SMA - Strategic Mandate Agreement University Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (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 2015-2016 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.:

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
    a. Graduate Employment Rates
    b. Number of graduates employed full-time in a related job
2. Teaching and Learning
    a. Student Satisfaction
    b. Graduation Rates
    c. Retention Rates
    d. Number of students enrolled in a co-op program at institution
    e. Number of online course registrants, programs and courses at institution
3. Student Population
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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. It establishes the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

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 2013::	Percentage:

1b. Employment in a Related Job

Additional Information:

Highlights:

24/7 resources were provided to 34,000 students through the *Career Learning Network* (CLN) which provides online tools such as *Career Start*, which helps students define a **pathway to meaningful work**, and *Career Navigator*, which helps students **discover new career opportunities, develop skills and build a professional network**. The CLN engages employers through Information Sessions and Career Fairs and hosts 17,000 contacts. The CLN enabled access to 7,500 job postings, including many international jobs. These expanded employment opportunities equate to approximately **one full-time paid job for every eight students**, one international opportunity for every 50 students and one research opportunity for every 100 students.

Through the *Career Centre*, 1,244 students participated in **experiential career development programs** enabling students to explore industries of interest, learn to speak with professionals, and learn about workplace culture. The *In the Field* program arranged field trips where students and graduates met with a variety of professionals in that organization. In the post-experience survey >75% of participants said that "they are extremely confident that they see a clear relationship between their studies and a range of career opportunities".

Work Study posted 4,311 positions and has enabled students to become "career ready". **Analysis of the Co-Curricular Record shows that the top competencies learned are aligned with the top attributes the Canadian Council of Chief Executives look for such as communication skills, project management and technology skills.**

500 students participated in the *Next Steps* and *Working for Change* conferences. When surveyed, 76.9% of students said that they have a broader understanding of career paths available to them and **80.7% said that they are more comfortable networking and meeting new people**.

In a collaboration with *The Hub*, the co-op program and various academic departments, the *Academic Advising & Career Centre* at U of T Scarborough organized the *Entrepreneur Expo*, consisting of panels, networking sessions and an expo fair where **students could connect directly with entrepreneurs**. Offerings also included, an award winning 3-day *Get Hired Conference*, designed to equip graduates with the necessary strategies, tools, skills and confidence to **find and keep work**.

U of T Mississauga **increased career opportunities** through the "*In The Field*" program of site visits with local employer-partners, such as *CAMH*, *Peel Region* governance and *Citigroup*.

2a. 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.:

2a. Student Satisfaction:	Percentage:

Additional Information:

Highlights:

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.

The *Multi-Institutional Study on Leadership* indicated that students want more opportunities to develop leadership skills, our

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates:	Percentage:
Per the KPI results reported in 2015-2016, the graduation rate at University of Toronto is:	79.4

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 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 2007 – 2014 (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:

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.):

Additional information on the University of Toronto's graduation rate is available in section 4 of the University's Performance Indicators:

https://www.utoronto.ca/sites/default/files/PI2015_full.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)*.

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 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.).:

In October of 2014, the University released its report of the *Mental Health Framework*, which was built on widespread consultation and student focus groups. The report 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/

In January 2016 the University provided an update report to highlight where we have made progress on the *Mental Health Framework:*

http://mentalhealth.utoronto.ca/sites/default/files/16-06-08%20MentalHealthFramework2016%20FINAL-s.pdf

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**.

students navigate and maximize their university education.

2c. Teaching and Learning - Student Retention

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 co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.:

*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/coop-defined.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

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Based on the definitions provided above, please provide WIL data for the University of Toronto in 2015-2016::

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:	33	3,233
Graduate:	10	265

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that contributed to providing WIL opportunities for students. Along with co-op, other examples may include internships, mandatoryat
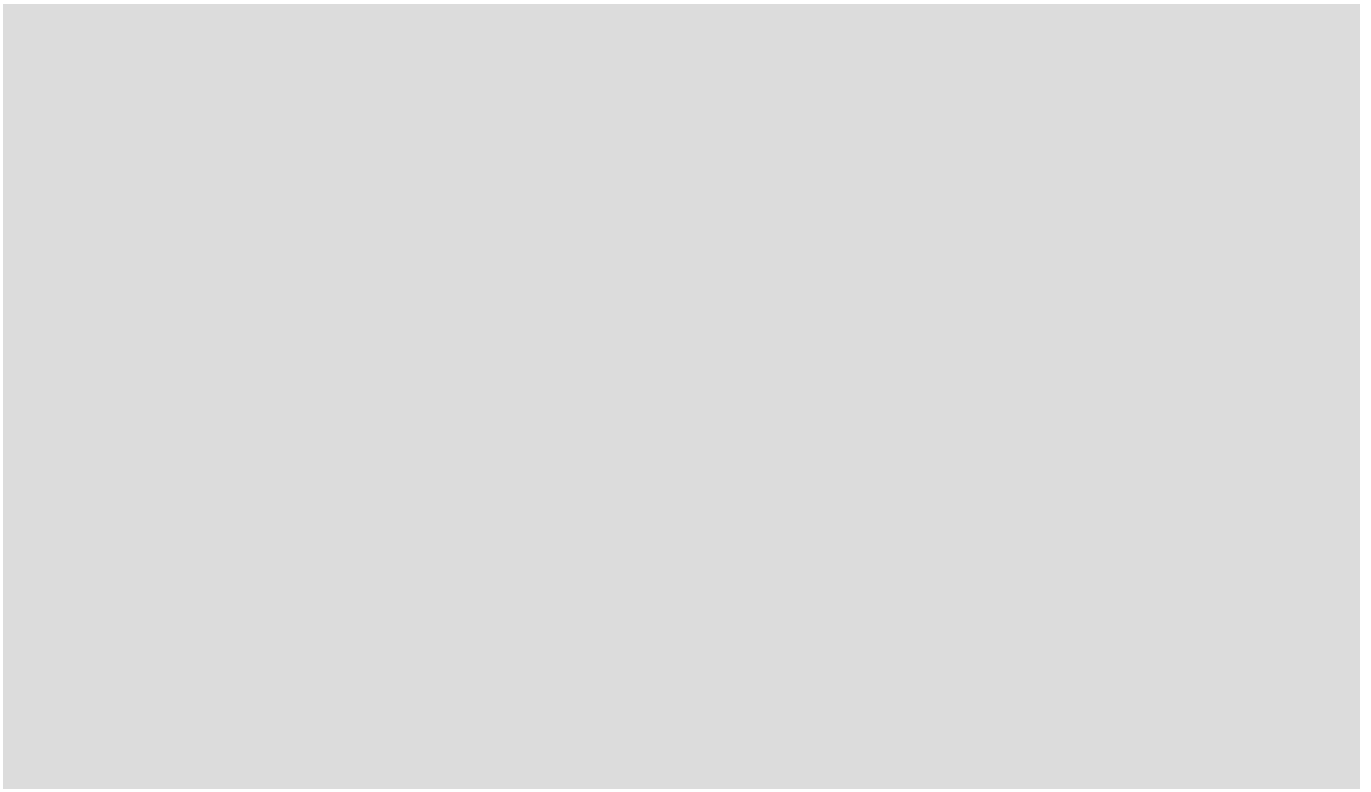
2e. Teaching and Learning - E-Learning

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 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.:

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 for 2015-2016

Course Data:	Undergraduate:	Graduate:
Number of ministry-funded, for-credit courses offered through fully online learning:		

MEd program offers students an **online community area** for the cohort that ensures access to registrarial functions, library resources and student services. Additionally, instructors participated in team-based course design activities to promote use of research-informed, effective design strategies.

3. Student Population

This component highlights University of Toronto's contributions to improve access and success for underrepresented groups (students with disabilities, First Generation, Indigenous, and French-language students). :

Full-Time Students:	# of Students:
The total Full-Time Headcount Enrolment* at University of Toronto in 2015-2016::	79,538

DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students both eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).:

3a. Under-Represented Students: Students with Disabilities, First Generation, Indigenous and French-language Students

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:	# of Students:	Percentage:
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 2015-2016::	4,901	
The total indicated above as a comparative % of the University of Toronto's 2015-2016 full-time enrolment headcount::		6.16

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that captures contributions to improve access, and success for students with disabilities (up to 600 words approx.).:

At U of T Mississauga, *Accessibility Services* partnered with the *Academic Skills Centre* to pilot a new *Academic Strategists Services* program as well as a *Summer Transition* program to **support and prepare new students**. Additionally, the construction for a new *Test Centre* began in early 2016 with an anticipated opening in the Fall of 2016. The **new space will be equipped to provide a wide range of accommodations needed by students for exams**.

U of T Scarborough *Accessibility Services* worked with *Academic Advising* and *Career Centre* to promote *Lime Connect* and *Career Edge* to **highlight employment opportunities for students with disabilities**. Additionally, assistive technology solutions were provided to support student success through incorporating technology into the learning process. *Accessibility Services* initiated the purchase of K3000 assistive technology tri-campus web license. Use of this web supports students without funding to purchase the technology, and enables students to rapidly begin using the software within the day they have an Assistive Technology consultation.

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).*

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| First Generation Students:	# of Students:	Percentage:
The total number of full-time First Generation students enrolled at University of Toronto in 2015-2016::	11,317	
The total indicated above as a comparative % of the University of Toronto's 2015-2016 full-Time enrolment headcount::		14.23
The total number of part-time First Generation students enrolled at University of Toronto in 2015-2016::	1,730	

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that captures contributions to improve access, and success for First Generation students (up to 600 words approx.).:

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 was offered. One of the hallmarks of this program was an **increase in the sense of a first generation community across the University's three campuses**.
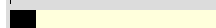
Indigenous Students

* DEFINITION: <u>Indigenous</u> 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. :

Indigenous Students:	# of Students:	Percentage:
The total number of full-time Indigenous students enrolled at University of Toronto in 2015-2016::	752	
The total indicated above as a comparative % of the University of Toronto's 2015-2016 Enrolment Headcount::		0.95
The total number of part-time Indigenous students enrolled at University of Toronto in 2015-2016::	128	

Highlights:

Please provide highlights of University of Toronto's activity in 2015-2016 that captures contributions to improve access, and success for Indigenous students

The University-wide *Truth and Reconciliation Commission Steering Committee* was established, representing students, staff, faculty, and Elders. Five *Working Groups* were established to provide recommendations. The *Steering Committee* will complete its work by December 2016.

In addition, many divisions within the University have established their own work to respond to the *Calls to Action* in the final report of the *Truth and Reconciliation Commission*.

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French-Language Students

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

Highlights:

French-Language students (up to 600 words approx.).:

The University of Toronto provides a series of academic advising and language support activities to aid students, whose first language is not English, as they transition to the University. See sections 2c (retention rates) and 3b (international enrolment) for details.

Additional Information:

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

The numbers of first-generation students and Indigenous students are estimated by pro-rating self reported numbers taken from the National Survey of Student Engagement (NSSE) against the total student enrolment.

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, 2015, 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:	# of Students:	Percentage:
University of Toronto reported to the ministry full-time international enrolment* in 2015-2016::	15,073	
The total indicated above as a comparative % of University of Toronto''s 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible)::		18.95
University of Toronto's 2015-2016 part-time international enrolment is:	1,019	

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

Highlights:

U of T Mississauga began offering *Permanent Residency Advising* to students and recent graduates.

The *International Foundation Program* combines conditional acceptance to the University with a merging of for-credit courses with intensive academic and language support. The program is designed to help students

4. Research and Graduate Education

University of Toronto's 2014-17 Strategic Mandate Agreement (SMA) includes information which identifies the breadth and depth of institutional research activity. The 2015-2016 SMA Report Back does not require University of Toronto to report on the system wide research and graduate education metrics included in its 2014-17 SMA.:

a.

b.

21. Other Education:	0.00	13.26	0.00	61.62
22. Pharmacy:	1.91	0.86	78.90	82.91

Notes:

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

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Optional Additional Information:

Highlights:

6. 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 through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

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.

Development of these metrics will be done in partnership with the sector and ONCAT.

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Transfer Applicants and Registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2015.:

		Total Registrations:	Transfer Applications*:	Transfer Registrations*:
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
2015:	76,055			

*Transfers from publicly assisted colleges in Ontario.

<u>NOTE:</u>

- 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.:

Additional Information:

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 2015-2016 that demonstrates 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.).:

At St. George Campus, *Woodsworth College* has **significantly expanded its approach to academic advising** and planning for students participating in the *Diploma to Degree* facilitated pathway programs from three partner colleges. In response to challenges identified by transfer students such as complex academic histories and program admission processes with additional steps and unique requirements,

7. Financial Sustainability

FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14:	2014-15:
Performance:	Net Income / Loss Ratio (%):	7.54	10.14
	Net Operating Revenues Ratio (%):	7.86	12.93

Optional:

Comments on Performance Metrics (up to 600 words approx.):

		2013-14:	2014-15:
Liquidity:	Primary Reserve Ratio (days):	136.61	159.76

Optional:

Comments on Liquidity Metric (up to 600 words approx.):

		2013-14:	2014-15:
Leverage:	Interest Burden Ratio (%):	1.64	1.61
	Viability Ratio (%):	129.76	154.87

Optional:

Comments on Leverage Metrics (up to 600 words approx.):

Additional Information:

Additional comments on the overall Financial Health & Sustainability Metrics Result (up to 600 words approx.):

Highlights:

Please provide one or more highlights that demonstrate University of Toronto's commitment to improved or continued financial sustainability. (up to 600 words approx.):

Financial Sustainability is only **partially represented by the five metrics used in the SMA Report Back**. Additionally, the metrics are techincal and retrospective in nature and they do not speak to the current fiscal environment or future challenges faced by Ontario's universities. The interpretation of these metrics may be misleading with regards to the broader picture of the University's **finances, structural deficits, risks** and the **challenge to maintain financial sustainability**. *Credit Ratings* are a valuable source of independently produced information about the challenges faced by our University. Please see the highlight ins the section relating to the "*Other financial metrics reported*" for more details of the University's *Credit Ratings*.

The University's long range budget plans are shaped by our *Strategic Mandate Agreement* and informed by the goals set out in "*Towards 2030*":

- Enhancing our standing as a leader in research-intensive and undergraduate education
- Enhancing our standing as a leader in graduate education
- Enhancing our standing as a globally ranked research powerhouse

Additionally the University's plans are informed by the *President's Three Priorities*:

- Leveraging our urban location more fully, for the mutual benefit of the university and the city

The ministry encourages University of Toronto to augment the current list of financial health and sustainability metrics with other metrics. Reporting this data is optional. University of Toronto may add up to four additional metrics in the space provided below.:

Additional Information:

As mentioned in the previous section *Financial Sustainability* is only **partially represented by the five metrics used in the SMA Report Back**.

Credit Ratings are a **valuable source of independently produced information**

8. 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 2015-2016 SMA Report Back is accurate and has received approval from University of Toronto's Executive Head.:	☑

For additional information regarding University of Toronto's 2015-2016 SMA Report Back please contact -:	Information:
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Telephone::	416 946 3738
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Please indicate the address on University of Toronto's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry:	Information:
Website::	https://www.utoronto.ca/about-u-of-t/reports-and-accountability