

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

Institution Name:	Trent University
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OVERVIEW

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

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

Where possible, to help streamline the 2012-2013 MYAA Report Back process, the Ministry pre-populated **Trent University's** 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2011-2012 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Trent University's** 2012-2013 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

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

Trent University's total Headcount enrolment count in 2012-2013 = **6,180**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment reported by **Trent University** to the Ministry for 2012-2013 = **5,277**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **Trent University** to the Ministry for 2012-2013 = **780**.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by at **Trent University** to the Ministry in 2012-2013 = **123**.

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

Fall 2012 MTCU Enrolment file

Please provide one or more examples, in the space provided below, of highlights from *Trent University's* Enrolment Management Plan that *Trent University* used during 2012-2013 to manage enrolment.

Development of Peer support program; available to all first year students. The Peer Support Program is a student life program that is being developed to help first year students adjust to life at university. This program provides small groups of incoming students with two upper year members of their college who will help them navigate their transition to their college and university. This program will launch in August 2013.

Development of Early intervention for students at risk; Steps are being taken to put in place an 'Early Warning' system that focuses on Fall semester mid-term grades of first year students. Students whose Fall mid-term grades fall within a pre-determined corridor will automatically be referred to resources that can assist them in determining both the cause of their low grades and possible solutions going forward. Trained upper-year facilitators, academic advisors and academic skills centre staff will be in place for Fall 2013.

A number of conversion initiatives were implemented, designed to strengthen the relationship with applicants who are offered admission to Trent to increase conversion:

A focus on top scholars included earlier offers of admission, a residence room type guarantee and continuation of the scholarship guarantee

The introduction of an offer of admission email process, improving response time to all applicants

A social media communications strategy is communicating more information with applicants regarding deadlines, scholarships, bursaries, events and other important information about the application process.

New content at conversion events including parent information sessions and a stronger emphasis on and introduction to university and campus life

Extended office hours and enhanced communications materials for transfer student applicants, as well as implementation of "electronic transcript processing" for transfer students (college and university), has enabled batch processing, and faster turnaround of offers and transfer credit assignment for transfer students

More strategic focus on conversion initiatives to help build the Oshawa campus enrolment, including outreach and admission materials tailored to Oshawa applicants and branding

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 **Trent University'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 Trent University who registered with the Office for Students with Disabilities and received support services in 2012-2013= 556</p> <p>Please calculate the total indicated above as a comparative % of Trent University's 2012-2013 Enrolment Headcount: (Insert Total From Above) 556 ÷ 6,180⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 9%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Trent University who registered with the Office for Students with Disabilities and received support services in 2012-2013 = 215</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Trent University in 2012-2013= 1,200</p> <p>Please calculate the total indicated above as a comparative % of Trent University's 2012-2013 Enrolment Headcount: (Insert Total From Above) 1,200 ÷ 6,180⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 19.4%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Trent University in 2012-2013 = 250</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Trent University in 2012-2013= 307</p> <p>Please calculate the total indicated above as a comparative % of Trent University's 2012-2013 Enrolment Headcount: (Insert Total From Above) 307 ÷ 6,180⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 5%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Trent University in 2012-2013 = 30</p>

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

The Graduate Peer Mentor is senior Indigenous Graduate Teaching Assistant (GTA) assigned to First Peoples House of Learning to provide direct peer-to-peer support for incoming graduate students. As a new initiative in 2012, First Peoples House of Learning developed ways we would implement the Graduate Peer Mentor from September to April. A review of the scope of practice for the Graduate Peer Mentor showed that this position needed to be a full-year GTA with a small travel and community building allowance allocated for this position to be better defined and more effective for graduate student supports.

The Peer Coaches/Tutors are senior or graduate students who are hired to provide group and one-on-one academic coaching and tutoring for Indigenous students who are registered with First Peoples House of Learning. Students requiring coaching or tutoring complete an intake form with the Indigenous Student Success Coordinator and identify learning goals for their work within the coaching tutoring program. Students who access the tutoring and coaching services are often referred to us by their instructor or teaching assistant (TA), as they are trained to refer students to our academic support services.

Students with Disabilities: Rely upon Student Accessibility Services to provide counts.
First-Generation Students: Rely upon both OUAC Data and information from Office of Student Affairs.

Aboriginal Students: Rely upon First Peoples House of Learning at Trent to provide counts.
All three of these metrics are estimated.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving Trent University's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving Trent University's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving Trent University's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment.</p>

<p>Developed and administered a survey to help determine how to improve client satisfaction. Client Satisfaction Questionnaire pointed to the efficacy of the services in regards to student retention. For example, 87 of the 214 of the respondents agreed or strongly agreed with the following statement: "As a result of the support I have received, I was able to remain at Trent". Feedback from the survey will be used to further improve quality of service and integration of services.</p> <p>With increases in the number of students presenting with mental health diagnoses (16.6 % increase 2012-13; 15.9 % increase 2011-12) and seeking accommodations, significant effort has been made to meet the needs of this vulnerable population. The University piloted a Crisis Coordinator who provided direct crisis intervention and advocacy support to a large group of students, many of whom who were registered at Student Accessibility Services. In addition, a large component of the Crisis Coordinator's job involved the delivery of mental health information sessions to students, staff, and faculty.</p>	<p>At the beginning of February the 4th Annual Impact Leadership Conference was run at Gzowski College for all Trent students. There were 12 workshops available for the participants to attend during the day covering various topics relating to leadership and skill development. In conjunction with the conference, there was a public keynote address by 3-time Olympian Marnie McBean. The conference was attended by 30 students and there were 100 students and community members in attendance at the public keynote. The organizing team was comprised of staff and students who worked throughout the fall and winter semesters in order to make this event happen.</p> <p>Trent ran a First Generation Week from March 18-22nd which offered a variety of workshops on stress management, accessing resources and leadership development as well as an "Ask Me Anything" open forum. These programs were created to respond to input from first generation students regarding what types of information and events would meet their current needs and support their post-secondary careers. Over the course of the week, there were four sessions available for students to attend in support of the First Generation programs.</p> <p>A satisfaction survey was distributed to all first generation students in February and we received 300 responses. The survey is used to evaluate current programming, determine levels of involvement with various programs/resources on campus and to adapt future programming to better respond to the needs of students.</p> <p>The upcoming priorities of the program will be to move forward with implementing enhanced summer orientation programming. Planning for the New Student Orientation program as well as the Bring it On! program were in the works throughout the winter semester. This year there will be four NSO dates offered over the course of the summer; two have taken place and we have continued last year's offering</p>	<p>In 2012-2013 First Peoples House of Learning developed and implemented a peer learning and peer support program to better support Indigenous learners at Trent University. Naadimaagewin (The Art of Learning Together) is a peer focused and peer driven educational and social initiative offered for the first time in this past year as a program services through the First Peoples House of Learning.</p> <p>As a structured but informal learning opportunity, peer mentorship, peer coaching and peer ambassadorship offers Indigenous students opportunities to engage in learning that is non-threatening, approachable, provides social cohesion and is fun.</p> <p>The key goal of the Naadimaagewin Peer Learning program is to support Aboriginal students by building leadership and mentorship skills through employment, course work and volunteerism. The program also provides first year and Diploma students with writing and study skills, tutoring and peer to peer social supports.</p> <p>The Naadimaagewin peer-to-peer service offers academic and social supports for Indigenous learners engaged in any program of study at Trent. The Naadimaagewin Peer Program provides academic, cultural and social sessions where a positive environment for learning is the ultimate goal. The program consists of five different peer services components</p> <ul style="list-style-type: none"> • Cultural Peer Ambassador • Campus Peer Ambassador • Peer Mentors Undergraduate • Peer Mentor Graduate • Peer Coaches/Tutors <p>The Peer Ambassador Program consists of a Cultural Peer Ambassador and a Campus Peer Ambassador. The Cultural Ambassador is responsible for connecting all students, staff and faculty to First Peoples House of Learning cultural program activities through active engagement and communications.</p> <p>The Cultural Peer Ambassador is an Indigenous cultural role model connecting the Trent University, Peterborough organizations and</p>
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	<p>of a specific workshop (FG@NSO) for incoming first generation students and their families; over 200 people have attended each session. Also one large Bring it On! will be run in August with the target of registering between 150-200 incoming students, including outreach to identified first generation students.</p>	<p>general community members to cultural programs offered at Trent University and in our local communities. The Cultural Peer Ambassador is responsible for the care and maintenance of the Ceremonial Grounds including the Tipi and Sweat Lodge. As Head Fire Keeper, the Cultural Peer Ambassador also provides support and guidance to student volunteers working in the Ceremonial Grounds. This is a paid student position.</p> <p>The Campus Peer Ambassador is responsible for connecting all Trent University student, staff, and faculty to events and activities specific to Trent University campus. Their role is to communicate and participate in activities that students from all academic disciplines may not know about and to represent First Peoples House in identified areas of underrepresentation in general student life activities on campus. The Campus Peer Ambassador is responsible for the timely communications of events and activities through the student BLOG-WH@T (What's Happening @ Trent) and the Arthur, Trent University's student newspaper.</p> <p>Undergraduate Peer Mentors are senior self-identified Indigenous students at Trent University who complete a Peer Mentor course INDIG 3860 and are partnered with a group of incoming first-year undergraduate students graduate students, primarily from the Foundations of Learning Diploma program. The Peer Mentors are provided with training, support and some resources such as meal cards and movie tickets so that they can offer peer support in a reasonable breadth and in a personally safe manner. The Peer Mentors are supervised and assessed by the Foundations of Learning Coordinator through enrolment in an Indigenous Studies course INDIG 3860. These are volunteer positions for Indigenous students at Trent University and are identified on the students' co-curricular record.</p>
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3) Student Access Guarantee

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

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

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$754,048(+)	692(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$561,492(+)	655(+)
Total SAG Expenditures Reported by <i>Trent University</i>	\$1,315,540(+)	1,347(+)

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

Yes

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

Pre-populated data is materially correct

4) Participation in the Credit Transfer System

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

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

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2008	8166 ⁽⁺⁾	1441 ⁽⁺⁾	424 ⁽⁺⁾	109 ⁽⁺⁾
2009	7711 ⁽⁺⁾	1525 ⁽⁺⁾	457 ⁽⁺⁾	151 ⁽⁺⁾
2010	8763 ⁽⁺⁾	1551 ⁽⁺⁾	407 ⁽⁺⁾	138 ⁽⁺⁾
2011	9120 ⁽⁺⁾	1669 ⁽⁺⁾	588 ⁽⁺⁾	140 ⁽⁺⁾
2012	9475	1605	544	109

*Transfers from publicly assisted colleges in Ontario

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

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

The Ministry encourages **Trent University** 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, **Trent University** should report institutional data which includes data from OUAC and other sources.

Year	Trent University's Total Applications	Trent University's Total Registrations	Trent University's Transfer Applications	Trent University's Transfer Registrations
2011	N/A(+)	N/A(+)	N/A(+)	N/A(+)
2012	N/A	N/A	N/A	N/A

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

Pre-populated

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

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

Trent University has approved system wide transfer pathways for computer science and police foundations. We continue to work on system wide pathways for the following disciplines: environmental science, biotechnology, practical nursing, business administration, and social services.

Trent is also working on a new project with our college partners which are going to be released as "Transfer Credit Pathways". These pathways will service students in the high affinity programs where we do not currently have articulation agreements. The pathways will be created using transfer credit data which already exists in our database. This will bypass the need for the formal review process typical articulation agreements require and expedite the current transfer credit process for the college graduates of the participating programs.

A new articulation agreement was signed with Fleming College, providing opportunities for graduates of Fleming's Practical Nursing program. Upon successful completion of the college program, students will attend Trent's B.Sc.N with one year advanced standing to enhance their knowledge and gain further practical experience.

The Sustainable Agriculture and Food Systems Program at Trent University, in collaboration with Fleming College, now offers a Specialization in Applied Agriculture. This Specialization is available to students in the B.Sc. or B.A. (Honours) program in Sustainable Agriculture & Food Systems (SAFS). Students admitted to the program register as full-time Fleming students in the Graduate Certificate in Sustainable Agriculture at the end of their third year. Upon meeting the graduation requirements successfully, the student's transcript will contain the notation "with a Specialization in Applied Agriculture." Graduates will also receive an Ontario College Graduate Certificate in Sustainable Agriculture from Fleming College.

Preliminary discussions have also taken place with Durham College in regards to a potential pathway for their new "Horticulture-Food and Farming" program. Trent University acknowledges curriculum alignment with the Sustainable Agriculture and Food Systems program and has requested further details from Durham College. Fleming College has also expressed interest as a third partner in this potential agreement suggesting that their graduate certificate in Sustainable Agriculture could be implemented in the pathway.

The current General Arts and Science agreement with Durham College is being revamped in favour of a more beneficial and up to date pathway. This pathway will mirror the current University Transfer program that Trent has with Fleming College. Completing this one year program at Durham College successfully will give the graduate 1 years' worth (5.0) of transfer credits at Trent and thus grant them advanced standing into their second year of a B.A or B.Sc. program.

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

We continue to expand upon a New Student Orientation day specifically for transfer students where their special circumstances and questions are addressed. This year, a new student life presentation was added and was very helpful for students to attend. Trent University has created a new Trent-Loyalist Journalism News Bureau for our Journalism students. The News Bureau affords the students the opportunity to collaborate with their peers and meet with a Loyalist Faculty member once a week to discuss potential stories and other news related topics. This room is also used to host informal Journalism student meetings where 1st and 2nd year students can meet each other and create a bond amongst themselves as Trent-Loyalist journalism students.

Trent University will be hosting its first information session for Sustainable Agriculture and Food Systems students who are interested in obtaining the graduate certificate in Sustainable Agriculture from Fleming College. This information session will be take place at Trent University and will involve faculty from both institutions in order to answer any questions the students may

have.

Trent University also held an “extended hours” event for potential transfer students where the Registrar’s Office, Academic Advising, Student Accessibility Services, and an Admissions specialist were on hand to answer any query the potential transfer student might have. This event was held in consideration of the potential students who work during the day and could not attend regular office hours to have their questions answered.

Trent University hosted its first summer information session for Trent-Loyalist journalism students. The focus of the session was to provide journalism students with much needed information for their summer institute at Loyalist College. Topics covered included, fees, residence, academic expectations, and student life.

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

We continue to update Trent’s transfer website, www.trentu.ca/transfer with the most recent addition being the testimonials of current Trent transfer students. We are adding our “transfer credit pathways which will list the number of credits received in certain high affinity college programs. This will provide instant answers for commonly asked questions regarding transfer credit assessment.

In the near future, Trent will also be revamping the way the website looks and functions. The focus will be on aesthetics and functionality in order to provide a more pleasing and easily navigable browsing experience for potential students.

5) Class Size

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

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	42 ⁽⁺⁾	29.0% ⁽⁺⁾	90 ⁽⁺⁾	32.3% ⁽⁺⁾	168 ⁽⁺⁾	45.3% ⁽⁺⁾	329 ⁽⁺⁾	90.1% ⁽⁺⁾
30 to 60 students	34 ⁽⁺⁾	23.4% ⁽⁺⁾	21 ⁽⁺⁾	7.5% ⁽⁺⁾	1 ⁽⁺⁾	0.3% ⁽⁺⁾	5 ⁽⁺⁾	1.4% ⁽⁺⁾
61 to 100 students	18 ⁽⁺⁾	12.4% ⁽⁺⁾	1 ⁽⁺⁾	0.4% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
101 to 250 students	29 ⁽⁺⁾	20.0% ⁽⁺⁾	92 ⁽⁺⁾	33.0% ⁽⁺⁾	157 ⁽⁺⁾	42.3% ⁽⁺⁾	23 ⁽⁺⁾	6.3% ⁽⁺⁾
251 or more	22 ⁽⁺⁾	15.2% ⁽⁺⁾	75 ⁽⁺⁾	26.9% ⁽⁺⁾	45 ⁽⁺⁾	12.1% ⁽⁺⁾	8 ⁽⁺⁾	2.2% ⁽⁺⁾
Total	145 ⁽⁺⁾	100.0% ⁽⁺⁾	279 ⁽⁺⁾	100.0% ⁽⁺⁾	371 ⁽⁺⁾	100.0% ⁽⁺⁾	365 ⁽⁺⁾	100.0% ⁽⁺⁾

* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.



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

Enhanced class scheduling software was successfully launched, improving both insight and analysis with respect to class scheduling at early stages in the processes. The scheduling of seminars, historically a very confusing part of class and classroom assignment, was also enabled. The ability to match class section enrolment to the appropriate existing space has improved, reducing the possibility of unevenly distributed section sizes and inappropriate room assignments.

Trents offering of, and enrolment in, Web-based courses has provided additional options for students when class sizes are not to their personal liking.



6) eLearning

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

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

In its 2011-2012 MYAA Report Back, **Trent University** 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, **Trent University** is asked to provide information on eLearning courses, programs and registrations in 2012-2013.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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



Course, Program and Registration Data

Based on the definitions provided above, provide *Trent University's* eLearning data for 2012-2013:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	57	0
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	57	0
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	0	0
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	0	0
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	3,189	0
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	3,189	0



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

From MTCU Enrolment Files Summer 2012, Fall 2012, Winter 2013

Hybrid Learning*

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

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

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

Many instructors continue to employ Blended Learning. We make significant use of BlackBoard, e-communications, e-submissions of assignments, assessments, e-discussion and e-'office' hours. For example, in our Biomedical Ethics course, the instructor uses on-line quizzing and assignment submission and provides learning outcomes, lecture outline, and reading questions for each week online.

Blended Learning satisfies Trent University's commitment to Inclusive Instruction, following the principles of Universal Design, to "reduce possible stigma associated with asking for special accommodation, and provide a greater sense of equity and fairness for students."

The "Third Hour" online in select courses provides avenues of participation for students who require multiple modes of engagement in addition to face-to-face group discussion. One particularly successful innovation has been the use of BlackBoard in courses on ethics to publicly post students' "Questions For Consideration" (QFCs).

The Assignment

All students read the assigned readings to be discussed in the face-to-face class. For the Third Hour, the class is divided into thirds (e.g. Red Group, Blue Group, Green Group), and every week, a third of the classes posts QFCs while the other two-thirds write responses and rank the questions in order of priority for discussion in class.

Sample Instructions: Red Group, from the assigned text, each student should select a quote, provide the source (page number or section) of that quote, then ask a question about any philosophical aspect of the quote. Excellent answers include a reason you are asking the question (a rationale or justification for the quote) and hazard an educated guess as to the answer. "Educated" guesses are guesses well-informed by the reading, so see if another quote helps to clarify the one you query.

QFCs prepare students to participate in class, suggest to the instructor which topics to include in lecture, and provide practice in close reading and philosophical writing. These are posted on a Discussion Board visible to the entire class. Every student can see each student's QFC, so the QFC writers of each week must aim for respectful questioning about a quote or two from the reading, and discuss reasons for asking it in a way which all the others can understand.

Those not writing QFCs read everyone else's questions, write replies on the Discussion Board, and rate the questions based on their need to see the instructor prioritize their discussion in the next face-to-face class. This helps everyone, including the instructor. The ratings students select are based on their sharing of the question, not on the performance of the classmate. See the Scale:

* = Ditto this question.

** = Answering this in class would help me.

*** = Urgent! I need this answered in class to understand the text.

Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used during 2012-2013, which contributed to maintaining or improving eLearning opportunities at **Trent University**. This could include a strategy, initiative or program viewed by **Trent University** to be an innovative practice, success story and/or key accomplishment that **Trent University** would like to highlight.

Distance Education courses are available both to students at Trent and to students enrolled at other Canadian universities, who may take a Distance Education course through Trent when they obtain a letter of permission from their home university.

Trents offering of, and enrolment in, Web-based courses has grown significantly, again, in 2012/2013 providing additional options for student.

7) International
7.1) Initiatives

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

- Outbound students* = 85

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

- Inbound students* = 37

*DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Trent University** in 2012-2013 = \$9,462,562

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

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Trent University** delivers courses and/or programs **abroad (outside of Canada)** in 2012-2013, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013	2012-2013 Total Enrolment by Program
N/A	N/A	N/A	N/A

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

Counts from Trent International Program Office - Enrolment Records

7.2) Enrolment

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

	Source Country	Number of International Students	International Students from Source Country as a Percentage of Trent University's Total Full-Time International Student Enrolment⁽⁺⁾
1.	China ⁽⁺⁾	135 ⁽⁺⁾	23.8% ⁽⁺⁾
2.	Saudi Arabia ⁽⁺⁾	44 ⁽⁺⁾	7.7% ⁽⁺⁾
3.	Nigeria ⁽⁺⁾	35 ⁽⁺⁾	6.2% ⁽⁺⁾
4.	Russian Federation ⁽⁺⁾	31 ⁽⁺⁾	5.5% ⁽⁺⁾
5.	United States ⁽⁺⁾	28 ⁽⁺⁾	4.9% ⁽⁺⁾

Trent University reported to TCU that International Enrolment* in 2012-2013 = **568⁽⁺⁾**.

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

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

Pre-populated

Please provide **Trent University's** 2012-2013 Part-Time International Student Enrolment = 5

Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used during 2012-2013, which contributed to maintaining or improving **Trent University'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.

Trent University and Nanjing University signed an MOU committing to jointly establish an International Environmental Institute. The Institute, established through the generous support of Trent Alumn Justin Chiu, E.D. of Cheung Kong Holdings, in Hong Kong, will bring together partner universities around the world to collaborate on research, centered on the work of faculty at Nanjing and the Water Quality Centre at Trent.

The Institute will provide a venue for interdisciplinary research of importance to China and Canada, facilitating collaboration on studies of environmental challenges and solutions related to economic development. By bringing together Environmental Scientists and Engineers, Biologists, and Chemists, as well as researchers with backgrounds in Business, International Development, and other relevant social sciences, the Nanjing-Trent Institute will break down barriers to innovative thinking and develop novel approaches to pressing environmental issues.

The Institute will be the hub of a network of universities in China and Canada. By providing short and longer-term research and teaching appointments for faculty from a broad network of universities, the Institute will enrich Nanjing by making a cadre of international experts available for teaching and collaboration. By drawing international faculty to work collaboratively with Chinese counterparts, the unique challenges to the environment posed by the world's fastest growing economy may be studied intensively.

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Trent University** in 2012-2013 = 238

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

Collaboration with Fleming College for students to provide a pathway for ESL students to upgrade academic preparation through Fleming's University Transfer program.

7.4 French as a Second Language

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

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

NA

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

NA

8) Supply Chain Compliance / Broader Public Sector Accountability Act**SUPPLY CHAIN COMPLIANCE**

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

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

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

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

If YES, please provide the approximate total dollar value of **Trent University's** OECM purchases in 2012-2013: 764,000

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

Trent University participated in the Ontario Education Collaborative Marketplace. We currently actively participate in 7 OECM contracts.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

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

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



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

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

Trent University continues to actively pursue collaborative purchasing opportunities. We hold membership in three formal collaborative groups. EMPG, KCPG, OECM. We have 20 collaborative purchase agreements in place which represents a 43% increase over previous year.

2012 / 2013 collaborative procurements:

Mat Rentals – in collaboration with SSFC, PUC, and City of Peterborough

Lamps and Ballasts – in collaboration with EMPG (Toronto based Education and Municipal Purchasing Group)

Document Shredding – OECM Collaboration

Custodial Supplies – OECM Collaboration

Courier Service (UPS) _ OECM collaboration

VISA Purchase Card Rebate Program – KCPG collaboration

Trent University's Supply Chain Code of Ethics adheres to the Government of Ontario's Supply Chain Code of Ethics.

Trent University has Purchasing Policies and Procedures in place that adhere to the Government of Ontario's 25 Mandatory Requirements for Procurement Policies and Procedures.

Trent University participated in the Ontario Education Collaborative Marketplace. We currently actively participate in 7 OECM contracts.

BPS Expenses Directive

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

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



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

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

<http://http://www.trentu.ca/administration/pdfs/Perquisites.pdf>

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

Trent University is compliant.

BPS Perquisites Directive

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



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

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

From Trent's HR Policy Site:

Current Policy Statement:

Non- Allowable Perks:

Perks that are not related to business requirements are not allowed. The following perks are not allowed in any circumstances and cannot be provided even as a special consideration:

A. Club memberships for personal recreation or socializing purposes, such as fitness clubs, golf clubs or social clubs;

B. Seasons tickets to cultural or sporting events;

C. Clothing allowances not related to health and safety or special job requirements;

D. Access to private health clinics- medical services outside those provided by the provincial healthcare system or by the employer's group insured benefit plans;

2

E. Professional advisory services for personal matters, such as tax or estate planning.

The perks listed above cannot be provided by any means, including: an offer of employment letter, as a promise of a benefit, an employment contract, or a reimbursement of an expense.

Allowable Perks:

A perk is allowable only in limited and exceptional circumstances where it is demonstrated to be a businessrelated requirement and for the effective performance of an individual's job or duties.

<http://www.trentu.ca/purchasing/policies.php>

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

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

***DEFINITIONS:**

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

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

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

Based on the definitions provided above, please provide WIL data for **Trent University** in 2012-2013:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at Trent University with a Co-op Stream	0	0
Number of students at Trent University enrolled in a Co-op program	0	0

Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used during 2012-2013, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Trent University** to be an innovative practice, success story and/or key accomplishment.

Internship/placement opportunities are available in a variety of departments including:
 Business Administration, Computing & Information Systems, Forensic Science.

Business Administration:
 Trent's Business Administration Program is excited to offer internship opportunities as part of the business administration degree. Internships are available in both 3rd and 4th year, in a variety of business sectors within the Greater Peterborough area.

Student interns have the opportunity to truly launch their career, even before graduation. Internship placements offer students hands-on practical work experience, while gaining real-world professional skills and connections to professionals in their chosen field of interest. Internship placements also earn students credit toward their degree.

Computer Information Systems:
 We have an internship positions available here at Whatever Solutions & Media Inc that we would like to offer to current Trent COIS students and alumni. Our company is currently building its portfolio of enterprise grade Software-As-A-Service applications based on web technologies. Good candidates would be those interested in learning about software engineering, web development, application testing and agile project management principles in a real world setting. Knowledge of HTML/CSS, PHP and Javascript/JQuery would also be an asset.

This is not a paid position but past students have been hired on. Either way, it's a great opportunity for some real-world experience working on cutting edge web applications.

Forensic Science Placement Partners:
 London Health Sciences Centre
 Association in Defence of the Wrongly Convicted
 Ontario Provincial Police
 Kingston Police Force
 Peterborough Regional Women's Health Care Centre
 Peterborough Police



10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Trent University** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **87.4%**⁽⁺⁾ 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 **Trent University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **84.2%**⁽⁺⁾ for Senior Year respondents.

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

Canadian Graduate and Professional School Survey

Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used during 2012-2013, which contributed to maintaining or improving student satisfaction at **Trent University**. This could include a strategy, initiative or program viewed by **Trent University** to be an innovative practice, success story and/or key accomplishment that **Trent University** would like to highlight.

A Food Services Planning Committee was struck with membership from student government, college administration and student affairs staff. This committee discussed a broad range of issues and options, seeking input through a number of open forums.

A Food Services Request for Proposals was developed with the intent to significantly revamp food services, for mandatory meal plans, retail sales, and catering; goal is to significantly improve student satisfaction.



11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Trent University** = 68.4%^{(+)*}

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Trent University** used in 2012-2013 to measure graduation rate.

Consortium for Student Retention Data Exchange
--

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



Planning and testing of Degree Audit software that will enable students to review both their progress to-date and the possible paths to degree completion. Expected to go live in 2013-2014. Information will also be used by Academic Advising staff to assist students in making course selections that will lead them to their academic goals.

Gives students access to self-service program to provide answers/solutions to such questions as:

- Which courses do I need to complete my education requirements?
- Which courses can I choose from to complete my major?
- If I change my major, how would the courses I have already completed apply to a new major?
- How many credits do I need to complete my degree?
- What is my grade point average?

Should provide students with various scenarios under which they could complete a university degree at Trent, with the hope that it encourages completion.

12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at **Trent University** = **88.52%⁽⁺⁾**

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at **Trent University** = **92.11%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Trent University** used in 2012-2013 to measure graduate employment rate.

NA

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

Internship/placement opportunities are available in a variety of departments including:
Business Administration, Computing & Information Systems, Forensic Science.

Business Administration:

Trent's Business Administration Program is excited to offer internship opportunities as part of the business administration degree. Internships are available in both 3rd and 4th year, in a variety of business sectors within the Greater Peterborough area.

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This is not a paid position but past students have been hired on. Either way, it's a great opportunity for some real-world experience working on cutting edge web applications.

Forensic Science Placement Partners:

London Health Sciences Centre
Association in Defence of the Wrongly Convicted
Ontario Provincial Police
Kingston Police Force
Peterborough Regional Women's Health Care Centre
Peterborough Police





13) Student Retention

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

Entering Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
1st to 2nd Year	82.5%(+)	83.1%(+)	83.9%(+)	84.1%
1st to 3rd Year	73.1%(+)	73.5%(+)	75.2%	N/A(+)

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

CSRDE Annual reporting



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

Working directly with College Heads to plan additional student support/student life programs in colleges to increase community involvement/strengthen co-curricular support.

Numerous educational campaigns, programs and workshops through the Wellness Centre, Housing, Academic Skills, Career Centre and Academic Advisors to encourage students to develop academic and life skills, motivation, and coping strategies.

Student Success Coordinator takes responsibility for maintaining communication with students who participate in the Student Success Program. This involved sending out monthly e-mails informing of important dates on campus as well as providing information about various campus programs and events. Along with the monthly e-mails, individual e-mails are sent to students 2-4 times per year, to inquire about their personal success.

14) Quality of the Learning Environment

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

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

Launch of Student Support Certificate professional development program for faculty and staff to increase knowledge and capacity for those working directly with students.

The Student Support Certificate is a series of workshops geared toward teaching staff (especially new instructors and teaching assistants) and non-academic staff who have direct contact with students. These courses aim to enhance the capacity of Trent faculty and staff members to effectively assist students in a variety of situations, and to help create a supportive environment that builds students' life skills and ability to cope with a range of issues. Another goal of this training is to educate Trent staff and faculty on the services and resources available to Trent students, and to know when and how to refer students to them.

In order to obtain the certificate, individuals must take all five Core Series workshops, and a minimum of four optional workshops. Most workshops are scheduled for 90 minutes (some core workshops will be three hours, and SafeTalk is three hours). Workshops will be facilitated by Trent staff and faculty members. The workshops in the Core Series will be offered in the fall, winter and summer terms.

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

New Student Orientation (NSO) is a summer orientation program that all new undergraduate students and parents/supporters are strongly encouraged to attend. It is a full-day event that is designed to prepare new students for university and introduce them to some of the student services at Trent. Throughout the day students and their parents/supporters attend a number of information sessions about various services and receive assistance with essential tasks like course registration and degree planning.

Over the duration of the grant, the format and number of NSO's differed:

2010 - 7 sessions were run on June 26 & 27, July 17 & 18, August 13, 14 & 15th.

2011 - 6 sessions were run on June 25, July 9, 16 & 23, August 19 & 20th.

2012 - 6 sessions were run on June 16, July 7, 14 & 28, Aug 11 & 22nd.

Throughout the NSO day, the following sessions were held:

- Student presentations (course registration, student life & academic advising)
- Parent and Family Support presentation
- Housing presentation (for students living in Residence)
- Disability Services presentation (for students with disabilities)
- Service Fair (featuring various student service departments)
- Sadlier House Information session (for mature and off-campus students)
- Campus and Residence Tours
- First Gen @NSO presentation (run in 2012 only)

The FGs profile has been raised during the course of the project and NSO now includes a session specifically for FGs and their parents/supports to help acclimatize them to post-secondary and Trent life.

Outcomes:

Once a student had accepted their offer to Trent, they were added to a calling list where summer staff from the Office of Student Affairs would contact them to inform them about the NSO sessions and BIO weekends. Students could ask questions and register for either event while on the phone.

Students received email communication on a regular basis throughout the summer to remind them about all of our orientation programs and online registration was available.

First Generation New Student Orientation attendance and retention rates for each year:

2011 – 140 students attended and 112 of those were retained till April 2012

2012 – 235 students attended and 207 were retained till April 2013

New Student Orientation has been used as the cornerstone of Trent's transition programming providing timely information about both academics and the services available to incoming students. Each year it is evaluated and adapted to better cope with the needs of current incoming students to ensure that it remains a relevant and effective transition tool.

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

Academic advising is an educational process that, by intention and design, facilitates students' understanding of the meaning and purpose of higher education and fosters their intellectual and personal development toward achieving academic success and lifelong learning.

Trent has enhanced its Academic Advising services with the conversion of contract Senior Tutor staff to permanent Academic Advisor positions, providing expansion of scope of responsibilities and greater professionalization. Part of the role of these enhanced positions includes:

Understand and effectively communicate degree requirements and university policies and procedures

Provide information about and strategies for using university resources and services

Encourage and guide to define and develop clear and realistic goals

Encourage and guide in gaining skills to develop clear and attainable educational plans

Assist in understanding the purposes and goals of higher education and its effects on a student's life, personal and career goals

Help student to synthesize the various elements of university experience

Attestation:



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

Contact:

For additional information regarding **Trent University's** 2012-2013 MYAA Report Back please contact -

- Name: Kent Stringham
- Telephone: 1-705-748-1011 ext 7345
- Email: kentstringham@trentu.ca

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

- <http://http://www.trentu.ca/oirsp/accountability.php>