**Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back**

<table>
<thead>
<tr>
<th>Institution Name:</th>
<th>University of Guelph</th>
</tr>
</thead>
</table>

**OVERVIEW**
Through the 2008-09 MYAA Report-Back process, Guelph was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. Guelph was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Guelph’s 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that Guelph is on track for meeting its commitments or has an improvement plan in place; and is approved by the Ministry.

**PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE**
Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. USER, CUDO) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

**DEADLINE FOR SUBMISSION TO THE MINISTRY**
The deadline for Guelph to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on Guelph’s website. Please ensure Guelph’s completed 2009-10 Report Back is posted at the same location on Guelph’s website as its Multi-Year Action Plan.

**CONTACT**
For any questions regarding this Report Back template, please email Preet Gill, Senior Policy Advisor, Universities Unit at Preet.Gill@ontario.ca or telephone (416) 325-9262, or Aamir Taiyeb, Research Policy Analyst, Universities Unit at Aamir.Taiyeb@ontario.ca or telephone at (416) 325-4237.
PART 1: 2009-10 SYSTEM WIDE INDICATORS

- The 2009-10 Report Back has been changed from previous years’ format to collect information on system-wide indicators and will reflect and report on progress on Guelph’s commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is requesting data on credit transfer, online learning and international students. This is in keeping with the government’s strategic priorities as per discussions with Colleges Ontario and the Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 report-back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:

  1) Enrolment – Headcount
  2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
  3) Compliance with the Student Access Guarantee (SAG) in 2009-10
  4) The Student Access Guarantee (SAG) for 2010-11
  5) Participation in the Credit Transfer System
  6) Class Size
  7) Online Learning
  8) International Enrolment
  9) Supply Chain Compliance
  10) Space Utilization
  11) University Student Satisfaction
  12) Graduation Rate
  13) Graduate Employment Rate
  14) Student Retention Rates
  15) Quality of the Learning Environment
1) Enrolment – Headcount

*DEFINITION: Headcount is the number of full-time students enrolled in 2009-10, including full-time undergraduate and graduate students eligible for funding consideration.

- Guelph reported to TCU the total Headcount enrolment in 2009-10 = 20,942
- Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by Guelph to the Ministry for 2009-10 = 16,281
- Please indicate the number of students aged 25+ from the total Headcount enrolment reported by Guelph to the Ministry for 2009-10 = 1,445
- Please provide one or more example in the space provided below of a promising practice that Guelph used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Currently in its fifth year, the Integrated Plan, which began in 2006/07, initiated a multiyear effort to link and co-ordinate planning, including enrolment planning both short and long-term, resource allocation and assessment more effectively across the academic and support areas of the institution. The plan is an internal operational document that identifies priorities and decision frameworks, not an attempt to rewrite or revise the University’s strategic plan, strategic directions or strategic research plan. A key distinguishing characteristic of the Integrated Plan is that the priorities and initiatives detailed have been arrived at through a process of integration of perspectives at all levels, students, faculty and staff, with department/unit planning efforts feeding into college/division efforts, which in turn form the basis of this overall university plan. The environment in which we now operate is very different from that in which the Plan was first devised. And yet, the long-term, comprehensive, mission-oriented focus of the Plan has allowed us to adapt in rational, careful ways, with metrics to support difficult choices, and a clear sense of priorities.
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 Fund (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 students with disabilities at Guelph who registered with the Centre for Students with Disabilities and received support services in 2009-10 = <strong>1,035</strong></td>
<td>Please indicate the total number of First Generation students enrolled at Guelph in 2009-10 = __________</td>
<td>Please indicate the total number of Aboriginal students enrolled at Guelph in 2009-10 = __________</td>
</tr>
<tr>
<td>Please indicate the number of students with disabilities at Guelph who registered with the Centre for Students with Disabilities and received support services as a percentage of the total student population in 2009-10 who were:</td>
<td>Please indicate the number of First Generation students enrolled at Guelph as a percentage of the total Guelph student population in 2009-10 who were:</td>
<td>Please indicate the number of Aboriginal students enrolled at Guelph as a percentage of the total Guelph student population in 2009-10 who were:</td>
</tr>
<tr>
<td><strong>Full-time = 818</strong>&lt;br&gt;<strong>Part-time = 217</strong>&lt;br&gt;<strong>Total (Full-Time + Part-Time) = 1,035</strong></td>
<td><strong>Full-time = _______</strong>&lt;br&gt;<strong>Part-time = _______</strong>&lt;br&gt;<strong>Total (Full-Time + Part-Time) = _______</strong></td>
<td><strong>Full-time = _______</strong>&lt;br&gt;<strong>Part-time = _______</strong>&lt;br&gt;<strong>Total (Full-Time + Part-Time) = _______</strong></td>
</tr>
</tbody>
</table>

Please refer to Guelph’s promising practice on Page 6 and 7.

Please calculate as % of Enrolment Headcount:

(Insert Total From Above) **1,035**<br>**20,942** (Enrolment Headcount from Page 3) x 100 = **5.0%**

Please calculate as % of Enrolment Headcount:

(Insert Total From Above)__________<br>**20,942** (Enrolment Headcount from Page 3) x 100 = ______%
### Students With Disabilities

In the space below, please provide one or more example of promising practices that Guelph used in 2009-10 to develop and maintain results for students with disabilities.

Campus Compass is a transition program for students registered with the Centre for Students with Disabilities (CSD). The program was facilitated by a CSD advisor and a second year student with a disability. 16 students participated in this 3 day transition program (held from September 2nd to September 5th) which made it possible for students to move into residence early and explore the University campus before the remaining students arrived on campus. Campus Compass helped familiarize the students with campus life, classrooms, labs, library and services offered by CSD. An example of a program session is Introduction to Adaptive Technology.

### First Generation Students

In the space below, please provide one or more example of a promising practice that Guelph used in 2009-10 to develop and maintain results for First Generation students.

Conscious of the need to identify the number of First Generation students enrolled at the University of Guelph in 2009-10 and into the future, we have developed and implemented 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. In addition to providing the University of Guelph with critical information on who our students are, it is intended that this information will be used to discover how we can better administer curricular and co-curricular programming to help our students achieve success.

The Voluntary First Generation Self-

### Aboriginal Students

In the space below, please provide one or more example of a promising practice that Guelph used in 2009-10 to develop and maintain results for Aboriginal students.

Conscious of the need to identify the number of Aboriginal students enrolled at the University of Guelph in 2009-10 and into the future, we have developed and implemented a Voluntary Aboriginal Self-Declaration that allows each student the option to be added to the University’s Aboriginal Resource Centre’s student list. If a
Declaration was launched on August 26, 2010. The University of Guelph will be in a position to report back on the number of students enrolled at Guelph that, using the Voluntary First-Generation Self-Declaration, self-identified as a first-generation student in the MYAA 2010-11 Report Back.

Additional Information

You can use the space below to describe methodology, survey tools, caveats and other information regarding the numbers reported herein re. Students with Disabilities, First Generation and Aboriginal Students:

Student elects to be added to the Aboriginal Resource Centre's student list, they will be put in touch with a range of services and programming designed to enhance their student experience.

The Voluntary Aboriginal Self-Declaration was launched on August 26, 2010. The University of Guelph will be in a position to report back on the number of students enrolled at Guelph that, using the Voluntary Aboriginal Self-Declaration, self-identified as an Aboriginal student in the MYAA 2010-11 Report Back.
3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students’ tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

<table>
<thead>
<tr>
<th>2009-10 TUITION / BOOK SHORTFALL AID:</th>
<th>TOTAL $</th>
<th># ACCOUNTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures for Tuition / Book SAG Amount</td>
<td>1,397,491</td>
<td>1,407</td>
</tr>
<tr>
<td>Other SAG Expenditure to Supplement OSAP</td>
<td>1,892,230</td>
<td>1,571</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3,289,721</td>
<td>2,978</td>
</tr>
</tbody>
</table>

Data as of July 6th, 2010

The institution met students’ tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines?  YES
4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 SAG Guidelines.

<table>
<thead>
<tr>
<th>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs. Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</th>
<th>Once all Confirmation of Enrollments are complete, the University of Guelph will provide students attending first-entry programs who have tuition/book shortfalls a bursary to meet this shortfall. This bursary will be applied as a payment towards the students’ winter semester student account and they will be notified by mid-November. The University of Guelph will also provide financial assistance to undergraduate and graduate students, if they apply for financial assistance using our Financial Need Assessment Form (NAF) and the results indicate a financial shortfall. All students who pick up OSAP in the fall will receive a Financial Needs Assessment Form (NAF). The NAF is due October 7 and students who submit an application will be considered for all need-based donor funded awards and/or institutional bursary funds to assist in meeting their identified shortfalls (in addition to SAG). Students who submit the NAF will be notified of their eligibility by mid-November and funds will be applied as payment toward the winter semester student account. Graduate students apply by January 10 where notifications and payments are made to the student account by mid-February. Students can print off a copy of the NAF from the Student Financial Services website or pick-up a hardcopy of the NAF by coming in-person to Student Financial Services.</th>
</tr>
</thead>
</table>
Identify whether your institution plans to provide loan assistance in values greater than $1,000 to meet tuition/book shortfalls of students in any of your second entry programs in 2010-11. If so:

a) Identify the programs by name and by OSAP cost code;

b) Describe how you determine how much loan aid to provide

| | For 2010-11, financial assistance, for the University’s second entry programs, is currently offered in the form of bursaries or scholarships. The University is in negotiations, however, with TD Canada Trust regarding the provision of loan assistance in 2011-12. |
5) Participation in the Credit Transfer System

- Using Ontario Universities Application Centre (OUAC) reports**, please provide data for the following years:

<table>
<thead>
<tr>
<th>Years</th>
<th>Total Applications</th>
<th>Total Registrations</th>
<th>Transfer Applications*</th>
<th>Transfer Registrations*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>26,270</td>
<td>3,949</td>
<td>874</td>
<td>107</td>
</tr>
<tr>
<td>2006</td>
<td>28,852</td>
<td>5,286</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>33,934</td>
<td>6,442</td>
<td>736</td>
<td>88</td>
</tr>
<tr>
<td>2009</td>
<td>36,594</td>
<td>5,976</td>
<td>886</td>
<td>82</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. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that 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 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.

** Note: The figures in the above table cannot be reconciled with institutional data and considerably understate participation.
Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was 81.9%.

The pre-populated data in the statement

"Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates) the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was 81.9%"

was derived from the College KPI Graduate Outcomes (Employment/Satisfaction) Survey. Information on the Survey is as follows:

- Telephone based surveys (more than 100 fields of data)
- Survey conducted by a third party service provider, presently Forum Research Inc., based on audited student information provided by the colleges
- Conducted annually, three times a year, six months after graduation
- Census type survey - attempt to reach every eligible graduate from ministry-approved postsecondary program
- Sample size, 2009-10 survey: 40,410 completed Graduate Employment/Satisfaction survey;
- Response Rate 2009-10 survey: 64%
- Response Rate 2008-09 survey: 68%
- Survey responses used to tabulate two college Key Performance Indicators - Graduate Employment and Graduate Satisfaction
- The Survey, including definitions and methodology information, can be found on the web (in Appendix A of the document link below) at the following website:

- Please provide any additional comments regarding transition experience either from college to university or university to university.

To enrich the transition experience either from college to university or university to university, Admission Services, at the University of Guelph, has increased the depth and the simplicity of information related to the transfer admission process on its website (admission.uoguelph.ca/exttransfer). The University has also developed three hard-copy publications to inform, guide, and advise prospective transfer students as they move through the admission cycle.
Please provide one or more examples in the space provided below of a promising practice that Guelph used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports 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 has undertaken to support transfer pathways by expanding existing job portfolios to include increased recruitment and admission efforts. In fact, key positions in Admission Services have been adjusted to reflect the increased priority that the University has placed on transfer pathways and related initiatives.

The improvement and the expansion of credit transfer is a priority area for the University of Guelph and we will have more to share with the post-secondary system as this important indicator continues to develop.

One example of a successful pathways program is the Honours Bachelor of Applied Science in Kinesiology & Diploma in Fitness and Health Promotion at the University of Guelph-Humber. Applicants to this program that have completed a College Diploma in Fitness and Health Promotion or a Fitness and Lifestyle Management and have the minimum required admission average will enter directly into semester five of the Kinesiology program after they complete a bridging semester from May to August. The bridging semester ensures that these applicants have the necessary math and science background to be successful in this program.
6) Class Size

- Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of Guelph's undergraduate class size:

<table>
<thead>
<tr>
<th>Class Size</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
<td>Percentage</td>
</tr>
<tr>
<td></td>
<td>of Classes</td>
<td>of Total</td>
<td>of Classes</td>
<td>of Total</td>
</tr>
<tr>
<td>Less than 30 students</td>
<td>163</td>
<td>36%</td>
<td>219</td>
<td>33%</td>
</tr>
<tr>
<td>30 to 60 students</td>
<td>72</td>
<td>16%</td>
<td>176</td>
<td>27%</td>
</tr>
<tr>
<td>61 to 100 students</td>
<td>40</td>
<td>9%</td>
<td>90</td>
<td>14%</td>
</tr>
<tr>
<td>101 to 250 students</td>
<td>100</td>
<td>22%</td>
<td>139</td>
<td>21%</td>
</tr>
<tr>
<td>251 or more students</td>
<td>81</td>
<td>18%</td>
<td>30</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>456</td>
<td>100%</td>
<td>654</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Note:** The percentage of Guelph's undergraduate class size, from the 2009 Common University Data Ontario (CUDO) report for Fall 2008, reflects data for the Main Campus only. As a result, Guelph's undergraduate class size (presented in the table above) does not correspond to Guelph's total headcount enrolment for 2009-10 provided in the system wide indicator ‘Enrolment – Headcount’ on page 3 of the MYAA Report Back.
**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.

Please provide one or more example in the space provided below of a promising practice that Guelph used during 2009-10 regarding class size. A promising practice 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.

First year biology courses are notorious for their large size and heavy emphasis on factual content and memorization, which has generally led to low student engagement and a misrepresentation of the dynamic and powerful nature of biological science. At the University of Guelph, roughly 1600-1900 students from approximately 55 different honours and general degree programs register in first year biology annually. Historically, biology has been taught in a traditional 50 minute lecture format with labs. In recent years, the Guelph course has been modified to include small group tutorials and some online learning; however, concerns remained over low student engagement and a perception that students continue to struggle with the transition to university learning and are ill-prepared for independent learning and the practice of biological inquiry in subsequent years of their programs.

In an effort to enhance student engagement in 1st year, the College of Biological Science has re-envisioned the first year biology experience using a “linked course model” (Fig. 1). That is, the biology experience has been transformed into a set of three theme-based modules, which are linked through a common practicum.

The three modules, each 0.5 credits, represent the primary teaching and research axes in life science at UofG: Biodiversity, Molecular and Cellular Biology, and Health.

The modules, offered each semester, allow students to experience the cultures, concepts and controversies in different subdisciplines of biology. They provide different contexts (problems) for exploring the process of biological inquiry and the major biological concepts (evolution, homeostasis, cell theory) through a case study approach. At the same time the modularity provides flexibility to adapt the experience to the needs of different programs. Students will engage in case studies during two 50 minute lectures each week and a weekly tutorial for small group interaction, literature analysis and some data collection. The Health module also has a limited number of laboratory experiences.

Fig 1
The **practicum** provides explicit opportunities for development of skills of inquiry and integrated learning between courses (Fig 2). It consists of a set of freestanding online skill workshops on i) independent learning, ii) scientific inquiry, iii) information management, iv) written communication, v) oral communication, vi) numeracy, vii) group work, and viii) integrative thinking. These workshops have been mapped across all three courses so they are introduced in all courses but reinforced, with assessment, to different degrees in different courses. A student who takes all three modules will be assessed and given feedback at least once in all eight skills.

In the last three weeks of the semester student tutorial groups are re-organized into multi-disciplinary groups, composed of students from all three courses. These groups will work together on the final case study, which is of broader scope and requires students to integrate the concepts and approaches unique to each theme. This culminates in a poster symposium in the last week.

This novel linked-course model is designed to improve student engagement in 1st year by:

1) strengthening the transition to university through workshops on independent learning;
2) increasing interest in biology through analyses of **authentic, relevant problems** in biology;
3) increasing opportunities for **deeper learning** within chosen areas of interest;
4) emphasizing broad concepts and skills and attributes of biologists, not just factual content;
5) increasing opportunities for developing integrated thinking skills.
7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

- To complement this work, please provide one or more example in the space provided below of a promising practice that Guelph used during 2009-10 to develop and enhance online learning. A promising practice 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.

A promising practice that Guelph used during 2009-10 to develop and enhance online learning included the development and implementation of a new set of Online Course Design Standards.

DE courses offered through the Office of Open Learning at the University of Guelph use the Desire2Learn course management system. As part of a recent migration project to a new version of this LMS, the Office of Open Learning created a new set of Online Course Design Standards. These standards are based on a consistent method of navigation and information layout that supports student learning more effectively. They are based on sound principles of instructional design and aesthetic design.

Some of the benefits that learners will now take advantage of include:

- Improved sense of orientation with respect to always knowing where they are within the course environment
- Easier and more direct navigation to reach elements of course content
- Increased functionality with respect to printing, searching, and bookmarking
- Consistency in navigation and location of course components
- Standard terminology and improved direction for activities and assignments

The University of Guelph’s Office of Open Learning is in the process of implementing a system of quality assurance for online DE courses by adapting a set of standards from the Quality Matters organization. This system uses an evaluation rubric based on industry standards of best practice, research literature, and instructional design principles. Quality Matters will help to achieve consistent quality across the numerous DE courses offered at the University of Guelph through the Office of Open Learning. The quality matrix or evaluation rubric also serves as a guide in the design and development of new DE courses. The Office of Open
Learning is proud to be the first Canadian member of Quality Matters.

An additional promising practice that Guelph used during 2009-10 to develop and enhance online learning involved enhancements to the Technical Learning Support Help Desk.

In the Fall of 2009, the Office of Open Learning established significant enhancements to the Technical Learning Support Help Desk. This service has been a cornerstone to the effective support to DE students and faculty. These new enhancements better serve an increased volume of online learners and provide the following benefits:

- Learners receive immediate feedback when asking for support
- Ability to quickly access and refer to client history
- More effective internal communication leading to more efficient solutions
- Faster response time in solving issues
8) International Enrolment*

*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.

- Guelph reported to TCU that International Enrolment in 2009-10 = **576**.

- In 2009-10, Guelph reported to TCU the following top 3 source countries for international students:
  1. **China**
  2. **United States**
  3. **India**

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Guelph had in 2009-10:
  - Outbound students = **183**
  - Inbound students = **152**

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Guelph in 2009-10 = **-$921,770** **4**

**4** Note: This figure takes into account gross tuition revenue from all international students reported by the University of Guelph in 2009/10 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 negative net revenue in For Credit academic programs at Guelph in 2009-10 is associated with significant costs at the graduate program level.
• Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Guelph had outside of Canada in 2009-10 = Not Applicable

• Please list in the table below all For Credit, Stand-Alone campuses Guelph operated abroad in 2009-10, including city, country and total enrolment for each campus:

<table>
<thead>
<tr>
<th>Campus Name</th>
<th>City/Municipality</th>
<th>Country</th>
<th>Total Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Applicable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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• Please provide one or more example in the spaces provided below of a promising practice that Guelph used during 2009-10 to develop and maintain results for international activities. A promising practice 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.

For many years the University of Guelph has identified global awareness and internationalism as one of its fundamental tenets. It is a strategic direction of the University as well as a central component of the Integrated Plan and is considered to be a mainstay of the University’s long-term pedagogical goals. Developing mechanisms whereby internationalism becomes a central part of the undergraduate curriculum experience across the disciplines is a critical element of achieving this objective. To this end, this year’s call for proposals to the Learning Enhancement Fund focused specifically on funding initiatives that will have a positive long-term impact on the internationalization of the undergraduate curriculum at Guelph. These included initiatives that will restructure a course to make more explicit the global and international nature of science and technology, that will develop and implement a peer mentorship program for International Teaching Assistants, and that will translate the Centre for International Programs pre-departure...
material titled “Ready, Set, Go” into French to enable francophone students who attend College d’Alfred to take part in international exchange opportunities.
9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including universities, that receive more than $10 million per fiscal year from the Ministry of Training, Colleges and Universities 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 Supply Chain Guideline. MTCU 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.

• Please confirm in 2009-10 Guelph adopted the Government of Ontario’s Supply Chain Code of Ethics:  **YES**

• Please confirm in 2009-10 Guelph adopted or is in the process of adopting the Government of Ontario’s 25 mandatory requirements for Procurement Policies and Procedures? **YES**

• In 2009-10, did Guelph participate in the Ontario Education Collaborative Marketplace (OECM): **NO**

• If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: _____________________

• Please provide one or more example in the space provided below of a promising practice that Guelph used during 2009-10 related to supply chain management. A promising practice 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.

GCPG – Guelph Co-Operative Purchasing Group (University of Guelph membership)

The 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 & 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.
**Members:**
16 - Ontario MUSH sector entity procurement departments, consisting of:
   - 2 - City
   - 2 - County/Township
   - 2 - Hospitals
   - 4 - Health service
   - 3 - Education
   - 1 - Police Service
   - 1 - Utility
   - 1 - Provincial Ministry

**Co-Operative Contracting:** (regional BPS agreements)
- Food – bottled & filtered water
- Office supplies
- Computer supplies – toner cartridges, data storage, back-up tapes, etc.
- Envelopes – specialty, pre-printed
- Road salt
- Fertilizer – bulk & bagged
- Overhead door services – maintenance & repair
- Water softener salt – bulk
- Fire extinguisher maintenance
10) Space Utilization

In 2009-10, did Guelph have a Space Utilization planning process in place to assess and optimize academic space utilization?

YES

If yes, please indicate in the space below the methodology used to inform Guelph’s academic space utilization planning process:

The University of Guelph’s Board of Governor’s has adopted a comprehensive policy “Space as a University Resource”. The guiding principles from this policy were used to develop a Space Management Operational Policy which, along with the Integrated Planning process, is the basis for our academic space utilization and allocation process.

There are two key management committees responsible for the University’s space planning process. The Space Planning Committee with broad-based representation from across key university functional areas (e.g., teaching, research, administrative, student affairs, Registrar, Resource Planning and Analysis and Physical Resources) recommends space policy and guidelines; ensures that the physical space inventory is accurately maintained; and recommends and monitors analyses and audits of space utilization. The Space Allocation Committee (made up of senior executives) sets policy and ensures prudent allocation of space to meet University priorities as identified through the Integrated Planning process. To that end, the Administration provides an annual space management report to the Board of Governor’s Physical Resources and Property Committee.

- If yes, please provide one or more example in the spaces provided below of a promising practice that Guelph used during 2009-10 to assess and optimize academic space utilization. A promising practice 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 initiated space audits of our seven academic colleges in 2009-10. The audits followed the completed measurement of all physical space on the Guelph campus in 2008-09. The audits round out the database on accurate space size information with accurate and current space allocation and utilization information. The space audits involved consultation and cooperation with all academic 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 Dean and for the Space Planning and Space Allocation Committees. The audits produced detailed space data sheets and fully highlighted floor plan drawings which will be electronically accessible. Another key benefit of the audits
The University is developing space allocation standards particular to Guelph needs which will be consistent with COU Space allocation guidelines. The Office Space allocation standards are completed and we will be completing Research Space allocation standards before the end of the year.
11) **Student Satisfaction**

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *excellent* and *good* responses) at Guelph for *NSSE Question* “How would you evaluate your entire educational experience at this institution?” = 89% for Senior Year respondents.

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *definitely yes* and *probably yes* responses) at Guelph for *NSSE Question* “If you could start over again, would you go to the same institution you are now attending?” = 88% for Senior Year respondents.

- Please provide one or more example in the space provided below of a promising practice that Guelph used during 2009-10 to increase student satisfaction. A promising practice 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.

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The University of Guelph is pleased with the level of satisfaction with their university experience that our students, both current and graduated, have reported. Evidence of this can be found in the University’s NSSE scores, as illustrated above, in the results for the Canadian University Report Student Survey and the Canadian Graduate and Professional Student Survey. In particular, the results of the University of Guelph’s Alumni Survey, which was last administered in 2007 to our 2005 graduates, revealed that 90.38% (total of very satisfied and satisfied) of respondents rated their overall university experience positively. Moreover, 96.22% of the respondents indicated that, if there were to begin again, they would enrol at the Guelph. The University of Guelph is especially proud of these results and continually strives to improve upon them.
12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at Guelph = 79.2%
- Please provide one or more examples in the space provided below of a promising practice that Guelph used during 2009-10 related to the achievement of the graduation rate. A promising practice 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 Learning Commons supports and enhances student learning, writing, research, numeracy, and use of technology at the University of Guelph. The Learning Commons is an easily accessible, friendly, relaxed and inviting space on the first floor of the McLaughlin Library. Conceived of as an Academic Town Square, it is a centralized one-stop shopping suite of key academic services associated with outstanding student academic support offered in a coherent, integrated, and organized way. The comprehensive suite of academic services offered by the Learning Commons to support students include: the Data Resource Centre, Learning Services, Research Help and Information Literacy, Supported Learning Groups Program, and Writing Services. The Learning Commons is supported by the Learning and Curriculum Support Term as well as through collaborative partnerships with Library Accessibility Services (a Library partner) and the Data Resource Centre, IT Help Desk, Teaching Support Services, Office of Open Learning, and Student Affairs (University partners). A supportive learning environment is the hallmark of the Guelph experience, and the Learning Commons reflects the uniquely close partnership among academic programs, library resources, and student affairs to deliver on Guelph’s commitment to an exceptional learning experience.
13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Guelph = 95.5%.
- Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at Guelph = 95.3%.
- Please provide one or more example in the space provided below of a promising practice that Guelph used during 2009-10 related to the achievement of the graduate employment rate. A promising practice 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.

In the Fall of 2009 the University of Guelph launched an enhanced website providing employers, students and alumni of the University of Guelph alumni with quick and easy access to on-line job posting, application and interview processes. The website is available 24 hours a day, 7 days a week making it convenient for employers, students and alumni to connect.

This new and improved website is fast becoming the one stop shop for University of Guelph students, graduates and alumni for all job postings relevant to University of Guelph programs. It is easy to navigate and users have the ability to review their active applications at any time that is convenient for them.

Employers using this site to post available positions for University of Guelph students, graduates and alumni have the convenience of posting and viewing their jobs at any time. The convenient application, selection, interview scheduling and completion make the task of hiring simple and easy.

Co-operative Education & Career Services staff members are always available to discuss possibilities and requirements with an employer who is seeking further information.

What Employers are saying:

"Getting to work with a Career Services team as incredible as the one at the University of Guelph was an unbelievable stroke of good luck for Health Canada’s Recruitment Team. This past spring, Health Canada mounted a major recruitment campaign, visiting many different universities across Canada to find the best candidates to fill entry-level science positions within the department. It was the first time we had ever put together such a massive recruitment effort, and we were nervous about whether it would all work out. Thankfully, Career Services at the University of Guelph helped us pull off the whole event perfectly. They worked tirelessly to ensure that we had everything we needed, and they did an excellent job of advertising our campaign to the student body."
Health Canada was also impressed with the amazingly high caliber candidates that came out of the University of Guelph and we have filled our recruitment pools with many new UG graduates. The recruitment drive was a bigger success than we could have hoped for, and we credit a lot of this to the help we received from the University of Guelph’s Career Services.” Health Canada

“Farm Credit Canada has had the opportunity to work with staff at the University of Guelph for many years. The students we hire whether on a permanent basis, on a summer or co-op term have always been extremely knowledgeable, eager to learn and bring excellent work ethic to the workplace. It certainly has been a pleasure and we look forward to working closely with the University of Guelph for many years to come.” Farm Credit Canada

Co-operative Education & Career Services continue to work with our student and employer clients to expand and improve this job posting service. Providing a service such as this increases the profile of the University. Many of our employers are also University of Guelph alumni.
14) Student Retention Rates

- The table below has been pre-populated with the proposed results set for 2008-09 in Guelph’s approved Multi-Year Action Plan. Referring to these proposed results, please identify Guelph’s achieved results for 2009-10.

<table>
<thead>
<tr>
<th>Proposed Result for 2008-09 From Action Plan</th>
<th>Retention Rate Achieved For 2008-09</th>
<th>2009-10 CSRDE Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st to 2nd Year</td>
<td>89.8% to 91.6%</td>
<td>90.9%</td>
</tr>
<tr>
<td>After 2nd Year</td>
<td>91.8% to 95.8%</td>
<td>93.9%</td>
</tr>
<tr>
<td>3rd to 4th Year</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

- Please indicate in the space below the methodology used by Guelph to calculate the retention rates indicated above:

Beginning with the MYAA 2009-10 Report Back, Guelph will be providing a 1st to 2nd Year Retention Rate that more accurately reflects Guelph’s multiple campuses.

- Please provide one or more example in the space provided below of a promising practice that Guelph used during 2009-10 related to student retention. A promising practice 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.

Bounce Back is a program offered in the winter semester for academically at risk students. First year students with a GPA below 60% at the end of their first semester on campus are invited to participate and those who choose to opt-in are matched with an upper year student who acts as a mentor. The program is designed to assist participants in assessing the difficulties they experienced with the transition to university life during their first semester, help them with goal-setting and then assist them with strategies to achieve those goals. In many cases, the strategies employed also involve significant use of existing campus...
resources. Through strategic promotion of this program, we have been particularly successful in recruiting students from higher-risk groups, including younger students (under age 18) and those who live off campus. In the winter of 2010, participation in the program doubled to 380 individuals, roughly half of those who were eligible. During the previous year (2008/09) participants increased their GPA on average by 4.2% whereas non-participants increased their GPA by only 1.3%. Over the course of the winter semester, fewer participants voluntarily withdrew from the institution (4.6%) as compared with matched non-participants (8.5%).

The success of the Bounce Back program rests on the use of one-on-one mentoring where upper year students use a non-threatening and non-judgmental approach to build a relationship with participants. This allows for the creation of a personalized plan for making change and improving grades. Among students who participate, 96% report their satisfaction with the program as "good" or "very good".

Consistently, participants tell us that the two most common reasons they experience difficulties in their first year is because they find the difference between high school and university to be too much, and because they don't understand what is expected of them in a university learning environment. Beyond that, we have also noted that on average, these students report five major difficulties or challenges affecting their grades, ranging from major personal relationship issues to health concerns.

This initiative has been made possible through funding from MTCU for First Generation Students and uses a holistic model to offer support to our students. The project was implemented by the Centre for New Students, which is mandated to support incoming students as they transition to university life and study. This unit defines itself by focusing on the needs of students who are considered to be at higher risk for withdrawing from the University or experiencing barriers to full participation in campus life. The work of the Centre for New Students seeks to address students’ needs across all domains of their lives – identity development, cognitive development, academic engagement, interpersonal skills, self-management, etc. In addition, by extrapolating from the challenges experienced by First Generation Students, a broad safety net has been strengthened for all first year students who may encounter difficulties.
15) Quality of the Learning Environment

Please provide information in the space provided below of what Guelph did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

A key accomplishment for Guelph in 2009-10 was the reintroduction of our First Year Seminar Project. The University of Guelph is a leader in innovative curricular delivery and support of teaching and learning, providing the most supportive learning environment for our students – both inside and outside the classroom – as evidenced by our high student satisfaction scores on NSSE, MacLean’s and Globe and Mail Report Card. The First Year Seminar Project was initiated in the Bachelor of Arts and Science degree program in Winter 2003 and more than 3,000 students have benefitted from the unique experience.

The foundation of the First year Seminar Project is small discussion-oriented seminars that foster close and direct interaction between students and faculty, and facilitate detailed exchange of opinions and perspectives among students. The classes are discussion-intensive and emphasize oral presentations, writing and research methodology, interdisciplinary and experiential learning. The courses are focused on special academic themes with intriguing and interdisciplinary approaches to relevant topics with a focus on problems that may or may not be readily solved.

The benefits of the First Year Seminar Project include:

• For students: The opportunity to engage in small, dynamic, problem-based classes. These classes will help them transition to the new environment, responsibilities and opportunities of post-secondary education, set the standard for their undergraduate experience, and build strong communications, research, and learning skills. They will be introduced to the power of knowledge and to the possibilities that the following three years will offer.
• For faculty: Through the opportunity to introduce research interests into the undergraduate classroom, providing a link between research, teaching and learning while indulging in their specialized research interests, the faculty will develop new teaching and engagement skills that will be woven into their other classes and departments.
• For the university: A change agent for moving the curriculum to a dynamic learning environment across disciplines and courses, reflecting leading edge practice and government interests.
| For society at large: A deliberate means of seeding leadership for tomorrow by building skills and perspective for undergraduate students to handle the challenges of the future. |
**PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES**

- **Increased Participation of Under-Represented Students — Programs/Strategies**

As part of your 2008-09 Report-Back, Guelph was asked to provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

<table>
<thead>
<tr>
<th>Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)</th>
<th>Achieved Results of the Transition Year Strategies for 2009-10</th>
</tr>
</thead>
</table>
| **Student Services and Supports: The Mathematics Post-Secondary Preparedness Package**

Support programs for under-represented students was extended in 2009-10 to include the Mathematics Post-Secondary Preparedness Package. To increase the participation of under-represented students, the Mathematics Post-Secondary Preparedness Package was mailed, along with an introductory letter and a Handbook for Parents and Families, to incoming students registered in programs that have math courses. The free package was received by incoming students toward the end of July. This transitional study aid developed by University of Guelph math professors helps first-year students overcome math anxiety and sharpen numeracy skills before they enter a university classroom by reviewing essential math skills. The Mathematics Post-Secondary Preparedness Package contains nine problem sets. The solutions to the nine problem sets as well as expert advice are available to incoming students who choose to participate through START Online. This package was sent to 2,700 incoming students at the beginning of August 2009. The solutions were accessed online 4,096 times. A survey of 836 first year students revealed that 438 individuals claimed to have used the Math Package and found it useful; however the sample is not sufficiently reliable to generalize this finding to the broader population.

For 2010, we implemented a new method of tracking students that accessed the online solutions in order to engage in long-term follow-up. |
| **Student Services and Supports: Aboriginal Resource Centre**

Support services and programming offered by the Aboriginal Resource Centre for the University’s Aboriginal student population will be extended in conjunction with the student support program, Bounce Back, through |
| In winter 2010, 380 students participated in Bounce Back. |
the introduction of an Aboriginal Bounce Back student facilitator. Bounce Back is an institutional best practice. This program is aimed at first-year students who experience academic difficulties in their first semester and are at risk of not meeting the required minimum academic average in order to be eligible to continue beyond the first ten course attempts. The program runs in the winter semester and provides assistance by focusing on study, time-management and other life skills. Emphasis is placed on supporting first-generation students, Aboriginal students, and off-campus students. The introduction of the Aboriginal Bounce Back student facilitator will provide at-risk Aboriginal students with additional academic support and mentorship. Funding for the Aboriginal Bounce Back student facilitator is contingent on government funding.

| Information on the comparison, for the previous academic year (2008-09), of the GPA of Bounce Back participants and non-participants as well as on the comparison of the percentage of Bounce Back participants that voluntarily withdraw, over the course of the winter semester 2009, from the institution with non-participants, please refer to Part 1, item 14 of the MYAA Report Back titled “Student Retention Rates”. |

<table>
<thead>
<tr>
<th>Student Services and Supports: Momentum</th>
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</table>

Student services and programs offered by the Centre for New Students (CNS) come together in an integrated and holistic system of support that functions to assist newly admitted students in becoming attuned to the norms and expectations of the institution’s academic and social environment as well as to encourage help-seeking prior to arrival on campus in September and throughout the school year. In addition to the two programs described above, the programming offered by CNS includes START Online (a web-based summer orientation program), Start On-Campus Experience (pre-arrival program that extends transition support beyond on-line opportunities), and Orientation Week. Through the one-time funding offered by the First Generation (FG) Pilot Project Initiatives 2008-09 and 2009-10 Business Plan, CNS was able to extend their programming to include Momentum. Momentum is intended to help new students, particularly under-represented students, transition to university life. Attendance at various events during the first six weeks of class gives Momentum participants the tools needed for their successful adaption throughout the first year.

981 students completed the program.

As a part of Momentum, the University of Guelph procured the rights for a book called “Transitions: Student Reality Check” that was assembled by student affairs and mental health professionals at several institutions in Nova Scotia. The book was tailored for University of Guelph students and published as a PDF on our websites. In addition, 1,170 printed copies were distributed in September 2009 to in-course students.

Furthermore, approximately 1,000 students attended class presentations made in introductory courses in association with Momentum.

Beyond these printed materials and classroom-based
presentations, short activities were presented in high traffic areas such as residence cafeterias on Monday through Thursday for the duration of the program. Approximately 28 units on campus contributed to the curriculum of the program.

- **Quality of the Learning Environment**

As part of your 2008-09 Report-Back, Guelph was asked to provide 3 to 5 examples of how your quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

<table>
<thead>
<tr>
<th>Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)</th>
<th>Achieved Results of the Transition Year Strategies for 2009-10</th>
</tr>
</thead>
</table>
| **1. Student Engagement and Satisfaction**  
The University of Guelph is a leader in learning innovation and in providing a supportive campus environment that provides the curricular and non-curricular programming that encourages and supports our students as they strive for success throughout their undergraduate career. | We continue to explore the University’s survey results from BCSSE/NSSE/FSSE. The initial research project, funded by HEQCO, highlighted areas of disappointment (gaps between an entering student’s expectations and his or her experiences) and misunderstanding (gaps between first-year students’ experiences and faculty perceptions). In Fall 2009, the University invited the survey respondents that had completed BCSSE, in Fall 2005, and NSSE, in Winter 2006, to complete a follow-up survey, Guelph’s Survey of Student Engagement (GSSE). The respondents that were invited to complete the follow-up survey were in a unique position to provide critical information about their final-year experiences, which will serve as a point of comparison to their first-year experiences and their entering expectations. While analysis is ongoing, the preliminary results have been used to engage the university community in conversations |
about the learning environment. In the end, the goal is to use the survey results from BCSSE/NSSE/FSSE/GSSE to understand the connection between expectations and experiences and to develop strategies to further understand and enrich the student learning experience.

### 2. Student Services and Supports

The quality of the student learning experience is enhanced through the intentional support of student learning. According to the 2008 Maclean’s Survey, the University of Guelph committed significantly more of its operating budget to student services than the majority of institutions across Ontario (5.7% for University of Guelph compared to 5.0% for Ontario). An institutional best practice is the Learning Commons, which offers a range of services, resources, and expertise for students and faculty to support and enhance learning, writing, research, numeracy, and use of technology. The Learning Commons’ core services are located on the first floor of the McLaughlin Library in recognition of the Library as the central gathering place for students to study, engage in writing and research, and learn in collaborative settings. The programming offered by Learning and Writing Services, as part of the Learning Commons, enhances student learning and improves academic performance. Another program offered through the Learning Commons’ is the Supported Learning Group Program, which provides academic support to students through regularly scheduled, peer-assisted study sessions attached to historically difficult courses. The University of Guelph now serves as one of six National Centres for Supplemental Instruction located around the world. The Supported Learning Group Program, powered by the University’s Peer Helper Program – learners helping learners, is another example of how the University has intentionally supported student learning.

In 2009-10, the Supported Learning Group (SLG) Program provided academic support to students through regularly scheduled, peer-assisted study sessions attached to 62 sections of 16 historically difficult courses. A comparison of average final grades and withdrawal percentages of Supported Learning Group participants with non-Supported Learning Group participants from the same cohort shows that SLG participants have higher average final grades and lower withdrawal percentages than non-SLG participants. These results are in line with the results that we have historically seen in the SLG program.

For Fall 2009 and Winter 2010, learning (8,125) and writing (6,253) services at the Learning Commons served 14,378 undergraduate and graduate students.
### 3. Academic Programming

We have been engaged in a re-imagination of the undergraduate curriculum, since 2005 with the release of the Provost’s White Paper. The work of the 21st Century Curriculum Committee provided a set of priorities which all our departments and degree programs are currently addressing – nearly all have completed curricular maps to better achieve intentional and effective learning. A clear emphasis has been placed on the first-year learning experience, as well as on capstone experiences for our senior students. We continue to provide and develop deep learning experiences including service learning and community based research opportunities, global learning experiences, problem-based learning and learning clusters. We also recognize that learning takes place outside the classroom and have sought to document these valuable experiences with the introduction of a co-curricular transcript. In addition, we are working to enhance our understanding, as well as our students understanding of their learning, by continuing with the development of E-Learning Portfolios – our goal is that every University of Guelph student will graduate with such a portfolio, thus better positioning them to enter the labour market and/or graduate or professional school.

At the University of Guelph, providing increased opportunities for research both at the early and the later stages of a student’s university career, as well as providing opportunities for community engaged learning and scholarship, and occasions for deeper learning continue to drive our efforts at curricular innovation.

Curriculum and Course Progression Mapping is either completed or underway in all degree programs and 65 majors, both regular and co-op streams. In fact, over 100 individual courses across all disciplines have a weighting of 1.00 or greater. This provides students with a deeper, more intensive learning experience while also signaling the importance of sustained engagement in research activities and capstone opportunities. Other examples of curricular innovation include, the Bachelor of Commerce program which has very deliberately created a cross-major capstone course as well as capstone courses specific to the specializations within the degree, providing multiple opportunities for students to engage in culminating experiences and strengthen oral and written communication skills. Innovation is also demonstrated in a particularly interdisciplinary fashion in a new senior-level Studio Art course which partners sculpture students with engineering design resources, labs and staff. This is a uniquely intensively creative atmosphere combining advanced design and computer software with an aesthetic and theoretical framework.

As mentioned above, the University is committed to offering
its students the opportunity to engage in deep learning experiences. In Winter 2010, ninety-eight students participated in a third year Sociology and Anthropology qualitative methods course that teaches community based research methods. The qualitative community based research projects undertaken by students varied in scope and included an examination of students’ awareness of restoration and preservation issues in Guelph, the effectiveness of the Ontario Public Interest Research Group (OPRIG) mandate, ways of encouraging and facilitating student civic engagement in municipal issues within the City of Guelph, and an assessment of students’ relationship with taxi drivers, downtown businesses and transit operators, and the impact of students upon inter-city transportation.

Additional hubs for community based research can also be found in the Institute for Community Engaged Scholarship (ICES). Drawing on the strong traditions of community engagement and socially responsive research within the College of Social and Applied Human Sciences (CSAHS) at the University of Guelph, ICES fosters collaborative and mutually beneficial community-university research partnerships. Similarly, launched in fall 2009, the Co-operators Centre for Business and Social Entrepreneurship (CBaSE) is located within the College of Management and Economics (CME) at the University of Guelph. A goal of the Co-operators Centre for Business and Social Entrepreneurship is to aid in the successful collaboration of University of Guelph faculty and students with leaders of organizations in the local community to support sustainability and community engagement through transformational learning experiences and research.
At Guelph, opportunities for deep learning also exist in the service learning experiences offered by Project Serve Canada and Project Serve International. Seventy students participated in four Project Serve Canada programs in Mississippi (University of Southern Mississippi), Cape Croker, (Chippewas of Nawash First Nation) and Guelph (AIDS Committee Guelph and Guelph Community Health Centre) over the Winter 2010 Reading Week.

In addition to the Project Service Canada programs, three Project Serve International (PSI) programs involving twenty-seven students were undertaken in 2009/10 as follows: twelve students travelled to Rio de Janeiro, Brazil to investigate social justice issues in the favelas of Sta. Terezinha and Morro do Ceu; eight students explored community development themes in the Kumoan region of Uttaranchal State, India; and seven students focussed on HIV/AIDS prevention and patient care in the Holy Cross Hospice, Baylor Clinic, Old Naledi Education Centre and SOS Children’s Village in Gaborone, Botswana. Eleven students who participated in the India and Botswana programs also completed a credit course designed to provide a forum for PSI students to further investigate research topics associated with these themes.