

## REPFW129 - PSED Accountability Report - SMA University Verification Report

**Organization :** University of Ontario Institute of Technology

**Submission Period :** SMA - Strategic Mandate Agreement University Annual Report 2014-2015

### STRATEGIC MANDATE AGREEMENT (SMA) - UNIVERSITY

#### 2014-2015 Report Back

##### Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual universities and the Ministry of Training, Colleges and Universities (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 2014-2015 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.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

**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, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, 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**

<b>Per the KPI results reported from the graduate survey of 2012 graduates:</b>	<b>Percentage</b>
The employment rate for 2012 graduates, 6 months after graduation, at University of Ontario Institute of Technology was:	84.52
The employment rate for 2012 graduates, 2 years after graduation, at University of Ontario Institute of Technology was:	96.18

**1b. Employment in a Related Job**

<b>Per the graduate survey of 2012 graduates:</b>	<b>Percentage</b>
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 2012 at University of Ontario Institute of Technology was:	79.71
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:	88.49

**Additional Information**

Please indicate any methods, in addition to the graduate survey results reported in 2014-2015, that University of Ontario Institute of Technology used in 2014-2015 to measure graduate employment rate.

n/a

**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.).

**Entrepreneurship**

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.

Through donor funding and industry guidance, the Firefly Entrepreneurship Fund assists in all aspects of the early development of student-based ventures. This past summer, UOIT provided awards to nine student teams in the \$2,500 - \$5,000 range to assist them in moving their innovations forward. For some, this meant they were able to incorporate and develop a prototype. Others were able to access the professional services they required to develop their plans further. One team leveraged their \$5,000 grant to receive an additional \$20,000 in funding from the government.

Examples include:

Coqui 3D

Developing 3D solutions such as SurgerySimvVR, a surgical simulation rehearsal platform that combines augmented reality, haptics and big data.

Turnkey Aquaponics

Addressing the economic feasibility of environmentally controlled agriculture by designing, manufacturing and selling innovative engineering solutions. Turnkey Aquaponics specializes in aquaponics, a form of agriculture that combines hydroponics, growing of plants in water, and aquaculture, fish farming, into a symbiotic self-contained system.

Henlen Watches

An interchangeable smartwatch that allows for a smart component to be swappable throughout various designs and styles of watches. Henlen Watches is on track to launch a Kickstarter campaign this winter.

Advanced Manufacturing Forum – Building UOIT's reputation

Manufacturing has been a key driver of Durham Region and Ontario's economy for more than 150 years. Today, manufacturing success is inextricably linked the strengths of the digital world and is articulated as "advanced manufacturing" or "Industry 4.0". As a key research priority for UOIT, a Futures Forum was conducted on the topic of advanced manufacturing to initiate dialogue on leading edge research, drive economic growth and improve quality of life in the Durham Region and Ontario. The Forum brought researchers, faculty, students, industry and government together to accomplish three things:

- Broadened the discussion among industry, government and academia about where advanced manufacturing needs to go;
- Advanced the crucial partnership among industry and the academy; and
- Sharpened our collective focus on the future.

## 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

Please indicate the methods, in addition to the NSSE survey, that University of Ontario Institute of Technology used in 2014-2015 to measure student satisfaction.

UOIT participated in the 2015 CUSC survey for senior year students which measures student satisfaction across the many dimensions of their university experience.

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2014-2015 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.).

In 2014-15 UOIT finalized its reorganization of student affairs operations to improve student satisfaction and engagement, better align resources with student needs, and facilitate the integration of support for students across the campus. All programming and services for students now operate under the Office of Student Life, providing integrated support to address the needs of students from the time that they first accept their offer of admission through to their graduation. Student Life encompasses careers and internships, academic and tutoring support, mental health services, athletics and recreation, accessibility services, transition and orientation, peer mentoring and leadership, community engagement and off-campus housing, wellness and inclusivity, and specialized services for international, Indigenous, mature, pathways and graduate students, and students with disabilities.

Key to the reorganization was the creation of central Student Life "hubs" at both UOIT campus locations. Here, students are able to find information on all manner of events and programs, make an appointment with a specialist, and sign up for tutoring, mentoring or peer advising. Staff at the hub are also able to provide initial assistance and information to students who require counselling and advising support for all matters relating to the student experience. The renovations were completed in time for the September 2014 start up and have been very positively received.

Also in 2014-15, UOIT implemented a new mental health framework, which applies a preventative, systemic and multi-pronged approach to dealing with student mental health issues. The first year of implementation focussed on building our collective capacity to respond to student mental health concerns by integrating onsite counselling and case

management, along with a network of support for assisting students in distress, as well as awareness campaigns to promote resilience and normalize help-seeking behaviours. Components implemented in the first year include the creation of a guide to recognizing and responding to emerging mental health concerns, a dedicated phone and email address for students (the Student LifeLine), the creation of Student Mental Health Services, staffed by regulated mental health professionals, and the training of a network of staff and faculty on campus to provide support and consultation for faculty and staff in their departments.

The reorganization of Student Life services has also led to more integrated programming and service delivery to foster greater campus engagement, increased satisfaction, and the formation of a broad social network among students. Highlights for 2014-15 included: a Get Involved Fair, the International Mother Language Festival, leadership and professional skills workshops, the intramural sports program, “reverse career fairs” in Engineering and Business, as well as student-driven initiatives in faculty societies and clubs.

## 2b. Teaching and Learning - Graduation Rates

### 2b. Graduation Rates

Percentage

Per the KPI results reported in 2014 , the graduation rate at University of Ontario Institute of Technology is

71.37

**\*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2006 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 2006 - 2013 (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

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that University of Ontario Institute of Technology used in 2014-2015 to measure graduation rate.

UOIT participates in the Consortium for Student Retention and Data Exchange (CSRDE) that collects graduation rates for first-time, full-time (min 80% course load), first-year degree-seeking students. Graduation rates are measured from 4 years out to 10 years.

#### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2014-2015 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.).

see student satisfaction and retention highlights

## 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:

<b>Entering Cohort</b>	<b>2010 Cohort</b>	<b>2011 Cohort</b>	<b>2012 Cohort</b>	<b>2013 Cohort</b>
1st to 2nd Year	82.40	77.20	79.20	79.40
1st to 3rd Year	73.10	68.00	68.80	

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2014-2015 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.).

UOIT provides a wide range of programs and services across the university to address student retention. Particular focus is placed on the first year where retention programming serves to help students adjust to their first year, learn to cope with the new rigors of academic life, while fostering a sense of community and engagement among students. In 2014-15, UOIT initiated a number of high impact strategies in the area of retention, some of which are highlighted below:

- A robust social media and IBegin summer transition program where students learned virtually and in person about the expectations of university life, met their peers and found out about resources on campus, while their parents learned how they can support their students' success.
- A dynamic two-day Orientation program where students were introduced to the unique features of the UOIT campus, experienced the value of team work, leadership and integrity, while also fostering community engagement and a sense of belonging.
- Complementary orientation programming for specific student populations that builds on the general orientation experience while addressing the distinct transitional needs of the individual groups - international students, graduate students, mature, transfer and pathways students, and students with disabilities – while also ensuring their engagement in the general orientation program that promotes inclusivity and celebrates diversity.
- ONE, a unique certification program that promotes engagement and success among students by learning to take advantage of the full student experience, clarify their goals and have confidence in their abilities to achieve them, while developing the academic, personal and professional skills they need to flourish at the university.
- Academic skills development in mathematics, writing, ESL, study skills and physics and engineering through workshops, study sessions, and peer tutoring.
- The extension of the PASS (Peer Assisted Study Skills) where first year students participate in regularly scheduled study sessions facilitated by upper year students who help the students to integrate what they learned in class with new strategies and techniques for learning and studying.
- The re-structuring of support for students with disabilities and students with emerging mental health concerns that has enabled the university to better respond to the needs of these students.

## 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 2014-2015:**

<b>Co-operative Education Program Type</b>	<b>Number of programs at University of Ontario Institute of Technology with a Co-op Stream</b>	<b>Number of students at University of Ontario Institute of Technology enrolled in a Co-op program</b>
Undergraduate	15	103
Graduate		

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2014-2015 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 91% of our programs offer a hands-on learning experience component. In 2014-15, over 1900 undergraduate students (the majority of these in their senior years) participated in almost 2600 experiential learning opportunities while at UOIT. These



opportunities can take the form of co-op, practicum, placement, internship, capstone project, or undergraduate research. These students were hosted by over 280 unique partners. Just over one third of these partners were from Durham Region. A similar portion of our students were hosted within the rest of the GTA. UOIT's students gained experience not just within the province; a number of them were placed nationally and internationally.

The nature of the placements were very diverse and cut across numerous sectors including healthcare, professional services, public administration, manufacturing, education 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.

In addition, UOIT is cultivating a culture of entrepreneurship. Over 300 undergraduate students are enrolled in the university's Gaming and Entrepreneurship program which offers courses specifically tailored to foster entrepreneurship. In addition, UOIT's Faculty of Business and IT created an incubator as a pilot project in 2013-14. This is a for-credit program for senior level business students who have committed to a new business venture. The program supports the students throughout all stages of the venture's development. The project was so successful that in 2014-15 over 140 students applied for the program. 13 companies supporting 25 students were approved – a 100% increase over the previous year.

UOIT is also developing non-credit entrepreneurship initiatives for students across the university. In 2014-15, over 160 different students engaged in non-credit entrepreneurship events and competitions. Three of our student teams were successful in the Spark Centre (Durham's Regional Innovation Network) Ignite Durham competition. (Ignite is a contest that supports young entrepreneurs with the resources needed to accelerate their business plans into start-up companies). These initiatives are paying off for UOIT students. For example, in spring 2015 Tiko 3D launched a Kickstarter campaign to develop an affordable and easy to use 3D printer. This campaign generated \$3 million in funding. In another instance, a UOIT student successfully pitched his pharmaceutical software company on CBC's Next Gen Den.

All of these efforts are translating into work and career success for our 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 2014-2015.

### 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

Based on the definitions provided above, provide the University of Ontario Institute of Technology's eLearning data for 2014-2015:

<b>Course Data</b>	<b>Undergraduate</b>	<b>Graduate</b>
Number of ministry-funded, for-credit courses offered through fully online learning	57	11
Number of ministry-funded, for-credit courses offered through synchronous conferencing	151	18
<b>Total Number of ministry-funded, for-credit courses offered in e-Learning format</b>	<b>208</b>	<b>29</b>
<b>Program Data</b>	<b>Undergraduate</b>	<b>Graduate</b>
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		

<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	4051	57
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing	8250	284
<b>Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format</b>	12301	341

#### Additional Information

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

Student registration and course registration is collect three times a term: Day 1, Day 10 and Ministry Count Date. The above numbers reflect the aggregate of the 2014/15 (spring, summer, fall, winter) reports collected on the MTCU count dates. The instructional method code (a field in our SIS) determines the type of course: hybrid, on-line, in class, etc.

#### 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.*

#### Additional Information

Please highlight one example of University of Ontario Institute of Technology's use of Hybrid Learning courses and/or programs.

This year, faculty members in the Faculty of Science launched a project to script, storyboard, produce and edit teaching videos demonstrating a wide range of techniques and procedures used in the 2nd and 3rd year level organic and inorganic chemistry laboratory sessions. The videos are intended to prepare students before the lab begins; written lab manuals can only describe in words how to perform the techniques/procedures and use the equipment/instruments with insufficient visual illustration. Teaching videos provide a much more effective means of showing students exactly what to do by giving them a detailed visual illustration of someone performing the procedure, thereby emulating a one-on-one lab demonstration. Students can watch and review the videos as many times as necessary to prepare for the lab environment. The project is considered an ongoing success, with more videos being produced.

#### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2014-2015 that capture 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.).

In 2015 UOIT was awarded money from MTCU through the distribution of Council of Ontario Universities' (COU) Shared Online Course Fund to develop an online embedded IT Bridge program in partnership with Durham College. The 5-course bridge program has been designed to facilitate transfer between Ontario College and University programs. A modular format was used to facilitate embedding the University level outcomes into the College curriculum design. This format provides flexibility in the delivery of material to allow for increased team teaching and a truly interdisciplinary approach to the presentation of concepts and their application. Also, by embedding the courses, students are able to complete the diploma and degree requirements in eight terms rather than nine.

### 3. Student Population

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

#### Full-Time Students

# of Students

The total Full-Time Headcount Enrolment\* at University of Ontario Institute of Technology in 2014-2015:

8383

\*Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students eligible for funding as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).

#### 3a. Under-Represented Students: Students with Disabilities\*, First Generation\*, Aboriginal and French-Language\* Students

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

**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 2014-2015:

465

The total indicated above as a comparative % of the University of Ontario Institute of Technology's 2014-2015 Full-Time Enrolment Headcount:

5.55

#### 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 2014-2015:

4886

The total indicated above as a comparative % of the University of Ontario Institute of Technology's 2014-2015 Full-Time Enrolment Headcount:

58.28

The total number of Part-Time First Generation Students enrolled at University of Ontario Institute of Technology in 2014-2015:

233

## Aboriginal Students

\* *DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs.*

## Aboriginal Students

The total number of Full-Time Aboriginal Students enrolled at University of Ontario Institute of Technology in 2014-2015:

**# of Students**

80

**Percentage**

The total indicated above as a comparative % of the University of Ontario Institute of Technology's 2014-2015 Enrolment Headcount:

0.95

The total number of Part-Time Aboriginal Students enrolled at University of Ontario Institute of Technology in 2014-2015:

5

## French-Language Students

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

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

## French-Language Students

The total number of Full-Time French-Language Students enrolled at University of Ontario Institute of Technology in 2014-2015:

**# of Students**

**Percentage**

The total indicated above as a comparative % of the University of Ontario Institute of Technology's 2014-2015 Enrolment Headcount:

The total number of Part-Time French-Language Students enrolled at University of Ontario Institute of Technology in 2014-2015:

## Additional Information

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

Student with Disabilities - due to the high sensitivity of this information, these numbers are tracked at the department level. Identification is based on current registration status with the Student Accessibility Services Office (SAS) for the period between May 1, 2014 and April 30, 2015. Students are registered with the SAS office 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. Aboriginal and First Generation information is self-reported during the application process.

## Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

## Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

Specific highlights for the First Generation program in 2014-15 include:

### Centralized peer mentorship framework

A highlight for 2014-2015 was the implementation of a centralized peer mentorship framework. This framework has brought together the various mentorship programs across the campus that serve specific student populations, such as students in Engineering, Business, Nursing, Social Science and Humanities, mature and pathways students, international students, students with disabilities, online students, and others – all of which provide support to First Generation students. The framework has enabled the centralization and coordination of key aspects of all mentoring programs, including mentorship training, registration processes, promotion and information, and coordinator support. As a result, all program and registration information is contained on one website, and all mentors are trained in four major areas to ensure that all mentees receive positive guidance and referral support, including the role of a mentor, campus resources and referrals, communication skills, and diversity.

### In-house training for peer leaders

Another highlight was the extension of in-house training opportunities for peer leaders across the campus. At UOIT, peer leaders are extensively involved in transitional programming and support for first year students; in 2014-15, over 300 upper-level students served as peer mentors, advisors, tutors, note takers, orientation captains and team leaders and commonly serve as role models and confidants for First Generation students. Through our ongoing assessment of the experience of these peer leaders, we found that these students found value in knowing that there are resources on campus that are easily accessible and to which they can refer students as needed, such as Mental Health Services. We also found that they were eager to gain additional skills and tools to feel more comfortable, competent and confident in helping to prevent the immediate risk of suicide. To this end, peer leaders were given the opportunity to participate in Applied Suicide Intervention Skills Training (ASIST) during the winter session. In all, 21 peer leaders became certified in ASIST in 2014-15 and we will continue to extend our trainings in this area to expand our ability as a community to create a suicide safe campus.

In September 2014, UOIT marked two significant milestones to advance its goals in promoting greater participation of Indigenous peoples in post-secondary education, enhancing the persistence and success of Indigenous students at UOIT and recognizing and celebrating Indigenous histories cultures. A beautiful new Indigenous Student Centre was opened at its downtown campus location, providing a larger, more accessible space for Indigenous students and community partners. Many events have been hosted at the new Centre such as Indigenous Week, where cultural activities were highlighted for all students, faculty and staff. A new Medicine Wheel rock garden was also unveiled at the north campus location, providing a place to reflect and learn about Indigenous cultures and ways of knowing. In addition a new position was created for a Traditional Knowledge Keeper to assist in facilitating cultural workshops and ceremonies.

### 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, 2014, 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

University of Ontario Institute of Technology reported to the ministry Full-time International Enrolment\* in 2014-2015:

**# of Students**

684

**Percentage**

The total indicated above as a comparative % of University of Ontario Institute of Technology's 2014-2015 Full-Time Enrolment Headcount (Funding Eligible and Ineligible):

7.48

University of Ontario Institute of Technology's 2014-2015 Part-time International Enrolment is

5

#### Additional Information

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

International students are tracked via the MTCU PFIS/USER submissions. The IMSTAT code of 2, 3, and 4 are used to define international students within the student population.

#### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2014-2015 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.).

A key accomplishment during the 2014-2015 year was the successful development of the Queen Elizabeth II Diamond Jubilee Scholarship Program at UOIT. This program brought in over \$400,000 in funding to UOIT, to support student mobility between Canada and the Commonwealth, from 2015 – 2018. Up to 44 UOIT students will become QE II Scholars thanks to this new initiative.

In 2014-2015, UOIT participated for the first time in the DFATD scholarship programs for Latin America and the Caribbean, which will allow UOIT to provide funds for scholars from that region to undertake studies and research at our institution.



**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**

	<b># of Students</b>	<b>Percentage</b>
University of Ontario Institute of Technology's 2014-2015 proportion of an institution's enrolment that receives OSAP is	5932	70.80

**Additional Information**

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

provided by COU based on information in June 2015.

#### 4. 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 full-time enrolment\* at universities by program Specialty or Major (SPEMAJ)
- b. Institution's share of system full-time enrolment by program specialty or major (SPEMAJ).

**DEFINITION:** Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).

<b>Undergraduate / Graduate Students</b>		<b>Percentage of System Enrolment</b>		
Undergraduate				2.43
Graduate				0.63
<b>SPEMAJ</b>	<b># of undergraduate students in a program as a % of total # of undergraduate students across all programs at University of Ontario Institute of Technology</b>	<b># of graduate students in a program as a % of total # of graduate students across all programs at University of Ontario Institute of Technology</b>	<b>University of Ontario Institute of Technology's share of system-wide undergraduate enrolment in each PROGRAM</b>	<b>University of Ontario Institute of Technology's share of system-wide graduate enrolment in each PROGRAM</b>
<b>1. Agricultural &amp; Bio. Sciences</b>	6.58	12.02	2.24	1.56
<b>2. Architecture &amp; Landscape Arch.</b>				
<b>3. Business &amp; Commerce</b>	14.50		2.70	
<b>4. Computer Science</b>	8.22	18.45	8.79	6.92
<b>5. Dentistry</b>				
<b>6. Education</b>	3.46		3.36	
<b>7. Engineering</b>	20.56	36.05	5.87	2.17
<b>8. Fine &amp; Applied Arts</b>				

**9. Food Science & Nutrition****10. Forestry**

<b>11. Health Professions</b>	13.07	19.31	7.43	1.34
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<b>12. Humanities</b>	2.25		0.60	
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**13. Journalism****14. Kinesiology/Recreation/Phys-Ed****15. Law**

<b>16. Mathematics</b>	0.53	4.72	0.91	1.74
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**17. Medicine**

<b>18. Nursing</b>	8.20		5.62	
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**19. Optometry****20. Other Arts & Science****21. Other Education****22. Pharmacy**

<b>23. Physical Sciences</b>	2.69	2.15	3.93	0.33
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<b>24. Social Sciences</b>	19.88	7.30	2.24	0.19
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**25. Theology****26. Therapy & Rehabilitation****27. Veterinary Medicine**

Notes:

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

**Highlights**

Please provide highlights of University of Ontario Institute of Technology's activity in 2014-2015 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.).

The University of Ontario Institute of Technology has implemented a number of strategies and initiatives throughout the academic year to improve program offerings. These

are all underpinned by the first component our SMA Mission - To provide superior undergraduate and graduate programs that are technology- enriched and responsive to the needs of students and the evolving workplace, and include strategic student life programs, development of pathways programs, and initiatives to improve retention and strengthen academic quality assurance processes.

Pathway programs and other Multi-Institution Partnerships - see Student Mobility Section

The Student Learning Centre (SLC) has strengthened its commitment to providing every UOIT student an opportunity for academic success. The SLC has Academic Subject Specialists and Peer Tutors available to support students in Mathematics, Writing, ESL, Physics, Study Skills and other subject areas. In addition to tutorial sessions and scheduled consultations, the SLC offers a collection of online resources, along with the workshops and study sessions regularly offered. An enhanced orientation, including a pilot project of very popular “bootcamps” to prepare for university math, was very successful.

## 5. 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.

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 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.

Ontario Council on Articulation and Transfer (ONCAT) is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2014.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2010	9702	2056	433	126
2011	10359	2396	523	164
2012	11507	2739	1822	645
2013	11417	2625	1348	369
2014	12605	2321	1722	360

\*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*
2011	10719	2534	1625	517
2012	11507	2739	1822	645
2013	11417	2625	1348	369
2014	13330	2655	2039	592

### Additional Information

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

Applications are based on all new applications in the system across all 3 terms in the academic year 2014/15, as many transfer applicants apply in the spring term. Transfer applicants include those who applied declaring registration at a previous college institution.

Registrations are based on all new registrants (CURSTAT 3) at ministry count date across all three terms in the academic year. Total registrants are students who registered in a degree seeking program (QUALIF 13). Transfer registrants include the same filters as the 'total registrations' and an additional filter for those students declaring a previous college experience. The numbers include both full-time and part-time as a large proportion of transfer students enrol part-time.

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2014-2015 that demonstrate 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 Faculty of Education built on their successful Educational Studies and Digital Technology pathway to add a specialization in Early Childhood Studies that provides an advanced entry point for those who hold an Early Childhood Education college diploma to earn a baccalaureate degree. This program is fully on-line and can be completed in two years. The university also created a new pathway for students from Biotechnology Advanced Diplomas to enter the second year of the accredited Medical Laboratory Science program and created new 'embedded' bridge programs 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 Information Technology and Accounting.

In 2015 UOIT developed an online embedded IT Bridge program in partnership with Durham College. The 5-course bridge program has been designed to facilitate transfer between Ontario College and University programs. A modular format was used to facilitate embedding the University level outcomes into the College curriculum design. Course developers and a team of hired students worked in conjunction with the Teaching and Learning Centre to design and develop all course materials.

## 6. Financial Sustainability

### Highlights

Please provide highlights of University of Ontario Institute of Technology's activity in 2014-2015 that demonstrate University of Ontario Institute of Technology's efforts to support ongoing financial sustainability of University of Ontario Institute of Technology.

UOIT Implemented the Concur Travel Tool utilizing the Ministry of Government Services (MGS) public tender and award to Hogg Robinson Group for University air, hotel, and car rental bookings. This tool ensures the University's travel policies are adhered to and is financially sustainable by accessing the Ministry of Government Services (MGS) Air Canada, Westjet, Porter airline preferred contracted rates and the Canadian Association of University Business Officers (CAUBO) preferred hotel and car rental rates.

Purchases from other Ministry of Government Services, Ontario Educational Collaborative Marketplace, and Durham Region Cooperative tendered and awarded contracts and collaborative tendering opportunities with Durham College that totalled \$12.8 million in annual spend.

## 7. Attestation

### By submitting this report to the ministry:

University of Ontario Institute of Technology confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from University of Ontario Institute of Technology's Executive Head.

### Checkbox



### For additional information regarding University of Ontario Institute of Technology's 2014-2015 SMA Report Back please contact

Name:

### Information

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