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Strategic Mandate Agreement Report Back – 2014-15

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Note: Sections with a grey background are specific to the University of Toronto and are either supplied by the University or supplied by MTCU and validated by the University.

REPFW129 - PSED Accountability Report - SMA University Verification Report
Organization :   **University of Toronto**
Submission Period :   **SMA - Strategic Mandate Agreement University Annual Report 2014-2015**

STRATEGIC MANDATE AGREEMENT (SMA) - UNIVERSITY
2014-2015 Report Back

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

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

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

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

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

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

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

1. Jobs, Innovation & Economic Development (JIED)

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

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

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

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2012 graduates:

The employment rate for 2012 graduates, 6 months after graduation, at University of Toronto was:	84.46%
The employment rate for 2012 graduates, 2 years after graduation, at University of Toronto was:	92.12%

Per the graduate survey of 2012 graduates:

The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2012 at University of Toronto was:	71.99%
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at University of Toronto was:	84.48%

Additional Information

Please indicate the methods, in addition to the graduate survey results reported in 2014-15, that University of Toronto used in 2014-2015 to measure graduate employment rate.

The University of Toronto is working with the *Ministry of Training, Colleges and Universities (MTCU)* on enhancements to an expanded Ontario University Graduate Survey to include additional questions relating to **graduate employment** and to **enhance the response rate**.

Additionally, the University has been working with *MTCU* towards the Graduate Program Outcomes Survey Pilot.

Details of both of these initiatives were discussed in the memorandum from the *MTCU* Director of Postsecondary Accountability Branch on October 19th 2015, "*2015-16 Graduate Survey Update*"

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Highlights

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

Fostering entrepreneurship and innovation is an institutional priority for the University. The eco-system of support consists of courses, programs, networks and **nine accelerators** – coordinated through the *Banting & Best Centre for Innovation and Entrepreneurship.* These resources provide students, staff and graduates with **unique facilities and expertise** to foster entrepreneurship and innovation.
http://entrepreneurs.utoronto.ca/
Accelerators include:
- *Creative Destruction Lab*
- *Department of Computer Science Innovation Lab*
- *Entrepreneurship Hatchery*
- *Health Innovation Hub (H2i)*
- *ICUBE (UTM))*
- *The Impact Center*
- *Start@UTIAS (U of T Institute for Aerospace Studies)*
- *The Hub (UTSC)*
- *UTEST*
The University's incubators and accelerators worked with 226 start-up teams and produced **79 registered companies**. These companies **created jobs for more than 800** founders and students, attracted **more than $18M in investment**, and **generated $2.4M** in sales.
The University offers a series of **courses and programs teaching entrepreneurship**:
http://entrepreneurs.utoronto.ca/courses-programs/. Additionally, to **support students** as they explore and prepare **to launch their own businesses**, a five-part workshop series was launched.

The *Career Centre* has **increased student engagement** with online resources:
- The Vault, a tool for industry guides, sample resumes and interview questions
- Going Global; a tool for city guides and international experience job and internship listings
- Career Cruising, a career exploration tool
Students accessed these resources > 21,880 times.

The *Career Centre* entered into a partnership with *Ryerson University* to promote a web platform, *Magnet*, which focused on **matching post-secondary students, recent graduates and alumni with employment opportunities**.

The Career Centre launched *I Need to Find a Job Club* and a *workshop* series; both are targeted to international students finishing their degree and recent graduates interested in working in Canada.

A **career exploration event** for **students with disabilities** was organized, to explore their interests and think concretely about their needs at work.

Student peers enhanced the delivery of career information, resource referral and advising by providing students with targeted, accessible and **just-in-time career information**. A *Peer Resume* team supported students with drop-in resume, cover letter and LinkedIn profile reviews and facilitated **resume workshops** throughout the year.

Career exploration opportunities for students to learn about careers through **job shadowing,** in the field **placements with employers** and **informational interviews**. Embedding such exploration within course-work, for reflection and integration of learning within academic studies.

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The **Dream Job Academy** is a 12 week, six session, program utilizing a creative approach to exploring careers using passion or "flow" as a career way-finder. Participants are able to **clarify strengths and competencies** and identify possible careers. Students are supported to develop plans, engage with professional communities and develop experiences that bring them closer to identifying and **actualizing dream careers**.

The *Career Learning Network* **connected students with a host of career resources**, programs and services, and employment, research and volunteer opportunities.

Partnerships between the *U of T Mississauga Career Centre* and course instructors **saw increasing in-course customized strategy** sessions on **career exploration** and **work search skills**. Additionally, Campus/Employer partnership visibility was increased through *'Employer Pop-Up Shops'* at unexpected locations across campus, **increasing attention to employers' presence on campus**.

The *Academic Advising & Career Centre* at *U of T Scarborough* offered an award winning 3-day **Get Hired Conference**, which is designed to equip upcoming and recent graduates with the necessary **strategies, tools, skills and confidence to find and keep work**.

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2. Teaching and Learning - Student Satisfaction

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

(Note: this is the description for the entire section 2, not specific to section 2a)

2a. Student Satisfaction Percentage

Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of excellent and good responses) at University of Toronto for NSSE question "**How would you evaluate your entire educational experience at this institution?**" for Senior Year respondents.	**72.96%**
Per the 2014 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at University of Toronto for NSSE question "**If you could start over again, would you go to the same institution you are now attending?**" for Senior Year respondents.	**71.74%**

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

A full report of the 2014 NSSE survey results is available at:
http://www.provost.utoronto.ca/public/reports/NSSE.htm

The University is an active participant in the *Canadian Graduate and Professional Student Survey (CGPSS)*. Our students consistently rate the overall and academic experiences at the University of Toronto **as higher than our Canadian peers**. A full report of the results of the survey can be found at:
http://www.sgs.utoronto.ca/Documents/CGPSS+2013+Aggregate+Report.pdf

In addition to ongoing usage of NSSE and CGPSS results, during the 2014/15 academic year, the University of Toronto has participated in a number of **large-scale assessment projects** that help the University understand student satisfaction and experiences.

- In the Winter Term, the University ran the ***Multi-Institutional Study on Leadership (MSL)***, which was administered to undergraduate students in UTM, a number of colleges in the Faculty of Arts & Science, the Faculty of Applied Science and Engineering, and the Faculty of Kinesiology and Physical Education. The university was the **only Ontario institution and one of two Canadian institutions to participate**.
- In the Fall Term, the University conducted a ***Communications survey*** that went out to all first-year students in direct-entry programs to understand how they were experiencing communications, what their preferences were, and what the most effective tools were.
- Annually, our ***Health & Wellness Centre*** (St. George) **conducts surveys** from the students who use that service. For the 2014/15 year, 78% of students indicated they were satisfied with getting an appointment at the time they wanted in *Health Services* and 75% of visitors to *Health & Wellness Services* indicated that they were better able to use healthy coping strategies to improve their wellbeing.
- As a major component of the *Advisory Committee to the President and Provost on Preventing and Responding to Sexual Violence*, a large-scale focus group and consultation project took place to **better understand student experiences** and how they would like the University to address the topic beyond what has been provided already.

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Highlights

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

- Based on data through the *Multi-Institutional Study on Leadership* that indicated that students want more opportunities to develop leadership skills, our *Clubs and Leadership Development* team **expanded their programming**, including the introduction of a ***Student Leadership Conference*** series, which provides widespread opportunities for students in different capacities to develop their skills. Additionally *U of T Scarborough* **expanded its Leadership Development** opportunities, focusing on community engagement and experiential learning.
- In response to the *Mental Health Framework* (www.mentalhealth.utoronto.ca), the St George campus reorganized their *Health and Wellness Centre* to allow for a **pathway approach** (single access point for a clearer and guided pathway to care) along with a **stepped care model**, which matches severity of student concerns to intensity of mental health services. Included in these enhancements were **expanded embedded counselling locations** from 13 to 17 sites, more **strengths based workshops**, expanded *Health Promotions* **programs**, and **mindfulness moments**.
- In January 2015 the University held an institution-wide *Communications Summit* focused on first year undergraduate students. Using the data from the survey conducted in the fall term, it drove the content of this Professional Development event for staff in an effort to **simplify, coordinate, and strategize effective and targeted communications with students**.
- In its 2nd year, the ***Co-Curricular Record*** **expanded**, allowing students to easily search for activities, **develop demonstrable competencies** associated with those activities, and receive recognition for their participation and accomplishments. By the end of 2014-15 there were over 4,300 opportunities recognized in the database **representing a 65% increase**, and more than 9,000 activities being validated. These recognized and vetted co-curricular opportunities are connected to competencies to **enable students to present to employers the learning outcomes and competencies gained** as a result of participation. During this period the University also launched a video series to encourage participation: https://www.youtube.com/watch?v=319qCyH1KR8
- The University implemented many **enhancements to orientation** experiences for incoming students through recommendations from a *Working Group on Orientation* and *Transition to University Life*, including **better coordination and cooperation between groups** and on specific initiatives such as our *Ask First/Consent* campaign.
- U of T Scarborough launched a *First Six week Orientation and Transition Program*, **integrating student, staff, and faculty led orientations and first year initiatives**.
- Expanded offerings of the *ASKMe* program including **enhancements to the *ASKMe* Information HUB**, and increased and **more frequent pop-up *ASKMe* booths** throughout the University during the year. ASKMe provides in-person and online support for all students who may have any questions or need support finding their way around the University.
- The University held a **Professional Development Day** for all registrarial staff including student advisors, almost 300 staff attended. The day provided updates on university and external initiatives, and Professional Development sessions related to serving students more effectively.
- The *Centre for Community Partnerships* is a hub for **service learning** across all three University of Toronto campuses. The *Centre* provided resources to students who are planning to take part in an academic service learning opportunity **through community service placements.** The *Centre* also **maintains a database on service learning activities** for use by students and faculty.
- In addition to the range of experiential learning programs and opportunities offered by the U of T Career Centres, the Academic Advising & Career Centre (U of T Scarborough) offered a range of **career and academic videos** https://www.youtube.com/user/utscACE, which support student success and foster a strong campus community.

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2b. Graduation Rates Percentage

Per the KPI results reported in 2014 , the graduation rate at University of Toronto is **79.06**

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2006 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2006 - 2013 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).

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

Additional information on the University of Toronto's graduation rate is available in section 4 of the University's *Performance Indicators*:
http://www.utoronto.ca/sites/default/files/about/2014/B04_UG_StudentRetentionGraduation_PI2014.pdf
This includes the first-entry only, 6-year graduation rate collected as part of our participation in the *Consortium for Student Retention Data Exchange (CSRDE).*

In October of 2014, the University released its report of the **Mental Health Framework**, which was built on widespread consultation and student focus groups, which shaped a number of recommendations for the University to support its students so they can graduate in a timely fashion. For more details please see: http://mentalhealth.utoronto.ca/

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

The university implemented **several initiatives to enhance students' ability to navigate through the wide array of services** available to them and to **provide services for *academic advising* and *study skills***. Additionally, the University conducted a series of events and activities to better support students towards their graduation. Some examples of activities include:
- The **STEP Forward** initiative (http://stepforward.artsci.utoronto.ca/) at the *Faculty of Arts & Science* is an overarching framework of events, programs and activities providing a progression of academic and professional skill development as students move through their undergraduate degree. The central aim is to develop the students' capacity to **connect their academic study to their personal and professional goals and development**, and will exercise reflective and planning skills that allow them to become more involved, independent and proactive as they take control of their own development.
- The sixth-annual University of Toronto **Next Steps** conference was held in collaboration with the *Division of University Advancement* and *The Faculty of Arts & Science Advancement Office.* **163 university alumni** participated as panellists and reception ambassadors. The focus of the conference was **to assist upper-year Arts and Science students with their next steps upon**

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graduation.

- A website to reflect the ***Mental Health Framework*** (www.mentalhealth.utoronto.ca) was developed a number of its recommendations were implemented.
- The *Academic Advising & Career Centre* (U of T Scarborough) offers a number of ***Early Alert Academic Success Initiatives*** for the campus**.** This includes developing resources and engaging proactively with faculty and other campus partners in **early identification and outreach to students-at-risk academically** in larger introductory level courses to encourage earlier utilization of key services and resources for the purposes of academic support and assistance with decision making.
- The *Academic Advising & Career Centre* (U of T Scarborough) also offers extensive online resources, including online modules and the ***Academic & Career Advising Syllabus*** http://utsc.uberflip.com/i/500775-aa-cc-syllabus for students to help them navigate and maximize their university education.

Additionally the University provided a wide array of events and activities preparing students for employment which indirectly contributed to students' career paths and provides incentives to graduate. Please see the Highlights of Section 1 for more details on these events and activities.

2c. Retention Rates

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

Entering Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
1st to 2nd Year	91.30	91.20	92.00	92.10
1st to 3rd Year	84.90	84.80	85.05	N/A

Highlights

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

The university employs a **suite of strategies to support and enhance student retention**. A key development in the delivery of student support services is the **move towards "embedded" services** which **brings services to the students, "where they are" enhancing visibility and accessibility** of the services.

- The university's **First Year Foundations – The *One* programs** are offered on **all three campuses**. These for credit programs **offer interactive group work, travel or community engagement**, to help students transition successfully to university life, build critical thinking and writing skills, develop intellectual independence and expand their creative imagination. http://discover.utoronto.ca/one.
- The ***STEP Forward*** initiative at the *Faculty of Arts & Science* is an overarching framework of **events, programs and activities providing a progression of academic and professional skill development** as students move through their undergraduate degree. http://stepforward.artsci.utoronto.ca/
- The *Faculty of Applied Science and Engineering's* **First Year T-Program** is for students who have difficulties in their first fall session and allows them to immediately repeat up to three courses and defer their winter session courses to the summer session. This program allows students to obtain credit for their fall session and to **continue on to their second year without interruption**.
- The *Centre for International Experience* embedded 4 ***International Transition Advisors*** at 13 locations across campus to support international students' transition to the University. The advisors **promote available programs and services**, offer **one-to-one advising**, and work with local staff to internationalize orientation programs and services.
- The ***Mentorship Resource Centre*** worked with several mentorship programs throughout the University, including providing **core training for mentors and competency development** to enhance the experience of students in peer mentoring relationships. The Centre also held a *Mentorship Week* with topics such as the *Leadership & Mentorship Club Hub*, *Explore Mentorship*, the *Peer Mentor Job Fair*, and the *First in the Family Alumni Event*.
- ***Work-Study* program enhancements** were implemented, tying all work study positions to the *Co-Curricular Record* and so that all positions were built within the **competency framework**.
- In addition to *utmONE*, **LAUNCH** at *U of T Mississauga* is a series of **engaging and interactive** weekly sessions taught by **academically successful** upper-year student mentors. *LAUNCH* brings together **academic and community** aspects of being a new student in a way that **supports transition and student success**. http://www.utm.utoronto.ca/transition/new-student-programming
- *U of T Mississauga* piloted its *early alert system*, used by instructors and teaching assistants in first-year courses to more efficiently **identify students experiencing academic difficulty** and quickly link them with **sources for support** such as **academic advisors**, **academic skills educators** and **student development staff**.

- ***Get Started*** is *U of T Scarborough's* campus wide ***academic orientation and transition program*** for incoming students and their parents/guests. With a focus on peer to peer connections, the programming is **engaging, interactive and informative**. The aim is to support students in their **successful transition** to UTSC and to connect them with resources and people that will foster a strong foundation for academic success during first year and beyond. Additionally, the *Academic Advising & Career Centre* offers a range of services to help students ***Overcome Academic Difficulty***, such as ***Academic Advising, Study Skills Peer Coaching and Academic & Study Skills Workshops*** that are designed to help students get **back on track**. http://www.utsc.utoronto.ca/aacc/academic-advising-study-skills
- Access*Ability* Services at U of T Scarborough also offered workshops on learning skills and the use of assistive technology such as Time Management and reading / studying using specialized software.

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

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

*DEFINITIONS:

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

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, http://www.cafce.ca/coopdefined.html, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study

Based on the definitions provided above, please provide WIL data for the University of Toronto in 2014-2015:

Co-operative Education Program Type	Number of programs at University of Toronto with a Co-op Stream	Number of students at University of Toronto enrolled in a Co-op program
Undergraduate	37	2,827
Graduate	6	470

Highlights

Please provide highlights of University of Toronto's activity in 2014-2015 that contributed to providing WIL opportunities for students. Along with co-op, other examples may include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

- The *Centre for Community Partnerships* is a hub for **service learning** across all three University of Toronto campuses. Its mandate is to **enhance and broaden student learning and build educational capacity within communities of the GTA and Peel regions**. The *Centre* provides the necessary resources to both students and faculty who are planning to take part in, or design, an academic service learning opportunity. For students, a range of supplementary and mandatory workshops are offered to **support students' learning and leadership development through community service placements**. For Faculty, the *Centre* offers online resources, consultations, faculty development events and workshops to support the design and launch of successful service-learning courses. The *Centre* also **maintains a database on service learning activities** for use by students and faculty.
- The University of Toronto has numerous programs and initiatives to **further graduates' career-readiness** through other **Work-Integrated Learning opportunities**. For example:
  - The *University of Toronto Scarborough* has been a leader in co-op education for 40 years. Over **2,400 students** are **currently enrolled** in Arts, Science and Management co-op programs at UTSC and **enrolment in continues to rise**. For more details please see: http://www.utsc.utoronto.ca/askcoop/ & http://www.utsc.utoronto.ca/mgmt/co-op
  - The Faculty of Applied Science & Engineering's longstanding *Professional Experience Year (PEY)* program is the **largest paid *internship* program of its kind in Canada**, PEY internships offer significantly more than a co-op in terms of length and content. Last year alone, **70% of students returned** from PEY placements to finish their degrees with a **job offer in hand**.
  - Many of the **Professional Masters programs** provide **industrial internships** such as the *Faculty of Arts & Science Master of Science in Applied Computing* that **incorporates an 8-month industrial internship**.
- Beyond work-integrated learning, co-ops and internships, students have access to a number of opportunities that complement their studies. Examples include:
  - *Community Engaged Learning (CEL)* integrates knowledge gained through work with **community partner organizations** into classroom discussions and assignments. Students in these courses gain an understanding and perspective that may be beyond their traditional program of study. For example, a Psychology major expanded her understanding of the effect of diagnoses thanks to an opportunity with a non-profit literacy organization.
  - Opportunities for **students to engage with start-up companies** provide valuable learning for future entrepreneurs. *Internships in New Ventures* provide students with experiential learning opportunities by immersing them in an **entrepreneurship environment through internships at local start-up companies**.
- In many of the University's professional faculties, students **gain essential clinical experience** and an **enhanced sense of social responsibility** in real-world settings as part of their academic program. Some examples include: Medicine, Teaching, Psychology, Social Work, Dentistry, Law, and Pharmacy.
- The university also provides **numerous on-campus placements** including opportunities with the *David L. MacIntosh Sport Medicine Clinic,* and *Counseline* - a partnership between the University's *Health and Wellness Centre* (St. George Campus), the *Factor-Inwentash Faculty of Social Work*, and the *Faculty of Arts and Science* that offers face-to-face and online counselling for *Faculty of Arts and Science* undergraduate students.

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- The university *Career Centres* have actively worked to scale up career exploration opportunities for students to learn about careers through **job shadowing**, in the field **placements with employers,** and informational interviews.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. University of Toronto is asked to provide information on e-learning courses, programs and registrations in 2014-2015.

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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

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

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

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

	Undergraduate	Graduate
	33	48
	3	8
	36	56

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

	Undergraduate	Graduate
	0	1
	0	1
	0	2

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

	Undergraduate	Graduate
	5,634	1,561
	199	71
	5,833	1,632

Additional Information

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

Fully online courses are flagged within the University of Toronto Student Information System database by registrarial staff in each division. Synchronous and asynchronous courses are categorized manually.

At the University of Toronto, many courses have elements of online delivery and the delivery of courses in e-learning formats is one of many pedagogical options available to faculty. This is a highly flexible approach that may result in a hybrid delivery model. Please see the next section for more information on hybrid courses and programs at the University of Toronto.

More information about the University of Toronto's online learning activity is available at http://onlinelearning.utoronto.ca/.

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

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case, a hybrid learning course may have components delivered via traditional face-to-face; however, over 50% of the course delivery should be online.

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

Additional Information

Please highlight one example of University of Toronto's use of Hybrid Learning courses and/or programs.

As noted previously, the delivery of courses in e-learning formats is one of the many pedagogical options available to faculty. Specific selections of courses and programs for substantial delivery online are made in response to the specific context, including student demand, pedagogical rationale, and other circumstances. Development of digital curriculum materials also supported the transformation of a variety delivery formats including hybrid and inverted delivery modes.

Highlights

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

As part of *Ontario Online* the University developed **nine fully-online undergraduate courses** which are offered via the eCampusOntario platform. Additionally, via the same *Shared Online Course Funding* program, **selections of sharable online module resources were** created. See http://www.ocw.utoronto.ca/curriculum/ for more details.

One of the highlights of the University's e-learning activities in 2014-2015 was **the introduction of a module design program** for project teams developing digital curriculum components intended for use in a range of course formats. As the institution received MTCU funding for eight *Learning Modules* projects under the *Shared Course Fund* initiative, the **demand for support in this area has increased significantly**. To address these needs the University has **developed a faculty support program** which includes the *one day institute*, followed by a series of online webinars providing instructors with support on topics such as video production, accessibility and content development strategies. The materials have been integrated into courses in a range of disciplines, including engineering, psychology, human biology, and others. The modules projects are available online at *Open UToronto*. http://www.ocw.utoronto.ca/curriculum/

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3. Student Population

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

Full-Time Students

The total Full-Time Headcount Enrolment* at University of Toronto in 2014-2015: | 61,350 |

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

3a. Under-Represented Students: Students with Disabilities*, First Generation*, Aboriginal and French-Language* Students
*Please do not include International Students in the calculations below.

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

Students with Disabilities

The total number of Full-Time Students with Disabilities at University of Toronto who registered with the Office for Students with Disabilities and received support services in 2014-2015:	4,348
The total indicated above as a comparative % of the University of Toronto's 2014-2015 Full-Time Enrolment Headcount:	7.09%

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

- *Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*
- *Postsecondary Attendance: have attended (but have not necessarily obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential. e.g., degree, diploma, certificate).*

First Generation Students

The total number of Full-Time First Generation Students enrolled at University of Toronto in 2014-2015:	11,169
The total indicated above as a comparative % of the University of Toronto's 2014-2015 Full-Time Enrolment Headcount:	18.21%
The total number of Part-Time First Generation Students enrolled at University of Toronto in 2014-2015:	1,767

Aboriginal Students

* 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, languages, cultural practices and spiritual beliefs.

Aboriginal Students

The total number of Full-Time Aboriginal Students enrolled at University of Toronto in 2014-2015:	759
The total indicated above as a comparative % of the University of Toronto's 2014-2015 Enrolment Headcount:	1.24%
The total number of Part-Time Aboriginal Students enrolled at University of Toronto in 2014-2015:	133

French-Language Students

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

French-Language Students

The total number of Full-Time French-Language Students enrolled at University of Toronto in 2014-2015:	646
The total indicated above as a comparative % of the University of Toronto's 2014-2015 Enrolment Headcount:	1.05%
The total number of Part-Time French-Language Students enrolled at University of Toronto in 2014-2015:	62

Additional Information

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

The statistics for *First Generation* and *Aboriginal students* are estimates based on NSSE 2014 results that have been prorated against total eligible enrolment (as provided by MTCU).

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Highlights

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

First Generation Students

The University of Toronto's programs and initiatives aimed at supporting first generation students are offered on both a coordinated tri-campus basis and in campus-specific activities.

- A tri-campus conference style event for first generation students, entitled '*Trailblazers*', helped students to **connect their academic interests with their skills and strengths towards future employment**.
- A **mentorship program for first generation students**; one of the hallmarks of this program was an **increase in the sense of a first generation community** across the University's three campuses.
- **Networking skills and career option mentoring** through an event with the *Mentorship Resource Centre*.
- The development of a '*Mentor in Training*' program to **extend leadership development and experiential learning opportunities** to a greater number of students.
- Workshops for first generation students, including core workshops such as "***Speaking to your Professors, TAs, and Instructors***" and new workshops such as "***Finding Research Opportunities***".
- Adjustment to the program to offer **multiple "*entry points*" for first generation students**, instead of one main intake opportunity.

Aboriginal Students

- The *Academic Success Centre* and *First Nations House* created a new role in the division of *Student Life* for an **Aboriginal Learning Strategist**, which **supports Aboriginal students with their academic work** through individual and group sessions.
- The 2015 *Indigenous Education Week* at the University of Toronto was held in February, and focused on **Identity and Diversity**; the intention was to look at the intersections of Indigenous identity and highlight the diversity of Indigenous nations.
- The *Indigenous Language Initiative* (Ciimaan/Kahuwe'ya/Qajaq) had great success in **promoting and incorporating all three Indigenous languages** taught at the University in language events and language café series. This has **resulted in significant participation growth**.
- Launches of the *Waakebiness-Bryce Institute for Indigenous Health* and the OISE based *Indigenous Education Initiative* have both enhanced research, academic training and policy making through partnerships with Indigenous communities.
- U of T Scarborough offers specific programming including **elder learning circles, experiential field trips, community engagement opportunities**, and weekly outreach and educational programming.

Students with Disabilities

- In response to the *Mental Health Framework* the St George campus has reorganized the *Health and Wellness Centre* to allow for a **pathway approach** with a **stepped care model** which matches severity of student concerns to intensity of services. Enhancements included: **expanded embedded counselling locations**, more **strengths based workshops**, expanded *Health Promotions* **programs**, and **mindfulness moments**. Additionally, *U of T Scarborough* held a *Mental Health Understood Fair.*
- The *Moving Forward* transition program was designed to **simulate the university experience** needed to **navigate across campus**.

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- *Social Assistance for Students with Autism* brought students with *Autism Spectrum Disorders* together to **facilitate shared activities and discussions**. Additionally, *U of T Mississauga's* **Autism Social Group** provided a **social experience** for students to **connect with other students and learn more about the campus** and *U of T Scarborough* arranged for a one-day staff training on *Practical Strategies for Supporting University Students with Autism Spectrum Disorder*.
- *U of T Mississauga and U of T Scarborough* Access*Ability* offices **provided enhanced academic advising and career services** such as a dedicated Career Counsellor in the Access*Ability* Resource Center (UTM).
- *U of T Mississauga's* **Summer Transition Program** included interactive sessions focused on **learning strategies**, **learning to manage** accommodations and services, **self-advocacy** and **navigating the University system**.
- *U of T Scarborough*, Access*Ability* Office provided a variety of student seminars and support: such as an **Enhanced Social Skills** seminar – *Communicating with Faculty and Employers.*
- An "auto renewal site" was launched, **facilitating eligible students to renew their status** with Accessibility Services automatically.

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3b. Student Population - International Students

International Students

DEFINITION: International Enrolment is the headcount of full-time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e., student visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2014, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

International Students

University of Toronto reported to the ministry Full-time International Enrolment* in 2014-2015:	13,623
The total indicated above as a comparative % of the University of Toronto's 2014-2015 Full-Time Enrolment Headcount:	17.65%
University of Toronto's 2014-2015 Part-time International Enrolment is	951

Additional Information

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

The University of Toronto's **Enrolment Report** provides a detailed overview of international student enrolment.
http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/Provost/Provost+Digital+Assets/Provost/publication/Reports/2013-14+Enrolment+Report.pdf

Section B11 of the University's *Performance Indicators* provide valuable indicators on international student activities:
http://www.utoronto.ca/sites/default/files/about/2014/B11_InternationalExperience_PI2014.pdf
- Enrolment of International Students (time series).
- International Student Enrolment by Geographic Origin.
- I-graduate International Student Survey Results.

The *University of Toronto Act, 1971*, was amended to allow non-Canadian citizens to serve as members of the *Governing Council*. This amendment paves the way for international student representation on the Governing Council.

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

- Since launch in January 2015, **over 550 students have participated in intercultural learning modules** at the *Centre for International Experience.* The modules introduce intercultural theory and cultural communication styles. In addition, the centre offered numerous ***Internationalization at Home*** programs which provide students with the opportunity to travel to different communities on campus to inquire into communities previously unfamiliar to them.
- **Enhanced mentorship programs** connecting international and domestic students, including a new *E-Buddy* program (UTSC) and an expanded *I-connect* mentorship (St. George).
- **Expanded pre-orientations** for international students across campus including doubling the capacity of the *Step Up*, which provided 240 newly arrived international students the opportunity to familiarize themselves with the **university academic culture and develop academic success strategies**.
- The *Centre for International Experience* embedded four *International Transition Advisors* at 13 different locations across campus to support international students' transition to the University of Toronto. The advisors **promote available programs and services**, offer **one-to-one advising**, and work with local staff to internationalize local orientation programs and services.
- The total **outbound exchange participation increased by 20%** (when compared to the previous year). The *Summer Research Exchange Program* had a **42% increase in participation** from the previous summer.
- The *Green Path* program at UTSC continues its **successful engagement with top tier high schools** in the **People's Republic of China**. For more details see: http://www.utsc.utoronto.ca/greenpath-china/green-path-success
- The *International Foundation Program (IFP)* combines conditional acceptance to the University with a merging of for-credit courses with **intensive academic support** and **language support**. The program is designed to **help students improve language, academic and cultural proficiency** before undertaking their undergraduate degree.
- *U of T Mississauga*, in partnership with the *School of Continuing Studies*, launched the ***Academic Culture & English*** program for students who were admitted to UTM but needed **further English language skills training**.

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

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

Proportion of an institution's enrolment that receives OSAP

University of Toronto's 2014-2015 proportion of an institution's enrolment that receives OSAP is	33,248	54.20%

Additional Information

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

See section B16 of the University's *Performance Indicators* which provides a variety of indicators relating to **student financial support**:
http://www.utoronto.ca/sites/default/files/about/2014/B16_StudentFinancialSupport_PI2014.pdf

See the ***Annual Report on Student Financial Support 2013-14*** for a detailed summary of all student financial support:
http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=11077

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4. Program Offerings

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

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

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

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

Undergraduate / Graduate Students	**Percentage of System Enrolment**
Undergraduate	15.09
Graduate	29.10

SPEMAJ	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at University of Toronto	# of graduate students in a program as a % of total # of graduate students across all programs at University of Toronto	University of Toronto's share of system-wide undergraduate enrolment in each PROGRAM	University of Toronto's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	7.64	3.69	16.1	22.25
2. Architecture & Landscape Arch.	0.04	2.62	1.52	46.71
3. Business & Commerce	8.51	8.22	9.82	28.81
4. Computer Science	2.33	1.06	15.42	18.52
5. Dentistry	0.78	0.71	61.4	92.77
6. Education	1.97	0.42	11.86	9.66
7. Engineering	6.72	10.89	11.88	30.49
8. Fine & Applied Arts	2.7	2.6	10.22	24.02
9. Food Science & Nutrition	0.27	0.47	3.29	14.91
10. Forestry	0.08	0.66	37.62	73.2
11. Health Professions	6.16	13.76	21.7	44.21
12. Humanities	11.54	9.42	18.99	29.24
13. Journalism	0.18	0	6.98	0
14. Kinesiology/Recreation/Phys-Ed	1.84	0.71	6.48	9.88
15. Law	2.18	1.02	15.48	28.57
16. Mathematics	2.49	1.13	26.73	19.33
17. Medicine	2.22	0	25.21	0
18. Nursing	0.7	2.68	2.96	38.01
19. Optometry	0	0	0	0
20. Other Arts & Science	19.32	0	31.3	0
21. Other Education	0	11.96	0	60.15
22. Pharmacy	2.01	0.95	74.29	87.29
23. Physical Sciences	2.03	3.48	18.39	24.8
24. Social Sciences	16.85	18.25	11.75	21.88
25. Theology	0.33	1.15	51.06	32.05
26. Therapy & Rehabilitation	0.71	4.14	72.82	25.00
27. Veterinary Medicine	0.00	0.00	0	0

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

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

- The university has an **unparalleled breadth and depth of program offerings** with more than 1,000 programs. Within this context of comprehensiveness, the university maintains and enhances programs through a process of **continuous improvement and innovation** to ensure **outstanding quality and excellence**.

- President Gertler identified "***Rethinking Undergraduate Education***" as a one of the three strategic priorities for the University of Toronto: to "*Re-imagine and reinvent undergraduate education at a research-intensive university, in light of current economic and social challenges, and take advantage of emerging opportunities, including new pedagogical technologies*". For more details see: http://threepriorities.utoronto.ca/wp-content/uploads/2015/10/Undergraduate-One-Pager.pdf

- The vehicles of academic change include proposals for *major modifications*, *minor modifications*, and *new degree programs.* In the 2014-2015 academic year there were **24 *major modifications*** approved by divisions at the University of Toronto and **two *new program approvals*** approved by MTCU. For details of the university's **academic change activity** please see the Accountability Reports at: http://vpacademic.utoronto.ca/quality-assurance/accountability-reports/

- The university has **expanded its offerings** of *Combined Degree Programs* which allow students to be registered in two approved degree programs at the same time and complete the requirements of both in a manner that provides a benefit to the student beyond what would result from completing the two degree programs separately. Combined Degree Programs may include undergraduate/graduate, 2nd entry undergraduate/graduate or graduate/graduate combinations. For more details of the offerings see: http://www.sgs.utoronto.ca/Calendar/Pages/Combined-Degree-Programs-at-a-Glance.aspx

- The university has continued to see demand for professional master's programs increase and the university is **developing a number of new professional master's programs** to meet this demand. All of these programs leverage the university's research strength to support world-class, research-informed programs. This development is consistent with the objectives outlined in the University's Strategic Mandate Agreement.

- The *Undergraduate Course Development Fund (UCDF)*, totalling $1.5M per year, provides funding for the **development and delivery of innovative undergraduate courses** that provide opportunities for faculty members in graduate-only and professional divisions to share their expertise with undergraduate students. Through the program, undergraduate students have access to the full range of the University's world-class faculty, and undergraduate programs are able to greatly expand the scope and depth of their course offerings. Based on its success in prior years, this **fund was expanded in 2014-2015** to enable funding of additional courses.

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5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector.

The ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

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

Transfer applicants and registrants

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

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2010	64,488	11,127	1,141	163
2011	67,488	11,490	1,356	151
2012	71,573	12,336	1,312	170
2013	73,968	12,264	1,101	135
2014	76,122	12,890	1,045	139

*Transfers from publicly assisted colleges in Ontario.

NOTE:
- OUAC collects information on the number of transfer student applications and registrations. The ministry recognizes that:
  - the transfer data set only includes students who have applied to university through OUAC and have self-identified on applications to OUAC;
  - a significant number of transfer students apply directly to the university and, as such, are not captured in OUAC data;
  - Information only includes full-time students applying and registering in the fall to the first year of a university program.

The ministry encourages University of Toronto 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 Toronto should report institutional data that includes data from OUAC and other sources.

Year	University of Toronto's Total Applications	University of Toronto's Total Registrations	University of Toronto's Transfer Applications*	University of Toronto's Transfer Registrations*
2011	79,126	12,715	6,209	807
2012	83,464	13,728	6,085	859
2013	85,372	14,261	5,369	689
2014	86,580	14,476	5,373	723

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

The University of Toronto's "*Transfer Applications*" include individuals who apply more than once for transfer to the University by applying to different programs at the University. Therefore, the number of *Transfer Applications* overstates the number of individuals and care should be taken when comparing the number of *Transfer Applications* to *Transfer Registrations*.

University of Toronto's "*Transfer Applications*" and "*Transfer Registrations*" include first and upper year applications and registrations transferring from Ontario colleges, Ontario universities, non-Ontario Colleges and CEGEPs, and non-Ontario Universities. Internal transfers, for example when a student transfers from one of the U of T campuses to another campus, are not included.

Many students may find a suitable program for their needs within the University of Toronto ecosystem of multidisciplinary and multi-campus education.

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

- **Three new pathway agreements** with partner colleges were signed: *Niagara College - UTM*, *Mohawk College - UTM*, and *George Brown - UTM*. A **new pathway agreement** with *George Brown College - Woodsworth College-St. George*, was developed following a **successful pilot program**.

- A **new peer mentor program** at *Woodworth College* was implemented for facilitated transfer students from partner colleges. Mentors **provided *just-in-time*, peer-led communications** with transfer students about campus resources. *UTM* also **launched a peer-led academic support and mentoring program**, which included peer-led facilitated study groups organized by discipline.

- Following significant work to align *Seneca's* liberal science curriculum **an innovative** new liberal sciences pathway agreement between *UTSC* and *Seneca College* **was launched**. This credit transfer pathway in the sciences is the **first of its type for the University of Toronto**, offering a new pathway for *Seneca* students to pursue degree studies at *UTSC* in the sciences.

- *UTSC* is now offering a **pilot *re-direct-for-credit* program** for students on academic suspension. Through this pilot, *UTSC* students who are placed on a one-year academic suspension due to low GPA are re-directed to the *Seneca College Liberal Arts* program. The *Seneca College* credits earned during this time may be transferred back to the student's *UTSC* transcript, according to the terms of the *UTSC-Seneca Liberal Arts Transfer Agreement*. Previously, students serving this type of academic suspension would not have an opportunity to use the time to earn transferrable credits.

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6. Financial Sustainability

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

- For general **indicators of financial performance** see the University of Toronto's *Performance Indicators* section E.03.
  http://www.utoronto.ca/sites/default/files/about/2014/E03_FundingandFinances_PI2014.pdf
  - o Central Administrative Costs as a Percentage of Total Operating Expenditures.
  - o Endowment per Student.
  - o Debt Burden Ratio.
  - o Viability Ratio.
  - o Credit Rating.
  - o Total Revenue per FTE Student.
- *"$50million Operational Excellence Target*" is an initiative to target new revenues and efficiency savings in operational areas with a cumulative total of $50million over 6 years. This **initiative exceeded its goal in the first five years, reaching $54million in June 2015**. See http://vpuo.utoronto.ca/operational-excellence/ for more details.

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7. Attestation

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

For additional information regarding University of Toronto's 2014-2015 SMA Report Back please contact
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Personal information

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