REPFW129 - PSED Accountability Report - SMA University Verification Report

Organization :   **Trent University**

Submission Period :   **SMA - Strategic Mandate Agreement University Annual Report 2014-2015**

STRATEGIC MANDATE AGREEMENT (SMA) - UNIVERSITY

2014-2015 Report Back

Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual universities and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Trent University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2012 graduates:	Percentage
The employment rate for 2012 graduates, 6 months after graduation, at Trent University was:	89.52
The employment rate for 2012 graduates, 2 years after graduation, at Trent University was:	94.01

1b. Employment in a Related Job

Per the graduate survey of 2012 graduates:	Percentage
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2012 at Trent University was:	76.32
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at Trent University was:	86.35

Additional Information

Please indicate any methods, in addition to the graduate survey results reported in 2014-2015, that Trent University used in 2014-2015 to measure graduate employment rate.

NA

Highlights

Please provide highlights of Trent University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. This could include a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Trent University Durham located in Oshawa continues to collaborate with employers and with local Chambers of Commerce in Oshawa, Whitby and Ajax-Pickering to develop placement opportunities for Trent business students. We continue to collaborate with the Community Innovation lab in projects revolving around poverty reduction and social justice. Faculty in Sociology will be evaluating the effectiveness of the NEET (Not in Employment Education or Training) project involving 144 youth in eight municipalities recently funded by the Poverty Reduction Fund. With a long term commitment to social innovation and social entrepreneurship the campus continues to expand programming in Social Work and in Child and Youth Studies to create the conditions necessary for social change in the Durham community.Trent has collaborated with the Greater Peterborough Innovation Cluster (GPIC) to establish a new company start-up "incubator" on the Trent campus. The incubator, known as "The CUBE" provides not only office space to entrepreneurial start-up companies, but also offers professional services to clients such as Intellectual property legal advice, and services for financial, marketing and business planning. The CUBE has 14 start-up clients, and engages 7 local firms who provide professional services to CUBE clients
Trent was one of a select group of founding community partners for Startup Peterborough, a new company start-up support network initiated by a group of local business men and Peterborough Economic Development.

The university has broadened its experiential learning opportunities for Trent students in the Greater Peterborough area – these opportunities include a newly launched youth entrepreneurship program, newly launched Trent Market Gardens and sustainable farm, a Business internship program has grown, and now places over 90 students with organizations over three school terms

Success story – the university has supported the new technology launch of a student entrepreneurial venture, Noble Purification Inc. The company has expanded to five employees, developed a new biotechnology operation away from the Trent campus, and has supported a $900,000 investment in a new technology development research project at Trent and Fleming College. One of the co-founders, recent Trent graduate, Dr. Andressa Lacerda, was one of three nominees for the prestigious Martin Walmsley award offered by the Ontario Centres of Excellence
Success story – the Trent University Biomaterials Research Centre has now filed/published 18 patents. Each patent has at least one student co-inventor, and all 18 patents have been licensed to a collaboration of industry partners

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Trent University's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction	Percentage

Per the 2014 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?" for Senior Year respondents.	88.60
Per the 2014 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?" for Senior Year respondents.	84.87

Additional Information

Please indicate the methods, in addition to the NSSE survey, that Trent University used in 2014-2015 to measure student satisfaction.

NA

Highlights

Please provide highlights of Trent University's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In 2014-2015, Trent University updated the mandate and organizational structure of its interdisciplinary college system in order to strengthen community development among students. New professional staff were hired, along with a significant number of student staff, who focus on providing direct support to other students, activities that support academic engagement, involvement of faculty in student life, and skill development. The colleges at Trent have been a cornerstone of building a meaningful learning environment for students since the institution's inception. Over the years, a shift in student and faculty culture had eroded the effectiveness of the colleges, with fewer than half of students reporting that they have a meaningful connection to their college. The recent changes have renewed the relevance of the colleges and increased student participation.

Food services was tendered and a new provider began operations on the Peterborough campus in spring 2014. During summer 2014, three of the four dining halls were renovated to provide improved operations. There were also significant changes to the residential meal plan, including a reduction in overhead charges (hence increasing spending power) and a 100% carry-over of unused meal plan money. There is also a significant sustainability program, and all non-franchise meals are cooked from scratch. There is a robust food services advisory committee which is largely composed of students. On the Durham campus, Aramark was replaced by a local vendor which has resulted in higher sales and satisfaction rates.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	**Percentage**
Per the KPI results reported in 2014 , the graduation rate at Trent University is	63.94

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2006 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 2006 - 2013 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Trent University used in 2014-2015 to measure graduation rate.

NA

Highlights

Please provide highlights of Trent University's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In 2014-2015 has been a significant outreach to both first year students living off-campus, and upper-year students. In particular, previous college social and academic efforts were largely targeted to first-year residence students. The desire is to increase the sense of connection and support for students who had previously not been as actively involved in academic and co-curricular student life.

Local/commuter students were a particular target in 2014-2015. Student affairs reworked new student orientation activities, and created an ongoing off-campus network, which engaged students who were not living in residence. Both academic and social support activities took place. In this current year, this network has been moved to the colleges. Each of the four undergraduate colleges at Trent offer recognition of students who have demonstrated strong academic performance. These communities are both social and academic in nature. The professional staff and student leaders of each college collaborate with academic departments to host an awards reception that focuses on academic success. In addition, each college hosts a special event at the end of the academic year for graduating students. These activities serve to elevate the prestige of academic success, which in turn helps to reinforce the importance of engagement and progression towards graduation.

In addition, the colleges offer a range of academically themed programming that promotes intellectual discussion and fosters connections between academia and important social issues. Examples from the past year include informal discussions with faculty, interdisciplinary panels about issues in the media, the Last Lecture, Three Minute Paper (undergraduate level), Long Night Against Procrastination, several student symposiums, and showcases of student work (e.g. Five Feminist Minutes, and Sex & Science Fair).

Trent University and the Trent Community Research Centre underwent a strategic planning exercise to enhance the opportunities for community-based research. This is a hallmark capstone experience that is available to students across disciplines; projects are undertaken in the humanities, social sciences, environmental and biological sciences, forensics, etc. The goal of community-based research projects is to work with local community agencies, to provide students with the opportunity to undertake original applied research, which both provides significant experiential learning and also serves the community.

Trent has been offering and is now enhancing the Student Support Certificate, which is available to faculty and staff and which provides tools to better support students throughout their academic career. A range of workshops to support individual students (e.g. SafeTALK suicide prevention, referrals and resources) as well as different student demographics, are all offered. In 2014-2015, Mental Health First Aid, supporting international student, and sexual assault response were among the workshops added. By the end of 2014-2015, 196 faculty and staff (of about 900) had participated in at least one workshop since the program was first launched in 2013.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

Using data from Trent University's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide Trent University's achieved results:

Entering Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
1st to 2nd Year	83.90	84.10	82.80	83.00
1st to 3rd Year	75.20	71.80	71.70	

Highlights

Please provide highlights of Trent University's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

On the Peterborough campus, academic advising has been integrated into the community development model of the colleges at Trent University. With changes made to the colleges in 2014-2015, the visibility of academic advising was increased, particularly for academically vulnerable students, and there was a substantial increase in demand for services. We also targeted programming for student demographics whose retention rate was lower. In partnerships between colleges and student affairs, programs such as Rebound (matching struggling students in first and second year to highly trained student mentors), the off-campus network, Fresh Start for students facing academic suspension, and individual appointments as well as workshops have all been offered. This new college structure not only enhances the visibility of advising and student support, but it also enables increased partnership with other student services. As well, academic advisors have increased their outreach to faculty and departments, including preparing "Faculty FAQ" information to better enable faculty to support students who have advising-related questions.

Academic advising plays a critical role in supporting students who experience uncertainty about their academic trajectory. This is particularly important at Trent because of our unique approach to interdisciplinary study, where a large proportion of students are taking double majors in divergent fields of study. While this affords students a highly valuable learning experience, with diverse reasoning skills, complexity of thought, and understanding of broad contextual considerations when evaluating evidence, it also presents some challenges, particularly with regards to navigating academic requirements. The role of academic advising is to help students make choices that lead to successful completion of their degrees. Insufficient support in this area often produces students who become frustrated, stuck or disillusioned with their academic experiences.

Situating this service in a grassroots community setting at Trent has resulted in strengthened services for students.

Academic advising, career services and academic skills were all moved onto a common appoint booking software (Orbis), and academic advising/academic skills also increased their available drop-in hours. This has greatly facilitated student access to these services. In the current year, academic skills has also been moved (summer 2015) to the colleges, creating student support hubs.

2d. Teaching and Learning - Work-Integrated Learning*

As part of the Ontario government's postsecondary education 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 (WIL) 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. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, http://www.cafce.ca/coop-defined.html, 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 the Trent University in 2014-2015:

Co-operative Education Program Type	Number of programs at Trent University with a Co-op Stream	Number of students at Trent University enrolled in a Co-op program
Undergraduate		
Graduate		

Highlights

Please provide highlights of Trent University's activity in 2014-2015 that contributed to providing WIL opportunities for students. Along with co-op, other examples may 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 (up to 600 words approx.).

Students in the collaborative and compressed Nursing programs are in clinical placements for 7 of their 8 semesters; in the PN to BScN program for 5 of their 5 semesters. We place most students in the Kingston/Peterborough, Durham, Toronto and surroundings areas although we also place students across Canada and internationally.

This past year, the Centre for Teaching & Learning collaborated with the University of Toronto on an experiential/job-embedded learning research project which involved bringing a wide range of Trent U community members together for a focus group interview to talk about experiential learning at Trent. The session was well attending and the report (due out this fall) features Trent programming in this area.

The CTL is also encouraging (through the new Experiential Education Coordinator) a collation of all existing experiential learning/job-embedded learning opportunities available at Trent U. There are many across departments and programs that have not been fully recognized nor marketed effectively.

The CTL has also linked with the Centre for Community-based Research on a number of PD sessions (e.g., a special panel on experiential learning for students and faculty in the Spring of 2015) and hopes to continue with these in 2016.

School of Education

• Practicums - program features four separate classroom practicums; normally in four different schools in order to provide the most diverse learning experiences possible for Teacher Candidates, as well as to give the opportunity to build a wider range of personal connections.

• long-standing partnerships that we have established with school boards in east central Ontario

• Partnered school boards include: Kawartha Pine Ridge District School Board, Trillium Lakelands District School Board, Peterborough Victoria Northumberland and Clarington Catholic District School Board, and designated schools within the Durham District and Durham Catholic School Boards.

• Supporting Literacy Placement – provide students with a well-rounded perspective on teaching and education; provides an opportunity to work directly with two students on reading and literacy skills. This placement provides a good first introduction to supporting students with specific needs, and serves as an excellent starting point prior to the full classroom practicums that come later in first year.

• Alternate Settings Placement – between first and second years of the program; exposure to a setting other than the normal classroom environment; examples include working with an extracurricular activity such as coaching a team or directing a school play, working in a special needs environment, or teaching in another province or overseas.

Community-Based Research & Community Service-Learning Programs

• Innovative approaches to experiential learning and research

• Undergraduate and graduate students have the opportunity to gain academic credit and on-the-job experience by undertaking supervised research projects with local companies, government, and non-profit organizations in Peterborough City and County, Haliburton County, and the City of Kawartha Lakes

•Students work with community organizations on community-based research and other identified projects that otherwise might not be completed

•Provides students with experience in their fields of study, a wide-range of transferrable skills, and enhance future employment prospects,

•Increase cooperation and partnership between Trent University and the broader communities it serves

•Brings together the knowledge of the community with the research expertise of Trent University

•Projects can be carried out as a thesis, major research paper, a full- or half-credit, or assignments within a course

•Degree programs across the university offer research-based courses, and include: Business Administration, Biology, Canadian Studies, Environmental and Resource Science, Forensic Science, Geography, International Development Studies,

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education 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 2014-2015.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

A <u>Fully Online Learning (asynchronous) course</u> 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 <u>Synchronous Conferencing course</u> 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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data
Based on the definitions provided above, provide the Trent University's eLearning data for 2014-2015:

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	110	
Number of ministry-funded, for-credit courses offered through synchronous conferencing		
Total Number of ministry-funded, for-credit courses offered in e-Learning format	110	

Program Data	Undergraduate	Graduate
Number of ministry-funded, for-credit programs offered through fully online learning		
Number of ministry-funded, for-credit programs offered through synchronous conferencing		
Total Number of ministry-funded, for-credit programs offered in e-Learning format		

Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	4940	
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing		
Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format	4940	

Additional Information
Describe methodology, survey tools, caveats and other information regarding the numbers reported above re: e-Learning Course, Program and Registration Data (up to 600 words approx.)

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 50% of the course delivery should be online.

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

Additional Information
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-submissionsof assignments, e-discussions and e-office hours. Blended learning satisfies Trent University's commitment to InclusiveInstruction, following the principles of universal design, to "reduce possible stigma associated with asking for specialaccommodation, and provide a greater sense of equity and fairness for students."

Highlights

Please provide highlights of Trent University's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In January of 2015, Trent was awarded more than $130,000 in funding from the COU/MTCU Shared Online Course Fund. These funds allowed us to develop two fully-online courses with the University of Sudbury in Indigenous Studies focused on Aboriginals in Urban Settings. The funding also extended to the development of 5 online Academic Success Modules for students which are being shared with other provincial institutions.

In addition to the funding received from the province, monies from the President's Fund have allowed us to develop 15 additional online courses for the coming year. Student access to Trent-developed online courses has increased by a factor of six in three short years to offerings approaching the 100 course mark. Online courses are of particular importance to our Nursing and Education students who can continue their studies while away from campus on practicum placements as they offer much needed scheduling flexibility.

During the summer sessions when students require the most maneuverability, Trent has actively increased the number of online courses available to students such that online enrollments now surpass enrollments in all other locations combined.

Trent's online courses incorporate reflective learning, formative and summative assessments, interactivity, and other evidence-based pedagogy with the goal of reaching the measurable learning objectives set out in the course syllabus.

Trent has also made changes in the registration process, offering open admission to any student not pursing a degree program. This allows our online courses to be available to all would-be students world-wide.

3. Student Population

This component highlights Trent University's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students.

Full-Time Students	**# of Students**
The total Full-Time Headcount Enrolment* at Trent University in 2014-2015:	6258

*Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students eligible for funding as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).

3a. Under-Represented Students: Students with Disabilities*, First Generation*, Aboriginal and French-Language* Students

*Please do not include International Students in the calculations below.

*Students with Disabilities *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 the Trent University's annual report to the ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

Students With Disabilities	**# of Students**	**Percentage**
The total number of Full-Time Students with Disabilities at Trent University who registered with the Office for Students with Disabilities and received support services in 2014-2015:	924	
The total indicated above as a comparative % of the Trent University's 2014-2015 Full-Time Enrolment Headcount:		14.77

First Generation Students
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 have not necessarily 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).*

First Generation Students

	# of Students	Percentage
The total number of Full-Time First Generation Students enrolled at Trent University in 2014-2015:	803	
The total indicated above as a comparative % of the Trent University's 2014-2015 Full-Time Enrolment Headcount:		12.83
The total number of Part-Time First Generation Students enrolled at Trent University in 2014-2015:	142	

Aboriginal Students

* DEFINITION: <u>Aboriginal</u> 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.

Aboriginal Students	# of Students	Percentage
The total number of Full-Time Aboriginal Students enrolled at Trent University in 2014-2015:	197	
The total indicated above as a comparative % of the Trent University's 2014-2015 Enrolment Headcount:		3.15
The total number of Part-Time Aboriginal Students enrolled at Trent University in 2014-2015:	25	

French-Language Students

* DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -
1) His/her mother tongue is, or includes French (the student is a francophone);
2) His/her language of correspondence with the institution is French;
3) He/she was previously enrolled in a French-language education institution; or
4) He/she was enrolled in a postsecondary program delivered at least partially in French.

French-Language Students	# of Students	Percentage
The total number of Full-Time French-Language Students enrolled at Trent University in 2014-2015:		
The total indicated above as a comparative % of the Trent University's 2014-2015 Enrolment Headcount:		
The total number of Part-Time French-Language Students enrolled at Trent University in 2014-2015:		

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

NA

Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

Highlights

Please provide highlights of Trent University's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

ONCAT Project: As part of the ONCAT partnership with Confederation College and First Nations Technical Institute, Trent will admit the first cohort of transfer students from Confederation College's "Aboriginal Community Advocacy" diploma in September. This is the first phase of the project, which will eventually examine several opportunities for articulation agreements and "wrap around" student services amongst the three institutions.This program is in its first year with the assistance of the First Generation grant.

With approximately 75% of first year First Generation students living off campus, there was a need for a program to connect students with their College Community. We hired 4 student staff to connect students to their college community through one-on-one personal email exchanges, phone calls and one-on-one meet ups for coffee. In total 128 students registered for the off-campus network and 50 off-campus students took advantage of meeting with a peer for coffee – sometimes on multiple occasions.

Residence Life professionals and senior level student staff were provided with enhanced training in mental health, and particularly in the area of suicide intervention. Staff were certified in ASIST, which allows for conversations with students considering taking their own life. This has allowed us to have proactive conversations with students at risk in residence.

o Mental Health Innovation Fund: The "Biishkaa Aboriginal Student Orientation" application through the Mental Health Innovation fund was funded by the MTCU for $311K. In year one, 25 Aboriginal students will be admitted to an intensive, land-based, experiential orientation program that will focus on self-reliance, place-based orienteering and strength based programming. In year two, Fleming College will come on as a full partner.

3b. Student Population - International Students

International Students

DEFINITION: <u>International Enrolment</u> is the headcount of full-time university (undergraduate and graduate) students who are 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, 2014, 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).

International Students	# of Students	Percentage
Trent University reported to the ministry Full-time International Enrolment* in 2014-2015:	583	
The total indicated above as a comparative % of the Trent University's 2014-2015 Full-Time Enrolment Headcount:		8.43
Trent University's 2014-2015 Part-time International Enrolment is	18	

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

na

Highlights

Please provide highlights of Trent University's activity in 2014-2015 that contributed to maintaining or improving the international student experience 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 (up to 600 words approx.).

Trent has partnered in the creation and launch of the International Institute of Environmental Studies (IIES). The IIES is based at one of the world's most highly ranked universities – Nanjing University, Jiangsu Province, China. In addition to Trent's founding partner membership (the only university from Ontario), the institute involves: ETH Zurich, Hong Kong University of Science and Technology, Johns Hopkins University, National University of Singapore, Shanghai Jiaotong University, University of East Finland, University of Edinburgh, University of Florida. The IIES will tackle some of the world's most significant environmental challenges – related to Climate Change and pollution. The IIES provide significant opportunities for building the academic, international networking and research credentials of Ontario students.Trent International Program (TIP) – TIP runs the Justin Chiu Summer Internship program, providing opportunities in Hong Kong and Shanghai. Four students are selected through a competitive process for placement in those cities in teams of two. For the Shanghai placement, only students with Chinese citizenship or eligibility to work in China may apply. Students from any academic discipline may apply; students with business knowledge or experience are preferred. The internship placements are for 6 to 8 weeks at one of Cheung Kong Holdings locations, and focus on hotel or property management or property development. The cost to the student is the cost of airfare/travel as well as incidental expenses; Cheung Kong provides an internship stipend to help support the student during the internship. Housing is provided in Hong Kong; students placed in Shanghai are responsible for their own housing. Costs to TIP are mainly staff commitment; the Study Abroad Advisor devotes time to facilitating the competition and advising the students on preparations for travel, as well as support as needed during the internship. TIP collaborates with the Business Program to ensure quality.

Each year about 20 students in the fall and 5-9 in the winter term do clinical placement in Honduras (tuition paid at Trent/credit for placement – NURS2020H)

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

Definition: Receives OSAP is the number of OSAP awards, including any student at Trent University who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
Trent University's 2014-2015 proportion of an institution's enrolment that receives OSAP is	4445	71.00

Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

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4. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization.as outlined in Trent University's SMA.

a. Concentration of full-time enrolment* at universities by program Specialty or Major (SPEMAJ)

b. Institution's share of system full-time enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).

Undergraduate / Graduate Students	Percentage of System Enrolment
Undergraduate	1.80
Graduate	0.60

SPEMAJ	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at Trent University	# of graduate students in a program as a % of total # of graduate students across all programs at Trent University	Trent University's share of system-wide undergraduate enrolment in each PROGRAM	Trent University's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	16.69		4.20	
2. Architecture & Landscape Arch.				
3. Business & Commerce	8.16		1.12	
4. Computer Science	1.36		1.08	
5. Dentistry				
6. Education	4.01		2.88	
7. Engineering				

8. Fine & Applied Arts	0.99	7.11	0.45	1.37
9. Food Science & Nutrition				
10. Forestry				
11. Health Professions				
12. Humanities	14.01	10.22	2.75	0.66
13. Journalism	0.58		2.63	
14. Kinesiology/Recreation/Phys-Ed	0.70		0.29	
15. Law				
16. Mathematics	1.01		1.30	
17. Medicine				
18. Nursing	12.00		6.09	
19. Optometry				
20. Other Arts & Science	6.88	8.44	1.33	6.53
21. Other Education				
22. Pharmacy				
23. Physical Sciences	1.86	38.22	2.01	5.66
24. Social Sciences	31.61	36.00	2.63	0.90
25. Theology				
26. Therapy & Rehabilitation				
27. Veterinary Medicine				

Notes:

- Other Arts & Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified.

Highlights
Please provide highlights of Trent University's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Trent University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

• New academic programming
• Expanded articulation agreements
• Increased on-line learning opportunities

Trent's academic priorities are guided by the Strategic Mandate Agreement (2014-17) between the Ministry of Training, Colleges and Universities and Trent University. The University's focus continues to be on the areas of growth and strength as identified in the SMA.

For September 2014-2015 the University first time offerings included:
• Kinesiology with UOIT
• BSc in Water Science
• M.Ed in Educational Studies
Bachelor of Social Work
• Cyclical reviews of BA/BSc Anthropology, BA/BSc Geography, MA Sustainability Studies, MA Theory, Culture & Politics. Improve or revise programming based on external reviewers' recommendations and Final Assessment Report from the Program Quality Assurance Committtee.

During the 2014-2015 academic year the following degree programs were developed:
• BA in Communications and Critical Thinking – developed for the Oshawa campus
The new degree program offers opportunities for transfer students from Durham College and continuing education opportunities for lifelong learning.

In Durham
• Increased student services support
• Bachelor of Social Work – first year offered
• Media Studies – first year offered
• Developed new program in Communications and Critical Thinking
• Certificate of Human Resource Management
• Humanities 101- giving back to community; youth who would not normally attend university due to financial constraints offered opportunity to take this course no charge (15-20 students). Was a success and Durham will continue to run.

Trent has continued to collaborate with both colleges and universities in Ontario and Internationally on pathways specifically in the areas of: environmental science, biotechnology, pratical nursing, business administration, and social services.

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be 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 that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Ontario Council on Articulation and Transfer (ONCAT) is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2010	8763	1551	407	138
2011	9120	1669	588	140
2012	9475	1605	544	109
2013	9539	1664	538	122

| 2014 | | 9604 | 1539 | 514 | 98 |

*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 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 that 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				
2012				
2013				
2014				

Additional Information
Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

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Highlights
Please provide highlights of Trent University's activity in 2014-2015 that demonstrate Trent University's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Trent University to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

2014-2015 has seen significant growth within the area of articulation and transfer pathways for Trent University. The university has expanded its portfolio of College partnerships to include new partners and introduction of new pathway opportunities with existing partners.

New Pathways in 2014-2015 include:

Durham College
• General Arts and Science Trent Transfer Agreement (GAS-A, 1 year) to multiple major opportunities at Trent – 5.0 credits awarded

Seneca College
• Renewal of Liberal Arts Transfer (2 year) to multiple major opportunities at Trent – 7.5 credits awarded (increase from 6.0 as determined in 2009)

Confederation College

• Aboriginal Community Advocacy Program (2 year) to Trent BA Indigenous Studies – 10.0 credits

Fleming College
• Receipt of ONCAT grant for expansion of the University Transfer program between Fleming College and Trent to develop new streams within the program to work towards increased on time baccalaureate attainment of transfer students (ability to ensure awarded credits are useful towards Trent degree requirements)

Projects in Progress
• Journalism – Web and Print (2 year) to Trent BA Media Studies – 7.0 credits awarded
• Journalism – Broadcast and Electronic Media (2 year) to Trent BA Media Studies – 7.5 credits awarded
• Digital Photography (2 year) to Trent BA Media Studies – 4.5 credits awarded
• Digital Video Production (2 year) to Trent BA Media Studies – 4.5 credits awarded

• Confederation College Environmental Technician Diploma Program (2 year) to Trent BA Indigenous Environmental Studies, Trent BA Environmental and Resource Studies or Trent BSc Environmental and Resource Science
• Pathways for graduates of Social Service Worker diplomas for transfer to Trent Bachelor of Social Work degree (partners include Fleming College, Loyalist College, Durham College, Confederation College, Sault College, FNTI)
• Centennial College Liberal Arts Transfer to multiple degree opportunities at Trent
• Fleming College Early Childhood Education to Trent BA or BSc Psychology with admission to Teacher Education Stream
• St. Lawrence College General Arts and Science transfer to multiple degree opportunities at Trent
• Establishment of Business – Accounting 2+2 articulation agreement between OntarioLearn and Trent University

Expansion of Departmental Operations
• Provide ongoing support to Trent International Program in the establishment of international partnerships for increased University to University transfer opportunities
• Supporting the School of Education in articulation opportunities to support the growth of the proposed Bachelor of Education – Indigenous program (partners include Fleming College, Georgian College, Confederation College, Humber College and Sault College)
• Work closely with Admissions office to expand Trent's one-to-one transfer equivalency database. Departmental reviews of curriculum for articulation agreements often yield several one-to-one equivalencies which are input into OnTransfer database for students transferring outside of the articulation.

6. Financial Sustainability

Highlights
Please provide highlights of Trent University's activity in 2014-2015 that demonstrate Trent University's efforts to support ongoing financial sustainability of Trent University.

In 2014/15, Trent University introduced a new approach to budget planning called Responsibility Centred Management (RCM). It aims to improve financial sustainability by emphasizing the University's strengths in teaching, research and services; and by supporting and encouraging selected opportunities and innovations. The following discussion provides an overview of RCM and the way it works, explaining the opportunities and benefits of RCM for the University and its various operational units. The implementation of RCM will be a gradual process which will take a number of years to complete. It will be implemented in a way that is sensitive to our fiscal realities and the complexities that arise as we attempt to achieve a sustainable budget in the long term.

Responsibility Centred Management is an approach to budgeting that was first proposed in the Trent Academic Plan 2012 (Radical Recovery: An Academic Plan for Trent University, Recommendation 48). Further to discussions with (and the approval of) the Board of Governors, the University is implementing an RCM approach to budget which has three key components:
an attempt to track the University's revenues and expenditures in a way that makes it clear how and where revenue is generated and costs are incurred;
budget adjustments made to promote revenue growth and support efficiencies that reduce costs; and
"change" funds for academic program and operational initiatives that support the strategic goals of the University.
Budget adjustments due to RCM will ensure that the budget evolves in a way that makes our operations more fiscally sustainable. Any budget adjustments made will respect the University's contractual obligations. Initial adjustments will be marginal and managed in a way that takes into account the demands of our fiscal realities and our academic operations. This means that RCM is unlikely to have immediate large scale impact, though it will change resource distribution over time. In any particular year, RCM

adjustments will reflect that year's financial picture.

7. Attestation

By submitting this report to the ministry:	**Checkbox**
Trent University confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Trent University's Executive Head.	☑

For additional information regarding Trent University's 2014-2015 SMA Report Back please contact	**Information**
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