OVERVIEW

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

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

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

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

University of Guelph's total Headcount enrolment count in 2012-2013 = 23,069 (+).

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment reported by University of Guelph to the Ministry for 2012-2013 = 20,846.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by University of Guelph to the Ministry for 2012-2013 = 1,761.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by University of Guelph to the Ministry in 2012-2013 = 461.

* 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 2012 as of November 1, 2012 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2012-2013 fiscal year at the Guelph, Guelph-Humber, Kemptville, and Ridgetown campuses.

Note:
Age for the Fall 2012 headcount reported to the Ministry for the 2012-2013 fiscal year was calculated as of November 12, 2012.

Note:
The total headcount will not equal the total of the three age categories because the November report listed one student 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 2012-2013 to manage enrolment.

As detailed in numerous documents — the University’s Integrated Plan (now in its second major five-year iteration); the Provost’s White Paper on Reimagining the Undergraduate Learning Experience; the report of the Presidential Task Force on Accessibility; the Strategic Research Plan; and the report of the Presidential Task Force on Sustainability — Guelph is working to enhance educational productivity, prepare learners for the emerging knowledge economy, ensure equitable access, and offer innovative but sustainable programs in a challenging economy, all while continuing to lead in supporting students as learners and individuals.

One of the ways the University will engage in transformative innovation is through a continued focus on enrolment management. In order to maintain total enrolment, even as growth slows in the 101 pool, we will refine and sharpen enrolment targets for transfer students and other applicants in the 105 pool, including out-of-province and international students. Only modest overall net growth is planned on the main campus, but we will need to rebalance programs under changing demographics and demand, and employ other strategies to hold enrolment at current levels. The University of Guelph-Humber, however, continues to provide opportunities to absorb a portion of the system growth projected for the GTA. Introducing a range of summer semester offerings to support the bridge program, along with proposed changes to re-emphasize a summer academic semester in many co-op programs, will help reinvigorate our summer semester and increase enrolments, especially in face-to-face classes. This expanded summer course offering will enable the University’s ESL/Open Learning program to increase international student enrolment by helping students to develop their English language skills and to prepare conditionally admitted students for success.
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.

<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 2012-2013 = 1,029</td>
<td>Please indicate the total number of Full-Time First Generation Students enrolled at University of Guelph in 2012-2013 = 2,279</td>
<td>Please indicate the total number of Full-Time Aboriginal Students enrolled at University of Guelph in 2012-2013 = 318</td>
</tr>
<tr>
<td>Please calculate the total indicated above as a comparative % of University of Guelph’s 2012-2013 Enrolment Headcount: (Insert Total From Above) 1,029 ÷ 23,069 (2012-2013 Enrolment Headcount) x 100 = 4.5%</td>
<td>Please calculate the total indicated above as a comparative % of University of Guelph’s 2012-2013 Enrolment Headcount: (Insert Total From Above) 2,279 ÷ 23,069 (2012-2013 Enrolment Headcount) x 100 = 9.9%</td>
<td>Please calculate the total indicated above as a comparative % of University of Guelph’s 2012-2013 Enrolment Headcount: (Insert Total From Above) 318 ÷ 23,069 (2012-2013 Enrolment Headcount) x 100 = 1.4%</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 2012-2013 = 284</td>
<td>Please also indicate the total number of Part-Time First Generation Students enrolled at University of Guelph in 2012-2013 = 359</td>
<td>Please also indicate the total number of Part-Time Aboriginal Students enrolled at University of Guelph in 2012-2013 = 52</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.
<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 2012-2013, 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 2012-2013, 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 2012-2013, 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>

Learning Disabilities: Experience to Understanding is a credit course offered through the Centre for Students with Disabilities (CSD) for students diagnosed with a specific learning disability. Offered since 1999, this course is highly recommended by students who have taken it in the past.

The goal of this course is to foster a high-level of motivation and sense of self-responsibility, an understanding of learning disabilities in general and one’s own ability-disability profile in particular, and the acquisition and enhancement of compensatory strategies to become a good information processor. It is aimed at helping students to know themselves as learners, at enhancing self-determination, and developing proactive internalized approaches to successful task completion. While the course is intended for students entering university directly from high school, students in 2nd and 3rd year, including those who have just recently been diagnosed with LD, have also registered in the course. In Fall 2012, 28 students registered for the Learning Disabilities: Experience to Understanding credit course.

We redesigned to our fall programming model for new students to be more focused on lifestyle issues associated with mental health. Through a collaboration between the Centre for New Students, Student Health Services, and Residence Life, an initiative was piloted called “Mama Never Told Me.” The program focuses on engaging students in dialogue about eating well, sleeping well, exercise, and community involvement – all of which are strongly associated with positive mental health. These are issues that are known to go askew during the transition to university and addressing them in a proactive manner is seen as an important prevention strategy. Students who participated in this program did so in groups of 20. The model was informed by issues that are known to be particularly salient for first generation students.

With the goal of improving access, retention, and success of Aboriginal learners, the University of Guelph expanded its Aboriginal outreach and recruitment activities in the Fall of 2010 with the hiring of Guelph’s first Aboriginal Liaison. The role of the Liaison is to promote postsecondary education and, more specifically, the University of Guelph within First Nation and urban Aboriginal communities. With continued support from MTCU’s Aboriginal Education Office, Guelph now maintains an active presence on the Aboriginal Postsecondary Information Program (APSIP) tour and facilitates programming for grade 7/8 youth through the Establishing an Aboriginal Gateway into Learning and Education program. Combined outreach to both primary and secondary school youth helps promote postsecondary education as a viable option for Aboriginal learners.

In 2012-13, the Liaison visited with 2,561 perspective Aboriginal students and their families at 71 APSIP events throughout Ontario and in eastern Quebec. At these visits, the Liaison distributes recruitment materials and discusses the benefits of voluntary Aboriginal self-declaration. Between Fall 2009 and Fall 2012, Aboriginal student applications to degree programs on the main campus rose from 162 to 243 while offers of admission rose from 75 to 117. Over the same time period, registered incoming students rose from 28 to 48.
demonstrating that these Aboriginal-specific recruitment efforts have contributed to the building of the University of Guelph's Aboriginal student population.
3) Student Access Guarantee

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

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

<table>
<thead>
<tr>
<th>2012-2013 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>$2,410,390(*)</td>
<td>1,676(*)</td>
</tr>
<tr>
<td>Other SAG Expenditures (towards other assessed shortfalls)</td>
<td>$2,431,189(*)</td>
<td>2,086(*)</td>
</tr>
<tr>
<td>Total SAG Expenditures Reported by University of Guelph</td>
<td>$4,841,579(*)</td>
<td>3,762(*)</td>
</tr>
</tbody>
</table>

Did University of Guelph meet students’ tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines?
Yes

*The space below is provided for 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 2012-2013.
4) Participation in the Credit Transfer System

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

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

<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>2008</td>
<td>29741 (+)</td>
<td>5585 (+)</td>
<td>736 (+)</td>
<td>88 (+)</td>
</tr>
<tr>
<td>2009</td>
<td>31695 (+)</td>
<td>5170 (+)</td>
<td>886 (+)</td>
<td>82 (+)</td>
</tr>
<tr>
<td>2010</td>
<td>33300 (+)</td>
<td>5329 (+)</td>
<td>849 (+)</td>
<td>103 (+)</td>
</tr>
<tr>
<td>2011</td>
<td>33440 (+)</td>
<td>5684 (+)</td>
<td>980 (+)</td>
<td>97 (+)</td>
</tr>
<tr>
<td>2012</td>
<td>34991</td>
<td>5417</td>
<td>1069</td>
<td>103</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>2011</td>
<td>N/A(1)</td>
<td>N/A(1)</td>
<td>N/A(1)</td>
<td>N/A(1)</td>
</tr>
<tr>
<td>2012</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 2012-2013 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.)

In 2012-13, the University enhanced its transfer pathways through the development of a new bi-lateral transfer agreement with Fanshawe College. Students who graduate from Fanshawe College’s Computer Programmer Analyst 3-year diploma program can transfer to the University of Guelph’s Bachelor of Computing (General) degree. Students who meet the admission requirements and complete a bridging semester comprised of 1.0 credits enter into semester 5 of a 6 semester long program. The pathway has since been transformed into multi-lateral agreement that now encompasses 8 Ontario colleges. Likewise, students completing the Software Engineering Technology 3-year diploma from multiple colleges can also pursue the Bachelor of Computing (General) degree.

Additionally, the University has developed 8 pathways from varying diploma programs which enable students to pursue the Bachelor of Bio-Resource Management, the Bachelor of Commerce (Hotel and Food Administration), and the Bachelor of Science in Molecular Biosciences.

As a result of this activity, the University of Guelph now has pathways with over 20 colleges in Ontario.

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

The University of Guelph has continued to see growth in our orientation programming for new transfer students. In the 2012-13 academic year, there were a series of events and activities offered that helped to promote familiarity with the campus culture, expectations, resources, and community.

Orientation Week began with a dinner for mature and transfer students on Labour Day weekend. There was also a question and answer session and a dedicated campus tour for this group. A new addition this year was an event called “Late Comer Catch-up” that was specifically for individuals who couldn’t make it to the start of Orientation Week.

Beyond the first week of September, there were a series of on-going events offered specifically and exclusively for transfer students. Some activities were more social in nature (e.g. a bowling night) whereas others were more structured around introducing relevant resources. In our experience, resource uptake is improved when their introduction is timed to match with the typical needs of new students.

One of the key intended outcomes for this programming was an improved sense of community among transfer students. The purpose of this was to increase the capacity of transfer students to offer mutual support as they navigate the University of Guelph experience. Beyond activities that were organized by the Centre for New Students, participants agreed to share their email addresses with each other and also set-up a Facebook group that turned out to be quite active.

Transfer student programming was enhanced in part by increasing the attention provided by professional staff within the Centre for New Students. Funding for transfer students allowed us to top-up a contract position and the incumbent was then able to provide more focused support to this group. The consistency of the incumbent’s efforts led to richer content during transfer student gatherings and more sustained relationships.
4.3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways

In 2012-13, the University developed, produced, and printed credit transfer materials and publications that were used not only for promotion and marketing but also to provide information on obtaining credit recognition for prospective credit transfer students, including recruitment to the Bachelor of Computing. In addition, the University has made information regarding transfer opportunities more readily available on the Admission Services website as well as the ONtransfer.ca website.

The University's Liaison Officer, National and Transfer Recruitment visited colleges throughout the province in Winter 2013 to create awareness about the general transfer opportunities as well as the specific pathways at Guelph that have been recently approved for in-course college students.
5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, 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></th>
<th></th>
<th>Second Year</th>
<th></th>
<th></th>
<th>Third Year</th>
<th></th>
<th>Fourth Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number of Classes</td>
<td>Percentage of Total Classes</td>
<td>Number of Classes</td>
<td>Percentage of Total Classes</td>
<td>Number of Classes</td>
<td>Percentage of Total Classes</td>
<td>Number of Classes</td>
<td>Percentage of Total Classes</td>
<td></td>
</tr>
<tr>
<td>Fewer than 30</td>
<td>96(*)</td>
<td>24.4%(*)</td>
<td>185(*)</td>
<td>29.7%(*)</td>
<td>618(*)</td>
<td>54.5%(*)</td>
<td>2,191(*)</td>
<td>89.8%(*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>70(*)</td>
<td>17.8%(*)</td>
<td>97(*)</td>
<td>15.6%(*)</td>
<td>248(*)</td>
<td>21.9%(*)</td>
<td>183(*)</td>
<td>7.5%(*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>34(*)</td>
<td>8.7%(*)</td>
<td>139(*)</td>
<td>22.3%(*)</td>
<td>117(*)</td>
<td>10.3%(*)</td>
<td>42(*)</td>
<td>1.7%(*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>103(*)</td>
<td>26.2%(*)</td>
<td>159(*)</td>
<td>25.5%(*)</td>
<td>139(*)</td>
<td>12.3%(*)</td>
<td>22(*)</td>
<td>0.9%(*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>251 or more</td>
<td>90(*)</td>
<td>22.9%(*)</td>
<td>43(*)</td>
<td>6.9%(*)</td>
<td>11(*)</td>
<td>1.0%(*)</td>
<td>2(*)</td>
<td>0.1%(*)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>393(*)</td>
<td>100.0%(*)</td>
<td>623(*)</td>
<td>100.0%(*)</td>
<td>1,133(*)</td>
<td>100.0%(*)</td>
<td>2,440(*)</td>
<td>100.0%(*)</td>
<td></td>
<td></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 2012-2013, 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 2012 Common University Data Ontario (CUDO) report for Fall 2011, 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.

MGMT*1000 — Introduction to Business — is a first-year, first-term, 1.0 credit required course for all students (~850) in the Bachelor of Commerce program. There are two parts to the course: a weekly 2-hour lecture delivered by the professor in a large lecture theatre on campus and a weekly 2-hour seminar delivered by a fourth-year Undergraduate Teaching Assistant (UTA). The size of the lecture sections depend on the size of the lecture theatre scheduled for the class. The seminar sections, however, are capped at 40 students maximum.

The seminars are taught in a purpose-built "active learning classroom." The physical design of the classroom comes from the "d.school" at Stanford and active learning classrooms at other universities like McGill and Laurier. Students are seated on lab stools at tall 36"x36" tables. Whiteboards cover all available wall space. Five portable whiteboards can be wheeled around the room to quickly partition the space into small team areas.

The "hidden curriculum" of the room is active learning. Students cannot get too comfortable on the stools. Four or five students around a 3'-square table forces collaboration by virtue of proximity to each other. Since there is limited table real estate for computers, students "work analog" and use the whiteboards extensively. An instructor standing in the room is at eye-level with students sitting on the stools thereby reducing the power differential in the room.

The audio-visual aspects of the room compliment and reinforce active learning. Four short-throw data projectors can be connected wirelessly to up to 8 laptop computers allowing multiple groups to view their work projected on a whiteboard. Any laptop screen can be sent to any projector allowing easy sharing of student work in the room. Since everything is wireless, there is no lectern or podium in the room allowing the instructor to teach from anywhere.

As well, the course’s curricular design is tightly integrated with the physical design. The first few weeks of the term are spent learning about teambuilding, design thinking, and team and time management as important fundamental skills for the student’s BComm career. We then move into the Business Model Generation content - scaffolding activities like understanding the business model canvas, writing and research skills, presentations and presentation skills in order to develop these in a formative way before the summative assessments are due.

The last half of the course is dedicated to Problem-Based Learning (PBL). The University has its innovative "First-Year Seminar" (FYS) program where a senior academic meets weekly with 18 first-year students to explore a large problem (e.g., world hunger, cultural dilemmas, etc). What MGMT*1000 does is "scale up" this PBL approach from a FYS of 18 students delivered by a senior academic to 40 students delivered by a fourth-year undergraduate. Students in MGMT*1000 use the same approach as their FYS peers to explore large, messy, unstructured business problems. The focus of this approach is less on coming up with a definitive solution to the problem and more on articulating one's own "learning issues" and researching materials to address those issues.

Planning for this innovative pedagogical design of curriculum and classroom space for MGMT*1000, which exemplifies the University’s commitment to transforming post-secondary education, took place prior to the classroom’s launch in Fall 2013.
6) eLearning

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

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

In its 2011-2012 MYAA Report Back, 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 2012-2013.

**Fully Online Learning* and Synchronous Conferencing**

*DEFINITIONS:

Courses:

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

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

Programs:

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

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.
Course, Program and Registration Data
Based on the definitions provided above, provide *University of Guelph’s* eLearning data for 2012-2013:

<table>
<thead>
<tr>
<th>COURSES DATA</th>
<th>UNDERGRADUATE</th>
<th>GRADUATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Ministry-funded, For-credit <strong>Courses</strong> Offered Through Fully Online Learning</td>
<td>197</td>
<td>37</td>
</tr>
<tr>
<td>Number of Ministry-funded, For-credit <strong>Courses</strong> Offered Through Synchronous Conferencing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</strong></td>
<td>197</td>
<td>37</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 <strong>Programs</strong> Offered Through Fully Online Learning</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Number of Ministry-funded, For-credit <strong>Programs</strong> Offered Through Synchronous Conferencing</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format</strong></td>
<td>9</td>
<td>4</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>24,817</td>
<td>1,003</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><strong>Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format</strong></td>
<td>24,817</td>
<td>1,003</td>
</tr>
</tbody>
</table>
The University of Guelph extends the teaching 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.

Open Learning and Educational Support 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 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 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 2012-2013, 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 Master in Business Administration (MBA) is an innovative and interactive program consisting of fully online asynchronous courses augmented by short, intensive, residential courses. This hybrid program was designed by the College of Management and Economics in collaboration with Open Learning and Educational Support (OpenEd). As the program evolves, OpenEd continues to provide ongoing instructional design, pedagogical and educational technology expertise, and support to course faculty and instructors.

BUS*6200: Financial Management, taught by Bill Braithwaite and Linda Ambroise, is an 8-week fully online, asynchronous course in the program. This course takes the viewpoint of a senior financial officer of a commercial enterprise and uses authentic and relevant case studies as a foundation for student learning. In August of 2013, the instructors collaborated with OpenEd to augment the curriculum by integrating three synchronous sessions that connected participants to high profile industry professionals. The inclusion of synchronous elements was intended to broaden the student experience beyond the classroom.

Adobe Connect was the selected platform that supported the live sessions because guests could make use of the real-time video, audio, and desktop sharing capabilities. As the course does not require any set attendance or “classroom” time, sessions were recorded for those who could not attend.

The interaction with guest speakers provided students with an opportunity to ask relevant and meaningful questions to experts who could speak to the reality of complex problems, which supported the case study approach in the course. Additionally, the synchronous sessions were the impetus for a number of assessed group asynchronous discussions designed to help students reflect on and extend their learning.

A survey related to assessing the experience of students using the technology utilized in the sessions is currently being administered. To-date, informal feedback indicates that students found the technology easy to use and the synchronous sessions engaging and relevant to their learning and professional practice.
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 2012-2013:

- Outbound students* = 258
  *DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 155
  *DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at University of Guelph in 2012-2013 = $1,923,052

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 2012-2013 = $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 2012-2013, 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 2012-2013</th>
<th>2012-2013 Total Enrolment by Program</th>
</tr>
</thead>
<tbody>
<tr>
<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: International Initiatives.

Note:
The $1,923,052 figure provided takes into account gross tuition revenue from all international students reported by the University of Guelph in 2012/13 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 2012-13 is associated with increased enrollment. Nevertheless, the University anticipates that the positive net revenue will be negatively impacted beginning in 2013-14 with the introduction of the International Student Recovery (ISR) and the Municipal Tax Adjustment to our Operating Grant.
7.2) Enrolment

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

<table>
<thead>
<tr>
<th>Source Country</th>
<th>Number of International Students</th>
<th>International Students from Source Country as a Percentage of University of Guelph’s Total Full-Time International Student Enrolment(*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. China(*)</td>
<td>231(*)</td>
<td>30.1%(*)</td>
</tr>
<tr>
<td>2. United States(*)</td>
<td>88(*)</td>
<td>11.5%(*)</td>
</tr>
<tr>
<td>3. India(*)</td>
<td>53(*)</td>
<td>6.9%(*)</td>
</tr>
<tr>
<td>4. Saudi Arabia(*)</td>
<td>34(*)</td>
<td>4.4%(*)</td>
</tr>
<tr>
<td>5. Malaysia(*)</td>
<td>25(*)</td>
<td>3.3%(*)</td>
</tr>
</tbody>
</table>

University of Guelph reported to TCU that International Enrolment* in 2012-2013 = 767(*)

*DEFINITION: International Enrolment 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, 2012, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

*The space below is provided for 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 2012-2013 Part-Time International Student Enrolment = 70

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2012-2013, 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.

Science Without Borders is a large-scale nationwide scholarship program primarily funded by the Brazilian federal government with support from the private sector. The main goal of the initiative is to promote the consolidation and expansion of science, technology, and innovation in Brazil by means of international exchange and mobility. In placing both undergraduate and graduate students as well as researchers from Brazil in international institutions of excellence around the world, and in inviting their counterparts to Brazil, the strategy aims to create a highly competitive and entrepreneurial environment.

Students selected for the Canada-Brazil CsF Scholarship Program come to Canada for a duration of 12 to 16 months; 12 months for students with acceptance into academic studies, or 16 months for students who require language training. The last semester of studies is either for a research or industry placement.

The University of Guelph has proven to be an exceptionally popular destination for Science Without Borders students, and our numbers have grown from 36 students in the first semester of the program to 125 in Fall 2013. In total, we welcomed 85 Science Without Borders students in the 2012-2013 academic year, and we will welcome an expected 145 in 2013-2014. Our commitment to this program highlights the importance of internationalism on our campus, which is further reflected by our ranking as 1st in Canada for Overall Learning and Overall Living Experience in the International Student Barometer adopted by over 230 institutions in 16 countries around the world.
7.3 English as a Second Language

Please provide the total number of International students who were enrolled in an English as a Second Language (ESL) course or program at University of Guelph in 2012-2013 = 599.

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

A significant development for English Language Programs (ELP) in 2012-13 has been the establishment of our relationship with Doshisha University in Kyoto Japan. We have been working to establish an agreement with Doshisha for several years, through their Department of Global Communication. Julian Inglis, the ELP Manager, travelled to Doshisha University in Fall of 2011 and 2012 to discuss potential collaboration with Doshisha, and representatives of DU visited Guelph twice in 2012-13. Dr Tamai visited in Fall 2012 and met with ELP staff as well as Dr. Serge Desmarais, Associate Vice President (Academic), to discuss the possibility of a one-year visiting-student program in which students study in both the ELP and undergraduate programs. Dr. Nakamura visited in March 2013 to discuss plans for an upcoming four week Business English program.

Doshisha is one of the top private universities in Japan and our collaboration has raised our profile and reputation within the country. This is already starting to have an effect on our general enrollments from Japan, a market which has grown considerably for ELP in the past year, and now represents the third largest student group in the English Language Certificate Program behind China and Brazil. Building linguistic/cultural diversity into our ELP student body is an important component of the strategic plan for our unit. It also impacts the diversity of international students in the larger University of Guelph student body.

The work that we have done in 2012-13 has established a reliable long term pathway for Japanese students to study at the University of Guelph. Beginning in Summer 2013, we are projecting 35-40 students every summer in the four week Business English course that we have developed, and beginning in March 2014, we are projecting 15 students per year who will spend a full year of study at Guelph as visiting students, enrolling in English classes as well as undergraduate courses.

The Business English Program that we developed for Doshisha has also sparked interest from a variety of potential partners in other countries such as Vietnam, Colombia, Brazil, and Ecuador. Having developed the curriculum for the program, we can use it as an example and template to be modified and adapted to meet the needs of other groups. We look forward to delivering similar short term programs during the summer semester in the coming years to other partners, helping us to further develop the diversity of students that study in ELP at Guelph.

7.4 French as a Second Language

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

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

French as a Second Language programming is not available at any of Guelph’s five campuses.

*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 and ESL or FSL.
Note for English as a Second Language:
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 2012-2013 was the total number of unique heads over the three semesters (Spring 2012, Fall 2012, and Winter 2013) of the 2012-13 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 2011-2012 MYAA Report Back that it had adopted the Government of Ontario’s Supply Chain Code of Ethics. Please confirm, that in 2012-2013, University of Guelph adhered to the Government of Ontario’s Supply Chain Code of Ethics: Yes

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

University of Guelph confirmed in its 2011-2012 MYAA Report Back that it had not participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, University of Guelph participated in the Ontario Education Collaborative Marketplace (OECM): Yes

If YES, please provide the approximate total dollar value of University of Guelph’s OECM purchases in 2012-2013: 195,000
Please provide one or more highlights, in the space provided below, of an activity that *University of Guelph* used during 2012-2013, which contributed to maintaining or improving *University of Guelph's* supply chain initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In 2012-13, University of Guelph participated in the Ontario Education Collaborative Marketplace (OECM). In fact, as of April 30, 2013, University of Guelph has participated in 3 OECM contracts: 1) office supplies contracts with Grand & Toy and Staples; 2) toner contract with Staples.

Moreover, in 2012-13, the University went through a few technology upgrades to improve and streamline our supply chain activities:

1. The University's Oracle ERP system, where the University's procure to pay transactions reside, went through a major upgrade and now uses the R12 version, which is a more current, versatile version with stronger functionality and better control mechanism.

2. To streamline the University's RFP management process, we have upgraded the MERX web application for posting all of the University's open competitive bid projects to MERX Enterprise solution. The Enterprise version provides better project tracking and reporting functions, the capability to accept electronic bids submission, and the ability to manage both open and invitational RFx with the same process in the future.

3. Aiming to automate the current paper-based RFP evaluation process, the University also signed a MOU with Bonfire to pilot their electronic RFP evaluation system. The system will be used with selected projects for trial and feedback at this stage.
BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

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

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

ii. comply with the mandatory requirements of the Directive.

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

Please provide one or more highlights, in the space provided below, of an activity that *University of Guelph* used during 2012-2013, 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.

Following the campus-wide BPS Procurement Directive Training, we continued to receive various questions on the specific requirements of the Directive. To make sure that the accumulated knowledge doesn't get lost among emails, phone calls, and various conversations, we started to compile them into a list of questions and answers. The Q&A is shared among all procurement front-line staff, such as buyers and supervisors, and is also posted on our website. The list now contains 53 questions that have been answered and we are preparing answers to another 20 questions.

We also use this Q&A website to refresh our staff training of the Directive as well as to refer clients to, who have similar questions, for detailed answers. It serves as a valuable knowledge reservoir and complements our ongoing campus training.
BPS Expenses Directive

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

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

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

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

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 2012-2013, 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.

In 2012-13, the University drafted a comprehensive Hospitality policy to provide more clarification on acceptable out-of-pocket hospitality expenses. As a result, the number of hospitality categories was expanded to five. For more information on Guelph's policy and hospitality categories, please refer to:


As well, to ensure compliance across the university campus, Financial Services provides the following training and support:

• an Expense Claim System (ECS) 15 minute online tutorial, which was updated to reflect the changes to the expense claim form,

• the hands-on classroom training of staff (both Claimants & Admin. Staff) on the best practices for submitting expense claim reimbursements, and

• a generic email address (ecs@uoguelph.ca) and an ECS support phone help desk to answer any questions related to expense claims.
BPS Perquisites Directive

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

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

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

Work flows and processes have been updated to ensure compliance and accountability going forward. The University continues to conduct systematic review of existing contracts and perquisites with the objective to ensure compliance.
9) Work Integrated Learning*

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

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

*DEFINITIONS:

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

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

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.
Based on the definitions provided above, please provide WIL data for *University of Guelph* in 2012-2013:

<table>
<thead>
<tr>
<th>Number of programs at University of Guelph with a Co-op Stream</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>37</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of students at University of Guelph enrolled in a Co-op program</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2,011</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 2012-2013, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by *University of Guelph* to be an innovative practice, success story and/or key accomplishment.

Note:
The number of undergraduate and graduate programs with a Co-op Stream at University of Guelph in 2012-13 was calculated using the University of Guelph’s 2012-13 Undergraduate and Graduate Calendars. Please also note that 2 of the 4 graduate programs with a Co-op Stream reported by the University of Guelph in the 2012-13 MYAA -12 Report Back are joint programs offered with the University of Waterloo and that these 2 graduate programs with a Co-op Stream are being discontinued. As a result, once it goes through official processes, Guelph will have 2 graduate programs with a Co-op Stream.

Note:
The number of undergraduate and graduate students enrolled in a Co-op program at the University of Guelph in 2012-13 reported in the 2012-13 MYAA Report Back was calculated using the University of Guelph’s November 1, 2012 Reporting File.

The University of Guelph is proud to announce that we have offered co-op opportunities for students for more than 30 years. Recently, Guelph had 29 of its co-operative education programs up for review by the Canadian Association for Co-operative Education (CAFCE), and all 29 were granted immediate re-accreditation. All accreditations are for six years. The CAFCE also recommended that seven new programs also be given accreditation when they have their first graduates. Those programs reviewed include degrees in the College of Biological Science, the College of Management and Economics, the College of Physical and Engineering Science, the College of Social and Applied Human Sciences and the Ontario Agricultural College.

The CAFCE is a national organization that examines co-op programs for the highest standards of achievement. The accreditation process reviews all aspects of co-op programming, delivery and administration, including job approvals, employment rates, student preparation, learning objectives, monitoring, and assessment. The University of Guelph is incredibly pleased with the strong reputation that our co-op programs enjoy and proud to provide, through co-op opportunities, students with valuable experience that integrates their academic and workplace learning, while developing valuable technical and workplace skills.
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 2012-2013 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 our Incoming Student Survey as well as to NSSE’s companion survey the Beginning University of Student Engagement (BUSSE) to reflect upon student engagement in educationally purposeful activities. At the graduate level, the University of Guelph administers, along with universities across Canada (including all of Ontario’s universities), the Canadian Graduate and Professional Student Survey (CGPSS). This survey provides critical information directly from our graduate students about their participation in programs and activities designed for their learning and personal development. The International Student Barometer has also provided the University with incredibly useful feedback directly from international students about their experiences with and opinions about their living and learning environment.

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 2012-2013, 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.

A Curricular-Approach to the Residence Learning Environment

To realize the capacity of residences as living-learning environments and as an important facet of a holistic university education, Student Housing Services implemented a new model, called the Community Development Model (CDM), to replace the traditional Programming Model. The CDM adopts a “curricular-approach” (advocated by researchers in the field of student affairs). While it is not a “curriculum” per se; intentional and assessable learning outcomes anchor the CDM and activities, to realize the learning outcomes, are placed at impactful times throughout the academic year. The curricular-approach affords many benefits, which include the following:

• Intentionally-derived learning outcomes
• Meaningful assessment results
• Enhanced coordination with campus partners
• Consistency across campus
• Meaningful teamwork with Interhall Council
• Structuring a program based on year of study

Analogous to a school system whereby centrally developed curricula are executed by trained professionals, the curricular-approach in residence is anchored on a centrally-developed curriculum and contains “syllabi and lesson plans” for clear and consistent delivery. Drawing on research concerned with student learning and development, the following Learning Objectives serve to anchor the CDM to support first-year students to develop as persons, scholars and citizens:

• Exhibit self-care behaviours related to health (sexuality and substances), wellness (balanced lifestyle), and independent living.
(time and resource management);
• Explore deeper understanding of one’s identity, skills, and interests;
• Establish a foundation to support their academic and career goals;
• Develop mature and productive behaviours to be responsible and contributing members of a diverse community;
• Experience a sense of belonging in their community.

More specifically, in using the Learning Objectives as the core foundation, while also reflecting on student development theories, our Residence Life Management Team develops learning outcomes to realize the Learning Objectives. Activities are then associated with the learning outcomes as the vehicle and we assess the learning outcomes. The following is a modest example of the framework used:

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Activity</th>
<th>Learning Outcomes</th>
<th>Sample Assessment Questions</th>
</tr>
</thead>
</table>
| Exhibit self-care behaviours related to health (sexuality and substances), wellness (balanced lifestyle), and independent living (time and resource management) | Can I Kiss You | Identify why consent is important in sexual relations | Sexual Assault is any unwanted sexual contact  
Consent is required before sexual contact  
A person who is severely intoxicated or unconscious (as a result of alcohol or drugs) cannot give consent, even if they think they are capable of doing so |
11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at University of Guelph = 78.6%(*)

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

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

In addition to reviewing the graduation rate produced by the KPI survey results, in 2012-13, 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 2012-2013, 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.

In December 2005, the Council of Ontario Universities (COU) adopted Guidelines for University Undergraduate Degree Level Expectations (UUDLES), which were very much consistent with the University of Guelph’s Learning Objectives (approved by Senate in 1987). On May 30, 2011, Senate approved the University’s new Institutional Quality Assurance Process (IQAP) for the review of undergraduate and graduate programs, departmental reviews, and new undergraduate and graduate program proposals. In effect since September 1, 2011, the IQAP sets out guidelines for incorporating the University’s Learning Objectives and UUDLES, as well as learning outcomes, into degree program and specializations, which are assessed regularly through periodic quality reviews.

In 2012-13, the University of Guelph adopted a set of institution-wide Learning Outcomes for undergraduate education, which are intended to complement the University’s established Learning Objectives. These Senate approved Learning Outcomes are broad-based which provide flexibility in their application to the various disciplines and provide scope for curriculum and program committees to expand them, as appropriate, to fit specific disciplines. The adoption of institution-wide Learning Outcomes not only demonstrates the University’s commitment to articulating, embedding, evidencing, and measuring learning outcomes in the undergraduate curriculum but will also help students to better express the learning undertaken at the post-secondary level.

Learning Outcomes have also been proposed for graduate education. The University of Guelph is in the final stages of approving the adoption of institution-wide Learning Outcomes in the graduate curriculum.
12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at University of Guelph = 88.76%[+]

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at University of Guelph = 93.46%[+]

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

The University of Guelph looks to a variety of complementary 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 2013 Canadian Graduate and Professional Student Survey. In an attempt to improve our overall understanding of Guelph’s graduate employment rate, in 2013, Guelph participated in the National Baccalaureate Graduate Outcomes Survey. We hope that Guelph’s results will enhance our insight into this important area.

Please provide one or more highlights, in the space provided below, of an activity that University of Guelph used during 2012-2013, 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.

In 2012/13, Co-operative Education & Career Services (CECS) at the University of Guelph committed to building stronger relationships with potential and existing employers through increasing trade show attendance, expanding marketing efforts, and increasing 1:1 connections with employers. CECS also continued to build a strong career curriculum for students.

In the Fall of 2012, CECS launched a new Website, which provides 24/7 access to comprehensive services for employer and student clients. CECS also launched a new co-op and career portal system that provides efficient recruitment process for employers as well as allows for CECS management of employers. The portal includes job postings, applications, interview and appointment scheduling, extending offers, document management, event registration, and employer prospecting.

A Manager of Co-op and Employer Partnerships was hired to lead the employer development team and the co-op and graduating student employer prospecting and development strategy. The team will continue to reach out to potential employers, while maintaining relationships with our current employers, to broaden the scope and quantity of opportunities for students and alumni. The technology of a new contact management system is being used to streamline and centralize all existing and potential employer contacts for job development.

In addition, the Manager of Career Curriculum led the expansion of the Career Advisor and Peer Helper support for students. The trained Peer Helper volunteers are available to support students in crafting effective cover letters and resumes and in excelling in interviews. Over 30 Peer Helpers are now providing 5 full-days of drop-in appointments to review student job application packages. Satellite programming has also been added to meet the student demand.

To meet the student interest in international opportunities Guelph became the first university in Canada to procure Passport Career (online website) for students and alumni to seek out study, volunteer, and work experiences in over 78 countries and 250 cities around the world.
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>2008 Cohort</th>
<th>2009 Cohort</th>
<th>2010 Cohort</th>
<th>2011 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd Year</td>
<td>87.4%(*)</td>
<td>91.6%(*)</td>
<td>91.7%(*)</td>
<td>92.1%</td>
</tr>
<tr>
<td>1st to 3rd Year</td>
<td>84.8%(*)</td>
<td>84.5%(*)</td>
<td>84.8%</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.

Note:
An error in the first to third year retention rate for the 2009 cohort reported in the 2011-12 Multi-Year Accountability Agreement Report Back has been corrected in Guelph's 2012-13 MYAA Report Back.
Upper-year students play a central role in program and service delivery for initiatives that support first-year students. More specifically, the Centre for New Students (CNS) employs 76 part-time student staff positions across five different programs; 14 peer helpers who are involved with undergraduate learning placements; and more than 700 volunteers spanning three different programs and 24 distinct teams. All told, the work of CNS is equivalent to about 22.5 full-time equivalents, of which less than 25% is carried out by professional staff.

The quality of students involved with our programs is very high, with student-staff having an average GPA of 79.5% and volunteers with an average GPA of 75.4%. There are academic performance requirements for students who wish to be involved in leadership roles with our programs. This helps to ensure that they are well-equipped to be academic role models. As these positions are also considered highly desirable opportunities, it helps to motivate students to do well academically so that they are eligible to get involved in this way. For those who do not make the grade, we offer support for improvement.

Students who participate in our programs receive training on both skills and theory related to student success. This includes a wide spectrum of topics, for example, communication skills, problem-solving skills, social issues and diversity, interpersonal skills, self-management, cognitive and identity development, and mental health and front-line crisis response. Training programs are carefully designed to balance practical knowledge about operational and logistical issues and broader concepts that apply to all kinds of situations. Students involved with our programs on a sustained basis are also coached on goal-setting and critical self-reflection.

This peer-based model has many advantages. First-year students learn from their upper-year counterparts who are carefully selected and well-prepared for leadership roles. It should be noted that between 92% and 94% of first-year students interact with these leaders. This helps to create a community atmosphere that highly values meaningful personal connections. It also provides role modeling with regards to academic success. Of course, it also gives these student leaders invaluable opportunities that lead to clarification of long-term goals and preparation for future career paths.

In all, the students who are involved in program delivery with the Centre for New Students are truly engaged in co-curricular learning. The experiences they have help to clarify and build upon their academic pursuits, extend their learning, keep them motivated, and expose them to new ways of seeing the world.
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 2012-2013, 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.)

At the University of Guelph, students in the MBA program are involved in the real world application of their developing skills as part of the capstone course, the MBA Boardroom Challenge. The Boardroom Challenge requires MBA students, working in teams assigned by their instructor, to spend five intensive days understanding and deconstructing one company’s business model and then to present their recommendations to a panel of executives. This capstone course requires students to demonstrate their mastery of business concepts, while making business sense in real time. The Boardroom Challenge forces MBA students to excel beyond academic expectations, so executives can fully appreciate the practical merits of what the students are suggesting. This live case study approach requires students to integrate and apply what they've learned in a real-world setting and, as a result, contributes to a quality learning environment that enhances student engagement.

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

The University’s Presidential Task Force on Sustainability was created in January 2010 to help ensure that the University’s teaching, research, and operations reflect its commitment to sustainability as well as to encourage and motivate students, faculty, and staff to continue seeking ways to live and work sustainably. A Report presented the results of a nine-month-long consultation conducted by the Task Force and it offered numerous recommendations, including appointing a Sustainability Director and permanent Advisory Committees, creating a “sustainability action network” representing units/departments to help increase involvement, and providing a sustainability module for all incoming students.

To date, the Director of Sustainability has engaged the University community in the task of furthering Guelph’s commitment to sustainability. Of interest, are the opportunities that are available to engage students in experiences that support sustainability — whether it is through hiring students every summer to offset the 100 percent elimination of chemical weed control or through student involvement in waste reduction programs, including RecycleMania, which is a friendly competition among more than 500 Canadian and American universities and colleges to see which school can recycle the most waste over eight weeks. As well, the University offers a total of 41 courses, including a first-year seminar, that address sustainability and provide students with the opportunity to not only engage in this important conversation but to develop a value set that will allow them to make sustainable decisions throughout their lives.

14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)
The Graduate Student Teaching Development Program (TDP) is designed to support graduate students in their personal development as university educators. Co-ordinated by Open Learning and Educational Support, the program offers workshops to graduate students that give them practical teaching tools, techniques, and strategies to employ as TAs and later as professionals pursuing careers in academia. TDP workshops not only introduce graduate students to the profession of teaching and learning but they also provide graduate students with hands-on opportunities to test their teaching skills and strategies, the chance to learn from others, and the opportunity to meet graduates from other colleges across the institution. Graduate students who complete at least 12 hours of TDP workshops receive a recognition certificate from Open Learning and Educational Support. This initiative helps TAs become effective educators, which serves to support the University’s commitment to providing a quality undergraduate education.
Attestation:

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

Contact:

For additional information regarding University of Guelph’s 2012-2013 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 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

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