Ontario

Ministry of Training, Colleges and Universities

2013-2014 Report Back

Institution Name:	University of Ontario Institute of Technology

OVERVIEW

The annual 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.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **University of Ontario Institute of Technology's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **University of Ontario Institute of Technology's** 2013-2014 Report Back is denoted with the symbol (+).

1) Enrolment - Headcount*

*DEFINITION: <u>Headcount</u> is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).

University of Ontario Institute of Technology reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **8,287**[(+)].
Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **University of Ontario Institute of Technology** to the Ministry for 2013-2014 = **6,992**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **University of Ontario Institute of Technology** to the Ministry for 2013-2014 = **1,118**.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **University of Ontario Institute of Technology** to the Ministry in 2013-2014 = **177**.

* 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.
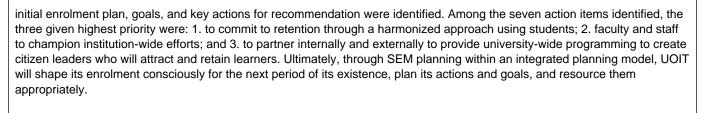
> Our student information system (BANNER) stores all data related to our students. This information is collected for the purposes of the ministry enrolment submission (PFIS-USER). All ministry PFIS-USER data submissions are securely stored in a database on an IT server to be accessed by the Office of Institutional Research 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 2013-2014 to manage enrolment.

> UOIT's 2013-14 enrolment plan began with a meeting with the Assistant Vice-President, Planning & Analysis and the Registrar to establish registration targets for each undergraduate program. The Dean of Graduate studies and the Assistant Vice-President, Planning & Analysis had a similar meeting for graduate program targets. Both undergraduate and graduate targets were presented to the Faculty Deans for further discussion with emphasis on achievability and overall strategic integration. An historical attrition rate was applied to these numbers to account for the typical and expected start of the year decrease in students. In addition to the target numbers, the Admissions team was provided with conversion 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 Admissions team to monitor where each application was in the review process, as well as adjust offers depending on targets and conversion rates. The Admissions 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. Weekly registration reports that summarized the entire UOIT student body were created once students began registering. These reports were then distributed to the Faculties so that they could monitor the number of students registering in each year of study. This in turn allowed for proper space and classroom management to occur well in advance of the students beginning their studies. In planning for future enrolment, UOIT recognizes the growth pressures that are anticipated in the GTA over the next decade. It is anticipated that student enrolment will continue to grow. The creation of UOIT's third, and most recent strategic plan, addresses the impact of such rapid growth and the university's ability to plan and manage future enrolment.
>
> In Fall 2013, the first formal Strategic Enrolment Management (SEM) committee was formed with the intention to develop a comprehensive SEM plan. A situational analysis was carried out between January 2014 and February 2014, after which an

initial enrolment plan, goals, and key actions for recommendation were identified. Among the seven action items identified, the three given highest priority were: 1. to commit to retention through a harmonized approach using students; 2. faculty and staff to champion institution-wide efforts; and 3. to partner internally and externally to provide university-wide programming to create citizen leaders who will attract and retain learners. Ultimately, through SEM planning within an integrated planning model, UOIT will shape its enrolment consciously for the next period of its existence, plan its actions and goals, and resource them appropriately.

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 **University of Ontario Institute of Technology's** 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, languages, 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 2013-2014= **486** The total indicated above as a comparative % of **University of Ontario Institute of Technology's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **486** ÷ **8,287**[+] (2013-2014 Enrolment Headcount) x 100 = **5.9**%	Please indicate the total number of Full-Time *First Generation Students* enrolled at **University of Ontario Institute of Technology** in 2013-2014= **4,365** The total indicated above as a comparative % of **University of Ontario Institute of Technology's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **4,365** ÷ **8,287** [+] (2013-2014 Enrolment Headcount) x 100 = **52.7**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **University of Ontario Institute of Technology** in 2013-2014 = **160**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **University of Ontario Institute of Technology** in 2013-2014= **76** The total indicated above as a comparative % of **University of Ontario Institute of Technology's** 2013-2014 Enrolment Headcount: (Insert Total From Above) **76** ÷ **8,287**[+] (2013-2014 Enrolment Headcount) x 100 = **0.9**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **University of Ontario Institute of Technology** in 2013-2014 = **7**

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

For Students with Disabilities, identification was based on current registration status with either the Centre for Students with Disabilities office or the Student Accessibility Services Office (formerly Student Experience Centre - Disability Services) for the period between May 1st, 2013 – April 30th, 2014.

Students With Disabilities	First Generation Students	Aboriginal Students
Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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 accomplishment.	Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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 accomplishment.	Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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.
In 2013-14, UOIT realigned its services to better meet the needs of its students and to accommodate the significant growth in student numbers. Where services for UOIT students with disabilities had been provided by two independent disability services at its two campus locations, all UOIT students with disabilities will now receive support through one service provider owned and operated by UOIT. As of April 1, 2014 UOIT established a new Student Accessibility Services, operating out of both campus locations, to provide services that are tailored to meet the diverse needs of university students, consistent across both campus locations and integrated with the full range of student services.

In 2013-14, the number of UOIT students with disabilities seeking accommodations at the two accessibility Centre locations grew by 27% to a total of 544 registered students with disabilities (486 Full Time Students, 58 Part Time Students). The most notable trend is the growth among students seeking support for mental health related conditions, particularly when multiple diagnoses are taken into consideration. To address this growing need among the population of students with disabilities, Student Accessibility Services holds three Learning Strategies Counsellor positions that have a dedicated portion within their role designed to support students with mental health, autism spectrum disorder (ASD), learning disabilities | A highlight from the 2013/2014 academic year would be our first-year transition program, entitled ONE (our new experience) for incoming first-year students. The ONE Program integrated and built on the principles and programming developed for the Gen-F: Generation First Passport that was launched during the 2010-2013 three-year project. First Generation (FG) students were encouraged to join this highly flexible program (especially if they were not using the peer mentor program) as an alternative way to 'build their own' student experience.

Launched in September 2013, the ONE program aimed to further support the transition of students into undergraduate studies at UOIT by promoting a balanced approach to post-secondary education. In this program, students are required to participate in a series of sessions relating to academic success, personal development and community engagement and are rewarded a certificate upon completion.

Another highlight of the project in 2013-2014 was the addition of Mental Health First Aid training for on-campus student leaders (including our first generation peer mentors). Thanks to the funding through the project, we were able to have our FG mentors trained in Mental Health First Aid. Recognizing the importance of supporting our students holistically, this training provided our mentors with more insight into Mental Health challenges faced by young | Recruitment and Transition: UOIT's aboriginal office facilitated communication between the Aboriginal Post Secondary Information Program (APSIP) Board executives and the Durham District School Board to bring APSIP to the Durham Region.

Outreach: Through a partnership with Oshawa Community Health Centre (OCHC), staff from UOIT delivered the Aboriginal Youth for Change program for youth aged 12 to 18. In 2013-2014, we saw an increase in attendance and were pleased that 100% of youth reported an increase in cultural knowledge and increased self-esteem or cultural pride as a result of attendance.

A PhD student from the Faculty of Science volunteered to facilitate science experiments at Durham District School Board Aboriginal Family Nights and OCHC outreach programming to increase youth interest in Science.

Partnerships: -Through the Community Infrastructure Improvement Fund, In September 2014 UOIT officially opened the UOIT-Baagwating Indigenous Student Centre. The centre is open to indigenous students attending UOIT and to community partners who use the expanded communal space for ceremonies and seminars. The centre is an important part of the educational journey of indigenous students, providing an environment that fosters |

(LD) and multiple diagnoses with both the students' accommodation and support needs as well as their counselling needs.

As a result of the realignment of services, Student Accessibility Services has had the opportunity to strengthen partnerships with other campus services to ensure that the needs of students with disabilities are taken into consideration in regularly planned events such as job fairs, iBegin, Orientation, Open Houses, workshops, mental health initiatives, awareness campaigns, and presentations.

The UOIT chapter of the student lead club, InvisAbilities, was created in the 2012-13 academic year and continues to provide support to students experiencing invisible disabilities. The UOIT InvisAbilities chapter saw significant growth for the 2013-14 year; several service fairs and informational awareness days and campaigns were hosted by the InvisAbilities group, in an effort to raise awareness and promote understanding of invisible disabilities on campus.

adults and how to be proactive in getting them support. We were also able to open spots within the training to mentors from other programs on campus that may have FG students participating in their programming.

personal and cultural growth, along with academic success.
- The Oshawa Community Health Centre partnered with UOIT and numerous local organizations to secure a 4-year Trillium Grant to deliver Aboriginal programming for youth in the Durham Region.
-The aboriginal office partnered with the Faculty of Education on the development and implementation of Turtle Island Summer Camp. A camp for youth designed to increase youth interest in the science, technology, engineering, and mathematics (STEM) disciplines.

On-Campus Programming:
-Experienced a significant increase in Sweat Lodge participation and interest in 2013-2014.
-Two students reported that participation had such a significant impact on their health and well-being that they were able to remain at UOIT.
-Purchased a traditional structure (TIPI) for use on campus.
- One of our Aboriginal students hosted a Dream Catcher Workshop that was well attended by both Indigenous and Non-Indigenous students.
- Our Traditional Beading Workshops were very well attended by both Indigenous and Non-Indigenous students.

3) 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 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2009	8530[+]	1667[+]	343[+]	128[+]
2010	9702[+]	2056[+]	433[+]	126[+]
2011	10359[+]	2396[+]	523[+]	164[+]
2012	11507[+]	2739[+]	1822[+]	645[+]
2013	11417	2625	1348	369

*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;
- Information 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
2012	11507[(+)]	2739[(+)]	1822[(+)]	645[(+)]
2013	11417	2625	1348	369

*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 directly pulled from our student information system (BANNER), These numbers includes OUAC applications as well as internal applications. The numbers this year appear to be lower as a result of UOIT changing the counting methodology to only include those applying from an Ontario College. In previous years the number included 'all transfers'. Only those applying to a first degree were included. Registrations are taken from official USER files filtered for new students and, where applicable, transfer specific variables.

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In the space provided below, please provide one or more highlights of an activity that *University of Ontario Institute of Technology* used in 2013-2014, 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, initiative or program viewed by *University of Ontario Institute of Technology* to be an innovative practice, success story and/or key accomplishment.

A number of initiatives have been developed in the last year to enhance the credit transfer process at UOIT. An online marketing campaign for online pathways degree programs was launched. This led to increased enrolment in pathways programs at UOIT. In addition, a new diploma to degree website was launched www.uoit.ca/pathways. Working closely with Durham College, two new pathway programs were developed. The BSc Computer Science and BSc Chemistry pathway programs will facilitate transition for students in associated college programs who may be interested in attaining these degrees. In addition, an Early Childhood Studies block transfer program began development. Finally, during the 2013/14 academic year, UOIT signed 13 Articulation agreements with Ontario Colleges.

4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, *University of Ontario Institute of Technology's* undergraduate class size for first entry* programs:

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	16[+]	12.1%[+]	24[+]	19.5%[+]	60[+]	33.9%[+]	127[+]	59.1%[+]
30 to 60 students	44[+]	33.3%[+]	36[+]	29.3%[+]	66[+]	37.3%[+]	66[+]	30.7%[+]
61 to 100 students	20[+]	15.2%[+]	24[+]	19.5%[+]	38[+]	21.5%[+]	21[+]	9.8%[+]
101 to 250 students	45[+]	34.1%[+]	39[+]	31.7%[+]	13[+]	7.3%[+]	0[+]	0.0%[+]
251 or more	7[+]	5.3%[+]	0[+]	0.0%[+]	0[+]	0.0%[+]	1[+]	0.5%[+]
Total	132[+]	100.0%[+]	123[+]	100.0%[+]	177[+]	100.0%[+]	215[+]	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 2013-2014, 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.

UOIT is committed to maintaining class sizes with a particular focus through the budget process.

5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. ***University of Ontario Institute of Technology*** is asked to provide information on e-learning courses, programs and registrations in 2013-2014.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

A <u>Fully Online Learning (asynchronous) course</u> *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 <u>Synchronous Conferencing course</u> *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 <u>Fully Online Learning (asynchronous) program</u> *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 <u>Synchronous Conferencing program</u> *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 2013-2014:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit **Courses** Offered Through Fully Online Learning	37	11
Number of Ministry-funded, For-credit **Courses** Offered Through Synchronous Conferencing	106	16
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	143	27
PROGRAMS DATA	**UNDERGRADUATE**	**GRADUATE**
Number of Ministry-funded, For-credit **Programs** Offered Through Fully Online Learning	2	1
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	2	1
COURSE REGISTRATIONS	**UNDERGRADUATE**	**GRADUATE**
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	3,603	102
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	6,380	249
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	9,983	351

*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.

A reduction in graduate courses and registrations is evident from 2012-2013 to 2013-2014. This is a result of some courses being included in the 2012-2013 counts that were cross-listed and counted as graduate courses during that year. Those courses are now categorized as undergraduate.

Hybrid Learning*

A <u>Hybrid Learning course</u> 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 <u>Hybrid Learning program</u> 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.

University of Ontario Institute of Technology (UOIT) has been designing and delivering hybrid learning courses for many years. The Faculty of Health Sciences is just one of the Faculties at UOIT that incorporates hybrid learning into its programs. By offering 50% of a course online using a flipped classroom model, learners can study content at their own pace prior to the face to face class. As more and more is understood about hybrid learning and the flipped classroom, courses are being redesigned to take full advantage of the model. Learners have access to the course materials 24/7 via Blackboard. What is truly innovative about this approach is that several course designers are using the services of the Teaching and Learning Centre to create web-based learning tools such as video-taped lecturettes and interactive learning objects through the use of StoryLine and Camtasia. These tools allow the learner to interact with the content on their own time and as many times as they want. The face to face class becomes about solving problems, working on case studies, and generally, applying the content to real-world scenarios.

As an example, in the winter 2014 term students explored the history of ethics with focus on the theories that apply to ethics in health care. A hybrid/flipped classroom model was adopted. A variety of online resources were made available to students each week (videos, readings, a 'history of ethics' learning object, links to related websites, etc.). All course members were responsible for communicating in discussion forums in advance of face-to-face classes. In class, assigned groups were responsible for summarizing and synthesizing the online discussions and the specific topic for that week. The course instructor worked with members of the Teaching and Learning Centre to find tools that students could use to build timelines capturing what they had learned regarding the 'history of ethics'. As this was the instructor's first attempt at the flipped classroom, the course is currently being tweaked based on what did and did not work well in that offering of the course.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2013-2014, 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.

This past year, the Faculty of Business and IT worked with the Teaching and Learning Centre's faculty development officers and multimedia developers to create an online bridge program for Bachelor of Commerce students. This innovative approach to curriculum design used a team of five course designers (instructors), three faculty development officers, and three multimedia developers which met on a weekly basis to discuss commonalities between the courses (i.e. look and feel of the online Blackboard course, strategies for assessments, types of online activities, etc), principles of good online course design (mapped course/program learning outcomes and assessments, variety of learning activities and content), and elements of successful online course delivery. Each faculty member was then assigned a faculty development officer and a multimedia developer in order to work on the individual aspects of their course. In a matter of three to four months, the project team had completed the work on the five courses. Much was learned throughout the process including how to develop courses using a project team and how to ensure that the needs of each individual were met while striving for the goals of the whole. This approach to curriculum design will be used again as the benefits were apparent and remarked on by all.

6) International 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 2013-2014:

- Outbound students* = 8

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

- Inbound students* = 31

  DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.

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 2013-2014, 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 2013-2014	2013-2014 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.

All of the numbers reported regarding international students and initiatives are pulled from the official USER files. These numbers are then verified with the International Office to complement internal tracking.

Please provide one or more highlights, in the space provided below, of an activity that *University of Ontario Institute of Technology* used during 2013-2014, 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.

The Faculty of Business and Information Technology at the University of Ontario Institute of Technology (UOIT) is proud to deliver the Ontario Global Edge (OGE) Program; a program funded by the Ontario Ministry of Economic Development, Employment and Infrastructure. UOIT is currently one of 10 postsecondary institutions approved to deliver the OGE program. Aimed at familiarizing enterprising youth with the challenges of the international marketplace, the OGE program provides students with a firsthand opportunity to learn about entrepreneurship and the role of small and medium-sized businesses in a global economy. UOIT has been delivering the OGE program since 2009. To date, UOIT has coordinated a total of 46 placements under this program.

UOIT is an active participant in the Science without Borders (SwB) program of the Brazilian government. Apart from hosting visiting upper-year students from a number of Brazilian institutions, as a part of this program UOIT also arranged local industry and research internships for 16 SwB participants.

During the 2013-14 Academic year, UOIT entered into partnerships with the following institutions: Tongji University, Jiaotong University, Harbin Institute of Technology, and University of Coimbra. UOIT also received seven MITACS-funded international visiting scholars during the 2013-14 academic year.

7) Work-Integrated Learning*

As part of the Government's PSE Transformation agenda, 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.

*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 2013-2014:

	Undergraduate	Graduate
Number of programs at *University of Ontario Institute of Technology* with a Co-op Stream	15	0
Number of students at *University of Ontario Institute of Technology* enrolled in a Co-op program	97	0

Please provide one or more highlights, in the space provided below, of an activity that *University of Ontario Institute of Technology* used during 2013-2014, 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.

Work Integrated Learning is a fundamental concept at UOIT. We are committed to working closely with students, faculty, employers and community partners to provide quality experiential learning opportunities that enhance academic learning, integrate theory and practice, and promote professional and personal development and active citizenship. While 18 unique programs at UOIT have official co-op or internship programs, all Faculties at UOIT offer experiential learning to our undergraduate and graduate students whether it be internships, co-op, practicums or capstone (4th) year projects. All of our co-op programs satisfy the guidelines of the Canadian Association for Co-Operative Education. In 2013-14 there was an increase in the number of partnerships established with employers resulting in an increase of opportunities for students (almost 320 unique partners). Local, provincial, national and international partnerships include: OPG, Purdue Pharma, Ministry of Environment, RBC, IBM, GE, Honda, Siemens, CNSC, Blackberry, RIM, Volkswagen, TD Bank group, Magna Powertrain, Ministry of Health, Durham Regional Police, Grandview Children's Centre, Rouge Valley Health System, Heart and Stroke Foundation and many more. The experience acquired through these opportunities gives UOIT students a distinct advantage that increases their prospects for full-time employment after graduation or for being readily accepted into graduate school to pursue further studies. In 2013/14 over 1800 undergraduate students participated in over 2700 work-integrated learning experiences at UOIT.

8) 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 2013-2014 to measure student satisfaction.

As part of a three-year survey cycle, in 2013-14, UOIT participated in the NODA (National Orientation Directors Association) Orientation and New Student Programs Benchmarking Survey. This survey looks at both orientation and transition programming outcomes and satisfaction measures. Some satisfaction measure highlights from the survey are as follows:
•71% of respondents agree or strongly agree that orientation was an enjoyable experience and was a good use of their time
•76% of respondents rated the orientation program as good or excellent
•90% reported the orientation staff was courteous

In addition to national surveys, the Student Experience Centre regularly assesses their programming and services. As part of the program planning process, staff are required to establish learning and development outcomes, satisfaction measures and methods for compiling metrics (as applicable) for each program that they deliver.

Some satisfaction highlights from 13-14 include:

Student Leadership Summit:
•Attending the leadership summit was a worthwhile experience (91.31%)
•I found the keynote speaker to be informative (100%)

Orientation Captains Retreat:
•100% of participants Strongly Agreed that they would recommend this retreat to future September Orientation Captains

College to University Transfer Student Mentoring Program:
•100% feel satisfied with support/guidance received from his/her peer mentor
•100% reported that having a peer mentor has assisted them with the transition into their first year of university

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2013-2014, 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.

One of the goals within UOIT's strategic mandate is to be distinguished as a student-centered university. This includes ensuring student satisfaction and success from the application process right up to graduation. Achieving this means creating frameworks that support this goal. Frameworks of note include a new admissions advising program, as well as the services offered by the Student Learning Centre (SLC).

In 2012, the admissions team created a framework for admissions advising which allows admissions to be intentional in their quest to convert an applicant to a UOIT student. The goal is to build a relationship with applicants from the moment they apply. This is pivotal and aligns with UOIT's goal of becoming a student-centered university.

Admission advising began in 2013 for the Fall 2013 term. Applicants can book an appointment with an Enrolment Services Assistant who then creates an appointment with an Admissions Officer. The face-to-face appointments take place throughout the week and allow applicants to discuss their application and academic path. Admissions officers are able to build relationships with applicants with the goal of making them a UOIT student. In Fall 2014, a live online chat feature will be launched which will allow applicants to chat live with an admissions advisor. The goal is to make the admissions team available to the various types of applicants interested in UOIT.

In addition, the Student Learning Centre (SLC) at UOIT launched a number of new programs and continued development in existing programs to maintain or improve full-time student retention rates. In September 2013, the Student Learning Centre (SLC) launched the PASS (Peer-Assisted Study Sessions) program pilot. The pilot targeted two specific courses considered high risk due to student success rates: Financial Accounting I and Physics I.

In October 2013, the SLC implemented the first SLC Express, a travelling drop-in help desk for math and physics. In addition, the SLC also offered the first ever mock exams for physics and calculus courses to help students alleviate exam anxiety and develop study skills for exams. The SLC also collaborated with the Career Centre in resume development for students entitled "One Stop Shop – Resume Writing." In January 2014, the Centre offered its first Academic Integrity workshop to international students

The SLC continues to work on a number of initiatives. The PASS program will be expanding to include the top ten high-risk courses. As part of the graduate professional skills program, a professional Communication workshop is offered to graduate students. The SLC continues to further develop NOOL (a math and writing website with resources for students) as a self-guided tutorial for students. The SLC has also been collaborating with the UOIT residence on academic needs, including offering workshops in residence, offering peer tutoring (including training the Residence Academic Leaders (RAL) in accordance with peer tutor training), and making the SLC Express available in residence. There is also continued commitment to implementing Academic Integrity education for students.

During the Fall 2013 semester, specialists served 471 students through 1087 one-on-one appointments; peer tutors served 207 students through 439 one-on-one appointments. In the Winter 2014 semester, specialists served 311 students through 830 one-on-one appointments; peer tutors served 122 students through 342 one-on-one appointments.

9) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at ***University of Ontario Institute of Technology*** = **69%**[(+)*]

> *The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year One enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that ***University of Ontario Institute of Technology*** used in 2013-2014 to measure graduation rate.

> Consortium for Student Retention Data Exchange (CSRDE) methodology is used to calculate the graduation and student retention rates which is kept in a separate excel file 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 2013-2014, 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.

> All of the initiatives that are employed towards increasing retention and enriching the student experience at UOIT are used to improve the graduation rates as well. These initiatives are all listed in detail in section 8) Student Satisfaction and section 11) Student Retention. These initiatives include services offered by the Student Learning Centre (SLC) to improve student success and thus increase graduation rates.

10) Graduate Employment Rate

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at *University of Ontario Institute of Technology* = **79.62%[(+)]**

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at *University of Ontario Institute of Technology* = **94.82%[(+)]**

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that *University of Ontario Institute of Technology* used in 2013-2014 to measure graduate employment rate.

All of the accredited programs at UOIT also administer and collect survey data on their graduates. This information is available and used to get a ratio of students that graduate and also enables UOIT to see who is working in their field of study (skills match).

Please provide one or more highlights, in the space provided below, of an activity that *University of Ontario Institute of Technology* used during 2013-2014, 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.

The Career Centre is deeply committed to developing students' lifelong career management skills and career success. In 2013-14 UOIT hosted a number of recruitment events that allowed students to connect with employers and graduate schools in order to gather pertinent information to assist in their career planning. Events included the Job Fair, Further Education Expo, Part-time Job Fair, Teacher Job Fair, Reverse Engineering Career Fair, Employer Information Sessions and Career Panel events. A variety of services and resources also continue to be offered to students and new graduates to guide them through the job search process and to help them land positions that allow them to gain experience and skills before they graduate. These supports include one-on-one job search support including resume and cover letter critiques, interview preparation, job search strategies, and online job search support including career exploration tools, tip sheets, online videos, and job postings.

11) 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	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
1st to 2nd Year	81%[+]	82.4%[+]	77.2%[+]	79.2%
1st to 3rd Year	75.9%[+]	73.1%[+]	68%	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 Consortium for Student Retention Data Exchange 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 2013-2014, 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.

In April 2013, the office of the Associate Provost, Academic and Information Technology undertook a consultative process across the university to understand better the problems affecting student persistence. There was consultation with all UOIT Faculties and many service units that have direct contact with students. From this consultative process the development of a cross institutional scan of retention practices, challenges and opportunities for student success began.

There are important factors that the Retention and Student Success Committee identified as the most pressing to ensure positive change across the institution. Five strategies were outlined, recognizing the institutional reality that a majority of UOIT early leavers fail to persist because of academic issues, and that these issues are a product of social, cognitive, and institutional factors. These strategies include investing further in academic advising, inserting proactive student development services directly to the classroom, developing a later intervention remedial track in collaboration with various academic units, making changes to the academic standing policy as it relates to suspensions and dismissals for students in year one, and utilizing measurement tools early in the first few weeks of a student's time at the university to serve as an early warning system for intervention strategy implementation. As the academy has direct influence over institutional factors that influence student retention, carrying out these strategies will ensure UOIT student retention improves.

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **University of Ontario Institute of Technology** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Synergy One: Exploring innovative collaborative academic and operational partnership opportunities between Trent University & University of Ontario Institute of Technology(+)	UOIT-PP1-I(+)	This was a feasibility study, as such, there are no direct cost-savings attached to the project.	Synergy One explored the opportunities of deep collaboration between UOIT and Trent University to improve learning outcomes for students, increased research productivity for faculty as well as opportunities that joint ventures might have to enhance services. Exploring opportunities that arise from an enhanced scale of operations and where similar missions are present can enhance core academic and non-academic operations. A number of prospects were explored and a framework for further discussions and planning were identified and agreed upon.
Establishing Integrated Planning and Resource Management at UOIT(+)	UOIT-PP2-I(+)	Saving thousands of dollars through efficiencies. Additional savings to be seen in future years	The intent of the project was to establish and pilot a comprehensive evaluative model for Integrated Planning based on Strategic Enrolment Management. The end results include long term enrolment goals and a new budget model which helps future planning and holds necessary information for decision-making in key strategic areas related to UOIT's mission. The Integrated Planning and Resource Management (IPRM) structure has pulled together all aspects of university planning into one overarching committee to ensure greater communication and decision making. Now with the structure in place we can continue to establish a mechanism to review and analyze administrative structures, services and programs in order to build and maintain lean processes that nevertheless achieve excellence in student success.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Optimizing the reception, scanning and authentication of admission documents coming from foreign students[(+)]	OTTW-ASDT7-M[(+)]	This system will help avoid the expense of having to a hire an international admissions coordinator	The recommendations from the feasibility study were recently presented to OCAV. The proposal entailed a pilot project; however UOIT's involvement with respect to ongoing activity is unknown at this time.
Enhancing registered nurse job readiness and patient safety outcomes through clinical simulation[(+)]	QUEN-CPR2-M[(+)]	Reduced pricing on bulk purchases, the repository should contribute to faculty efficiencies	Participate in a collaborative network of simulation educators from across the province for ongoing development of simulation-based learning in health care. Ongoing collaboration with universities across the province, in areas of pedagogy as well as instructional and programmatic activity. Utilize the shared repository that will be available to all pre licensure nursing programs in the province with all the scenarios, and modules to help faculty develop new scenarios
Multi-Institution Space Management Solution[(+)]	UOFT-ASDT3-M[(+)]	Shared RFP and implementation, est savings over $100000. Further cost savings through collaborations	The new multi-institution space management solution, Archibus, will provide the benefits of shared software, standardized training and support opportunities, improved opportunities for collaboration, common reporting and analytical tools, shared knowledge base, web access, and mobile technology. This is particularly beneficial to UOIT with the sharing of a campus with Durham College with both institutions being able to use the same software. Attributes to the ease of reporting and sharing of information between the institutions.
A multi-institutional feasibility study to explore mechanisms for the development of shared, modular first-year and large-enrolment courses.[(+)]	WIND-CPR5-M[(+)]	This was a feasibility study, as such, there are no direct cost-savings attached to the project.	UOIT plans to participate in the OOLC Call through partnerships with other institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
The Teaching Evaluation Toolkit: Building the Basis of Better Teaching in Ontario[+]	WIND-TE8-M[+]	This was a feasibility study: actual costs savings cannot be achieved without implementation	UOIT is undertaking a major re-design of its course evaluation process beginning with the recently completed RFP to purchase an in-house course evaluation tool. The intention is to move from an outsourced course evaluation process with limited feedback and flexibility to a formative and adaptable course evaluation software system. UOIT plans to architect what a toolkit will look like with the collaboration of other institutions on how best to use course evaluation technologies.

DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.

*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: Cost Savings/Cost Avoidance.

Cost Savings/Cost Avoidance numbers were obtained from the Final Productivity and Innovation Fund Reports - June 30, 2014.

University of Ontario Institute of Technology

Attestation:

☐ *University of Ontario Institute of Technology* confirms that all information being submitted to the Ministry as part of the 2013-2014 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* 2013-2014 Report Back please contact -

- Name: N/A

- Telephone: N/A

- Email: N/A

Please indicate the address on *University of Ontario Institute of Technology's* website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- http://