



2013-2014 Report Back

Institution Name:	Trent University
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OVERVIEW

The annual 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.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **Trent University's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 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** 2013-2014 Report Back is denoted with the symbol (+).

1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).*

Trent University reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = 6,252⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **Trent University** to the Ministry for 2013-2014 = 5,395.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **Trent University** to the Ministry for 2013-2014 = 712.

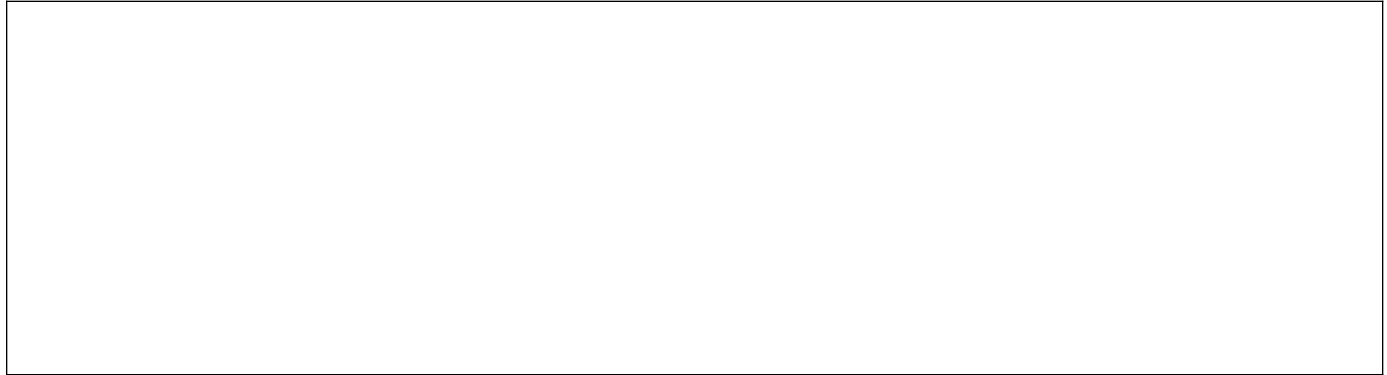
Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **Trent University** to the Ministry in 2013-2014 = 145.

* 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.

NA

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 2013-2014 to manage enrolment.

<p>This year, building on the Colleges Planning Committee's 2012 report and Trent's commitment to revitalizing the colleges, new staffing and functions are being introduced. A Director of Colleges and full-time College Head positions were developed and are being hired for in June, 2014. These individuals will be responsible for leading, in partnership with students, alumni and faculty, a revitalization of the Symons campus colleges in keeping with the priorities identified in the Academic Plan and College Planning Committee Reports.</p> <p>The different facets of the mandates for the new positions include:</p> <ul style="list-style-type: none"> o Community-building. This includes working closely with and supporting college cabinets in college activities planning, enhancing student transition support (e.g. into first year, graduating) and retention, strengthening engagement and communications with college members, faculty and alumni, and forming Advisory Councils for each college, which will include students, faculty, staff and alumni. o Academic engagement. Academic advising will continue in the colleges, and we hope to revive the Faculty Fellows program. We wish to find many ways to meaningfully engage faculty outside the classroom with students, using college resources and spaces. First-year support and experiential education are also areas to develop. o Student support. The colleges are intended to be the "reliable first stop" for students seeking assistance. Student staff will be trained in a number of support areas, to provide both one-on-one support and also programming. There will also be targeted early intervention for students more at risk. o Skills-building. Colleges will partner with faculty departments and student services to provide skills-building opportunities which range from academic skills and time management, self-reliance and life skills, and prevention training for issues such as sexual assault or suicide. o Student employment & development. There will also be a significant increase in student staff opportunities to provide a range of student activities and support.
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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, languages, 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 2013-2014= 677</p> <p>The total indicated above as a comparative % of Trent University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 677 ÷ 6,252⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 10.8%</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Trent University in 2013-2014= 722</p> <p>The total indicated above as a comparative % of Trent University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 722 ÷ 6,252⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 11.5%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Trent University in 2013-2014 = 114</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Trent University in 2013-2014= 178</p> <p>The total indicated above as a comparative % of Trent University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 178 ÷ 6,252⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 2.8%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Trent University in 2013-2014 = 28</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.

Students with Disabilities counts provided, on a confidential basis, by the Office of Student Accessibility Services. Both First Generation and Aboriginal counts rely upon self-identification at time of Application/Registration and may not accurately represent the true population.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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>In a move to further reduce the stigma associated with disabilities, the Disability Services Office was renamed Student Accessibility Services. In response to a growing need to provide support for student with mental health disabilities (34% of students served), SAS and the other departments of the Student Wellness Centre invested resources to raise awareness of mental health issues and to provide additional support for students who struggled with mental health challenges.</p> <ul style="list-style-type: none"> o Not Myself Today: A University wide campaign and event to raise awareness about mental health in the workplace. o Instructional Development Workshop: Accommodating a Beautiful Mind: Accommodating Students with Mental Health Disabilities o InvisiAbilities group support: Bi-weekly open support group. o Care Coordination Team: Members of Health, Counselling, Accessibility Services meet on an as needed basis to harmonise care. o Increased capacity: Total number of registered students 941 (17.3% increase); 3423 Accommodated Exams at the Centre for Academic Testing (17.9% increase). o Understanding Mental Health Issues Presentation (2), Trent University Student Support Certificate: To inform staff and faculty about common mental health problems Trent students face, discuss warning signs and recommend resources. o Mental Health and Supports for Students in Academic Jeopardy (2), 	<p>After the hire of the new Student Success Coordinator-First Generation Students, the Office of Student Affairs created and expanded a range of programs this year which focused on collaborating with faculty, staff and other departments on campus. One of these new programs, Rebound, focuses on targeting 'at-risk' first-year students and matches participants one-on-one with a highly trained upper-year student guide, who provided coaching, support and referrals to resources. After its launch in October, 65 students were enrolled in the program and 51 students completed the program (met with their guide at least four times in the semester). At the conclusion of the program, 91% of participants felt strongly committed to completing their degree and 97% of participants would recommend Rebound to another first year student. 74% of students enrolled in Rebound identified as First Generation. The winter semester saw similar successful results with 95% of participants feeling a stronger commitment to completing their degree and 100% of respondents would recommend Rebound to other first year students. 48% of students who enrolled in Rebound in the second semester identified as First Generation. The upcoming priorities of the program will be to move forward with enhancing summer orientation programming. Planning for a First Generation panel to take place during NSO and also developing a travel grant application for First Generation students to attend</p>	<p>The First Peoples House of Learning at Trent University has been extremely pleased to be a part of a new initiative from Katimavik Canada. As a core-restructuring project, Katimavik has re-conceptualized their service-learning program and developed a project specifically for Aboriginal students here in Peterborough called "Aboriginal Youth in Transition". First Peoples House of Learning (FPHL) has been a major partner in this project. The academic component to this program will be delivered by Trent (the students are on a tuition waiver) through the Foundations of Indigenous Learning program. Here, the Katimavik students will gain the necessary skills to continue with post-secondary studies. In addition to this, culturally relevant programming has been designed for these students to enhance their experience in Katimavik and academic career at Trent. FPHL is excited to be a part of the planning to grow the program in Peterborough.</p>

<p>Trent University Rebound Program: To provide guides supporting first year students in academic jeopardy an understanding of mental health challenges students in first year may be facing and to discuss how to refer them to SWC and other services on campus.</p>	<p>Bring it On! with limited financial barriers. One continued avenue for programming will be outreach to off-campus students. During ISW we will be developing specific outreach during the summer to off-campus students informing them of off-campus orientation, mature and transfer student events and other ISW information. After ISW outreach to off-campus students will continue with the help of four highly trained student staff who will be connecting with first-year off-campus students by phone and/or email throughout the academic year.</p>	
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3) 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 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2009	7711 ⁽⁺⁾	1525 ⁽⁺⁾	457 ⁽⁺⁾	151 ⁽⁺⁾
2010	8763 ⁽⁺⁾	1551 ⁽⁺⁾	407 ⁽⁺⁾	138 ⁽⁺⁾
2011	9120 ⁽⁺⁾	1669 ⁽⁺⁾	588 ⁽⁺⁾	140 ⁽⁺⁾
2012	9475 ⁽⁺⁾	1605 ⁽⁺⁾	544 ⁽⁺⁾	109 ⁽⁺⁾
2013	9539	1664	538	122

*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;*
- *Information 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
2012	N/A(+)	N/A(+)	N/A(+)	N/A(+)
2013	0	0	0	0

*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.

NA



In the space provided below, please provide one or more highlights of an activity that **Trent University** used in 2013-2014, and which contributed to maintaining or improving **Trent University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, initiative or program viewed by **Trent University** to be an innovative practice, success story and/or key accomplishment.

In 2013/2014 Trent fully participated in both the testing and implementation of the ONCaT Transfer Equivalency Data project. Trent improved both its own equivalency database and participated fully in the development undertaken by consultants associated with ONCaT. In 2013/2014 Trent also undertook several initiatives made possible by funding from MTCU in the form of the Credit Transfer Initiative Grant (CTIG) provided by the MTCU. The following initiatives were successfully launched or continued: Applicants with previous post-secondary experience are automatically assessed for transfer credits. Hiring of a contractually-limited college recruiter. Development of transfer-specific marketing and information materials. Delivery of transfer information sessions for key high transfer volume programs. Provide one-to-one transfer advising to potential and confirmed transfer students.

4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, **Trent University's** undergraduate class size for first entry* programs:

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	35 ⁽⁺⁾	24.1% ⁽⁺⁾	68 ⁽⁺⁾	23.9% ⁽⁺⁾	142 ⁽⁺⁾	39.6% ⁽⁺⁾	264 ⁽⁺⁾	77.4% ⁽⁺⁾
30 to 60 students	34 ⁽⁺⁾	23.4% ⁽⁺⁾	85 ⁽⁺⁾	29.8% ⁽⁺⁾	121 ⁽⁺⁾	33.7% ⁽⁺⁾	54 ⁽⁺⁾	15.8% ⁽⁺⁾
61 to 100 students	15 ⁽⁺⁾	10.3% ⁽⁺⁾	93 ⁽⁺⁾	32.6% ⁽⁺⁾	62 ⁽⁺⁾	17.3% ⁽⁺⁾	14 ⁽⁺⁾	4.1% ⁽⁺⁾
101 to 250 students	39 ⁽⁺⁾	26.9% ⁽⁺⁾	32 ⁽⁺⁾	11.2% ⁽⁺⁾	34 ⁽⁺⁾	9.5% ⁽⁺⁾	5 ⁽⁺⁾	1.5% ⁽⁺⁾
251 or more	22 ⁽⁺⁾	15.2% ⁽⁺⁾	7 ⁽⁺⁾	2.5% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	4 ⁽⁺⁾	1.2% ⁽⁺⁾
Total	145 ⁽⁺⁾	100.0% ⁽⁺⁾	285 ⁽⁺⁾	100.0% ⁽⁺⁾	359 ⁽⁺⁾	100.0% ⁽⁺⁾	341 ⁽⁺⁾	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 2013-2014, 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.

Trent fully implemented Enterprise Class scheduling software, including staffing changes, to fully automate the class scheduling at Trent University. More efficient/appropriate room utilization is now possible with specific room technologies now being included in the database. Additionally, students now have access to on-line course planning/scheduling (Visual Schedule Builder) that allows them to schedule their upcoming academic year around their personal lives.

5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. **Trent University** is asked to provide information on e-learning courses, programs and registrations in 2013-2014.

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 2013-2014:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	78	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	78	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	4,056	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	4,056	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.

NA

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.

Instructors continue to employ Blended Learning. Trent makes significant use of Blackboard, e-communications, e-submissions of assignments, e-discussions and e-office hours. 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."

Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used during 2013-2014, 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.

Online courses are available both to students at Trent and to students enrolled at other Canadian universities, who may take an online course through Trent when they obtain a letter of permission from their home university. In 2013-14, the number of online courses increased by 25% and the enrolment in online courses increased by 22%, including more than 50% enrolment in online courses during our summer semester.



6) International 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 2013-2014:

- Outbound students* = 135

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

- Inbound students* = 53

**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 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 2013-2014, 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 2013-2014	2013-2014 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.

NA

Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used during 2013-2014, 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 continues to build upon its relationship with the School of Environment at Nanjing University by engaging partnerships with additional universities in China and Hong Kong. The network both expands Trent's research effectiveness and supports recruitment of undergraduate and graduate students. Maintaining and growing institutional partnerships with schools and organizations committed to student mobility remains the foundation of Trent's international recruitment.



7) 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.

***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 2013-2014:

	<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 2013-2014, 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.

Trent has internship and placement opportunities in a variety of departments including: Business Administration, Computing & Information Systems, Forensic Science, Biology (with emphases in Conservation Biology and Health Sciences). Some of these are arranged by the departments themselves, but many are implemented in conjunction with the Trent Centre for Community Based Education (TCCBE). For example, recent Computer Information Systems students have worked on projects such as a Web Repository for Species Data (Trent Biology dept), a Web-fillable Course Syllabus Generator (Trent), Improving the Social Media Presence for the Peterborough Regional Science Fair (Trent and local high schools), Implementing Moodle Learning Site (Kawartha Learning Center), and Content Creation for Technology Workshops for Seniors (Trent). Such courses teach students about software engineering, web development, application testing and agile project management principles in a real world setting with real clients. In Forensic Science, placement partners included: Peterborough Regional Health Centre, Ontario Provincial Police, and Peterborough-Lakefield Police Force. The Biology department is to our knowledge the only non-medical school, which is offering placements with physicians in a hospital setting (Peterborough Regional Hospital). Archaeology continues to be a Trent strength. As well as local opportunities (James Conolly, ANTH) teaching a field course at Pigeon Lake near Buckhorn, there are other opportunities further afield. Thus Rodney Fitzsimons (in Ancient History and Classics) has been taking students to Greece to participate in fieldwork at Ayia Irini on the Aegean island of Kea, while Helen Haines and Gyles Iannone (Anthropology) have taken students to Belize for work on Mayan archaeological sites. Finally, there are numerous required professional placements in the Education and Nursing programmes

8) 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 2013-2014 to measure student satisfaction.

Student Survey with respect to Satisfaction with Food Services on the Trent Campuses.

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 2013-2014, 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.

Food Services

A significant activity this year was the Request for Proposals and negotiation for a new food services contract, which was undertaken by the AVP students in collaboration with Housing, Conferences, Colleges and elected student leaders, with extensive consultation with the Trent University community. A new contract was finalized with Compass/Chartwells Dining Services which began at the end of April 2014.

Major initiatives with the new contract include:

- o Changes to meal plan overheads and transfers that increase residence student purchasing power.
- o Students will be able to carry-over unused meal plan money to the following year, decreasing student losses and encouraging retail purchasing habits in upper years.
- o Under a profit and loss model, commission will be paid to the university on all meal plan and retail sales. Previously, no commission was returned on residence meal plans, or on subsequent additions to meal plans.
- o All dining halls will be à la carte, rather than board plan. This will not only increase value for students (board plans have a use-it-or-lose it approach) but is also projected to increase retail sales, as well as open dining halls to the entire Trent community – a key component of our plans to revitalize Colleges.

- o Chartwell's capital contribution will be \$700K in Y1, \$2.3M in Y2; Trent will contribute \$1M from food service reserve in Y1.
- o The proposal includes a commitment to enhance the quality and value of the product, including an overall "made-from-scratch" program for non-franchised foods, high availability of nutritional information, education about healthy eating choices, flexibility about the menu cycle, responsiveness to specific requirements such as vegetarian, vegan, allergens/gluten sensitivity, religious restrictions, and specific value targets for students (\$5 healthy meal in each location, ½ size portion availability, etc.).
- o The RFP indicated that catering exclusivity would no longer apply. The Chartwells proposal included three tiers of catering (student value, general event, and signature) for different cost levels. Online ordering and tracking is provided, including online nutritional information and local and seasonal offerings.
- o Staff training and support, including retention of current staff, rewards plans, professional development funding, and training beyond legislative requirements. Trent will have the right of refusal for managers and will be engaged in their selection. Additionally, there is a range of student positions. Chartwell's has also offered to train student leaders in safe food handling for their own events.



o In terms of sustainability, the following is included: Tiered local food sourcing: 50% within the province of Ontario, increasing 2%/year over five years. Included in this is 35% within 250 kms (increasing 2%/year/5 years) and 2% within Kawartha (increasing 2%/year two, 1% annual increase ongoing). High waste reduction/diversion target (goal will be 90%). Organic waste dehydrator and greenhouse. Commitment to purchasing food grown by Trent students. LEED build standards on renovations. Local vendor support, farmer's market, local food week, etc. Online sustainability dashboard to track key performance indicators

9) 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 2013-2014, that **Trent University** used in 2013-2014 to measure graduation rate.

Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used during 2013-2014, 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.

Academic Skills Centre

- o Take the University Challenge: A full-day academic preparation program for new students at Trent was offered for the third time. This year it was integrated into the introductory days before classes began. Overall total workshop attendance – students attended more than one -- was 178 in Oshawa and over 1300 in Peterborough, with all sessions reaching capacity (up from previous year's 70 in Oshawa and 190 in Peterborough)
- o Three Minute Thesis (a collaborative effort of Academic Skills, the School of Graduate Studies, Trent Graduate Students' Association, Traill College, External Relations and Advancement, the Office of the President, and the Office of the Provost). Second annual event with 20 participants from 9 programs, held at Market Hall and had community/alumni judges.
- o Student Success Modules: In coloration with the Dean's Office, developed six online academic skills modules and consulted on an additional six.
- o Thesis Group: Launched in June 2013, with biweekly meetings for graduate students during the writing stages of their studies, addressing common academic and emotional challenges and offering strategies for coping with these challenges. Summer session had 20 registrants and the academic session had 11 active members.
- o PASS Program: A peer- facilitated study session to help students review difficult course material, piloted in Economics 2250h and Financial Accounting II 2021h2.
- o Late Night Against Procrastination (collaborative event with Academic Skills, Bata Library, Student Accessibility, First Peoples House, Student Affairs). Evening event that combined drop-in sessions with academic skills instructors, displays, student peer support and student-run time management workshops and food for students in Bata library. Interactions with approximately 170 students.
- o Assignment-specific course workshops: Collaborated with instructors in first year courses from International Development Studies, Nursing and Biology to develop assignment specific workshops.
- o Web site overhaul: redesigned the entire web site and with the assistance of IT and Communications, launched the Assignment Calculator.



10) Graduate Employment Rate

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at **Trent University** = **88.11%⁽⁺⁾**

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at **Trent University** = **91.88%⁽⁺⁾**

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Trent University** used in 2013-2014 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 2013-2014, 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.

- o New career workshops: Interest Assessment, and for graduate students: Resume vs CV, Work Search Outside of Academia, Developing and Articulating Your Skills
- o Get Connected to Get Ahead (collaboration with Alumni Affairs): Ten students competed for the opportunity to meet with an alumnus in a career field of their choice
- o Student Success Modules: In collaboration with the Dean's Office and an external curriculum developer, developed three online modules.
- o Web Site Overhaul: Redesigned the entire web site.

11) 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	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
1st to 2nd Year	83.1%(+)	83.9%(+)	84.1%(+)	82.8%
1st to 3rd Year	73.5%(+)	75.2%(+)	71.8%	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.

NA

Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used during 2013-2014, 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.

Academic advising

July 1, 2013 marked a shift in the advising portfolio, as the "senior tutor" contract positions became permanent full-time OPSEU positions, with 1.0 Full time (FTE) in each of the four Peterborough undergraduate colleges. The name also changed from Senior Tutor to Academic Advisor. The changes have improved the ability of the advising team to undertake ongoing projects such as: improving communications between various academic and non-academic units; examining/improving the processes by which students receive information about their degrees; suggesting edits to academic petition paperwork; making recommendations about wording in the academic calendar; suggesting improved forms of communication with students at-risk; flagging departmental and university-wide inconsistencies in academic regulations. The advising team has also made recommendations about potential changes to improve student understanding of their degree regulations, as well as suggesting changes to rules that would streamline the appeals processes that Trent students go through and lessen the volume of appeals that are processed annually.

The following initiatives have been introduced in 2013-2014:

- o Consistent drop-in hours across campus, four mornings per week (one morning in each college)
- o Consistent full-time hours across all four undergraduate colleges
- o Consistency around planning for summer new student orientation
- o New online booking system: Advisors began using an online system for students to book their own appointments last year. A new more user-friendly online bookings system was instituted in spring 2014; it works for current and prospective students.
- o Improved website : Advisors are re-working the advising website and will have better, more up-to-date online information available for the June 2014 new student orientation period
- o Central advising phone number: this was the second year of using one phone number for students to call with questions about how to reach an advisor, when or where to find offices, when to access drop-in hours, and how to book an appointment. It is staffed from 9-12 and 1-4 daily by a student assistant.
- o Online petition submission: This process has streamlined the petition submission process.
- o Regular communication with other student support services has improved service for students: Lines of communication are improved between advising team and staff in Student Accessibility Services, Academic Skills, Trent International Program, Study Abroad, and First Peoples House of Learning.

Academic Skills Centre

- o Take the University Challenge: A full-day academic preparation program for new students at Trent was offered for the third time. This year it was integrated into the introductory days before classes began.

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **Trent University** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Faculty Productivity Data Collection (Data Basket) and Program Prioritization ⁽⁺⁾	TRNT-PP1-I ⁽⁺⁾	NA	Under the direction of the Office of the Provost the RO hired a temporary staff member to support the development of an automated degree audit tool. An additional Institutional Research staff member was hired under this PIF project to work on data collection enhancements thus allowing for more automated data collection to produce the current databasket annually. This will reduce the time it takes to produce the data basket. Preliminary conversations are underway about the process needed to simplify degree regulations.
Synergy 1: Trent University and the University of Ontario Institute of Technology (UOIT) will undertake to develop a Synergy Project to explore opportunities for closer cooperation and develop new models that can inform new synergistic academic collaborations between Trent and UOIT and other post-secondary institutions where applicable. ⁽⁺⁾	TRNT-PP2-I ⁽⁺⁾	NA	The Synergy 1 project is underway. Academica Group Inc. (Rid Skinkle CEO) has been engaged as consultants to do a "Review of the Complementarity between UOIT and Trent Business and Academic Operations". There are three components of the work. The first is a literature review on theory and models of organizational collaboration with a focus on higher education. The second component is executive interviews with senior management. The third component is conducting a number of workshops to measure the engagement of stakeholders. A report on this work will be available in the fall.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Course Redesign for Authentic Learning at Trent University ⁽⁺⁾	TRNT-CPR3-I ⁽⁺⁾	NA	The PIF funds provided monies to develop additional courses online and to develop foundational modules. The courses and modules are listed below. We were able to able develop 5 courses and each will be offered online this summer. The foundational modules should be ready by the fall but some will likely be up and running this summer

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Disaster Recovery and High Availability(+)	TRNT-ASDT4-M(+)	NA	<p>Cost Avoidance: There is much evidence to support the assertion that a partial or total disaster at an institution's data centre can, at a minimum, highly disrupt operations and cost significant dollars in downtime and efficiency. According to InformationWeek's article on IT Downtime Costs (http://www.informationweek.com/storage/disaster-recovery/it-downtimecosts-265-billion-in-lost-re/229625441), a recent survey showed that on average organizations suffered 14 hours of IT downtime per year. In considering this trend and the huge reliance on organizational administrative systems, a 14 hour outage in just one of Trent's critical systems, its ERP, can cost almost \$65,000 in lost productivity. This is calculated by taking the average rate of the administrative staff on the ERP at any point in time and multiplying this by the hours of downtime. This is only for one service and at one institution. This figure only includes lost staff time and does not take into consideration other important aspects, such as reputational risk, cost of disruption to students, classes, etc. It is not hard to imagine how the investment in this project has played a significant role in costs avoidance. - Minimal or Zero Loss of Data: With the implementation of this project, there is a much lower probability of data loss. - Better Security of Information: With information remaining in the secured data centres of both institutions, there is now more stringent control over security and access - More Efficient Utilization of Data Centre Resources across Institutions: With the ability to utilize the unused capacity at each other's data centres, the need to create secondary sites for back-up and high availability is removed through this implementation. - A Mix of Technology and Partnership that can be repeated. We have shared our experience with other Ontario universities through the Academic Computing Services Directors (ACSD)</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
			group of Ontario and the national CUCCIO (Canadian University Council of Chief Information Officers) group.
University Utility Consumption Database and Benchmarking System (UUCDBS) ⁽⁺⁾	MAC-ASDT4-M ⁽⁺⁾	NA	<p>This project is led by McMaster University and is a cooperative of with ten Ontario Universities. Trent Physical Resources staff have worked with the consultant (Energent) to ensure of all of our gas and electricity meters that are connected to the Local Distribution Companies (LDCs) are connected to the new software. This dashboard system will provide ready access to data and tools for data analysis. We do not yet have access to the software and staff training is pending. We have also worked with the consultant to assess the state of Trent's private submeters and are waiting for a report summarizing which can be used in conjunction with the database and how many have reached the end of their useful life. The intention is to also include these meters on the dashboard for a greater level of detail on Trent's energy consumption.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Optimizing the reception, scanning and authentication of admission documents coming from foreign students ⁽⁺⁾	OTTW-ASDT7-M ⁽⁺⁾	NA	<p>The lead institution (University of Ottawa) hired a consultant to conduct a feasibility study exploring options to optimize and streamline processing of international documents from applicants to both undergraduate and graduate study in Ontario. The rationale for the project stems from challenges all Ontario institutions face regarding validation of foreign documents and language tests, as well as verification of accreditation status of the related foreign institution. Specifically, the consultant examined the possibility of giving a third party entity, the role of receiving, scanning and authenticating all documents required from applicants presenting international transcripts and credentials (and all related technical, legal and financial issues and impact). A draft report has been circulated to those involved in the consultations, including Admissions Directors (graduate and undergraduate), and University Registrars, for feedback before a final submission is made. The final report is scheduled to be submitted by mid-April 2014 and subsequently presented to the Ontario Council of Academic Vice-Presidents (OCAV of COU) for discussion and approval.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Enhancing registered nurse job readiness and patient safety outcomes through clinical simulation ⁽⁺⁾	QUEN-CPR2-M(+)	NA	<p>This project, entitled “Enhancing Registered Nurse Job Readiness through Clinical Simulation”, is led by Queens University and involves a partnership of 13 Ontario Schools of Nursing. Each participating school has developed and contributed clinical simulation learning scenarios to a central repository based at SimOne (the Ontario Simulation Network). The Trent/Fleming School of Nursing, under this PIF, purchased approximately \$300,000 in the equipment required to ‘run’ these scenarios. In addition, funding was available for faculty release time to develop and pilot the learning scenarios. Members of the teams from each participating School met in Toronto on March 24&25 to share their learnings and share and critique the clinical simulation learning scenarios developed by each of the schools. In June 2014, SIM-one will launch the interprofessional SIM Scenario Exchange, an online resource that fosters collaboration amongst simulationists.</p>

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Multi-Institution Space Management Solution ⁽⁺⁾	UOFT-ASDT3-M ⁽⁺⁾	See "Ongoing Activity"	<p>Cost savings achieved through: - Development of one RFP rather than one for each site – saving \$5,000-\$10,000 for every RFP avoided. -Savings associated with vendor cost to respond to one RFP which can be as much as \$50,000 per RFP response. -Collective implementation led to substantial savings considering the cost associated with this service can range between \$23,000-\$48,000 per institution based on market research. Highlights and Ongoing Activities: -The new multi-institution space management solution, Archibus, will provide the benefits of shared software, standardized training and support opportunities, improved opportunities for collaboration, common reporting and analytical tools, shared knowledge base, web access, and mobile technology. -There is the potential for other Ontario institutions to move to the new solution and benefit from lower incremental costs related to space management and access to the new shared knowledgebase.</p>
A multi-institutional feasibility study to explore mechanisms for the development of shared, modular first-year and large-enrolment courses. ⁽⁺⁾	WIND-CPR5-M ⁽⁺⁾		<p>Windsor, Carleton, York, UOIT and Trent are collaborating on a project examining the feasibility of digital modules. This team's goal is to identify the "players" involved in course development and course design in Ontario, and in Canada more generally, and to consider possible partnerships, collaborations or integrations that might inform the final model for shared course development.</p>

**DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.*

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.



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

NA

Attestation:



Trent University confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **Trent University's** Executive Head.

Contact:

For additional information regarding **Trent University's** 2013-2014 Report Back please contact -

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Please indicate the address on **Trent University's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- <http://www.trentu.ca/oirsp/documents/>