Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	University of Ontario Institute of Technology

OVERVIEW

Through the 2008-09 MYAA Report-Back process, *University of Ontario Institute of Technology* was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. *University of Ontario Institute of Technology* was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of University of Ontario Institute of Technology's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that *University of Ontario Institute of Technology* is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for *University of Ontario Institute of Technology* to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on *University of Ontario Institute of Technology*'s website. Please ensure *University of Ontario Institute of Technology*'s completed 2009-10 Report Back is posted at the same location on *University of Ontario Institute of Technology*'s website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Preet Gill, Senior Policy Advisor, Universities Unit at Preet.Gill@ontario.ca or telephone (416) 325-9262, or Aamir Taiyeb, Research Policy Analyst, Universities Unit at Aamir.Taiyeb@ontario.ca or telephone at (416) 325-4237.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on University of Ontario Institute of Technology's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the governments strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:

    1) Enrolment - Headcount
    2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
    3) Compliance with the Student Access Guarantee (SAG) in 2009-10
    4) The Student Access Guarantee (SAG) for 2010-11
    5) Participation in the Credit Transfer System
    6) Class Size
    7) Online Learning
    8) International
    9) Supply Chain Compliance
    10) Space Utilization
    11) College Student Satisfaction
    12) Graduation Rate
    13) Graduate Employment Rate
    14) Student Retention Rates
    15) Quality of the Learning Environment

1) Enrolment - Headcount*

DEFINITION: Headcount is the number of full-time students enrolled in 2009-10, including full-time undergraduate and graduate students eligible for funding consideration.

- **University of Ontario Institute of Technology** reported to TCU the total Headcount enrolment in 2009-10 = **5,803**

- Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by **University of Ontario Institute of Technology** to the Ministry for 2009-10 = **4,959**

- Please indicate the number of students aged 25+ from the total Headcount enrolment reported by **University of Ontario Institute of Technology** to the Ministry for 2009-10 = **697**

- Please provide one or more examples in the space provided below of a promising practice that **University of Ontario Institute of Technology** used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

> In 2009-10 UOIT set a 5 year Business Plan which the senior team reviews annually based on historical and environmental scans. This data is used to set enrolment targets and determine total student numbers through the creation of enrolment models.

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

DEFINITION: Students with disabilities is the total number of students with disabilities registered with the Office for Students with Disabilities and reported in Table 1 of the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (AFSD).

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

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

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

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

- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students

Please indicate the total number of *students with disabilities* at **University of Ontario Institute of Technology** who registered with the Office for Students with Disabilities and received support services in 2009-10= **277**
 	
Please indicate the number of *students with disabilities* at **University of Ontario Institute of Technology** who registered with the Office of Students for Disabilities and received support services in 2009-10 who were:
    Full-time: **181**
    Part-time: **96**
    Total (Full-Time + Part-time): **277**
 	
Please calculate as % of Enrolment Headcount:
 	
(Insert Total From Above) **277**
÷ **5,803** (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = **5**%
	Please indicate the total number of *First Generation students* enrolled at **University of Ontario Institute of Technology** in 2009-10= **1,074**
	
	Please indicate the number of *First Generation students* enrolled at **University of Ontario Institute of Technology** in 2009-10 who were:
	
	    Full-time: **999**
	    Part-time: **75**
	    Total (Full-Time + Part-time): **1,074**
	
	Please calculate as % of Enrolment Headcount:
	
	(Insert Total From Above) **1,074**
	÷ **5,803** (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = **19**%
		Please indicate the total number of *Aboriginal students* enrolled at **University of Ontario Institute of Technology** in 2009-10= **48**
		
		Please indicate the number of *Aboriginal students* enrolled at **University of Ontario Institute of Technology** in 2009-10 who were:
		
		    Full-time: **46**
		    Part-time: **2**
		    Total (Full-Time + Part-time): **48**
		
		Please calculate as % of Enrolment Headcount:
		(Insert Total From Above) **48**
		÷ **5,803** (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = **1**%

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more examples of promising practices that **University of Ontario Institute of Technology** used in 2009-10 to develop and maintain results for students with disabilities.	In the space below, please provide one or more examples of a promising practice that **University of Ontario Institute of Technology** used in 2009-10 to develop and maintain results for First Generation students.	In the space below, please provide one or more examples of a promising practice that **University of Ontario Institute of Technology** used in 2009-10 to develop and maintain results for Aboriginal students.
A transition program is in place for students with disabilities that prepares them for a successful start. This also allows staff to begin the accommodation process before the start of the year.	UOIT provided an on-line website for study skills help called www.nool.ca. The website was designed to help first generation, and other students, in need of study skills upgrading.	UOIT hired an Aboriginal Educational Counsellor who is creating a variety of support services available to help students accomplish their goals, both academically and personally.

University of Ontario Institute of Technology can use the space below to describe methodology, survey tools, caveats and other information regarding the numbers reported herein re. Students with Disabilities, First Generation and Aboriginal Students:

Disability data based on those using the services on campus.

First Generation data based on 2008 NSSE survey data of first and fourth year students.

Aboriginal data based on OUAC application declarations.

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

*Through its signed MYAA, **University of Ontario Institute of Technology** committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.*

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	$697,153	473
Other SAG Expenditure to Supplement OSAP	$670,630	421
TOTAL	$1,367,783	894

Data as of July 06, 2010

• Did **University of Ontario Institute of Technology** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **Yes**

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (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 2010-11 Student Access Guarantee Guidelines.

For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs. Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.	Program Eligibility Parameters/Delivery First Entry Programs: UOIT will automatically provide tuition/book shortfall assistance to students in first entry programs, under the following parameters. • Students must have applied for OSAP and have an identified unmet tuition/book shortfall. • Students must have negotiated OSAP loan funding issued to him or her. • Income has been verified by OSAP for the student's contributing individual. • As per the Ministry directive the amount of aid will be based on the tuition/book shortfalls made available through the OSAP download files. • Aid provided to students can be in the form of bursaries, scholarships, and work study support or a combination of these. • Students may be required to complete an institutional aid application as a condition to be considered for the tuition/book shortfall aid If OSAP has not verified the correctness of income for a student's contributing individual. Distribution of Aid For students attending a two-term academic year, tuition/book shortfall aid will be delivered no later than the end of the first month of the student's second term. • Typical Fall/Winter study period tuition/book shortfall payments will be issued by February 1, 2011. • Typical Winter/Spring study period tuition book shortfall payments will be issued by June 1st, 2011. • Where students have outstanding tuition fees with UOIT 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. • Students will be identified automatically through the Ministry download and notified of the amount of their Student Access Guarantee aid along with the timing and method of distribution.
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 has worked with a financial institution to provide students a program for financial assistance.

5) Participation in the Credit Transfer System

• *Using Ontario Universities Application Centre (OUAC) reports, please provide data for the following years:*

Years	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2005	6,584	1,256	362	132
2006	7,206	1,177	287	108
2007	7,327	1,532	304	97
2008	8,221	1,507	334	87
2009	8,530	1,667	343	128

*Transfers from publicly assisted colleges in Ontario

NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that transfer data is not limited to college graduates who apply through OUAC and only includes full-time students applying and registering in the fall to the first year of a university program. The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways and amount of credit granted.

Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.

Further details on where the pre-populated data in the statement "Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was 81.9%" was derived from the College KPI Graduate Outcomes (Employment/Satisfaction) Survey. Information on the Survey is as follows:

- *Telephone based surveys (more than 100 fields of data)*
- *Survey conducted by a third party service provider, presently Forum Research Inc., based on audited student information provided by the colleges*
- *Conducted annually, three times a year, six months after graduation*
- *Census type survey - attempt to reach every eligible graduate from ministry-approved postsecondary program*
- *Sample size, 2009-10 survey: 40,410 completed Graduate Employment/Satisfaction survey;*
- *Response Rate 2009-10 survey: 64%*
- *Response Rate 2008-09 survey: 68%*
- *Survey responses used to tabulate two college Key Performance Indicators - Graduate Employment and Graduate Satisfaction*
- *The Survey, including definitions and methodology information, can be found on the web (in Appendix A of the document link below) at the following website:*
  http://www.edu.gov.on.ca/eng/document/serials/eprofile07-08/profile08.pdf

- Please provide any additional comments regarding transition experience either from college to university or university to university.

UOIT created a Transfer Guide Committee with representatives from each academic faculty, as well as transfer credit officers from the Registrar's Office. The committee developed a framework for the timely and consistent assessment of transfer credits to ensure program integrity is protected and curriculum standards are met. Highlights include: internal review of process and standards resulting in the creation of efficiencies between faculties and the Registrar's office; development of an internal equivalency database; and general information sharing.

• Please provide one or more examples in the space provided below of a promising practice that **University of Ontario Institute of Technology** used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

UOIT worked with a number of partner colleges to create bridge programs in the BAHSc and BASc which were evaluated on a program outcomes level rather than a course by course method. This provides all ministry approved diplomas in specific area direct access into the degree.

6) Class Size

• *Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of* **University of Ontario Institute of Technology***'s undergraduate class size was:*

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Less than 30	8	11.0%	15	17.4%	67	54.5%	108	72.0%
30 to 60 students	23	31.5%	23	26.7%	34	27.6%	36	24.0%
61 to 100 students	11	15.1%	26	30.2%	12	9.8%	5	3.3%
101 to 250 students	31	42.5%	21	24.4%	10	8.1%	N/A	0.0%
251 or more	0	0.0%	1	1.2%	0	0.0%	0	0.0%
Total	73	100.0%	86	100.0%	123	100.0%	150	100.0%

Note: There are a number of one-on-one instruction classes, including independent study, independent research, internships and practicums that are excluded from the above class sections. Class sub-sections such as labs and tutorials are also excluded.

• Please provide one or more examples in the space provided below of a promising practice that **University of Ontario Institute of Technology** used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

UOIT conducted a search for a viable 'pattern system' to use as a framework for course scheduling. The goal of this system was to stabilize course scheduling from year to year, minimize schedule conflicts, and optimize class size, time and location.

7) Online Learning

• A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

• To complement this work, please provide one or more examples in the space provided below of a promising practice that *University of Ontario Institute of Technology* used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

UOIT continues to promote the usage of virtual classrooms like Adobe Connect. UOIT also provides training and collaboration so that faculty members feel comfortable using the technology. UOIT also implemented formal course development contracts to ensure quality and integrity in the development and delivery of online courses.

8) International

DEFINITION: International Enrolment* is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.

- **University of Ontario Institute of Technology** reported to TCU that International Enrolment in 2009-10 = **293**.

- In 2009-10, **University of Ontario Institute of Technology** reported to TCU the following top 3 source countries for international students:

  China
  Hong Kong
  India

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences **University of Ontario Institute of Technology** had in 2009-10:

  - Outbound students = **19**

  - Inbound students = **6**

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at **University of Ontario Institute of Technology** in 2009-10 = **$3,434,705**

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that **University of Ontario Institute of Technology** had outside of Canada in 2009-10 = **$0**

• Please list in the table below all For Credit, Stand-Alone campuses *University of Ontario Institute of Technology* operated **abroad** in 2009-10, including city, country and total enrolment for each campus:

• Please provide one or more examples in the space provided below of a promising practice that *University of Ontario Institute of Technology* used during 2009-10 to develop and maintain results for international activities. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

UOIT added an Assistant Registrar, International and expanded the number of international recruitment initiatives, and destinations in 2009-2010.

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than $10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

• Please confirm that in 2009-10 *University of Ontario Institute of Technology* adopted the Government of Ontario's Supply Chain Code of Ethics: **Yes**

• Please confirm that in 2009-10 *University of Ontario Institute of Technology* adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

• In 2009-10 did *University of Ontario Institute of Technology* participate in the Ontario Education Collaborative Marketplace (OECM)? **Yes**

• If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **250,000**

• Please provide one or more examples in the space provided below of a promising practice that **University of Ontario Institute of Technology** used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

UOIT has implemented a web based requisition system that has improved efficiencies and sustainability. This web based system eliminates printed paper requisitions, and saves time with requisitions being delivered electronically for approval, versus interoffice mail. UOIT has participated with OECM on their office supplies and paper tender contracts.

10) Space Utilization

• In 2009-10, did *University of Ontario Institute of Technology* have a Space Utilization planning process in place to assess and optimize academic space utilization? **Yes**

• If yes, please indicate in the space below the methodology used to inform *University of Ontario Institute of Technology*'s academic space utilization planning process:

As a relatively new, start-up institution, UOIT aligns our space planning with our 5 year Business Plan and campus Master Plan. UOIT continues to collect data in regards to space utilization in order to help forecast space decisions that will accommodate short term requirements with long term goals in mind.

• Please provide one or more examples in the space provided below of a promising practice that *University of Ontario Institute of Technology* used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Prior to course load, the Director of Academic Planning manually reviews utilization by class sizes to determine if certain section sizes may need to be revised/altered.

11) Student Satisfaction

• Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of excellent and good responses) at your institution for NSSE Question "How would you evaluate your entire educational experience at this institution?" for Senior Year respondents = **82%**

• Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at your institution for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" for Senior Year respondents = **83%**

• Please provide one or more examples in the space provided below of a promising practice that *University of Ontario Institute of Technology* used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

As per the results of previous CUSC student satisfaction surveys, UOIT issued an RFP for a new food service provider on campus.

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at your institution = **N/A**

- Please provide one or more examples in the space provided below of a promising practice that *University of Ontario Institute of Technology* used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

UOIT will not have data to report on graduation rate until 2010-11.

13) Graduate Employment Rate

• Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at your institution = **90.9%**

• Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at your institution = **100%**

• Please provide one or more examples in the space provided below of a promising practice that *University of Ontario Institute of Technology* used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The data available at time of print only includes UOIT BEd students. UOIT has a dedicated career and education fair that is held specifically for all Bachelor of Education students.

14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in *University of Ontario Institute of Technology*'s approved Multi-Year Action Plan. Referring to these proposed results, please identify *University of Ontario Institute of Technology*'s achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	81%	80%	83%
2nd to 3rd Year	91%	84%	91%
3rd to 4th Year	96%	93%	95%

• Please indicate in the space below the methodology used by *University of Ontario Institute of Technology* to calculate the retention rates indicated above

UOIT moved to the CSRDE methodology to calculate student retention rates. This methodology is cohort-based, as opposed to tracking students from year to year.

• Please provide one or more examples in the space provided below of a promising practice that *University of Ontario Institute of Technology* used during 2009-10 related to student retention. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

UOIT administered for the first time a 'Foundations for Academic Learning & Success' course in the 2010 winter term. This course is designed for students with under-performing university study skills – also a key group that is more likely to not be retained.

15) Quality of the Learning Environment

• Please provide information in the space provided below of what **University of Ontario Institute of Technology** did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

Some of the quality initiatives that UOIT introduced or continued in 2009-2010 included:
- A Faculty Mentorship Program
- A new Teaching and Learning website
- www.nool.ca. A website created as a resource for students to enhance their university study skills
- Implemented a tool called 'Syllabizer' to gather all course syllabi for student and academic support.
- Introduced a variety of new technologies in the classroom, including:
o Camtasia – screen capture software
o Virtual clickers
o Synchronous tools

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

- **Increased Participation of Under-Represented Students - Programs/Strategies**

As part of its 2008-09 Report Back, your institution was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
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.	- Support continues for increased participation of this under-represented group. - Access to all available support services and programs also continues.
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.	- Support continues for increased participation of this under-represented group. - Access to all available support services and programs also continues.

- **Quality of the Learning Environment**

As part of its 2008-09 Report-Back, your institution was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
Quality Improvement Strategy: Faculty/Orientation Membership Program UOIT will continue to offer the faculty/orientation membership program to all new faculty members.	UOIT continued to offer the faculty/orientation membership program to all new faculty members.
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.	UOIT continued to work with students to build comfort levels and create initiatives around the laptop learning program.
Quality Improvement Strategy: Course Evaluations UOIT will continue to place importance on getting course evaluation data/information to Deans as quickly as possible.	UOIT continued to place importance on getting course evaluation data/information to Deans as quickly as possible.