

# SMA - Strategic Mandate Agreement University Annual Report 2015-2016

## Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

# 2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
  - a. Graduate Employment Rates
  - b. Number of graduates employed full-time in a related job
2. Teaching and Learning
  - a. Student Satisfaction
  - b. Graduation Rates
  - c. Retention Rates
  - d. Number of students enrolled in a co-op program at institution
  - e. Number of online course registrants, programs and courses at institution
3. Student Population
  - a. Number and proportion of
    1. Students with Disabilities
    2. First Generation Students
    3. Indigenous Students
    4. French-Language Students
  - b. Number and proportion of international students
  - c. Proportion of an institution's enrolment that receives OSAP
4. Research and Graduate Education
5. Program Offerings
  - a. Concentration of enrolment at universities by program specialty or major
  - b. Institution's system share of enrolment by program specialty or major
6. Institutional Collaboration to Support Student Mobility
  - a. Transfer applicants and registrants
7. Financial Sustainability

# 1. Jobs, Innovation & Economic Development (JIED)

This component highlights University of Ontario Institute of Technology's collaborative work with employers, community partners and regions, or at a global level. It establishes the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

The ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

## 1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2013:	Percentage
The employment rate for 2013 graduates, 6 months after graduation, at University of Ontario Institute of Technology was:	85.6
The employment rate for 2013 graduates, 2 years after graduation, at University of Ontario Institute of Technology was:	92.9

## 1b. Employment in a Related Job

Per the graduate survey of 2013:	Percentage
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2013 at University of Ontario Institute of Technology was:	81
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at University of Ontario Institute of Technology was:	90

### Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: Graduate Employment Rates (up to 600 words approx.).

### Highlights

Please provide highlights of University of Ontario Institute of Technology's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. 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 (up to 600 words approx.).

Brilliant Entrepreneurship is a thread that runs through the university, weaving an entrepreneurial mindset into students and aspiring entrepreneurs at our university, while incorporating innovation into UOIT as a whole.

UOIT's Brilliant Entrepreneurship Program, a non-credit entrepreneurship initiative, attracted 412 student participants to 29 events and competitions in the last academic year. This resulted in 12 new entrants to the summer incubator (housed at Core 21). UOIT is helping to create local entrepreneurs e.g. The Sustainable Engine Technologies team, which entered the incubator in the summer of 2015, sold its technology and is moving on to create a new business in the area of aquaponics. Another student start-up, Virtual Surgery Sim Inc. led by PhD student Ben Sainsbury, was successful in raising significant angel funding to accelerate the development of its technology offering.

UOIT is cultivating these skills in our students and helping to build these capabilities in our community. UOIT is a key partner in Durham Entrepreneurship Ecosystem – bi-weekly meetings with academic, industry and community partners around building an entrepreneurship culture in Durham Region

## 2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture University of Ontario Institute of Technology's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction	Percentage
Per the 2014 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?" for Senior Year respondents.	73.38
Per the 2014 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?" for Senior Year respondents.	67.07

### Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

In addition to participating in the triannual National Survey of Student Engagement (NSSE), UOIT also participates in the Canadian University Survey Consortium (CUSC) for graduating students. The 2015 CUSC results reveal that 85% of UOIT graduating students are satisfied with their decision to attend this university.

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. 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 (up to 600 words approx.).

UOIT continues to focus efforts on improving student satisfaction and engagement, aligning resources with student needs, and facilitating the integration of support or students across the campus. Through UOIT Student Life, students receive integrated support from the time that they first accept their offer of admission until their graduation. In 2015-16, UOIT initiated a number of programs to enhance student satisfaction, some of which are highlighted below:

- 
- The establishment of a career development program, iLaunch, for alumni and students in the last year of university, to provide them with information, resources and tools that will help them transition more successfully into their careers. Through a combination of guest speakers and interactive workshops, participants gained a better understanding of how they may fit into the world of work and increase their understanding of a targeted job search.
- The piloting of a new leadership development program, G3 (Gain, Grow and Give back), designed to provide students with a distinct, integrative leadership experience that will promote program completion, integrate curricular and co-curricular learning with opportunities for self-exploration and reflection.
- The establishment of a new by-stander training program, RISE (Respecting Individuals and Supporting Equity), to provide training and education on how to prevent and respond to discrimination and harassment on campus. RISE is comprised of five components - a main session to introduce participants to tools and options they can use to prevent and respond to discrimination and harassment, and four additional sessions where students can learn more specifically about issues related to First Peoples, Gender, Religion and Spirituality, and Sexual Violence Prevention.

## 2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015-2016, the graduation rate at University of Ontario Institute of Technology is	68.7

\*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 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 2007 – 2014 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).

### Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

UOIT participates in the Centre for Student Retention Data Exchange (CSRDE) annual report on retention and graduation rates. The CSRDE graduation rate for the 2008 cohort is 66.7%

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. 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 (up to 600 words approx.).

UOIT provides a range of programs and services to address student persistence and success that ultimately leads to graduation. Although efforts continue to be focused on the first year, new programming has been implemented at all levels to support student success. First year programming serves to help students adjust to their new environment, learn to cope with the rigors of academic life, and fostering a sense of community among students. Upper level programming builds on this sense of engagement. In 2015-16, UOIT initiated a number of high impact strategies in the area of retention, some of which are highlighted below:

- 
- Drop in sessions in mathematics, physics and writing were held throughout the week and into the evening to provide students with opportunities to practice the concepts and problem sets and augment success in the classroom.
- Interactive workshop sessions were offered to help students understand difficult concepts or methods. Workshops are based on student demand by tracking trends in one-on-one sessions and in consultation with faculty in high risk courses.

## 2c. Teaching and Learning - Student Retention

### 2c. Retention Rates

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:

Entering Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
1st to 2nd Year	77.2	79.2	79.4	80.30
1st to 3rd Year	68.0	68.8	68.80	

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2015-2016 that contributed to maintaining or improving the retention rate. 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 (up to 600 words approx.).

In 2015-16, UOIT initiated a number of high impact strategies in the area of retention, some of which are highlighted below:

- 
- A first year communication plan was developed and implemented to deliver just-in-time information, streamline content from all sources, foster good academic practice, and promote affinity and success among students.
- First year experience programming, featuring a one-day iBegin session for 641 new students and 638 parents in August prior to the start of class, a two-day Orientation program for 1200 new students, an Involvement Fair on the first day of classes, and workshops and events continuing throughout the year.
- Pre-university academic skills development programming was piloted for new students through one- and two-day workshops prior to the start of the academic year for new students to refresh student skills in studying, note-taking, researching and completing assignments, planning and time management and math and/or writing.

In addition, see graduation rate highlights.

## 2d. Teaching and Learning - Work-Integrated Learning\*

As part of the Ontario government's postsecondary education 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 (WIL) 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. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 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 the University of Ontario Institute of Technology in 2015-2016:

Co-operative Education Program Type	Number of programs at University of Ontario Institute of Technology with a Co-op Stream	Number of students at University of Ontario Institute of Technology enrolled in a Co-op program
Undergraduate	11	67
Graduate	N/A	N/A

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2015-2016 that contributed to providing WIL opportunities for students. Along with co-op, other examples may 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 (up to 600 words approx.).

At UOIT, experiential learning has been a founding principle since inception. All seven faculties and the majority of our programs offer a significant hands-on learning experience component. In 2015-16, over 1600 undergraduate students participated in almost 2200 experiential learning opportunities.

The placements were diverse and cut across numerous sectors including healthcare, professional and technical services, public administration, manufacturing, education, utilities, finance and more. The students were in for profit companies, not for profit community agencies, and government organizations. They contributed to both the economic and social fabric of our communities.

Since inception UOIT has been positioned to address the local/provincial skills needs. In some instances, this focus has a national impact. Take the example of the Canadian Nuclear Safety Commission and the success of their co-op/internship program. Since 2006 they have had 46 students. They hired 24 of these students (52% hiring rate) and as of April 2016 18 still remained at the organization with another 3 to be hired (88% retention rate). All of these students were UOIT students.



## 2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education 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 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

### 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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

## e-Learning Course, Program and Registration Data for 2015-2016

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	92	15
Number of ministry-funded, for-credit courses offered through synchronous conferencing	142	26
<b>Total Number of ministry-funded, for-credit courses offered in e-Learning format</b>	234	41

Program 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	N/A	N/A

<b>Total Number of ministry-funded, for-credit programs offered in e-Learning format</b>	2	1
--	---	---

<b>Course Registrations</b>	<b>Undergraduate</b>	<b>Graduate</b>
Registrations in ministry-funded, for-credit courses offered through fully online learning	4,591	90
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing	12,326	841
<b>Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format</b>	16,917	931

#### Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

#### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2015-2016 that captures the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. 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 (up to 600 words approx.).

Social Marketing for Public Health is a fully online elective course for health sciences students. This course is the product of a partnership between individuals from UOIT and staff from ChangeMakers, a Canadian social marketing agency. This fully asynchronous online course brings students through the process of selecting a target audience and behaviour to change and designing a social marketing campaign. Drawing from authentic examples provided through video cases recorded by individuals at ChangeMakers, samples from existing social marketing campaigns and other up-to-date resources, the course instructors seek to provide students with real examples of how what they are learning in this course is applied in field. Students are encouraged to be creative in their development of a social marketing campaign using whichever media and tools they would like to incorporate and are encouraged to post drafts of their work on a course blog for peer feedback.

The course is currently running for the third time and enrollment has nearly tripled since the first offering. In the current offering of the course, students have contributed ideas regarding how ChangeMakers could improve one of their social media campaigns. In response to a request from students for information about job opportunities in the area of social marketing for graduates of a BHSc program, the agency is creating new video content for this course. Social Marketing for Public Health has been nominated for a Silver Leaf award, a distinction that is awarded by the International Association of Business Communicators (IABC), in the Communication Training and Education stream. Overall, the development and facilitation of this course has involved significant collaborative efforts and has been treated as an iterative process so that it can evolve as more students enroll in the course.

## 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 50% of the course delivery should be online.*

*A Hybrid Learning program is one in which 80% or more of its courses are hybrid learning courses.*

#### Hybrid Learning Highlights

Please highlight one example of University of Ontario Institute of Technology's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).

Faculty in UOIT's Nursing program have done extensive work in bringing simulation-based learning to the hybrid space. During the 2015/16 academic year, materials were created to aid in the development of simulation based teaching techniques. Videos, photos and toolkits were created to enhance instructor practice, enabling them to develop learning experiences where students can engage in clinical and community health based simulations, with a focus on interprofessional healthcare teams. These learning experiences make use of both face-to-face experiences and online tools for discussion and reflection.

The Faculty of Energy Systems and Nuclear Science has embraced the use of video tools to provide support for students outside the classroom in order to prepare them for in-class activities. Using readily available software tools (Camtasia), instructors were able to quickly and easily record videos describing the use of specialized simulation software. Students are able to view the videos on their own time and review as many times as necessary to ensure they fully understand the tool. This allows them to better focus on application of ideas and techniques in class.

### 3. Student Population

This component highlights University of Ontario Institute of Technology's contributions to improve access and success for underrepresented groups (students with disabilities, First Generation, Indigenous, and French-language students).

Full-Time Students	# of Students
The total Full-Time Headcount Enrolment* at University of Ontario Institute of Technology in 2015-2016:	9,036

\*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students both eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

### 3a. Under-Represented Students: Students with Disabilities, First Generation, Indigenous and French-language Students

#### Students with Disabilities

\*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 University of Ontario Institute of Technology's annual report to the ministry for the Accessibility Fund for Students with Disabilities (AFSD).

Students With Disabilities	# of Students	Percentage
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 2015-2016:	581	
The total indicated above as a comparative % of the University of Ontario Institute of Technology's 2015-2016 full-time enrolment headcount:		6.43

#### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2015-2016 that captures contributions to improve access, and success for students with disabilities (up to 600 words approx.).

In 2015-2016, the number of UOIT students with disabilities seeking accommodations at the two Student Accessibility Services (SAS) locations grew by 28.5% to a total of 654 registered students with disabilities. 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, SAS Services focused more resources to a Learning Strategies Counsellor position. The counsellors have a dedicated portion within their role designed to support students with mental health, autism spectrum disorder, learning disabilities and multiple diagnoses with both the students' accommodation and support needs as well as their counselling needs. SAS continues 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, pre-university orientations, September Orientation, open houses, workshops, mental health initiatives, awareness campaigns, and presentations.

SAS annually reviews and updates its summer transition program for students with disabilities, which is a three-day transition program for new students held at the end of August. This year's program included a new one-day transition event for parents of students with disabilities, which received very positive feedback. The student program provides students with opportunities to learn about campus services and resources, acclimatize themselves to the campuses and services, and familiarize students with staff and faculty to create a greater sense of connectedness and familiarity at UOIT. The parent event provides information about how they can best support their students in the transition to post-secondary education. SAS has also refined several programming initiatives that will be offered through the academic year, including a weekly peer social/communication skills building group that provides one-to-one learning skills sessions, and connect students directly to campus resources to promote balance and reduce stressors that students face. SAS works closely with other student support units and has built partnerships with these units to facilitate communication and create joint initiatives and programs to better support students.

#### First Generation Students

\*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 have not necessarily 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).*

First Generation Students	# of Students	Percentage
The total number of full-time First Generation students enrolled at University of Ontario Institute of Technology in 2015-2016:	5,098	
The total indicated above as a comparative % of the University of Ontario Institute of Technology's 2015-2016 full-Time enrolment headcount:		56.42
The total number of part-time First Generation students enrolled at University of Ontario Institute of Technology in 2015-2016:	282	

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2015-2016 that captures contributions to improve access, and success for First Generation students (up to 600 words approx.).

In 2015-16, over 2000 First Generation (FG) students participated in the programs and services supported by the First Generation Project. As a significant number of UOIT students identify as being the first in their family to participate in post-secondary education, we continue to place a great deal of emphasis on programming that facilitates the transition to the university, supports success throughout the first year and provides opportunities to learn and grow during their time at UOIT.

Specific highlights for the First Generation program in 2015-16 include the expansion of our Peer Assisted Study Sessions Program (PASS) and the amalgamation of all of UOIT's Peer Mentoring programs under one framework.

#### Peer Assisted Study Sessions

As part of our student success efforts, the Student Learning Centre expanded their Peer Assisted Study Sessions (PASS) over the past year. PASS are weekly review sessions in historically challenging courses that provide students who may be experiencing difficulty with the opportunity to learn from peers in a setting that is informal, fun and interactive. Sessions not only help students to better understand course material, but they also help students succeed by facilitating the development of study strategies and helping students prepare for tests and exams. In the fall of 2015, we offered PASS for 10 courses and in winter 2016, PASS was available for 11 courses

### Indigenous Students

\* *DEFINITION: Indigenous 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.*

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at University of Ontario Institute of Technology in 2015-2016:	83	
The total indicated above as a comparative % of the University of Ontario Institute of Technology's 2015-2016 Enrolment Headcount:		0.92
The total number of part-time Indigenous students enrolled at University of Ontario Institute of Technology in 2015-2016:	5	

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2015-2016 that captures contributions to improve access, and success for Indigenous students (up to 600 words approx.).

**Partnerships and Outreach - Pathway Program** – The Pathway Program was a collaborative partnership between Trent University, Loyalist College, Fleming College, Durham College, UOIT and First Nations Technical Institute (FNTI). In an effort to increase interest and participation in post-secondary, for 5 days, 20 Indigenous youth from across the province were given the opportunity to experience post-secondary education at a number of Ontario college and universities. Students in attendance participated in campus tours, presentations and information sessions; and were given the unique opportunity to participate in the annual Elder's Gathering at Trent University.

**Academic Enrichment – UOIT's Role in Reconciliation: Options and Opportunities in Indigenous Curricula** – In response to the

Truth and Reconciliation Commission's (TRC) call for action in education, members of our Faculty of Social Science and Humanities completed a research project designed to identify, explain and evaluate curricular initiatives available to UOIT. Through consultation with 6 of our Indigenous students, both our full-time staff and members of the Indigenous community, they set out to ascertain what UOIT needs to consider in response to the challenge of reconciliation; to understand what other universities have done and are doing in response to TRC's call for action in the area of education and to set out principles to guide a response to the call for reconciliation; and to illustrate the options and requirements for a curricular response. The final report has been posted on the Provost's website. Work is underway to develop recommended programming and/or practices for the University community.

### Ongoing Programming for Indigenous students

- 
- Monthly Sweat Lodge ceremonies with increasing participation of students
- Year 2 of our Visiting Elder program, where UOIT welcomed 2 Elders to campus to share their expertise in Indigenous knowledge, language, culture and traditions. Each term, an Elder spent a week on campus providing class visits, special events, group discussions and one-on-one appointments.
- Monthly workshops, including Bannock and Soup days, beading workshops, which saw a significant increase in student participation and satisfaction
- Career workshops designed to help Indigenous students get a better sense of themselves and explore their career directions
- Durham District School Board Lunch and Learns
- Indigenous Awareness Week

### French-Language Students

\* *DEFINITION: A student is considered a French-language student if the student meets at least one of the following criteria -*

- 1) *The student's mother tongue is, or includes French (the student is a francophone);*
- 2) *The student's language of correspondence with the institution is French;*
- 3) *The student was previously enrolled in a French-language education institution; or*
- 4) *The student was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students	# of Students	Percentage
The total number of full-time French-language students enrolled at University of Ontario Institute of Technology in 2015-2016:	0	
The total indicated above as a comparative % of the University of Ontario Institute of Technology's 2015-2016 enrolment headcount:		0.00
The total number of part-time French-language students enrolled at University of Ontario Institute of Technology in 2015-2016:	0	

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2015-2016 that captures contributions to improve access, and success for French-Language students (up to 600 words approx.).

n/a

### Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

For students with disabilities, identification was based on current registration status with the Student Accessibility Services (SAS) for the period of September 1, 2015 and August 31, 2016. Students are registered with SAS after providing medical documentation to support their disability status. Students are considered part time if they are taking a 40% or less course load. Students taking greater than 40% course load are considered full-time.

First Generation students self declare on their application to the university. These data are captured in UOIT's Student Information System.

Indigenous students self declare their status with the university through the Indigenous Office.

## 3b. Student Population - International Students

### International Students

*DEFINITION: International enrolment is the headcount of full-time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e., student visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2015, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).*

International Students	# of Students	Percentage
University of Ontario Institute of Technology reported to the ministry full-time international enrolment* in 2015-2016:	672	
The total indicated above as a comparative % of University of Ontario Institute of Technology's 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible):		7.44
University of Ontario Institute of Technology's 2015-2016 part-time international enrolment is	19	

### Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2015-2016 that contributed to maintaining or improving the international student experience 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 (up to 600 words approx.).

1st International Articulation agreements in Dubai and Bermuda: UOIT prides itself on the degree pathways it has established within Ontario, but had not established transfer pathways with international partners until this past year. The new degree-completion transfer agreements are with Canadian University of Dubai, and Bermuda College. These agreements will allow students to begin undergraduate studies overseas and complete their degree at UOIT.



### 3c. Student Population - Proportion of an institution's enrolment that receives OSAP\*

*\*DEFINITION: Receives OSAP is the number of OSAP awards, including any student at University of Ontario Institute of Technology who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
University of Ontario Institute of Technology's 2015-2016 number of OSAP awards	5,956	
Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.	8,236	
Proportion of full-time students receiving OSAP		72.32

**Additional Information**

Describe the methodology, survey tools, caveats and other information regarding the information reported above (up to 600 words approx.).

## 4. Research and Graduate Education

University of Ontario Institute of Technology's 2014-17 Strategic Mandate Agreement (SMA) includes information which identifies the breadth and depth of institutional research activity. The 2015-2016 SMA Report Back does not require University of Ontario Institute of Technology to report on the system wide research and graduate education metrics included in its 2014-17 SMA.

## 5. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization as outlined in University of Ontario Institute of Technology's SMA.

- a. Concentration of enrolment\* at universities by program specialty or major (SPEMAJ)
- b. Institution's share of system enrolment by program specialty or major (SPEMAJ).

**DEFINITION:** Headcount is the actual funding eligible enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students as reported to the ministry for the 2015-2016 fiscal year

Undergraduate / Graduate Students	Percentage of System Enrolment
Undergraduate	2.38
Graduate	0.59

	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at University of Ontario Institute of Technology	# of graduate students in a program as a % of total # of graduate students across all programs at University of Ontario Institute of Technology	University of Ontario Institute of Technology's share of system-wide undergraduate enrolment in each PROGRAM	University of Ontario Institute of Technology's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	5.66	11.40	1.81	1.39
2. Architecture & Landscape Arch.	0.00	0.00	0.00	0.00
3. Business & Commerce	15.21	0.00	2.69	0.00
4. Computer Science	7.94	16.67	7.59	6.54
5. Dentistry	0.00	0.00	0.00	0.00
6. Education	2.26	1.32	3.70	0.48
7. Engineering	22.12	31.14	5.78	1.82
8. Fine & Applied Arts	0.00	0.00	0.00	0.00
9. Food Science & Nutrition	0.00	0.00	0.00	0.00
10. Forestry	0.00	0.00	0.00	0.00
11. Health Professions	14.41	19.30	7.70	1.26
12. Humanities	2.02	0.00	0.55	0.00
13. Journalism	0.00	0.00	0.00	0.00
14. Kinesiology/Recreation/Phys-Ed	0.00	0.00	0.00	0.00
15. Law	0.00	0.00	0.00	0.00
16. Mathematics	0.41	5.70	0.68	1.94
17. Medicine	0.00	0.00	0.00	0.00
18. Nursing	8.59	0.00	5.55	0.00
19. Optometry	0.00	0.00	0.00	0.00
20. Other Arts & Science	0.05	0.00	0.01	0.00

<b>21. Other Education</b>	0.00	0.00	0.00	0.00
<b>22. Pharmacy</b>	0.00	0.00	0.00	0.00
<b>23. Physical Sciences</b>	2.85	4.82	3.95	0.74
<b>24. Social Sciences</b>	18.48	9.65	2.05	0.24
<b>25. Theology</b>	0.00	0.00	0.00	0.00
<b>26. Therapy &amp; Rehabilitation</b>	0.00	0.00	0.00	0.00
<b>27. Veterinary Medicine</b>	0.00	0.00	0.00	0.00

Notes:

- Other Arts & Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified.

### Optional Additional Information

Caveats and/or other information regarding the numbers reported above (up to 600 words approx.).

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2015-2016 that contributed to maintaining or improving programming. 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 (up to 600 words approx.).

UOIT has focussed new programming initiatives over the past year on innovative and market oriented diploma programs at both the undergraduate and graduate levels.

#### Undergraduate Diploma in Designing Adult Education for the Digital Age

The diploma program is based on the current Adult Education and Digital Technologies (AEDT) specialization course offerings within the Bachelor of Arts in Educational Studies and Digital Technology (ESTD) program and is directed at meeting the growing professional development needs in service, corporate, government, NGO and education sectors. The diploma fosters the development of educational leaders who possess a specialized knowledge and competency base in adult education with a focus on digital technologies for learning. The program is offered completely online. It also offers a pathway into our existing undergraduate program.

#### Graduate Diploma Program in Accounting

This is a professional level program designed for business graduates who completed a major in accounting. The Program aims to prepare prospective Charter Professional Accountants (CPAs) for their careers. The Program is tailored to expand the knowledge and skills students gained from the UOIT Bachelor of Commerce Accounting Major and pave the way for them to enter the CPA Professional Education Program (PEP) at Capstone 1 significantly reducing the amount of time for our graduates to achieve CPA designations. This year we have also enhanced our pathways from college into the accounting program to reduce barriers to completion.

#### PhD in Criminology and Social Justice

In addition, we have expanded our program offerings at the graduate degree level in an area of institutional strength. Building on our highly successful college to university pathways in Criminology and our Master's program in this area we have created a Doctoral program focusing on Criminology and Social Justice. With this new doctoral program, we have further expanded the ability for college graduates to translate their diploma into opportunities all the way up to a PhD. Consistent with UOIT's mission, this program puts a high priority on outcome-focused interdisciplinary research and development that solves social, environmental, health and economic challenges that benefits society as a whole.

## 6. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Development of these metrics will be done in partnership with the sector and ONCAT.

### Transfer Applicants and Registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2015.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2011	10,359	2,396	523	164
2012	11,507	2,739	1,822	645
2013	11,417	2,625	1,348	369
2014	12,605	2,321	1,722	360
2015	12,590	2,257	1,383	382

\*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 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 that 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	11,507	2,739	1,822	645
2013	11,417	2,625	1,348	369
2014	13,330	2,655	2,039	592
2015	14,286	2,668	2,232	684

#### Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

UOIT has a significant intake of transfer students in the spring term and therefore are included in the above Institutional numbers. As well, many transfer students who enrol in pathway type programs initially take a part-time course load and therefore these numbers are included in the above.

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2015-2016 that demonstrates University of Ontario Institute of Technology's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by University of Ontario Institute of Technology to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

The university began a project, funded by ONCAT, to examine if providing transfer credit information with the Offer of Admission will impact overall applicant satisfaction and positively impact applicant conversion rates. This two-year project has passed phase I, in which applicants were provided assessments for those courses currently in the database in the Offer Letters. This has led to improved information and timeliness of credit/credential recognition for students.

Student survey data shows positive results. Phase II has begun, in which the database has become more robust, resulting in more complete Offer Letters.

Additionally, the Faculty of Business and Information Technology created new 'embedded' bridge programs with our campus partner, Durham College, which allow students to complete 4-5 UOIT courses during their college advanced diploma program and enter directly into the 3rd year of a baccalaureate degree program in Commerce. Creating these additional opportunities with our campus partner have facilitated improved collaborations with other college partners. The embedded bridge into the B.Comm. Accounting major has now been expanded to Fleming College and other majors are being explored for the coming year.

## 7. Financial Sustainability

### FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14	2014-15	2015-16
Performance	Net Income / Loss Ratio (%)	6.01	4.53	0.00
	Net Operating Revenues Ratio (%)	15.59	11.09	0.00

#### Optional

Comments on Performance Metrics (up to 600 words approx.)

		2013-14	2014-15	2015-16
Liquidity	Primary Reserve Ratio (days)	-4.47	14.37	0.00

#### Optional

Comments on Liquidity Metric (up to 600 words approx.)

		2013-14	2014-15	2015-16
Leverage	Interest Burden Ratio (%)	10.84	10.03	0.00
	Viability Ratio (%)	-0.90	3.13	0.00

#### Optional

Comments on Leverage Metrics (up to 600 words approx.)

UOIT's leverage ratios have also improved year-over-year as the University continues to pay back its various long-term debt obligations without entering into new debt agreements. Our leverage ratios are relatively unfavourable as UOIT carries significant debt balances. At the end of FY 2014-15, the total debt balance is \$242m, which constitutes 53% of UOIT's total liabilities balance.

#### Additional Information

Additional comments on the overall Financial Health & Sustainability Metrics Result (up to 600 words approx.)

#### Highlights

Please provide one or more highlights that demonstrate University of Ontario Institute of Technology's commitment to improved or continued financial sustainability. (up to 600 words approx.)

Since April 1, 2011, an agreement was signed between UOIT and the Ministry of Training, Colleges and Universities (now Ministry of Advanced Education and Skills Development), whereby the Ministry shall pay the University \$13.5m each year to fund the repayment of the debenture debt.

If we were to include the impact of the \$13.5m grant in the calculation of UOIT's leverage ratios, the interest burden ratio would be re-stated at 2.7% and 2.4% for fiscal years 2013 – 14 and 2014 – 15 respectively.

**The ministry encourages University of Ontario Institute of Technology to augment the current list of financial health and sustainability metrics with other metrics. Reporting this data is optional. University of Ontario Institute of Technology may add up to four additional metrics in the space provided below.**

OTHER FINANCIAL METRICS REPORTED by University of Ontario Institute of Technology	2013-14	2014-15	2015-16
1			
2			
3			
4			

**Additional Information**

Comments related to University of Ontario Institute of Technology's other reported metrics (up to 600 words approx.)

Moody's Rating for 2013-14 is A2, 2014-15 is A2



## 8. Attestation

By submitting this report to the ministry:	Checkbox
University of Ontario Institute of Technology confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from University of Ontario Institute of Technology's Executive Head.	<input checked="" type="checkbox"/>

For additional information regarding University of Ontario Institute of Technology's 2015-2016 SMA Report Back please contact -	Information
Name:	Brad MacIsaac
Telephone:	905-721-8668
Email:	brad.macisaac@uoit.ca

Please indicate the address on University of Ontario Institute of Technology's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	<a href="http://uoit.ca/sites/oira/accountability/multi-year-agreement-.php">http://uoit.ca/sites/oira/accountability/multi-year-agreement-.php</a>