



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.*

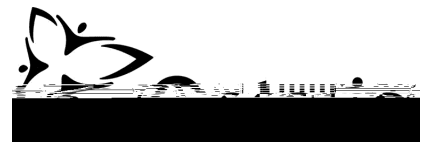
University of Toronto's the total Headcount enrolment count in 2011-2012 = **59,560**⁽⁺⁾.

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*

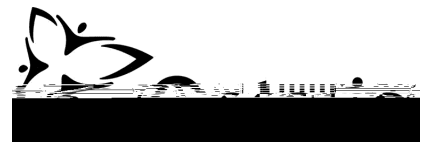
DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of **University of Toronto's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (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>

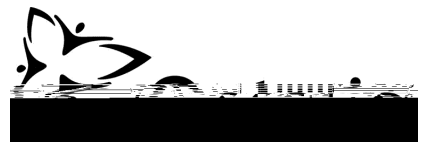
* The space below is provided for **University of Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students.

The number of students with disabilities provided above represents the number of students registered with Accessibility



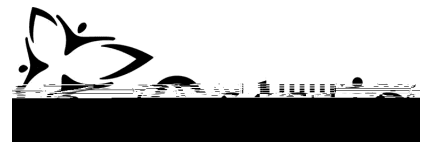
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In 2011-12, the service enhancements



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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.*

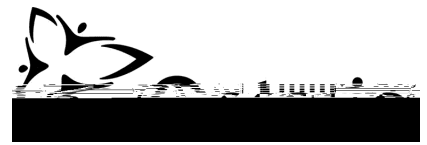
2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$29,330,352(+)	7,620(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$11,844,202(+)	2,298(+)
Total SAG Expenditures Reported by <i>University of Toronto</i>	\$41,174,554(+)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

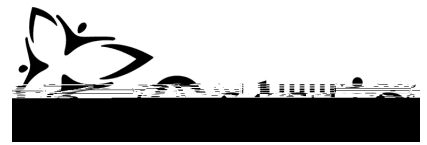
Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2011.

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.



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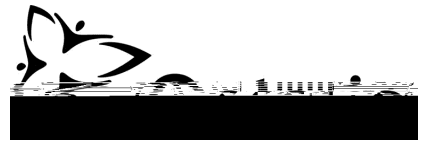
The Ministry encourages **University of Toronto** to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, **University of Toronto** should report institutional data which 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.

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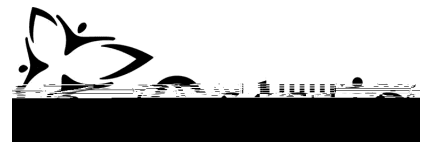
5) Class Size

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:

	First Year	Second Year	Third Year	Fourth Year



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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:

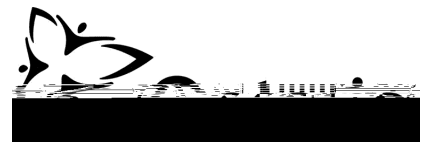
A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate 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.



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*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.

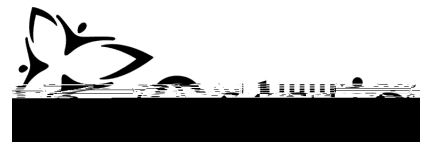
The University of Toronto has added a new indicator function within our institutional Student Information System in order to track in detail those degree courses offered in an online delivery mode. Divisional registrars enter this data point for courses within programs that they oversee. Registrarial 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.



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.



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.

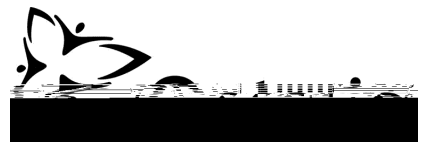
-U of T's innovative Science Abroad program allows undergraduate science students to complete a research course at one of several prestigious research facilities overseas. Students earn course credit by contributing to the research of U of T faculty, graduate students and their international partners 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.

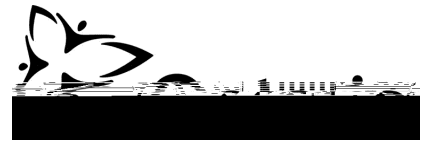




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Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2010-2011, which contributed to maintaining or improving **University of Toronto's** supply chain management. This could include 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



BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

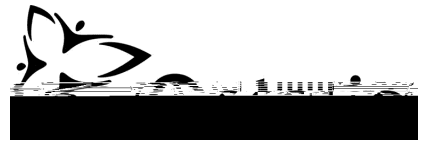
All universities were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector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



BPS Perquisites Directive

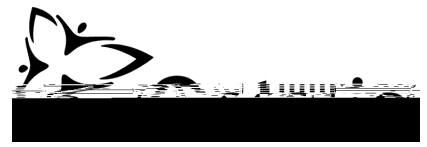
The new BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person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

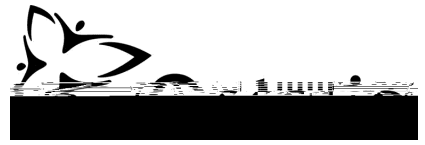
While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

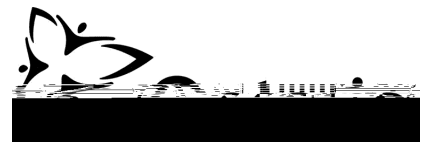
Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

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.



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



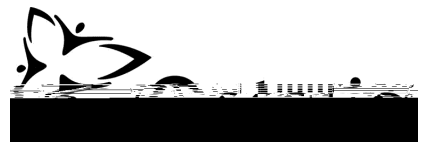
-Hosted sessions to gather student input regarding their instructional technology needs to enhance the learning environment through attention to students' preferred technologies.

-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

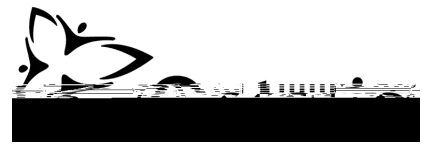




- Continued the highly popular series of networking events with students and local employers. Networking events are designed along academic discipline and/or career path/industry.
- Partnered with UTM internship programs to deliver pre- and post- placement career management guidance to students.

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.

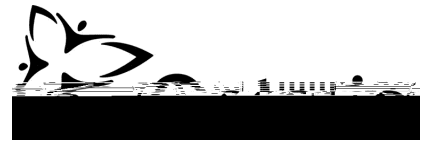
The cohort for each year is comprised of full-time students entering into first year of a first-entry program (Arts and Science, Applied Science and Engineering, Music, Kinesiology and Physical Education) for the first time. It excludes transfer students (any student who has credits from any post-secondary 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.



Ministry of Training, Colleges and Universities

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**



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:

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.



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>