

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	Trent University
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OVERVIEW

Through the 2008-09 MYAA Report-Back process, **Trent University** was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. **Trent University** was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Trent University's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that **Trent University** is on track for meeting its commitments or has an improvement plan in place, and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. Enrolment, Student Access Guarantee) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for **Trent University** to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on **Trent University's** website. Please ensure **Trent University's** completed 2009-10 Report Back is posted at the same location on **Trent University's** website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Preet Gill, Senior Policy Advisor, Universities Unit at Preet.Gill@ontario.ca or telephone (416) 325-9262, or Aamir Taiyeb, Research Policy Analyst, Universities Unit at Aamir.Taiyeb@ontario.ca or telephone at (416) 325-4237.

PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years' format to collect information only on system-wide indicators and will reflect and report on progress on Trent University's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is also requesting data on credit transfer, online learning and international students. This is in keeping with the governments strategic priorities and as per discussions with Colleges Ontario and Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 Report Back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:
 - 1) Enrolment - Headcount
 - 2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
 - 3) Compliance with the Student Access Guarantee (SAG) in 2009-10
 - 4) The Student Access Guarantee (SAG) for 2010-11
 - 5) Participation in the Credit Transfer System
 - 6) Class Size
 - 7) Online Learning
 - 8) International
 - 9) Supply Chain Compliance
 - 10) Space Utilization
 - 11) College Student Satisfaction
 - 12) Graduation Rate
 - 13) Graduate Employment Rate
 - 14) Student Retention Rates
 - 15) Quality of the Learning Environment



1) Enrolment - Headcount*

**DEFINITION: Headcount is the number of full-time students enrolled in 2009-10, including full-time undergraduate and graduate students eligible for funding consideration.*

- **Trent University** reported to TCU the total Headcount enrolment in 2009-10 = **5,903**
- Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by **Trent University** to the Ministry for 2009-10 = **5,009**
- Please indicate the number of students aged 25+ from the total Headcount enrolment reported by **Trent University** to the Ministry for 2009-10 = **785**
- Please provide one or more examples in the space provided below of a promising practice that **Trent University** used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Over the last year, as part of the integrated planning process, Trent has articulated a new Vision, developed a Mission and established six Strategic Directions with accompanying strategies and actions. The six strategic directions are connected to: graduate studies, internal and external community partnerships, research, student engagement and accessibility, teaching and learning, and Trent University Oshawa.

Trent has also altered academic and administrative structures to increase the effectiveness of its leadership systems, in order to help the university create, sustain and manage activities, processes and innovation. The new and changing structures include the establishment of a School of Graduate Studies in September 2010, new administrative leadership for Trent University Oshawa and for Trent's two professional schools, the creation of three decanal positions in the Faculty of Arts and Science (Social Science, Science, and Humanities), the implementation of the Office of the Provost and Vice-President Academic model, the retitling of some existing administrative leadership positions, and the relocation of two senior leadership positions to the Bata Library.

During 2009-10, enrolment and retention committees were formed and, through consultations, a multi-year enrolment and retention plan, which includes key enrolment targets and strategies for reaching those targets, was developed. Some of the strategies identified include improving retention rates through first year experience programs like New Student Advising and the First Year Seminar course, improving student satisfaction through college activities that foster a sense of community, increasing online course offerings, and continuing expansion of articulation agreements with other institutions.

Trent received (and continues to receive) funding for first generation student initiatives which provided the opportunity to expand on existing programs to support first generation students. Each of the existing programs funded by the project saw increased participation and satisfaction rates over previous years.

In recent months an Aboriginal Recruitment, Retention and Graduation Advisory Committee was established with the general mandate to provide advice to the university on how to attract, retain and graduate Aboriginal students. This committee includes membership of a newly hired Aboriginal enrolment advisor that assists Aboriginal students from recruitment and application through their first year.



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

**DEFINITION: Students with disabilities is the total number of students with disabilities registered with the Office for Students with Disabilities and reported in Table 1 of the institutions' annual report to the Ministry for the Accessibility Fund for Students with Disabilities Fund (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.*

- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at Trent University who registered with the Office for Students with Disabilities and received support services in 2009-10= <u>461</u></p> <p>Please indicate the number of <i>students with disabilities</i> at Trent University who registered with the Office of Students for Disabilities and received support services in 2009-10 who were: Full-time: <u>342</u> Part-time: <u>119</u> Total (Full-Time + Part-time): <u>461</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>461</u> $\div 5,903$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>7.8%</u></p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at Trent University in 2009-10= <u>3,050</u></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at Trent University in 2009-10 who were: Full-time: <u>2,512</u> Part-time: <u>538</u> Total (Full-Time + Part-time): <u>3,050</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>3,050</u> $\div 5,903$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>51.7%</u></p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at Trent University in 2009-10= <u>145</u></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at Trent University in 2009-10 who were: Full-time: <u>118</u> Part-time: <u>27</u> Total (Full-Time + Part-time): <u>145</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>145</u> $\div 5,903$ (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>2.5%</u></p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more examples of promising practices that Trent University used in 2009-10 to develop and maintain results for students with disabilities.</p>	<p>In the space below, please provide one or more examples of a promising practice that Trent University used in 2009-10 to develop and maintain results for First Generation students.</p>	<p>In the space below, please provide one or more examples of a promising practice that Trent University used in 2009-10 to develop and maintain results for Aboriginal students.</p>
<p>Several enhancements were made to the services provided by the Disability Services Office (DSO) in 2009-10. An enhanced web presence was accomplished with a new upper year web content resource called myBOATS; the DSO provided Service First Customer Service training connected to the AODA requirements; enhancements were made to the electronic delivery of notes to students who required it; the DSO put on dedicated workshops on the adaptive technologies which Trent has on its network for students' use.</p> <p>Upgrades have been made to Trent's adaptive technologies and will be available to students for the 2010-11 academic year. Upgrades are continually being made to the DSO website to provide additional information and resources for students and their parents alike; the workshop series has been expanded to include workshops on Social Networking and Stress Reduction; progress has been made towards the establishment of an Academic Testing Centre for accommodated tests and exams in an inclusive design environment.</p>	<p>The First Generation Pilot Project Initiatives program provided Trent the opportunity to expand on existing programs to support first generation students for the 2009-10 academic year. The initiative included New Student Advising, Bring It On!, and the Impact Leadership Program. Each of the existing programs funded by the project saw increased participation and satisfaction rates over previous years.</p> <p>New Student Advising occurred from June to August 2009. All new students are strongly encouraged to attend one of several sessions offered. In 2009 90% of all newly admitted students attended one of the sessions. Over the course of the New Student Advising day students attended several presentations related to student life, course registration, academic advising, housing, financial aid and other student services.</p> <p>Bring it On! is a head start weekend that gives new students the opportunity to stay at the university and participate in activities with other new students over the course of a weekend in August. Bring it On! was expanded significantly in 2009 with over 80 participants compared to 17 participants in 2008. First generation students who attended New Student Advising were encouraged to participate in Bring it On!. In 2009, 43% of the Bring it On! participants were first generation students.</p> <p>The Impact Leadership Program focused on student leadership development, service learning and personal growth. Impact provides an out-of-classroom experience by offering</p>	<p>In 2009-10, Trent developed a first year course entitled "Indigenous Studies 101: Foundations of Indigenous Learning". This course, compulsory for all special access Aboriginal students, focused on the development of knowledge and skills necessary for success within the academic environment. This course is based upon the notion that academic success is the result of good work habits, study skills, exam skills, coupled with positive attitudes towards studying, along with understanding better the nature of academic work. The course also explores personal factors that affect academic success and helps students to work on removing personal obstacles to success.</p> <p>Also in 2009-10, an Aboriginal Recruitment, Retention and Graduation Advisory Committee was established with the general mandate to provide advice to the university on how to attract, retain and graduate Aboriginal students. This committee includes membership of a newly hired Aboriginal enrolment advisor. The Aboriginal enrolment advisor was hired specifically to assist Aboriginal students from recruitment and application through their first year. In addition to the hiring of the Aboriginal enrolment advisor, some of the Aboriginal student recruitment initiatives for 2009-10 included Trent Aboriginal identities on Facebook, Twitter and YouTube, a website dedicated to recruitment of Aboriginal students and new advertising focused on Aboriginal students.</p>

	<p>a variety of workshops and developmental activities. For 2009-10, Impact had 150 members. First generation students were specifically targeted to participate; 53 of the participants were first generation students.</p>	
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Trent University can use the space below to describe methodology, survey tools, caveats and other information regarding the numbers reported herein re. Students with Disabilities, First Generation and Aboriginal Students:

Students with Disabilities: Numbers were provided by the Disability Services Office.

First Generation Students: Numbers provided for first generation students are based on a subset of students who responded to an internal end of year student satisfaction survey. A subset of the undergraduate student population responded. Based on the numbers within this subset the data provided were inferred for the entire student population.

Aboriginal Students: Numbers are based on Aboriginal student self-identification at time of application to the university and likely does not accurately reflect the number of Aboriginal students at Trent as many will not self-identify to OUAC.

The percentages above are based on calculations pre-populated on this form and do not accurately reflect the percentage of students in each of the above groups at the university. A more accurate estimate, based on the percentage of the full-time student population identifying as an under-represented student, is 6% for students with disabilities, 43% for first generation students and 2% for Aboriginal students.

3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through its signed MYAA, **Trent University** committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$412,529	443
Other SAG Expenditure to Supplement OSAP	\$710,846	448
TOTAL	\$1,123,375	891

Data as of July 06, 2010

- Did **Trent University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **Yes**

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>For 2010-11 Trent will be automatically allocating tuition/book shortfall amounts. The OSAP download will be used to determine the values. Any student who feels they need assistance beyond the tuition/book shortfall may apply for additional bursary assistance. An application will be posted on the website. A recently hired scholarship and bursary specialist will help further develop the Financial Aid system and will help with the development of student portal communications in the future. For the time being, the Financial Aid Office will continue to communicate using the school's email accounts.</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so:</p> <p>a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide.</p>	<p>Although there are no plans to provide loan assistance for tuition/book shortfall values greater than \$1,000 for second entry programs, there are a variety of bursaries available to all Trent students. In 2009-10, a new bursary program was developed due to a bequest of \$1.2 million from the late Fern Rahmel which will support many Trent students in financial need.</p>

5) Participation in the Credit Transfer System

- Using Ontario Universities Application Centre (OUAC) reports, please provide data for the following years:

Years	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2005	8,512	1,577	492	165
2006	8,425	1,466	490	166
2007	8,657	1,471	454	123
2008	8,166	1,441	424	109
2009	7,711	1,525	457	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. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that transfer data is not limited to college graduates who apply through OUAC and only includes full-time students applying and registering in the fall to the first year of a university program. 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.

Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.

Further details on where the pre-populated data in the statement "Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was 81.9%" was derived from the College KPI Graduate Outcomes (Employment/Satisfaction) Survey. Information on the Survey is as follows:

- Telephone based surveys (more than 100 fields of data)
- Survey conducted by a third party service provider, presently Forum Research Inc., based on audited student information provided by the colleges
 - Conducted annually, three times a year, six months after graduation
 - Census type survey - attempt to reach every eligible graduate from ministry-approved postsecondary program
 - Sample size, 2009-10 survey: 40,410 completed Graduate Employment/Satisfaction survey;
 - Response Rate 2009-10 survey: 64%
 - Response Rate 2008-09 survey: 68%
 - Survey responses used to tabulate two college Key Performance Indicators - Graduate Employment and Graduate Satisfaction
 - The Survey, including definitions and methodology information, can be found on the web (in Appendix A of the document link below) at the following website:
<http://www.edu.gov.on.ca/eng/document/serials/eprofile07-08/profile08.pdf>

- Please provide any additional comments regarding transition experience either from college to university or university to university.

Measures to assist the transfer student transition experience at Trent include pre-transfer information and advising sessions held in programs in which there is a significant volume of student transfer. Examples include class visits and campus tours at Trent for students in Fleming's University Transfer and Ecological Restoration programs, so they can begin to feel comfortable with the Trent campus before beginning their studies. Trent officials also visit Fleming's Frost Campus each year to discuss transition with their Fish and Wildlife class, more than half of whom typically transfer to Trent for degree completion. We also hold focus groups with transfer students to get their feedback on the transition experience.

Transfer-specific information sessions and registration advising have also been incorporated into our summer new student advising program and into the new student orientation program held in the week before classes start. In addition to the beneficial information students receive at these sessions, they also comment favourably on the opportunity to make connections with other transfer students.

Supporting the transition from college to university, Trent's nursing program, in conjunction with George Brown College, offers a post bridge PN to BScN pathway which includes a course designed specifically to support students in the role transition from PN (a role developed through community college education) to BScN (a university-based program).

- Please provide one or more examples in the space provided below of a promising practice that **Trent University** used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Trent University had significant achievements in support of enhancing credit transfer in 2009-2010. We signed four new articulation agreements with Loyalist College, providing pathways for graduates of the Biofood (Neutraceuticals) Technologist, Biotechnology Technologist, and Chemical Engineering Technologist advanced diploma programs to complete a Trent University honours science degree in two years. In addition, we signed five new agreements with Fleming College, providing advanced standing for graduates of the Biotechnology Technologist-Forensics advanced diploma and the Police Foundations diploma to complete a range of honours degree options, including the Bachelor of Science in Forensic Science. Trent's articulation agreements are unique in that specific transfer credits awarded and specific credits required for degree completion are outlined in the agreements. This practice provides for a much simplified transition process for transfer students.

In addition, a new transfer student website, www.trentu.ca/transfer, was introduced in 2009-10. The site is designed to be a central resource for students considering transfer to Trent University, with specific sections for students transferring from university and from college, in addition to a general overview of policy and frequently asked questions. Potential transfer students can access Trent's database of university-level course equivalents, as well as a listing of all community college programs with which Trent has articulation agreements. Future enhancements will enable students to access the complete transfer credit details for specific articulation agreements on the site.

6) Class Size

• Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of **Trent University's** undergraduate class size 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
Less than 30	11	13.3%	62	31.2%	140	54.0%	168	74.7%
30 to 60 students	23	27.7%	91	45.7%	110	42.5%	55	24.4%
61 to 100 students	16	19.3%	35	17.6%	7	2.7%	2	0.9%
101 to 250 students	21	25.3%	11	5.5%	2	0.8%	N/A	N/A
251 or more	12	14.4%	N/A	N/A	N/A	N/A	N/A	N/A
Total	83	100.0%	199	100.0%	259	100.0%	225	100.0%

Note: There are a number of one-on-one instruction classes, including independent study, independent research, internships and practicums that are excluded from the above class sections. Class sub-sections such as labs and tutorials are also excluded.



- Please provide one or more examples in the space provided below of a promising practice that **Trent University** used during 2009-10 regarding class size. A promising practice could be 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.

Despite a \$7.8 million budget cut in 2009-10, Trent has been able to maintain small class sizes. Strategic efficiencies were made in other areas to ensure small class size was not compromised.

Trent's nursing program provides an example of how Trent is maintaining its reputation for small class sizes. The nursing program has removed a large 4th year course with typical enrolment exceeding 100 students per section in favour of a new addition to the suite of advanced topic courses offered which are capped at 25 students per section.



7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

- To complement this work, please provide one or more examples in the space provided below of a promising practice that **Trent University** used during 2009-10 to develop and enhance online learning. A promising practice could be 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.

As a small university without the internal instructional design and technical development infrastructure to support the development of high quality online courses, Trent adopted an innovative 'contracting in' model for our online course development. By contracting in expertise in online pedagogical strategies and the technical development of courses, we were able to efficiently and effectively support our faculty members' content expertise, leading to the introduction of six new online courses: Introduction to Psychology I and II, Environmental Communications, Nursing Research I and II, and Marginalization and At-Risk Groups in Nursing. As a result, in 2009-10, Trent's online course offerings more than tripled, from 5 to 17 and online enrolments grew by 188%, from 195 to 562.

8) International

**DEFINITION: International Enrolment* is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.*

- **Trent University** reported to TCU that International Enrolment in 2009-10 = **492**.

- In 2009-10, **Trent University** reported to TCU the following top 3 source countries for international students:
 - China
 - Malaysia
 - United States

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences **Trent University** had in 2009-10:
 - Outbound students = **37**
 - Inbound students = **29**

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at **Trent University** in 2009-10 = **\$6,722,000**

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that **Trent University** had outside of Canada in 2009-10 = **\$0**



- Please list in the table below all For Credit, Stand-Alone campuses **Trent University** operated abroad in 2009-10, including city, country and total enrolment for each campus:

- Please provide one or more examples in the space provided below of a promising practice that **Trent University** used during 2009-10 to develop and maintain results for international activities. A promising practice could be 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 core strategy for Trent's international undergraduate recruitment success is the Trent International Program Global Citizen Scholarship Program. The scholarship competition is advertised in all our markets through web, direct linkages with schools, recruitment visits to fairs and schools, as well as through our network of agents.

Approximately 250 students applied to compete for 2 full scholarships (\$26,000 per year for 4 years), a small number of tuition scholarships (\$15,000 per year for 4 years), as well as several international awards in amounts of \$3,000 to \$7,000 per year for 4 years. One hundred scholarship or award offers were made for 2009-10, to students with excellent grades (equivalent of 80% or higher).

Not only does the scholarship ensure that a few outstanding international students will attend Trent, it raises the profile of Trent University in a variety of markets around the world. By generating applications and contacts with prospective students, it allows Trent's international recruitment staff to convert interest into full-fee-paying students. In Vietnam, for example we have awarded one scholarship every other year for the past 4 years, but generated a significant number of applications, and have begun to convert a stream of full-fee-paying students. In Ecuador, we have established a steady cohort of students through the scholarship competitions in key international schools.

The scholarship recipients are the core of our student leadership/student development. We rely on them to build community and communication that allows us to deliver quality student service to the entire international community.

Graduates of the scholarship program increase Trent's reputation and networks worldwide: they are a recruitment stream to Trent graduate programs. Recent graduates have entered top Master's and PhD programs in Canada and abroad, including Harvard's Kennedy School of Government, The Balsillie School's Center for International Global Governance, the University of Toronto, University of Waterloo, and the Rotman School of Management.



9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU) are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the college that are consistent with the principles outlined within the 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.

- Please confirm that in 2009-10 **Trent University** adopted the Government of Ontario's Supply Chain Code of Ethics: **Yes**
- Please confirm that in 2009-10 **Trent University** adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**
- In 2009-10 did **Trent University** participate in the Ontario Education Collaborative Marketplace (OECM)? **Yes**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **56,535**
- Please provide one or more examples in the space provided below of a promising practice that **Trent University** used during 2009-10 related to supply chain management. A promising practice could be 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.

Trent University is one of several Ontario universities and colleges who have jointly engaged a legal specialist to review and update our standard tendering language to reflect all requirements and best practices outlined in the Ontario Supply Chain Guidelines as well as other legal requirements affecting Ontario institutions involved in public tendering. The revised RFP templates will be reviewed with the participating universities and colleges in September.

10) Space Utilization

- In 2009-10, did **Trent University** have a Space Utilization planning process in place to assess and optimize academic space utilization? **Yes**

- If yes, please indicate in the space below the methodology used to inform **Trent University's** academic space utilization planning process:

In 2009-10 the senior administration at the university undertook a strategic review of operations. One of the outcomes of this is that space planning was included in the mandate of the Provost's Planning Group (PPG), comprised of key vice presidents and directors. A sub-committee of the PPG reviews all space requests and plans and assesses them. Recommendations are made to the PPG and included as part of an integrated planning process. This ensures that academic space planning is aligned with the approved academic priorities.

- Please provide one or more examples in the space provided below of a promising practice that **Trent University** used during 2009-10 to assess and optimize academic space utilization. A promising practice could be 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 grand opening of Bagnani Hall at Traill College (Trent's downtown college) took place in March 2010. A living memorial to the contribution and philanthropy of Gilbert and Stewart Bagnani, the new Bagnani Hall houses a lecture forum designed to seat 85 and serves as a lecture facility for Trent students as well as a facility for community cultural events.

Provincial funding allowed Trent to expand it's health sciences by building Module C and moving Trent's nursing department into the new space which includes a new nursing centre learning lab. Trent renovated existing space for environmental sciences which allowed for the creation of a new Biomaterials Research Program led by Dr. Suresh Narine, a pioneer in this emerging field.



11) Student Satisfaction

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of excellent and good responses) at your institution for NSSE Question "How would you evaluate your entire educational experience at this institution?" for Senior Year respondents = **86%**

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at your institution for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" for Senior Year respondents = **85%**

- Please provide one or more examples in the space provided below of a promising practice that **Trent University** used during 2009-10 to increase student satisfaction. A promising practice could be 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.

Trent's Service First initiative was established to build on Trent's well-known client-focused attitude to increase student satisfaction for better recruitment and retention. The purpose of the initiative was to identify best service practices and provide service information and training to improve customer service at the university. Workshops were offered to staff with topics such as effective communication. An employee recognition process was also set up to recognize excellence in service at the university. Part of this initiative also includes the use of Trent Student Service Agents, a group of upper year students who provide front line service at the entrance of the student services building to answer any questions students might have during introductory seminar week and the first week of classes.

The Trent Community Sport and Recreation Centre was expanded and renovated in 2009-10. The \$16 million, 76,000 square foot state-of-the-art home for sports, fitness and recreation at Trent will offer the community and our students a full-spectrum indoor and outdoor athletics and recreation experience unparalleled anywhere in the region. This new facility, supported by generous donations from Justin Chiu, international Trent alumnus, and the City of Peterborough, provides vital wellness services to Trent students and the community.

A variety of new and continuing activities connected to the colleges at Trent took place during the 2009-10 academic year. Formal induction ceremonies took place for new members of Trent's residential colleges; the Great Trent Video Contest took place with two winning videos being chosen that expressed the spirit of Trent; two artists-in-residence were hosted at Trent - a Canadian jazz recording artist and a Canadian film-maker. The intercollegiate spelling bee and battle of the bands were a success, as were the 5 theme based living/learning communities. Many additional engagement activities took place connected to the colleges including college academic awards ceremonies for graduating students, college formal dances, and college dinners.



12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at your institution = **73.4%**
- Please provide one or more examples in the space provided below of a promising practice that **Trent University** used during 2009-10 related to the achievement of the graduation rate. A promising practice could be 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.

Trent's Honours and Majors Week, which occurred in the winter term of the 2009-10 academic year, assists students in the decision of declaring a major. The week is geared towards providing students with information they can use to develop an educational plan to graduation and beyond. The week includes an information fair, departmental workshops, and exploring majors and careers workshops.

Academic advisors were a big part of Honours and Majors week running a series of workshops on how to choose a major. 2009-10 saw an increase in advising support available to students. Data were collected on number of unique students seen (2,500), number of advising appointments (3,800) and the number of emails written to students (7,000).



13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at your institution = **95%**
- Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at your institution = **96.2%**

• Please provide one or more examples in the space provided below of a promising practice that **Trent University** used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be 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 Career Centre at Trent hosts a number of events to assist students in gaining employment. A yearly Career Fair is held at Trent which, for 2009-10, had 24 employers represented and was attended by nearly 850 students. A virtual career fair was held for nursing students with 17 potential employers represented. On-campus recruitment information sessions were also held for 21 potential employers.

Each year the Trent University School of Education and Professional Learning hosts an Alternative and Overseas Employment Fair. The fair introduces Teacher Candidates to a variety of alternative employment opportunities that may be available to them when they graduate from the program. Some of the areas of alternative employment that have been involved in the past include Apply to Education, Occasional/Supply Teaching, Teaching in the Far North, and Teaching Overseas. District School Boards are also invited to attend and provide Teacher Candidates with information about employment opportunities and the application and hiring process.

For the first time during the 2009-10 academic year, Trent's business program offered a new field-based study course. This hands-on fourth-year course enables students to gain real world experience working with businesses in the local community while receiving course credit.

14) Student Retention Rates

The table below has been pre-populated with the proposed results set for 2008-09 in **Trent University's** approved Multi-Year Action Plan. Referring to these proposed results, please identify **Trent University's** achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	82%	81%	82%
2nd to 3rd Year	56%	71%	72%
3rd to 4th Year	51%	76%	65%

- Please indicate in the space below the methodology used by **Trent University** to calculate the retention rates indicated above

The methodology used is the same methodology used for CSRDE reporting. The 1st to 2nd year retention rate is based on the percentage of the new, full-time students from the fall of 2008 who were at the university in the fall of 2009. The 2nd to 3rd year retention rate is based on the percentage of the new, full-time students from the fall of 2007 who were at the university in the fall of 2009. The 3rd to 4th year retention rate is based on the percentage of the new, full-time students from the fall of 2006 who were at the university in the fall of 2009 (taking into account those who graduated with a 3 year degree).



- Please provide one or more examples in the space provided below of a promising practice that **Trent University** used during 2009-10 related to student retention. A promising practice could be 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.

Trent's Living Learning Program is a way to make the most of the residence experience by providing students with an opportunity to get involved in various activities and to meet new people who share similar interests. Students in the Living Learning Program are offered enriched programming based on initiative, interests and enthusiasm from the students themselves, as well as involvement from campus and community partners. In 2009-10, there were 5 theme-based Living Learning Communities at Trent coordinated by the Living Learning Program.

1. The Active Living Community which is home to students who have an interest in active living, themes of wellness and outdoor adventure. This community motivates members to initiate active leadership projects for the greater community. Past Active Living events have included climbing, outdoor skill-building workshops, peer-to-peer motivation for a healthy lifestyle and more.
2. The Trent Global Living Community (TGLC) which is home to students who share a common interest in global citizenship, diversity and working together to live, learn and grow with one another in a residence environment. This passionate community motivates members to initiate dynamic projects for the greater community. Past TGLC events have included the creation of a global cookbook, the creation of an anthology and guest speakers.
3. The Expressions Community which is home to students who share a passion for visual and performing arts. This dynamic community motivates members to initiate artistic and expressive projects for the greater community. Past Expressions activities have included events such as art shows, improv nights, coffee houses and music showcases.
4. The Environmental Sustainability Community which is home to students who share common interest in issues that affect the local and global community. This eco-conscious community motivates members to initiate eco-conscious projects for the larger community. Past activities have included Earth Day activities, green businesses and indigenous concepts of community.
5. The Leaders of Tomorrow Living Learning Community (LLC) which is home to students who share a common interest to motivate and influence others through the broader perspective of leadership and education. This community motivates members to initiate engaging projects for the greater community. Past Leaders of Tomorrow events have included presentations from community educators and leaders, movie nights with discussions, debates about leadership in education and service learning projects.

15) Quality of the Learning Environment

- Please provide information in the space provided below of what **Trent University** did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

First Year Seminar (FYS): For the first time in 2009-10, a First Year Seminar course was offered to new first year students to assist with the transition to the university environment. The course was designed to help students develop the critical thinking, reading, writing and presentation skills that are important for success in all university courses. Four sections of the First Year Seminar course were offered during the 2009-10 academic year. One hundred and nineteen students completed the course. Eight sections of the course are being offered for the 2010-11 academic year and it is anticipated that approximately 250 new first-year students will complete the course.

Student Engagement activities: A variety of new and continuing activities connected to the colleges at Trent took place during the 2009-10 academic year. Formal induction ceremonies took place for new members of Trent's colleges; the Great Trent Video Contest took place with two winning videos being chosen that expressed the spirit of Trent; two artists-in-residence were hosted at Trent. The intercollegiate spelling bee and battle of the bands were a success, as were the 5 theme based living/learning communities. Many additional engagement activities took place connected to the colleges including college academic awards ceremonies for graduating students, formal dances and dinners. These activities will continue for the 2010-11 academic year. The 2010-11 academic year will also see the launch of a co-curricular record which will allow students to receive a transcript outlining non-academic activities they participate in. In addition to the current Citation in Leadership, a Citation in Academic Skills and a Citation in Mentorship will be available for students to participate in. There will be two new living learning communities available to students for the 2010-11 academic year: Science Living Learning Community and La Maison Francaise.

Enhanced Academic Advising: The increase in advising support available to students (from 4.5 advisors in 2008-09 to 5.3 in 2009-10) has proven to be a worthwhile investment. All advisors were very busy throughout the fall and winter terms. Data were collected on number of unique students seen (2,500) and number of advising appointments (3,800) - note that the method of collecting these data was not consistent across advisors so numbers are approximate and probably underestimated. In addition, advisors provided an estimate of number of emails written to students (7,000). They ran a series of workshops in late winter on how to choose a major (part of Honours and Majors Week) and were involved in various events put on by their respective colleges. The advising team met with representatives from a number of units (e.g., Careers, Counselling, Academic Skills) to explain what they do and to share best practices. The summer term was also very busy with student appointments and email interactions occurring at a steady pace. On each of the six New Student Advising (summer orientation) dates, the advisors facilitated a 40-minute session and were available for drop-in appointments for a further three hours. It is expected that advising activities will be just as busy during the 2010-11 academic year. This year, a new program of supports had been put in place for students entering with high school grades that put them at-risk academically. These students will be on probation and will be meeting on a regular basis with an academic advisor. The advisors will continue to reach out to the Trent community to ensure that students, faculty and staff are aware of the advising support that is available. For example, meetings have been organized with student groups and residence staff.

To assess student engagement, satisfaction and retention, Trent participated in NSSE, CUSC and CSRDE during the 2009-10 academic year. Trent will be participating in NSSE and CSRDE for the 2010-11 academic year.

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

• Increased Participation of Under-Represented Students - Programs/Strategies

As part of its 2008-09 Report Back, your institution was asked to provide 3 to 5 examples of how its strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Continued support for students with disabilities: The Disability Services Office (DSO) at Trent University continues to provide support for a large group of students with varying disabilities. Continued enhancements will be made to the services provided to better support students with disabilities during the 2009-10 academic year. Advances in technological resources have been made and will continue to be available for this academic year. Such resources include a DSO space on WebCT, a revamp of DSO's webpage, and electronic delivery of notes for students who require such an accommodation. The DSO is also in the process of hosting training workshops on Customer Service standards for all levels of staff at the university. Through the creation of a new, dedicated staff position, there will be training in accessible service provided for all staff, student employees and student leaders on campus. This training will enhance the already established supportive environment in which students with disabilities at Trent live and learn. Also, as part of it's Enhanced mentoring Program, DSO will provide more training and mentoring for its students in the area of adaptive technologies available to them throughout the Trent computer network.</p>	<p>Several enhancements were made to the services provided by the Disability Services Office (DSO) in 2009-10. An enhanced web presence was accomplished with a new upper year web content resource called myBOATS; the DSO provided Service First Customer Service training connected to the AODA requirements; enhancements were made to the electronic delivery of notes to students who required it; the DSO put on dedicated workshops on the adaptive technologies which Trent has on its network for students' use.</p> <p>Upgrades have been made to Trent's adaptive technologies and will be available to students for the 2010-11 academic year. Upgrades are continually being made to the DSO website to provide additional information and resources for students and their parents alike; the workshop series has been expanded to include workshops on Social Networking and Stress Reduction; progress has been made towards the establishment of an Academic Testing Centre for accommodated tests and exams in an inclusive design environment.</p>
<p>Aboriginal student success Trent has had a long history of support for Aboriginal students through academic programs and student services. For the 2009-10 academic year and beyond Trent will continue to provide a variety of programs and services to assist Aboriginal students in succeeding at the university. These supports are financial (travel funds for students and their families to attend New Student Advising; targeted scholarships and bursaries), cultural (participation in PowWow; inclusion of Elders), emotional (provide access to Aboriginal counsellor), social (host Aboriginal specific Bring it On weekend; Trent University Native Association), and academic (offer specialized programs including Mohawk Language Immersion Program or Foundations in Indigenous Learning program) in nature.</p>	<p>Along with continued financial, cultural, emotional and social supports provided for Aboriginal students, in 2009-10, Trent developed a first year course entitled "Indigenous Studies 101: Foundations of Indigenous Learning". This course, compulsory for all special access Aboriginal students, focused on the development of knowledge and skills necessary for success within the academic environment. This course is based upon the notion that academic success is the result of good work habits, study skills, exam skills, coupled with positive attitudes towards studying, along with understanding better the nature of academic work. The course also explores personal factors that affect academic success and helps students to work on removing personal obstacles to success.</p> <p>Also in 2009-10, an Aboriginal Recruitment, Retention and Graduation Advisory Committee was established with the general mandate to provide advice to the university on how to attract, retain and graduate Aboriginal students. This committee includes membership of a newly hired Aboriginal enrolment advisor. The Aboriginal enrolment advisor was hired specifically to assist Aboriginal students from</p>

	<p>recruitment and application through their first year. In addition to the hiring of the Aboriginal enrolment advisor, some of the Aboriginal student recruitment initiatives for 2009-10 included Trent Aboriginal identities on Facebook, Twitter and YouTube, a website dedicated to recruitment of Aboriginal students and new advertising focused on Aboriginal students.</p>
<p>First Generation student initiative The First Generation Pilot Project will expand at Trent in the 2009-10 academic year. The project focuses on assisting first generation students (which includes other underrepresented groups) in the transition to university by engaging students in New Student Advising sessions and Bring It On weekends to develop small peer groups prior to students' arrival on campus. These activities are followed up with the Impact Leadership Program to continue to support students throughout their university careers and to challenge them to achieve greater success. First generation students are specifically targeted for participation in these activities.</p>	<p>The First Generation Pilot Project Initiatives program provided Trent the opportunity to expand on existing programs to support first generation students for the 2009-10 academic year. The initiative included New Student Advising, Bring It On!, and the Impact Leadership Program. Each of the existing programs funded by the project saw increased participation and satisfaction rates over previous years.</p> <p>New Student Advising occurred from June to August 2009. All new students are strongly encouraged to attend one of several sessions offered. In 2009, 90% of all newly admitted students attended one of the sessions. Over the course of the New Student Advising day students attended several presentations related to student life, course registration, academic advising, housing, financial aid and other student services.</p> <p>Bring it On! is a head start weekend that gives new students the opportunity to stay at the university and participate in activities with other new students over the course of a weekend in August. Bring it On! was expanded significantly in 2009 with over 80 participants compared to 17 participants in 2008. First generation students who attended New Student Advising were encouraged to participate in Bring it On!. In 2009, 43% of the Bring it On! participants were first generation students.</p> <p>The Impact Leadership Program focused on student leadership development, service learning and personal growth. Impact provides an out-of-classroom experience by offering a variety of workshops and developmental activities. For 2009-10, Impact had 150 members. First generation students were specifically targeted to participate; 53 of the participants were first generation students.</p>

• **Quality of the Learning Environment**

As part of its 2008-09 Report-Back, your institution was asked to provide 3 to 5 examples of how its quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>First Year Seminar (FYS): For the 2009-10 academic year (with plans to extend and expand in future years), Trent is offering a for-credit first-year seminar course for new first-year students to assist with the transition to the university environment. This course is</p>	<p>For the first time in 2009-10, a First Year Seminar course was offered to new first year students to assist with the transition to the university environment. The course was designed to help students develop the critical thinking, reading, writing and presentation skills that are important for success in all</p>

<p>designed to help first-year students develop the critical thinking, reading, writing and presentation skills that are important for success in all university courses.</p>	<p>university courses. Four sections of the First Year Seminar course were offered during the 2009-10 academic year. One hundred and nineteen students completed the course.</p>
<p>Student Engagement activities A variety of new and continuing activities at Trent University connected to the colleges will take place during the 2009-10 academic year to enhance student engagement at the university. New initiatives include college induction ceremonies, the Great Trent Video Contest and the artists-in-residence program. Some continuing programs include intercollegiate competitions (spelling bee, battle of the bands, etc.) and living/learning communities (e.g., global community, expressions community).</p>	<p>A variety of new and continuing activities connected to the colleges at Trent took place during the 2009-10 academic year. Formal induction ceremonies took place for new members of Trent's residential colleges; the Great Trent Video Contest took place with two winning videos being chosen that expressed the spirit of Trent; two artists-in-residence were hosted at Trent - a Canadian jazz recording artist and a Canadian film-maker. The intercollegiate spelling bee and battle of the bands were a success, as were the 5 theme based living/learning communities. Many additional engagement activities took place connected to the colleges including college academic awards ceremonies for graduating students, college formal dances, and college dinners.</p>
<p>Enhanced Academic Advising Enhanced academic advising support for undergraduate students includes a new advising website and more drop-in and appointment hours available. Group advising workshops offered during Introductory Seminar Week as well as throughout the academic year focus on important information (e.g., choosing a major).</p>	<p>The increase in advising support available to students (from 4.5 advisors in 2008-09 to 5.3 in 2009-10) has proven to be a worthwhile investment. All advisors were very busy throughout the fall and winter terms. Data were collected on number of unique students seen (2,500) and number of advising appointments (3,800) - note that the method of collecting these data was not consistent across advisors so numbers are approximate and probably underestimated. In addition, advisors provided an estimate of number of emails written to students (7,000). They ran a series of workshops in late winter on how to choose a major (part of Honours and Majors Week) and were involved in various events put on by their respective colleges. The advising team met with representatives from a number of units (e.g., Careers, Counselling, Academic Skills) to explain what they do and to share best practices. The summer term was also very busy with student appointments and email interactions occurring at a steady pace. On each of the six New Student Advising (summer orientation) dates, the advisors facilitated a 40-minute session and were available for drop-in appointments for a further three hours.</p>



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