Ministry of Training, Colleges and Universities

Multi-Year Accountability Agreement Report-Back

University:	UOIT	**Year:**	**2008-09**

As noted in the Multi-Year Accountability Agreement for Universities for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, update the planned net new hires table, and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

MYAA Transition Year 2009-10

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol (reflecting updated graduate and medical expansion targets), providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, continued participation in student engagement and retention measures and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10

year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so, eliminate any double-counting in the column, "Total Number Self-Identifying as Member of Under-represented Group".

Measurement Methodology (including description)	Student Groups in Your Student Population			Total Number Self-Identifying as Member of Under-represented Group	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities		
	#	#	#		
NSSE – 2008 Survey of 1st and Final year students	19	249		266	1305
Accessibility Fund for Students with Disabilities Report			188	188	

If you would like to provide any other comments, please do so in the following space:

Results from the 2008 NSSE are currently our only indicator of participation rates of first generation students.

Increased Participation of Under-Represented Students — Programs/Strategies

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Students with Disabilities	Participation rate	2.8% (2007-08 result: 3.0%; 2006-07 result: 2.7%)	3.5%	Exceeded target.
	Retention rate	Maintain established rate (2007-08 result: 79%; 2006-07 actual: 67%)	65%	Retention rate is in line with the 2006-07 established rate.
First Generation Students	Participation rate	26% (1st year students (2007-08 result: 19%; 2006-07 result: 18%)	19% (2007-08 data)	
	Retention rate	Maintain Year 1 to Year 2 retention rate in line with Year 1 to Year 2 retention rates for all students	N/A	It is currently not possible to calculate retention rates for first generation students using NSSE.

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1. Under-represented Student Strategy: Students with Disabilities	UOIT will continue to ensure that programs are in place to support increased participation for students with disabilities. UOIT will also continue to ensure that students with disabilities have access to all support services and programs that are available to all UOIT students.
2. Under-represented Student Strategy: First Generation Students	UOIT will continue to ensure that programs are in place to support increased participation for first generation students. UOIT will also continue to ensure that first generation students have access to all support services and programs that are available to all UOIT students.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1. Under-represented Student Strategy: Students with Disabilities	In 2009-2010, UOIT will continue to monitor the participation rate and retention rate for students with disabilities.
2. Under-represented Student Strategy: First Generation Students	In 2009-2010, UOIT will continue to monitor the participation rate for first generation students. UOIT will also continue to look at ways to track retention for first generation students.

2008-09 Student Access Guarantee

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2008-09, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines.

	Yes	No
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines	√	

If you answered no, please explain.

Please complete the following table, using the most recent available year-to-date information from your institution's 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	365,293	262
Other SAG Expenditure to Supplement OSAP	456,973	333
Total	822,266	595

Date screen was last updated: 23 / 07 / 2009

2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2009-10 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a)Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information	UOIT endeavours to meet tuition/book shortfalls for those students who have submitted an online application requesting additional financial aid and meet the following conditions: • Students must have applied for OSAP and have an identified unmet tuition/book shortfall. • As per the Ministry directive institutional aid will be based on the figures available through the OSAP download files. • The financial aid office reserves the right to adjust tuition/book shortfall amounts, based on additional information regarding resources or costs gathered through the application process. • Where the shortfall is adjusted by the financial aid office a record of the basis for the adjustment will be kept. • Aid provided to students in the form of bursaries, need based scholarships, and work study support or a combination of these may be deemed as satisfying the access guarantee. • Students must sign their Ministry OSAP Confirmation of Enrolment – students are not required to negotiate OSAP if deemed eligible for the Student Access Guarantee, but the student must sign their Confirmation of Enrolment to activate their OSAP record for the 2008/2009 year and to facilitate the accurate reporting of SAG expenditures to eligible OSAP student files.	
If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee. - Identify any applicable deadlines. - **Identify your communications strategies to inform students of how to apply**.	Students gain access to the online Student Financial Profile through the UOIT student intranet MyCampus. Information regarding accessing the Student Financial Profile is provided in a variety of media including, handouts, OSAP workshops and Institutional website. - Fall semester bursary applications will be accepted until the last day of November. Bursary funds awarded will be disbursed bi-weekly until the end of the semester. - Winter semester bursary applications will be accepted until the last day of March. Bursary funds awarded will be disbursed bi-	

	weekly until the end of semester.	
	- Spring/Summer bursary applications will be accepted until last day of June. Bursary funds awarded will be disbursed by the end of July.	
	- Where students have outstanding tuition fees with the institution bursary funds will be applied to the student's account first, any remaining balance will be issued in the form of a cheque to the student.	
	- As there is a determination of eligibility based on ongoing OSAP application, disbursements will be scheduled on a bi-weekly basis to satisfy newly identified eligible students based on new OSAP assessments.	
	- Students will be notified in writing as to the results of their application.	
Identify whether your institution plans to provide loan assistance in values greater than $1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide	UOIT and BMO Bank of Montreal have partnered for the purpose of providing UOIT students with one of the most competitive student banking packages on the market. In keeping with our goal of providing the best options to students, effective immediately, a comprehensive and highly competitive student financing package will be available to all UOIT students who qualify. Qualified graduate and second-entry students will be eligible to receive a line of credit at a rate of prime + ½%. Students in all of our current OSAP eligible second entry and graduate programs may apply to the BMO loan program. Master Information Technology (MITS) Master Applied Science (MASC) Master Applied Science Nuclear (MNUC) Master Engineering (MENG) Master Engineering Nulcear (ENNC) Master of Science (MSC) PhD Engineering Mechanical (PHENG)	
Describe other financial support programs and strategies that your institution will use to assist university students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.	UOIT continues to implement programs designed to address financial need for all our students considering individual circumstance and hardship. Students who do not qualify under the SAG Program guidelines may be eligible for funding through other UOIT bursary and work study programs that address overall need.	

| Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee. | While there is no avenue to "appeal" the SAG eligibility requirements as it is being implemented under specific eligibility criteria, students may ask to have their bursary application reviewed by the Financial Aid Office, Bursary Committee. The bursary committee will review the applicant's eligibility under the SAG guarantee and will take into consideration any additional information provided by the student. The outcome of the review will be communicated to the student in writing. | |

If you would like to provide any other comments, please do so in the following space:

B. QUALITY

Quality of the Learning Environment

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Faculty Orientation / Mentorship Program	The percentage of faculty participating in the Mentorship Program. UOIT plans to target each new core faculty member (approx. 30 per year)	Maintaining new faculty participation in some component of the Mentorship Program at 85% (2007-08 result: 100%; 2006-07 result: 100%)	100%	Exceeded target. Participation in the Mentorship Program continues to be mandatory for all faculty members.
Laptop Learning Program	Results from the course evaluations. Students are asked if their course takes full advantage of the laptop hardware and software. The target is to increase the response rate by 2 percentage points per year.	72% of students to respond that they agree or strongly agree that their course takes full advantage of the lap-top hardware and software (2007-08 result: 72%; 2006-07 result: 74%)	71%	UOIT continues to work with students to build comfort levels and initiatives around the laptop learning program.

Course Evaluations	Reporting of course evaluations on a Faculty, and University level. The target is to report results within four weeks of receiving the data	Target is to report the results to the Deans within four weeks of receiving the data (2007-08 result: 3 weeks)	Course evaluation results were reported to the Deans one week from the date the university received the data (April 28, 2009).	Exceeded target.

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1. Quality Improvement Strategy: Faculty/Orientation Membership Program	UOIT will continue to offer the faculty/orientation membership program to all new faculty members.
2. Quality Improvement Strategy: Laptop Learning Program	UOIT will continue to work with students to build comfort levels and create initiatives around the laptop learning program.
3. Quality Improvement Strategy: Course Evaluations	UOIT will continue to place importance on getting course evaluation data/information to Deans as quickly as possible.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through NSSE, KPI's, CGPSS or CSRDE):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1. Quality Improvement Strategy: Faculty/Orientation Membership Program	In 2009-2010, UOIT will continue to make the faculty/orientation membership program mandatory for all new faculty members.
2. Quality Improvement Strategy: Laptop Learning Program	In 2009-2010, UOIT will continue to monitor responses on course evaluations dealing with student's perceptions on the use of the laptop learning program.
3. Quality Improvement Strategy: Course	In 2009-2010, UOIT will continue to track the duration from which the university receives course evaluation results and how long it takes to disseminate them to the Deans.

Evaluations	

Net New Hires

Referring to your approved Multi-Year Action Plan, please identify your planned and actual net new hires for 2008-09. In 2009-10, the ministry is seeking information on annual net new hires according to your institution's established definitions for full-time tenured, full-time limited term and part-time. The ministry appreciates that accurate data on net new hires for 2009-10 may not be available until late fall. As such, please identify your planned net new hires for 2009-10.

Actual New Hires in 2008-09 Planned New Hires in 2009-10		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	Planned 2008-09	30	12				
	Actual 2008-09	31	23		15		13
	Planned 2009-10	10	3				
Retires / Departures	Planned 2008-09	3	5				
	Actual 2008-09	2	2		4		3
	Planned 2009-10	2	2				
Net New Hires	Planned 2008-09	27	7	60			
	Actual 2008-09	29	21	60	9		10
	Planned 2009-10	8	1				

* For student services staff definition, please refer to the student services functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report. Student Services Staff do not include ancillary staff.

**For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

If applicable, please explain variance between the proposed and actual 2008-09 net new hires.

Student Success: Student Retention Rates

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1st to 2nd Year	81% (2007-08 result: 81.3%)	80%	See note below.
2nd to 3rd Year	91% (2007-08 result: 88.5%)	84%	See note below.
3rd to 4th Year	96% (2007-08 result: 92.7%)	93%	See note below.

If you would like to provide any other comments, please do so in the following space:

UOIT now calculates retention rates based on the Consortium on Student Retention Data Exchange (CSRDE) methodology which differs from the methodology used to set the initial targets.

MYAA Transition Year 2009-10

In 2009-10 your institution is asked to continue to participate in the Consortium on Student Retention Data Exchange (CSRDE). Pending advice from HEQCO on the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

If you would like to provide any other comments, please do so in the following space:

C. ACCOUNTABILITY

MYAA Report-Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space:

www.uoit.ca/oira

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site.   Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

MYAA 2008-09 Report-Back Contact	
Name:	Michelle Willson
Phone:	905-721-8668 ext. 3794
Email:	michelle.willson@uoit.ca

APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year

<u>Increased Participation of Under-Represented Students</u>

Outreach: targeted outreach activities with local community organizations and high schools, or advertising / marketing activities to improve participation of under-represented groups.

Bridging & Pathways: activities to bridge students into PSE (including dual credit programs, academic upgrading and other services) and assist students' pathways between college and university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

Student Services & Supports: activities including personal and career counselling, academic advising and supports, and cultural programming (i.e. Aboriginal Elders on-site).

Academic Programming: activities to assess or develop programs to ensure accessibility in terms of delivery and / or content, enhance opportunities for under-represented groups, or deliver the program in partnership with other institutions.

Building Capacity: activities focusing on the capacity of the college or university to ensure greater accessibility, including staff training, research and needs assessment of the student population and the identification of barriers.

<u>Quality of the Learning Environment</u>

Graduate Education Enhancements: activities that support graduate students in career development (TA workshops, conferences, research best practices, funding seminars) and strengthen academic resources (program development, research / lab spaces) and student engagement.

Academic Programming: program development and quality review processes, and improved program policies and quality audits.

Student Engagement & Satisfaction: activities to increase student engagement through effective educational practices (interaction, cooperation amongst students, active learning, prompt feedback and time on task). Also includes overall assessments of student satisfaction and engagement through designated tools (KPI, NSSE, CUSC).

Student Services & Supports: academic supports such as tutoring, academic advising and foundational skills (English and Math).

Teaching / Classroom Enhancements: overall enhancements to students' experience inside the classroom through targets for student-faculty ratio, student assessment of teaching and physical classroom upgrades (technology, seating).

Operations: activities to support effective operations, including faculty / staff development, infrastructure / capital and library and technology enhancements.

APPENDIX B: Example of extended / consolidated programs and strategies

Multi-Year Action Plan for 2006-07 to 2008-09

Quality Strategy / Program	Indicator	Results		
Academic Writing Centre	% of 1st year students using centre	% in 2006-07	% in 2007-08	% in 2008-09
Peer Tutoring Program	# of clients served	**#** in 2006-07	# in 2007-08	# in 2008-09
Entering Student Retention Strategy	1st to 2nd year retention rate	**%** in 2006-07	% in 2007-08	% in 2008-09

Transition Year 2009-10

Consolidated or extended Quality Strategy / Program	Brief Description
1. Entering Student Success Strategy: Student Services & Supports	We will continue to offer a range of student supports and services to ensure students receive the academic counselling and support they need to succeed in their studies and persist to year two of their program.

Consolidated or extended Quality Strategy / Program	Description of Monitoring and Evaluation of Outcomes
1. Entering Student Success Strategy: Student Services & Supports	In 2009-10 we will continue to monitor the impact of our entering student success strategy through responses on the use and evaluation of student services in our student engagement survey. We will also continue to monitor the overall retention rate for 1st to 2nd year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010.