OVERVIEW

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

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated University of Guelph’s 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2010-2011 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry in University of Guelph’s 2011-2012 MYAA Report Back is denoted with the symbol (+).
1) Enrolment - Headcount*

*DEFINITION: Headcount is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year.

University of Guelph's the total Headcount enrolment count in 2011-2012 = \(23,114\)\(^{(1)}\).

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment reported by University of Guelph to the Ministry for 2011-2012 = \(20,888\).

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by University of Guelph to the Ministry for 2011-2012 = \(1,783\).

Please indicate the number of students under the age of 18 (age as of November 1, 2011) from the total Headcount enrolment reported by University of Guelph to the Ministry in 2011-2012 = \(440\).

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

Note:
The reported total headcount is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year at the Guelph, Guelph-Humber, Kemptville, and Ridgetown campuses.

Note:
Age for the Fall 2011 headcount reported to the Ministry for the 2011-2012 fiscal year was calculated as of November 15, 2011.

Note:
The total headcount will not equal the total of the three age categories because the November report listed 3 students without a date of birth.
Please provide one or more examples, in the space provided below, of highlights from University of Guelph’s Enrolment Management Plan that University of Guelph used during 2011-2012 to manage enrolment.

Over the past decade demand among Ontario high school students for a university undergraduate education in Ontario increased by more than 46%. Over the past five years Guelph’s main campus has experienced the largest growth in registered secondary school applicants of any university in the Ontario system but the external environment for higher education in Ontario is changing. We are entering a period where Canada’s university-age population will be falling (by a projected 5.1% between 2011 and 2016) as a result of a smaller cohort of 17 and 18 year olds in Ontario and the rest of Canada. Moreover, this decline will not be distributed evenly across Ontario: the post-secondary age population in the Greater Toronto Area (GTA) will continue to grow, but it has been difficult for us to exploit this growth given our geographical location—close enough to be tempting, but too far to be truly ‘local’ to the GTA. Guelph-Humber clearly offers an effective means of addressing GTA demand increases, but not all programs can or should be mounted at Guelph-Humber. At the University of Guelph-Humber, it is anticipated that undergraduate enrolment will reach the planned capacity of 4,000 FTE’s within the next two years although growth has slowed as a number of the most popular programs are constrained by their enrolment ceilings.

Enrolment numbers have increasingly become the primary drivers for government funding grants. Our strategy is therefore to maintain overall total enrolments—and thus funding—at current levels. To do so, we will need to expand our recruitment efforts beyond the main ‘101’ pool (recent high-school graduates), and step up efforts to attract students from the ‘105’ pool (transfers from colleges and other institutions, out-of-province, and international students). Fortunately, this imperative coincides with explicit government-announced support for a new credit-transfer system and better inter-institution mobility, so the challenge we face is primarily one of competing with other universities and colleges: we do not need to simultaneously struggle against systemic friction.

Over the next several years, we will be trying to balance an undergraduate population that is relatively static, albeit with an increasing number of college transfer and international students, with the need to expand graduate capacity. We will need to maintain an appropriate and dynamic balance among disciplines at both levels. As a research-oriented institution, Guelph relies upon the contributions of magisteriate and doctoral students to an ever-growing research agenda, just as those students rely upon the University to offer a wide variety of distinctive opportunities. Graduate growth is a vital part of our commitment to knowledge creation and an essential element in the growth of our research enterprise although it is not a net contributor to institutional revenues after reinvestment to support graduate programs is taken into account. Expansion of graduate enrolment capacity has therefore been a strategic priority for several years.
2) Under-Represented Students: Students with Disabilities*, First Generation* and Aboriginal*

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

*DEFINITION: First Generation is a student whose parent(s)/guardian(s) has/have not attended a postsecondary institution. If a sibling of the student has attended a postsecondary institution, but the parent(s)/guardian(s) have not, the student is still considered a First Generation student.

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

*DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.
*NOTE: Please do not include International Students in the calculations below.

**Students With Disabilities**

<table>
<thead>
<tr>
<th>Students With Disabilities</th>
<th>First Generation Students</th>
<th>Aboriginal Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate the total number of Full-Time Students with Disabilities at University of Guelph who registered with the Office for Students with Disabilities and received support services in 2011-2012 = <strong>1,060</strong></td>
<td>Please indicate the total number of Full-Time First Generation Students enrolled at University of Guelph in 2011-2012 = <strong>2,356</strong></td>
<td>Please indicate the total number of Full-Time Aboriginal Students enrolled at University of Guelph in 2011-2012 = <strong>332</strong></td>
</tr>
<tr>
<td>Please calculate the total indicated above as a comparative % of University of Guelph’s 2011-2012 Enrolment Headcount: (Insert Total From Above) <strong>1,060</strong> ÷ <strong>23,114</strong> (2011-2012 Enrolment Headcount) x 100 = <strong>4.6%</strong></td>
<td>Please calculate the total indicated above as a comparative % of University of Guelph’s 2011-2012 Enrolment Headcount: (Insert Total From Above) <strong>2,356</strong> ÷ <strong>23,114</strong> (2011-2012 Enrolment Headcount) x 100 = <strong>10.2%</strong></td>
<td>Please calculate the total indicated above as a comparative % of University of Guelph’s 2011-2012 Enrolment Headcount: (Insert Total From Above) <strong>332</strong> ÷ <strong>23,114</strong> (2011-2012 Enrolment Headcount) x 100 = <strong>1.4%</strong></td>
</tr>
<tr>
<td>Please also indicate the total number of Part-Time Students with Disabilities at University of Guelph who registered with the Office for Students with Disabilities and received support services in 2011-2012 = <strong>263</strong></td>
<td>Please also indicate the total number of Part-Time First Generation Students enrolled at University of Guelph in 2011-2012 = <strong>341</strong></td>
<td>Please also indicate the total number of Part-Time Aboriginal Students enrolled at University of Guelph in 2011-2012 = <strong>37</strong></td>
</tr>
</tbody>
</table>

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

In 2010/11, the University implemented a Voluntary Aboriginal Self-Declaration and a Voluntary First Generation Self-Declaration that will ‘pop-up’ when our undergraduate and graduate students log into our student information system. The Self-Declaration is voluntary. While this is a census of our undergraduate and graduate students, we anticipate that we will not have a 100% response rate since students do have the right to decline their participation.

Currently, excluding International Students, Guelph’s Voluntary Aboriginal Self-Declaration has an approximate response rate of 76.4%.

Currently, excluding International Students, Guelph’s Voluntary First Generation Self-Declaration has an approximate response rate of 75.1%.
<table>
<thead>
<tr>
<th>Students With Disabilities</th>
<th>First Generation Students</th>
<th>Aboriginal Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving University of Guelph’s initiatives for Students with Disabilities. A highlight could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment.</td>
<td>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving University of Guelph’s initiatives for First Generation Students. A highlight could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment.</td>
<td>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving University of Guelph’s initiatives for Aboriginal Students. A highlight could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment.</td>
</tr>
</tbody>
</table>

In Fall 2011, the CSD Exam Centre relocated to the McLaughlin Library. The new Centre has twelve private rooms and three large group rooms located on a very quiet floor. All the private rooms have computers with access to adaptive technology. One of the large group rooms seats over twenty students and the other two group rooms seat over 10 students each. In addition to the foregoing, the move also gave CSD access to a computer lab and an additional group room located in the Library that can be used for exams. The greater number of private rooms and group rooms for students at one centralized location has sped up exam seating. The new CSD Exam Centre is a much improved environment for the writing of exams because it affords greater privacy and less noise and distraction for students.

To increase uptake in programs and services for First Generation Students (FGS), the University of Guelph initiated a telethon during the last weeks of the summer 2011 to incoming FGS. The purpose of the telephone calls was to answer questions, offer support and inform students about opportunities available to them when they arrived on campus. We received a great deal of positive feedback from this initiative and noticed that this did help boost the level of engagement for this group.

A significant component in fostering the access, retention and success of Aboriginal learners is the acknowledgement of their people, cultures and knowledges within the institution. As a means of highlighting Aboriginal success, the Celebration of Aboriginal Achievement was initiated and the Kishaadigeh Award was established as part of the Student Life Recognition Awards program in 2010/11.

Kishaadigeh, which in Ojibway means 'she who guards the lodge' was established to honour Dr. Jaime Mishibinijima, a Guelph alumnus, who served as the Aboriginal Student Advisor and Manager of the Aboriginal Resource Centre from 2003-2010. The award recognizes an Aboriginal student, in any semester, who demonstrates academic achievement, leads by example, and has a positive impact on their peers and community.

In addition to student recognition, an Aboriginal community member was nominated for and received the Emilie Hayes Award for Community Partnerships. Both the Kishaadigeh and Community Partnership recipients were acknowledged at the Student Life Recognition Event and again at the 2nd Annual Celebration of Aboriginal Achievement. The recipients were also highlighted in the Student Life departmental newsletter sent throughout the campus community. The Kishaadigeh Award was presented to...
the current recipient by the previous recipient and the students and staff who compiled the nomination presented the Emilie Hayes Award to the community Elder.

The Celebration of Aboriginal Achievement was held on March 31, 2012 at the University’s Arboretum Centre. The event honoured seven graduating undergraduate students and was attended by University of Guelph students, staff, faculty, and alumni as well as community members and Elders. The event had significant growth in just one year, with 120 people in attendance (100% increase from 2010/11). Throughout the celebration, the attendees heard inspirational narratives from Aboriginal alumni, current and graduating students, staff, and community helpers and Elders. The evening included special guest, V. Janice Kahehti:io Longboat, who received an honorary doctorate from the University in the summer of 2011.

The Kishaadigeh Award and the Celebration of Aboriginal Achievement work to acknowledge Aboriginal achievement throughout the learners’ post-secondary experience, culminating in graduation and transition to graduate school or the workforce. Through the work of this initiative, the Aboriginal Resource Centre has been able to stay connected with greater numbers of alumni and of twenty-one recent graduates, thirteen have entered the workforce and eight are in graduate programs at Guelph or other institutions. Colleagues at other institutions regard this event as one of the most important initiatives offered by Aboriginal Resource Centre and a promising practice.
3) Compliance with the Student Access Guarantee (SAG) in 2011-2012


*NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by *University of Guelph* as of July 5, 2012.

<table>
<thead>
<tr>
<th>2011-2012 TUITION / BOOK SHORTFALL AID:</th>
<th>TOTAL $</th>
<th># of STUDENT ACCOUNTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAG Expenditures towards Tuition/Book Shortfalls</td>
<td>$3,051,531 (+)</td>
<td>2,261 (+)</td>
</tr>
<tr>
<td>Other SAG Expenditures (towards other assessed shortfalls)</td>
<td>$1,968,435 (+)</td>
<td>1,656 (+)</td>
</tr>
<tr>
<td>Total SAG Expenditures Reported by <em>University of Guelph</em></td>
<td>$5,019,966 (+)</td>
<td>3,917 (+)</td>
</tr>
</tbody>
</table>

Did *University of Guelph* meet students’ tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

Yes

*The space below is provided for *University of Guelph* to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.*
4) Participation in the Credit Transfer System

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

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Applications</th>
<th>Total Registrations</th>
<th>Transfer Applications*</th>
<th>Transfer Registrations*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>26736(+i)</td>
<td>4901(+i)</td>
<td>876(+i)</td>
<td>90(+i)</td>
</tr>
<tr>
<td>2008</td>
<td>29741(+i)</td>
<td>5585(+i)</td>
<td>736(+i)</td>
<td>88(+i)</td>
</tr>
<tr>
<td>2009</td>
<td>31695(+i)</td>
<td>5170(+i)</td>
<td>886(+i)</td>
<td>82(+i)</td>
</tr>
<tr>
<td>2010</td>
<td>33300(+i)</td>
<td>5329(+i)</td>
<td>849(+i)</td>
<td>103(+i)</td>
</tr>
<tr>
<td>2011</td>
<td>33440</td>
<td>5684</td>
<td>980</td>
<td>97</td>
</tr>
</tbody>
</table>

*Transfers from publicly assisted colleges in Ontario

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

- the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;
- a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;
- only includes full-time students applying and registering in the fall to the first year of a university program.
The Ministry encourages *University of Guelph* to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, *University of Guelph* should report institutional data which includes data from OUAC and other sources.

<table>
<thead>
<tr>
<th>Year</th>
<th>University of Guelph's Total Applications</th>
<th>University of Guelph's Total Registrations</th>
<th>University of Guelph's Transfer Applications</th>
<th>University of Guelph's Transfer Registrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2011</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*The space below is provided for *University of Guelph* to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data.*
Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used in 2010-2011 and which contributed to maintaining or improving University of Guelph’s efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by University of Guelph to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

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

The University of Guelph further enhanced its transfer pathways through the development of a new bilateral transfer agreement with Fanshawe College. Students that graduate from Fanshawe College’s Computer Programmer Analyst 3-year diploma can transfer to the University of Guelph’s Bachelor of Computing (General) degree. To participate in this new transfer pathway, students must have a minimum of a 75% average upon completion of Fanshawe College’s Computer Programmer Analyst 3-year diploma and they must complete, with a minimum average of 60%, a bridging semester at the University of Guelph in the Fall. Students that meet these requirements are granted a defined entry point into the University of Guelph’s Bachelor of Computing (General) degree: they enter into semester 5 of a 6 semester long program. This is but one example of the numerous pathway initiatives that the University is currently engaged in with colleges in Ontario.

As well, as a pilot initiative, Guelph and six other Ontario universities have formed the University Credit Transfer Consortium, which has set clear standards in terms of granting specific credit for inter-institution equivalency for foundational courses, and will integrate expanded credit-transfer processes and agreements in upper-year courses and professional programs. One benefit of this pilot initiative for transfer applicants is enhanced transparency – transfer applicants will know in advance of applying what credit will be granted.

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

The University of Guelph recently began piloting a program that takes place at the beginning of the winter semester for transfer students who are admitted at this point in the academic year. Often, the transition needs of this group are overlooked and, as a result, they have often been left to identify appropriate campus resources. This new initiative tailors our approach to new student orientation to the specific needs of transfer students. In 2011-12, we extended our pilot project to include several meetings with participants over the course of the winter semester in order to provide more on-going support and a continuing sense of community.

Moreover, for some of our more traditional orientation activities, particularly those in September, we have started creating break-out sessions specifically for transfer students. We have found that starting the conversation with an affirmation of their experience helps to build engagement. This group seems to particularly appreciate the acknowledgment that they have already had a “first year experience” and often feel out of place among events that are predominantly attended by traditional new students. At the same time, this group has the same needs as other new students when it comes to understanding where to go for help, the campus culture, quiet places to study, and how to get involved in campus life.

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

The Conestoga-University of Guelph Pathways Program is a collaborative admission program that provides an opportunity for applicants who do not meet admission requirements for the University of Guelph’s Bachelor of Arts (BA) program to be referred to Conestoga College’s one-year General Arts and Science program. Students, who are part of this Pathway, will be eligible for guaranteed admission to the University of Guelph if they graduate from Conestoga College’s one-year General Arts and Science program having passed all courses, on the first attempt, with a minimum cumulative average of 70%, including a
minimum grade of 70% in each of the courses eligible for transfer. Students, who are part of this Pathway, will receive up to 2.5 transfer credits toward the completion of the BA program at the University of Guelph.

To provide access to important information about this new pathway program, applicants who did not meet admission requirements for the University of Guelph’s Bachelor of Arts (BA) program, but who had an average that was higher than 70% received in the mail, along with their denial letter, a brochure explaining the conditions and the benefits of the Conestoga-University of Guelph Pathways Program, a Referral Form, and a self-addressed, stamped envelope. During Orientation, at the start of their first term, the Assistant Registrar, Admissions, University of Guelph, travelled to Conestoga College (Doon Campus) to meet and talk with the students participating in this pathway program.
5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, the percentage of University of Guelph's undergraduate class size for first entry* programs was:

<table>
<thead>
<tr>
<th>Class Size</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of Classes</td>
<td>Percentage of Total Classes</td>
<td>Number of Classes</td>
<td>Percentage of Total Classes</td>
</tr>
<tr>
<td>Fewer than 30</td>
<td>92 (+)</td>
<td>24.9% (+)</td>
<td>190 (+)</td>
<td>30.3% (+)</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>58 (+)</td>
<td>15.7% (+)</td>
<td>114 (+)</td>
<td>18.2% (+)</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>33 (+)</td>
<td>8.9% (+)</td>
<td>128 (+)</td>
<td>20.4% (+)</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>101 (+)</td>
<td>27.4% (+)</td>
<td>164 (+)</td>
<td>26.2% (+)</td>
</tr>
<tr>
<td>251 or more</td>
<td>85 (+)</td>
<td>23.0% (+)</td>
<td>31 (+)</td>
<td>4.9% (+)</td>
</tr>
<tr>
<td>Total</td>
<td>369 (+)</td>
<td>100.0% (+)</td>
<td>627 (+)</td>
<td>100.0% (+)</td>
</tr>
</tbody>
</table>

* 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 University of Guelph used during 2011-2012, which contributed to maintaining or improving University of Guelph’s class size initiatives. This could include a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment that University of Guelph would like to highlight.

Note:
The percentage of Guelph’s undergraduate class size, from the 2011 Common University Data Ontario (CUDO) report for Fall 2010, reflects data for the Main Campus only.

Note:
The total number of fourth year classes with less than 30 students incorporates a variety of instructional modes including formal classroom, reading, senior project and major research paper courses as well as veterinary medicine (Phase 4) rotations.

In spite of large class size, the most recent results from the Globe and Mail's Canadian University Report (CUR) revealed that undergraduate students at the University of Guelph are satisfied with class sizes. The University of Guelph received a grade of A- for class size in the 2013 CUR.

Inventive teaching approaches can make large university classes more personal. First-year Introductory Microeconomics at the University of Guelph has traditionally been taught as a lecture-style course with enrolments ranging from 300 to 600. In Fall 2011, the instructor of one section piloted a new format for teaching the course that emphasized self-directed learning.

In the first week, students were put into one of three groups. Each group was given one of the three one-hour class times per week, reducing both their class time and the class size to a third of the traditional lecture course format. Class time was used to engage students in active learning activities such as discussion of applications of theory to current or historical events, group work on problems, and activities such as playing prisoner-dilemma and bidding games. Students were asked to be familiar with the material before coming to class by watching pre-recorded lectures and taking notes as they would in a regular lecture, and they were assigned complementary textbook readings (as they would in a standard lecture course). Each of the videos was roughly one hour in length, covering one or at most two of the fifteen topics that comprise the traditional lecture course. Students could watch the videos from any location with internet access whenever and as often as they desired.

Self-directed learning is successful in deepening knowledge because students are given the opportunity to tackle concepts at their own pace and to reflect on the material. Also, this teaching approach led to smaller class sizes for lectures which allowed the instructor to better facilitate discussion, assign in-class application problems, and/or break out students into smaller groups to interpret and graph real data – which contributed to a more engaged and in-depth experience. The impact of this teaching approach on students’ microeconomic knowledge was assessed and the results indicate that students had higher-than-average improvements in microeconomic knowledge. This was achieved without increasing instructional costs.
6) eLearning

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

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

In its 2010-2011 MYAA Report Back, University of Guelph provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry’s future priorities on technology-enabled learning, University of Guelph is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

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

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

Programs:

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

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.
Based on the definitions provided above, provide *University of Guelph’s* eLearning data for 2011-2012:

<table>
<thead>
<tr>
<th>COURSES DATA</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning</td>
<td>213</td>
<td>32</td>
</tr>
<tr>
<td>Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</td>
<td>213</td>
<td>32</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROGRAMS DATA</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Number of Ministry-funded, For-credit Programs Offered in eLearning format</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE REGISTRATIONS</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning</td>
<td>25,003</td>
<td>917</td>
</tr>
<tr>
<td>Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</td>
<td>25,003</td>
<td>917</td>
</tr>
</tbody>
</table>
*The space below is provided for University of Guelph to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

The University of Guelph extends the teaching and learning, and research expertise, of the institution through the development and delivery of online programs/courses. In developing and delivering these programs, a fully supported faculty/student teaching and learning model is used.

The Office of Open Learning (OOL) partners with faculty from across disciplines to develop and deliver courses that incorporate current research, reflect the highest levels of scholarship and incorporate Best Practices in Distance Education. The development and delivery process makes effective use of pedagogical, technical, project and financial management, multimedia, learner services and production expertise, centralized within the Centre for Open Learning and Educational Support.

The University of Guelph’s approach to online course development and delivery includes planning, design, development and integration, and quality review. Course designers work with faculty to design courses that are interactive and engaging and that make use of effective assessment mechanisms. Courses are delivered on a learning management system and incorporate print, electronic, and other resources to augment the content. Technical support is provided to instructors and students 7 days/week. Students also have access to support services such as academic counseling, registration, assignment tracking, and exam invigilation.

Online learning continues to be a popular choice for students at the University of Guelph. Students select an online course option to continue their studies through the summer semester, to provide flexibility in their schedule during the fall and winter semesters or because they prefer this mode of course delivery. Enrolments in online courses have increased on average by 5% each year.
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 **University of Guelph’s** use of Hybrid Learning courses and/or Programs.

The Ministry’s current definition of hybrid learning excludes all of the courses that the University of Guelph would classify as hybrid.

Please provide one or more highlights, in the space provided below, of an activity that **University of Guelph** used during 2011-2012, which contributed to maintaining or improving elearning opportunities at **University of Guelph**. This could include a strategy, initiative or program viewed by **University of Guelph** to be an innovative practice, success story and/or key accomplishment that **University of Guelph** would like to highlight.

The First-Year Seminars (FYS) Program offers a number of small, engaging, research-intensive, learner-centered courses. UNIV*1150DE: The Politics, Science and Culture of Hunger was developed as the first online offering in the program and was collaborative effort between the Centre for Open Learning and Education Support and the Director of the FYS Program, Dr. Jacqueline Murray.

The course examines the complexities of hunger in both global and North American contexts. As in many on-campus seminars, the course employs the specific pedagogy of closed-loop reiterative Enquiry-Based Learning (EBL). EBL is a pedagogy that is both engaging and challenging and is intended to foster deep learning and transferable skills. It is a more process-oriented than content-oriented pedagogy, whereby students analyze a number of scenarios pertaining to the seminar’s theme. Students develop their analytical, research and presentation skills, and they engage in deep learning as they analyze complex multidisciplinary issues and engage in the research necessary to understand them.

The online course is built to foster the high level of interactivity as experienced in a typical EBL classroom. The facilitator functions as an integrated member of each small learning group rather than as an authoritative figure driving the learning. EBL seminars do not fit conventional course designs that are organized by unit or lecture and as such the online course does not focus on content but guides students through the EBL process through time-released information and discussion forums. Students are encouraged to be responsible for their own learning and time management and engage in a high level of collaborative work facilitated by wikis.

To-date the seminar has been highly successful in terms of learning outcomes. The students have engaged and developed skills of analysis, research and integration. It is expected that the longitudinal research we are undertaking will provide more information on student learning and the student experience.
7) International

7.1 Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that University of Guelph had in 2011-2012:

- Outbound students* = 210
  *DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 175
  *DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at University of Guelph in 2011-2012 = $776,029

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that University of Guelph had outside of Canada in 2011-2012 = $0

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which University of Guelph delivers courses and/or programs abroad (outside of Canada) in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

<table>
<thead>
<tr>
<th>Campus Name</th>
<th>City/Municipality/Country</th>
<th>List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012</th>
<th>2011-2012 Total Enrolment by Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A / N/A</td>
<td>N/A</td>
<td>0</td>
</tr>
</tbody>
</table>

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

Note:
The $776,029 figure provided takes into account gross tuition revenue from all international students reported by the University of Guelph in 2011/12 who were in Ontario, in For Credit academic programs, as well as costs of the type detailed in our response to the MTCU International Student Survey (submitted March 3, 2010). Standard grant revenue for eligible students has been used as a proxy for academic costs associated with ineligible international students. The positive net revenue in For Credit academic programs at Guelph in 2011-12 is associated with increased enrollment. Nevertheless, the University anticipates that the positive net revenue will be negatively impacted in 2013-14 with the introduction of the International Enrollment Adjustment and the Municipal Tax Adjustment to our Operating Grant.
In 2011-2012, *University of Guelph* reported to TCU the following top 5 source countries for international students:

| Source Country     | Number of International Students | International Students from Source Country as a Percentage of University of Guelph Total Full-Time International Student Enrolment*  
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. China*</td>
<td>185</td>
<td>26.9%</td>
</tr>
<tr>
<td>2. United States*</td>
<td>82</td>
<td>11.9%</td>
</tr>
<tr>
<td>3. India*</td>
<td>63</td>
<td>9.2%</td>
</tr>
<tr>
<td>4. Malaysia*</td>
<td>26</td>
<td>3.8%</td>
</tr>
<tr>
<td>5. Saudi Arabia*</td>
<td>22</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

*University of Guelph* reported to TCU that International Enrolment* in 2011-2012 = 688.

*DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2011, including students who are both eligible and ineligible for operating grant purposes who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

*The space below is provided for *University of Guelph* to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment.
Please provide University of Guelph’s 2011-2012 Part-Time International Student Enrolment = 61.

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2011-2012, which contributed to maintaining or improving University of Guelph’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.

This year, the University of Guelph’s success in providing support and a positive learning and social environment for international students was acknowledged and recognized in the International Student Barometer – an international survey adopted by over 230 institutions in 16 countries around the world. It is the largest study of international students in the world with feedback from over 250,000 students in the last two years.

The aim of the survey is to learn about the experiences and opinions of international students and the results of the survey placed graduate studies at the University of Guelph 1st in Canada for Overall Learning and Overall Living Experience and first, among all 208 institutions that participated, for Overall Support for Master's Students. Graduate studies also ranked first in Canada in a long list of other sub-categories. For example, graduate students rated their level of satisfaction with their learning environment at Guelph first in categories such as Quality of Lectures, Learning Support, Technology, Program Content, Expert Lecturers, and Language Support – to name a few. With respect to their living environment, international students also ranked Guelph first on a wide range of indices such as campus safety, campus environment, the quality of accommodations, support provided regarding visa advice, and the quality of social activities.

We are proud of our achievements and believe that the survey results reflect the efforts that we have made to ensure that international students enjoy a positive living and learning environment while also feeling a sense of belonging and community at the University of Guelph.
### 7.3 English or French as a Second Language

Please provide the total number of International students who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at University of Guelph in 2011-2012 = **389**

Please provide a highlight in the space provided below of an initiative, strategy or practice that University of Guelph used in 2011-2012 to create pathways for International students from University of Guelph’s ESL or FSL programming to postsecondary studies.

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We are piloting an initiative that may prove to address some of the challenges that we face in recruiting qualified applicants from China into our English Language Program, and through to our undergraduate programs. By means of a pilot initiative, two high schools in China were selected to test the notion of conducting language testing and face-to-face interviews directly in the high schools. The language test is the same test that is delivered to incoming English Language Certificate Program (ELCP) students, which determines their level of English Proficiency (and the expected time to completion, and transition to undergraduate study). The questions asked in the face-to-face interview focused on what the high school student wanted to study and why. The interview served a dual purpose of getting a sample of their spoken English while also determining if they were interested in any of the undergraduate programs that the University of Guelph offers.

In total we tested 8 students in two high schools. The early results are encouraging. Of the 8 students selected for testing, 2 of them have submitted applications and are seeking visas to begin study in January 2013. There may also be more students in the group that will follow. The potential for this approach to work on a larger scale is promising. By establishing relationships with a small number of high schools, and focusing on student interest in the programs offered by the University of Guelph in addition to high academic achievement (both on the National entrance exam as well as their high school grades), we will likely have a smaller number of Chinese applicants, but those that do apply will be much more satisfied with their experience here at the University of Guelph.

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The methodology used to calculate the total number of International students who were enrolled in English as a Second Language (ESL) course or program at University of Guelph in 2011-2012 was the total number of unique heads over the three semesters (Spring 2011, Fall 2011, and Winter 2012) of the 2011-12 academic year.
8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

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


*University of Guelph* confirmed in its 2010-2011 MYAA Report Back that it had adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2011-2012, *University of Guelph* adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: Yes

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2010-2011, which contributed to maintaining or improving University of Guelph's supply chain management. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

We are in the process of implementing the OECM carrier contract and expect to officially start the buying by the end of 2012. At the same time, we'll continue our effort to consider OECM contracts in our evaluation of purchase options and work with OECM to realize those opportunities identified during this process.

In 2011-2012, the University started a systematic review of existing supply agreements with the objectives being to evaluate process effectiveness and compliance and to expand participation in regional collaborative purchasing initiatives including GCPG, OUPMA, and OECM. We identified 3 new opportunities for collaborative purchasing in addition to the current 7 commodities already part of collaborative procurement with two organizations. We also identified several commodities where alternative ordering process could be used to complement current supply arrangements and we are in the process of value analysis and opportunity evaluation. Going forward, our goal is to formally integrate this review process into our regular commodity and contract management activities.
**BROADER PUBLIC SECTOR ACCOUNTABILITY ACT**

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

**BPS Procurement Directive**

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

i. formally adopt the supply chain code of ethics in accordance with their governance processes; and

ii. comply with the mandatory requirements of the Directive.

☑️ **University of Guelph** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **University of Guelph** used during 2011-2012, which contributed to **University of Guelph**'s compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **University of Guelph** to be an innovative practice, success story and/or key accomplishment.

The University initiated a campus wide staff training program on the BPS Procurement Directive during 2011-2012. A total of eight training sessions were held for over 200 staff members who are involved in supply chain activities, of the participants over 80 are in management positions. With tools including real life examples and questions, in addition to open discussions, the training raised the importance and awareness of BPS compliance issues across the campus community and brought about many levels of discussions on implementation specifics. This provided a solid foundation for the further implementation of purchasing procedures enabling BPS Compliance.
BPS Expenses Directive

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

i. requiring designated BPS organization to establish expense rules, and

ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

University of Guelph confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

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

http://www.uoguelph.ca/finance/departments-services/revenue-control/travelexpense-claims

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2011-2012, which contributed to University of Guelph's compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment.

As a result of the Ontario Government's Directives for all BPS organizations, the University made significant changes to its Travel & Expenses and Hospitality policies and procedures. These changes are summarized in the one page document available at the link above. Changes to this policy have been made to be consistent with the BPS Expenses Directive.

Specifically, the University of Guelph, as a result of the BPS directives, developed a new on-line travel system that improved reporting and compliance. This new Expense Claim System (ECS) was designed to require the claimant to select more detailed object codes, thereby providing improved transparency and clarity on the reimbursement of all reimbursable expenses at the University. An additional key accomplishment for the University was the significant improvement in our new hospitality policy, which has greatly improved both the accountability and the rigor by which these expenses are managed.
BPS Perquisites Directive

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

University of Guelph confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that University of Guelph used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment.

In 2011, the University conducted a systematic review of existing contracts and perquisites with the objective to evaluate compliance. The review found that the University of Guelph was compliant with the BPS Perquisites Directive. In addition, changes to processes have been made to ensure compliance and accountability going forward.
9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

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

*DEFINITIONS:

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

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

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.
Based on the definitions provided above, please provide WIL data for University of Guelph in 2011-2012:

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of programs at U of G with a Co-op Stream</td>
<td>39</td>
<td>1</td>
</tr>
<tr>
<td>Number of students at U of G enrolled in a Co-op program</td>
<td>1,970</td>
<td>1</td>
</tr>
</tbody>
</table>

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2011-2012, 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 University of Guelph to be an innovative practice, success story and/or key accomplishment.

Note:
The number of undergraduate and graduate students enrolled in a Co-op program at the University of Guelph in 2011-12 reported in the MYAA 2011-12 Report Back was calculated using the University of Guelph's November 1, 2011 Reporting File.

Note:
The number of undergraduate and graduate programs with a Co-op Stream at University of Guelph in 2011-12 was calculated using the University of Guelph's 2011-12 Undergraduate and Graduate Calendars.

Co-operative Education & Career Services (CECS) ensures the quality and readiness of the co-op student well before the co-op work term employment process begins. We believe that it is important to provide the employer with quality students who can also present themselves professionally. Co-op students are required to meet continuation of study standards after they have been admitted to a co-op program from high school. These standards include academic prerequisites as well as Introduction to Co-operative Education (COOP *1100), a required, non-credit course that all co-op students take prior to entering a co-op job application semester.

Academically, students are allowed to continue in the co-op program only if their cumulative first year average is 70% or higher after two full-time (fall and winter) academic semesters. It is mandatory that co-op student be registered full-time for the duration of their program in order to continue to be eligible for co-op. Both the 70% and the full-time status ensure that co-op employers will receive strong academic transcripts from potential candidates.

Students are also required to complete the COOP *1100 course, which introduces them to co-op and prepares them to present themselves professionally to employers. While this course carries a 0.0 credit weight, a grade of Fail, Pass or Outstanding Pass will appear on the student's transcript. The COOP *1100 course introduces students to the theory and practice of cooperative education at the University of Guelph. Students acquire practice in the skills required to succeed in the competitive process of securing suitable work terms. The course covers the characteristics and expectations of the "new" world of work, interview skills, resume and cover letter writing, as well as general skills required to be successful in the co-op program. Professional staff and peer helpers advise students on their resume, cover letter and interviewing skills in scheduled one-on-one appointments.

The completion of the continuation of studies requirements prepares students for their first employment process. CECS continues to support co-op students for the duration of their program with job search skills and career planning services. Drop-in sessions are available daily to assist with: resume and cover letter writing assistance, job search strategies, and interview skills and preparation.
10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of excellent and good responses) at University of Guelph for NSSE Question "How would you evaluate your entire educational experience at this institution?" = 89.1% for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at University of Guelph for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = 86.6% for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that University of Guelph used in 2011-2012 to measure student satisfaction.

In addition to NSSE, with respect to institution-wide surveys at the undergraduate level, the University of Guelph also looks to the Globe and Mail’s Canadian University Report as well as to the University of Guelph’s Incoming Student Survey and Alumni Survey to reflect upon student satisfaction. In particular, results published in the most recent Canadian University Report revealed that Guelph’s undergraduate students were among the most satisfied; the University received a grade of A on the Most Satisfied Students index within the medium enrolment grouping of universities. The University of Guelph is especially proud of the top marks it received in the 2013 CUR; nevertheless, we continue to strive for improvement.

It is also important to note that academic programs and student support programs from across the campus administer local surveys to assess student satisfaction and learning outcomes. With the amount of surveying being undertaken both at the institution level as well as at the academic program and student support program level it is important to be mindful of the survey burden being placed on students.

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2011-2012, which contributed to maintaining or improving student satisfaction at University of Guelph. This could include a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment that University of Guelph would like to highlight.

Learning Electronic Portfolios (ePortfolios) document completed course work and measure learning outcomes in tangible, demonstrable ways: knowledge; skills such as critical thinking, numeracy, teamwork, and oral and written communication; and values important for responsible and participatory citizens. The use of ePortfolios places students at the centre of their learning experience by providing them with an opportunity to reflect on the nature of their academic experiences, including keeping records of their academic work, coursework and progression. ePortfolios have been shown to create a sense of learning trajectory in addition to providing students with tangible illustrations of the content they have learned, and the skills they have acquired throughout their program of studies. Documenting these learned competencies also helps students enter into the workforce with a clearer sense of the abilities and skills that they can offer employers.

In the past few years, the University of Guelph has begun the process of creating a strategy that would allow all university students to use ePortfolios as part of their program of studies. The process began with the adoption of ePortfolios in two degree programs – the Bachelor of Commerce and the Bachelor of Arts and Science. We are now in the process of extending ePortfolio use throughout the campus, with the short term goal of increasing the number of programs using e-learning portfolios by 25%; our long term goal, as noted earlier, is to have all of our students use ePortfolios within their coursework. To that end, we will be collaborating with Desire to Learn (D2L), our learning management system provider, to assist us in providing the technological capacity to reach this ambitious goal.
11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at University of Guelph = 77.3% *(+) 

*Percentage of 2002 Year 1 New-to-Institution Students Who Received a Degree between 2003-2009

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that University of Guelph used in 2011-2012 to measure graduation rate.

In addition to reviewing the graduation rate produced by the KPI survey results, in 2011-12, the University of Guelph also examined, for internal purposes, its graduation rate at the institutional, departmental, and degree program level.

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2011-2012, which contributed to maintaining or improving University of Guelph’s graduation rate initiatives. This could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment that University of Guelph would like to highlight.

All universities aim to identify strategies to increase student success as measured by retention and graduation rates. This topic has become the source of many studies in post-secondary education research and the recurrent conclusion is that early warning strategies designed to identify students at risk, as determined by low grades in several courses identified early in an academic semester, provide an effective tool to assist these students. While most Canadian institutions, including us, have made some efforts to develop early warning strategies, few have attempted to create a system-wide approach to early identification of students at risk. This year, we began the process of developing such a program in collaboration with Desire to Learn (D2L), the organization that oversees our learning management system. D2L can assist us in developing a comprehensive early warning system through the use of their "analytics" program, which allows for the identification of students at risk following the submission of grades on exams and assignments completed early in the semester, including midterm grades. Analytic programs use predictive algorithms to identify students at risk. Strategies of this sort have been used at several U.S. universities with great effectiveness and improved retention has been reported.

In the 2011-12 academic year, we began the process of identifying best practices to assist in developing an effective early warning strategy at the University of Guelph. The use of the analytics technology is only a first step in providing a successful early warning system; a coordinated approach to assisting students at risk in all of our degree programs is at the core of a successful strategy. The approach must include the assistance of program counselors and faculty advisors who meet with students identified to be at risk along with supplemental instruction or other forms of course-targeted academic support to help these students. We have created a committee that is tasked with the responsibility of examining our current practices and developing a plan to support a more comprehensive early warning system. We also engaged in discussions with D2L who have agreed to assist us in supporting our technological requirements.
12) Graduate Employment Rate

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at University of Guelph = 91.8% (+)

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at University of Guelph = 93.4% (+)

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that University of Guelph used in 2011-2012 to measure graduate employment rate.

The University of Guelph looks to a variety of complimentary data sources to create a nuanced picture of Guelph’s graduate employment rate. In addition to the graduate employment rate produced by the KPI survey results, the University of Guelph also refers to the supplemental questions that we added to the 2010 Canadian Graduate and Professional Student Survey as well as to the University’s Alumni Survey.

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2011-2012, which contributed to maintaining or improving University of Guelph’s graduate employment rate. This could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment that University of Guelph would like to highlight.

During the 2011-2012 academic year, Co-operative Education & Career Services at the University of Guelph launched several graduate employment initiatives to enhance the University’s graduate employment rate. For example, the Career Advisor and Peer Helper drop-in appointments expanded to five full-days a week. The drop-in appointments are available to students and new graduates and offer job search and career planning guidance. Alumni can also access career services by booking an appointment with a Career Advisor.

As well, Recruit Guelph Job Fairs were added to the Guelph campus providing students, new graduates, and alumni access to hundreds of employers. The Recruit Guelph Job Fairs are in addition to the Partnerships for Employment, which involves four post-secondary institutions; program specific job fairs; and the Beyond Graduation Fair focusing on graduate studies.

Finally, the Employer Development Co-ordinator, responsible for external employer development, became an active member of the Employer Development Committee working collaboratively with the Co-op Co-ordinators who are responsible for co-op job development. Both the Employer Development Co-ordinator and the Co-op Co-ordinators are actively cross-marketing graduating students and co-op students to potential employers.
13) Student Retention

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

<table>
<thead>
<tr>
<th>Entering Cohort</th>
<th>2007 Cohort</th>
<th>2008 Cohort</th>
<th>2009 Cohort</th>
<th>2010 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd Year</td>
<td>90.2%⁺(⁺)</td>
<td>87.4%⁺(⁺)</td>
<td>91.6%⁺(⁺)</td>
<td>91.7%⁺</td>
</tr>
<tr>
<td>1st to 3rd Year</td>
<td>78.2%⁺(⁺)</td>
<td>84.8%⁺(⁺)</td>
<td>89.4%</td>
<td>N/A(⁺)</td>
</tr>
</tbody>
</table>

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

Note:
The University of Guelph's Full-Time Student Retention Rate reported from Guelph's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions reflects data for the Main Campus only.
Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2011-2012, which contributed to maintaining or improving University of Guelph's retention initiatives. This could be a strategy, initiative or program viewed by University of Guelph to be an innovative practice, success story and/or key accomplishment that University of Guelph would like to highlight.

In support of student success, the University of Guelph’s Grading Procedures policy, found in Chapter VIII of the Undergraduate Calendar, was updated. The revised preamble clearly states the students must receive meaningful and constructive feedback prior to the 40th class day. This may include but is not exclusive to returning papers, assignments, in class or laboratory quizzes, laboratory reports, or midterm examinations prior to the 40th class day. For research and independent study courses, instructors must provide students with a realistic idea of their performance by discussing progress directly with the student and, if necessary, identifying specific areas for improvement. This policy change represents a significant step toward identifying those students most at risk, supporting student achievement and, importantly, to encourage a culture of early and frequent feedback.
14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2011-2012, which contributed to enhancing University of Guelph’s learning environment for the three quality measure categories indicated below:

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

The human anatomy program at Guelph provides in-class experiences that are both transformational and accessible to a wide cross-section of learners. At the core of this experience are two 1-semester courses in human anatomy for students of the Human Kinetics major, in which students and student-teams explore many aspects of human anatomy through lectures and, importantly, through their own dissections of human cadavers. Unique among universities without a medical school, these courses provide not only direct exposure to human biology through the examination of real specimens but also an opportunity to come face-to-face with the ethics of human research, the privileges these human donations have provided, and the value of human life itself. As part of this experience, each year, students from the human anatomy courses give thanks to the donors and their families through a service of reflection, song and remembrance. It is clear from this event that no student attends the human anatomy labs without being changed.

The impact of human anatomy reaches well beyond these two courses. The prepared dissections are used in two human anatomy ‘prosection’ courses available to a wider radius of majors in health biology in Biomedical Science and Kinesiology (at Guelph-Humber). Some of these students are aspiring medical or veterinary doctors who have later informed us of the enormously valuable preparation they’ve had for professional school. The human anatomy experience is extended further by courses such as Advanced Study in Human Anatomy, a two semester integrative course, in which students use their knowledge of anatomy to develop educational materials and teach anatomical concepts to other students. In particular, these senior students use the dissections to inspire interest and learning in our first year course in Biological Concepts of Health, a powerful example of students learning with, and from, other students. This kind of experience is unprecedented in a first year course, which is required of all students in the biological sciences and many in physical science. The senior students also apply their knowledge through an extensive outreach program to high school students, college students (dental hygienists) and professionals (e.g. paramedics).

In summary, the human anatomy program offers a diversity of in-class experiences that supports deep and transformational learning, from high impact dissections to the opportunity to apply knowledge and skills toward the education and inspiration of other students and the community.

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

In 2011-12, during Orientation Week in September, there was a concerted effort to extend the success of our Academic Community Groups. Each new student was assigned to a group based on her/his academic program. Groups met three times during Orientation Week and an additional three times during the first six weeks of the fall semester. A volunteer facilitated discussion in each group which helped participants build social connections with other students in their academic discipline and also introduced key concepts and resources pertaining to academic expectations. These groups also became springboards for drawing participants into other activities that were led by Program Counsellors and faculty members. As a result of these groups, we have found participation in academically themed events increased substantially.

We have also found that using an outcomes-based assessment tool has provided valuable data about the strengths and growth opportunities in our orientation programs. The third party instrument we have adopted is based on well-established standards and informed by research on successful orientation programs and transition initiatives. This has been particularly helpful in highlighting the need to invest more time and energy in assisting new students with understanding the academic expectations and resources at the University of Guelph. The result has been a significant improvement in support from student leaders towards this outcome. The partnership between upper-year students and the University has also become considerably stronger through the resulting dialogue. Student leaders now actively encourage new students to attend academically themed
events, often escorting them to the venue and participating with them. They have also worked with the institution to set aside more time for events with academic content, and some have gone as far as to facilitate their own small group discussions about first-hand experience with learning to be successful at university.

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

In Fall 2011, the University of Guelph opened the Science Commons. Located in the McLaughlin Library, the Science Commons provides a place where students can focus on their studies and get integrated learning support. The Science Commons is a one-stop learning resource centre where students in mathematics and statistics, physics and chemistry can get one-on-one help with courses, and use group and individual study space. Not only will Teaching Assistants (TAs) from high enrolment and challenging courses in the sciences spend time at the Science Commons to help students but the Science Commons will also offer integrated programming through the Library’s Learning Commons. The Science Commons shares with the Learning Commons a strong commitment to learning support and represents a great enhancement to the support services for the approximately 5000 science students at the University.
Attestation:

Univertsity of Guelph confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from University of Guelph’s Executive Head.

Contact:

For additional information regarding University of Guelph’s 2011-2012 MYAA Report Back please contact -

- Name: Brian D. Pettigrew, Assistant VP (IRP) & Registrar
- Telephone: 1-519-824-4120 extension 56034
- Email: b.pettigrew@exec.uoguelph.ca

Please indicate the address on University of Guelph’s website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- http://www.uoguelph.ca/analysis_planning/accountability/