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, which were articulated under Reaching Higher. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 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.
1) Enrolment - Headcount*

*DEFINITION: Headcount is the actual enrolment for Fall 2010 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.

University of Guelph reported to the Ministry the total Headcount enrolment in 2010-2011 = 22,043.

The number of students aged 18-24 from the total Headcount enrolment reported by University of Guelph to the Ministry for 2010-2011 = 19,763.

The number of students aged 25+ from the total Headcount enrolment reported by University of Guelph to the Ministry for 2010-2011 = 1,737.

The number of students under the age of 18 enrolled at University of Guelph in 2010-2011 = 539.

*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

Age for the Fall 2010 headcount reported to the Ministry for the 2010-2011 fiscal year was calculated as of November 1, 2010.

The total headcount will not equal the total of the three age categories because the November report listed 4 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 2010-2011 to manage enrolment.

**Undergraduate Enrolment:**

Over the next several years we will be trying to balance an undergraduate population that is relatively static in number but changing significantly in demographics with the need to expand graduate capacity. We will also need to maintain an appropriate and dynamic balance among disciplines at both the graduate and undergraduate levels. But because today’s enrolment has such a strong effect on the character and capabilities of tomorrow’s university, managing enrolment must be more than simply effectiveness at meeting targets; it must also anticipate future needs and aim in the direction of strategic priorities.

Equally important, these changes in population will not be reflected evenly across the province. While many of our traditional recruitment markets in the province will experience population declines, it is clear that postsecondary growth will be driven by the Greater Toronto Area (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.

The University of Guelph-Humber (G-H) was established as a joint venture between Guelph and Humber College in 2002, with an intake of 200 students in two undergraduate programs which has now grown to a total enrolment of over 3,000 students in eight distinct programs. A unique characteristic of G-H is its integrated curriculum in which each course is intended to blend university and college learning objectives. G-H does not offer the “2+2” programs seen elsewhere—students do not complete a diploma and then move on to a degree, nor can they exit with only a diploma. The focus in 2010-11 was on increased accessibility and pathways for diploma and undergraduate degree holders.

GO Transit bus service to Guelph from the western GTA was introduced in 2008 and GO Train service is slated to begin in the spring of 2012. These GO services will provide an increasing number of students in the fast-growing York and Peel regions with the option for public transit commuter access to the University of Guelph. This increase in our commuter population challenges the distinctively residential nature of our undergraduate experience – a trend that demands we review our supportive learning environment to ensure that we are providing all students the services and programming they need.

Degree program intake on the main campus will remain flat at last year’s targeted levels of 4,250 new students except in Engineering (with an additional targeted intake of 130), and future intake growth will be focused only on programs where new growth is planned or where unused capacity exists.

**Graduate Enrolment:**

As a research-oriented institution, Guelph relies upon the contributions of graduate students to an ever-growing research agenda, just as those students rely upon the university to offer a wide variety of distinctive opportunities. This implies an imperative to align graduate programs and enrolment with areas of research strength and priority. Expansion of graduate enrolment capacity has therefore been a strategic priority for several years.

Fortuitously, at the same time the Ontario government has acknowledged the urgent need for system-wide expansion of graduate-level enrolment, as part of their innovation agenda and plan for the knowledge-based economy. In March 2008, the Ministry announced additional graduate growth funding and universities were invited to bid for spaces. The University submitted a proposal and was awarded 213 spaces at the masters level (including the unfunded growth from 2007/2008) and 62 doctoral spaces (including 49 unfilled spaces from our previous target). These increases put our overall targets at 1,354 masters and 520 doctoral eligible FTEs by 2011/2012. Reasonable progress has been made toward the 2011/2012 targets to date.
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 the institutions’ 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.
For the following, please include Full-Time and Part-Time, but not International students.

<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 2010-2011 = \textbf{854}.</td>
<td>Please indicate the total number of Full-Time First Generation Students enrolled at University of Guelph in 2010-2011 = \textbf{2,297}.</td>
<td>Please indicate the total number of Full-Time Aboriginal Students enrolled at University of Guelph in 2010-2011 = \textbf{332}.</td>
</tr>
<tr>
<td>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) \textbf{854} ÷ University of Guelph (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = \textbf{3.9}%</td>
<td>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) \textbf{2,297} ÷ University of Guelph (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = \textbf{10.4}%</td>
<td>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) \textbf{332} ÷ University of Guelph (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = \textbf{1.5}%</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 2010-2011 = \textbf{224}.</td>
<td>Please also indicate the total number of Part-Time First Generation Students enrolled at University of Guelph in 2010-2011 = \textbf{309}.</td>
<td>Please also indicate the total number of Part-Time Aboriginal Students enrolled at University of Guelph in 2010-2011 = \textbf{45}.</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 -

As reported in Guelph’s MYAA 2009-10 Report Back, the University has 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 do not anticipate that we will have a 100% response rate since students do have the right to decline their participation.

Currently, Guelph’s Voluntary Aboriginal Self-Declaration has an approximate response rate of 74.8%.

Currently, Guelph’s Voluntary First Generation Self-Declaration has an approximate response rate of 75.2%.
In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.

In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.

In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.

Over the past year, the Centre for Students with Disabilities (CSD) celebrated its 20th anniversary.

During the 2010-2011 academic year, the University of Guelph implemented a mental health awareness program called A.L.E.R.T. (stands for Acknowledge, Listen, Engage, Refer, and Talk) for faculty, staff and students. CSD staff was involved in the delivery of this program. This program confronts the growing challenge of mental health issues experienced by students by helping the university community identify at-risk-students and recognize the differences between mental health and mental ill-health.

The program reviews the most relevant mental health issues that students experience (depression, anxiety, eating disorders, psychosis and suicide) and offers a model of intervention that emphasizes support and referrals using university and community resources that are integrated with the University’s crisis intervention plan. Specific video scenarios are presented to reinforce the content of the session. Moreover, the module was designed in a way that would be helpful to all staff members regardless of their employment status.

Over the last academic year, the workshop was presented to over 600 students and staff in over 25 different presentations. The feedback to the sessions has been very positive in terms of developing awareness while

In 2010-11 the University of Guelph’s Centre for New Students played a central role in initiatives that support first generation students (FGS). Our focus has been on promoting a positive view of university-style learning, internalizing academic expectations and nurturing an integrated identity as a student. Of particular note was the launch of “The Pursuit Project” a mentoring program for FGS with Faculty members. The program invited students to events where they met with their mentor on a one-on-one basis and in small groups. These mentoring events took place on four separate occasions and involved 31 students. The conversations were animated and stimulating, and all participants reported a very positive experience. There are currently plans underway to extend the program in the coming year.

In addition, staff at the University of Guelph contributed a chapter about First Generation Students to a book called SEM in Canada: Promoting Student and Institutional Success in Canadian Colleges and Universities (Gottheil & Smith, 2011). The chapter ‘First Generation Students’ written by Townshend and Schnarr included a thorough review of the literature about FGS in the Canadian context and analysis of issues facing this group, which has informed the continued evolution of our Bounce Back program and other initiatives designed to assist at risk students. Bounce Back is a program offered in the winter semester.

The Aboriginal Resource Centre (ARC) piloted a ‘kinship’ model of cultural and counselling support for Aboriginal students. The initiative included a Counsellor/Therapist from Counselling Services building relationships with Aboriginal students and staff through a dedicated half-day per week in the Centre and facilitating three sharing circles. Overall, the Counsellor had contact with 33 students for a total 111 sessions individually or in group settings.

Following the kinship model, community Elders and Helpers moved beyond exclusively individual support to deliver a range of programming throughout the fall and winter. This approach engaged ten Elders and seven Helpers (increased from four Elders and six Helpers in 2009/2010), and provided an important opportunity for students to learn about Aboriginal culture while, at the same time, enabling them to visit with Elders individually after the sessions to connect and seek guidance. In fact, over the fall and winter, the Elders interacted with 347 students and campus community members.

Five Elders, two Helpers and the Counsellor gathered to honour seven graduating Aboriginal students at the University of Guelph’s first Celebration of Aboriginal Achievement. The graduation celebration was attended by 61 undergraduate and graduate students, alumni, staff, faculty, and community members including student’
also increasing comfort levels when responding to situations involving mental health issues. In the next academic year, specific academic departments will be targeted in the hope that the session can be delivered during departmental staff meetings.

that involves first year students with an academic average below 60% and who are thus at risk of being placed on academic probation or required to withdraw from the institution at the end of the academic year. 289 individuals opted into the program with approximately two thirds of these completing all of the participation requirements. On average, participants in Bounce Back 2011 increased their GPA by 5.4%, which is significantly higher than the 1.6% increase by the group of matched non-participants.

Bounce Back is built on the premise that students with low academic performance in their first semester at the university often fail to recognize the resources that are available to offer assistance. In addition, they frequently have a poor understanding of academic expectations, difficulties with goal-setting and personal problem-solving, feel out of place on campus, and experience a wide range of challenging personal circumstances. Participants are matched with a trained upper-year student who guides them in developing a personalized plan for improving outcomes. Careful attention to the support of the program's peer mentors has proven to be the linchpin of our success.

In addition, Bounce Back was featured at the annual conference of the Canadian Association of College and University Student Services as a best practice for engaging at risk students, with a focus on those who are first generation.

s families. The inaugural Kishaadigeh Award, which in Ojibway means ‘she who guards the lodge,’ was presented to a first-year student who is a role model for Aboriginal learners by being engaged in co-curricular activities, achieving well academically, and actively encourages others to also become engaged.
3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, University of Guelph committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students’ tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

*NOTE: SAG data as of June 9, 2011

<table>
<thead>
<tr>
<th>2010-2011 TUITION / BOOK SHORTFALL AID:</th>
<th>TOTAL $</th>
<th># ACCOUNTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures for Tuition / Book SAG Amount</td>
<td>$2,031,344</td>
<td>1,898</td>
</tr>
<tr>
<td>Other SAG Expenditure to Supplement OSAP</td>
<td>$1,662,988</td>
<td>1,567</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$3,694,332</td>
<td>3,465</td>
</tr>
</tbody>
</table>

Did University of Guelph meet students’ tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

The space below is provided for University of Guelph to describe methodology, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2010-2011.
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 2010.

<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>2006</td>
<td>25,798</td>
<td>4,746</td>
<td>859</td>
<td>103</td>
</tr>
<tr>
<td>2007</td>
<td>26,736</td>
<td>4,901</td>
<td>876</td>
<td>90</td>
</tr>
<tr>
<td>2008</td>
<td>29,741</td>
<td>5,585</td>
<td>736</td>
<td>88</td>
</tr>
<tr>
<td>2009</td>
<td>31,695</td>
<td>5,170</td>
<td>886</td>
<td>82</td>
</tr>
<tr>
<td>2010</td>
<td>33,300</td>
<td>5,329</td>
<td>849</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;
- transfer data is not limited to college graduates who apply through OUAC; and
- 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>
</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 the institution 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 light of our history of successful transfers from our regional colleges to the Ontario Agricultural College on the main campus, the University of Guelph has long played a leadership role in creating pathways for postsecondary students. Our leadership position has been further enhanced by our partnership with Humber College, now in its ninth year. The University of Guelph-Humber provides its students with a fully coordinated curriculum that enables the concurrent completion of a university degree and college diploma.

The University of Guelph-Humber is also seen as a leader in developing successful degree completion programs, including our experience and success in the introduction of transfer programs from high affinity diplomas in multiple colleges to undergraduate degrees in Kinesiology (Bachelor of Applied Science, BASc), Early Childhood Studies (Bachelor of Applied Science). Our Bachelor of Applied Arts in Justice Studies (BAA), which was designed to provide enhanced academic training to law enforcement professionals, also exemplify the University of Guelph’s commitment to developing innovative opportunities for students who do not follow the traditional path to postsecondary education.

Building on a record of success in developing highly successful degree completion programs, including our experience and success in the introduction of transfer programs from high affinity diplomas in multiple colleges to undergraduate degrees – especially at the University of Guelph-Humber – the University put forward nine initiatives for Credit Transfer Innovation Funding that are designed to provide a comprehensive pathways strategy to college students enrolled in a wide variety of programs. Most of the initiatives focus on increasing the number of students in the areas of science, technology, engineering, and mathematics (STEM); consistent with provincial priorities. The proposed pathways are based on several key principles that include the clear and simple recognition of transfer equivalency, a commitment to reducing duplication and the provision of bridging programs, where appropriate, to foster student success. These credit transfer pathways, through direct entry or bridging programs, could provide access to some 225 college students each year. The introduction of a bridging program also opens significant opportunities for synergies with the University’s ESL/Open Learning program to increase international student enrolment by helping students to develop their English language skills while preparing them academically for success.

These initiatives are based on several key principles that include the clear and simple recognition of the transfer equivalency, a commitment to reducing duplication and the provision of bridging programs, where appropriate, to ensure student success.

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

In 2010-11, the University of Guelph provided several programs that were uniquely targeted to transfer students.

During our new student Orientation Week, a dinner was offered jointly for transfer students and mature students. A team of staff members from the Centre for New Students facilitated discussion and answered questions about campus resources and expectations. Later in the week, a campus tour was provided that offered an opportunity for mature and transfer students to initiate friendships while becoming better oriented to the campus.

In January 2011, a pilot program was launched to help orient newly admitted transfer students who were starting at that time. Twenty students attended and they universally endorsed the program as helpful for building friendships, learning about resources and understanding the university environment.
The Centre for New Students was also successful in partnering with student groups to create a new Innovation Fund for Orientation Week that will be made available specifically to target historically under-served populations such as transfer students. In the coming year, more than $20,000 will be spent on new initiatives that improve the transition experience in meaningful ways for our new students. Among the successful proposals are programs that will target transfer students.

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

To enrich the transition experience either from college to university or from university to university, Admission Services, at the University of Guelph has increased the depth and the relevance of information concerning the transfer admission process on its website admission.uoguelph.ca/extransfer and created an email account (admtran@registrar.uoguelph.ca) specifically for transfer students. Information sessions designed to address the needs of transfer students have been incorporated into all major on campus recruitment events. As well, the University has developed three hard-copy publications to inform, guide, and advise prospective transfer students as they move through the admission process.
5) Class Size*

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, 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></th>
<th>Third Year</th>
<th></th>
<th></th>
<th>Fourth Year</th>
<th></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>
<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>
<td></td>
</tr>
<tr>
<td>Fewer than 30</td>
<td>111</td>
<td>28.0%</td>
<td>189</td>
<td>30.8%</td>
<td>611</td>
<td>55.4%</td>
<td>2,148</td>
<td>91.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>63</td>
<td>15.9%</td>
<td>112</td>
<td>18.3%</td>
<td>226</td>
<td>20.5%</td>
<td>153</td>
<td>6.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>32</td>
<td>8.1%</td>
<td>105</td>
<td>17.1%</td>
<td>129</td>
<td>11.7%</td>
<td>34</td>
<td>1.4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>110</td>
<td>27.8%</td>
<td>177</td>
<td>28.9%</td>
<td>128</td>
<td>11.6%</td>
<td>17</td>
<td>0.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>251 or more</td>
<td>80</td>
<td>20.1%</td>
<td>30</td>
<td>4.9%</td>
<td>8</td>
<td>0.7%</td>
<td>1</td>
<td>0.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>396</td>
<td>100.0%</td>
<td>613</td>
<td>100.0%</td>
<td>1,102</td>
<td>100.0%</td>
<td>2,353</td>
<td>100.0%</td>
<td></td>
<td></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 2010-2011, which contributed to maintaining or improving **University of Guelph’s** class size 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.

Note:
The percentage of Guelph’s undergraduate class size, from the 2010 Common University Data Ontario (CUDO) report for Fall 2009, 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.

Our efforts to create classes with low enrolment has resulted in a re-envisioning of traditional curricula with a recognition of students’ needs to merge knowledge gained in the classroom with the broad set of skills developed in the community. The Interdisciplinary Product Development courses are part of an interdisciplinary food product development program that involves management, food science, and human health and nutrition majors. This two-semester program requires students to develop new food products, services, and business ventures for food industries. Processes include analyzing, planning, coordinating, and implementing information required for the conception, promotion, and distribution of new food products. Marketing ideas are designed to create and maintain beneficial exchanges between stakeholder groups along the food value chain while working to address a consumer, market or social issue.

Pedagogically, the structure of the course successfully implements elements of self-directed learning, problem-based learning, inquiry, and critical thinking. Educators from the various disciplines work together to ensure learning outcomes and goals are met. The courses support the interdisciplinary skills developed through theoretical and applied learning activities and highlights the process of evaluating and integrating resources. In addition, the program allows science students to work with business and marketing students, a strategy that provides them with an opportunity to absorb some practical business concepts from their peers along with theory from the lectures. Teamwork, project management, communication, application of ethical theory, and exposure to principles of marketing and business are emphasized elements of the program. The entrepreneurial approach to curricular development highlights innovation and execution of experimental and developmental strategies in a real world environment.

This program is effective because it requires a deliberate use of faculty expertise from many departments and engages small groups of students working together on specific projects. It is an excellent example of a creative approach to the creation of small classes that highlights the complementary areas of teaching, research, and applied transformational learning.
6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a 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 currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Ontario Online Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

**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 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 2010-2011:

<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>216</td>
<td>7</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><strong>Total Number of Ministry-funded, For-credit Courses Offered in eLearning format</strong></td>
<td><strong>216</strong></td>
<td><strong>7</strong></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>3</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><strong>Total Number of Ministry-funded, For-credit Programs Offered in elearning Format</strong></td>
<td><strong>8</strong></td>
<td><strong>3</strong></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>23,658</td>
<td>152</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><strong>23,658</strong></td>
<td><strong>152</strong></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 and has adopted a fully supported faculty/student teaching and learning model as a catalyst.

The Office of Open Learning (OOL) partners with academic departments 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 make use of effective assessment mechanisms. Courses are delivered on a learning management system and incorporate print, electronic, multimedia 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.
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 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 2010-2011, which contributed to maintaining or improving elearning opportunities at University of Guelph. 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 2011, the Office of Open Learning (OOL) and Teaching Support Services (TSS) merged to become the Centre for Open Learning and Educational Support. The rationale for combining these units was to enable the University of Guelph to further enhance teaching and learning by combining mandates and resources already in place. Prior to the merge, the Office of Open Learning’s mandate was to extend the teaching and research expertise of the University of Guelph through the development and delivery of degree credit distance education courses as well as non-degree professional programs. Teaching Support Services provided curriculum design, classroom technical support, learning technologies and courseware innovation for on-campus courses. TSS and OOL had gained the respect, both internally and beyond our campuses, as key partners, innovators and leaders in our respective fields. The merging of these two departments will allow the University of Guelph to continue to meet the evolving needs of students and faculty with quality programs and support. It will also allow the institution to take advantage of opportunities to expand on the work of the department and to enhance teaching and learning at Guelph through innovative approaches and new technologies.
7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in University of Guelph’s current top five source countries for International Students, as shown in International Enrolment section below) in which University of Guelph actively engaged in recruitment activities in 2010-2011:

- Mauritius
- Iraq
- Bangladesh
- Brazil

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 2010-2011:

- Outbound students* = 251
  *DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 176
  *DEFINITION: Inbound students are international students registered at an Ontario college/university 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 2010-2011 = $53,193

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 2010-2011 = $0

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which University of Guelph delivers courses and/or programs abroad (outside of Canada) in 2010-2011, 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 in 2010-2011</th>
<th>2010-2011 Total Enrolment by Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</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 $53,193 figure provided takes into account gross tuition revenue from all international students reported by the University of Guelph in 2010/11 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 relatively small positive net revenue is deemed necessary to accommodate the large cost associated with providing administration, student services, and opportunities for international students.
revenue in For Credit academic programs at Guelph in 2010-11 is associated with significant costs at the graduate program level.
### 7.2 Enrolment

In 2010-2011, **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 Total Full-Time International Student Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. China</td>
<td>133</td>
<td>22%</td>
</tr>
<tr>
<td>2. United States of America</td>
<td>78</td>
<td>12.9%</td>
</tr>
<tr>
<td>3. India</td>
<td>47</td>
<td>7.8%</td>
</tr>
<tr>
<td>4. Trinidad and Tobago</td>
<td>22</td>
<td>3.6%</td>
</tr>
<tr>
<td>5. Malaysia</td>
<td>18</td>
<td>3%</td>
</tr>
</tbody>
</table>

**University of Guelph** reported to TCU that International Enrolment* in 2010-2011 = **604**

*DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.

*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 2010-2011 Part-Time International Student Enrolment = **53**
7.3 English as a Second Language

Please provide the total number of International students who were enrolled in English as a Second Language (ESL) course or program at University of Guelph in 2010-2011 = 274.

Please provide a highlight in the space provided below of an initiative, strategy or practice that University of Guelph used in 2010-2011 to create pathways for International students from University of Guelph’s ESL programming to postsecondary studies.

In 2010, the University of Guelph implemented a pilot program in which Saudi Arabian students were granted admission to undergraduate programs on the condition that they complete the University’s English Language Certificate Program (ELCP). The implementation of this pilot has involved close collaboration between the Registrar’s office and the Centre for Open Learning and Educational Support.

The first conditionally accepted students in this pilot arrived in English language programs in Fall 2010. Since then we have seen changes both in the number of applications from Saudi Arabia, as well as the type of applicants who are applying to the University through the English Language Program pathway: in Fall 2010 ELCP had 24 enrolled Saudi Arabian Students, in the summer 2011 semester it had 47, effectively doubling enrolments over three semesters. Also, there has been a difference in the types of students who are applying. Before the pilot, applicants typically would have obtained a Canadian study permit with a letter of offer from another institution, and so the University of Guelph would not likely have been their intended destination upon leaving their country. This had significant effects on the quality of the applicants that we were receiving in terms of their academic backgrounds, and their fit with the institution. We are now receiving applicants directly from Saudi Arabia, and from students who are actively choosing the University of Guelph as their destination. We are seeing higher grades, and more focused study plans from current applicants.

One of the objectives of the pilot was to determine the viability of extending conditional offers to international students more broadly. Based on the initial indications that there have been positive effects on recruitment in the initial test market of Saudi Arabia, we have made a decision to extend the pilot to include Turkey and Vietnam through the 2011-12 recruitment cycle. It should be noted that the complete picture will not emerge until significant numbers of students move into undergraduate programs through this pathway, which will be happening through the 2011-12 academic year. We will be monitoring these students as they enter their degree programs.

It is our intention that this initiative will align with the broader institutional objectives of internationalization at the University of Guelph. The English Language Program pathway allows the University to foster growth in international applications from a variety of countries, while maintaining high academic standards and ensuring that our international students are well prepared for success in their degree programs. Establishing, and broadening, conditional admission through English Language Programs will make this pathway available to a much greater number of highly qualified prospective students.

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 2010-2011 was the total number of unique heads over the three semesters (Spring 2010, Fall 2010, and Winter 2011) of the 2010-11 academic year.

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 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.
In October 2010 the University of Guelph successfully completed its International Strategy document which was approved by Senate in November 2010. With the establishment of the international plan Guelph has outlined a strong platform from which to move forward on all aspects of internationalism including:

- Embedding internationalism in the curriculum and creating program requirements that leave enough flexibility for students to study abroad more easily.
- Developing an inventory of international research and creating interdisciplinary networks for researchers working in the same geographical area.
- Expanding our current transition and support strategies for international students.
- Exploring new models for study abroad and expanding capacity of current programs.

In keeping with the University-wide strategy, the college of Management and Economics (CME) launched a college-wide consultation process to develop a strategy and vision for internationalism within the college. This process was broadly inclusive and involved surveys and focus groups of graduate and undergraduate students, faculty and staff. As a result the CME Internationalism Steering Committee identified five main themes:

1. Experiential learning and education abroad: study abroad programs and internships;
2. Diversity enhancement: recruitment of international students;
3. Developing global awareness and competencies: building awareness domestically;
4. Strategic outreach: formalised exchange programs;
5. Global research and collaborative work: international research initiatives.

Goals and action items have been developed under each theme and the College is beginning the process of operationalizing this internationalization piece of their overall vision to create Leaders for a Sustainable World.
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 a 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 2009-2010 MYAA Report Back that it had adopted the Government of Ontario’s Supply Chain Code of Ethics. Please confirm, that in 2010-2011, University of Guelph adhered to the Government of Ontario’s Supply Chain Code of Ethics: Yes

University of Guelph confirmed in its 2009-2010 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 2010-2011, 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 2009-2010 MYAA Report Back that it had not participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, University of Guelph participated in the Ontario Education Collaborative Marketplace (OECM): No
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.

<table>
<thead>
<tr>
<th>The Guelph Co-Operative Purchasing Group (GCPG) is a regional network of procurement managers collaborating to establish and develop co-operative procurement agreements. The group consisting of MUSH (Municipalities, Universities, School Boards, and Hospitals) and BPS (Broader Public Sectors) entities operates independently within the regions of Wellington &amp; Durham. Affiliate membership is offered to not for profit agencies. The GCPG also engages in collaboration, from time to time, with adjacent regional co-op procurement groups, i.e. Waterloo Regional Co-Operative Purchasing Group.</th>
</tr>
</thead>
<tbody>
<tr>
<td>In 2010-2011, we successfully participated in and completed an open competitive procurement project on campus wide 240 photocopier lease as a part of Ontario University Purchasing Management Association (OUPMA) cooperative initiative. The entire project covers over 1200 copy machines in 5 organizations including University of Guelph, University of Western Ontario, Trent University, Fanshawe College and the Thames Valley District School Board. The bidding process, from planning until bid rewarding, lasted about 5 months and resulted in a significant cost saving for the university. In average, the unit cost per copy decreased by 25% for colour impression and 50% for black/white impression. This will generate an annualized saving between $1000 and $2000 per machine in estimate, which amounts to over $200k in total per year.</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: Supply Chain Management and OECM purchases

| While we did not participate in actually buying through the Ontario Education Collaborative Marketplace (OECM), we constantly verify pricing with OECM where possible. We seek to obtain the best value for our dollars and when vendors are evaluated we consider the OECM services/price. In fiscal 2011/2012 we will continue with this practice and anticipate that we will realize opportunities with OECM as services/process and expanded opportunities of this option increase. |

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities are to be in compliance with the Broader Public Sector Accountability Act, 2010, proclaimed on April 1, 2011. The Act, through two new directives, establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the Broader Public Sector Accountability Act, 2010 provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including universities, to establish rules on perquisites.

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.

Given the proclamation date of April 1, 2011, University of Guelph is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require University of Guelph to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices University of Guelph adopted in 2010-2011 to prepare for compliance.

The University reviewed its existing procurement policy to identify where changes were needed to bring us into compliance with the BPS directives. The policy was completely re-written to bring it in-line with the BPS directives. Purchasing staff were educated with respect to these changes and the new policy with enabling procedures was communicated to the broader University community. On an ongoing basis, Purchasing takes care to ensure that procurements are in-line with this policy and applies the policies and procedures when processing procurement transactions.
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.

Given the proclamation date of April 1, 2011, University of Guelph is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require University of Guelph to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices University of Guelph adopted in 2010-2011 to prepare for compliance.

The University reviewed its existing policy on expenses to identify where changes were needed to bring us into compliance with the BPS directives. The policy was completely re-written to bring it in-line with the BPS directives. Staff in Revenue Control have been educated with respect to these changes and the new policy with enabling procedures was communicated to the broader University community. On an ongoing basis, Revenue Control takes care to ensure that expenses are in-line with this policy and applies the policies and procedures when processing expense transactions.

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.

Given that the effective date for compliance is August 2, 2011, University of Guelph is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require University of Guelph to attest that it is in compliance with this Directive.
9) Space Utilization

University of Guelph indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

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 space utilization. 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.

The University of Guelph initiated space audits of our administrative units in 2010-11. The audits are a continuation of the space audits completed of our seven academic colleges in 2009-10 and the measurement of all physical space on campus in 2008-09. The space audits will round out the database on accurate space size information with accurate and current space allocation and utilization information. The space audits are a consultative process with all unit department heads to produce a comprehensive Space Audit Report complete with allocation and utilization analyses by various categories such as COU space types, utilization status and occupant types. These Reports serve as useful management tools for each unit head and for the Space Planning and Space Allocation Committees. Recognizing that all space belongs to the University, these Reports serve as useful tools for managers and the Space Allocation Committee in determining the effective allocation of this limited resource; consistent with the University’s Integrated Plan. Another key benefit of the audits are the observations and opportunities highlighted in the Report which are discussed with each administrative unit head and lead to a better understanding of space utilization challenges facing each administrative unit as well as the University as a whole, this in turn leads to cooperation in implementing some of the opportunities identified in the Report.

The University finalized the development of Office Space Allocation Guidelines specific to the needs of the University of Guelph in 2010-11. Also initiated in 2010-11 was the development of Research Space Allocation Guidelines. This process is ongoing and should yield a defined set of guidelines by the end of this year.

The University of Guelph was actively engaged in the COU Space Management Committee in 2010-11. This committee is looking specifically into classroom space utilization best practices and benchmarks. One of the goals of this committee is to highlight classroom space utilization targets for all Ontario universities.
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 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 student satisfaction at University of Guelph. 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.

Annually, Student Financial Services conducts a web survey to determine the perceptions students have of the services we currently provide, to identify areas of improvement, and to provide an opportunity to offer suggestions. In 2010-11, we asked a sample of 1500 undergraduates and 500 graduate students to participate and we received a response rate of 31% -- our best response rate to date.

Our annual survey indicates that our students continue to rate us very highly when it comes to the services we provide and this rating has been consistent over the past several year. Students rate our staff as being very courteous, helpful, and knowledgeable.

Results are:
95.2% of student surveyed agree that “The staff are courteous.”
95.4% of student surveyed agree that “The staff are helpful.”
98.4% of students surveyed agree that “My concerns were handled in a confidential manner.”
82.4% of students surveyed agree that “The wait time was reasonable.”

The survey has provided us the opportunity to understand why students visit Student Financial Services, how they utilize our website, and where we can focus our efforts to ensure that we are meeting our clients’ needs.

Survey results have identified that OSAP is an area in which students, regardless of their year of study, continuously require support from our front staff. Assistance typically involves providing general information about OSAP (i.e. supporting documentation requirements) as well as one-on-one meetings with a Financial Aid Officer to discuss their specific OSAP needs. Survey results have also highlighted that incourse students are using the Student Financial Services’ website and have acquired the necessary knowledge to understand the Scholarships and Bursaries process and are learning how to manage payment of their student account. One area that continues to be a challenge, however, is the long wait times during busy periods, such as the beginning of the semester, but we continue to look at various solutions to help ease the wait.

Some of the comments students have shared with us are:

“All my problems regarding financial issues have always been dealt with efficiently and courteously. They were also well
informed if I had any questions or concerns."

"I have visited the Front Service Centre many times in the past few years and they have always been very helpful with any inquiries that I had, and if they were unable to help me, I have always been sent directly to someone who could. Overall, I am very pleased with the service I have received."
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 provide one or more highlights, in the space provided below, of a University of Guelph activity in 2010-2011, which contributed to maintaining or improving University of Guelph's graduation rate initiatives. This could be 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.

The Numeracy and Quantitative Reasoning Repository (http://www.uoguelph.ca/numeracy/) offers numeracy support to students taking courses which require basic skills in mathematics, statistics and more generally, numeracy, quantitative reasoning and quantitative literacy.

The Repository is composed of a series of on-line self-study review modules that provides students with an opportunity to review and/or improve their numeracy and quantitative reasoning skills, and overcome their insecurities around dealing with numbers. The Initiative is designed to not only enrich programs where students have high competencies in numeric and quantitative reasoning skills, but also reach out to those programs where these competencies have traditionally been weak.

The goal of the Numeracy and Quantitative Reasoning Repository is to help students be better prepared for their courses and for life challenges while contributing to greater quantitative literacy and enhancing learning opportunities.
12) Graduate Employment Rate

Per the KPI results reported in 2011, the graduate employment rate*, 6 months upon graduation, at **University of Guelph** = **91.8%**

Per the KPI results reported in 2011 the graduate employment rate*, two years upon graduation, at **University of Guelph** = **93.4%**

*Percentage of 2008 graduates of bachelors or first professional degree programs who were employed six months and two years after graduation.

Please provide one or more highlights, in the space provided below, of a **University of Guelph** activity in 2010-2011, which contributed to maintaining or improving **University of Guelph**s graduate employment initiatives. This could be 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.

During the 2010-2011 academic year, the University of Guelph launched several initiatives focused on supporting our graduates. In addition to our online recruitment system, we added a staff position that is responsible for external employer development. This approach saw an increase of over 20% in our graduate job postings.

The University of Guelph continues to actively participate with the Partnerships 4 Employment, involving four post-secondary institutions in the region, and co-hosts the largest Career Fair and Job Fair in Canada. The annual fairs offer students and alumni access to hundreds of employers. In addition, we host the annual Beyond Grad job fair in November that is targeted specifically to University of Guelph graduates.

The department of Co-operative Education & Career Services (CECS) now offers drop-in appointments to increase student accessibility to Career Advisers and Peer Helpers. Students receive career advising and gain job search techniques. The number of student Peer Helpers has almost doubled to 35. InterviewStream was launched in the summer, an online mock interview program that allows students to record their responses to a set of customized interview questions via webcam. Feedback is provided during one-on-one meetings with Career Advisors or Peer Helpers.

Online initiatives launched or soon-to-be launched:

- The CECS Connections program involves students, employers and University of Guelph alumni. It gives current students the opportunity to learn first-hand about careers they are interested in, while allowing employers an opportunity to raise the profile of their organization and alumni a chance to give back to the University.
- The Virtual Job Fair, which allows employers to post jobs through our Recruit Guelph recruitment system and upload informational videos for the benefit of students, will be launched this Fall. Students and alumni will have 24/7 access to job fairs.
- The CECS Marketing co-op student has created a more dynamic University of Guelph CECS Facebook page, improving functionality so that students and alumni can gain information within one click.

We continue to hear positive things from our employers. Here’s what they are saying:

“*The University of Guelph students and graduates are probably some of the best well-rounded individuals and most grounded that are out there in the marketplace. We know that when we hire a Guelph student, they come to us with lots of community involvement and good experience, both inside and outside the classroom.*
- Jon Curran, TD Bank Group

*“I would strongly recommend the University of Guelph for your recruitment needs because the students are very professional, knowledgeable, eager to learn, and they bring a great wealth of knowledge to our industry.”*
- Ada Luong, Maple Leaf Foods
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>2006 Cohort</th>
<th>2007 Cohort</th>
<th>2008 Cohort</th>
<th>2009 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd Year</td>
<td>90.5%</td>
<td>90.2%</td>
<td>87.4%</td>
<td>91.6%</td>
</tr>
<tr>
<td>1st to 3rd Year</td>
<td>82.3%</td>
<td>78.2%</td>
<td>84.8%</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: 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 a University of Guelph activity in 2010-2011, which contributed to maintaining or improving University of Guelph’s retention initiatives. This could be 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.

The University of Guelph is particularly proud of our Off Campus Connection program. This unique initiative targets first year students who live off campus. Roughly 90% of our incoming class lives in residence, and thus many of our transition supports are delivered in that context. For those who live off campus, it is often much more challenging to become integrated into the campus community, learn about resources and receive assistance when problems emerge. Our concern about the success of students who live off campus in their first year is supported by some evidence that these students are disproportionately represented among those with a GPA below 60% at the end of their first semester.

The service delivery model for Off Campus Connection is fairly unique. A team of trained upper-year students regularly call participants on the telephone to check-in throughout the academic year. The goal is to speak with each participant at least twice per semester, with the option of increasing the frequency of follow-up when we know that a student is experiencing difficulties. In most cases, the process of reaching out to participants involves leaving numerous voicemail messages and sometimes also speaking with parents. There is also a tremendous amount of additional information shared through follow-up email messages and regular e-newsletters.

The program is successful because the delivery model allows great flexibility in tailoring our response to meet the unique needs of each individual student. The most salient difficulties students discuss with our Facilitators (the student staff) include feelings of being overwhelmed, difficulties with understanding academic procedures, lack of familiarity with campus resources, and relationship problems of all kinds. The feedback we receive from participants is very positive, with a particular focus on the value of assistance with problem-solving and feeling that there is someone at the university who is interested in them as individuals and their needs.

Although we know that students who live off campus in their first year are more likely to withdraw from the institution before completing their degree, and they are less likely to feel satisfied with their choice to attend the university, Off Campus Connection has been shown to help mitigate these challenges. For example, at the end of the academic year, students who participated in the program tend to show a strong affinity with the university and only about 4% indicate that they feel that coming to Guelph was not the right choice to make. This level of satisfaction is consistent with what we would expect in the broader new student population.
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 2010-2011, 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.)

<table>
<thead>
<tr>
<th>Min: 43</th>
<th>Max: 56</th>
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</thead>
</table>
| This year marked the 7th anniversary of the Course re/Design Institute (CrDI) offered by TSS (now the Centre for Open learning and Educational Support). Each year, up to 12 instructors from across campus participate in the CrDI to focus exclusively on a scholarly approach to the process and product of course design. During this highly interactive 4-day workshop, participants have the opportunity to discuss and apply research on teaching and learning, explore a variety of innovative instructional strategies, assessment approaches and learning technologies to promote active engagement and encourage student success.

In total, 12 educators participated in the programme this year and approximately 80 educators in total have participated in the 7 years it has run. The format of the CrDI has been so successful that abbreviated sessions have been held to meet the demand and 22 educators participated in the abbreviated version this year.

The Institute is designed to be highly supportive, collegial and collaborative. An interactive group session begins each day, followed by individual, flexible time in consultation with teaching and learning support staff or smaller collaborative activities. Participants actively engage in the course redesign process throughout the workshop with their colleagues, and present the outcomes of their redesign at the end of the institute.

Qualitative feedback, follow-up discussions, continued demand and participant-reported improvements in their teaching and learning context provide the needed motivation to offer this high intensity program annually.

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

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<thead>
<tr>
<th>Min: 43</th>
<th>Max: 56</th>
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</table>
| 2010-11 saw the first full year of student engagement as interns in the activities of the “Research Shop”, which is part of the Institute for Community Engaged Scholarship in the College of Social & Applied Human Sciences. This year the Research Shop provided opportunity for graduate students to apply skills and knowledge gained from classroom and thesis research projects to real life application through purposeful relationships with community collaborations. Interns have undertaken research and knowledge mobilization projects on a wide variety of complex social issues through work with the Guelph Wellington Poverty Elimination Task Force, the Drug Strategy Group, the Children’s Opportunity Council and Guelph Environmental Leadership, among many others. Specific projects have included research on income security and reverse taxation, emergency food distribution systems, models for cooperative enterprise for new immigrants, needs assessments for local neighborhood groups and affordable recreation policy development.

Working on their own or in interdisciplinary teams led by senior PhD students, interns explore appropriate methods and negotiate project boundaries with their community partners outside of, but in complement to, proscribed coursework. Beyond their home departments expertise, students are challenged to think innovatively and creatively about better mobilizing the resources around them to meet their project needs – engaging with faculty in different substantive areas they would likely not have encountered, using the knowledge and training of students from other fields, and accessing community expertise in addition to their own training.

Supported peer learning is a strong component of the model, with students returning bi-weekly to engage in roundtable discussions as part of one of the 3 “tables” of 8-10 students on learning issues, partnership issues or methodological concerns, informed by experienced community engaged scholars. Outcomes for students include increased self-efficacy, learning to conduct their own reflective practice and new community engaged scholar theory and experience. Students also receive other important work-learning professional skill development such as project management, communications, decision making and...
negotiation skills, as well as flexibility and adaptability in doing research in and with communities.

In 2010-11, a total of 47 graduate students worked at the Research Shop – learning and contributing to 48 separate community projects. Plans in 2011-12 include the incorporation of 4th year undergraduate students, and increased support to faculty to develop projects through coursework that support this important new form of student learning and engagement.

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

Academic Drop-in Centres (ADCs) have been implemented in each of the three major areas of the residences at the University of Guelph and provide service to approximately 4900 students. The majority of these students are in their first-year at Guelph.

The ADCs were developed with the following purposes,
1) To provide after-hours academic support to students in residences,
2) To promote the other academic resources that are available to students across campus,
3) To offer additional academic support and resources to the Residence Life Staff who can retrieve information to assist their students.

The Centres are located in the major traffic areas of the residence buildings and are open Monday to Thursday, 7:00-9:00 pm, commencing in week 2 of the semester. They are also open on Friday evenings when there are large first-year course midterms scheduled on Saturday. The ADCs are staffed by senior students who work within the Academic Learning Communities. These Academic Programmers and Cluster Leaders are trained to provide academic support and are knowledgeable about the campus resources and services that students can be referred to.

Each evening of the week is assigned an academic theme, examples include: science, mathematics, commerce, and social sciences nights. Students are invited to drop by the ADC to ask questions about course content, instructions for course assignments, and get study tips. It is the role of the senior student staffing the ADC to facilitate the students’ learning by helping them find their own answer to the questions. During key academic time periods of the semester, evenings may have differing themes, such as course selection, writing midterm exams, and essay research. For these events, experts are invited to participate in the ADCs from other on-campus departments, including program counsellors, Library Information Services, and the Learning Commons. Writing Services is a regular contributor to the ADC and the Writing Peer Helpers hold regular hours one night per week, beginning in week 4 of the semester.

The ADCs are ideal locations for the sharing of important information about academic supports, special programs, and resources that are offered across campus. Resources from many of these departments are displayed in the large window spaces and are available for pick-up in all of the ADCs. In addition, there is a dictionary, thesaurus, writing style, referencing guide, and other hard copies of textbooks for use by the students in each Centre.

Academic Cluster Leaders are encouraged to hold study sessions for their own communities in the ADCs, and other students are welcome to join them. In this way, it promotes collaborative learning and provides a visible reminder to students that they need to attend to their own studies.

The ADCs have been very successful with new students and Residence Life Staff, and more on-campus departments are expressing interest in partnering with the program.
15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of University of Guelph’s Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is University of Guelph’s 2010-2011 budget for their executive offices.

University of Guelph confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.
Ministry of Training, Colleges and Universities

Attestation:

University of Guelph confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from University of Guelph’s Executive Head.

Contact:

Please provide the contact information for the representative at University of Guelph to whom public inquiries can be directed regarding University of Guelph’s 2010-2011 MYAA Report Back:

- Name: Brian D. Pettigrew, Assistant Vice President (Inst)

- Telephone: (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 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

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