

Enrolment Planning 2010-20: Preliminary Report

January 19, 2011

Introduction

The Ontario Ministry of Training, Colleges and Universities (MTCU) estimates that demand for post-secondary education will steadily increase over the next decade with a growth rate of approximately 2% per year. The overall growth of undergraduate enrolment is projected to increase from about 320,000 full-time students in 2008-09 to approximately 400,000 undergraduate students in 2010-11.

With this context in mind, the Principal commissioned an enrolment planning Task Force to consider the opportunities and challenges provided by this increasing demand for undergraduate and graduate post-secondary education. The Task Force began meeting in September 2010 and met through the fall term to discuss both short-term and long-term enrolment plans. At its first meeting in September 2010, the Task Force established the following priorities:

- determine the integration of an enrolment growth strategy into the academic planning exercise and the budget and staffing planning;
- consider the risks and opportunities to guide the development of a timeline for a plan of action for the Task Force;
- establish a set of guiding principles and factors for consideration to inform the discussion and decision-making of the Task Force;
- release, to the Principal, the final report with a set of recommendations on the enrolment strategy for Queen's;
- and, determine a communications strategy so the community remains informed on the progress of this important initiative.

This preliminary report sets out some of the current contexts considered by the Task Force and includes a history of enrolment planning at Queen's (Appendix A) and an overview of enrolment trends at Queen's since 1995 (Appendix B).

In its discussions, the current Task Force has taken into account recommendations made in the "Report of the Enrolment Planning Task Force" submitted to Senate on January 18, 2000, but has considered the recommendations of that Task Force in light of a change of conditions presented by the current university, demographic, political, social, and economic environments.

The Task Force consists of the following members:

- Bob Silverman, Chair and Provost and Vice-Principal (Academic)
- Susan Cole, Chair of SCAD and Deputy Provost
- Brenda Brouwer, Vice-Provost and Dean of School of Graduate Studies
- John Pierce, Associate Vice-Principal and Dean of Student Affairs
- Alistair MacLean, Dean of Arts & Science
- David Saunders, Dean of the Queen's School of Business

demographic drag on enrolment.*

5. *Program Capacity* – Many factors contribute to determining enrolment limits at the concentration or field level. The Faculty of Arts and Science has many limited enrolment programs where upper year demand exceeds capacity and progression is academically competitive. Applied Science is exploring options to introduce more students into upper year in programs with capacity. The advanced standing track in Nursing, which admits students who have completed the equivalent of two university years to complete a continuous five-term degree completion, has been very successful and has grown steadily

- The funding must enable an increase in the level of student financial assistance so that aid available for new students is not compromised by enrolment growth.
- The funding must enable adequate investment in the physical and information resources necessary to enhance the quality of the environment for research and teaching.
- The University and student governments must continue to work with students and city residents to ensure the continued improvement of town-gown relations.

In addition, the following conditions must also be met prior to any significant on-campus enrolment growth:

- Enrolment growth must be done selectively, in programs of strategic importance, with high demand and a large supply of qualified applicants.
- Appropriate new residence facilities must be constructed to maintain the residential nature of Queen's.
- Care must be taken to ensure the students Queen's admits are equipped to be successful

ii. Off-Campus Enrolment

While still in the discussion and planning stages, the Task Force recommends that further discussion and consultation take place in developing the following areas:

- a. Expansion of Continuing and Distance Studies;
- b. Blended learning models;
- c. Expansion of international initiatives;
- d. and, development of Professional programs offered through distance studies or on campus components during spring/summer.

Appendix A

A Historical Review of Enrolment Planning at Queen's

Queen's University has a history of careful enrolment planning based on the establishment of annual enrolment targets set by the Senate Committee on Academic Development (SCAD) upon consultation with the Deans. The enrolment plan is approved annually by the Senate and presented to the Board of Trustees for information.

For the period 1989 through 1995-1996, the University's enrolment plans were heavily influenced by the results of the Corridor Enrolment planning exercise conducted by the Ontario Council on University Affairs (OCUA). Queen's enrolment plan called for a somewhat greater emphasis on science programs, a reduction in humanities and social science undergraduate enrolments, and continued effort to increase the relative proportion of graduate enrolment towards a goal of 20% of total enrolment. Specific enrolment targets in the Corridor Enrolment Plan were established at the program level in some instances (Nursing, Education, and Rehabilitation Therapy) as well as at a broader level (undergraduate science, graduate studies and total undergraduate enrolment).

Queen's fulfilled its Corridor enrolment obligations by meeting all of the assigned enrolment targets in 1995-1996. Accordingly, as long as the University maintained its total enrolment in the Corridor, Queen's retained its fixed share of the available government funding. If enrolment were to fall below the Corridor, the University's share of government funding would decrease, and while there was a mechanism to accommodate enrolment increases, the

academic activities, were defining and differentiating characteristics of Queen's Uni

approved the recommendation that Queen's stage enrolment growth in selected programs to increase by approximately 3,000 full-time undergraduate and graduate students to a new steady state full-time enrolment level of 17,000 over the ensuing decade.

While the double cohort years (2003 – 2007) marked an all-time high point for Queen's enrolment, growth has continued. As of November 2008, total full-time enrolment has increased 35% (+26% undergraduate, +54% graduate and +132% MBA) over the preceding decade, prior to the various government sponsored growth incentive plans. The undergraduate Commerce program has grown 50% since pre double cohort, and full-time enrolment in Arts has increased 16% from the double cohort high and is projected to continue to grow through 2012, which will represent 22% growth over the double cohort bulge.

The enrolment mix by program has not changed substantially since the mid 1970s, with the exception of undergraduate science (which has increased from 17% of total undergraduate enrolment in 1975 to 23% in 2010-2011) and graduate students (graduate studies and MBA have grown from 10.8% overall to more than 19% of total enrolment in the past year). The geographic mix of Queen's students has changed. While Queen's continues to serve Ontario's population, with approximately 76% of the undergraduate student body from Ontario and almost 40% of those from the Greater Toronto Area (GTA), students from every Canadian Province and Territory are represented, and 5.5% of undergraduate students (including those at Queen's) in exchange are international citizens. International enrolment, by citizenship, comprises almost 17% of graduate student enrolment.

In the fall of 2008, Principal Williams established an enrolment target Task Force to review enrolment targets at the undergraduate and graduate levels, the implications of growth or lack of growth, the constraints on growth, and potential enrolment shifts between discipline areas. The

Appendix B: Enrolment Trends

Figure 1*

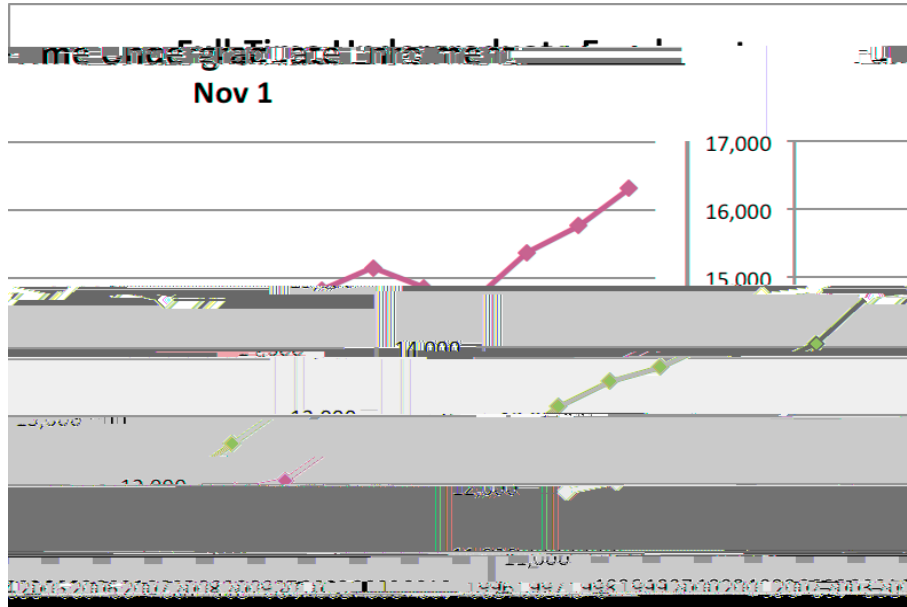
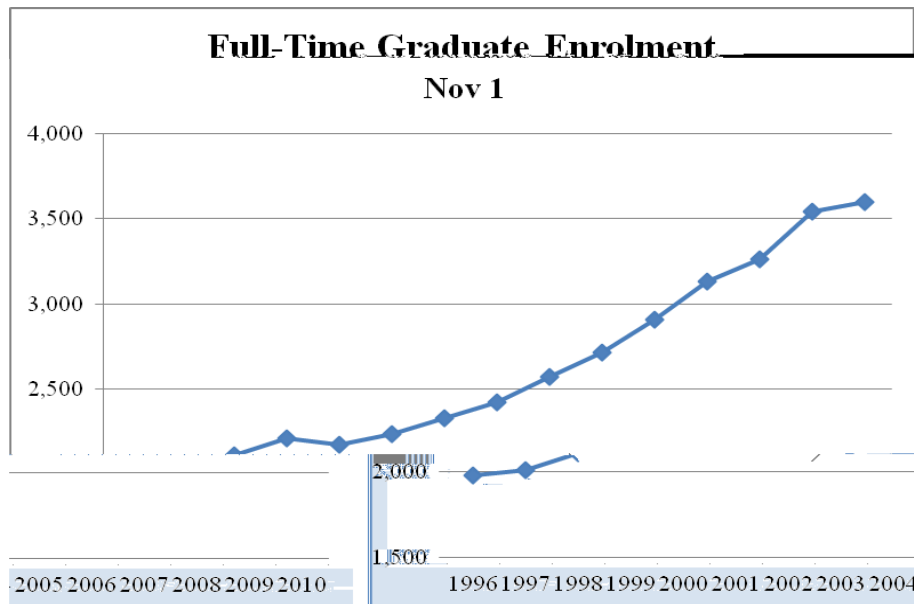


Figure 2



* In Figure 1, a full-time undergraduate student has a course load of 60% or more of a normal full-time course load.

Figure 3

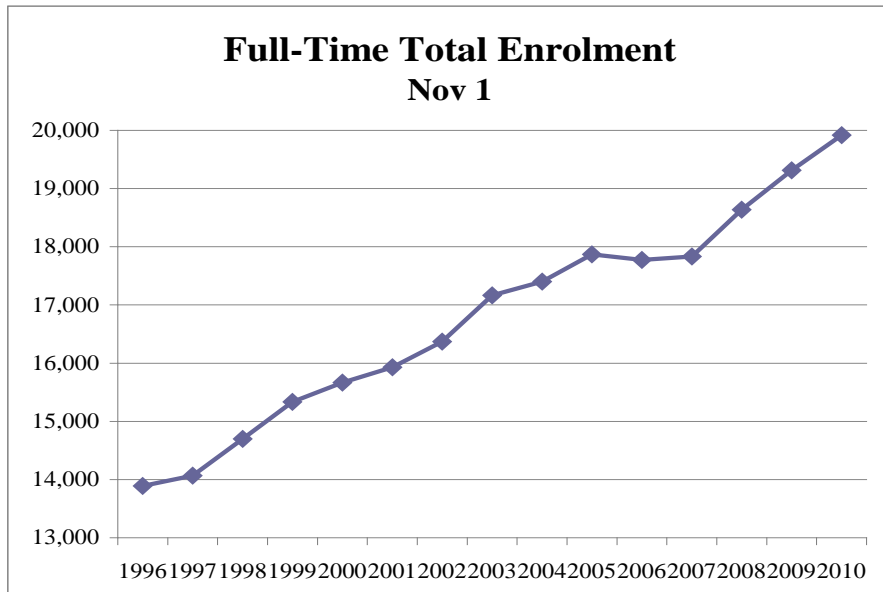


Figure 4

