

2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	University of Toronto
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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 the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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 2011-2012 MYAA Report Back process, the Ministry pre-populated **University of Toronto's** 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2010-2011 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry in **University of Toronto's** 2011-2012 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year.*

University of Toronto's the total Headcount enrolment count in 2011-2012 = **59,560**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment reported by **University of Toronto** to the Ministry for 2011-2012 = **45,978**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by **University of Toronto** to the Ministry for 2011-2012 = **13,370**.

Please indicate the number of students under the age of 18 (age as of November 1, 2011) from the total Headcount enrolment reported by at **University of Toronto** to the Ministry in 2011-2012 = **212**.

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

Please provide one or more examples, in the space provided below, of highlights from *University of Toronto's* Enrolment Management Plan that *University of Toronto* used during 2011-2012 to manage enrolment.

The University uses a rolling, five-year budget-planning window. The budget process operates in a continuous cycle as it moves through the planning and development, implementation, and monitoring phases, leading directly into the planning phase for the next year. In the fall of each year, academic divisions update their long range budget plans, taking into consideration enrolment targets, new program development and curriculum renewal, faculty complement, space and capital needs. This includes detailed consideration of enrolment growth or reductions; changes in the mix of domestic/international or full-time/part-time students; and, capacity to accommodate planned growth within existing targets. Based on the results of these discussions, division-level targets are set, and the University monitors progress towards targets on a weekly basis throughout the annual admission cycle. Final fall enrolment results are taken into consideration when establishing the next five year enrolment plan.

The University has been actively engaged in planning across all academic divisions to ensure we participate in the opportunities provided by the next phase of enrolment expansion. Planning has been done in the context of the objectives outlined in *Towards 2030: A Third Century of Excellence at the University of Toronto*. The report called for undergraduate growth primarily at the University of Toronto Mississauga and the University of Toronto Scarborough, graduate growth across all three campuses, and growth in international enrolment. In 2011-12, careful management of the University's graduate expansion enrolment was a continuing focus, with the dual objectives of completing our planned growth under the Reaching Higher program and beginning to plan for future enrolment growth under the Putting Students First program. Divisional masters and doctoral targets were monitored and adjusted throughout the year with a goal of achieving planned enrolment in each of 170 graduate programs in over 100 academic units across three campuses. A similar weekly monitoring process was undertaken for undergraduate enrolment. As a result of these planning efforts, the University will be well positioned to enter the next phase of graduate and undergraduate enrolment expansion in fall 2012.

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 Toronto'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 Toronto who registered with the Office for Students with Disabilities and received support services in 2011-2012= <u>2,925</u></p> <p>Please calculate the total indicated above as a comparative % of University of Toronto's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>2,925</u> ÷ <u>59,560</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>4.9%</u></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at University of Toronto who registered with the Office for Students with Disabilities and received support services in 2011-2012 = <u>N/A</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at University of Toronto in 2011-2012= <u>9,170</u></p> <p>Please calculate the total indicated above as a comparative % of University of Toronto's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>9,170</u> ÷ <u>59,560</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>15.4%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at University of Toronto in 2011-2012 = <u>1,470</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at University of Toronto in 2011-2012= <u>640</u></p> <p>Please calculate the total indicated above as a comparative % of University of Toronto's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>640</u> ÷ <u>59,560</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>1.1%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at University of Toronto in 2011-2012 = <u>160</u></p>

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

The number of students with disabilities provided above represents the number of students registered with Accessibility Services on each campus, as reported to MTCU. This number only represents students who have self-identified with support services. The full time/part time breakdown is not available.

The number of full-time first generation students provided above is an estimate based on NSSE 2011 survey results, adjusted for 2011-12. The NSSE survey population includes first entry undergraduates only. We note that the NSSE results are used as the sole source for this estimate because the CGPSS survey does not include a question on parental post-secondary experience.

The number of Aboriginal students provided above is an estimate based on NSSE 2011 and CGPSS 2010 results, adjusted for 2011-12. These surveys cover the first entry undergraduate student population and the graduate and professional degree student population, respectively.

For the estimates of first generation students and Aboriginal students, we note that survey-based methodologies for estimating enrolment are generally accepted to be underestimates due to the challenges of self-identification and the participation of

underrepresented groups in some surveys. U of T continues to work with the Council of Ontario Universities' Aboriginal Self-Identification Reference group to address the sector-wide measurement challenges and to develop best practices in this area.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving University of Toronto's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving University of Toronto's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving University of Toronto's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment.</p>

<p>In 2011-12, the service enhancements made possible by the new, shared online system for scheduling and managing student services were continued. Some of the key highlights from each of the tri-campus Accessibility Services offices in 2011-12 include:</p> <p>St. George:</p> <ul style="list-style-type: none"> -Created two new disability advisor positions to reduce the size of current case loads for student service staff -Facilitated the production of over 23,700 sets of class notes by peer note takers in close to 3,200 courses <p>UTM:</p> <ul style="list-style-type: none"> -Accessibility Services staff participated in student events to raise awareness about access, the services available at the centre, and to engage students as potential volunteers -Expanded the online learning content of the Strategic Outcomes for Academic pRogress program (SOAR) by adding new modules on studying and time management. In addition, the number of users of the online modules grew in 2011-12. <p>UTSC:</p> <ul style="list-style-type: none"> -Conducted an extensive review of the accessibility features of mobile devices and apps (both those developed for accessibility and mainstream apps) to build the body of knowledge on mobile devices as assistive devices for students with disabilities. This work was shared to great reception at the Inter-University Disabilities Association, and was also shared with Apple. The project is being applied by Apple to make product improvements, and to teach other disabilities groups about the use of mobile devices and apps for accessibility. -Conducted a consultation with Student Housing and Residence Life on the access needs of incoming first-year students with disabilities to facilitate support services from external organizations such as the Canadian National Institute for the Blind, and provide training to dons to address specific student issues and needs 	<p>The University of Toronto delivers tailored programs for first generation students at each of its three campuses. A particular innovation over the past two years is the growing development of initiatives that cross all three campuses, such as the development of a mentor training program (not limited to first generation programming) and the sharing of best practices by first generation program staff. This 'community of practice' has led to program improvements such as the increased emphasis on academic skills development by discipline in each of the three programs. Tri-campus highlights for 2011-12 include:</p> <p>St. George:</p> <ul style="list-style-type: none"> -Based on feedback from student participants in the First in the Family program, St. George adapted the student mentorship program design to increase relationship building between mentors and mentees. -As the First in the Family program has matured, St. George has noted that student requests for assistance/problem solving of complex situations is happening sooner in the academic year, suggesting greater trust and awareness of the supports and assistance available to program participants. <p>UTM:</p> <ul style="list-style-type: none"> -Based on feedback from first year genONE participants, UTM developed an upper year first generation program called UTPLUS (launched in Fall 2012). This program includes a suite of initiatives, supports and events specifically designed for the needs of upper year first generation students. -The capstone project element of the genONE program continued to great success, with 100 students completing capstones in 2011-12. The capstone project element of the genONE program provides seed funding to students to fund a practical learning experience in partnership with a faculty member or industry partner. <p>UTSC:</p> <ul style="list-style-type: none"> -First Gen program exceeded 	<p>Over the past several years, U of T has emphasized building tri-campus capacity to support Aboriginal students, and the implementation of innovative supports to complement our extensive range of existing supports for Aboriginal students. Much of this work has been coordinated by the central Council of Aboriginal Initiatives, which was established as a key outcome of a visioning and strategic planning exercise on Aboriginal students and programming at the University. U of T has also focused on deepening and broadening Aboriginal perspectives in academic programming, such as the development of an Aboriginal health science course by Aboriginal Studies and the Faculty of Medicine; the expansion of service learning opportunities for Aboriginal Studies students; and the OISE Deepening Knowledge project to further integrate Aboriginal worldviews into teacher education. U of T has strategies and programs in place to address access for underrepresented groups, including Aboriginal individuals.</p> <p>The Transitional Year Program (TYP) undertakes a dedicated recruitment effort in Aboriginal communities in Ontario, which has this year resulted in Aboriginal participants representing over 20% of the program's enrolment. This year, U of T announced the launch of a free, massive online open course in Aboriginal Worldviews in Education through the MOOC platform, Coursera. Taught by Jean-Paul Restoule of OISE, this course had over 10,400 registrations by October 9. This initiative brings U of T expertise in Aboriginal education to learners anywhere in the world, free of charge.</p> <p>Specific tri-campus highlights for 2011-12 include:</p> <p>St. George:</p> <ul style="list-style-type: none"> -First Nations House has established office hours at OISE to provide academic counselling and financial aid counselling. -The Supporting Aboriginal Graduate Enhancement (SAGE) initiative
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<p>related to disabilities.</p>	<p>expectations for participation in 2011-12, with 300 students participating. -Implemented an innovative 'intentional outreach' initiative in which program staff reviewed the GPAs of participating First Gen students and offered additional one-on-one supports and targeted academic workshops to students at risk.</p>	<p>delivered a student-led symposium focusing on how graduate students are incorporating indigenous knowledge and experience into their research. Over 60 Aboriginal graduate student participants attended the symposium from U of T and across Canada.</p> <p>UTM: -The Visiting Elder program was utilized by more than 200 students, staff, and faculty. -Delivered an Aboriginal Elder-in-Residence weekend, in which an Elder lived in residence for the weekend, leading programming for students. Over 100 students participated in this initiative.</p> <p>UTSC: -Hired a part-time Aboriginal Liaison staff person in the Office of Student Life -Held four Aboriginal cultural events at UTSC including a workshop on Aboriginal Ways of Healing and an Aboriginal gathering.</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **University of Toronto** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **University of Toronto as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$29,330,352(+)	7,620(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$11,844,202(+)	2,298(+)
Total SAG Expenditures Reported by <i>University of Toronto</i>	\$41,174,554(+)	9,918(+)

Did **University of Toronto** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

Yes

*The space below is provided for **University of Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

The University of Toronto Advance Planning for Students (UTAPS) is the University's major program for meeting financial aid not addressed by government-funded student aid programs, such as the Ontario Student Assistance Program. When calculating students' UTAPS grants, the University calculates tuition and books shortfalls, as required by the Government of Ontario for SAG compliance. In addition, the University considers shortfalls related to living costs. The University's total expenditures exceed the SAG requirements.

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 2011.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2007	61648 ⁽⁺⁾	11817 ⁽⁺⁾	1553 ⁽⁺⁾	155 ⁽⁺⁾
2008	60538 ⁽⁺⁾	11389 ⁽⁺⁾	1325 ⁽⁺⁾	148 ⁽⁺⁾
2009	62463 ⁽⁺⁾	11525 ⁽⁺⁾	1384 ⁽⁺⁾	171 ⁽⁺⁾
2010	64488 ⁽⁺⁾	11127 ⁽⁺⁾	1141 ⁽⁺⁾	163 ⁽⁺⁾
2011	67488	11490	1356	151

*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 Toronto** 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 Toronto** should report institutional data which includes data from OUAC and other sources.

Year	University of Toronto's Total Applications	University of Toronto's Total Registrations	University of Toronto's Transfer Applications	University of Toronto's Transfer Registrations
2010	75267 ⁽⁺⁾	12618 ⁽⁺⁾	4507 ⁽⁺⁾	768 ⁽⁺⁾
2011	79126	12715	6209	807

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

Notes for Institutional Credit Transfer Data Table:
 "Total Applications" and "Total Registrations" include: 101, 105, out of system, applications for direct entry to U of T, and internal applications. While this table presents transfer 'applications', we note this figure includes individuals who apply more than once for transfer to U of T by applying to different programs at the University. The number of distinct transfer applicants for 2011-12 is 4,791.

"University of Toronto's Transfer Applications" and "University of Toronto's Transfer Registrations" are expressed as head count and include: first and upper year applicants and registrants transferring from Ontario colleges, Ontario universities, non-Ontario colleges and CEGEPs, and non-Ontario universities.

We note that based on U of T's institutional data, both regular applicants and transfer applicants have a consistent applicant to registrant ratio.

Notes for OUAC Transfer Data Table on previous page:
 "Total Applications" and "Total Registrations" include: First choice 101 and 105.

"Transfer Applications" and "Transfer Registrations" include: Ontario colleges only, expressed as head count.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used in 2010-2011 and which contributed to maintaining or improving **University of Toronto'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 Toronto** 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 University of Toronto continues to explore, pilot, and formally implement innovative and expanded opportunities for student mobility. This work has focused on pathways for both college and university students, with a deliberate focus on student success from the beginning of the transfer process, to success in-program at U of T.

The facilitated transfer model first piloted at U of T by Woodsworth College is yielding quantifiable results which demonstrate the advantages of this model. Through this initiative, we have found that Seneca students who transfer to U of T via the Woodsworth facilitated Joint Transfer Program have a significantly lower withdrawal ratio (18%) than transfer students from GTA colleges who have not had the benefit of transferring through a facilitated pathway (36%). In fact, the withdrawal ratio of the Seneca facilitated joint transfer students is broadly comparable to the overall average withdrawal ratio of U of T first entry undergraduates (16%).

In 2011-12, U of T established a new Credit Transfer Reference Group, led by the Vice Provost, Academic Programs. This group is tasked with facilitating greater coordination of the University's approach to credit transfer policies and transfer agreements with other institutions; enhancing communications about credit transfer at U of T; and supporting opportunities to explore new models for credit transfer including partnerships with other institutions.

U of T was highly active in the expansion of pathways over the past year, with the negotiation of several new transfer agreements with CAAT partners, including:

St. George: Development of two new facilitated transfer agreements with Humber College and George Brown College

UTM: Development of a new transfer agreement with Humber College

UTSC: Development of a new transfer agreement with Seneca College

The transfer agreement between UTSC and Seneca was signed in September 2012, and we expect the remaining agreements to be signed in the coming months.

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

St. George:

-Engaged in discussions to replicate and expand the highly successful facilitated transfer model first implemented with Seneca College to new GTA college partners, Humber College and George Brown College. This model includes a direct focus on student success by providing intensive, personalized supports to transfer students before, during, and after transfer to the Faculty of Arts and Science.

-Developed a database to collect information on joint transfer program students and academic programs. The database tracks student progress, supports academic advising, and allows for the preparation of joint reports/review with college partner institutions.

-Expanded support services for prospective and current transfer students, including enhancements to one-on-one advising,

and delivery of financial aid advising.

-Enhanced orientation for students transferring to Woodsworth through the joint transfer program.

UTM:

-At UTM, transfer students are invited to attend small group academic advising sessions specifically tailored to transfer student needs.

-Additional one-on-one advising support is provided once the transfer credit assessment has been completed to ensure that course enrolment and pathways to success are optimal.

UTSC:

-Expanded the Get Started academic orientation program to strengthen targeted programming on specific days for transfer students, which leveraged their prior post-secondary experience, and fostered their transition and engagement into the UTSC community.

-Delivered individual academic advising including course selection and program/degree planning to Seneca pilot transfer program students.

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

St. George:

-Continued to use the web to promote and provide clear, transparent information on the joint transfer program at <http://www.wdw.utoronto.ca/index.php/seneca>.

UTM:

-Developed detailed outlines to guide the college students in college course selection to ensure a successful pathway to UTM, including transfer agreements with Sheridan and Humber colleges.

-Conducted frequent visits to college General Arts and Science programs and spoke directly with these students about their options at UTM.

-Initiated the development of a new transfer student web site, which will include information on all available pathways and steps to success for students.

UTSC:

-Developed and delivered materials and presentations for the recruitment, admission, and academic advising of Seneca pilot transfer program students.

5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, the percentage of *University of Toronto'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	272 ⁽⁺⁾	45.6% ⁽⁺⁾	240 ⁽⁺⁾	26.1% ⁽⁺⁾	429 ⁽⁺⁾	37.2% ⁽⁺⁾	537 ⁽⁺⁾	77.2% ⁽⁺⁾
30 to 60 students	69 ⁽⁺⁾	11.6% ⁽⁺⁾	245 ⁽⁺⁾	26.6% ⁽⁺⁾	501 ⁽⁺⁾	43.5% ⁽⁺⁾	136 ⁽⁺⁾	19.5% ⁽⁺⁾
61 to 100 students	51 ⁽⁺⁾	8.5% ⁽⁺⁾	178 ⁽⁺⁾	19.3% ⁽⁺⁾	142 ⁽⁺⁾	12.3% ⁽⁺⁾	18 ⁽⁺⁾	2.6% ⁽⁺⁾
101 to 250 students	141 ⁽⁺⁾	23.6% ⁽⁺⁾	221 ⁽⁺⁾	24.0% ⁽⁺⁾	73 ⁽⁺⁾	6.3% ⁽⁺⁾	5 ⁽⁺⁾	0.7% ⁽⁺⁾
251 or more	64 ⁽⁺⁾	10.7% ⁽⁺⁾	36 ⁽⁺⁾	3.9% ⁽⁺⁾	7 ⁽⁺⁾	0.6% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
Total	597 ⁽⁺⁾	100.0% ⁽⁺⁾	920 ⁽⁺⁾	100.0% ⁽⁺⁾	1,152 ⁽⁺⁾	100.0% ⁽⁺⁾	696 ⁽⁺⁾	100.0% ⁽⁺⁾

* First-entry programs include: Arts & Science, Applied Science and Engineering, Music, Physical Education and Health, Transitional Year program and Woodsworth certificate programs.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2011-2012, which contributed to maintaining or improving **University of Toronto's** class size initiatives. This could include a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

The University of Toronto is committed to providing undergraduate students with the opportunity to participate in a variety of learning formats, including smaller class experiences. U of T has implemented our Big-and-Small strategy to augment student engagement in the face of enrolment pressures; the expansion of our excellent and intensive First Year Foundation Programs across St. George colleges, divisions and campuses; and we continue to expand on smaller class learning experiences such as the First Year Seminars and the First-Year Learning Communities.

Students are taking advantage of these smaller class opportunities; for example, 50% of first year students in the Faculty of Arts and Science take a small seminar course. Smaller class formats are widely in use across the University. To illustrate this, the accompanying table shows that over 45% of first year classes, and 77% of fourth year classes are offered in class formats of under 30 students. In the second and third year, respectively 52% and 80% of classes include 60 or fewer students.

Resource constraints do not allow for every class to be small, and many large classes provide a meaningful learning experience. Expanding smaller class opportunities is one means of improving the student experience, particularly for undergraduate students.

Additional examples of class size initiatives implemented in 2011-12 include:

-Expanded first year learning communities: new programs developed include a utmONE offering, and five new first year learning communities offered through the Centre for International Experience.

-The development of small group facilitated study groups in English and Drama at UTM (to be launched in 2012-13).

-The development and introduction of a small-group based "Advanced Interdisciplinary Research Laboratory" course in which students work in multidisciplinary teams to complete research projects, guided by a team of faculty advisors.

-UTSC introduced a range of introductory courses with small class formats - many between 15 and 20 students - to ensure that most first year students will have access to at least one small class.

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 2010-2011 MYAA Report Back, *University of Toronto* 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 Toronto* is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

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 Toronto's* eLearning data for 2011-2012:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	15	52
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	11
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	15	63
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	1	1
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	1
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	1	2
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	809	1,298
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	186
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	809	1,484

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

The University of Toronto has added a new indicator function within our institutional Student Information System in order to track in detail those degree courses offered in an online delivery mode. Divisional registrars enter this data point for courses within programs that they oversee. Registrarial records regarding online course offerings are now available from September 2011 forward and reflected in the numerical data provided. As this is a new methodology to support the MYAA reporting process, the outputs from the SIS system were reviewed by senior administrators in this area, and some manual adjustments were made to ensure accuracy.

We note that online undergraduate courses from Pharmacy are temporarily not being offered as the Faculty is undertaking a major re-design of the online programming. These courses will be offered again following the re-design.



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 Toronto's** use of Hybrid Learning courses and/or Programs.

The University of Toronto is actively exploring a wide range of new approaches that move high potential undergraduate program components to the online environment including hybrid models of course and program delivery. To expand the University's inventory of hybrid courses and programs, we have focused primarily on migrating course components such as the lecture capture or recorded tutorial of course presentation material, and expanding learning activities such as online simulations, peer assessment activities, and asynchronous online discussions.

In 2011-12 U of T initiated the redesign of three undergraduate courses for hybrid delivery (Current Topics in Molecular Biology; Data analysis; and Intro to Psych 1). This work has involved the development of online lecturettes that will be broadcast prior to active learning activities in class; launching new online tutorials and assignment review; and the implementation of an online peer assessment using interactive web-based tools. These redesigned courses were launched for hybrid delivery in fall 2012.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2011-2012, which contributed to maintaining or improving elearning opportunities at **University of Toronto**. This could include a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

The University of Toronto continues to explore, test, and implement new, flexible, and innovative uses of online learning to increase the range of learning experiences available to students. A key element of the University's online learning strategy is the delivery of appropriate supports to faculty in designing, developing and teaching in online environments, as well as the parallel enhancement of infrastructure across related functions such as library liaison, student success services, and registrarial services to support student success. As the University of Toronto moves further into this sphere, it is critical to maintain our standards for high quality of curriculum design and richness of our students' educational experience.

The University's Online Undergraduate Course Initiative provides \$12,000 in seed funding to re-develop selected undergraduate courses for online delivery. Ten courses are re-designed each year, with a goal of having 30 new online undergraduate courses by 2013-14. Courses are selected for this initiative with regard to the potential acceptance of the credit by other institutions, and with the potential for inclusion in initiatives such as the Ontario Online Institute.

To address the need for faculty development for online learning, the Centre for Teaching Support and Innovation incorporated an online course cohort within the two day Course Design Institute. Selected program components of the Institute were tailored to address the specific needs of instructors involved in the design and delivery of online courses. Educational technology professionals and librarians were also invited to attend and participate in the design/planning activities.

Another element of U of T's online strategy launched in 2011-12 is Open.UToronto, the University's platform for students and members of the community to find, use, create, and share openly licensed content, resources, and courses. Open.UToronto has a growing catalogue of online courses, lecture content, and open access resources. We have posted thousands of items in our digital collections, open journals, a research repository, learning objects, and open courseware on this platform. Within this context, the University has also begun pilot exploration of Massive Open Online Courses (MOOCs). U of T is the first in Canada to be part of a Massively Open Online Consortium, Coursera. We remain the only Ontario institution on a MOOC platform. We are leaders in shaping how this technology can work for students around the world and, very importantly, in



Ontario.

In 2011-12 U of T launched a new Blackboard Mobile Learn app for iOS and Android. Usage of the new apps has grown consistently since the launch of the app, with over 12,000 unique users currently accessing the learning management system through this application.

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 Toronto** had in 2011-2012:

- Outbound students* = 1,680

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

- Inbound students* = 439

**DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **University of Toronto** in 2011-2012 = **\$214,000,000**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **University of Toronto** had outside of Canada in 2011-2012 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **University of Toronto** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, 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 2011-2012	2011-2012 Total Enrolment by Program
N/A	N/A	N/A	N/A

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

We note that the outbound student exchange/study abroad count represents a selection of the major study abroad programs at U of T, and as such, the count of outbound students is underreported. There are many more international experience programs offered by the University. We have included in the 2011-12 count those programs with centrally available data.

Gross revenue for off-shore activities, including campuses, development, and enterprise projects, contract training, and partnerships is not available, and the zero entered above denotes "not available." The measure "For-credit, stand-alone, or partner campuses abroad" is not applicable to U of T.

7.2 Enrolment

In 2011-2012, **University of Toronto** 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 University of Toronto Total Full-Time International Student Enrolment ⁽⁺⁾
1.	China ⁽⁺⁾	3,803 ⁽⁺⁾	39.8% ⁽⁺⁾
2.	Korea, South ⁽⁺⁾	680 ⁽⁺⁾	7.1% ⁽⁺⁾
3.	United States ⁽⁺⁾	667 ⁽⁺⁾	7% ⁽⁺⁾
4.	India ⁽⁺⁾	441 ⁽⁺⁾	4.6% ⁽⁺⁾
5.	Hong Kong ⁽⁺⁾	261 ⁽⁺⁾	2.7% ⁽⁺⁾

University of Toronto reported to TCU that International Enrolment* in 2011-2012 = **9,558⁽⁺⁾**.

**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, 2011, including students who are both eligible and ineligible for operating grant purposes 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 Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.

The international enrolment figure of 9,558 represents all full-time students and includes conjoint degrees, diploma students, Medical Residents/Post-grad Med, and specials. Within this figure, 7,654 are undergraduate students, and 1,904 are graduate students.

Please provide **University of Toronto's** 2011-2012 Part-Time International Student Enrolment = 716

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2011-2012, which contributed to maintaining or improving **University of Toronto'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.

Internationalization is an important priority for the University of Toronto as part of the University's academic mission. This year almost 20% of our first-year undergraduate students are international. We are committed to attracting global talent and contributing to the pool of highly qualified talent that is key to the future prosperity of Ontario. Our internationalization strategy includes a strategic emphasis on the development of opportunities for undergraduates, graduate students, and researchers to have meaningful international experiences and take part in international research collaborations.

A selection of highlights of international initiatives are provided below:

-In 2011, the University of Toronto launched a new international opportunity for graduate students through the Joint Educational Placement Agreement. This new program option for doctoral students allows students to participate in a collaborative academic program of scholarship and research that is designed, supervised and examined by faculty from U of T and an international institution. The student's dissertation is jointly supervised by thesis supervisors at each institution. The student receives a single diploma, which notes that the degree was awarded under Joint Placement agreement.

-The University of Toronto, the São Paulo State Research Foundation (FAPESP), and Western University signed an agreement to promote and support research projects involving collaboration between researchers in the State of São Paulo, Brazil, and those at U of T and/or Western University. The agreement supports joint calls for proposals in all fields of knowledge to promote collaborative research projects.

-U of T's innovative Science Abroad program allows undergraduate science students to complete a research course at one of several prestigious research facilities overseas. Students earn course credit by contributing to the research of U of T faculty, graduate students and their international partners on some of the world's leading research questions. Through this program, U of T has partnered with top institutions in Hungary, China, Taiwan, and Switzerland.

-U of T and Peking University renewed a collaboration agreement that facilitates faculty and student mobility, and supports research and education collaborations in medicine and engineering. One key achievement of the renewed MOU is the Cross-Cultural Capstone Design Program in engineering. This year, 12 Beijing students and 12 U of T engineering students spent time in both countries to work on collaborative design projects which will focus on providing international companies with solutions that apply cross-culturally.

-U of T is a core member of the Center for Urban Science and Progress (CUSP) consortium, which focuses on developing solutions to the critical challenges facing the world's cities, including infrastructure, tech integration, energy efficiency, transportation congestion, public safety, and public health. Participating U of T students will gain vital expertise that can be applied to challenges facing the City of Toronto and other cities in Canada. These U of T students will conduct collaborative research with top companies such as ConEdison, National Grid, Siemens, Xerox, the Port Authority of NYC, IBM, Cisco, and Google.

-This year, the University expanded student advisory staff and embedded International Student Advisors in colleges, faculties and residences to a) better support international students as they transition to U of T, and b) expand outreach efforts to encourage more participation in international experience opportunities.

-U of T also improved UHIP processes by making the student card available electronically for greater ease of access for students.

7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **University of Toronto** in 2011-2012 = 2,857

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Toronto** used in 2011-2012 to create pathways for *International students* from **University of Toronto's** ESL or FSL programming to postsecondary studies.

English Language Learner programs for international students are delivered by UTM, UTSC, New College, and the School of Continuing Studies. To highlight one example:

-The International Foundation Program (IFP) offered by New College is a unique offering that combines conditional acceptance to the University of Toronto with intensive English language instruction and for-credit courses. The IFP is available to academically qualified international students whose English fluency scores do not meet the University of Toronto's direct entrance requirements. Successful completion of the IFP guarantees admission to the Faculty of Arts and Science or the Faculty of Applied Science and Engineering with credit.

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

The ESL programming for international students highlighted above is delivered by the School of Continuing Studies, UTSC (Greenpath Program), UTM (ACE Program), and New College.

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 Toronto confirmed in its 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **University of Toronto** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

University of Toronto confirmed in its 2010-2011 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 2011-2012, **University of Toronto** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

University of Toronto confirmed in its 2010-2011 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **University of Toronto** participated in the Ontario Education Collaborative Marketplace (OECM): **No**

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2010-2011, which contributed to maintaining or improving **University of Toronto's** supply chain management. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The University of Toronto's introduction of a negotiable RFP process continues to generate significant savings and is being adopted by other Ontario universities, and other public sector organizations across the country and abroad. This program has created over \$2.8 million in actual savings in its first two years of operation, 2010 to 2012, as well as significant qualitative enhancements to procurement projects. The negotiable RFP provides not only financial and material benefits, but also reduces the legal risks that are inherent in the traditional contract A model of public procurement in Canada. This process was awarded first place by the Canadian Association of University Business Officers (CAUBO) with its National Quality and Productivity Awards as testimony to its acceptance as a leading new model of public procurement.

Regarding the Ontario Education Collaborative Marketplace, the University of Toronto has an award-winning e-procurement tool called UShop, which is used by the University community to purchase commodities at competitive prices. The Director of Procurement Services serves as an active member of its University Advisory Board.



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

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



University of Toronto confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2011-2012, which contributed to **University of Toronto's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment.

The University's policies and procedures were updated to ensure compliance with the BPS Procurement Directive. Training courses and meetings with key business officers were held to ensure compliance with the directives. The University is also delivering ongoing training for staff to further assure compliance.

BPS Expenses Directive

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

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



University of Toronto confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

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

<http://www.finance.utoronto.ca/gtfm/travel.htm>

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2011-2012, which contributed to **University of Toronto's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment.

The University has had in place for many years a robust set of policies and procedures with respect to expenses, which were already substantially consistent with the BPS Expenses Directive. During 2011-12, the University held training courses to reinforce the directives to staff, and monitored compliance centrally. Ongoing training for staff is being delivered to assure continued compliance.

BPS Perquisites Directive

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



University of Toronto confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **University of Toronto** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment.

The Senior Appointments and Compensation Committee of the Governing Council has approved a document entitled Rules on Perquisites. The Rules meet the requirements of the Directive. The University has in place a process for the review of all individual contracts to ensure they comply with the Directive.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, 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 2011-2012 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 Toronto** in 2011-2012:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at University of Toronto with a Co-op Stream	14	12
Number of students at University of Toronto enrolled in a Co-op program	2,100	0

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2011-2012, 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 Toronto** to be an innovative practice, success story and/or key accomplishment.

Note on the table above: Data on graduate enrolment in co-op programs is not available, and the zero entered above denotes "not available."

U of T provides an extensive number of academic and co-curricular opportunities for work-integrated learning. In addition to formal Co-op programs, internships, and service learning opportunities, our array of professional masters and combined graduate programs with professional masters includes over 70 programs, with more being added each year. The University recognizes the co-curricular contributions of students in a variety of ways; for example, we offer a small number of scholarships to undergraduate students in the biosciences to offset the part-time income they forgo when volunteering in labs.

The initiatives below represent a selection of programming in this area:

-The Professional Experience Year (PEY) Internship Program is the largest undergraduate paid internship program in Canada. Over 50 percent of second- and third-year students, primarily in STEM disciplines, participate in 12-16 month internships each year. The placement length allows time for students to become involved in large-scale projects, build meaningful relationships with employers and achieve significant professional accomplishments before graduation. International internships are a growing area of emphasis for the PEY.

-UTSC students can participate in 71 different Co-op program options. These degrees include work terms which may be local or international, and placements are expected to be as demanding as course work. In the process, students explore career options, contribute to their field, build professional networks and experience new learning. With over 35 years of experience, the UTSC Co-op program is one of the longest running, and best recognized Co-op programs in Canada.

-Each year thousands of U of T undergraduate students connect with community organizations through co-curricular and academic service learning placements. The organizations benefit from students' energy and nascent expertise while students gain an understanding of how to apply their insights and ideas to real-world settings. The Centre for Community Partnerships is a hub for this activity, providing students, faculty, and partner organizations with coordination, facilitation and resources in support of a range of co-curricular and academic service learning opportunities in the broader community. In 2011-12 alone, over 30 academic courses had formal service learning components.

-For undergraduate students considering a career in research, the Research Opportunity Program offers second year Arts and Science students the opportunity to contribute to faculty-led original research, earning course credit. Students develop continuing relationships with faculty members who can act as mentors during their undergraduate years and assist them in their pathways to graduate school, professional faculties, and career opportunities.

-Building on other successful partnerships with private sector partners, the University of Toronto Institute for Aerospace (UTIAS) is deepening its relationship with Bombardier and building a partnership with Centennial College, with plans to provide



new training for the next generation of aerospace technologists and engineers. Students will engage in industry-relevant projects related to environmentally-sustainable aviation. Over 130 undergraduate and graduate students are expected to participate in the program over six years.

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 Toronto** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **71%**⁽⁺⁾ 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 Toronto** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **70%**⁽⁺⁾ for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **University of Toronto** used in 2011-2012 to measure student satisfaction.

The University of Toronto undertakes a broad range of activities to measure student engagement. In addition to NSSE, the University regularly undertakes student satisfaction surveys such as the Orientation and New Programs Survey, Graduate and Professional Skills Survey, Admissions and Awards Confirmed Students and Applicant Surveys, International Graduate Student Survey, and in Fall 2012, the new Graduate Outcomes Survey, among many more. Over Spring 2012, U of T participated in the Multi-Institutional Study of Leadership (MSL) to better understand our students' engagement in leadership development opportunities. This survey measures satisfaction, engagement, and perception of available opportunities, and will help the University to better understand the leadership skills and experiences students are developing while at the University of Toronto. In 2010-11, we reported on the engagement focus groups and follow-up working groups formed to identify best practices to enhance student experience at U of T. Following on this work, in 2011-12 the University delivered on many recommendations of these working groups, including the development of a co-curricular record to be launched in 2013, and the enhancement of resources and training for student mentors.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2011-2012, which contributed to maintaining or improving student satisfaction at **University of Toronto**. This could include a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

The University of Toronto delivers many initiatives aimed at enhancing student satisfaction across the three campuses. We note that the list below represents only a few examples of such initiatives used in 2011-12. See also highlights of initiatives in the graduation rate, graduate employment, student retention, and quality of the learning environment sections of the MYAA for many more examples of initiatives that also contribute to student satisfaction and engagement. Selected 2011-12 initiatives include:

- Launched the innovative co-curricular record, which provides students with a formal record of their co-curricular activities while studying at U of T.
- Convened a communications summit to improve all types of communications with students across the three campuses, including email, social media, print, and online communications.
- Developed a Campus Room Finder online application that provides easy facilitation of room bookings for recognized student clubs and organizations.
- Launched map.utoronto.ca, an interactive, searchable campus map, including versions for the iPod, iPhone, and android platforms.

Additional tri-campus highlights include:

St. George:

- Increased student-to-student communications through student bloggers and student social media ambassadors. Approximately 25,000 individual users follow our bloggers.
- Established a Student Leadership Opportunities inventory to encourage student leadership involvement.

UTM:

- Increased the number of student groups on campus, expanding meaningful connections to fellow students with common interests.



-Hosted sessions to gather student input regarding their instructional technology needs to enhance the learning environment through attention to students' preferred technologies.

-Added satellite, library-supported study space in an instructional building (separate from the library).

UTSC:

-Expanded opportunities for students in athletics and recreation, such as the opening of a new cricket pitch on campus (also available for community use); and expansion of the UTSC tennis program

11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at **University of Toronto** = 82.1%^{(+)*}

*Percentage of 2002 Year 1 New-to-Institution Students Who Received a Degree between 2003-2009

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **University of Toronto** used in 2011-2012 to measure graduation rate.

U of T reports a six-year graduation rate using data from CSRDE submissions.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2011-2012, which contributed to maintaining or improving **University of Toronto's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

In 2011-12, U of T continued to explore and implement new ways to support and enhance student success. For example, a new web-based tool was launched that allows students to plan and track their progress through their studies using ongoing assessment of their program requirements. This new system is aimed at making the available pathways and progress clearer to students. Selected highlights of initiatives in support of student success in 2011-12 include:

St. George:

-Enhancement of enrolment controls at the Faculty of Arts and Science to ensure students have access to the courses they need to graduate as they progress through their program and degree studies.

UTM:

-Delivered a series of "reflection workshops" in collaboration with campus groups (student leaders, utmONE programs, etc.) to help students understand and reflect on their experiences at UTM - both academic and co-curricular - to assist students' decision-making on pathways following graduation, and to learn how to market their skills and experiences to meet their future goals.

-The development of a pilot half-credit summer course in Mathematical and Computational Sciences to help prepare students for university calculus courses prior to the first year of study.

UTSC:

-Delivered the Choose your Program event and workshops to help students identify and choose majors that align with their skills, interests, and abilities, and expanded upon the academic program information session days for students as one of the key components.

-Created walk-in hours broadly for the Academic Advising and Career Centre, with particular attention to academic advising, course selection, and graduate/professional school application support during peak periods to ensure students received immediate service.

-Expanded the Multiple Mini Interviews program for students to engage in rotations at various interview stations during a timed period, which replicates professional and graduate school admissions processes. The student participants receive group and individual feedback to help them enhance their performance in their upcoming professional and graduate school interviews.

12) Graduate Employment Rate

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at **University of Toronto = 88.1%⁽⁺⁾**

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at **University of Toronto = 91.2%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **University of Toronto** used in 2011-2012 to measure graduate employment rate.

Over the past year, U of T has worked with U15 institutions to adapt a comprehensive graduate outcomes survey for the Ontario context. The survey will be extended to baccalaureate graduates five years post-graduation (2007 cohort) in the fall of 2012. The survey instrument includes questions related to labour market participation; the effectiveness of program elements in preparing for a career; education satisfaction and debt; civic engagement and volunteering, to name just a few elements. In addition to deepening the available data on graduate employment and outcomes, we anticipate that this survey will also collect important data on learning outcomes.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2011-2012, which contributed to maintaining or improving **University of Toronto's** graduate employment rate. This could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

The University of Toronto's tri-campus career centres offer centrally coordinated and campus-specific programming to support students' career education and transition. In addition, there are many initiatives led outside the career centres that provide students with career-focused supports and connections. For example, the University offers an alumni mentorship program that connects volunteer alumni with current students to provide one-on-one mentorship focused on exploring career choices and developing skills for the job market. A number of St. George colleges and faculties deliver tailored alumni mentorship programs. This year, U of T made changes to student academic transcripts such that they may now include notation of the completion of non-credit activities that support professional development or academic success. The new co-curricular record also provides an official record of students' co-curricular activities, which may also be related to career education and professional development.

The following are a few examples of campus career centre initiatives in 2011-12:

St. George:

- Delivered a week-long 'transitions' conference for senior year students which included a full-day course to explore career options, a series of industry panels, a networking session with alumni, mock interviews with employers, and a job fair.
- In partnership with the School of Graduate Studies, hosted an event for PhDs in the Humanities and Social Sciences seeking non-academic work.
- Delivered 3,900 one-on-one employment preparation support sessions with students, including resume education, interview preparation, and employment coaching.
- Developed a series of e-learning modules focusing on topics relevant for graduating students, including Creating your Academic CV and Cover Letter, and Finding Full-Time Work.

UTM:

- Increased collaboration between the Career Centre, academic departments, and student academic societies through tailored programs supporting exploration of specific career fields.
- Re-designed the "Smart Job Hunting" event for graduating students. This two-day workshop leads participants through the job search process, start-to-finish. A Mississauga area employer was a guest speaker at the event and offered tips on the successful strategies and potential pitfalls of the job hunt.



- Continued the highly popular series of networking events with students and local employers. Networking events are designed along academic discipline and/or career path/industry.
- Partnered with UTM internship programs to deliver pre- and post- placement career management guidance to students.

UTSC:

- Enhanced the award winning three day Hire Power programming and partnered with the Alumni Relations Leader2Leader alumni conference, resulting in a 15 percent increase in attendance and connecting graduating students and new graduates with a broader network of employers and alumni. Participants engaged in workshops, sessions and events related to topics including job search, resume and cover letter building, personal branding and networking, interviewing and industry awareness.
- Enriched the Get Started academic orientation program by broadening the early introduction of career and employment topics for over 1600 incoming students and their parents, which leveraged the linkages between career exploration, program planning, academic success and campus engagement.
- Continued and expanded upon the career panel series to provide students with opportunities to network with employers and alumni, while engaging in career exploration and broadening their job search knowledge.

13) Student Retention

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

Entering Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
1st to 2nd Year	93.1%(+)	92.9%(+)	91.2%(+)	91.3%
1st to 3rd Year	86.2%(+)	83.3%(+)	84.1%	N/A(+)

*The space below is provided for **University of Toronto** to describe the methodology, survey tools, caveats and other information regarding the numbers reported above re: Full-Time Student Retention Rate.

The cohort for each year is comprised of full-time students entering into first year of a first-entry program (Arts and Science, Applied Science and Engineering, Music, Kinesiology and Physical Education) for the first time. It excludes transfer students (any student who has credits from any post-secondary institution). It includes students who transfer to an undergraduate professional program (e.g., Pharmacy, Medicine) before receiving a degree in their first-entry program. It includes students who change to part-time status in subsequent years.

Each year, retention rates are re-calculated for each cohort to take into account students who "stop out" for one year and then return. As in previous cohorts, we expect to see an increase in the 2010 cohort's retention rate for first to second year resulting from returning "stop out" students. Data for the first to third year retention for the 2010 cohort is not applicable at this time.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2011-2012, which contributed to maintaining or improving **University of Toronto's** retention initiatives. This could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

U of T employs a broad suite of strategies and initiatives to support and enhance student retention. The examples below represent a small sample of our activities in 2011-12 that contribute to student retention:

St. George:

-Expanded the Student Crisis and Academic Progress team by two new staff. The Student Crisis Centre provides support to faculty and staff as they assist students in immediate crisis, providing resources, services, and one point of contact for students. The Academic Progress staff provide individual support to students on an ongoing basis to manage academic progress, engage in all relevant services available at the University and in the community. Collectively, the student crisis and academic progress coordinators serve 600-650 students each year.

UTM:

-A partnership between the UTM library, academic departments, and the Registrar's Office helped instructors understand and utilize the online portal's 'early warning system' that signals academic staff of students struggling with course content.

UTSC:

-In 2011-12, UTSC recruited a new academic advisor/success strategist who will be involved in the delivery of current initiatives in partnership with academic divisions, as well as developing new initiatives to support student success.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that *University of Toronto* used during 2011-2012, which contributed to enhancing *University of Toronto's* learning environment for the three quality measure categories indicated below:

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

The University of Toronto's strategic plan, Towards 2030, articulated a renewed emphasis on undergraduate education. In a recent review of progress towards 2030 (The View from 2012), some of the key accomplishments of the past few years were identified. U of T is recruiting outstanding young colleagues to faculty positions; mid-career and senior faculty members continue to win a disproportionate number of national and international awards for research excellence; a new President's Teaching Academy was created; and the Mississauga and Scarborough campuses are evolving rapidly into comprehensive universities that combine innovative undergraduate programming with selective expansion of graduate and professional education as well as more on-site research.

The Centre for Teaching Support and Innovation (CTSI) has a tri-campus mandate to deliver resources and programming in support of ongoing teaching development across U of T. Specific highlights of CTSI initiatives in 2011-12 that contributed to enhancing in-class experience include:

- Created a new large class teaching module in partnership with the President's Teaching Academy (faculty who have won the University's highest teaching honour). The new module includes workshops, presentations, an online learning module, tip sheets, and guides, among other resources. A facilitation guide was also developed to enable use of this learning module with graduate students in teaching roles.
- Developed a new course evaluation framework based on extensive research and broad consultation. The new course evaluation framework provides opportunities of summative and formative feedback on teaching, gathers input from students on their learning experiences, and is equitable, consistent, and transparent about the collection, use, and interpretation of data. This new framework is currently in phased roll-out.
- This spring, CTSI hosted an international conference for teaching assistants and graduate students. The first of its kind in Canada, the event brought together graduate students, university administrators, educational developers, faculty, and librarians to share insights and best practices on supporting teaching and graduate student development.
- For the past two years, CTSI has had a Faculty Liaison in place whose role is focused on enhancement of student-faculty interaction. This investment has resulted in the development of an inventory of effective instructor practices to enhance interaction, consultations with students to gain their perspectives, and the development of resources for instructors and students.
- The Instructional Technology Innovation fund provides seed funding for innovative initiatives to enhance education and teaching at U of T. The fund focuses on projects that harness the practical applications of technology in the design, implementation, evaluation, curriculum renewal, faculty development, or continuing education initiatives that enrich learning. In the past year, this fund supported 14 innovative initiatives, including a "Mobile Computing for Innovations in Teaching Excellence" project led by the Faculty of Information Studies, the development of new, accessible digital animations to illustrate fundamental concepts in calculus, and an e-Faculty development project in the Faculty of Medicine.

We would like to emphasize two additional examples of initiatives that have enhanced in-class experience referenced earlier in this report. We have expanded the innovative First Year Learning Communities across faculties, divisions, and campuses, providing more students with opportunities to participate in these leading foundational programs. Second, we note the launch of a new Blackboard Mobile Learn app for iOS and Android, allowing users to access the online learning management system with ease through mobile devices.

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

Below are a brief selection of initiatives aimed at enhancing student engagement at each of U of T's three campuses. We note that many examples provided elsewhere in this report-back also contribute to student engagement.

St. George:

-Developed a mentorship resource centre to support student mentors and inventory all mentorship opportunities across the St. George campus.

UTM:

-Supported connections between student groups and off-campus service opportunities to strengthen connections between students and the broader community.

UTSC:

-Developed a partnership initiative with the UTSC Student Union and the PanAm Games to provide volunteer opportunities for students at the 2015 Games.

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

The list below offers a selection of new, expanded, and innovative initiatives implemented by U of T in 21011-12 to offer personal, academic, and other key supports for students:

St. George:

-Expanded "dons" beyond the traditional role of serving students in residence to now include dedicated academic dons, international student dons, and health dons.

-Implemented a new "Embedded Learning Strategist" program at Woodsworth College. Enrolment data showed that many students with disabilities are part of Woodsworth College, and to serve these students better, a full-time learning strategist was placed at Woodsworth.

-In 2011-12, the St. George Health and Wellness Centre, Faculty of Social Work, and the Faculty of Arts and Science expanded and re-branded the innovative cyber-counselling initiative for students, now known as Counseline. This service engages graduate students in the Faculty of Social Work to provide free cyber and face-to-face counselling to undergraduate Arts and Science students, with shorter wait times than other services. Graduate student counsellors are supervised by a registered social worker.

UTM:

-Expanded peer-led health promotions topics including nutrition, tobacco, drugs and alcohol, mental health, and healthy relationships.

-Added additional staff support for students struggling with mental health disabilities.

-Developed and launched a pilot program to support transitions into students' final years of study in preparation for graduate and professional schools, employment, and other options.

-Expanded the UTM library's virtual chat service to provide more timely and easier interactions on resource questions and opportunities.

-Collaborated across campus departments to create a common message system to share announcements in Blackboard from most campus services, increasing students' knowledge and use of services.

UTSC:

-UTSC offers Wellness Peer Programs, led by trained volunteer Peer Educators. The programs offer resources and programming on themes such as mental health, nutritional health, sexual health, smoking cessation, and alcohol and drug awareness.

-The Health and Wellness Centre offers confidential services to students, including personal counselling and group therapy.

-Created the LASSI (Learning and Study Strategies Inventory) cards/toolkit and transition to online LASSI administration, in conjunction with more frequent workshop offerings, which resulted in 150 assessments being completed since May 2011.

Attestation:



University of Toronto confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **University of Toronto's** Executive Head.

Contact:

For additional information regarding **University of Toronto's** 2011-2012 MYAA Report Back please contact -

- Name: Amanda Pautler
- Telephone: 416-978-8969
- Email: amanda.pautler@utoronto.ca

Please indicate the address on **University of Toronto's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- <http://www.utoronto.ca/about-uoft/measuring-our-performance.htm>