2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	University of Ontario Institute of Technology

OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated *University of Ontario Institute of Technology's* 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2010-2011 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry in *University of Ontario Institute of Technology's* 2011-2012 MYAA Report Back is denoted with the symbol (+).

1) Enrolment - Headcount*

DEFINITION: <u>Headcount</u> is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year.

University of Ontario Institute of Technology's the total Headcount enrolment count in 2011-2012 = **7,326**[(+)].

Please indicate the number of students aged 18-24 (age as of Novermber 1, 2011) from the total Headcount enrolment reported by **University of Ontario Institute of Technology** to the Ministry for 2011-2012 = **6,250**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by **University of Ontario Institute of Technology** to the Ministry for 2011-2012 = **916**.

Please indicate the number of students under the age of 18 (age as of November 1, 2011) from the total Headcount enrolment reported by at **University of Ontario Institute of Technology** to the Ministry in 2011-2012 = **160**.

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

Our institutional student database (BANNER) houses all of the data on our students, this information is collected for the purposes of the ministry enrolment submission (USER). The USER submissions are then kept in excel format to be utilized by the office of institutional resarch for official count data requests.

Please provide one or more examples, in the space provided below, of highlights from *University of Ontario Institute of Technology's* Enrolment Management Plan that *University of Ontario Institute of Technology* used during 2011-2012 to manage enrolment.

UOIT's 2011-12 enrolment plan began with a meeting with the Assistant Provost, Planning and Analysis and the Registrar to establish registration targets for each program at the undergraduate level. The Dean of Graduate studies and the Assistant Provost, Planning and Analysis had a similar meeting for the graduate targets. These targets, both undergraduate and graduate, were then brought to the Faculty Dean's for further discussion with emphasis on achievability and overall strategic integration.

An historical attrition rate was then applied to these numbers to account for the typical and expected start of the year decrease in students. Along with the target numbers the Admissions team was provided with conversion rates, which provides conversion yield rates for all programs. Weekly reports that contained application, offer, confirmation and registration numbers were created and shared with all members of the Registrar's team. These reports allowed the Admission's team to monitor where each application was in the review process, as well as adjust offers depending on targets and conversion rates. The Admission's team also utilized waitlists and confirmation deadlines, which helped provide assurances that UOIT could respond to potential program shortfalls in adequate time and achieve targets.

UOIT continues to look ahead to the GTA growth pressure that the region will endure over the next decade. UOIT anticipates student enrolment to continue to grow. The creation of our third, and most recent strategic plan, that was prepared over this academic year, addresses the impact of such rapid growth and UOIT's ability to plan and manage future enrolment.

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

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

DEFINITION: <u>First Generation</u> 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: <u>Aboriginal</u> 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.

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

Students With Disabilities	First Generation Students	Aboriginal Students
Please indicate the total number of Full-Time *Students with Disabilities* at **University of Ontario Institute of Technology** who registered with the Office for Students with Disabilities and received support services in 2011-2012= **299** Please calculate the total indicated above as a comparative % of **University of Ontario Institute of Technology's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **299** ÷ **7,326**[(+)] (2011-2012 Enrolment Headcount) x 100 = **4.1**% Please also indicate the total number of Part-Time *Students with Disabilities* at **University of Ontario Institute of Technology** who registered with the Office for Students with Disabilities and received support services in 2011-2012 = **73**	Please indicate the total number of Full-Time *First Generation Students* enrolled at **University of Ontario Institute of Technology** in 2011-2012= **2,733** Please calculate the total indicated above as a comparative % of **University of Ontario Institute of Technology's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **2,733** ÷ **7,326** [(+)] (2011-2012 Enrolment Headcount) x 100 = **37.3**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **University of Ontario Institute of Technology** in 2011-2012 = **99**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **University of Ontario Institute of Technology** in 2011-2012= **60** Please calculate the total indicated above as a comparative % of **University of Ontario Institute of Technology's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **60** ÷ **7,326**[(+)] (2011-2012 Enrolment Headcount) x 100 = **0.8**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **University of Ontario Institute of Technology** in 2011-2012 = **0**

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

For Students with Disabilities, identification was based on registration with Centre for Students with Disabilities office.

For First Generation, the official number of students that self-identified on their OUAC application as well as those that identified through institutional surveys such as NSSE.

For Aboriginal, the Fall official number of students that self-identified on their OUAC application was used.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving **University of Ontario Institute of Technology's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by **University of Ontario Institute of Technology** to be an innovative practice, success story and/or key	In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving **University of Ontario Institute of Technology's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by **University of Ontario Institute of Technology** to be an innovative practice, success story and/or key	In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving **University of Ontario Institute of Technology's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by **University of Ontario Institute of Technology** to be an innovative practice, success story and/or key accomplishment.
• UOIT's CSD started a Strengths Based Planning program to assist students with disabilities in both educational and career planning. • The CSD has significantly reduced wait time and student satisfaction by providing automated services on-line for test registration, accommodation renewal and note-taking. • The CSD expanded peer mentoring and coaching programs to assist students ADHD.	In the summer of 2011-2012 the 'Gen-F: Generation First' initiative had its very first intake of mentees for the peer mentor program. First-year, first generation (FG) students were able to connect with an upper-year FG student mentor to receive guidance and support through face to face meetings, various online platforms such as Skype and special events. In 2011-2012 the Gen-F initiative also piloted a new online event passport that gave FG students the opportunity to 'create their own experience' by selecting different workshops, information sessions or campus events that they were interested in attending and documenting their participation. The workshops, sessions and events correlated to different developmental domains pertinent to our FG population: Success, community or spirit. These domains allowed students to build their experience in a manner that was experientially holistic, while recognizing their individual areas of need. In April 2012, we were thrilled to hire mentors who had just successfully completed the 2011-2012 academic year as mentees. Entering their second year in 2012-2013, these mentees wanted to 'give back' to the program and assist incoming first-year FG students who may be experiencing similar transitional challenges.	For the 2011/2012, the Aboriginal student population at UOIT experienced a 40.5% growth (increase of15 students) in the Aboriginal student population at UOIT. The Aboriginal Resource Centre (ARC) received a generous donation of $250,000 from the Baagwating Community Association. The donation was given to support the construction of a new resource centre at UOIT's downtown Oshawa location. The Aboriginal counsellors and outreach officers spent the fall participating in recruitment initiatives for UOIT. By May 2012, the ARC conducted a conversion campaign with an Aboriginal student to call the 72 self-identified students who had applied to UOIT. The Aboriginal Resource Centre celebrated its grand opening on February 3rd, 2012. The space, located at UOIT's North location, has become a strong gathering place for Aboriginal students on campus. Weekly events continue to be held to ensure student engagement in Aboriginal initiatives and to build capacity for student retention. The celebration continued into the next day when the ARC hosted a community event at 61 Charles St. and saw 300+ attendees. The event brought together community partners, traditional craft vendors, traditional dancers, drum groups, storytelling and crafts for the children along with a traditional feast.

		The Aboriginal Resource Centre also obtained approval in March 2012 to build a Sweat Lodge at 2300 Simcoe St. North and one ceremony was held for students before the end of the academic year. This ceremony will be offered on a monthly basis to students, staff, and faculty. The Aboriginal Resource Centre hosted an Aboriginal Awareness Training sessions at the North and Downtown campus locations for staff and faculty. The training sessions saw over 40 participants. The Elder was available weekly in the ARC for student appointments. The ARC staff and Elder conducted over a dozen presentations surrounding the topics of Aboriginal history, colonialism, addictions in our communities, sensitivity training, and Aboriginal Awareness training. The Aboriginal Resource Centre was presented the 2011/2012 Community Partner Award from the Oshawa Community Health Centre (OCHC). The Aboriginal Education Advisory Circle (AEAC), founded in 2010, has been meeting on a quarterly basis to provide guidance, direction, and support to the initiatives of the Aboriginal Resource Centre. The AEAC is governed by a Terms of Reference, which was recently amended in May 2012. The AEAC is comprised of ARC staff, Elder, UOIT faculty and staff, UOIT Aboriginal students, school board representatives, community partners, and community members.

3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **University of Ontario Institute of Technology** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

*NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **University of Ontario Institute of Technology** as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL $	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	$1,853,559[(+)]	1,116[(+)]
Other SAG Expenditures (towards other assessed shortfalls)	$937,154[(+)]	663[(+)]
Total SAG Expenditures Reported by *University of Ontario*	$2,790,713[(+)]	1,779[(+)]

Did **University of Ontario Institute of Technology** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

Yes

*The space below is provided for **University of Ontario Institute of Technology** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

The University of Ontario Institute of Technology met the students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines. We used the Student Access Guarantee data downloads sent to us from the Student Financial Assistance Branch of TCU to verify students who met the requirements for mandatory assistance and provided assistance to them without application. Students who did not fall under the Student Access Guarantee were required to complete an application, and we applied a standard needs assessment process to determine their eligibility for assistance. Assistance consisted of bursaries and/or student employment opportunities.

4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2011.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2007	7327[+]	1532[+]	304[+]	97[+]
2008	8221[+]	1507[+]	334[+]	87[+]
2009	8530[+]	1667[+]	343[+]	128[+]
2010	9702[+]	2056[+]	433[+]	126[+]
2011	10359	2396	523	164

*Transfers from publicly assisted colleges in Ontario

NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that:

- the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;
- a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;
- only includes full-time students applying and registering in the fall to the first year of a university program.

The Ministry encourages *University of Ontario Institute of Technology* to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, *University of Ontario Institute of Technology* should report institutional data which includes data from OUAC and other sources.

Year	University of Ontario Institute of Technology's Total Applications	University of Ontario Institute of Technology's Total Registrations	University of Ontario Institute of Technology's Transfer Applications	University of Ontario Institute of Technology's Transfer Registrations
2010	10011[(+)]	2206[(+)]	5906[(+)]	1305[(+)]
2011	10719	2534	1625	517

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

These numbers represent the final tracking report numbers which are a direct run from our student information system (BANNER). This captures the OUAC applications as well as an internal applications in the system. OUAC data is uploaded to our system on a regular basis. Registrations are taken from official USER databased filtered for new students, and where applicable transfer specific variables.

We were unable to replicated the data for teh 2010 year. If using the same process the number of Transfer applications is 1230 and the number of Transfer registrations is 368. So there was an increase in activity when comparing to the 2011 numbers.

What is missing from these numbers are all those students that failed to report their college experience (and we have our partnership with DC to provide evidence that it's a significant gap), as well as those that reported their institution incorrectly (i.e. spelled wrong).

Please provide one or more highlights, in the space provided below, of an activity that *University of Ontario Institute of Technology* used in 2010-2011 and which contributed to maintaining or improving *University of Ontario Institute of Technology's* efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by *University of Ontario Institute of Technology* to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

4.1) Expanding Transfer Pathways excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

Admission of students to the Bachelor of Science - Bioscience specialization through an advanced entry commenced in the 2011-12 academic year. This allows students to apply their previous scholarly work from a college diploma and recive credit towards a degree at UOIT.

In the Winter of 2012 the former GENU program offered by the Faculty of Business and Information Technology underwent some modificaitons and adjustments and becamce the ACTU program. This new program allows for better and more efficient transfer of credits obtained at Durham College applied to a Bachelor of Commerce degree at UOIT.

As well in September 2011, student enrolment began in the following bridging programs:

Graduates from Durham College's Mechanical Engineering Technology Program to UOIT's Bachelor of Applied Science - Nuclear Power

Graduates from Durham College's Biomedical Engineering TEchnology Program to UOIT's Bachelor of Allied Health Sciences

Graduates from Durham College's Addictions and Mental Health Program to UOIT's Bachelor of Allied Health Sciences

We are pleased to highlight for the past two years that 30% of our domestic intake of students comes from pathways.


4.2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success)

In the 2011-2012 academic year, the College to University Transfer Student Peer Mentorship initiative was launched. Upper-year, UOIT transfer students were recruited and trained to be mentors to incoming, first-year (at UOIT) transfer students. This mentorship program is focused on assisting transfer students with navigating the university landscape and establishing meaningful connections with the UOIT community. The intake of mentees commenced in May 2012.

Students in UOIT's Allied Health program are mature students who are second-entry to a post-secondary setting, but typically new to the University environment as they have all received their academic credentials from accredited colleges). Additionally, the majority of students complete this program on a part-time basis, balanced with their continuing work in their chosen professional field.

Given this, orientation for this program is designed to reflect the different needs of the students in the program:

• Welcome students to UOIT and the Allied Health Sciences program;
• Orient students to the University academic environment and online learning;
• Introduce students to the resources and supports available to enhance their learning (including WebCT, online library services, course instructors, University services);
• Explore the challenges of balancing studies and career;
• Provide an opportunity for students to connect in a face-to-face setting with each other and program Faculty and Staff (if attending in person);
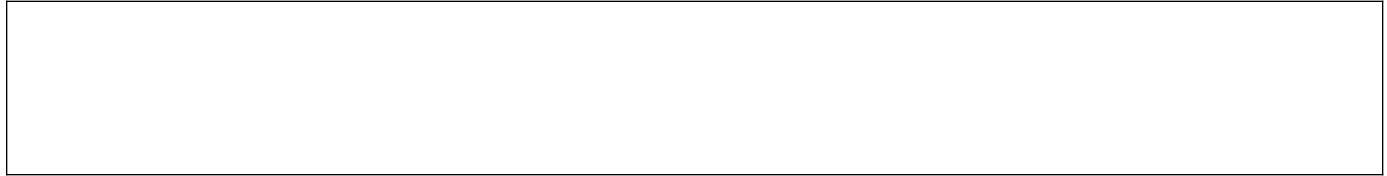
4.3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways

This year we have had many successes:

1. Transfer Credit Equivalency Database (TED) launch. This had a soft launch in early February 2012 with all Ontario universities and approved equivalencies. We now have equivalencies from across Canada: Alberta, British Columbia, New Brunswick, Nova Scotia, PEI, Quebec and Saskatchewan and around the world: USA, Australia, England, Jamaica, Guyana and New Zealand. This database is pulling live data housed within UOIT's Student Information System (BANNER).

2. Redeveloped the diploma-to-degree publication for 2011-2012 cycle into a simple and comprehensive booklet. Further, created a micro-site for the diploma to degree programs: Pathways.

3. Continually working with and updating ONTransfer.

4. Launched the Applicant Role (UOIT Admissions Account), which allows applicants to view outstanding document requirements, receive important messaging and view any electronic data interchange (EDI) submitted transcript. We are planning many improvements for this upcoming admission cycle.

5. Increased recruitment efforts within the Ontario College system through onsite visits and other initiatives.

5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, the percentage of **University of Ontario Institute of Technology**'s undergraduate class size for first entry* programs 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
Fewer than 30	9[+]	8.7%[+]	23[+]	22.5%[+]	68[+]	42.2%[+]	109[+]	67.7%[+]
30 to 60 students	40[+]	38.5%[+]	28[+]	27.5%[+]	57[+]	35.4%[+]	49[+]	30.4%[+]
61 to 100 students	13[+]	12.5%[+]	15[+]	14.7%[+]	22[+]	13.7%[+]	1[+]	0.6%[+]
101 to 250 students	39[+]	37.5%[+]	34[+]	33.3%[+]	14[+]	8.7%[+]	2[+]	1.2%[+]
251 or more	3[+]	2.9%[+]	2[+]	2.0%[+]	0[+]	0.0%[+]	0[+]	0.0%[+]
Total	104[+]	100.0%[+]	102[+]	100.0%[+]	161[+]	100.0%[+]	161[+]	100.0%[+]

First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.

Please provide one or more highlights, in the space provided below, of an activity that *University of Ontario Institute of Technology* used during 2011-2012, which contributed to maintaining or improving *University of Ontario Institute of Technology's* class size initiatives. This could include a strategy, initiative or program viewed by *University of Ontario Institute of Technology* to be an innovative practice, success story and/or key accomplishment that *University of Ontario Institute of Technology* would like to highlight.

There is a clinical simulation lab that is a component of the curriculum for our Nursing students. In the past this lab was run with one faculty member to about 30 students. This year a change was implemented that the clinical lab could be completed by videotaping the work in groups of 2-4 students and this video tape was submitted for grading. Allowing students to work in the smaller groups affords them the opportunity to get individualized feedback from instructors.

6) eLearning

The Government of Ontario, in the recently released discussion paper, Strengthening Ontario's Centres of Creativity, Innovation and Knowledge, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity taking place across Ontario.

In its 2010-2011 MYAA Report Back, **University of Ontario Institute of Technology** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **University of Ontario Institute of Technology** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

Fully Online Learning* and Synchronous Conferencing*

DEFINITIONS:

Courses:

A Fully Online Learning (asynchronous) course *is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.*

A Synchronous Conferencing course *is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.*

Programs:

A Fully Online Learning (asynchronous) program *describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.*

A Synchronous Conferencing program *describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.*

Course, Program and Registration Data

Based on the definitions provided above, provide *University of Ontario Institute of Technology's* eLearning data for 2011-2012:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit **Courses** Offered Through Fully Online Learning	49	24
Number of Ministry-funded, For-credit **Courses** Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	49	24
PROGRAMS DATA	**UNDERGRADUATE**	**GRADUATE**
Number of Ministry-funded, For-credit **Programs** Offered Through Fully Online Learning	1	0
Number of Ministry-funded, For-credit **Programs** Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in elearning Format	1	0
COURSE REGISTRATIONS	**UNDERGRADUATE**	**GRADUATE**
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	3,803	191
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	3,803	191

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

Data is taken from our official course registration, with the section type of WEB. Graduate counts do not include those courses or enrolments offered by the Faculty of Educaiton as these are not currently funded.

Our MEd and MA are currently not funded but they are OCGS approved. Graduate data (including Education) for online courses and enrolment is provided below:

	Courses	Registrations
2010-2011	40	346
2011-2012	39	395

Hybrid Learning*

A _Hybrid Learning course_ is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.

A _Hybrid Learning program_ is a program in which 80% or more of its courses are hybrid learning courses.

In the space provided below, please highlight one example of **University of Ontario Institute of Technology's** use of Hybrid Learning courses and/or Programs.

In our Faculty of Energy Systems and Nuclear Science there are many of examples that speak to hybrid learning. For instance ENGR 4780 has been a full hybrid for about 5 years now, (50% in class – 50% Adobe Connect delivery). In addition several professors use Camtasia or BBFlashback to record their lectures for those students that miss a class, and all lecture material is put into Blackboard (usually as pdf). As many of the students within this faculty are taking advantage of work integrated learning by means of internships or co-operative education placements, most 4th level undergrad courses also have media site. This provides support to distance learning of undergraduate and graduate students and allows us to provide our students with other non-instutional experts as guest lecturers. All graduate courses have distance learning via mediasite, exceptions are when class size is too small or there IS no distance student.
Not only do we belive in distance education for our students but we also try to discover the best practices to provide this service to them. A recent publication by two of our Faculty members looked at different communications tools to see how they aid in a students distance learning. (Jan. 2010, Volume 4, No.1 (Serial No.26) Journal of Energy and Power Engineering, ISSN 1934-8975, USA).

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2011-2012, which contributed to maintaining or improving elearning opportunities at **University of Ontario Institute of Technology**. This could include a strategy, initiative or program viewed by **University of Ontario Institute of Technology** to be an innovative practice, success story and/or key accomplishment that **University of Ontario Institute of Technology** would like to highlight.

UOIT continues to encourage faculty to develop and deliver fully online courses. The Teaching and Learning Centre, this past year, developed a comprehensive framework to guide the curriculum development and, in particular, to support the pedagogy of exemplar online learning practices. To that end, several faculty across the university have either taken existing courses or developed new courses to be delivered online. These courses follow a variety of best practices. As an example, the new Bachelor of Arts in Adult Education and Digital Technology program is entirely online. Each course developer has worked closely with the Teaching and Learning Centre as they build teaching and learning activities that fit well into an online learning environment. These courses include weekly synchronous sessions along with asynchronous contact for the remainder of the week. Of particular note for this program is the concept of team development. All course developers and professors have met as a group to ensure consistency and effective choices.
Many Health Sciences courses have also been redeveloped for online delivery. While not every course contains a synchronous component, many faculty have worked closely with multimedia developers to ensure that the online content is engaging and meaningful for their students. They also work with faculty development officers in order to achieve the goals of the online course framework.
UOIT has begun to formalize the practice of blended learning. By flipping the classroom or by developing hybrid courses, students benefit from the pedagogy of engaging with the content online and using the classroom time for exercises, group work, one-on-one time with the professor, etc. Faculty have worked with both multimedia and faculty developers and have reported success in achieving learning outcomes as they devote more time to applying content and less time to the full, traditional lectures. This is a developing initiative as the university strives for more outcomes-based learning combined with experiential learning activities.

7) International

7.1 Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that *University of Ontario Institute of Technology* had in 2011-2012:

- Outbound students* = 22
  DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 8

  DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at *University of Ontario Institute of Technology* in 2011-2012 = **$5,334,857**

Please provide the gross revenue for all 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 2011-2012 = **$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which *University of Ontario Institute of Technology* delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012	2011-2012 Total Enrolment by Program
N/A	N/A	N/A	N/A

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

International numbers are pulled from the official USER enrolment file.

7.2 Enrolment

In 2011-2012, *University of Ontario Institute of Technology* reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of *University of Ontario Institute of Technology* Total Full-Time International Student Enrolment[(+)]
1.	Not reported[(+)]	64[(+)]	17.9%[(+)]
2.	Saudi Arabia[(+)]	57[(+)]	16%[(+)]
3.	China[(+)]	45[(+)]	12.6%[(+)]
4.	Nigeria[(+)]	26[(+)]	7.3%[(+)]
5.	India[(+)]	25[(+)]	7%[(+)]

University of Ontario Institute of Technology reported to TCU that International Enrolment* in 2011-2012 = **357[(+)]**.

*DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2011, including students who are both eligible and ineligible for operating grant purposes who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

*The space below is provided for *University of Ontario Institute of Technology* to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

The numbers above are prepopulated and we were able to verify the 357 full time international students from our Ministry submitted USER files. However, we were unable to verify the number and source country data using this same data source. As we are unsure if there were groupings created that resulted in the numbers above we cannot verify that they are correct or incorrect, just that we have not been able to replicate.
According to our Ministry submitted USER file, and using the element name, "Country of Permanent Address (PermCntry)", the followig top 5 source countries and resulting numbers were created.
Saudi Arabia (55941) - 23 students - 6.4%
China (13644) - 16 students - 4.5%
India (29242) - 15 students - 4.2%
Pakistan (46642) - 12 students - 3.4%
United Arab Emirates (63441) - 10 students - 2.8%
Turkey (64041) - 10 students - 2.8%

Please provide *University of Ontario Institute of Technology's* 2011-2012 Part-Time International Student Enrolment = 4

Please provide one or more highlights, in the space provided below, of an activity that *University of Ontario Institute of Technology* used during 2011-2012, which contributed to maintaining or improving *University of Ontario Institute of Technology's* international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

For the first time, UOIT participated in a global survey on international student satisfaction known as iGraduate. For international student orientation and assistance, UOIT ranked first in the province and second in the world for satisfaction.

UOIT signed agreements with top tier institutions around the world including FAPESP, a foundation in Brazil, that provides research funding for collaboration between UOIT and top institution in Sao Paulo state.

7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **University of Ontario Institute of Technology** in 2011-2012 = <u>274</u>

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Ontario Institute of Technology** used in 2011-2012 to create pathways for *International students* from **University of Ontario Institute of Technology's** ESL or FSL programming to postsecondary studies.

> UOIT has an agreement with CultureWorks and expanded the amount of students that came to the institution through that pathway in 2011-12.

*The space below is provided for **University of Ontario Institute of Technology** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment and ESL or FSL.

> Data from CultureWorks is able to be tracked on UOIT's student database. As well, collaborations with CultureWorks enable data to be verified adn analyzed.

8) Supply Chain Compliance / *Broader Public Sector Accountability Act*

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than $10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's 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.

University of Ontario Institute of Technology confirmed in its 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, *University of Ontario Institute of Technology* adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

University of Ontario Institute of Technology confirmed in its 2010-2011 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2011-2012, *University of Ontario Institute of Technology* adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

University of Ontario Institute of Technology confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, *University of Ontario Institute of Technology* participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of *University of Ontario Institute of Technology's* OECM purchases in 2011-2012: 259,181

Please provide one or more highlights, in the space provided below, of an activity that *University of Ontario Institute of Technology* used during 2010-2011, which contributed to maintaining or improving *University of Ontario Institute of Technology's* supply chain management. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The University successfully implemented a contracts management database that tracks all vendor contracts. We collaborated with Durham College on 8 public tendering opportunities with a purchase value of over $10 million dollars and on the Sustainability Committee which was successful in developing Green Procurement Goods and Service guidelines.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

> i. formally adopt the supply chain code of ethics in accordance with their governance processes; and

> ii. comply with the mandatory requirements of the Directive.

☑ **University of Ontario Institute of Technology** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2011-2012, which contributed to **University of Ontario Institute of Technology's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **University of Ontario Institute of Technology** to be an innovative practice, success story and/or key accomplishment.

University of Ontario Institute of Technology confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

      i. requiring designated BPS organization to establish expense rules, and

      ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

☑ **University of Ontario Institute of Technology** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

Please indicate the address on **University of Ontario Institute of Technology's** website where a copy of **University of Ontario Institute of Technology's** publicly available Expenses Directive can be found:

> http://shared.uoit.ca/shared/department/opp/Governance/Office-of-the-Provost/Administrative-Code-1/Section-10/EXPENSES%20POLICY%20AND%20PROCEDURES%20Nov%202012.pdf

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2011-2012, which contributed to **University of Ontario Institute of Technology's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **University of Ontario Institute of Technology** to be an innovative practice, success story and/or key accomplishment.

> University of Ontario Institute of Technology confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the university including appointees, board members, elected officials and employees.

☑   ***University of Ontario Institute of Technology*** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that ***University of Ontario Institute of Technology*** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by ***University of Ontario Institute of Technology*** to be an innovative practice, success story and/or key accomplishment.

University of Ontario Institute of Technology confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

*DEFINITIONS:

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for *University of Ontario Institute of Technology* in 2011-

	Undergraduate	Graduate
Number of programs at *University of Ontario Institute of Technology* with a Co-op Stream	9	0
Number of students at *University of Ontario Institute of Technology* enrolled in a Co-op program	23	0

Please provide one or more highlights, in the space provided below, of an activity that *University of Ontario Institute of Technology* used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by *University of Ontario Institute of Technology* to be an innovative practice, success story and/or key accomplishment.

While UOIT has 9 official programs with a co-op stream, all of our Faculties at UOIT offer experiential learning to its undergraduate and graduate students.

In 2011-12, 989 undergraduate students participated in placements as part of their academic curriculum. In addition, UOIT has approximately 250 third and fourth-year studetns in paid co-op placements and internships. Experiential learning is mandatory for every fourth-year student in the Faculites of Business and Information Technology, Engineering and Applied Science, and Energy Systems and Nuclear Science. They must participate in either a capstone (thesis) project or in the case of the Faculty of Buisness and Information Technology, an internship. In 2011-12, 519 students worked on a capstone project with a "client" on a team-based project.

UOIT has partnered with over 290 unique agencies and companies, many of them local, to secure practical hands-on learning for our students.

10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **University of Ontario Institute of Technology** for *NSSE Question* "How would you evaluate your entire educational experience at this institution?" = **78%**[(+)] for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **University of Ontario Institute of Technology** for *NSSE Question* "If you could start over again, would you go to the same institution you are now attending?" = **78%**[(+)] for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **University of Ontario Institute of Technology** used in 2011-2012 to measure student satisfaction.

> UOIT participates in the National Survey of Student Engagement (NSSE) every three years. The NSSE survey measures undergraduate student engagement.
>
> The Canadian University Survey Consortium (CUSC) was run in spring 2012. This survey asked students, in their graduating year, about their level of satisfaction with various aspects of the university experience including university activities, the university's contribution to skill development and plans for future education and employment.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2011-2012, which contributed to maintaining or improving student satisfaction at **University of Ontario Institute of Technology**. This could include a strategy, initiative or program viewed by **University of Ontario Institute of Technology** to be an innovative practice, success story and/or key accomplishment that **University of Ontario Institute of Technology** would like to highlight.

> UOIT showed a remarkable improvement in satisfaction levels with the university's specialized services from the previous 2009 CUSC results. Particularly the First Nations student services satisfaction rate increased from 57% in 2009 to 95% in 2012 with the implementation of a dedicated aboriginal student services office. As well, the satisfaction with services for students with disabilities strengthened with the creation of a specialized office in the downtown campus from 75% in 2009 to 97% in 2012.

11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at *University of Ontario Institute of Technology* = **N/A***

*Percentage of 2002 Year 1 New-to-Institution Students Who Received a Degree between 2003-2009

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that *University of Ontario Institute of Technology* used in 2011-2012 to measure graduation rate.

> UOIT's first cohort of students was in Fall 2003, and hence, did not have students to report from 2002.

Please provide one or more highlights, in the space provided below, of an activity that *University of Ontario Institute of Technology* used during 2011-2012, which contributed to maintaining or improving *University of Ontario Institute of Technology's* graduation rate initiatives. This could be a strategy, initiative or program viewed by *University of Ontario Institute of Technology* to be an innovative practice, success story and/or key accomplishment that *University of Ontario Institute of Technology* would like to highlight.

> While we do not officially have a graduation rate, many of the initiatives that have been highlighted in order to increase retention and graduation employment rates can also be used to show what UOIT is doing to improve our graduation rate.

12) Graduate Employment Rate

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at *University of Ontario Institute of Technology* = **93%**[+]

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at *University of Ontario Institute of Technology* = **94.6%**[+]

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that *University of Ontario Institute of Technology* used in 2011-2012 to measure graduate employment rate.

> The CUSC survey that was conducted in Spring 2012 asked students about employment and future employment prospects.

Please provide one or more highlights, in the space provided below, of an activity that *University of Ontario Institute of Technology* used during 2011-2012, which contributed to maintaining or improving *University of Ontario Institute of Technology's* graduate employment rate. This could be a strategy, initiative or program viewed by *University of Ontario Institute of Technology* to be an innovative practice, success story and/or key accomplishment that *University of Ontario Institute of Technology* would like to highlight.

> UOIT students in a range of programs have opportunities to apply their knowledge and skills in real world settings. This includes, participation in internships and co-ops, practicums, capstone, field experience and clinical placements. The following testimonials demonstrate how the experience acquired through these opportunities contributed to improving the UOIT's graduate employment initiatives.
>
> "My job is going great. I have been able to gain a lot of knowledge about the hybrid and electrical vehicles of today. I'm also learning about the future vehicles. Next Monday I may possible get a chance to go for a ride in a Tesla Roadster which is the most known leading luxury sports car of the electrical car industry. It's basically a Lamborghini or Ferrari of the electric vehicle world. I believe that this job is more beneficial to my career than I could of anticipated. I'm truly realizing that the cars which I will be designing for my life will most likely be electric. Thanks for all the help."- Automotive Engineering Student
>
> "We were very pleased with the 2011-12 interns and I have began the process of seeing if we can make conditional offers to some of them. This takes VP approval. This group of interns experienced some dynamic times during their internship. Most notably was the situation in Japan. Many of them, due to the divisions they were in got the opportunity to become actively involved. Some of the highlights for the interns were their travels. We believe in letting them explore all aspects of the job role. As a result, they got to see some interesting places." - Employer
>
> Through placements our students have had the opportunity to:
> - attend meetings with the International Commission of Radiological Protection (ICRP);
> - spend time in New Brunswick at the Point Lepreau NPP;
> - travel to Vienna as part of the Canadian Delagation on the Joint Convention of Nuclear Waste Management;
> - travel to Paris and Versailles for meetings with the ICRP;
> - visit Northern Saskatchewan doing Uranium Mining inspections;
> - spend 2 weeks in Japan with the ICRP and visit the Fushima NPP.

13) Student Retention

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

Entering Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
1st to 2nd Year	80.2%[(+)]	82.7%[(+)]	81%[(+)]	82.4%
1st to 3rd Year	72.7%[(+)]	74%[(+)]	75.9%	N/A[(+)]

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

The data using the CSRDE methodology is stored in a seperate excel database for tracking and reporting purposes.

Please provide one or more highlights, in the space provided below, of an activity that *University of Ontario Institute of Technology* used during 2011-2012, which contributed to maintaining or improving *University of Ontario Institute of Technology's* retention initiatives. This could be a strategy, initiative or program viewed by *University of Ontario Institute of Technology* to be an innovative practice, success story and/or key accomplishment that *University of Ontario Institute of Technology* would like to highlight.

UOIT's Academic Success Centre (ASC) offered the following in 2010-2011, and will continue to offer in 2011-12, to help improve retention of students at UOIT:

ASC Peer Tutor Program:
The ASC trained Peer Tutors can assist students in a number of academic areas, including Biology, Business, Chemistry, Engineering, Physics, Nursing, Mathematics and IT. Peer Tutors offer drop-in services, as well as one-on-one appointments in the day or evening.

Nool.ca – Online Academic Support
A new improved NOOL 2.0 was launched in April 2012 to provide students with online academic support at any time of day. NOOL is an online help module developed by the Academic Success Centre and the Teaching and Learning at UOIT to provide students with interactive learning materials that assist them in improving their skills in mathematics, writing and study skills. Students can browse through NOOL's large database for desired tutorial information at http://nool.uoit.ca .

Academic Orientation Workshops:
Throughout the months of September and October, the ASC will offer a series of workshops to help first year undergraduate students transition to university. The following areas will be covered in the workshops:
• Learning Styles and Study Strategies
• Reading and Note-taking
• Time-Management
• Pre-Calculus
• Academic Writing: The Transition from High School to University
• Pre-Physics
Conversation Café
A weekly drop-in for all UOIT students, both graduate and undergraduate, to meet together in an informal setting at the north campus. The Conversation Café provides bilingual students with an opportunity to practice English speaking and listening skills; speakers of English as a first language have a chance to meet international students and learn about other cultures. Coffee/tea and cookies are provided.
Physics/Engineering Support
In August 2012, the ASC hired a Physics/Math Specialist to support students in Science and Engineering at UOIT. Like the other Academic Subject Specialists in the ASC, the Physics/Math Specialist offers one-on-one support and group support by offering workshops and facilitated drop-in study groups. The Physics/Math Specialist offers help to students in the following areas: Physics for Science and Engineering, Pre-Calculus, Calculus, Engineering Graphics and Design, Programming for Engineers, Statics, Dynamics, Solid Mechanics, Electric Circuits, Robotics and Automation, Matlab, Maple, and NX Unigraphics.
Online Workshops and Appointments
The ASC continues to expand online services for UOIT students through offering more online workshops, as well as online appointments through adobe connect. To view the current offering of workshops offered by the ASC, visit https://studentexperience.uoit.ca/events/events.htm.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2011-2012, which contributed to enhancing **University of Ontario Institute of Technology's** learning environment for the three quality measure categories indicated below:

14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

The Teaching and Learning Centre at UOIT has as its vision the following: "We serve the UOIT academic community by providing transformative educational support that encourages excellence in teaching and learning". Our mission is to "support and empower faculty to enhance the academic experience at UOIT through excellence in teaching practices and engaging learning activities". In order to further our vision and achieve our mission, we have provided the following support for faculty for the year 2011-2012:
• Faculty Development Officers, Educational Technology Support Specialists and Multimedia Developers have logged over 1800 hours (estimated 40 hours per week) working with faculty in one-on-one sessions dealing with pedagogical issues, course development, teaching and learning activities, assessment and evaluation, educational technology as well as multimedia support for course materials;
• New Faculty Orientations held in August 2011 (17 new full-time faculty, 22 new sessional faculty) and January 2012 (22 new sessional faculty) covering topics related to teaching and learning, best practices in the classroom, the use of educational technology, etc.;
• New TA Orientations held in August 2011 (62 participants);
• We held 62 workshops covering topics ranging from Using Technology for Assessment, Create Assignment Ideas, Learning Outcomes & Assessment, Course Design Basics, Camtasia, Active Learning Techniques to Universal Design for Learning (many more);
• We continue to provide several venues for workshops – online screencasts, synchronous Adobe Connect sessions and face to face;
• Multimedia design and graphic arts are created by our department to enhance faculty courses – both for the classroom and for online offerings;
• Professional videos have been created for faculty to support learning activities that include interactive simulations, video lectures, laboratory recreation, etc.;
• Online course development continues to be an offering of the TLC whereby faculty designing online courses work with our staff to observe pedagogically sound practices;
• We offer a Teaching Certificate program, Faculty Mentoring, Teaching Squares.
This year was particularly busy as we upgraded our Learning Management System from WebCT Vista to Blackboard Learn 9.1. The project was (and still is) run by the Teaching and Learning Centre. We began training faculty on the new LMS in May 2012 and training continues.

14.2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

In 2010-11, UOIT benchmarked its new student orientation through the National Orientation Directors' Association (NODA). Based on analysis of the data provided and on a student survey, a summer orientation (I Begin) has been developed and implemented for 2011-12. In addition, UOIT established a university-wide orientation steering committee which made recommendations to revise its new student orientation plan for the fall of 2011-12. Orientation at UOIT is focused on ensuring the best possible transition for new students to be successful in their academic work and university life.

UOIT has several opportunities for its students to participate in work learning experiences including co-op placements, practicum placements and workstudy opportunities. In addition, undergraduate students at UOIT often have the opportunity to participate in applied research activities in projects similar to those in the workplace.

The Academic Success Centre (ASC) holds a series of orientation workshops to help first year undergraduate students

transition to university. These include learning styles and study strategies, reading and note-taking, time management, pre-calculus, and academic writing, both for the transition from high school to university and for English as a Second Language learners. ESL learners are also provided with assistance in presentation skills and basic writing skills.

In the new strategic plan UOITs top priority is to enhance student engagement and learning outcomes through the implementation of outcomes based learning strategies.

14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)

The Academic Success Centre focuses on providing services to students at all levels. Students can take advantage of one-on-one sessions with Academic Subject Specialists in Mathematics, Physics, Writing, ESL and Study Skills. Through this service, a student can receive specialized academic assistance relating to particular questions or concepts with which he/she has some difficulty.

The Academic Success Centre offers an ongoing schedule of workshops based on student need and demand.Workshop sessions provide an interactive way to demonstrate a difficult concept or method to a group of students and primarily focus on difficult concepts that trouble large groups of students. The Academic Subject Specialists also organize in-class workshops by faculty request to supplement course or program curriculum.

At the beginning of each semester, a series of graduate student writing workshops are offered to help students with thesis writing. All graduate students are encouraged to attend. The graduate writing workshops cover various topics within the area of thesis writing and research strategies. After completion of the workshops, students may seek individual assistance with areas of difficulty.

In addition, facilitated group support is offered to students accessing the Academic Success Centre. These are generally drop-in study groups, facilitated by an Academic Subject Specialist as a focused work session where students can ask questions in the process. One popular facilitated group is a weekly drop-in conversation circle for all UOIT students, both graduate and undergraduate, to meet together in an informal setting called "The Conversation Café". This group provides bilingual students with an opportunity to practice English speaking and listening skills; speakers of English as a first language have a chance to meet international students and learn about other cultures.

The Peer Tutor program assists students in many different academic areas – Biology, Business, Chemistry, Engineering, Physics, Health Science, Nursing, Mathematics, Information Technology and more. Peer tutors offer drop-in service as well as one-on-one appointments in the day or in the evening.

NOOL is an online help module developed by the Academic Success Centre and the Teaching and Learning Centre. This web resource provides students with interactive learning materials that assist them in improving their skills in mathematics, writing and studying. Students can browse through NOOL's large database for desired tutorial information at http://nool.ca.

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Attestation:

☑ ***University of Ontario Institute of Technology*** confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from ***University of Ontario Institute of Technology's*** Executive Head.

Contact:

For additional information regarding ***University of Ontario Institute of Technology's*** 2011-2012 MYAA Report Back please contact -

- Name: Brad MacIsaac

- Telephone: (905) 721-8668 ext. 5466

- Email: brad.macisaac@uoit.ca

Please indicate the address on ***University of Ontario Institute of Technology's*** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- http://uoit.ca/sites/oira/acountability/multi-year-agreement--.php