

2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	University of Ontario Institute of Technology
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OVERVIEW

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

Consistent with previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2012-2013 MYAA Report Back process, the Ministry pre-populated **University of Ontario Institute of Technology's** 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2011-2012 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** 2012-2013 MYAA Report Back is denoted with the symbol ⁽⁺⁾.

1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2012 as of November 1, 2012 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2012-2013 fiscal year (enrolment reported in 2012-2013 remains subject to audit and/or correction).*

University of Ontario Institute of Technology's total Headcount enrolment count in 2012-2013 = **7,892**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment reported by **University of Ontario Institute of Technology** to the Ministry for 2012-2013 = **6,663**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **University of Ontario Institute of Technology** to the Ministry for 2012-2013 = **1,046**.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by at **University of Ontario Institute of Technology** to the Ministry in 2012-2013 = **183**.

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

Our institutional student database (BANNER) houses all of the data on our students. This information is collected for the purposes of the ministry enrolment submission (USER). The USER submissions are then kept in excel format to be utilized by the office of institutional 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 2012-2013 to manage enrolment.

UOIT's 2012-13 enrolment plan began with a meeting with the Assistant Provost, Planning and Analysis and the Registrar to establish registration targets for each program at the undergraduate level. The Dean of Graduate studies and the Assistant Provost, Planning and Analysis had a similar meeting for the graduate targets. These targets, both undergraduate and graduate, were then brought to the Faculty Dean's for further discussion with emphasis on achievability and overall strategic integration. An historical attrition rate was then applied to these numbers to account for the typical and expected start of the year decrease in students. Along with the target numbers the Admissions team was provided with conversion rates, which provides conversion yield rates for all programs. Weekly reports that contained application, offer, confirmation and registration numbers were created and shared with all members of the Registrar's team. These reports allowed the Admission's team to monitor where each application was in the review process, as well as adjust offers depending on targets and conversion rates. The Admission's team also utilized waitlists and confirmation deadlines, which helped provide assurances that UOIT could respond to potential program shortfalls in adequate time and achieve targets. 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. UOIT continues to look ahead to the GTA growth pressure that the region will endure over the next decade. UOIT anticipates student enrolment to continue to grow. The creation of our third, and most recent strategic plan, addresses the impact of such rapid growth and UOIT's ability to plan and manage future enrolment.

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

DEFINITION: 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, language, cultural practices and spiritual beliefs.*

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at University of Ontario Institute of Technology who registered with the Office for Students with Disabilities and received support services in 2012-2013= 326</p> <p>Please calculate the total indicated above as a comparative % of University of Ontario Institute of Technology's 2012-2013 Enrolment Headcount: (Insert Total From Above) 326 ÷ 7,892⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 4.1%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at University of Ontario Institute of Technology who registered with the Office for Students with Disabilities and received support services in 2012-2013 = 39</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at University of Ontario Institute of Technology in 2012-2013= 3,657</p> <p>Please calculate the total indicated above as a comparative % of University of Ontario Institute of Technology's 2012-2013 Enrolment Headcount: (Insert Total From Above) 3,657 ÷ 7,892⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 46.3%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at University of Ontario Institute of Technology in 2012-2013 = 115</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at University of Ontario Institute of Technology in 2012-2013= 73</p> <p>Please calculate the total indicated above as a comparative % of University of Ontario Institute of Technology's 2012-2013 Enrolment Headcount: (Insert Total From Above) 73 ÷ 7,892⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 0.9%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at University of Ontario Institute of Technology in 2012-2013 = 4</p>

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

For Students with Disabilities, identification was based on registration with Centre for Students with Disabilities office. For First Generation, the official number of students that self-identified on their OUAC application as well as those that identified through institutional surveys such as NSSE. For Aboriginal, the Fall official number of students that self-identified on their OUAC application was used.

It should be noted that the percentage of students that fall within the Ministry's underrepresented groups has increased by 30% for First Generation and 22% for Aboriginal students since 2011-2012. UOIT is significantly addressing the government's goal of increasing access to post-secondary education in the province by broadening the base of who will have a post-secondary education.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving University of Ontario Institute of Technology's initiatives for <i>Students with Disabilities</i>. 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</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving University of Ontario Institute of Technology's initiatives for <i>First Generation Students</i>. 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</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving University of Ontario Institute of Technology's initiatives for <i>Aboriginal Students</i>. 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.</p>
<p>Between 2009 and 2011 the number of students seeking service from the CSD for mental health related accommodation doubled. For many years the proportion of students with learning disabilities was significantly higher than any other identified group, until 2011-2012 when students presenting with mental health related diagnoses matched the number of students presenting with learning disabilities. The CSD has responded to this shift by designating one of three counselling positions to support students with mental health related problems. This counsellor is available to meet one-on-one with students who are CSD registered. The Counsellor also facilitates targeted workshops and groups are being facilitated on anxiety management and mindfulness. These efforts are part of a broader undertaking at the Durham College/UOIT Campus to ensure a strong continuum of care between the Campus Health Centre and the Centre for Students with Disabilities.</p>	<p>In 2012-2013, the 'Gen-F: Generation First' initiative entered its second year of the peer mentor program. First-year, first generation (FG) students had the opportunity to connect with an upper-year FG mentor in the summer months leading up to their arrival on-campus in September to ease their transition into the post-secondary environment. In the fall of 2012, the Peer Mentoring Room was officially opened. Based on FG student feedback, this room was designed to be a safe and welcoming space for group, one-on-one and drop-in mentoring sessions.</p> <p>In the winter of 2013, 11 peer mentors received Mental Health First Aid Training for Adults who interact with Youth, a certified course through the Mental Health Commission of Canada. This was offered after the FG peer mentors expressed the need to be better prepared to support their FG peers who may have mental health concerns.</p> <p>Through-out the 2012-2013 academic year, Faculty presentations were facilitated by the first generation student support facilitator and a FG student. These presentations focused on both sharing data about the UOIT FG student population with faculty and providing them with information about the supports and services available through the Gen-F: Generation First initiative. This initiative includes not only the peer mentoring program but also specialized workshops and community</p>	<ul style="list-style-type: none"> • Increased the retention rate of Aboriginal students from 63.3% in 2010/2011, 87% in 2011/2012, to 93%* in 2012/2013. (*mid-year calculation). • Recruitment and outreach efforts resulted in a 26.5% application increase in three years, along with a conversion rate (application to enrolment) of 17.6% in 2010/2011, 33.3% in 2011/2012, to 40.7% in 2012/2013 • Developed an independent self-identification document available to students online, at the Aboriginal Resource Centre and Records and Registration. • Began the rehabilitation of UOIT-owned house to become the Office of Aboriginal Initiatives, located in downtown Oshawa. This was possible through community partnerships and generous donation from the Baagwating Community Association, the FEDDEV Ontario Community Infrastructure Investment Fund, and local donors. • Strong partnership with the Oshawa Community Health Centre and other organizations in the Durham Region has resulted in a transparent Durham Region Aboriginal Advisory Circle, a spirited community presence, and four community Big Drum Socials during 2012/2013, including one held at the downtown campus. • Signed Memorandum of Understanding between UOIT and the

	<p>events designed for FG students.</p>	<p>Aboriginal Resource Centre for the construction of a traditional sweat lodge on campus. Ceremonies and teachings have been available to students, staff, and faculty.</p> <ul style="list-style-type: none"> • Collaboration between UOIT, the Oshawa Community Health Centre, and the Royal Bank of Canada (financial partner) has allowed UOIT's Aboriginal office to develop and deliver an outreach program to Aboriginal youth in the Durham Region focused on improving their mental health and holistic well-being through learning about their Aboriginal culture, heritage, and languages. • Energetic partnership with the Durham District School Board resulted in an Aboriginal identity and leadership outreach program being piloted into one high school in 2012/2013. • Establishment of an Aboriginal Awareness Day on campus, in partnership with Durham College. • Established relationships with several professors where we've been invited as guest speakers or delivered Aboriginal awareness presentations. • Developed an Indigenous Knowledge Speaker Series, through which we've hosted lectures and staff training sessions. Presenters have included Dr. Pam Palmater, Kelly Brownbill, Elders, and traditional knowledge keepers. • Delivered our first summer camp for Aboriginal and non-Aboriginal youth, in partnership with UOIT's Faculty of Education. • Initiated a planning and curriculum development process with the Faculty of Education for a suite of 3 courses in Aboriginal education, (Pedagogy of the Land; Aboriginal Science and Technology; Aboriginal Language Pedagogy"). Internal funding has been secured to initiate the development of the first of these courses (Pedagogy of the Land). The course is currently under co-development with Professor Celia
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		<p>Haig-Brown (York University) and Dean Suzanne de Castell (UOIT).</p>
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3) Student Access Guarantee

Through its signed MYAA, **University of Ontario Institute of Technology** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **University of Ontario Institute of Technology as of July 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$1,430,183(+)	910(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$934,618(+)	807(+)
Total SAG Expenditures Reported by <i>University of Ontario</i>	\$2,364,801(+)	1,717(+)

Did **University of Ontario Institute of Technology** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines?

Yes

*The space below is provided for **University of Ontario Institute of Technology** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2012-2013.

The University of Ontario Institute of Technology met the students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines. We used the Student Access Guarantee data downloads sent to us from the Student Financial Assistance Branch of TCU to verify students who met the requirements for mandatory assistance and provided assistance to them without application. Students who did not fall under the Student Access Guarantee were required to complete an application, and we applied a standard needs assessment process to determine their eligibility for assistance. Assistance consisted of bursaries and/or student employment opportunities.

4) Participation in the Credit Transfer System

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

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2012.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2008	8221 ⁽⁺⁾	1507 ⁽⁺⁾	334 ⁽⁺⁾	87 ⁽⁺⁾
2009	8530 ⁽⁺⁾	1667 ⁽⁺⁾	343 ⁽⁺⁾	128 ⁽⁺⁾
2010	9702 ⁽⁺⁾	2056 ⁽⁺⁾	433 ⁽⁺⁾	126 ⁽⁺⁾
2011	10359 ⁽⁺⁾	2396 ⁽⁺⁾	523 ⁽⁺⁾	164 ⁽⁺⁾
2012	11507	2739	1822	645

*Transfers from publicly assisted colleges in Ontario

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

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

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

Year	University of Ontario Institute of Technology's Total Applications	University of Ontario Institute of Technology's Total Registrations	University of Ontario Institute of Technology's Transfer Applications	University of Ontario Institute of Technology's Transfer Registrations
2011	10719 ⁽⁺⁾	2534 ⁽⁺⁾	1625 ⁽⁺⁾	517 ⁽⁺⁾
2012	11507	2739	1822	645

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

These numbers represent the final tracking report numbers which are a direct run from our student information system (BANNER). These numbers do not reflect those from our teacher applicants only those applying to a first degree program. This captures the OUAC applications as well as internal applications in the system. OUAC data is uploaded to our system daily. Registrations are taken from official USER databases filtered for new students, and where applicable transfer specific variables. The number of applications and registrations UOIT receives continues to grow year over year as do the number of transfers.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used in 2012-2013 and which contributed to maintaining or improving **University of Ontario Institute of Technology's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by **University of Ontario Institute of Technology** to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc.), a success story and/or a key accomplishment in each of the following categories:

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

The Bachelor of Arts in Adult Education and digital technology has been modified to accept graduates of college 2 year diplomas making the program a true 2+2.

Graduates of Durham College and Fleming College's 1 year General Arts and Science Certificate are eligible for 1 year of transfer into UOIT Bachelor of Arts degrees.

UOIT now has formalized transfer agreements signed with 11 Ontario colleges, with a goal of entering institution specific transfer agreements with all Ontario colleges by the end of 2014.

We are pleased to highlight for the past three years that 30% of our domestic intake of students comes from transfer students. UOIT continues to address its special mandate as created in the UOIT Act and as stated in our SMA to facilitate pathways.

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

In 2012-2013 the College to University Transfer (CTUT) Student Mentorship had its first intake of mentees (May 2012). These mentees were supported by upper-year CTUT mentors who assisted them through various transitional concerns during their first year at UOIT. In conjunction with the CTUT mentorship program, incoming transfer students had the opportunity to attend a 'Welcome event' which introduced them to the UOIT community and academic expectations at the institution. Lunch and learns were also held several times throughout the academic year for transfer students. These sessions addressed various student services (including the mentorship program) available to transfer students and, with our Student Learning Centre Specialists, reviewed possible academic transitional challenges that may occur and ways to be proactive when faced with an academic concern.

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

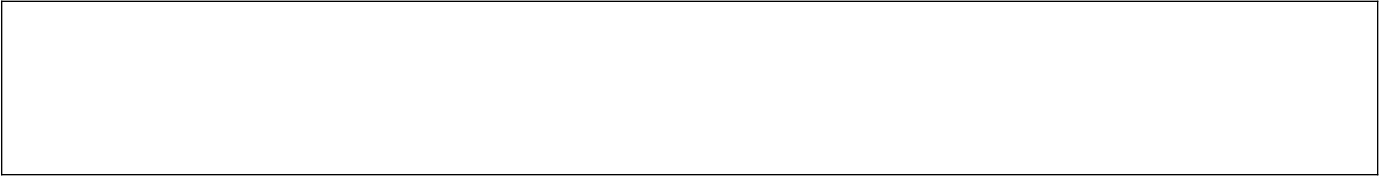
This year we have had many successes:

1. Transfer Credit Equivalency Database (TED) launch. This had a soft launch in early February 2012 with all Ontario universities and approved equivalencies. We now have equivalencies from across Canada: Alberta, British Columbia, New Brunswick, Nova Scotia, PEI, Quebec and Saskatchewan and around the world: USA, Australia, England, Jamaica, Guyana and New Zealand. This database is pulling live data housed within UOIT's Student Information System (BANNER).
2. Redeveloped the diploma-to-degree publication into a simple and comprehensive booklet. Further, created a micro-site for the diploma to degree programs: Pathways.
3. Continually working with and updating ONTransfer.
4. Launched the Applicant Role (UOIT Admissions Account), which allows applicants to view outstanding document requirements, receive important messaging and view any electronic data interchange (EDI) submitted transcript. We are planning many improvements for this upcoming admission cycle.
5. Increased recruitment efforts within the Ontario College system through onsite visits and other initiatives.



Ontario

Ministry of Training, Colleges and Universities



5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, the percentage of *University of Ontario Institute of Technology's* undergraduate class size for first entry* programs was:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	7 ⁽⁺⁾	6.0% ⁽⁺⁾	14 ⁽⁺⁾	13.2% ⁽⁺⁾	48 ⁽⁺⁾	30.4% ⁽⁺⁾	85 ⁽⁺⁾	53.1% ⁽⁺⁾
30 to 60 students	46 ⁽⁺⁾	39.3% ⁽⁺⁾	30 ⁽⁺⁾	28.3% ⁽⁺⁾	71 ⁽⁺⁾	44.9% ⁽⁺⁾	68 ⁽⁺⁾	42.5% ⁽⁺⁾
61 to 100 students	20 ⁽⁺⁾	17.1% ⁽⁺⁾	25 ⁽⁺⁾	23.6% ⁽⁺⁾	21 ⁽⁺⁾	13.3% ⁽⁺⁾	6 ⁽⁺⁾	3.8% ⁽⁺⁾
101 to 250 students	38 ⁽⁺⁾	32.5% ⁽⁺⁾	35 ⁽⁺⁾	33.0% ⁽⁺⁾	17 ⁽⁺⁾	10.8% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
251 or more	6 ⁽⁺⁾	5.1% ⁽⁺⁾	2 ⁽⁺⁾	1.9% ⁽⁺⁾	1 ⁽⁺⁾	0.6% ⁽⁺⁾	1 ⁽⁺⁾	0.6% ⁽⁺⁾
Total	117 ⁽⁺⁾	100.0% ⁽⁺⁾	106 ⁽⁺⁾	100.0% ⁽⁺⁾	158 ⁽⁺⁾	100.0% ⁽⁺⁾	160 ⁽⁺⁾	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 2012-2013, 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.

The university recently completed a capacity study with results showing that we were above normal utilization. The university continues to strive to ensure an exceptional learning experience by creating optimal class sizes specific to the courses and needs of the students. One mechanism the university employs to address this is our growing use of hybrid learning courses. These have enabled use to reduce the number of students in a specific course by providing an online learning environment. One of UOIT's objectives in our SMA was to continue to provide our commitment to strengthen our innovation approaches to teaching and learning and expanding access.

6) eLearning

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

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

In its 2011-2012 MYAA Report Back, *University of Ontario Institute of Technology* provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, *University of Ontario Institute of Technology* is asked to provide information on eLearning courses, programs and registrations in 2012-2013.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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

Course, Program and Registration Data

 Based on the definitions provided above, provide *University of Ontario Institute of Technology's* eLearning data for 2012-2013:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	66	41
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	66	41
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	4,398	539
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	4,398	539

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

Data is taken from our official course registration, with the section type of WEB.

The number of students who are assessing online and hybrid courses and programs continues to grow at UOIT. Or particular note, the number of graduate students has almost doubled from 2011-2012 to 2012-2013. UOIT is committed in our SMA on increasing our inline offerings each year by 10%. Online courses over the past year have increased over 20%. UOIT is committed to enhancing student engagement through technology-enriched teaching and learning.

Hybrid Learning*

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

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

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

The Faculty of Health Sciences created several hybrid learning courses over the period of 2012/2013. One such course was designed to offer 50% of the time in class and 50% of the time online. Online activities include discussion forums, multimedia learning objects, and access to content. During the face to face class, the professor was available to support group work, assignments, problem cases and more.

Since inception, UOIT has focused on providing our students with a technology-enriched environment. We are continuing to strengthen our innovative approaches to teaching and learning thereby improving student engagement and learning outcomes.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2012-2013, 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.

The Faculty of Education put together an online program called Bachelor of Arts in Adult Education. They developed a handbook for course design entitled Course Development Model for the BA program. Each course contains a weekly synchronous component where students work in groups with the assistance of the professor and the TAs. The asynchronous portion of the course includes video segments, discussion groups, and teamwork using the Problem-Based learning model. We are also meeting regularly with program coordinators and ensuring that there is ample communication regarding best practices, lessons learned resulting in quality improvements to program design as well as the service support structures that need to be in place to effectively deliver online courses at our institution.

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

7) International

7.1) Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **University of Ontario Institute of Technology** had in 2012-2013:

- Outbound students* = 25

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

- Inbound students* = 13

*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 provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **University of Ontario Institute of Technology** in 2012-2013 = **\$6,913,838**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **University of Ontario Institute of Technology** had outside of Canada in 2012-2013 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **University of Ontario Institute of Technology** delivers courses and/or programs **abroad (outside of Canada)** in 2012-2013, 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 2012-2013	2012-2013 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 and stored in excel format for various filtering and sorting.

Study abroad numbers have increased slightly at UOIT over the 2011-2012 numbers. UOIT expects this trend to continue as we explore partnerships, agreements with international institutions and identify funding programs that will support out students' opportunities to integrate international experience into their UOIT education.

7.2) Enrolment

In 2012-2013, **University of Ontario Institute of Technology** reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of <i>University of Ontario Institute of Technology's</i> Total Full-Time International Student Enrolment ⁽⁺⁾
1.	Saudi Arabia ⁽⁺⁾	80 ⁽⁺⁾	16.6% ⁽⁺⁾
2.	China ⁽⁺⁾	46 ⁽⁺⁾	9.5% ⁽⁺⁾
3.	Nigeria ⁽⁺⁾	44 ⁽⁺⁾	9.1% ⁽⁺⁾
4.	India ⁽⁺⁾	25 ⁽⁺⁾	5.2% ⁽⁺⁾
5.	Pakistan ⁽⁺⁾	20 ⁽⁺⁾	4.1% ⁽⁺⁾

University of Ontario Institute of Technology reported to TCU that International Enrolment* in 2012-2013 = **482⁽⁺⁾**.

**DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2012, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).*

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

International enrollment and students numbers is pulled from the official USER files. We were able to verify the international enrolment figure as stated above of 482. We were not however able to replicate the numbers for the individual countries listed above. Using the USER data element PERMCNTRY, we were able to populate the following values: 55941 (Saudi Arabia) 46 students, 13644 (China) 24 students, 29242 (India) 14 students, 44812 (Nigeria) 11 students, 46642 (Pakistan) 11 students

Please provide **University of Ontario Institute of Technology's** 2012-2013 Part-Time International Student Enrolment = 5

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2012-2013, 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.

UOIT International has put together resources for new incoming students which include:

Survival Guide for New Students (Section 1, Section 2); Oshawa Guide; Event Handbook and Event Calendar; and Academic Success Pamphlet

As well, there is an international student orientation held during the first week of classes and international fun Fridays, organized by the UOIT International office.

For all new international students, UOIT and Durham College, in partnership with Durham Region and City of Oshawa initiated a welcome/meet the mayor event. Oshawa's mayor provided a bus tour of Oshawa as well as a walking tour of the city's downtown.

UOIT participated in Brazil's initiative - Science without Borders Prior to the departure of the first round of students, UOIT hosted an event with Ambassador Afonso Cardoso, Consul General of Brazil in Toronto and his Deputy Luis Borda Silos as well as members of the Brazil-Canada Chamber of Commerce, the Regional Municipality of Durham and representatives of industries with close ties to Brazil and UOIT

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **University of Ontario Institute of Technology** in 2012-2013 = 187

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Ontario Institute of Technology** used in 2012-2013 to create pathways for *International students* from **University of Ontario Institute of Technology's** ESL programming to postsecondary studies.

UOIT has an agreement with CultureWorks who provided the following highlights for the 2012-2013 year.

During the Academic Year Sept 2012-13, CultureWorks enhanced its English for Academic program to include the following 4 initiatives to assist our International students as they prepare to enter UOIT:

1. Canadian Culture Studies and Academic Skills Preparation – every Thursday is dedicated to attending a “Canadian Experience” outside of the UOIT campus (ie trips to local and provincial government offices; local sport and/or Arts productions; First Nations or other multi cultural events, etc). As well, the students are engaged in delivering presentations, participating in debates, researching and writing academic essays and professional reports, listening to lectures, and the skill of taking detailed notes.
2. Student Transition Orientation to UOIT – UOIT International admissions personnel attend several CultureWorks classes during the students final term (Level D) and lead the students through an orientation and course selection review.
3. Integrated Skills and Exam Prep Course - this course focuses on the integration of all 4 skill areas (writing, reading, speaking & listening), and the strategies required for success when writing exams.
4. University Preparation courses - Engineering and Business Programs – these courses are delivered by graduate students to our Level C and D (2 highest levels) students during the Academic Culture theme for Canadian Studies mentioned in point 1 above.

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **University of Ontario Institute of Technology** in 2012-2013 = 0

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Ontario Institute of Technology** used in 2012-2013 to create pathways for *International students* from **University of Ontario Institute of Technology's** FSL programming to postsecondary studies.

UOIT does not offer French Language programs or courses

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

Data from Cultureworks is available to be tracked on UOIT's student database. Also, collaborations with Culture works allow data to be verified and analyzed.

8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

University of Ontario Institute of Technology confirmed in its 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **University of Ontario Institute of Technology** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

University of Ontario Institute of Technology confirmed in its 2011-2012 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2012-2013, **University of Ontario Institute of Technology** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

University of Ontario Institute of Technology confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **University of Ontario Institute of Technology** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **University of Ontario Institute of Technology's** OECM purchases in 2012-2013: 160,000

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2012-2013, which contributed to maintaining or improving **University of Ontario Institute of Technology's** supply chain initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

UOIT maintains its compliance with the Government of Ontario's Supply Chain Guidelines through the 2012-13 academic year.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

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

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.



By checking this box, **University of Ontario Institute of Technology** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2012-2013, which contributed to **University of Ontario Institute of Technology's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **University of Ontario Institute of Technology** to be an innovative practice, success story and/or key accomplishment.

UOIT confirms that it was compliant with the BPS Procurement Directives and all of its mandatory requirements.

BPS Expenses Directive

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

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.



By checking this box, **University of Ontario Institute of Technology** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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

<http://www.uoit.ca/footer/about/governance/uoit-administrative-code.php>

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2012-2013, which contributed to **University of Ontario Institute of Technology's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **University of Ontario Institute of Technology** to be an innovative practice, success story and/or key accomplishment.

UOIT confirms that it was compliant with the BPS Expense Directives and all of its mandatory requirements.

BPS Perquisites Directive

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



By checking this box, **University of Ontario Institute of Technology** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by **University of Ontario Institute of Technology** to be an innovative practice, success story and/or key accomplishment.

UOIT confirms that it was compliant with the BPS Prerequisites Directive and all of its manadatory requirements.

9) 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.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

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

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

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

Based on the definitions provided above, please provide WIL data for **University of Ontario Institute of Technology** in 2012-

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at University of Ontario Institute of Technology with a Co-op Stream	10	0
Number of students at University of Ontario Institute of Technology enrolled in a Co-op program	46	0

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2012-2013, 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.

All of our Co-op programs satisfy the guidelines of the Canadian Association for Co-operative Education.

Work integrated learning is a fundamental concept at UOIT and we are committed to enhancing student engagement through practice-integrated teaching and learning. While UOIT has 10 official co-operative education programs, all of our faculties at UOIT offer experiential learning to its undergraduate and graduate students whether it be internships, practicums or capstone (4th year) projects.

UOIT is driving innovation through our extensive network of partners. Over 220 agencies and companies provide practical hands-on learning in addition to the numerous hospitals, school boards, clinics and community agencies. For instance, our Faculty of Business and IT students interact with companies such as:
 BDO Dunwoody, Canada Revenue Agency, Deloitte Canada, General Motors of Canada, IBM, KPMG, Ministry of Finance, Ontario Power Generation, Royal Bank of Canada, Sodexo, and Ubisoft. Overall, almost 1000 students annually experience some form of work integrated learning at UOIT.

10) Student Satisfaction

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

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

Please indicate the methods, in addition to the NSSE survey, that **University of Ontario Institute of Technology** used in 2012-2013 to measure student satisfaction.

UOIT participates in the National Survey of Student Engagement (NSSE) every three years. The NSSE survey measures undergraduate student engagement. The Canadian University Survey Consortium (CUSC) was run in spring 2012. The Canadian Graduate and Professional Student Survey (CGPSS) was run in spring 2013. UOIT encouraged graduate students to take part in a national survey to provide valuable feedback that will help improve the graduate student experience. Survey results provide insight into improving the educational experience for graduate students on campus

Please provide one or more highlights, in the space provided below, of an activity that **University of Ontario Institute of Technology** used during 2012-2013, 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.

The 2013 CGPSS survey showed a significant increase in the number of responses over the 2010 with a rise from 29.2% to over 40%. This increase can be attributed to a greater emphasis and wording of the e-mails that went out to students highlighting the importance of students involvement in national surveys.

11) 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 2012-2013, that **University of Ontario Institute of Technology** used in 2012-2013 to measure graduation rate.

Consortium for Student Retention Data Exchange (CSRDE) methodology is used to calculate the graduation and student retention rates and 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 2012-2013, 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 are all listed in detail in section 13) Student Retention. These include our Academic Success Centre, our PASS program, Peer Tutor program, nool, academic orientation workshops, conversation cafe, and other academic workshops and support.

12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at **University of Ontario Institute of Technology = 87.73%**⁽⁺⁾

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at **University of Ontario Institute of Technology = 91.77%**⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **University of Ontario Institute of Technology** used in 2012-2013 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 not only get a ratio of students that graduate but also enables us 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 2012-2013, which contributed to maintaining or improving **University of Ontario Institute of Technology's** graduate employment rate. This could be a strategy, initiative or program viewed by **University of Ontario Institute of Technology** to be an innovative practice, success story and/or key accomplishment that **University of Ontario Institute of Technology** would like to highlight.

UOIT holds several cover letter and resume writing workshops throughout the year as well as ongoing recruitment sessions with employers such as OPG, CSIS, Hydro One, GM Canada, Various Federal and Provincial Ministries, RCMP. UOIT also holds an annual Further Education Expo, highlighting osm of the many options for students to further their education.

UOIT students in a range of programs have opportunities to apply their knowledge and skills in real world settings. This includes, participation in internships and co-ops, practicums, capstone, field experience and clinical placements. The experience acquired through these opportunities contributed to improving the UOIT's graduate employment initiatives.



13) Student Retention

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

Entering Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
1st to 2nd Year	82.7%(+)	81%(+)	82.4%(+)	77.2%
1st to 3rd Year	74%(+)	75.9%(+)	73.1%	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 separate 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 2012-2013, which contributed to maintaining or improving **University of Ontario Institute of Technology's** retention initiatives. This could be a strategy, initiative or program viewed by **University of Ontario Institute of Technology** to be an innovative practice, success story and/or key accomplishment that **University of Ontario Institute of Technology** would like to highlight.

UOIT's Academic Success Centre (ASC) changed its name to Student Learning Centre (SLC) in March 2013. In addition to the regular 1:1 appointments and workshops we offer throughout the year, here are some highlights of programs and services from 2012-2013 that the SLC offered to help improve retention of students at UOIT:

PASS (Peer Assisted Study Sessions) Program:

In accordance with the internationally-recognized Supplemental Instruction model, the SLC initiated a pilot program in February 2013 to go into effect for fall 2013. PASS focuses on high-risk courses rather than high-risk students. It is a non-remedial approach to learning enrichment that increases student performance and retention. Each PASS group session is facilitated by a PASS leader, a third or fourth year undergraduate student who has taken the course before. Rather than simply answering questions, the PASS leader coordinates group activities where students review the material from the class and practice effective study strategies. PASS sessions occur on a weekly basis and are completely voluntary.

Physics I and Financial Accounting I courses are the chosen courses for this PASS pilot (Fall 2013).

Peer Tutor Program:

The SLC's Peer Tutor program offers undergraduate students the opportunity to work one-on-one with a trained Peer Tutor in a variety of subject areas. Peer tutoring allows students to receive help based on their individual needs at the appropriate pace and level of instruction. Peer Tutors do not teach the material to the tutee; rather, they review the concepts by providing explanation and/or demonstration where appropriate.

Nool.ca – Online Academic Support

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

Academic Orientation Workshops:

Throughout the months of September and October, the SLC offers a series of workshops to help first year undergraduate students to transition to university. The following areas are covered:

- Study Skills and Learning Strategies (Reading and Note-taking, Exam Prep, Time-Management)
- Pre-Calculus and Pre-Physics (which cover content that professors assume the students know prior to university)
- Academic Writing: Transition from High School to University, Writing Process

Conversation Café

The Conversation Café is a twice-weekly drop-in for all UOIT students to meet together in an informal setting. The Conversation Café provides bilingual/multilingual students with an opportunity to practice English speaking and listening skills; speakers of English as a first language have a chance to meet international students and learn about other cultures. Affiliated with the Involvement Record, it also offers students opportunities to develop and practice group leadership skills.

Academic Language and Writing Support

Students, who speak English as a first or additional language, face the additional challenge of completing school work in another language. The SLC offers 1:1 specialized writing tutorial sessions because bilingual and multilingual students may require explicit instruction in writing techniques, rhetorical structure, appropriate lexis, revision and editing. Additionally, many mature bridge and graduate students also require support in understanding academic expectations, norms regarding academic integrity, and citation conventions.

Online Workshops and Appointments



The SLC offers online appointments and workshop upon request through Adobe Connect especially for students studying at a distance. Appointments are also available via email, using screen capture software or through Google Hangout, Google Docs and Skype.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that *University of Ontario Institute of Technology* used during 2012-2013, which contributed to enhancing *University of Ontario Institute of Technology's* learning environment for the three quality measure categories indicated below:

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

UOIT faculty make use of the Teaching and Learning Centre (TLC) to assist them in the quality of the in-class experience. The vision and mission of the TLC is “we serve the UOIT academic community by providing transformative educational support that encourages excellence in teaching and learning” by “supporting and empowering faculty to enhance the academic experience at UOIT through excellence in teaching practices and engaging learning activities”. In 2012-2013, the staff complement of the TLC grew by 2 faculty development officers. To this end, the TLC spent many hours working with faculty developing online courses, hybrid courses and enhancing the learning experience in any learning environment. Faculty development officers worked with faculty on a one-to-one basis, in workshop environments and through web conferencing. Educational technology software training was conducted in order to enrich learning for students. In a technology enriched learning environment (TELE), the TLC is always available to support faculty preparation for classes. During 2012-2013, many changes were made to the TLC website in order to provide assistance to faculty after hours. Many videos and “how to” resources were placed on the website.

Each year, the TLC produces a monthly newsletter called CONTACT in which tips and techniques are shared with faculty to further the learning experiences. In 2012-2013, the newsletter was revamped and is now called “Speaking of Learning”. It is produced in email format and each issue focuses on a particular topic of interest to faculty.

Orientation sessions are conducted for new faculty, both core and sessional, along with teaching assistants. During these orientations, new staff are exposed to strategies and activities designed to introduce them to the unique blend of technology and pedagogy at UOIT. Emphasis on best practices for large classes, presentations, in-class discussions, rubrics, accessibility, diversity, effective questioning, assessment and evaluation are just some of the topics explored in addition to the use of technology as an effective teaching and learning tool. Core faculty follow a mentorship program after orientation whereby they meet on a regular basis with staff of the TLC to share successes and explore new strategies. The TLC also conducts classroom visits designed to give an opportunity for new faculty to reflect on what they saw as successes and what they see as opportunities to enhance the learning environment.

In 2012, UOIT moved from WebCT to Blackboard Learn 9.1 as its Learning Management System (LMS). The TLC led this initiative and provided extensive training to faculty in the use of the product, both technological and pedagogical. The upgrade was successful and all classes were using Blackboard in May 2012 with a full complement of courses in September 2012. With the addition of a senior business analyst position, the TLC continues to provide training, training documents and resources and stays ahead of the new features of Blackboard Learn. Through the use of building blocks that enhance the Blackboard experience, faculty and students are able to take advantage of the links between other technological solutions and Blackboard.

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

UOIT provides a range of programming to promote engagement among students from the time of their acceptance to the university through to graduation. In their first year, new students are invited to participate in a one day summer orientation program, iBegin, designed to promote students' academic and personal success, meet fellow classmates, faculty and staff, learn strategies for attending university lectures, and provide insights into the university experience. At the same time, parents and families are also invited to this event, so that they can be active partners in fostering their students' learning and development. A comprehensive website and social media strategy ensures that new students and their family remain engaged as they prepare for their university studies.

September Orientation takes place over two-days before the start of classes. The focus of the event is to prepare students for success in their first year by participating in a mix of academic and social activities and events, and learning from upper-year students who volunteer their time to welcome the new students to the UOIT community. To further support the transition of

students through their first year and promote a balanced approach to post-secondary education students can participate in the ONE Program. Through this program, students are required to participate in a series of sessions relating to academic success, personal development and community engagement and will be rewarded a certificate upon completion.

Throughout their studies, UOIT students are encouraged to get involved in all manner of activities outside of the classroom, where they can broaden their appreciation of diversity, deepen their understanding of their own strengths and aptitudes, exercise integrity and accountability, and develop qualities of good citizenship. The university maintains a searchable Involvement Directory that lists all campus experiences and where students can find their fit, track their experiences and articulate the skills and abilities acquired through these experiences.

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

UOIT provides students with academic assistance to students at all levels to support their success. These services are provided through the following services both in person and online:

- One-on-one sessions with Academic Subject Specialists in Writing, ESL Writing Mathematics, Physics, Engineering, and Study Skills
- Group support sessions that focus on specialized skill development or difficult academic concepts, including math circles, physics drop-ins, English speaking and writing, thesis writing, graduate research and writing , etc.
- Peer support providing assistance in all academic areas
- Peer Assisted Study Sessions (PASS) for high-risk courses
- Online learning materials through NOOL to help students improve their skills in mathematics, writing and studying

Attestation:



By checking this box, **University of Ontario Institute of Technology** confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from **University of Ontario Institute of Technology's** Executive Head.

Contact:

For additional information regarding **University of Ontario Institute of Technology's** 2012-2013 MYAA Report Back please contact -

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Please indicate the address on **University of Ontario Institute of Technology's** website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

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