

**2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back**

<b>Institution Name:</b>	<b>University of Ontario Institute of Technology</b>
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**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, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 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.

**1) Enrolment - Headcount\***

\**DEFINITION: Headcount is the actual enrolment for Fall 2010 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.*

**University of Ontario Institute of Technology** reported to the Ministry the total Headcount enrolment in 2010-2011 = **6,476**.

The number of students aged 18-24 from the total Headcount enrolment reported by **University of Ontario Institute of Technology** to the Ministry for 2010-2011 = **5,500**.

The number of students aged 25+ from the total Headcount enrolment reported by **University of Ontario Institute of Technology** to the Ministry for 2010-2011 = **806**.

The **number of students under the age of 18** enrolled at **University of Ontario Institute of Technology** in 2010-2011= **170**.

\*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

Data is tracked from the student application via OUAC, to our institutional database (Banner), then collected for the purposes of the ministry enrolment submission (USER).

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 2010-2011 to manage enrolment.

UOIT's 2010-11 enrolment plan began with a meeting with the Assistant Provost, Planning and Analysis and the Registrar to establish registration targets for each program. An historical attrition rate was then applied to these numbers to account for the typical and expected start of the year attrition. 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 Registrars 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 eventually grow to 15,000 and is currently planning out the impact of such continued rapid growth on the university.

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

*\*DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) 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 (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
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at <b>University of Ontario Institute of Technology</b> who registered with the Office for Students with Disabilities and received support services in 2010-2011= <b>266</b></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <b>266</b> ÷ <b>University of Ontario Institute of Technology</b> (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <b>4.1%</b></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at <b>University of Ontario Institute of Technology</b> who registered with the Office for Students with Disabilities and received support services in 2010-2011 = <b>65</b></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at <b>University of Ontario Institute of Technology</b> in 2010-2011= <b>1,085</b></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <b>1,085</b> ÷ <b>University of Ontario Institute of Technology</b> (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <b>16.8%</b></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at <b>University of Ontario Institute of Technology</b> in 2010-2011 = <b>94</b></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at <b>University of Ontario Institute of Technology</b> in 2010-2011= <b>59</b></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <b>59</b> ÷ <b>University of Ontario Institute of Technology</b> (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <b>0.9%</b></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at <b>University of Ontario Institute of Technology</b> in 2010-2011 = <b>6</b></p>

\* 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, an average of the first generation 'self-identified' ratio from the past two NSSE surveys was applied to official headcounts.

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving <b>University of Ontario Institute of Technology's</b> initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving <b>University of Ontario Institute of Technology's</b> initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving <b>University of Ontario Institute of Technology's</b> initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>The Centre for Students with Disabilities and the Student Experience Centre introduced the Clockwork data management system which allows for improved on-line service for students. In order to reduce wait times Clockworks enables returning students to renew their accommodations on-line. Additionally, Clockworks allows students to sign-up for notetaking services, and register for their tests and exams on-line.</p>	<p>This past January UOIT launched a 'Gen-F: Generation First' initiative to assist first generation students with their transition to UOIT. This initiative is focused on providing a holistic post-secondary experience for first generation students through peer mentoring, specialized workshops and community events. The Gen-F Peer Mentoring aims to connect first generation students face to face but also through various online platforms.</p>	<p>As a result of Aboriginal grant allocations, UOIT specifically targeted the recruitment of Aboriginal students for the 2010-2011 year. In April 2010 an Aboriginal Recruitment Officer was hired. This position focuses on Aboriginal student recruitment across Durham Region, the GTA and Ontario.</p> <p>Also, an Aboriginal Education Counsellor was hired to provide extended support services to the Aboriginal student population.</p> <p>Established the Aboriginal Education Council, members include an Elder, members of the community and School Boards, faculty, staff and students.</p>

### 3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, **University of Ontario Institute of Technology** committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

*\*NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
<b>Expenditures for Tuition / Book SAG Amount</b>	\$1,807,326	1,051
<b>Other SAG Expenditure to Supplement OSAP</b>	\$430,842	342
<b>TOTAL</b>	\$2,238,168	1,393

Did **University of Ontario Institute of Technology** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

**Yes**

The space below is provided for **University of Ontario Institute of Technology** to describe methodology, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2010-2011.



#### 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 2010.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
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
2010	9,702	2,056	433	126

\*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;
- 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 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	10,011	2,206	5,906	1,305

\*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 include all non-high school and internal applications that indicated they had experience at a prior Ontario CAAT college. An internal coding program was created to review all instances of recorded previous institutions and to count all students who stated attending an Ontario CAAT.

What is missing from this number 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 the institution 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.)

As a result of ministry transfer funds, UOIT was enabled to create a new Applied Science in Nuclear Power 'bridge' program.

Also, UOIT reviewed it's Bachelor of Commerce 'bridge' program and now grant 3 yr diploma graduates with 2 years credit toward a Bachelor of Commerce degree.

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

Last September, UOIT hosted a Mature and Transfer Students' Orientation to provide students who were new to UOIT or had been out of school for a number of years with an opportunity to meet each other and learn about available services that support student success. In addition to gaining knowledge about the services, students attended a Campus Library session where they learned about how to use the online library catalogue system and were provided with information about the workshops provided by staff. Information Technology Services presented an introduction to UOIT's technology-based learning environment which featured information about MyCampus and WebCT and how they are utilized at the institution and in the classroom.

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);

As a reflection of the growing number of students entering the Allied Health program who are not local to Durham Region, this year students were provided with an option to attend the orientation session in person or virtually using our media site and adobe connect technology. Moving to an online option also means that the orientation more accurately reflects the online nature of the program.

**4.3) Improving Transparency and Access to Information** about Credit Transfer and Transfer Pathways



The Ontario College-University Transfer Guide (OUCTG) maintained by the College-University Consortium Council (CUCC) is an integral part of communicating UOIT's diploma-to-degree opportunities. UOIT has worked closely with CUCC over the past three years to update UOIT's information.

In 2010-2011, UOIT was involved with data migration to fit their new database structure. Currently, UOIT is in the midst of editing current agreements for clarity and structure.

**5) Class Size\***

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, 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
<b>Fewer than 30</b>	25	22.3%	29	27.9%	66	45.2%	96	57.1%
<b>30 to 60 students</b>	37	33.0%	27	26.0%	59	40.4%	64	38.1%
<b>61 to 100 students</b>	7	6.3%	22	21.2%	14	9.6%	7	4.2%
<b>101 to 250 students</b>	42	37.5%	25	24.0%	7	4.8%	N/A	N/A
<b>251 or more</b>	1	0.9%	1	1.0%	N/A	N/A	1	0.6%
<b>Total</b>	112	100.0%	104	100.0%	146	100.0%	168	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 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

UOIT implemented two strategies with our first year courses:

1. For 4 of UOIT's first year courses, instead of large lecture hall classes, the base lecture material was delivered in an online format. This was supplemented by weekly tutorials in classes of 25 to reinforce and discuss the material along with hands-on type exercises (case studies, presentations, etc.).
2. For 2 of UOIT's first year courses, large lecture hall class time was reduced by 50% of the normal schedule. The lectures were supplemented by online individual and group work. This included online discussions, assignments and projects.



## **6) eLearning**

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a 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 currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Ontario Online Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

### **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 2010-2011:

<b>COURSES DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Fully Online Learning	51	40
Number of Ministry-funded, For-credit <b>Courses</b> Offered Through Synchronous Conferencing	0	0
<b>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</b>	51	40
<b>PROGRAMS DATA</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Fully Online Learning	1	0
Number of Ministry-funded, For-credit <b>Programs</b> Offered Through Synchronous Conferencing	0	0
<b>Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format</b>	1	0
<b>COURSE REGISTRATIONS</b>	<b>UNDERGRADUATE</b>	<b>GRADUATE</b>
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	3,259	346
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
<b>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</b>	3,259	346

\*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 pulled manually from the course database. The numbers reflect only those courses that identified themselves as e-learning.





## 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 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

UOIT implemented two strategies with our first year courses:

1. For 4 of UOIT's first year courses, the base lecture material was delivered in an online format. This was supplemented by weekly tutorials in classes of 25 to reinforce and discuss the material along with hands-on type exercises (case studies, presentations, etc.).
2. For 2 of UOIT's first year courses, the lectures were supplemented by online individual and group work. This included online discussions, assignments and projects.

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 elearning opportunities at **University of Ontario Institute of Technology**. 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.

UOIT has offered hybrid courses for 5 years. The number of hybrid courses have increased in recent years and now includes both courses designed with reduced face-to-face time contact time with students with increased learning activities and student-student and faculty-student interaction that takes place online using the university learning management system. Equally, the use of synchronous tools such as Adobe Connect are offering opportunities for anytime/anywhere education. Faculty are increasingly using rich media development tools such as Camtasia to develop online lectures or MediaSite to capture and stream either synchronously or asynchronously lectures delivered in traditional lecture halls to remote students.



## 7) International

### 7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **University of Ontario Institute of Technology's** current top five source countries for International Students, as shown in International Enrolment section below) in which **University of Ontario Institute of Technology** actively engaged in recruitment activities in 2010-2011:

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 2010-2011:

- Outbound students\* = 30  
\*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students\* = 5  
\*DEFINITION: Inbound students are international students registered at an Ontario college/university 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 2010-2011 = \$4,180,449

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 2010-2011 = \$0

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **University of Ontario Institute of Technology** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

\*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 pulled from official enrolment file.

**7.2 Enrolment**

In 2010-2011, **University of Ontario Institute of Technology** reported to TCU the following top 5 source countries for international students:

	<b>Source Country</b>	<b>Number of International Students</b>	<b>International Students from Source Country as a Percentage of University of Ontario Institute of Technology Total Full-Time International Student Enrolment</b>
1.	China	43	14.5%
2.	Hong Kong	19	6.4%
3.	India	13	4.4%
4.	Saudi Arabia	13	4.4%
5.	Iran	12	4%

**University of Ontario Institute of Technology** reported to TCU that International Enrolment\* in 2010-2011 = **297**

*\*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, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

\*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.

Please provide **University of Ontario Institute of Technology's** 2010-2011 Part-Time International Student Enrolment = 9

### **7.3 English as a Second Language**

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **University of Ontario Institute of Technology** in 2010-2011 = 49

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Ontario Institute of Technology** used in 2010-2011 to create pathways for *International students* from **University of Ontario Institute of Technology's** ESL 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 2010-2011.

\*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

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

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** 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.

In 2010-2011, an audit of past and current international activities was completed, which helped form the basis for an 'International Strategy' paper presented in December 2010 by the Registrar entitled "Going Global: A strategy for international activities and engagement: 2011-2016". Many action items were identified as part of the strategy.

**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 a 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 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **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 2009-2010 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 2010-2011, **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 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **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 2010-2011: 240,000

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 has now fully implemented 'Webreq' which is electronic web purchase requisition tool to all staff. This tool has replaced Banner, eliminates the use of printed paper requisitions and allows for electronic signatures which speeds up the process for purchase requisition approvals. We are also implementing a contracts management tool that will assist with electronic contract storage and accessibility.

\*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: Supply Chain Management and OEMC purchases

The University has created a Supply Chain Code of Ethics policy and this has been approved by the Board of Governors and posted on the UOIT website. The new Government of Ontario's 25 mandatory requirements issued April 1, 2011 by the Management Board of Cabinet are currently being incorporated into the existing University Purchasing Procedures. The new procedures are anticipated to be completed and approved by Oct 1, 2011. The University fully supports OEMC and are currently purchasing from the Office Supplies and Paper contractual agreements in place. The purchasing manager participates on OEMC sourcing evaluation teams and also reviews all OEMC sourcing initiatives and recommends purchasing from these where feasible for the institution. The purchasing manager also reviews all Ministry of Government Services supplier awards and encourages staff to buy from these contracts where feasible for the institution.

**BROADER PUBLIC SECTOR ACCOUNTABILITY ACT**

All universities are to be in compliance with the *Broader Public Sector Accountability Act, 2010*, proclaimed on April 1, 2011. The *Act*, through two new directives, establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including universities, to establish rules on perquisites.

**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.

Given the proclamation date of April 1, 2011, **University of Ontario Institute of Technology** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **University of Ontario Institute of Technology** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **University of Ontario Institute of Technology** adopted in 2010-2011 to prepare for compliance.

See BPS Expenses Directive.



**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.

Given the proclamation date of April 1, 2011, **University of Ontario Institute of Technology** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **University of Ontario Institute of Technology** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **University of Ontario Institute of Technology** adopted in 2010-2011 to prepare for compliance.

UOIT is creating new expense policy guidelines. A sub-committee is meeting regularly to draft the policy.

**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.

Given that the effective date for compliance is August 2, 2011, **University of Ontario Institute of Technology** is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require **University of Ontario Institute of Technology** to attest that it is in compliance with this Directive.





**9) Space Utilization**

**University of Ontario Institute of Technology** indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

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** space utilization. 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.

UOIT added additional space in 2010-2011. With this, the institution was able to reallocate existing space that was inadequately utilized.



**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** uses to measure student satisfaction.

UOIT participates in the Canadian Undergraduate Survey Consortium (CUSC) every three years. The CUSC survey measures undergraduate student satisfaction.

As well, UOIT participates in the Canadian Graduate and Professional Student Survey (CGPSS) every three years. The CGPSS measures graduate student satisfaction.

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 student satisfaction at **University of Ontario Institute of Technology**. 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.

In response to previous survey data that showed UOIT students dissatisfaction with the food services on campus, UOIT switched providers in 2010-11 to Aramark.

### **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 provide one or more highlights, in the space provided below, of a **University of Ontario Institute of Technology** activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

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



**12) Graduate Employment Rate**

Per the KPI results reported in 2011, the graduate employment rate\*, 6 months upon graduation, at **University of Ontario Institute of Technology = 93%**

Per the KPI results reported in 2011 the graduate employment rate\*, two years upon graduation, at **University of Ontario Institute of Technology = 94.6%**

\*Percentage of 2008 graduates of bachelors or first professional degree programs who were employed six months and two years after graduation.

Please provide one or more highlights, in the space provided below, of a **University of Ontario Institute of Technology** activity in 2010-2011, which contributed to maintaining or improving **University of Ontario Institute of Technology's** graduate employment initiatives. This 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.

Supporting students in creating their unique career path is one of UOIT's priorities. The exclusive on-line career tools offered through the Student Experience portal including TypeFocus, Perfect Interview, and Career Cruising are made accessible to students any time day and night to prepare effective resumes, practice interviewing skills and conduct self assessments (which include exploring individual skills, interests and personality types). Along with these career tools, a wide variety of additional on-line resources, career related workshops and events, and in person advising sessions, provide students and recent graduates with the support they need to prepare and succeed in their unique career path.



**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	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	86.4%	80.2%	82.7%	81%
1st to 3rd Year	72.8%	72.7%	74%	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: Full-Time Student Retention Rate

UOIT employs the CSRDE method to calculate retention rates.



Please provide one or more highlights, in the space provided below, of a **University of Ontario Institute of Technology** activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment that the institution 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.

**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
- Academic Writing: The Transition for ESL Learners

#### **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 2010-2011, 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 specializes in enhancing the student's learning experience and environment by supporting faculty as they pursue teaching excellence. On an average, 12-14 faculty members are seen each week in one-on-one sessions by faculty development consultants and education technology support specialists. Faculty Development Consultants support faculty with pedagogical issues surrounding the classroom, course development (both face to face and online courses), teaching and learning activities, and assessment and evaluation. Technology Support Specialists assist faculty with technology in the classroom through Turnitin, Virtual Clickers, WebCT, Adobe Connect, Camtasia and any other technologies that help enrich classes.

In addition, over 80 professional workshops have been developed and delivered in 2010-2011 with anywhere from four to ten attendees per workshop. The workshops range from the use of technology tools in the classroom to pedagogical strategies for teaching and learning. This year, the Centre has developed over 30 screencast tutorials that can be viewed by faculty at their convenience online. The tutorials are available to core faculty, sessionals and teaching assistants at any time of the day through YouTube. Topics include WebCT, Turnitin, TurningPoint, Effective Questioning, Microsoft Office, Evernote and more. New faculty orientation is a key component of the Teaching and Learning Centre. In 2010-2011, more than 140 new hires (approximately 11 core, 55 sessional and 75 TAs) attended one or more of six new faculty orientation sessions dedicated to teaching and learning excellence. Emphasis on best practices for large classes, presentations, in-class discussions, rubrics, accessibility, diversity, effective questioning, assessment and evaluation are just some of the topics explored along with the use of technology as a tool for learning. Once the orientation is completed, core faculty follow a mentorship program through a series of one-on-one sessions and 14 community of practice lunches. The Teaching and Learning Centre also conduct classroom visits with core faculty. Once completed, the faculty member meets with the TLC specialist to reflect on what they saw as successes and what they see as opportunities to enhance the learning environment.

The multimedia experts at the Teaching and Learning Centre support faculty through the development of learning objects and videos. Professional videos have been created for instructors in all faculties to enhance learning by demonstrating concepts, recreating laboratory conditions, producing interactive simulations and videotaping lectures. All of these videos are available to the students through WebCT and YouTube. As more and more online and hybrid courses are developed, faculty rely on the multimedia developers to support the use of technology-enriched content.

Teaching Assistants can participate in a TA Certificate program where they spend time reflecting on their teaching experience and articulating through papers what they have learned and what they can improve. In 2010-2011, 15 teaching assistants became part of the program. To date, four have completed the certificate requirements.

Teaching Squares continues to be a popular source of faculty to faculty mentoring. Faculty members join a group of four and attend each other's classes in order to share ideas and strategies. Two sessions were run – one in the Fall and one in the Winter. Over 14 UOIT faculty participated in Teaching Squares in 2010-2011. This is a joint project with Durham College.

##### **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.

#### **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, 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 Subject Specialists also organize in-class workshops by faculty request to supplement course or program curriculum. The Academic Success Centre offers an ongoing schedule of workshops based on student need and demand.

The Peer Tutor program assists students in many different academic areas – Biology, Business, Chemistry, Engineering, Physics, Nursing, Mathematics and Information Technology. 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 Teaching and Learning Centre and the Academic Success 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>.

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.



### **15) Ten Percent Reduction in Executive Office Costs for 2011-2012**

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of **University of Ontario Institute of Technology's** Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is **University of Ontario Institute of Technology's** 2010-2011 budget for their executive offices.



**University of Ontario Institute of Technology** confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

**Attestation:**



**University of Ontario Institute of Technology** confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **University of Ontario Institute of Technology's** Executive Head.

**Contact:**

Please provide the contact information for the representative at **University of Ontario Institute of Technology** to whom public inquiries can be directed regarding **University of Ontario Institute of Technology's** 2010-2011 MYAA Report Back:

- Name: Brad Maclsaac
- 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 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- [http://http://www.uoit.ca/EN/main/11259/oira/accountability/multi\\_year\\_agreement.html](http://http://www.uoit.ca/EN/main/11259/oira/accountability/multi_year_agreement.html)