



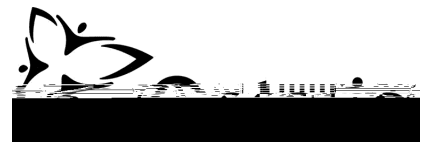
2013-2014 Report Back

Institution Name:	University of Toronto
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OVERVIEW

The annual Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **University of Toronto's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **University of Toronto's** 2013-2014 Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).*

University of Toronto reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = 61,262⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **University of Toronto** to the Ministry for 2013-2014 = 46,934.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **University of Toronto** to the Ministry for 2013-2014 = 12,873.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **University of Toronto** to the Ministry in 2013-2014 = 1,455.

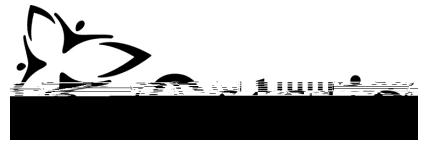
* The space below is provided for **University of Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Enrolment - Headcount.

For the 2013-14 MYAA Report Back, the University has refined its age calculation methodology to use the November 1st count date as the reference point. As a result, there are some shifts in the age distribution relative to previous years.

Please provide one or more examples, in the space provided below, of highlights from **University of Toronto's** Enrolment Management Plan that **University of Toronto** used during 2013-2014 to manage enrolment.

The University uses a rolling, five-year planning window. The process operates in a continuous cycle as it moves through the planning and development, budget implementation, and monitoring phases, leading directly into the planning phase for the next year. In the fall of each year, academic divisions update their long range plans, taking into consideration enrolment targets, new program development and curriculum renewal, faculty complement, space and capital needs. This includes detailed consideration of enrolment growth or reductions; changes in the mix of domestic/international or full-time/part-time students; and capacity to accommodate planned growth within existing targets. Based on the results of these discussions, division-level targets are set, and the University monitors progress towards targets on a weekly basis throughout the annual admission cycle. Final fall enrolment results are taken into consideration when establishing the next five year enrolment plan.

In 2013-14, careful management of the University's graduate expansion enrolment was a continuing focus, with the dual objectives of completing our planned growth under Phase Two and planning for future enrolment growth under Phase Three. Divisional masters and doctoral targets were monitored and adjusted throughout the year with a goal of achieving planned enrolment in each of 170 graduate programs in over 100 academic units across three campuses. A similar weekly monitoring process was undertaken for undergraduate enrolment. As a result of these planning efforts, the University will be well positioned to enter the next phase of graduate and undergraduate enrolment expansion.



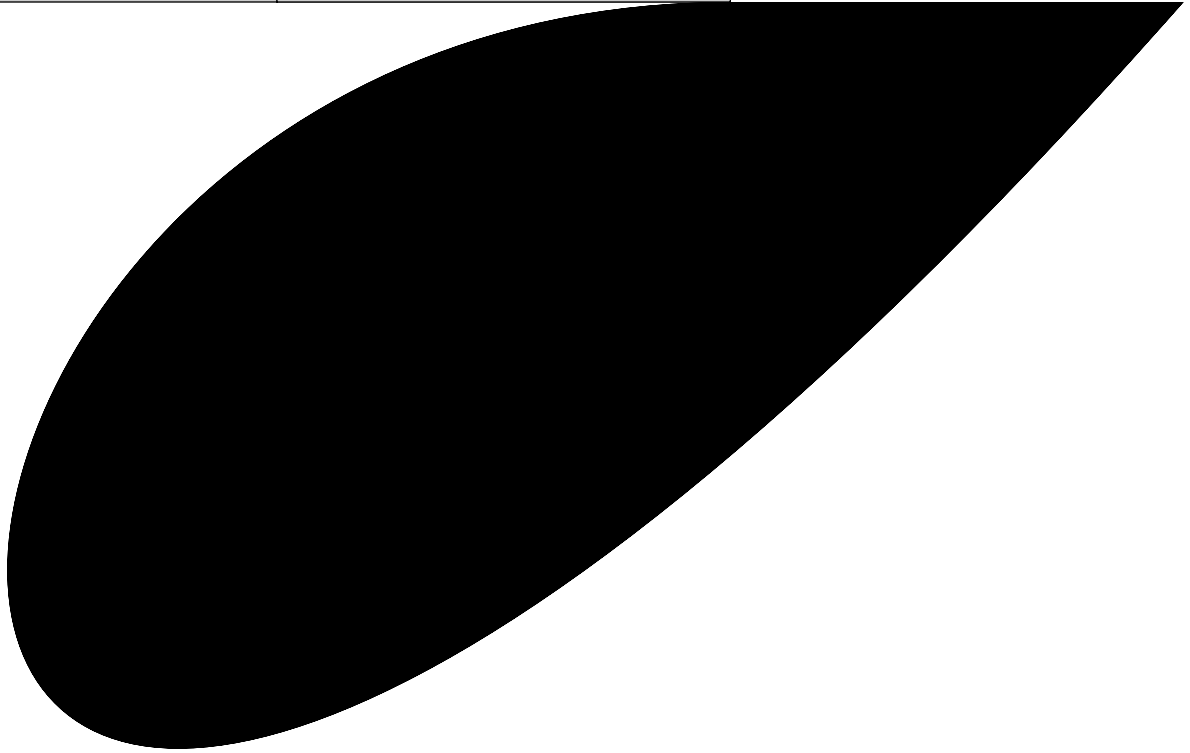
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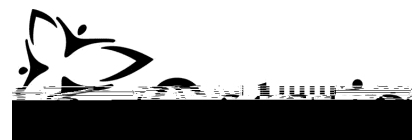
2) Under-Represented Students: Students with Disabilities*, First Generation and Aboriginal*****



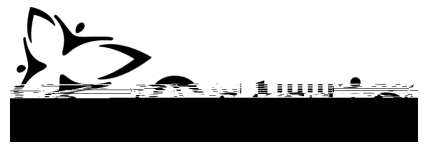
*NOTE: Please do not include International Students in the calculations below.

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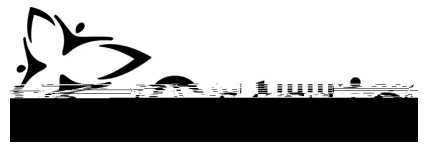




Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving University of Toronto's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving University of Toronto's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment.</p>	<p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving University of Toronto's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by University of Toronto to be an innovative practice, success story and/or key accomplishment.</p>
<p>Students with disabilities are supported on U of T campuses by three accessibility services offices. These offices provide and coordinate support services, and offer programming to support students' academic success. In 2013-14, U of T undertook the following initiatives that enhanced supports for students with disabilities:</p> <p>St. George</p> <ul style="list-style-type: none"> -Contributed to a cross-University working group on brain injuries. This group designed and delivered the first workshop for the University community on the needs of students with concussion and head injury. -Facilitated speech pathology services via interpersonal/communication skills development groups for students for whom those skills present significant barriers to participation in university life and future employment. -In partnership with the Career Centre, delivered two events focused on disability-specific needs related to employment. -Transitioned a volunteer peer-mentoring program into a paid leadership opportunity for 20 student mentors. Mentors gained employment skills through this leadership opportunity. The number of mentee participants more than doubled. <p>UTM</p> <ul style="list-style-type: none"> -The Accessibility Centre's pool of volunteers increased by 40 to 460 student volunteers, who filled roles such as Peer Note Taker, Support Assistant, 	<p>U of T's programs and initiatives aimed at supporting first generation students are offered on both a coordinated tri-campus basis and in campus-specific activities. One of the core tri-campus activities is a mentorship program for first generation students. In 2013-14, one of the particular new achievements of the mentorship program was the increasing sense of a first generation community building across the University's three campuses, facilitated by the mentor-mentee relationships. A tri-campus conference style event for first generation students was held that helped students to connect their academic interests with their skills and strengths towards future employment.</p> <p>Tri-campus highlights include:</p> <p>St. George</p> <ul style="list-style-type: none"> - Following introductory and orientation activities in the fall, the first generation program highlighted partnerships within the Student Life division to encourage participation in campus life by first generation students. For example, through a partnership with the Career Centre, peer mentors had an opportunity to reflect on their experience for future potential careers and develop practical job search skills. <p>UTM</p> <ul style="list-style-type: none"> -First generation student support programs engaged 450 first year and upper year first-generation students with over 150 social, life-skill, and academic-skill development seminars, 	<p>The University of Toronto has a range of dedicated programming and services aimed at the recruitment, retention, success and transition of Aboriginal students. Some of this programming is delivered centrally by First Nations House, the student service hub for Aboriginal students, while a growing number of services and programs are delivered to students by faculties and campuses.</p> <p>In 2013-14, U of T undertook the following initiatives aimed at supporting Aboriginal students:</p> <ul style="list-style-type: none"> -The Faculty of Medicine established a new Office of Indigenous Medicine, led by a dedicated Indigenous Program Coordinator. These new resources provide supports to Indigenous medical students, and also undertake outreach to Indigenous communities for youth-related programming and recruitment of potential applicants. -The Writing Instructor at First Nations House and a Learning Strategist from the Academic Success Centre collaborated to offer monthly academic skill-building workshops for Indigenous students. -The Transitional Year Program and Academic Bridging Program expanded the role of Aboriginal Recruitment Officer to include providing academic and transitional support to Indigenous students enrolled in these access programs.



<p>Outreach Assistant, Events Assistant, and Peer Mentor. -The Centre engaged with UTM's Equity and Diversity Officer to address barriers being experienced by students with disabilities, such as accommodating students with disabilities on field placements. -On behalf of MTCU, the Centre administered a survey of current students and alumni who have registered with Accessibility Services. The survey was aimed at evaluating the effectiveness of the Accessibility for Students with Disabilities fund in supporting students with disabilities and helping Ontario meet its accountability requirements to the federal government. -The Centre's peer mentorship program has been instrumental in assisting first year students with disabilities transition to the UTM community. The program provides mentees with a guide who assists the students in navigating the administrative systems at the University such as declaring a subject PoSt) and also helps to establish a social connection to the campus.</p> <p>UTSC -The efficiency of exam accommodation services were improved following a review of invigilation costs and cost-saving strategies. Scheduling of exam accommodation was enhanced by consolidating students in one room to reduce the number of invigilators needed at different times. -Developed and launched an innovative new add-on communications pack called College Life for the text-to-speech app called TalkRocket Go. This app gives people with communication disorders a voice by allowing them to create synthesized speech by tapping words and pictures on a screen. The College Life add-on was developed by the UTSC Accessibility Services and a UTSC senior undergraduate student; and the TalkRocket app itself is the product of the U of T student spin-off company, MyVoice. -Expanded social skills programming to include themes such as interacting with faculty and in workplace settings (for</p>	<p>and over 100 student community building programs, led entirely by first-generation mentors.</p> <p>UTSC -First Generation Programming provided academic intervention and social programming to help over 300 students adjust to life on campus and achieve successful outcomes. -The First Generation program intentionally intervened and provided academic and social support to all first generation (first year) students with a GPA below 2.0.</p>	<p>-First Nations House established the Aboriginal Student Life Coordinator role to strengthen its focus on student development (non-academic). The Coordinator organizes programming that supports personal, leadership and spiritual growth for students.</p> <p>-The Native Students Association, with support from First Nations House, organized programming to support students during the final exam period.</p>
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example, co-op placements).



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3) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as



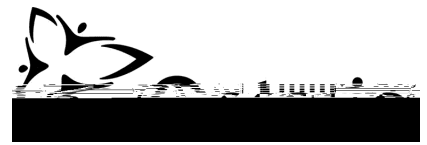
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The Ministry encourages **University of Toronto** to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, **University of Toronto** should report institutional data which 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
2012	83464(+)	13728(+)	6085(+)	859(+)
2013	85784	13755	5369	689

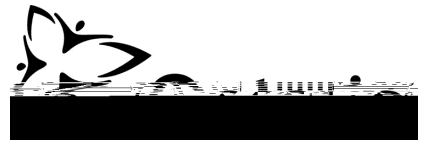
*The space below is provided for **University of Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Transfer applications and registrations - Institutional data.

"University of Toronto's Total Applications" and "University of Toronto's Total Registrations" include: 101, 105, out of system,



In the space provided below, please provide one or more highlights of an activity that **University of Toronto** used in 2013-2014, and which contributed to maintaining or improving **University of Toronto's** efforts to develop and enhance credit transfer. A highlight could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment.

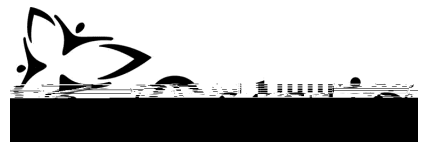
In 2013-14, U of T continued to expand credit transfer pathways, and support transfer students with programming focused on student success. The University continued to participate in a credit transfer consortium with McMaster, Queen's, Guelph, Ottawa, Toronto, Waterloo, and Western that provides clarity, choice and flexibility for students working towards a Bachelor's degree at these universities. The consortium focused on expanding the course equivalency matrix to second-year courses; began work on identifying equivalencies for Ontario Online initiative courses; and developed interim provisions to support exams associated with the initiative. The University launched a public facing web application called Transfer Explorer that allows prospective students to assess the eligibility of course credits taken at other institutions for transfer to U of T. As a next step, the University is adding international opportunities to the Transfer Explorer system that will allow students to search for course equivalencies for exchange program courses. Campus-specific highlights include: St. George -Woodsworth College expanded credit transfer pathways to St. George campus for GTA college students. Woodsworth piloted a new diploma to degree pathway with George Brown College. -Woodsworth and OCADU developed a pathway for academic bridging of potential OCAD applicants who do not currently meet OCAD's admission requirements. This pathway would give OCAD applicants with a strong portfolio access to U of T's Academic Bridging program in order to meet OCAD admission requirements, earning a transfer credit on their OCAD transcript. This resource-smart pathway will leverage the experience and success of the Academic Bridging Program to serve the needs of potential OCADU students. -Woodsworth launched a full-time option in the Academic Bridging Program. This option corresponds to a 60% course load, which allows eligible students access to OSAP. Students who successfully complete the full- or part-time options qualify for admission to the Faculty of Arts and Science to pursue an Honours BA, earning two transfer credits. This change improved the retention rate for the Bridging Program. UTM -UTM developed new articulation agreements with Mohawk and Niagara colleges and streamlined existing agreements with partner colleges. UTM also began discussions with George Brown College on developing a credit transfer agreement for General Arts and Science diploma students. -UTM undertook direct marketing of its credit transfer pathways to General Arts and Science students at Sheridan and Humber colleges. UTM created targeted recruitment publications for potential college transfer students for use at the college fairs. -UTM worked with Humber and Sheridan to promote an opportunity for high potential students from the General Arts and Science diploma programs to take up to two courses at UTM during the summer session. UTSC -UTSC enhanced its efforts to attract and facilitate the transfer of students from other institutions by revising transfer credit policies to permit a greater volume and flexibility in use of advanced standing credits for transfer students. -UTSC strengthened efforts to recruit transfer students via greater participation in college recruitment fairs and direct outreach to Seneca College Liberal Arts and Sciences students eligible for admission to UTSC via the facilitated transfer agreement. -In partnership with Seneca, UTSC initiated an admissions redirect program that sees not currently admissible applicants referred to admission in the college's Liberal Arts or Science program with a recommendation to consider re-applying in the future after having completed a program that will provide facilitated admission to the University with advanced standing credit.



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4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, ***University of Toronto's*** undergraduate class size for



Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2013-2014, which contributed to maintaining or improving **University of Toronto's** class size initiatives. This could include a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

The University of Toronto is committed to providing undergraduate students with choices and opportunities to participate in a variety of learning formats, including smaller class experiences. U of T continues to implement our BigandSmall strategy to augment student engagement in the face of enrolment pressures. Smaller class formats are widely in use across the University. To illustrate this, the accompanying table shows that over 44.2% of first year classes, and 75.4% of fourth year classes are offered in class formats of under 30 students. In the second and third year, respectively 53.9% and 96.5% of classes include 60 or fewer students. Resource constraints do not allow for every class to be small, and many large classes provide a meaningful learning experience. Expanding smaller class opportunities is one means of improving the student experience, particularly for undergraduate students.

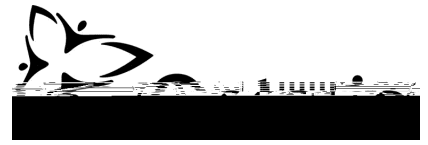


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As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and



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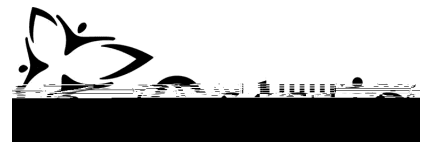


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*The space below is provided for **University of Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: eLearning Course, Program and Registration Data.

Delivery of courses in e-learning formats is one pedagogical option available to faculty. At the University of Toronto, many courses have elements of online delivery. We note that the table above does not report counts of hybrid courses or programs. See highlights of hybrid learning courses on the following page for more information about U of T's activity in this area.

Fully online courses are flagged within our University of Toronto Student Information System database by registrarial staff in each division. Online course registration reports are generated annually. Synchronous and asynchronous courses are categorized manually.



Hybrid Learning*

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.

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

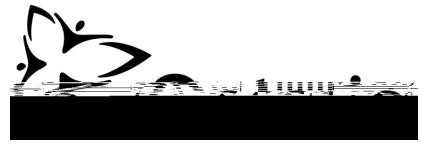
In the space provided below, please highlight one example of **University of Toronto's** use of Hybrid Learning courses and/or Programs.

As noted previously, delivery of courses in e-learning formats is one of 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. At the University of Toronto, many courses have elements of online delivery.

One highlight of the University's hybrid learning activities in 2013-14 is the Active Learning: Online Redesign (ALOR) project. With resourcing from the MTCU Productivity and Innovation Fund, U of T established an interdisciplinary network to support faculty involved in curriculum redesign based on hybrid learning models. Program areas involved in the project included Psychology, Nursing, Engineering, Human Biology and Language Studies. Introduction of new faculty development resources, curriculum design processes and online tools supported instructors in the creation of new active learning course components aimed at increasing student engagement.

A particular milestone of the ALOR project was the development of a strategy for the redesign of programs to better integrate technology-based active learning. New frameworks developed through this project provide guidance, consistent methodologies, and models for use by faculty involved in curriculum and course redesign. The new models for technology-enhanced active learning activities address a variety of online formats including synchronous environments such as webinars, asynchronous activities for individual learners and groups of learners, and integration of multi-media elements such as video supplements to classroom activities.

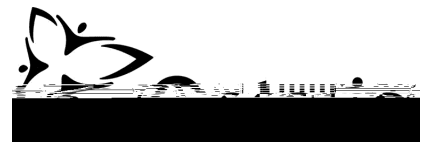
Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2013-2014, which contributed to maintaining or improving eLearning opportunities at **University of Toronto**. This could include a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.



In conjunction with U of T's institutional Course Evaluation Service, an Active Learning: Online Redesign (ALOR) project team was formed to expand the current suite of options in the course evaluation framework to include opportunities for instructors to gain meaningful and valid assessment of their fully online and/or hybrid courses. The team undertook design and validation of additional course evaluation metrics that can be selected from the suite of options in the system by instructors who teach online and/or hybrid courses. The process involved a literature review of leading practices in online course evaluation, focus group research with instructors, and an instructor survey, with the goal of designing tailored course evaluation items that will provide feedback on instructional strategies and student learning in online courses. Through these processes, 29 additional metrics were developed and added to the suite of options for instructors to add to their course evaluations to enhance the formative assessment of online and hybrid courses.



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

For-Credit, Stand-Alone campuses, partner campuses, or partnerships at which University of Toronto delivers courses and/or programs abroad is not applicable.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2013-2014, which contributed to maintaining or improving **University of Toronto's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In his installation address in the fall of 2013, President Gertler named strengthening U of T's international partnerships and reach as one of three key strategies to maintain and advance the University's performance as a top-ranked university in the globe. Internationalization through partnerships provides access to excellent research opportunities for U of T faculty and students, and encourages our students to become global citizens. Equally significant, internationalization provides a meaningful route by which the University helps to attract and retain the world's best talent, experience and expertise in Ontario.

A selection of highlights of 2013-14 international initiatives is provided below:

-Summer study abroad continues to provide opportunities for U of T students to study around the world and gain international perspectives. The University launched three new programs, including POL380Y0 Topics in International Politics - Localizing Global Environmental Governance (Argentina), ANT395Y0 Special Topics in Anthropology: Field Archaeology (Peru) and Topics in Hispanic Culture (Spain).

-Created and hired a new dedicated Learning Strategist for international students. This Learning Strategist provides support to international students, particularly when transitioning from different academic styles and cultures. The focus and resources are geared towards programming that is preventative in nature. Programs led by the Learning Strategist include academic transition orientation to support graduate and undergraduate students; resources on academic integrity, including consequences of academic dishonesty, and peer-to-peer programs and facilitated study groups.

-In 2013-14, U of T hosted more than 550 Brazilian students for English Language Programming and academic course work through Brazil's Science Without Borders program. Close to 400 of these students participated in a summer internship placement with approximately 40% of those placements in industry. U of T offered co-curricular programming to help students transition to life in Canada. For example, the new "CIE-sta Thursdays" program was launched to support SwB students as they transition to life in Canada personally, academically and professionally. This series will also be used as a means to communicate information to students about opportunities for further graduate study at U of T upon their graduation.

-University of Toronto and University of São Paulo—Joint Conference on Oncology: As a result of U of T's strong research partnership with Brazil's University of São Paulo, in November 2013 these two universities held a two-day joint conference in Toronto. "Oncology: An international approach to cancer research" brought together cancer researchers from both institutions to share their knowledge and explore opportunities for collaboration. The conference focused on three areas of research: immunology and immunotherapy, bioinformatics and biomarkers, imaging, and clinical oncology, four key aspects along the spectrum of oncology research. The conference included a public lecture by Dr. Steven Narod on Cancer in the Era of Personalised Medicine/Modern Approaches to Cancer Prevention, followed by a panel discussion, with leading experts from Toronto's cutting-edge cancer research institutes.

-The Department of Molecular Genetics in the Faculty of Medicine offers an International Summer Research Program for high-

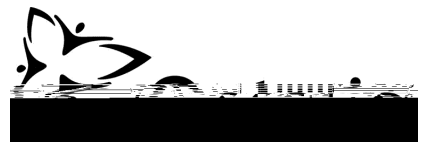


performing third-year undergraduate students from China. This 12-week program provides academic and research programming led by U of T faculty in laboratories at the University and in its affiliated teaching hospitals. The International Summer Research Program has resulted in recruitment of approximately 50% of former participants to subsequent graduate work at U of T.





faculty development events and workshops to support the design and launch of successful service-learning courses. The CCP also maintains a database on service learning activities for use by students and faculty.



8) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **University of Toronto** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **71%**⁽⁺⁾ for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **University of Toronto** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **70%**⁽⁺⁾ for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **University of Toronto** used in 2013-2014 to measure student satisfaction.

The University of Toronto undertakes a broad range of activities to measure student engagement. The following represent a few examples.

During the Winter Term of 2014, U of T undertook the National Survey on Student Engagement (NSSE) with nearly 10,000 first and senior undergraduate students participating. This project will roll into next year.

Student satisfaction is an ongoing priority for the University of Toronto. The University employs a number of surveys and assessments in addition to NSSE. The list below provides a small sample of these types of activities in 2013-14:

-Carried out a Health and Wellness Usage survey across all three campuses, to better understand the awareness, usage, and outcomes of usage of our various health and wellness services throughout the University.

-Held a series of student focus groups to better understand the wellness and mental health issues, needs, and priorities of our students.

-Conducted a transportation survey to understand the transportation use and needs between University of Toronto Scarborough and the St. George Campus.

-In the past year, the University also undertook a range of additional surveys on specific themes such as Intramural Learning Outcomes, and Residence Life Staff Training, among several others.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2013-2014, which contributed to maintaining or improving student satisfaction 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 that **University of Toronto** would like to highlight.



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integrity via workshops and resources, with particular efforts in reaching out to first year and international students.



10) Graduate Employment Rate

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at **University of Toronto = 84.95%⁽⁺⁾**

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at **University of Toronto = 92.59%⁽⁺⁾**

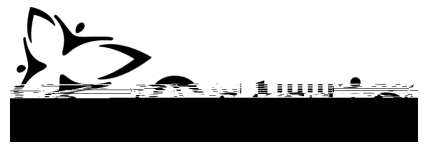
Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **University of Toronto** used in 2013-2014 to measure graduate employment rate.

As noted in the 2012-13 MYAA, the University of Toronto administered the Baccalaureate Graduate Outcomes Survey to our 2007 graduating cohort (i.e. 5 years post-graduation) in the fall of 2012 as part of a national project involving 41 universities. The following represent a few key results of this survey:

The survey included questions on labour market outcomes, effectiveness of program elements in preparing for a career, social and civic engagement, etc.

The University was pleased to find that the 5 year employment rate for this cohort was 94% and median annual full-time employment income was \$66,000 – both significantly higher than at the 2 year point as measured through the MTCU KPI employment survey.

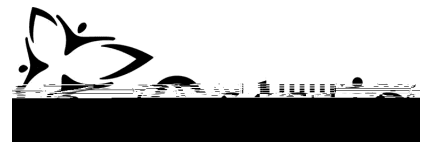
34% of respondents obtained a graduate qualification after graduation; 30% at the Master's level and 4 at the M.86 RG 0.5 reeo1 5 4 1 u 0 g



11) Student Retention

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

Entering Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
1st to 2nd Year	91.2% ⁽⁺⁾	91.3% ⁽⁺⁾	91.21% ⁽⁺⁾	92%
1st to 3rd Year	84.1% ⁽⁺⁾	84.9% ⁽⁺⁾	84.76%	N/A ⁽⁺⁾



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

The cohort for each year is comprised of full-time students entering into first year of a first-entry program (Arts and Science, Applied Science and Engineering, Music, Kinesiology and Physical Education) for the first time. It excludes transfer students (any student who has credits from any post-secondary institution). It includes students who transfer to an undergraduate professional program (e.g., Pharmacy, Medicine) before receiving a degree in their first-entry program. It includes students who change to part-time status in subsequent years.

Please provide one or more highlights, in the space provided below, of an activity that **University of Toronto** used during 2013-2014, which contributed to maintaining or improving **University of Toronto's** retention initiatives. This could be a strategy, initiative or program viewed by **University of Toronto** to be an innovative practice, success story and/or key accomplishment that **University of Toronto** would like to highlight.

U of T 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. This delivery model brings services to the students, "where they are," enhancing visibility and accessibility of the services. For example, Learning Strategists are now embedded at the Centre for International Experience, First Nations House, Woodsworth, and the faculties of Kinesiology, Engineering, and Rotman. Another example of embedded services is the placement of Health and Wellness Counsellors in the Faculties of Dentistry, Engineering, Law, Social Work, and Rotman. This approach contributes to de-stigmatizing mental health by making it easy to locate services and to "normalize" stress and anxiety.

Highlights of initiatives in 2013-14 that contributed to student retention include:

St. George

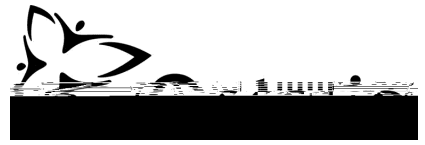
- The Faculty of Kinesiology and Physical Education offers a targeted retention and graduation support program that provides academic support to student athletes in a variety of subject areas.
- The Centre for International Experience embedded four International Transition Advisors at 13 different locations 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 Centre for International Experience offered the iConnect Peer Mentorship Program. This initiative supported close to 150 new graduate and undergraduate international students with the help of 34 peer mentors.

UTM

- Academically successful upper-year UTM students are available to answer peer questions about UTM through the connectNOW program. These student leaders also deliver interactive weekly seminars on themes such as developing academic skills for success at the university level, and the types and location of support resources available across campus through the utmONE Connect initiative.
- Students in academic difficulty/transition have access to an unlimited number of one to one appointments to discuss their concerns with a professional career counsellor. These appointments can cover topics such as making program or career choice changes, adjusting expectations and how students integrate these changes into their lives.
- Student service providers collaborated with academic departments to coordinate and enhance efforts to support student mental health. Key areas of focus include stress reduction, positive transitions and mental health support. A stress reduction event known as "Exam Jam" is held each term, with involvement across student service providers.

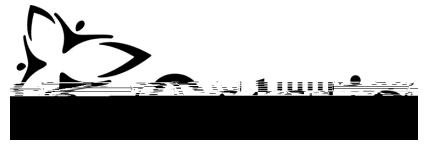
UTSC

- Get Started is a comprehensive academic orientation program for incoming students to UTSC. The program supports students during their transition to and engagement in the UTSC community, complemented by peer to peer coaching by senior students. Topics include academic planning, course selection, campus resources, study skills, and career planning, with parallel programming offered to parents/guests of incoming students.
- Delivered one-on-one advising to immigrant and international students through the International Student Centre. The Centre

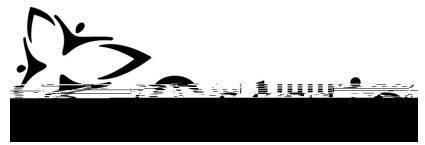


held transition seminars on themes such as academic integrity, understanding the Canadian educational context, and augmenting academic courses through experiential opportunities outside the classroom.

-The Academic Advising & Career Centre collaborated with faculty on a pilot project which involved reaching out to students taking first year calculus at various points of the academic terms based on academic performance. The Centre worked with the Registrar's Office to reach out to pre-probation students to encourage them to take action in accessing the various support services available to them on the UTSC campus.

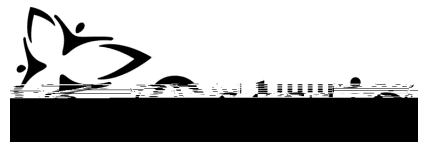


Ministry of Training, Colleges and Universities



Ministry of Training, Colleges and Universities

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
University of Toronto Co-Curricular Record (CCR)(+)	UOFT-CPR2-I(+)	Not available.	Efficiencies realized by this central coordinating role have been evident throughout the foundational phase of CCR's creation and will continue to have an impact going forward. For example, efficiencies were generated by centrally coordinating the accelerated implementation and expansion of the CCR across all three U of T campuses. Highlights and Ongoing Activities: -In



Ministry of Training, Colleges and Universities

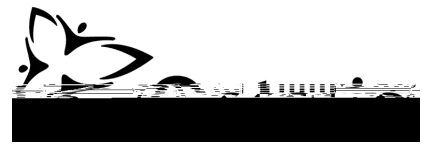
Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
			by PIF in 2013/14; but will be funded by U of T funds in succeeding years.
Multi-Institution Space Management Solution(+)	UOFT-ASDT3-M(+)	See "Ongoing Activity"	<p>Cost savings achieved through: - Development of one RFP rather than one for each site – saving \$5,000-\$10,000 for every RFP avoided. -Savings associated with vendor cost to respond to one RFP which can be as much as \$50,000 per RFP response. -Collective implementation led to substantial savings considering the cost associated with this service can range between \$23,000-\$48,000 per institution based on market research. Highlights and Ongoing Activities: -The new multi-institution space management solution, Archibus, will provide the benefits of shared software, standardized training and support opportunities, improved opportunities for collaboration, common reporting and analytical tools, shared knowledge base, webh: o 0 g 1 0 0iim th 3a3 and analytical</p>



Ministry of Training, Colleges and Universities

Project Name

Project Number



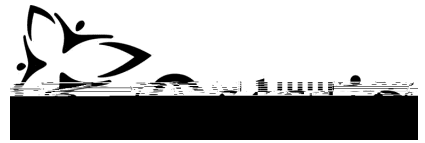
Ministry of Training, Colleges and Universities

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Ontario Consortium for Graduate Professional Skills Development(+)	MAC-CPR3-M(+)	See "Ongoing Activity"	<p>\$6 million for the research intensive universities and upwards of \$20 million across all of Ontario's graduate universities. Further cost savings can be generated as additional partners join the consortium. As new partnerships develop, the consortium can offer access to the 18 developed modules in exchange for receiving access to other institutions' online modules valued at \$50-\$100K each. Highlights and Ongoing Activities: -Data collection on students' needs is ongoing. This data will be used to inform the consortium's planning, particularly as it related to adding new modules via new partnerships with other institutions. Long-term outcomes of the GPS portal (MyGradSkills.ca) will be tracked through extended surveys of alumni. -Representatives from all of Ontario's graduate programs have been given access to the modules to review, provide feedback, and begin planning the in-person workshops. -The GPS system includes a "badging" component for participants which is transferable across all Ontario Graduate Schools. This is a key student-centred ongoing activity. - The consortium will continue to explore opportunities to partner with a range of organizations both within Canada and beyond to expand the GPS approach.</p>

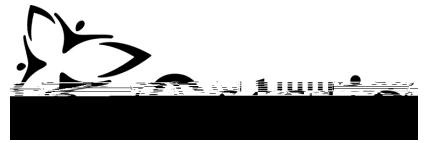
**DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.*

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.

*The space below is provided for **University of Toronto** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Cost Savings/Cost Avoidance.



See table for context.



Attestation:



University of Toronto confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **University of Toronto's** Executive Head.

Contact:

For additional information regarding **University of Toronto's** 2013-2014 Report Back please contact -

- Name: Amanda Pautler, Senior Manager, Government Policy
- Telephone: 416-978-8969
- Email: amanda.pautler@utoronto.ca

Please indicate the address on **University of Toronto's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

- <http://www.utoronto.ca/about-uoft/measuring-our-performance>