200 – this was not shown in the April 2013 projections, but was included in upper year enrolment targets.

#### 2015-16 (and beyond) changes from April 2013 projections

- Arts intake target reduced to 1,510 from 1,730
- Science intake target increases to 1,025 from 950
- Distance studies intake target reduced to 25 from 40
- Physical education intake target increases to 75 from 50
- Kinesiology intake target increases to 105 from 85
- All other changes for 2014 (e.g. Computing) become the new base
- **In summary, first year intake target reduced to 3,125 from 3,240 from April 2013 projections.**

### Graduate Enrolment-related actions:

Launch (Fall 2014) of the collaborative MA Program (Social and Political Thought) in Politics and Philosophy. The intention is to recruit strong students while doubling the MA enrollment in Social and Political thought

### B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution's mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<p><i>Largest proportionate enrolment increases in the highest-demand programs: Kinesiology/PhysEd and Science.</i></p> <p><i>Maintain enrolments, despite external drivers to decrease, in ConEd/Arts, the highest demand program in Arts and Science.</i></p> <p><i>At the high school level, new recruitment activities focused on the GTA and Western Canada.</i></p>	<p><i>Continue our policy of meeting admission requirements of SGS and Departments.</i></p> <p><i>Work with SGS to identify discipline areas with high growth potential in order to strategically grow PhD enrolment numbers.</i></p> <p><i>Work with SGS to put processes in place to facilitate early contact with students identified as potential Tri-Council scholarship recipients.</i></p> <p><i>Continue to support collaborative programs between units which are unable to sustain their current graduate programs, or where niche opportunities are available.</i></p>
Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism	<p><i>Continue to use the PSE as a basis of admission, particularly in the high-demand ConEd/Arts, Kinesiology and PhysEd programs.</i></p> <p><i>Continue to admit students who exemplify these traits through the QuARMS program.</i></p>	<p><i>Encourage departments managing competitive programs to look beyond grades and focus on students who show leadership potential; encourage departments to nominate candidates to the Vanier Scholarships program.</i></p>
Enhance the diversity of its student population and support under-represented student populations	<p><i>Targeted recruitment of self-identified Aboriginal students is resulting in annual enrolment increases.</i></p>	
Focus on increasing international recruitment through a strategy focused on key markets	<p><i>Pursue 2+2 opportunities with international partners (e.g. Tonjil/Environmental Studies); pursue summer research study opportunities for international students.</i></p>	<p><i>Current recruitment efforts are focusing on international undergraduate students.</i></p>

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<i>Growth in undergraduate numbers is key to attaining financial stability in the Faculty. The 2014-15 Arts and Science budget document provides details on how enrolment increases will lead to financial sustainability by 2017.</i>	<i>Growth of professional graduate programs is intended to be net revenue generating and attract new revenue to the Faculty.  Continue to support departments in developing new graduate certificate and diploma programs.</i>
Consider Faculty complement and renewal	<i>Our plan is to strengthen our faculty complement through replacement hiring, particularly in departments where enrolment growth has been diminished through faculty attrition. At the undergraduate level, the SKHS is a particularly vulnerable department given our commitment to growing the Kinesiology and Phys Ed enrolment numbers.</i>	
Consider TA and staff capacity	<i>The largest new TA demands will arise in core science departments (Biology, Chemistry, Physics, Mathematics) which have a large (and not fully employed) pool of graduate students on which to draw for TAs. The new budget model will recognize increased teaching, and hence the need for increased funding to support TAs.  Staff: Departments will need to review their lab tech requirements, including current arrangements regarding overtime and summer work hours.  These issues will be reviewed with departments during the 2014/15 academic year.</i>	<i>Maintain strong enrolments in programs where graduate students are required to support undergraduate teaching needs; encourage students in interdisciplinary fields such as Cultural Studies to seek TA positions outside their home academic units.</i>

<p>Consider space capacity and planning</p>	<p><i>The largest demands on space are at first and second year. With the move to a blended teaching format in many first year courses, the demand on large lecture theatre spaces has been reduced.</i></p> <p><i>A detailed plan to timetable the extra Science students in first and second year labs will be developed in conjunction with the core science departments over the 2014-15 academic year.</i></p>	<p>N/A</p>
<p>Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions</p>	<p><i>Integrated budget and enrolment planning is in place.</i></p> <p><i>The Faculty will continue to advocate for the introduction of a university-level data warehouse and business intelligence software implementation to complement the PeopleSoft systems already in place.</i></p>	
<p>Expand high-demand programs where capacity exists and wherever possible with relatively modest investment.</p>	<p><i>Kinesiology and PhysEd have very strong applicant pools, and these programs are being expanded.</i></p> <p><i>We expect that many of the new science students will self-direct to Life Science, which has committed to as many as 200 new spaces to be available by 2015 over their 2011 baseline (435 vs. 235) for both first-year intake and upper-year transfers.</i></p>	<p><i>Specialized training in risk management and regulation is in strong demand.</i></p> <p><i>Cultural Studies, Economics and Psychology require investment in order to take advantage of high student demand.</i></p>
<p>Respond to government-funded enrolment opportunities, aligned with Faculty priorities</p>	<p><i>Develop the 13 Ontario Online courses funded in Arts and Science, to attract letter-of-permission and external transfers.</i></p>	<p>N/A</p>

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
<p>Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students</p>	<p><i>The Faculty and Career Services will be partnering to introduce a for-credit internship program in both Arts and Science, complementing the current Computing internship program.</i></p> <p><i>Continued offerings of summer research experience, including the pursuit of funding through SWEP, NSERC USRA and other job funding opportunities.</i></p> <p><i>Expansion of fourth year research opportunities for students, particularly in Arts.</i></p>	<p><i>Typically, graduate programs, particularly PhD programs are intrinsically experiential.</i></p> <p><i>Support those programs (e.g., Cultural Studies, Gender Studies, Global Development Studies) which emphasize community-based learning and research.</i></p>
<p>Increase undergraduate credentials to provide more student pathways to the labour market</p>	<p><i>Introduce an internship program in Arts and Science.</i></p>	<p>N/A</p>
<p>Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands</p>	<p>N/A</p>	<p><i>Our recent introduction of the Risk Management and Regulation Diploma program offered through the Department of Economics typifies the sorts of programs we wish to create in order to take advantage of new graduate markets.</i></p>
<p>Expand on-line undergraduate and graduate program and course delivery</p>	<p><i>Focus on distance programming: two online degree plans to become available, BA in Global Development Studies (2014) and BSc in Life Science (2015), both of which are in high demand. Growth of online course offerings to attract students on letter-of-permission from other</i></p>	<p><i>Our focus is on undergraduate online learning at this time.</i></p>

	<i>institutions, particularly given Arts and Science's recent success in the Ontario Online initiative.</i>	
Promote an increase in upper-year transfer students	<p><i>Recruitment strategies in place including advertising and events.</i></p> <p><i>More aggressive recruitment of external transfer students, exploring new pathways for upper-year transfer.</i></p> <p><i>Continue participation in the ONCAT initiative to attract external transfers and letter of permission students.</i></p> <p><i>Applications for transfer are up considerably over previous years.</i></p>	N/A
Increase the use of the campus year-round with a corresponding availability of student support services	<p><i>Explore means by which courses with lab components may be offered online, with an onsite lab taking place in a condensed form during summer.</i></p> <p><i>Expand for-credit summer research opportunities for international students.</i></p>	<i>Graduate programs typically operate throughout the calendar year.</i>

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<p><i>HCDS, A&amp;R, Career Services, learning support and other services have expanded, or are planning for projected enrolment increases.</i></p> <p><i>University-wide student service needs are addressed in annual budget and planning processes.</i></p>	<i>Full slate of central and departmental services available to students in graduate programs.</i>

Continue to promote student health and wellness, as it is a condition for academic success	<i>Increased number of counsellors, including one at SGS, has increased student access.</i>	
Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	<i>Faculty works with DSO to support students with disabilities.</i>  <i>Continue to support the university's efforts in implementing the AODA.</i>  <i>The new Faculty offices in Dunning will be fully accessible.</i>	
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	<i>Q Success and Bounce Back programs established to support first-year transition.</i>	<i>Continue to support the centrally organized TA training day; encourage local TA training and graduate student orientation at the departmental level.</i>
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<i>Academic and career advising is becoming increasingly coordinated through a network of advisors.</i>	<i>Research supervisors are generally strongly engaged in ensuring that graduate students receive appropriate mentoring and support in finding employment after graduation. Indeed, they are encouraged externally: tri-council grant competitions include development of highly qualified personnel (HQP) as a key driver of funding success.</i>

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<i>Two new residences will open in 2015, expanding capacity.</i>  <i>Comprehensive housing report in progress.</i>	<i>Most graduate students do not live on campus.</i>  <i>Comprehensive housing report in progress.</i>
Continue to foster positive town-gown relations	<i>Students are engaged in volunteerism and community service initiatives.</i>	

Leverage technology to support distance studies	<i>Arts and Science, through CDS, is already a leader within this area. We continue to expand course and program opportunities online.</i>	<i>Our primary focus in distance studies is on undergraduate students.</i>
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	<i>Focus on internship opportunities</i>	<i>Most graduate programs emphasize community-based and/or lab-based research.</i>

### C - Key Performance Indicators (KPIs) – Undergraduate Arts and Science

<b>KPI</b>	<b>2012*end of cycle</b>	<b>2013* end of cycle</b>	<b>2014*as of Feb 21/14</b>
<b># of Applications</b>			
Total faculty	17,067	17,291	17,535
Arts	7,600	7,410	7,220
Science	6,044	6,287	6,481
Computing	421	569	797
Music	117	126	126
Con-Ed Music	95	86	72
Con-Ed Arts	1,207	1,067	1,101
Con-Ed Science	253	214	239
PhysEd	499	432	428
Kinesiology	798	837	876
Fine Art	N/A	221	195
<b>Yield Rate (Total Registrations/Total Offers as of Nov 1)</b>			-
Total Faculty	25.8%	24.7%	
Arts	27.2%	24.9%	-
Science	21.4%	20.3%	
Computing	17.2%	25.1%	
Music	25.4%	33.3%	
Con-Ed Music	48.3%	44.4%	
Con-Ed Arts	47.2%	44.3%	
Con-Ed Science	39.8%	54.4%	
PhysEd	36.2%	33.8%	
Kinesiology	27.8%	30%	
Fine Art	N/A	32.9%	
<b>Nov 1 Y1 Headcount</b>	2,734	2,745	

Total Faculty			
Arts	1,433	1,386	
Science	830	815	
Computing	72	112	
Music	17	19	
Con-Ed Music	14	12	
Con-Ed Arts	172	146	
Con-Ed Science	59	85	
PhysEd	52	52	
Kinesiology	84	89	
Fine Art	1	28	
<b>Nov 1 Program Headcount</b>			
Total Faculty	9,836	10,028	-
Arts	5,281	5,217	
Science	2,913	2,959	
Computing	251	322	
Music	106	92	
Con-Ed Music	56	53	
Con-Ed Arts	421	479	
Con-Ed Science	162	208	
PhysEd	198	203	
Kinesiology	298	336	
Fine Art	75	82	
<b># of Y1 Visa Students</b>			
Total Faculty	105	98	-
Arts	69	63	
Science	28	24	
Computing	4	6	
Music	0	0	
Con-Ed Music	0	0	
Con-Ed Arts	2	0	
Con-Ed Science	1	3	
PhysEd	0	0	
Kinesiology	1	1	
Fine Art	N/A	0	
<b># of Y1 Self-identified Aboriginal students</b>			
Total Faculty	24	42	-
Arts	14	21	
Science	5	14	
Computing	0	2	

Music	0	1	
Con-Ed Music	0	1	
Con-Ed Arts	3	0	
Con-Ed Science	1	0	
PhysEd	0	2	
Kinesiology	0	1	
Fine Art	N/A		
<b>Entering Class Average</b>			
Total Faculty	88%	88.1%	-
Arts	86.3%	86.2%	
Science	90.2%	90.9%	
Computing	85.1%	85.8%	
Music	87.8%	85.7%	
Con-Ed Music	86.8%	85.2%	
Con-Ed Arts	90.2%	90.9%	
Con-Ed Science	91.0%	88.9%	
PhysEd	86.7%	87.2%	
Kinesiology	89.7%	91.2%	
Fine Art	N/A	86.4%	
<b>KPI</b>			
	<b>2011</b>	<b>2012</b>	<b>2013</b>
<b>7-Year Graduation Rate</b>			
Agriculture & Biological Science	89.3%	91.6%	
Computing	79.5%	85.8%	
Fine & Applied Arts	85.8%	89.0%	
Humanities	86.8%	85.9%	
PhysEd and Kin	95.1%	96.6%	
Math	85.0%	90.7%	
Physical Science	95.9%	92.3%	
Social Science	86.9%	88.4%	
<b>6 Month Employment Rate</b>			
Agriculture & Biological Science	88.97%	-	
Computing	93.33%	-	
Fine & Applied Arts	100%	-	
Humanities	91.67%	-	
PhysEd and Kin	70%	-	
Math	83.33%	-	
Physical Science	88.46%	-	
Social Science	87.10%	-	
<b>2 Year Employment Rate</b>			
Agriculture & Biological Science	94.67%	-	
Computing	100%	-	
Fine & Applied Arts	90.95%	-	

Humanities	89.86%	-	
PhysEd and Kin	100%	-	
Math	100%	-	
Physical Science	92%	-	
Social Science	91.12%	-	
<b>Exit Poll "excellent learning experience" score</b>			
Arts and Science	87%	82%	Not asked
Con-Ed	74%	59%	Not asked
<b>Queen's undergraduate Year 1-2 Retention Rate</b>			
	94.5%	-	-

#### Additional Faculty/School-specific KPIs

KPI	2012	2013	2014
External Transfer Students	39	65	100

## Queen's Bader International Study Centre

### A – Undergraduate enrolment-related actions:

#### First-year program

- 2014-15 intake target reduced to 120 from 140, the April 2013 Senate-approved target.
- 120 becomes the new base for 2015-16 and beyond.

#### Upper-year program projections

- 30 for Fall 2014
- 35 for Winter 2014-15
- 35 for Fall 2015
- 40 for Winter 2015-15
- 40 for Fall 2016

#### Summer Schools

- 2014: 50
- 2015: 55
- 2016: 60

### B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution's mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

Goals:	Alignment: Undergraduate	Alignment: Graduate
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<i>Targeted recruitment strategies are underway to meet targets, stabilize first year enrolment and increase upper year enrolment.</i>	
Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism	<i>Personal statement of experience used in admissions process.</i>	
Enhance the diversity of its student population and support under-represented student populations	<i>Aboriginal admission policy applies.</i>	

Focus on increasing international recruitment through a strategy focused on key markets	<i>Number of international students is increasing.</i>	
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**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<i>Stable enrolment contributes to fiscal sustainability of BISC.</i>	
Consider Faculty complement and renewal	<i>BISC has capacity for additional enrolment.</i>	
Consider TA and staff capacity	<i>Capacity exists.</i>	
Consider space capacity and planning	<i>Residences and classrooms have capacity for additional students.</i>	
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<i>BISC enrolment now regularized in budget process.</i>	
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment	<i>BISC works with Faculties and Schools to offer high demand courses needed for Queen's programs.</i>	
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	<i>N/A</i>	

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<i>Study trips to European cities is part of many course curricula.</i>	

Increase undergraduate credentials to provide more student pathways to the labour market	<i>Summer programs developed to address specialized labour market needs e.g. "global project management".</i>	
Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	<i>More specialized programs in development.</i>	
Expand on-line undergraduate and graduate program and course delivery	<i>N/A</i>	
Promote an increase in upper-year transfer students	<i>As larger numbers of students take upper year courses, BISC provides possible pathway to upper year degree programs at Queen's.</i>	
Increase the use of the campus year-round with a corresponding availability of student support services	<i>BISC has regular spring/summer courses.</i>	

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<i>Student Services at BISC has capacity to serve student population.</i>	
Continue to promote student health and wellness, as it is a condition for academic success	<i>BISC has adopted recommendations of Principal's Commission on Mental Health report. Effective 2013, BISC has counsellor regularly on site.</i>	
Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	<i>Advice and assistance to students with disabilities is in place to support classroom and exam accommodations. adaptive technologies. and access to non-academic programs and services.</i>	
Continue to implement new and improved transition supports at every stage of the student experience (high school to	<i>Summer Orientation for first-year program takes place at Queen's campus.</i>	

university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	<i>-Orientation program for second-year students arriving from the castle is also in place.</i>	
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<i>Faculty advisors liaise regularly with BISC advisors.</i>	

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<i>BISC student housing needs met.</i>	
Continue to foster positive town-gown relations	<i>BISC maintains positive relations with neighbours</i>	
Leverage technology to support distance studies	<i>N/A</i>	
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	<i>Opportunities are embedded in curriculum; co-curricular opportunities arranged by student services.</i>	

**C - Key Performance Indicators (KPIs) – Undergraduate – BISC**

<b>KPI</b>	<b>2012*end of cycle</b>	<b>2013* end of cycle</b>	<b>2014*as of Feb 25/14</b>
# of Applications	518	568	605
Yield Rate	27.7%	20.9%	
Nov 1 Y1 Headcount	133	103	
# of Y1 Visa students	5	10	
# of Y1 Self-identified Aboriginal students	1	0	
Entering class average	86.8%	88.4%	
Queen's u/grad year 1-2 retention rate	94.5%		

## Queen's School of Business

### A – Undergraduate enrolment-related actions (Commerce):

- Revised intake target for 2014-15 is 475 from 450 (approved by Senate in April 2013)
- 475 is new base intake target for 2015-16, 2016-17
- Strategies for transfer, exchange etc. remain constant

### Graduate enrolment-related actions:

- MSc/PhD: enrolment is expected to hold steady, based on the availability of quality applicants, and faculty capacity to supervise students. Targeted initiatives aimed at recruiting high quality domestic students.
- MBA programs: enrolment steady across four programs.
- Master of Management & Diplomas – new Graduate Diploma in Business (GDB) is projected to launch in 2014, with annual enrolment of 40, projected to grow to steady state of 60 in 2016. Remaining programs are expected to maintain 2014-15 enrolment.

### B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution’s mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<i>Continued strong demand for program. Admission criteria remain rigorous. Admission is based on overall grades, specific grades in key courses and Personal Statement of Experience with two supplemental essays for Commerce only.</i>	<i>MSc/PhD: steady demand  Professional programs: steady demand, with growth in the Master of Management portfolio (MFin, MMA, MIB) and new Graduate Diplomas in Business.</i>
Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism	<i>School uses personal statement of experience and specific commerce essay as part of admission process. Over 80% of BComs go on exchange in 3<sup>rd</sup> year to one of 90+ partner business schools. Commerce Society offers wide range of leadership and volunteer opportunities.</i>	<i>Admission decisions are based on academic credentials as well as work experience (where applicable). Large international content in all MBA programs. Double degree options in Master of International Business with 7 European business schools. Over half of MBA 2014 class is</i>

		<i>international (started Jan. 2014)</i>
Enhance the diversity of its student population and support under-represented student populations	<i>Number of self-identified Aboriginal applicants and students has increased.</i>	<i>MBA: strategies are in place to encourage more women applicants</i>
Focus on increasing international recruitment through a strategy focused on key markets	<i>n/a</i>	<i>n/a</i>

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<i>There has been steady growth in the Commerce Program since 2007. At that time program enrolment was approx. 300 in 1<sup>st</sup> year; in 2013-14 it was 450; in 2014-15 and forward it will be 475.</i>	<i>Diversity of professional graduate programs aims to mitigate enrolment fluctuations based on market demand. Enrolment growth funds faculty hiring plan and support services.</i>
Consider Faculty complement and renewal	<i>Faculty hiring plan is being executed to support program growth.</i>	<i>Faculty hiring plan being executed to support program growth where applicable.</i>
Consider TA and staff capacity	<i>To support the growth, TA hours have increased. Within the Commerce Office a number of new positions have been added. Growth of staff has not only increased in the Commerce Office but also with services such as the Business Career Centre and the Centre for International Management.</i>	<i>Staffing needs are built into program growth plans.</i>
Consider space capacity and planning	<i>To support Commerce Program growth, a new wing was opened in the Fall of 2012 which has three new 80-seat classrooms, more team rooms, etc to support the increase in Commerce enrolment and course offerings.</i>	<i>Goodes Hall expansion completed in 2012 to meet space needs. A larger Toronto facility is being explored to meet needs.</i>

Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<i>Integrated budget and enrolment planning is in place.</i>	<i>Professional programs: Enrolment targets for each program are closely monitored throughout the recruitment process. QSB has a diverse portfolio of graduate programs to mitigate the impact of market changes on the demand for each program.</i>
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment	<i>-High demand with over 9% increase in applications this year -Highest yield rate on offers.</i>	<i>Professional programs: enrolment targets have been based on market demand and faculty capacity.</i>
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	<i>n/a</i>	<i>n/a</i>

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<i>Queen's Innovator Connector (QSB and FEAS partnership) encourages, enables and supports innovation among students, faculty, entrepreneurs and companies. Queen's Summer Innovation Initiative is open to aspiring entrepreneurs from QSB, FEAS and Arts &amp; Science.</i>	<i>Professional Programs: Initiatives are already in place.</i>
Increase undergraduate credentials to provide more student pathways to the labour market	<i>Employment rate of 96% six months after graduation. Well-articulated pathway to accounting designation CPA through the Commerce Program and then the Grad. Diploma in Accounting (GDA). Other: optional Certificate in Responsible Leadership as well as a dual degree and second degrees.</i>	<i>n/a</i>

Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	<i>n/a</i>	<i>Professional programs: Graduate Diploma in Business (GDB) expected to launch in 2014 ladders into MBA and Master of Management programs.</i>
Expand on-line undergraduate and graduate program and course delivery	<i>Commerce courses open to non-Commerce students are offered through Continuing and Distance Studies. Currently, Commerce courses for Commerce students are not offered on-line.</i>	<i>Professional programs: 3 MBA programs already delivered by live videoconference.</i>
Promote an increase in upper-year transfer students	<i>A transfer program is in place for upper year students. Currently the Commerce Program takes between 10 to 15 transfer students – combination of students from within and outside of Queen's.</i>	
Increase the use of the campus year-round with a corresponding availability of student support services	<i>GDA courses are offered in the summer. Support services such as academic advising are provided to BCom students but are typically accessed over the summer months via email or phone. Participation in SOAR to introduce new students to Queen's.</i>	<i>QSB Graduate programs run year-round.</i>

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<ul style="list-style-type: none"> <li><i>-Students are made aware of HCDS, Athletics &amp; Recreation, Career Services, Student Success Centre (book workshops dedicated to Commerce students).</i></li> <li><i>-Academic counseling available in Goodes Hall.</i></li> <li><i>-University-wide services are addressed in COMM 153 Managing Work and Teams – required first year course.</i></li> </ul>	<p><i>MSc &amp; professional graduate students access the Business Career Centre. The suite of services available is tailored to the students' needs in each program.</i></p> <p><i>The Business Career Centre has been expanding to support growth.</i></p>

	<i>-University-wide student service needs are addressed in annual budget and planning processes.</i>	
Continue to promote student health and wellness, as it is a condition for academic success	<i>School has embedded counsellor linked to HCDS. COMM 153 addresses good study habits and work management techniques as well as informing students about University resources in this area.</i>	<i>Personal counselling is available to on-campus students.</i>
Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	<i>Goodes Hall is accessible. Program staff, faculty and Commerce Society work to ensure accessibility requirements are met. Staff and faculty undergoing AODA training.</i>	<i>Goodes Hall and QSB Toronto facility are accessible. Staff and faculty are undergoing AODA training as required.</i>
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	<i>-SOAR and Q Success programs support Commerce students. -In addition, the last day of Orientation Week focuses on program academics (involving administration and faculty and case analysis).</i>	<i>Professional programs: "boot camps" available for new students to refresh their skills prior to program starting.</i>
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<i>Dedicated career centre for Commerce students which includes career and job search advising. Commerce Program has an academic advising team that supports students from an academic and mental health standpoint.</i>	<i>Retention rates are strong. The "high-touch" model in the graduate programs supports student success.</i>

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<i>-2 new residences are set to open in Fall 2015 -Comprehensive housing report in progress.</i>	<i>n/a</i>
Continue to foster positive town-gown relations	<i>Commerce students are engaged in community service initiatives.</i>	

Leverage technology to support distance studies	<i>n/a</i>	<i>The videoconferencing model continues to evolve</i>
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	<i>Opportunities are embedded in curriculum and in co-curricular life of the School.</i>	<i>n/a</i>

### C - Key Performance Indicators (KPIs) – Undergraduate: Commerce Program

<b>KPI</b>	<b>2012*end of cycle</b>	<b>2013* end of cycle</b>	<b>2014*as of Feb 21/14</b>
# of Applications	5,364	5,495	6,010
Yield Rate (Total Registrations/Total Offers as of Nov 1)	52.3%	47.6%	
Nov 1 Y1 Headcount	485	461	
Nov 1 Program Headcount	1,524	1,593	
# of Y1 Visa Students	19	12	
# of Y1 Self-identified Aboriginal students	1	3	
Entering Class Average	91.5%	91.5%	
<b>KPI</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
7-year Grad Rate	93.9%	95.7%	
6 month Employment Rate	96%	96%	97%
2 year Employment Rate	94.17%		
Exit Poll "excellent learning experience" score	93%	92%	Not asked
Queen's undergraduate year 1-2 retention rate	94.5%		

### KPIs – QSB - Graduate

<b>KPI</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
PhD enrolment	52	51	53
PhD – intake - % internat'l students	0	0	23%

MSc enrolment	26	23	26
MSc – intake - % internat'l students	12%	9%	50%
MBA enrolment	612	626	697
Master of Management enrolment	191	298	318
Full-time MBA - 6 months placement	83%	94%	94%
Full-time MBA - % women	17%	22%	32%
Full-time MBA - % internat'l students	42%	45%	48%

## Queen’s Faculty of Engineering and Applied Science

### A-Undergraduate enrolment-related actions:

- Reduce 2014-15 intake target to 680 from 690 (as approved by Senate in April 2013)
- Reduce 2015-16 intake target to 680 from 700 (projected in April 2013)
- Add 50 to first year target for new direct entry stream into predetermined disciplines with excess capacity, effective 2015-16
- Keep upper year transfer target at 40, consistent with previous projections

### Graduate enrolment-related actions:

- Faculty-wide enrolments in doctoral-stream and PhD programs are expected to remain largely unchanged though fluctuations within units will occur as a function of applicant demand and program capacity.
- Enrolment in one year M.Eng programs is planned to increase by 8 domestic and 8 international students in 2014-15
- Master of Innovation and Entrepreneurship (1 year, full time) is under development jointly with the School of Business and expected to launch in Sept. 2015 with an enrolment of 25 students initially, increasing by 5 students per year reaching a steady-state of 40 students.
- We have instituted a “4+1” strategy which leads to undergraduate degree and a research masters (M.ASC) in 5 years instead of 6 and this continues to be expanded

### B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution’s mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<i>Continued high demand for program. The new direct entry program allows admission through a different strategy that is attractive to a broader base of students.</i>	<i>Demand for professional credentials that align with economic and societal need.  The 4+1 meets increasing demands for specialization in certain engineering fields.</i>

Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism	<i>Personal Statement of Experience used in admissions process.</i>	
Enhance the diversity of its student population and support under-represented student populations	<i>Aboriginal Access to Engineering Initiative recruits and supports self-identified Aboriginal students and has resulted in increased enrolment.</i>	<i>FEAS attracts a high number of international students at the graduate level, enrolment expansion therefore enhances our diversity.</i>
Focus on increasing international recruitment through a strategy focused on key markets	<i>Enrolment is targeted in upper years for programs highly sought after internationally.</i>	

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<i>Planned enrolment targets ensure faculty budget goals are met.</i>	<i>Planned enrolment growth will improve faculty finances.</i>
Consider Faculty complement and renewal	<i>5 new faculty members hired in 2013-14 to support enrolment growth.</i>	<i>5 new faculty members hired in 2013-14 to support enrolment growth.</i>
Consider TA and staff capacity	<i>Ongoing in FEAS.</i>	<i>Ongoing in FEAS.</i>
Consider space capacity and planning	<i>Ongoing in FEAS, approximately \$3 million in renovations in the last 4 years, \$1 million planned for 2014-15.</i>	<i>Ongoing in FEAS, approximately \$3 million in renovations in the last 4 years, \$1 million planned for 2014-15.</i>
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<i>-Integrated enrolment and budget planning in place. -Enrolment reporting now consistent with budget reporting.</i>	
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment		<i>Capacity and student demand both exist to support an increase in MEng enrolment.</i>

Respond to government-funded enrolment opportunities, aligned with Faculty priorities	<i>Ministry has given strong support for expansion of college related programing.</i>	<i>Ministry indicates it will continue to invest in additional funded graduate enrolment.</i>
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**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<i>Queen's Innovator Connector (FEAS and QSB partnership) encourages, enables and supports innovation among students, faculty, entrepreneurs and companies.</i>	<i>Introduction of an internship option in the MEng will provide experiential learning opportunities. New Master of Innovation and Entrepreneurship builds on undergraduate initiatives and responds to market needs.</i>
Increase undergraduate credentials to provide more student pathways to the labour market	<i>Very high employment rate among graduates. New program at BISC in Global Project Planning will enhance pathways to labour market, a significant focus on the internship programs with enhanced support also builds opportunities for students.</i>	
Increase graduate and professional credentials to provide new opportunities for students that align with economic & market demands	<i>As above</i>	<i>As above</i>
Expand on-line undergraduate and graduate program and course delivery	<i>New programs through ONCAT with the college sector is expanding online programming, new course in engineering economics being prepared for the broader University sector.</i>	
Promote an increase in upper-year transfer students	<i>Transfer enrolment is part of Faculty plan.</i>	
Increase the use of the campus year-round with a corresponding availability of student support services		<i>Coordination with Career Services established to support student needs in expanded and new programs.</i>

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<i>-HCDS, A&amp;R, Career Services, learning support and other services have expanded, or are planning for projected enrolment increases. -University-wide student service needs are addressed in annual budget and planning processes.</i>	<i>Resource implications are assessed and addressed as part of development of new program proposal.</i>
Continue to promote student health and wellness, as it is a condition for academic success	<i>New embedded counsellor in FEAS building linked to HCDS.</i>	<i>Embedded counsellor in SGS linked to HCDS; Expansion of workshops under Expanding Horizons umbrella.</i>
Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	<i>Faculty works with DSO to support students with disabilities.</i>	<i>Faculty works with DSO to support students with disabilities, clearly articulated learning outcomes and methods of achievement serve to inform accommodation plans.</i>
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	<i>-J section. -FEAS tutors trained as part of Bounce Back facilitator training to support students at risk of academic probation after first term. -Q Success program.</i>	<i>Expanding Horizons Graduate Professional Skills Development series.</i>
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<i>FEAS participates in University-wide career/academic advisor network.</i>	<i>Experiential learning and applied research key elements of professional programs.</i>

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<i>Two new residences are scheduled to open in Fall 2015.</i>	<i>Community &amp; on campus housing for graduate students considered in housing planning.</i>

	<i>Comprehensive housing report in progress.</i>	
Continue to foster positive town-gown relations	<i>Students are engaged in community service initiatives.</i>	
Leverage technology to support distance studies		
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	<i>This is ongoing in Engineering with many opportunities embedded in the curriculum.</i>	<i>This is ongoing in Engineering and the new M.Eng with internship will expand these opportunities.</i>

### C - Key Performance Indicators (KPIs) – Undergraduate FEAS

<b>KPI</b>	<b>2012*end of cycle</b>	<b>2013* end of cycle</b>	<b>2014*as of Feb 21/14</b>
# of Applications	4,280	4,454	4,874
Yield Rate (Total Registrations/Total Offers as of Nov 1)	31.1%	32.7%	-
Nov 1 Y1 headcount	641	698	-
Nov 1 program headcount	2,702	2,685	-
# of Y1 Visa students	26	35	-
# of Y1 self-identified Aboriginal students	6	9	-
Entering class average	89.8%	90.3%	-
<b>KPI</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
7-year grad rate	89.8%	92.6%	
6 month employment rate	88.57%	-	
2 year employment rate	96.61%	-	
Exit Poll "excellent learning experience" score	87%	82%	Not asked
Queen's undergraduate year 1-2 retention rate	94.5%	-	-

## Key Performance Indicators – Graduate FEAS

KPI	2012-13 domestic	2012-13 international	2013-14 domestic	2013-14 international
#applications (MEng/MASc/PhD)	127*/21	294*/141	49/110/22	103/183/139
# Offers (MEng/MASc/PhD)	75*/19	39*/34	28/77/14	44/32/42
Yield (MEng/MASc/PhD)	100*/89	74*/47	50%/80%/86%	39%/56%/62%
	<b>2011/12 MEng/MASc</b>	<b>2011/12 PhD</b>	<b>2012/13MEng/MASc</b>	<b>2012/13 PhD</b>
# Degrees awarded	15/74	27	18/78	31
Mean # terms to complete	3.9/7.1	15.1	3.6/7.0	14.7

\* combined MEng and MASc programs

**Queen’s Faculty of Health Sciences: School of Nursing**

**A – Undergraduate enrolment-related actions:**

**BNSC**

- No change in approved intake target for 2014-15 (92)
- No forecasted changes over 3-year planning cycle

**BNSC Advanced Track**

- No change in approved intake target for 2014-15 (40)
- No forecasted changes over 3-year planning cycle

**Graduate enrolment-related actions:**

Enrolments in doctoral-stream and PhD programs are expected to remain largely unchanged though year-to-year fluctuations may occur as a function of applicant demand and supervisory capacity.

- Increase in enrolment in the MSc (Healthcare Quality) by 10 part-time students
- Master of Mental Health and Addition Nurse Practitioner (2 years, full time) is under development and expected to launch in Sept. 2015 with a full time enrolment of 5 students initially, 10 in 2016, 17 in 2017
- Preliminary discussions have taken place to introduce a one year graduate Diploma in Pain Management, further details will be reported as proposal begins to take shape.

**B-Alignment with framework principles and goals**

**Principle I: Enrolment-related activities will align with the institution’s mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<i>Continued high demand for program.</i>	<i>Demand for professional interdisciplinary credential and practice-specific credentials are high from student and government perspective.</i>
Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global	<i>Assess PSE to focus on those who have demonstrated service to community.</i>	

leadership initiatives and volunteerism		
Enhance the diversity of its student population and support under-represented student populations	<i>Number of self-identified Aboriginal applicants and registered students has increased.</i>	
Focus on increasing international recruitment through a strategy focused on key markets	<i>N/A</i>	

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<i>Stable enrolment ensures budget stability.</i>	<i>Planned enrolment growth and new program development will assist School's finances.</i>
Consider Faculty complement and renewal	<i>Increase as financially able.</i>	
Consider TA and staff capacity	<i>Increased enrolment is restricted by supervisory capacity at placement sites.</i>	
Consider space capacity and planning	<i>Joint planning with School of Rehabilitation Therapy for space and utilization of classrooms, laboratories, and other teaching space.</i>	<i>Joint planning with School of Rehabilitation Therapy for space and utilization of classrooms, laboratories, and other teaching space.</i>
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<i>Integrated budget and enrolment planning is in place.</i>	<i>Attribution Model will assist in forecast.</i>
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment	<i>N/A</i>	<i>Capacity and student demand both exist to support an increase in MSc(HQ) enrolment.</i>
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	<i>Government restricts nursing enrolment.</i>	<i>Ministry indicates it will continue to invest in additional funded graduate enrolment.</i>

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<i>Placements are required.</i>	<i>Professional programs in Nursing attract practitioners, enable direct application of learning.</i>
Increase undergraduate credentials to provide more student pathways to the labour market	<i>Very high employment rate among graduates.</i>	
Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	<i>Strong demand for nursing graduates.</i>	<i>Program developments and expansion driven by needs in the sector.</i>
Expand on-line undergraduate and graduate program and course delivery	<i>Several courses are offered on line.</i>	<i>Several courses and programs are offered on line.</i>
Promote an increase in upper-year transfer students	<i>N/A</i>	<i>N/A</i>
Increase the use of the campus year-round with a corresponding availability of student support services	<i>Advanced Standing Track students on campus all year.</i>	<i>Graduate courses offered over the summer on campus.</i>

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<i>HCDS, A&amp;R, Career Services, learning support and other services have expanded, or are planning for projected enrolment increases.</i>  <i>University-wide student service needs are addressed in annual budget and planning processes.</i>	<i>Resource implications are assessed and addressed as part of development of new program proposals.</i>
Continue to promote student health and wellness, as it is a condition for academic success	<i>Self-health and wellness is incorporated into many courses. Student advisor is available every day for drop-in advice and help with seeking care as required.</i>	<i>Embedded counsellor in SGS linked to HCDS; Expansion of workshops under Expanding Horizons umbrella.</i>

Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	<p><i>Faculty works with DSO to support students with disabilities.</i></p> <p><i>Accessibility is only limited by the College of Nurses of Ontario Requisite Skills and Abilities for practice. Students are assisted to overcome issues that will allow them to meet CNO standards</i></p>	<p><i>Faculty works with DSO to support students with disabilities, clearly articulated learning outcomes and methods of achievement serve to inform accommodation plans</i></p>
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	<p><i>Nursing students are invited to participate in SOAR and Q Success.</i></p>	<p><i>Expanding Horizons Graduate Professional Skills Development series.</i></p>
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<p><i>Students are invited to attend career fairs, opportunities offered for nursing employment during the summer, students are counseled during last year of program about graduate education.</i></p>	<p><i>Experiential learning and applied research key elements of professional programs.</i></p>

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<p><i>-Two new residences will open in 2015</i></p> <p><i>-Comprehensive housing report in progress.</i></p>	<p><i>Community housing available and for campus portion of blended program, the School arranges short term accommodation.</i></p>
Continue to foster positive town-gown relations	N/A	N/A
Leverage technology to support distance studies	<p><i>Students use SONIT and are encouraged to use technology to access information in the classroom and clinical practice.</i></p>	<p><i>Students use SONIT, D2L, and other LMS and are encouraged to use technology to access information in the classroom and clinical practice.</i></p>

Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	<i>Integrated into the curriculum</i>	<i>Integrated into the curriculum</i>
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### C - Key Performance Indicators (KPIs) – Undergraduate - School of Nursing

KPI	2012*end of cycle	2013* end of cycle	2014*as of Feb 21/14
# of Applications	862	938	1,056
Yield Rate	35.8%	40.2%	
Nov 1 Y1 Headcount	86	94	
Nov 1 Program headcount	423	437	
# of Y1 Visa students	1	1	
# of Y1 Self-identified Aboriginal students	2	4	
Entering class average	89.5%	90%	
KPI	2011	2012	2013
7-year grad rate	89.3%	96.2%	
6 month Employment Rate	96%	-	
2 year Employment Rate	100%	-	
Exit Poll "excellent learning experience" score	70%	83%	
Queen's undergraduate year 1-2 retention rate	94.5%	-	-

### KPIs – Graduate - School of Nursing

KPI	2012-13 domestic	2012-13 international	2013-14 domestic	2013-14 international
#applications (MScHQ/M/PhD)	25/23/5	2/4/4	77/27/8	8/5/1
Offers (MScHQ/M/PhD)	21/19/2	1/1/1	40/13/8	1/2/0

Yield (MScHQ/M/PhD)	90%/58%/100 %	100%/100%/0%	80%/77%/100%	100%/0%/0%
	<b>2011/12 Master's</b>	<b>2011/12 PhD</b>	<b>2012/13 Master's</b>	<b>2012/13 PhD</b>
# Degrees awarded	8	0	10	6
Mean # terms to complete	8.6	-	6.2	11.8

### Additional School-specific KPIs

KPI	2012	2013	2014
QUQAPS	N/A	External review confirmed SON meets expectations. Next review due after 2020	
Accreditation through CASN	Accredited	External review confirmed undergraduate nursing programs are accredited until 2020	

**Queen’s Faculty of Health Sciences: School of Medicine**

**A-Undergraduate enrolment-related actions:**

- Revised intake target for 2014-15 is 108, from 110 approved by Senate in April 2013.
- 100 is domestic intake and eight is international intake. This represents the first year of the faculty’s international recruitment strategy.
- 108 is the new base for the 3-year planning cycle.

**Graduate enrolment-related activities**

- To support the research intensivity of the Faculty, enrolments in PhD programs is expected to increase by approximately 10 students per year throughout the three year planning cycle in programs where there is applicant demand and program capacity.
- Enrolment in the Master of Public Health Program is planned to increase from 40 to 52 in 2014-15 and grow to a steady state of 70 by 2017-18
- Preliminary discussions have taken place to introduce a 16 month full-time Master of Drug Development and Human Toxicology in 2016-17. Further details will be reported as proposal begins to take shape.

**B-Alignment with framework principles and goals**

**Principle I: Enrolment-related activities will align with the institution’s mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<i>Continued high demand for program: 4,400 applicants last year – highest application ratio of any Canadian medical school.</i>	<i>High applicant demand for professional programs; increase recruitment efforts to attract excellent graduate students to newly structured programs in biomedical and molecular sciences.</i>
Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism	<i>-Assessment of personal characteristics and autobiographical sketch part of application process. -Continued involvement of student in community service activities.</i>	

	<i>-Development of Service learning objectives.</i>	
Enhance the diversity of its student population and support under-represented student populations	<i>-Alternate assessment process for Aboriginal applicants. -Focused recruitment activities in collaboration with Four Directions Aboriginal Student Centre. - Collaboration with University of Queensland to explore collaborative opportunities for aboriginal students.</i>	
Focus on increasing international recruitment through a strategy focused on key markets	<i>-New additional places for international students. -Visiting Student Electives opportunities for international students). - University of Queensland exchange program.</i>	

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<i>- Development of International Student Program. - Development of Master's Program. - 3 new programs under development:  <ul style="list-style-type: none"> <li>• E Prehealth</li> <li>• Life Sciences expansion</li> <li>• MD/PhD program</li> </ul> </i>	<i>Planned enrolment growth in MPH program and new Master's degree program in Drug Development and Human Toxicology will assist School's finances.</i>
Consider Faculty complement and renewal	<i>Increase as finances allow.</i>	
Consider TA and staff capacity	<i>N/A</i>	
Consider space capacity and planning	<i>New SOM building is a state-of-the-art facility with expanded capacity.</i>	
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<i>-Enrolment projections easily met, given demand. -Integrated budget and enrolment planning is in place.</i>	

Expand high-demand programs where capacity exists and wherever possible with relatively modest investment	N/A	<i>Program capacity and student demand support planned expansion of MPH program.</i>
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	<i>Enrolment currently capped at 100.</i>	<i>Ministry indicates it will continue to invest in additional funded graduate enrolment.</i>

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<i>- MD/MBA being explored. - Linkage with industry on certified programs i.e. Morneau-Sheppell.</i>	<i>MPH and Anatomical Sciences programs incorporate practicums.</i>
Increase undergraduate credentials to provide more student pathways to the labour market	<i>Employability not an issue.</i>	
Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	<i>Employability not an issue.</i>	<i>Demands for appropriately trained public health professionals remain high New Master's degree program in Drug Development and Human Toxicology in 2016-17.</i>
Expand on-line undergraduate and graduate program and course delivery	<i>For Life Sciences, Med School working with Faculty of Arts &amp; Sciences for upper year transfers.</i>	
Promote an increase in upper-year transfer students	<i>As above</i>	<i>Mini-MSc route to PhD.</i>
Increase the use of the campus year-round with a corresponding availability of student support services	<i>Exploring better usage of Medical School building for July and August.</i>	<i>Graduate courses offered over the summer on campus.</i>

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	-HCDS, A&R, Career Services, learning support and other services have expanded, or are planning for projected enrolment increases. -University-wide student service needs are addressed in annual budget and planning processes.	
Continue to promote student health and wellness, as it is a condition for academic success	-Learner Wellness Centre provides comprehensive advisory and support services - Recruitment of learner wellness counselor - Expand faculty and career counseling.	Embedded counselor in SGS linked to HCDS; Expansion of workshops under Expanding Horizons umbrella.
Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	-Development of a student accommodation policy -Faculty works with DSO to support students with disabilities.	Faculty works with DSO to support students with disabilities, clearly articulated learning outcomes and methods of achievement serve to inform accommodation plans.
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	- QuARMS program students participate in SOAR and have access to transition supports from SOM.	Expanding Horizons Graduate Professional Skills Development series.
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	Learner Wellness Centre integrates academic services, career services and health and wellness support. - Expand faculty and career counseling.	

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	-Students don't typically live on campus. -Community Housing has capacity for those seeking apartment-style accommodation.	Community and on campus housing for graduate students considered in housing planning.
Continue to foster positive town-gown relations	First Patient Program.	
Leverage technology to support distance studies	- EdTech Unit (matured and developed). - Commercializing 1 <sup>st</sup> product (Entrada) with PARTEQ.	
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	Integrated into the curriculum and residency requirements.	

**C - Key Performance Indicators – SOM FHS**

<b>KPI</b>	<b>2012*end of cycle</b>	<b>2013* end of cycle</b>	<b>2014*as of Feb 21/14</b>
# of Applications	3300	3800	4400
Yield Rate (Total Registrations/Total Offers as of Nov 1)	100	100	103
Nov 1 Y1 headcount	100	100	100
# of Y1 self-identified Aboriginal students			
<b>KPI</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>
7-year grad rate (Medicine and related programs)	100%	99%	
6 month employment rate (Medicine and related programs)	82.35%	-	
	90%	-	

2 year employment rate (Medicine and Related Programs)			
Exit Poll "excellent learning experience" score	n/a	n/a	

**Key Performance Indicators – Graduate SOM FHS**

<b>KPI</b>	<b>2012-13 domestic</b>	<b>2012-13 international</b>	<b>2013-14 domestic</b>	<b>2013-14 international</b>
#applications (MPH/MSc/PhD)	175/220/22	27/51/26	217/256/28	32/55/20
# Offers (MPH/MSc/PhD)	42/89/16	0/7/3	75/96/22	1/7/7
Yield (MPH/MSc/PhD)	48%/75%/100%	0%/71%/33%	27%/74%/95%	0%/100%/28%
	<b>2011/12 MPH/MSc</b>	<b>2011/12 PhD</b>	<b>2012/13 MPH/MSc</b>	<b>2012/13 PhD</b>
# Degrees awarded	11/62	22	14/62	17
Mean # terms to complete	4.2/6.3	12.7	3.4/6.1	12.7

**Additional Faculty/School-specific KPIs**

<b>KPI</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
QUQAPs		Quality Council review and approval of Graduate programs in Biomedical and Molecular Sciences.	

## Queen's Faculty of Health Sciences: School of Rehabilitation Therapy

### A-Enrolment-related actions:

- Enrolments in PhD program is expected to remain largely unchanged though year-over-year fluctuations may occur as a function of applicant demand and supervisory capacity.
- No change to planned intake in either Occupational Therapy or Physical Therapy programs are anticipated over the planning cycle.
- Preliminary discussions have taken place to introduce Clinical Doctorates in both Occupational Therapy and Physical Therapy in 2016-17. Further details will be reported as the proposals begin to take shape.

### B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution's mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

<b>Goals:</b>	<b>Alignment: Graduate</b>
Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<i>Demand for professional credentials remains high; limitations to growth include access to clinical placements for MScOT and MScPT and achieving the faculty-to-student ratios required for OT professional accreditation.</i>
Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism	<i>Assessment of a personal statement and engagement in the community service is part of application process for OT and PT.</i>
Enhance the diversity of its student population and support under-represented student populations	
Focus on increasing international recruitment through a strategy focused on key markets	

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	

Consider Faculty complement and renewal	
Consider TA and staff capacity	<i>A Strategic Initiatives Coordinator position has been created; one responsibility will be to help with development of new programs.</i>
Consider space capacity and planning	<i>Clinical skills teaching space is a limiting factor for OT and PT enrollment. OT does not have dedicated clinical teaching space.</i>
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<i>Integrated enrolment and budget planning in place.</i>
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment	
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<i>Both OT and PT complete &gt;1000 of clinical practicums during their enrolment.</i>
Increase undergraduate credentials to provide more student pathways to the labour market	N/A
Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	<i>Development of Clinical Doctorate programs will enhance the critical inquiry skills and clinically relevant research training for practicing professionals</i>
Expand on-line undergraduate and graduate program and course delivery	N/A
Promote an increase in upper-year transfer students	
Increase the use of the campus year-round with a corresponding availability of student support services	

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<i>University-wide student service (HCDS, A&amp;R, learning support etc) needs are addressed in annual budget and planning processes.</i>

Continue to promote student health and wellness, as it is a condition for academic success	-The Faculty has a Learner Wellness Centre that provides comprehensive advisory and support services. -A learning wellness counsellor is being recruited
Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	Faculty works with DSO to support students with disabilities.
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	The Faculty has a Learner Wellness Centre that provides comprehensive advisory and support services.
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	Faculty and Career counselling is being expanded.

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	-Student don't typically live on campus. -Comprehensive housing report in progress.
Continue to foster positive town-gown relations	Students participate in community-based practica as part of the program.
Leverage technology to support distance studies	
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	Integrated into the curriculum.

**C - Key Performance Indicators – SRT FHS**

KPI	2012-13 domestic	2012-13 international	2013-14 domestic	2013-14 International
#applications (PT/OT/MSc/PhD)	862/604/2/7	0/0/6/2	905/688/13/6	0/0/6/7
# Offers (PT/OT/MSc/PhD)	138/200/1/7	0/0/0/1	142/195/10/6	0/0/1/1
Yield (PT/OT/MSc/PhD)	49%/34%/100%/100%	0/0/0/100%	53%/45%/40%/67%	0%/100%

	2012 PT/OT/MSc	2012 PhD	2013 PT/OT/MSc	2013 PhD
# Degrees awarded	67/66/4	1	64/65/3	2
Mean # terms to complete	6.1/6.0/7.5	12	6.0/6.0/6.0	13

<b>Additional School-specific KPIs – PT Program</b>				
	Class of 2010	Class of 2011	Class of 2012	Class of 2013
<b>Entrance Average</b>	Sub GPA 3.62 Cum GPA 3.40	Sub GPA 3.63 Cum GPA 3.48	Sub GPA 3.64 Cum GPA 3.44	Sub GPA 3.67 Cum GPA 3.43
<b># employed at one year out</b>	45/46 respondents	43/44 respondents	40/41 respondents	Not yet available
<b>National Exam Pass Rate-Clinical Component</b>	94.7%	98.51%	88.89%	Not yet available
<b>National Exam Pass Rate-Written Component</b>	97.44%	100.00%	95.52%	Not yet available

<b>Additional School-specific KPIs – OT Program</b>				
	Class of 2010	Class of 2011	Class of 2012	Class of 2013
<b>Entrance Average</b>	Cum GPA 3.43	Cum GPA 3.30	Cum GPA 3.31	Cum GPA 3.30
<b># employed at 1.5 years out</b>	Not tracked at that time	Not tracked at that time	96% (28 respondents)	Not yet available
<b>National Exam Pass Rate</b>	98%	99%	97%	94%

<b>Additional School-specific KPIs – RHBS Program</b>				
	2010-11	2011-12	2012-13	2013-14
<b>Peer reviewed publications</b>	7	19	18	18

<b>Peer reviewed presentations</b>	20	32	51	41
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## Queen's Faculty of Education

### A – Undergraduate enrolment-related actions:

#### Year 5 and Consecutive Education:

-2014-15 intake target increased to 657 from 625 (April 2013 Senate-approved target)

-2015-16 intake target is 552, down from the previously projected intake of 625

-2016-17 intake target is 754

All changes align with the government's recent changes to the B.Ed. program.

#### Concurrent Education - also reported by the Faculty of Arts and Science

-Con-Ed Science 2014-15 intake target reduced to 55 from 80 (April 2013 Senate-approved target)

- All other Con-Ed targets in Arts (150) and Music (20) remain unchanged. Con-Ed computer science eliminated.

#### Graduate enrolment-related actions:

-Faculty-wide enrolments in doctoral-stream and PhD programs are expected to remain largely unchanged though year-over-year fluctuations may occur as a function of applicant demand and program capacity.

-Graduate Diploma in Professional Inquiry launches in 2014-15 with a projected intake of 45 part-time students (30 domestic)

- The Professional Master of Education is in the final approval stage. Initial intake is projected at 45 part-time students building to a steady-state intake of 60 part-time students annually

### B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution's mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

Goals:	Alignment: Undergraduate	Alignment: Graduate
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Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools	<i>Long-standing reputation of having a high quality concurrent education program that continues to attract high quality students to concurrent education Arts, Science, and Music.</i>	<i>Demand for professional credentials appeal to a broad audience. The new laddered Graduate diploma and Master's program maximize flexibility for students.</i>
Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism	<i>The personal statement of experience focuses on service and leadership traits of the applicants, and their disposition to being contributors to the teaching profession.</i>	<i>Three of our graduate students have won the Agnes Benidickson Tricolour Award over the past 7 years. Admission criteria include professional experience that highlights leadership.</i>
Enhance the diversity of its student population and support under-represented student populations	<i>-Equity admissions protocols are applicable to consecutive program intake. -Aboriginal Admissions Policy applies to Concurrent Ed admissions</i>	<i>The Aboriginal graduate program (AWIES) is at capacity. The proposed PMOE has an Aboriginal Studies track. Accessibility to these programs is enhanced due to their online delivery.</i>
Focus on increasing international recruitment through a strategy focused on key markets	<i>N/A – the B.Ed. program is tied to certification with the Ontario College of Teachers so that graduates can teach in Ontario publically funded schools.</i>	<i>The professional diploma and master's degree have been promoted through international schools with which Queen's university is actively involved. Key markets include Europe and Central America. The School of English is exploring English Language learning opportunities for prospective students, primarily in Asia.</i>

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	<i>The B.Ed. enrolment will meet funding targets set by MCTU and enrolment targets established by the University.</i>	<i>The new revenue stream will improve the faculty's finances. Further opportunities are being explored with International partners.</i>

Consider Faculty complement and renewal	<i>The new B.Ed. program has created program concentrations that align with faculty research expertise and graduate program fields of study.</i>	<i>Additional teaching requirements have been incorporated into the new program budgets. Strategic planning activities will focus on ensuring high interest areas are supported by faculty.</i>
Consider TA and staff capacity	<i>The new B.Ed. program will utilize many TAs in seminar sessions that build on plenary presentations.</i>	<i>TAs are not used in the graduate program. Staffing is in place to support new Professional programs</i>
Consider space capacity and planning	<i>The new B.Ed. program will utilize the space more efficiently and will also utilize the building throughout the entire year.</i>	<i>New programs largely rely on online delivery. Future plans will look to use faculty space during times when regular classes are not in session or facilities are not in full use (May through August).</i>
Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and forecast the impact of specific goals and actions	<i>Integrated budget and enrolment planning is in place.</i>	<i>New professional programs are based on conservative estimates for enrolment.</i>
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment	<i>N/A</i>	<i>Faculty has built resources for online delivery. These have made use of existing resources to the extent possible.</i>
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	<i>Enrolment plans align with significant changes to the B.Ed program made by government.</i>	<i>Increased international recruitment in current programs is of interest but would require focused funding.</i>

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
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Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<i>Regular practicum placements in schools are required. As well, the required alternative practicum placements occur in diverse local, provincial, and international settings.</i>	<i>Ph.D students are actively involved with internships and external research projects.</i>
Increase undergraduate credentials to provide more student pathways to the labour market	<i>The concentrations within the new B.Ed. program will increase the marketability of our graduates.</i>	N/A
Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	<i>We are introducing French as a Second Language Additional Qualifications courses in concert with placements in French immersion settings for qualified Primary/Junior teacher candidates. FSL is an area in higher demand within the teaching profession.</i>	<i>The introduction of laddered credentials provides for alternate entry and exit points. Faculty conducted survey of partner institutions and prospective stakeholders support the need for programs focused on professional thinking and decision-making.</i>
Expand on-line undergraduate and graduate program and course delivery	<i>We are exploring ways to create more blended courses that meet the accreditation requirements of the Ontario College of Teachers.</i>	<i>Online delivery of Diploma and Master's programs is critical to making the credentials accessible to the target audience – working professionals.</i>
Promote an increase in upper-year transfer students	N/A	N/A
Increase the use of the campus year-round with a corresponding availability of student support services	<i>The new B.Ed. program will have courses running at McArthur Hall in every month of the year.</i>	<i>Initial discussions have begun to explore directed professional programs on site in the summer months with international partners.</i>

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	<i>-HCDS, A&amp;R, Career Services, learning support and other services have expanded, or are planning for projected enrolment increases.</i>	<i>The Faculty has the capacity and experience with online delivery, supporting learning groups, structured activities and responding to individual student needs.</i>

	<ul style="list-style-type: none"> <li>-University-wide student service needs are addressed in annual budget and planning processes</li> <li>-Faculty has dedicated Career Advisor.</li> </ul>	
Continue to promote student health and wellness, as it is a condition for academic success	<i>New counsellor based on West Campus serves Education students.</i>	<i>New counsellor based on West Campus serves Education students.</i>
Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	<i>All accessibility requirements will be met. The Faculty works with the DSO to support students with disabilities.</i>	<i>All accessibility requirements will be met. The Faculty works with the DSO to support students with disabilities.</i>
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	<i>Education students are invited to participate in SOAR and Q Success.</i>	<i>Peer mentorship program is in place to support new graduate students.</i>
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<i>Increased resources have been allocated to concurrent education student advising. Student services are being consolidated to better meet these needs.</i>	<i>MOAs with international universities for graduate student exchanges. Career portfolio development process for doctoral students.</i>

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	<ul style="list-style-type: none"> <li>-Two new residences will open in 2015.</li> <li>-Concurrent Education students do not live in traditional residences.</li> <li>-There is capacity in Queen's-owned Community Housing near West Campus.</li> <li>-Comprehensive housing report in progress.</li> </ul>	N/A

Continue to foster positive town-gown relations	<i>Several of our regular practicum projects and alternative practicum placements involve partnerships within the community.</i>	<i>Our graduate students work on research projects in the schools and community that fulfill identified needs. (e.g. QUOC research assistants work with Kingston Literacy, Boys and Girls Club).</i>
Leverage technology to support distance studies	N/A	<i>Build on existing Faculty strength.</i>
Work to maximize opportunities for students in the broader community, including research/clinical/fieldwork placements, volunteer positions and project-based partnerships	<i>Integrated into the curriculum.</i>	<i>Students are deeply involved in current research projects.</i>

### C - Key Performance Indicators (KPIs) – Undergraduate – Faculty of Education

KPI	2012*end of cycle	2013* end of cycle	2014*as of Feb 21/14
# of Applications (Con Ed)	1,871	1,490	1,516
Yield Rate	45%	43%	N/A
Nov 1 Y5 (BEd) Headcount (FT+PT)	749+52=801	628+52=680	672+30=702
Nov 1 Program headcount (Years 1-5 ConEd & Year 5 Consec)	1,621	1,601	1,730
# of Y5 Visa students	2	2	4
# of Y5 Self-identified Aboriginal students	38	47	28
Entering class average - ConEd	87+ Arts, 87+ Science, 80+ Music and Computer Science	87+ Arts, 87+ Science, 80+ Music and Computer Science	No data available
<b>KPI</b>			
7-year retention rate Year 1 to Year 5 ConEd	2011 81%	2012 83%	2013 82%
2-year* grad rate (Year 5 FT+PT)	Data not immediately available	Data not immediately available	96% (11-12, 12-13)

7-year grad average (Year 5 FT+PT)	735	741	731
6 month Employment Rate	No data available	No data available	No data available
2 year Employment Rate	No data available	No data available	No data available
Queen's undergraduate year 1-2 retention rate	94.5%	-	-

#### KPIs – Graduate – Faculty of Education

KPI	2012-13 domestic	2012-13 international	2013-14 domestic	2013-14 international
#applications (M/PhD)	68/23	26/18	64/31	46/14
Offers (M/PhD)	48/11	3/1	48/13	4/2
Yield (M/PhD)	56%/73%	66%/100%	46%/92%	50%/100%
	2011/12 Master's	2011/12 PhD	2012/13 Master's	2012/13 PhD
# Degrees awarded	22	7	30	6
Mean # terms to complete	7.9	13.8	6.6	19.3

## Queen's Faculty of Law

### A-Undergraduate enrolment-related actions:

#### Law:

- Revised intake target for 2014-15 is 200 from 165 (approved by Senate in April 2013)
- 200 is new base for 3-year planning cycle

### Graduate enrolment-related actions:

#### Law/Grad Joint Programs:

- Revised intake target for 2014-15 is 5, down from 8 (approved by Senate in April 2013)
- Intake target as of 2015-16 remains at 5, due to continuing weakness in applications for the MIR-JD and MA(Econ)-JD.
- Review of recruitment strategy and program design will be undertaken

#### Law- Graduate LL.M. and Ph.D. programs

No immediate expansion planned. By 2018, projected 10% increase to volume of applicants.

### B-Alignment with framework principles and goals

**Principle I: Enrolment-related activities will align with the institution's mission, values, strengths and priorities to support excellence in teaching and research and the quality of the student experience.**

Goals:	Alignment: Undergraduate	Alignment: Graduate
<p>Continue to recruit academically qualified students to its undergraduate, graduate and professional programs, with admission standards and criteria determined by Faculties and Schools</p>	<p><b>Second Entry Degree Program:</b> Undergraduate degree must be from a recognized institution according to Senate Basis of Admission for Advanced Study policy at <a href="http://www.queensu.ca/secretariat/policies/senateandtrustees/admission.html">http://www.queensu.ca/secretariat/policies/senateandtrustees/admission.html</a>.</p> <p><b>1) First-Year J.D. Admissions Standards</b></p> <ul style="list-style-type: none"> <li>• <b>General Category:</b> Cumulative undergraduate average of at least B+, top 2 years A- or higher, LSAT highest score equal to or greater than 160 (80<sup>th</sup> percentile).</li> <li>• <b>Access &amp; Aboriginal Categories:</b> Cumulative undergraduate average of</li> </ul>	<p>Continue to admit qualified students to our program.</p> <p><b>Admissions Standards:</b> <b>LL.M.:</b> Up to 12 LL.M. students may be admitted each year. Successful applicants normally will have obtained a high standing in an undergraduate or first law degree (LL.B., J.D. or equivalent). At very least, they will have achieved a B+ average (or upper second-class standing) in their first law degree.</p>

	<p>at least B, top 2 years A- or higher, LSAT highest score better than 156 (67<sup>th</sup> percentile), with possible exception for those admitted with a learning disability which was unaccommodated by LSAC.</p> <ul style="list-style-type: none"> <li>• The academic factors (grades and LSAT scores) of those admitted in the General and Access Categories in the previous admission cycle are higher than those stipulated as minimums: see <a href="http://law.queensu.ca/prospectiveStudents/admissionInformation/firstYearClassProfile.html">http://law.queensu.ca/prospectiveStudents/admissionInformation/firstYearClassProfile.html</a>.</li> </ul> <p><b>2) Upper-Year Admissions; Transfer, Advanced Standing Transfer, Letter of Permission, Civil Law-Common Law Combined Program, National Category of Accreditation (NCA)</b></p> <p>Admittees must have at least a B average (GPA 3.0/4.0) standing in first-year J.D. studies. No courses failed. Priority given to the admission of strong applicants from other Canadian common-law schools.</p> <p>Letter required from academic administration of home law school indicating that the applicant is in good academic standing with no record of any misconduct on academic or non-academic grounds. Academic letters of reference required to support application.</p> <p><b>Civil Law-Common Law</b> applicants must have strong academic standing overall in the prior law degree (at least B, CGPA 3.0/4.0), supported by academic letters of reference.</p> <p><b>NCA</b> applicants have their education and experience assessed by the National Committee on Accreditation, a subcommittee of the Federation of Law Societies of Canada.</p> <p><b>3. Recruitment Outreach</b></p> <p>Recruitment at all major graduate and professional school fairs at universities in the provinces of Ontario, B.C., Alberta, Quebec, Newfoundland and Nova Scotia. Partner with recruitment officer at Graduate Studies and</p>	<p>Applications from highly qualified candidates without an LL.B. or J.D. (or equivalent first law degree) but with an advanced degree in another discipline, a superior record of academic achievement, and a special research interest in law, may also be considered.</p> <p><b>Ph.D.:</b> A first or undergraduate law degree (LL.B. or J.D. or equivalent) and an LL.M. or equivalent masters-level degree in law.</p> <p><b>J.D. &amp; LL.M.: BISC Global Law Programs:</b> The law faculty offers a Global Law Program at the Castle during an eight-week spring term each year. J.D. and LL.M. students may enrol in one of 2 streams- International Business Law, International Public Law, each of which is worth 9 units of credit. The term runs from early May to late June and involves a mid-term field trip to various international organizations and courts in such places as The Hague, Geneva, Brussels and Paris. Queen's law students enjoy priority registration, but must be in good academic standing.</p> <p>LL.M. students in the Global Law Program complete three courses at the Castle before arriving at Queen's to complete the requirements for the LL.M. degree, in which case they commence their graduate work in May rather than September and finish as early as December.</p>
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	<p>Research for coverage of recruitment events. Liaison with pre-law societies at major universities for the organization of information sessions in conjunction with recruitment fairs. Strategic plan to develop social media outreach.</p> <p>Coordination with Queen's Pre-Law Society, Queen's Career Services and Four Directions Aboriginal Student Centre for information sessions, workshops and panels for Queen's undergraduates. Information session will be held again for Queen's undergraduate registrants in Law-201 Introduction to Canadian Law.</p>	<p><b>Recruitment Outreach:</b></p> <p>Partner with recruitment officers in the Faculty of Law and SGSR for coverage of recruitment events.</p> <p>Attend Faculty of Law's Career Fair</p>
<p>Recruit students who exemplify service to community and country through admission criteria, and programs and opportunities including global leadership initiatives and volunteerism</p>	<p>The admission policy dictates that other attributes be considered: intellectual curiosity, avid interest in law, social commitment, reasonable judgment and insight, leadership potential, teamwork skills, creative ability and innovative endeavours, self-discipline, time management skills and maturity.</p> <p>The Admissions Committee uses a holistic approach through review of the personal statement, academic and non-academic letters of reference, the autobiographical sketch and any supplementary information provided to support the basis of claim to obtain information about these attributes.</p> <p>Applications are encouraged from those who have been community leaders, excelled in extracurricular activities and enjoyed success in careers prior to the pursuit of a legal education as well as from students with inquiring minds who have excelled consistently in a broad range of academic disciplines.</p> <p>See <a href="http://law.queensu.ca/jdCalendar/admission.html">http://law.queensu.ca/jdCalendar/admission.html</a>.</p>	<p>Continue to nominate candidates to Trudeau, SSHRC and Vanier Scholarship program.</p> <p>A Personal Statement and resume are part of the application package.</p> <p>The Queen's Graduate Program in Law is a small, academically-oriented program with a global emphasis designed for students interested in teaching, research, or legal/policy work in government, international organizations, or private practice.</p> <p>Queen's offers a unique graduate program in law. Its focus is squarely on the student. We have decided to emphasize quality over quantity, so the program is purposefully small. The result is an intimate law school community in which students are able to develop intellectually under the personal mentorship of some of the leading legal scholars in Canada and the world.</p> <p>Students for the LL.M. program are selected on the basis of their academic records, their references, their research proposals, and the quality of prior written work.</p>

		<p>Consideration will also be given to the availability of graduate supervision in the applicant's area of interest.</p> <p>Professional, teaching, or research experience related to the applicant's area of research will also be taken into consideration.</p> <p><u>Ph.D.</u>: Decisions will be based upon the student's academic record, including both transcripts and awards (with a standing of at least B+ or an upper-second class standing in previous university degree programs required); quality and strength of references; merits of the statement of proposed research; research capacities and potential as revealed by previous academic writing, especially published work; compatibility with faculty resources, in particular the availability of a qualified supervisor and the sufficiency of library holdings in the proposed area of research; and, where appropriate, weight may also be given to the ability of the student to participate as a research assistant in an externally-funded faculty research project.</p> <p>Impressive academic achievement and demonstrated scholarly potential.</p> <p>LL.M. and Ph.D. students must be proficient in English.</p>
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<p>Enhance the diversity of its student population and support under-represented student populations</p>	<p>The admission policy expressly adopts the goal that the geographic, ethnic, cultural, racial and socio-economic diversity of the Canadian population should be reflected in the ranks of those granted access to legal education.  <u>Access Category</u>: for applicants who are mature, disabled or disadvantaged on the basis</p>	<p><u>LL.M. and Ph.D.</u>: First Nations and Canadian Visible Minority Fellowships</p> <p>The Faculty of Law is committed to increasing the number of First Nations and visible minority graduate students and scholars in</p>
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	<p>of historic barriers, or barriers arising from cultural or socioeconomic factors.</p> <p><b>Aboriginal Category:</b> for applicants who can establish identification with and connection to an aboriginal community. See <a href="http://law.queensu.ca/prospectiveStudents/admissionInformation/firstYearAdmissionCategories.html">http://law.queensu.ca/prospectiveStudents/admissionInformation/firstYearAdmissionCategories.html</a>.</p> <p>Diversity of the applicant population is measured annually by the Queen’s Equity Census.</p> <p>Diversity of the registered student population is measured by the Law Student Survey of Student Engagement(LSSSE). Participation in the LSSSE Survey is every two to three years.</p>	<p>Canada. There is some special funding support for First Nations and Canadian visible minority candidates who intend to pursue a law teaching career in Canada.</p> <p>Eligible candidates who wish to be considered for these awards may apply by self-identifying on the online application form and by notifying the Coordinator of Graduate Studies at the time of application.</p>
Focus on increasing international recruitment through a strategy focused on key markets	<p>Mostly not applicable. The JD program is a jurisdiction-based professional credential.</p> <p>Most incoming international students study on exchange. Strategy for expansion of international exchanges will be developed through NAFSA contacts and expansion of successful established partnerships.</p>	School of Graduate Studies has joined CALDO (Carleton, Alberta, Laval, Dalhousie, Ottawa Universities) in expanding recruitment effort.

**Principle II: Budgetary, academic, student life and resource considerations will inform enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Enrolment will enhance fiscal sustainability	With increased enrolment in first-year J.D., increase the new annual revenue by at least \$2 million by 2017-2018	Increased administrative support for doctoral students applying for external, competitive fellowships. We continue to be successful in doctoral students receiving Vanier and SSHRC funding.
Consider Faculty complement and renewal	<p>At least 65% of new projected revenue to be directed to new faculty hires in areas of curriculum need, including hires from equity categories;</p> <p>Faculty numbers increased to 34 by 2019.</p> <p>Establish two funded chairs or professorships by 2019.</p> <p>Secure a Queen’s National Scholar or a second Canada Research Chair by 2018.</p> <p>Faculty support for research and the visitors program increased in proportion to increase in faculty numbers.</p>	<p>With increased faculty hires, new graduate course to be introduced by 2015-2016, <i>Graduate Legal Studies Forum I and II</i>, to be reviewed for approval by GSEC in May 2014.</p> <p>The new forum course integrates with proposed expansion of faculty complement and expansion of the visitors’ program. This</p>

	<p>Sustained financial support for academic conferences and symposia, research centres and visiting speakers' program.</p>	<p>new course is designed to expose law graduate students to a diverse range of approaches to and topics in legal scholarship. It is designed to develop critical and reflective legal scholars. Registrants must attend at least eight seminars by visiting scholars, actively engage in the seminars, complete 3 critical reviews of papers presented. Registrants must also present their work at a seminar and facilitate discussion.</p>
<p>Consider TA and staff capacity</p>	<p>By 2015, increased staff support for the dissemination and promotion of faculty research output, through periodic research reports, newsletters, scholarly blogs.</p> <p>Relocation of clinical programs to shared space will allow shared staff support to realize savings and improve efficiency.</p> <p>Organizational review in 2014-2015 of staffing needs for increased number of faculty and students</p> <p>Commitment to provide staff with opportunities for professional development within the Faculty and across the University.</p>	<p>See JD content.</p> <p>With increased graduate enrolment, and increased faculty complement, support of research and expansion of curriculum, more opportunities for TA positions may arise, along with increased support for research grant and scholarship applications.</p>
<p>Consider space capacity and planning</p>	<p>Recent classroom and student lounge renovations have expanded facilities. Renovations planned to ground floor of law library space for dedicated study space for law students and group study/meeting rooms; relocation of clinics with renovations to 4<sup>th</sup> floor and 5<sup>th</sup> floor for increased staff and faculty complement. More student lockers required.</p>	<p>Research room for graduate students in Mack-Corry 529.</p> <p>Workroom in basement of Law Library.</p> <p>Increase graduate work space in the Law School.</p>
<p>Improve the accuracy of enrolment-related revenue projections and the consequences of any gaps to inform the budget process and</p>	<p>More accurate modelling of attrition rates needed through early completion of JD and combined JD programs and stop-outs. Projection of enrolments in MIR-JD, MA(Econ)-JD and MPA-JD should be reduced from 8 to 5 each year.</p>	<p>Greater coordination with Law Graduate Studies will be encouraged for definition of KPIs for enrolment projections and tracking results.</p>

forecast the impact of specific goals and actions	Promotion of Graduate Diploma in Business with J.D. may reduce registrations in JD-M.B.A.	
Expand high-demand programs where capacity exists and wherever possible with relatively modest investment	Consistent high demand for JD program. Expand enrollment of Queen's undergrads in <i>Law-201 Introduction to Canadian Law</i>	Increasing level of domestic and international applications for law graduate programs experienced over last three years. With increased revenue to Faculty of Law, by 2015-2016, a 20% increase to the level of financial support to incoming PhD students. By 2018, a target 10% increase projected for applicants to the law graduate programs.
Respond to government-funded enrolment opportunities, aligned with Faculty priorities	Planned B. Comm.-J.D. combined program; pre-approval obtained –need to complete QUQAPs approval process and government approval process.	Due regard will be given to the University's academic plan, the Faculty's 2014-2019 strategic plan and any government funding priorities to inform recruitment and enrolment strategy.

**Principle III: The University will consider emerging PSE markets and demand in enrolment planning**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Increase experiential and entrepreneurial learning opportunities to develop innovators and provide job-ready experience to students	<p>Sustained financial support secured from the Law Foundation of Ontario for Queen's Legal Aid, Prison Law Clinic, Queen's Business Law Clinic and Elder Law Clinics.</p> <p>By 2015, funding secured from Legal Aid Ontario for a new Family Law Clinic.</p> <p>Partnerships with legal services offices of the federal Department of Justice established for upper-year course registrations in Law-699</p>	<p>Encourage graduate students to take courses in other cognate departments, as related to their thesis and research.</p> <p>Teaching and Learning in Higher Education SGS-901, Centre for Teaching and Learning <a href="http://www.queensu.ca/ctl/ps/programs/sgs901.html">http://www.queensu.ca/ctl/ps/programs/sgs901.html</a></p>

	<p>Federal Government Internships.</p> <p>Partnerships with community legal aid clinics in Kingston, Belleville and Cobourg for registration in Law-698 Clinical Externships for hands-on client service and education in poverty law, landlord and tenant law, disability law.</p>	
Increase undergraduate credentials to provide more student pathways to the labour market	<p>Student placement rates for summering positions after second-year and articling placement rates demonstrate that the J.D. is a good pathway. 75% to 85% of second-year J.D. students have secured their articling placement before by September of their final years of J.D. studies. Articling is a component of the licensing process; the alternative is the Legal Practice Program, which will be offered for the first time in 2014-2015</p>	NA
Increase graduate and professional credentials to provide new opportunities for students that align with economic and market demands	<p>Encourage J.D. students to register in the Queen's Graduate Diploma in Business in the summers after 1<sup>st</sup> or 2<sup>nd</sup> year J.D.</p> <p>Consultations and review conducted in 2014-2015.</p> <p>Reports in 2015 regarding recommended changes to the program to respond to changes in the legal profession, including professional qualification requirements such as the Legal Practice Program.</p>	Consultations and reports in 2015 regarding any recommended changes to the program to respond to changes in the legal profession.
Expand on-line undergraduate and graduate program and course delivery	Will be explored in reports on changes in the legal profession which impact on the educational program	See JD comments.

Promote an increase in upper-year transfer students	10 Civil Law-Common Law admittees to fill 3 <sup>rd</sup> year spots; 10 to 12 upper-year transfer or advanced standing transfer students admitted per year to fill 2 <sup>nd</sup> year spots	NA
Increase the use of the campus year-round with a corresponding availability of student support services	Will be explored as part of the 2015 report on changing legal profession and new Legal Practice Program.	Graduate students are already registered in the fall, winter and summer terms.

**Principle IV: Supporting student success in and out of the classroom underlies all activity**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Continue to assess capacity of support services for on-campus and distance students	The quality of student support is measured by LSSSE, from Exit Polls, ongoing feedback to the Senior Administrative Team from the Law Students' Society Executive on a weekly basis through the academic year.	Departmental services including Career Services available to students in graduate programs. Resources needs are assessed on an ongoing basis. SGSR workshops offered through Expanding Horizons. See <a href="http://www.queensu.ca/exp/"><u>http://www.queensu.ca/exp/</u></a> .
Continue to promote student health and wellness, as it is a condition for academic success	Queen's Law is participating in joint initiative of Ontario Law Schools to develop province-wide information and resources to promote health and wellness of law students, project funded by MTCU. <a href="http://news.ontario.ca/tcu/en/2013/10/strengthening-mental-health-supports-for-postsecondary-students-1.html"><u>http://news.ontario.ca/tcu/en/2013/10/strengthening-mental-health-supports-for-postsecondary-students-1.html</u></a> . Manager of Education and Equity Services liaises with law student clubs and committees on initiatives to support health and wellness; e.g. Happyness Project.	Law's Manager of Education and Equity Services in the Faculty of Law is relied upon by law graduate students too.  Embedded counsellor at SGS provides individual counselling services to graduate students
Focus on increasing accessibility and meeting all legislative requirements for students with disabilities	Manager, Education and Equity Services on staff with strong links to Health, Counselling and Disability Services Offices.	Law's Manager of Education and Equity Services works with Senior Administrative Team to ensure that accessibility training is completed as required.

		The Manager of Education and Equity Services liaises with the DSO, HCS and Exams office to ensure that disability accommodations are in place for the learning environment.
Continue to implement new and improved transition supports at every stage of the student experience (high school to university, first-year residence to upper-year off-campus life, undergraduate to graduate, university to career)	<p>The Faculty of Law coordinates short term and long-term recruitment outreach with Queen's Career Services (Applying to Law School workshops) and with Undergraduate Admissions: e.g. SEEDS, University Experience Program, LAWS program at U of T, OUF representation, March and November Open Houses to provide information about how to prepare for law school.</p> <p>Full academic and social orientation provided to new first-year and upper year law students and for incoming international exchange students.</p>	<p>Law graduate students are invited to join in academic orientation session with new incoming international exchange students, NCA and CL-CL combined program students at the beginning of academic year, with Associate Dean Academic, Assistant Dean of Students, Manager of Education &amp; Equity Services, representative from the Teaching and Learning Centre to highlight services available at <a href="http://www.queensu.ca/ctl/ps.html">http://www.queensu.ca/ctl/ps.html</a> and from the Writing Centre to highlight programs and services at <a href="http://sass.queensu.ca/">http://sass.queensu.ca/</a>.</p>
Better integrate academic and career advising to support retention, progression and post-graduation pathways to employment/further study	<p>Staff responsible for career advising and personal support report to Assistant Dean of Students to ensure effective coordination and delivery of service.</p> <p>Academic advising is provided by the Assistant Dean of Students, along with instructors.</p> <p>Assistant Dean of Students is member of the Senior Administrative Committee with the Dean, Associate Dean Academic, Associate Dean of Graduate Studies &amp; Research, Assistant Dean of Students and Assistant Dean of Administration and Finance to ensure effective planning and problem solving for retention, progression and placement of students.</p>	<p>Career advising is available in the Faculty of Law.</p> <p>Research supervisors provide mentoring and advice to graduate students.</p> <p>Associate Dean Graduate Studies &amp; Research is member of the Senior Admin team, which meets biweekly to address issues and resolve problems raised by students.</p>

**Principle V: Enrolment planning and student population mix will consider impact on the broader community**

<b>Goals:</b>	<b>Alignment: Undergraduate</b>	<b>Alignment: Graduate</b>
Develop a comprehensive housing report, highlighting issues related to student housing	Students tend not to live on campus. Admitted students are provided with information in the offer letter and after acceptance about graduate and professional student residences at <a href="http://residences.housing.queensu.ca/">http://residences.housing.queensu.ca/</a> and community housing at <a href="http://community.housing.queensu.ca/">http://community.housing.queensu.ca/</a> and <a href="http://listingservice.housing.queensu.ca/index.php/rental/rentalsearch/action/search/">http://listingservice.housing.queensu.ca/index.php/rental/rentalsearch/action/search/</a> . Law students post apartment listings on the law student market listserv, which will be shared with new incoming students.	Most graduate students do not live on campus. After admission, information about housing options and QUIC resources are sent by SGSR.
Continue to foster positive town-gown relations	The Faculty of Law supports the community through its clinics, Pro Bono Students Canada, OJEN and contacts with the Frontenac Law Association.	Law graduate students participate in the activities and outreach of the SPGS.
Leverage technology to support distance studies	New IT Analyst hired in October 2013 to assist with the delivery of any such initiatives  By spring 2014, plan in place to upgrade Faculty's IT capacity and learning technology capacity.  Website is being re-designed for primarily external audience, using Drupal platform, with addition of an internal portal for various members of the law school community. Implementation target is July 2014.	See JD entry
Work to maximize opportunities for students in the broader community, including research/clinical/field work placements, volunteer positions and project-based partnerships	Experiential learning is a distinctive feature of the JD program: Queen's Legal Aid Clinic, Correctional Law Project, Clinical Family Law, Elder Law Clinic, planned new Family Law Clinic, PBSC, OJEN, Law-699 Federal Government Internships, Law-698AB Clinical Externships with legal aid clinics in Kingston, Belleville and Cobourg  Summer international and domestic internships supported by Dean's Excellence Fund and Tory's Fund. See	Community-based research. Some Field Travel Awards and Conference Travel Awards available to graduate students.

	<a href="http://law.queensu.ca/international/internshipPrograms/201314InternshipGuide.pdf">http://law.queensu.ca/international/internshipPrograms/201314InternshipGuide.pdf</a>	
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### C - Key Performance Indicators – Law – JD

KPI	2012*end of cycle	2013* end of cycle	2014*as of Feb 21/14
# of Applications	2,690	2,792	2,498
Yield Rate (Total Registrations/Total offers as of Nov 1)	163/538=30%	171/512= 33%	Too early – acceptance deadline is not until April 1, 2014.
Nov 1 Y1 headcount	163	171 (4 stop-outs)	200 target
Nov 1 program headcount	504	489 (+ 26 outgoing exchange)	540 target
# of Y1 Visa students	NA	1	Not known
# of Y1 self-identified Aboriginal students	1	1	1
Entering class average	81.% cumulative (General)	82% cumulative (General)	Not yet known

KPI	2011	2012	2013
7-year grad rate	92.5%	92.5%	
6 month employment rate	83.72%	93%	97%
2 year employment rate	95.45%	-	-
Exit Poll “excellent learning experience” score	90%	94%	94%

### KPIs – Graduate – Faculty of Law

KPI	2012-13 domestic	2012-13 international	2013-14 domestic	2013-14 international
#applications (LL.M/PhD)	13/5	22/20	13/7	36/16
Offers (LL.M/PhD)	9/3	6/3	10/4	4/3
Yield (LL.M/PhD)	3/2 (33%/66%)	2/2 (33%/66%)	4/2 (40%/50%)	1/0 (25%/0%)
	2011/12	2011/12	2012/13	2012/13
# Degrees awarded LL.M./Ph.D.				
Mean # terms to complete				