

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Trent University
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

1) Enrolment - Headcount*

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

Trent University reported to the Ministry the total Headcount enrolment in 2010-2011 = 5,963.

The number of students aged 18-24 from the total Headcount enrolment reported by **Trent University** to the Ministry for 2010-2011 = 5,226.

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

The number of students under the age of 18 enrolled at **Trent University** in 2010-2011= 0.

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

Numbers as per Fall 2010 Enrolment reporting.



Please provide one or more examples, in the space provided below, of highlights from *Trent University's* Enrolment Management Plan that *Trent University* used during 2010-2011 to manage enrolment.

A new applicant portal was developed that allows students to view their admission status, what documents are outstanding and browse courses online. The new portal includes a new Intelliresponse system that gives students self-directed question and answer searches online. This system has reduced the overall load and volume of questions coming into front desk personnel and has improved communications and timeliness responses to applicants.

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

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

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

Parents/Guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.

Postsecondary Attendance: have attended (but not necessarily having obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential e.g. degree, diploma, certificate).

****DEFINITION: Aboriginal is a collective name for the original people of North America and their descendants. The Canadian Constitution, Constitution Act 1982, recognizes three groups of Aboriginal peoples - Indians (First Nation), Métis and Inuit. These are three separate peoples with unique heritages, language, cultural practices and spiritual beliefs.*



For the following, please include Full-Time and Part-Time, but not International students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Trent University who registered with the Office for Students with Disabilities and received support services in 2010-2011= <u>421</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>421</u> ÷ Trent University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>7.1%</u></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Trent University who registered with the Office for Students with Disabilities and received support services in 2010-2011 = <u>146</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Trent University in 2010-2011= <u>2,445</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>2,445</u> ÷ Trent University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>41%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Trent University in 2010-2011 = <u>537</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Trent University in 2010-2011= <u>123</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>123</u> ÷ Trent University (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>2.1%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Trent University in 2010-2011 = <u>0</u></p>

* The space below is provided for **Trent University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Students with Disabilities, First Generation and Aboriginal Students -

Student with Disabilities: Numbers were provided by the Disability Services Office.

First Generation Students: Numbers provided for first generation students are based on a subset of students who responded to an internal end of year student satisfaction survey. A subset of the undergraduate student population responded. Based on the numbers within this subset the data provided were inferred for the entire student population.

Aboriginal Students: Numbers are based upon Aboriginal student self-identification at time of application to the university and likely does not accurately reflect the number of Aboriginal students actually at Trent, as many will not self-identify to OUAC.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Trent University's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Trent University's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving Trent University's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>In terms of best practices, Trent continues to support students with disabilities through mentoring workshops; introduction to new and emerging technologies; videos to assist students with procedures and practices like Exam sign-up and use of webcasts; integration of captioning to our course webcasts, and an involvement in NSA activities so as to increase our connection with students prior to their registration at Trent.</p>	<p>During the 2010-2011 academic year, the First Generation Pilot Project Initiatives continued to provide effective programming targeted at First Generation Students. Within that initiative, there were many programs including New Student Orientation, Bring It On!, the Impact Leadership Program and the Student Success Mentoring Program. Each of these existing programs funded by the project further expanded in the 2010-2011 year in order to diversify the range of activities presented and the methods of delivering information and support to students participating in the programs. The initiative continued to see an increase in both participation and satisfaction rates over previous years. New Student Orientation occurred from June to August 2010 and saw an expansion from 6 to 8 sessions, with specific dates targeting Trent's professional programs (Con-Ed/Nursing) as well as general days for students entering the Arts/Sciences program. The Bring it On! program ran on two weekends throughout the summer and the program had 90 participating students in August 2010. The program ran two larger event weekends in 2010 in order to help the newly admitted students interact with a greater number of their peers than in the previous year. Over the course of the New Student Orientation day students attended several presentations related to student life, course registration, academic advising, housing, financial aid and other student</p>	<p>In 2010-2011, Trent appointed an acting Director of the First Peoples House of Learning in preparation for a permanent posting for this position. This furthered the development of the First Peoples House of Learning as a separate entity from the Department of Indigenous Studies. The First Peoples House of Learning has been taking the research of the Aboriginal Recruitment and Retention Committee (ARRC), which was set up in 2009-2010, and applying it to the needs of all Aboriginal students attending Trent. The FPHL is reaching out across the university, developing relationships with all departments and services to best serve both Aboriginal students in their success at university and the wider university in terms of education regarding Aboriginal students' issues and needs. The First Peoples House of Learning has several students, both Aboriginal and non-Aboriginal, as Student Ambassadors who reach out to both potential students and students already enrolled at Trent and ensure they are kept up to date on services and events. They also manage our communications strategy through our newsletter, email, facebook and twitter. One of the students is assisting with the ARRC's research, looking at the difficulty in getting and keeping Aboriginal males at university. The Aboriginal Enrolment Advisor, a position first created in 2009-2010, has expanded his work to include co-chair of the Aboriginal Post Secondary</p>

	<p>services. Bring it On! is a head start weekend that gives new students the opportunity to stay at the university and participate in activities with other new students over the course of a weekend in the summer. First generation students who attended New Student Orientation were encouraged to participate in Bring it On!. In 2010, 57% of the Bring it On! participants were first generation students. The Impact Leadership Program focused on student leadership development, service learning and personal growth. Impact provides an out-of-classroom experience by offering a variety of workshops and developmental activities. The expansion of the Impact Leadership Program allowed students to choose from three different leadership streams: Social responsibility - which looks at volunteer work in the global context, Impact 101 – which assist with discovering and developing skill sets for individuals, and Professionalism – which focuses on development towards a specific career path. Each of these streams involves attendance at five interactive workshops as well as 25 hours of community or service learning volunteer work. The Student Success Program was another First Generation Initiative program that ran an out-reach mentoring program that connected with students through monthly emails, individual emails and phone calls. This program provided academic support and resources to 375 continuing and newly admitted first generation students during the 2010-2011 Academic year.</p> <p>For 2010-11, Impact had 300 members. First generation students were specifically targeted to participate; 150 of the participants were first generation students</p>	<p>Information Program, the group that includes all Aboriginal recruiters in the province and one that he has help to formalize and professionalize over the last year.</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

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

**NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$673,574	775
Other SAG Expenditure to Supplement OSAP	\$572,443	364
TOTAL	\$1,246,017	1,139

Did **Trent University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

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

The numbers above include the summer bursaries issued in summer 2011. Our bursary policy is compliant with SAG guidelines. We base amounts on 'Remaining SAG obligation' at the time aid is adjudicated. All students who have signed their COE (confirmation of enrolment) automatically receive no less than the amount of SAG obligation. Students may apply for additional aid by using a bursary application. This year we have developed an on-line bursary application to make it easier for students to apply for additional aid.

4) Participation in the Credit Transfer System

The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways, and amount of credit granted.

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2010.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2006	8,425	1,466	490	166
2007	8,657	1,471	454	123
2008	8,166	1,441	424	109
2009	7,711	1,525	457	151
2010	8,763	1,551	407	138

*Transfers from publicly assisted colleges in Ontario

NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that:

- the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;
- a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;
- transfer data is not limited to college graduates who apply through OUAC; and
- only includes full-time students applying and registering in the fall to the first year of a university program.



The Ministry encourages **Trent University** 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, **Trent University** should report institutional data which includes data from OUAC and other sources.

Year	Trent University's Total Applications	Trent University's Total Registrations	Trent University's Transfer Applications	Trent University's Transfer Registrations
2010	N/A	N/A	N/A	N/A

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

NA

Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used in 2010-2011 and which contributed to maintaining or improving **Trent University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by the institution to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

4.1) Expanding Transfer Pathways excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

We are the only Ontario university to be awarded project development grants under all three phases of the College-University Consortium Council innovation fund program; we have six proposals under consideration for phase four.

A new agreement with Durham College (DC) allows graduates of four Business Administration programs at DC to complete a Bachelor of Business Administration degree at Trent in two years.

A new initiative with Loyalist College, with the first intake planned for Sept. 2012, is a four-year program in which students will earn a BA (Hons) with a joint-major in Journalism plus a Trent discipline of choice AND an Ontario College Advanced Diploma in Journalism.

We have developed a letter of intent with Loyalist College, committing to explore mutual interests in support of General Arts and Science pathways, increasing international student enrolments and building a Trent presence at Loyalist College.

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

Transfer-specific information sessions and registration advising are part of our summer new student orientation program. Transfer students are encouraged to take advantage of the individual support provided by Trent's team of academic advisors.

Pre-transfer information and advising sessions are regularly held in programs in which there is a significant volume of student transfer. For example, class visits and campus tours at Trent for students in Fleming's University Transfer and Ecological Restoration programs. Trent's nursing program, in conjunction with George Brown College, offers a post-PN bridge to BScN pathway which includes a course designed specifically to support students in the role transition from PN (a community college credential) to BScN (a university-based program).

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

As a result of improvements made last year to the data management of course equivalencies (including articulation agreements) into Trent's student information system, the assessment of transfer credits is much more efficient than in the past. Now a new applicant receives transfer credit information along with the offer of admission whereas previously applicants only received such information after accepting an offer. These data improvements have led to enhanced consistency of credit transfer assessments.

A new Transfer-Credit policy was approved by Senate in 2011 and is posted in its entirety on the Trent website (www.trentu.ca/transfer/). The website provides copies of the more than 30 degree-completion agreements that Trent has with Ontario colleges and also links to the Ontario College University Transfer Guide (OCUTG) where transfer credit details on all Trent articulation agreements can be accessed. Students wishing to transfer from accredited universities can search the database of course equivalents to determine their eligibility for specific transfer credits.

5) Class Size*

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, the percentage of *Trent University's* undergraduate class size for first entry* programs was:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	14	15.9%	131	49.4%	283	68.7%	312	86.9%
30 to 60 students	14	15.9%	63	23.8%	85	20.6%	22	6.1%
61 to 100 students	10	11.4%	32	12.1%	21	5.1%	6	1.7%
101 to 250 students	26	29.5%	33	12.5%	23	5.6%	13	3.6%
251 or more	24	27.3%	6	2.3%	0	0.0%	6	1.7%
Total	88	100.0%	265	100.0%	412	100.0%	359	100.0%

* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.



Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used during 2010-2011, which contributed to maintaining or improving **Trent University's** class size initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Oshawa Campus was designed and made operational in September 2010. Final classroom size and configuration was based upon input from academic group teaching at the campus.

6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a survey on elearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of elearning activity currently taking place across Ontario.

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

Fully Online Learning* and Synchronous Conferencing*

***DEFINITIONS:**

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.

Course, Program and Registration Data

 Based on the definitions provided above, provide *Trent University's* elearning data for 2010-2011:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	36	0
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	36	0
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	0	0
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	0	0
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	1,602	0
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	1,602	0

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

Data retrieved from Student Information System.

Hybrid Learning*

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

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

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

NURS 4105H is truly a hybrid course providing our 4th year Nursing students with the opportunity to increase their knowledge of nursing leadership in health care while engaged in clinical consolidation experiences that are far enough away to prohibit attendance at class. The course involves a blend of teaching/learning strategies including: a guided online exploration of topics through online discussions which allow the students to focus on their clinical experiences with leadership in practice, an independent, in-depth self-directed study of a leadership topic of their choice, and finally face-to-face seminars at the beginning and end of the semester that provide the opportunity to practice leadership/facilitation in a supportive environment. As Nursing is a practice profession, this blended model supports the translation of theory to practice while supporting student choice of clinical setting and leadership topic of interest

Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used during 2010-2011, which contributed to maintaining or improving elearning opportunities at **Trent University**. 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.

As a small university without the internal instructional design and technical development infrastructure to support the development of high quality online courses, Trent adopted an innovative 'contracting in' model for our online course development. By contracting in expertise in online pedagogical strategies and the technical development of courses, we were able to efficiently and effectively support our faculty members' content expertise. Over the past few years, Trent's online course offerings have increased from 5 to 36 and online enrolments grew from 195 in 2008-09 to 846.5 FCE in 2010-11. At this point, Trent has made the commitment to hire a full-time instructional designer to support the existing online courses and support faculty in development of new online, hybrid, and synchronous courses. Furthermore, Trent has invested in the Panopto Course Cast system which allows instructors the flexibility to record lectures in an accessible format for all course types – this system provides increased flexibility and efficiency for development on online and hybrid courses.

7) International

7.1 Initiatives

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

Saudi Arabia

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Trent University** had in 2010-2011:

- Outbound students* = 99

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

- Inbound students* = 51

***DEFINITION:** Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Trent University** in 2010-2011 = \$7,752,000

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Trent University** had outside of Canada in 2010-2011 = \$0

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Trent University** delivers courses and/or programs abroad (outside of Canada) in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

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

Information obtained from Trent International Program

7.2 Enrolment

In 2010-2011, **Trent University** reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of Trent University Total Full-Time International Student Enrolment
1.	China	130	25%
2.	Malaysia	26	4.8%
3.	Russian Federation	24	4.6%
4.	United States of America	21	4%
5.	Germany	15	2.9%

Trent University reported to TCU that International Enrolment* in 2010-2011 = **520**

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

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

Information obtained from Trent International Program

Please provide **Trent University's** 2010-2011 Part-Time International Student Enrolment = **15**

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Trent University** in 2010-2011 = 597

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

The Trent-ESL: English for University program continues to develop strategies and practices that support pathways to post-secondary studies. In 2010-2011, the Trent-ESL program articulated agreements with both Fleming College and UOIT for graduates of the Trent-ESL program to progress onto these institutions to continue post-secondary education. Likewise, the Trent International Program continues to work closely with International Highschools (in Canada and abroad), Accredited Private Language Schools, and International University partners to establish pathway programs to Trent University.

*The space below is provided for **Trent University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: International Enrolment and ESL

Information obtained from Trent International Program

Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used during 2010-2011, which contributed to maintaining or improving **Trent University'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.

Two core strategies for Trent's international undergraduate recruitment success are the Trent International Program Global Citizen Scholarship Program, and our gradual admissions pathway through Trent-ESL.

More than 200 students applied to compete for 2 full scholarships (\$26,000 per year for 4 years), a small number of tuition scholarships (\$15,000 per year for 4 years), as well as several international awards in amounts of \$3,000 to \$7,000 per year for 4 years. In addition to our competitive scholarships, students are also considered for entrance awards, and this year more than two hundred entrance scholarship offers were made to students with excellent grades.

The scholarship competition is advertised in all our markets through web, direct linkages with schools, recruitment visits to fairs and schools, as well as through our network of agents. Not only does the scholarship ensure that outstanding international students will attend Trent, it raises the profile of Trent University in a variety of markets around the world. By generating applications and contacts with prospective students, it allows Trent's international recruitment staff to convert interest into full-fee-paying students. We have also offered dedicated scholarships to students from key feeder schools in selected countries, and scholarships specific to academic program. In traditionally smaller markets like Ecuador, Vietnam, Malaysia, and Kenya, we have established a steady cohort of students (full and partial awards, and full fee-payers) through the scholarship competitions in key international schools.

The scholarship recipients are the core of our student leadership/student development. We rely on them to build community, assume student leadership roles, and serve as mentors to incoming students. Graduates of the scholarship program increase Trent's reputation and networks worldwide: they are a recruitment stream to Trent graduate programs. Recent graduates have entered top Master's and PhD programs in Canada and abroad, including Cambridge University; Harvard's Kennedy School of Government, The Balsillie School's Center for International Global Governance, the University of Toronto, University of Waterloo, and the Rotman School of Management.



Trent-ESL is a key source of international undergraduate students to the university. Students needing further academic English preparation can apply for conditional admission through Trent-ESL. Accredited by Languages Canada, the program is fully integrated on campus, allowing students an opportunity to study and live at the university while developing their language and academic skills. An integration of recruitment efforts in degree and ESL markets have ensured that our recruitment efforts reach a broader audience and provide a range of study options. As a result of concerted recruitment efforts in a number of key markets, we have seen our pathway program grow from 100 students in 2008 to 179 in 2011.

8) Supply Chain Compliance / Broader Public Sector Accountability Act**SUPPLY CHAIN COMPLIANCE**

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

Trent University confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, **Trent University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Trent University confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **Trent University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Trent University confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **Trent University** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Trent University's** OECM purchases in 2010-2011: 143,500



Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used during 2010-2011, which contributed to maintaining or improving **Trent University's** supply chain management. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In 2010 /11 Trent participated on OEMC working committees involved in the Office Supply and Lab Supply Contracts. Trent Purchasing representatives have assumed lead roles in relaunching the local purchasing group - Kawartha Collaborative Purchasing Group (KCPG). The group is currently focussing on local co op tendering initiatives i.e.elevator maintenance, car rentals, mat rentals. Trent partnered with Western, Fanshawe, Guelph University and the Thames Valley School Board to issue an RFP for 1200 networked copiers. And we continue to participate in the Education Municipalities Purchasing Group based in Toronto recently signing an agreement for replacement air filters.

*The space below is provided for **Trent University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Supply Chain Management and OEMC purchases

NA

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

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

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

The new Supply Chain Code of Ethics was approved by the Board in April 2010. Trent staff have adhered to requirements of the Policy. The Policy is on display in the Purchasing Office and posted in the policy library on our website. All evaluators participating in competitive bid review are asked to review and sign off a Conflict of Interest Declaration and Non Disclosure Form.

Trent participated in the following OECM sponsored contracts: Audio Visual Equipment, Office Supplies and Lab Supplies. We have indicated our interest in the Toner Cartridge RFX currently underway.

BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

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

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

In April 2011 the Board approved a revised Purchasing Policy that incorporated the 25 mandatory requirements. Management training sessions are scheduled for this fall.

We still have improvements to make in four areas:

Requirement number 14(method to resolve a tied bid competition);
Requirement 16(existence of a signed written contract before goods or service commences);
Requirement 17(release of a form of agreement with the RFX documents);
and Requirement 22 (appropriate use of accepted sole source justifications).

Purchasing has focussed efforts on updating the Purchasing Policy and developing bid protest, supplier debrief , and formal evaluation procedures. We will now turn our efforts to updating our draft standard contract templates and developing a tie resolution procedure, both to be added to our standard RFX templates. We will target additional training to key areas (this means Physical Resources) to ensure 100% compliance in the future.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the university including appointees, board members, elected officials and employees.

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



9) Space Utilization

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

Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used during 2010-2011, which contributed to maintaining or improving **Trent University's** space utilization. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Terms of reference for Space Utilization and Construction Management Committee were further developed. Formal committee membership from within Trent's staff and faculty was established. Guiding principles will ensure that the allocation of space must be coordinated centrally by the Space Utilization & Construction Committee to ensure equitable distribution in keeping with the "highest and best" use mandate together with the long term goals of the University articulated in the current version of Integrated Plans.

In 2010/2011, Trent University completed construction of it's Thornton Road Campus in Oshawa. Classes began, as planned, in September 2010 in the 50,000 sq.ft. facility.

Trent's Module D-Health Sciences Centre building was completed with significant funding from the Federal/Provincial Knowledge Infrastructure Program. The additional 50,000 sq.ft. includes science labs and other academic spaces.

10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Trent University** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **87.4%** 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 **Trent University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **84.2%** for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **Trent University** uses to measure student satisfaction.

Trent participates in the Canadian University Survey Consortium (CUSC). The CUSC survey measures the level of student satisfaction with various aspects of the university undergraduate experience.

In 2010, Trent participated in a student satisfaction survey mid year and again at the end of the year. The survey asked students about their utilization and satisfaction with activities and services such as academic advising, health services, international services and Aboriginal student services.

Trent participates in the Canadian Graduate and Professional Student Survey (CGPSS). The CGPSS is an online survey that asks graduate students about their activities and what they feel they are gaining from their university experiences overall. This survey is conducted across Canada at many major universities.

Please provide one or more highlights, in the space provided below, of an activity that **Trent University** used during 2010-2011, which contributed to maintaining or improving student satisfaction at **Trent University**. 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.

Student Health 101, a monthly interactive magazine was developed in partnership with the Trent Central Student Association to deliver a wide range of health and wellness information to all Trent students. In addition to providing students with valuable information, Student Health 101 also has live audio and video clips, forums for students to discuss topics nationally, along with polls and contests to encourage readership.



11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate* at **Trent University** = 70.7%*

*Percentage of 2002 Year 1 New to Institution Students Who Received a Degree between 2003-2009

Please provide one or more highlights, in the space provided below, of a **Trent University** activity in 2010-2011, which contributed to maintaining or improving **Trent University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Academic advising at Trent is an on-going educational partnership between advisor and advisee that is dedicated to student learning, development, and success.

Through the advising experience, students develop educational plans for achieving their personal and academic goals and develop the skills and commitment to become engaged, self-directed learners and competent decision-makers.

12) Graduate Employment Rate

Per the KPI results reported in 2011, the graduate employment rate*, 6 months upon graduation, at **Trent University = 94.4%**

Per the KPI results reported in 2011 the graduate employment rate*, two years upon graduation, at **Trent University = 92.8%**

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

Please provide one or more highlights, in the space provided below, of a **Trent University** activity in 2010-2011, which contributed to maintaining or improving **Trent University's** graduate employment initiatives. This could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In collaboration with the entire university, the Trent Career Centre motivates students and alumni in the pursuit of their ambitions, through educating about career and life choices, providing resources, and creating awareness of opportunity.

13) Student Retention

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

Entering Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	81.6%	81.3%	82.5%	83.1%
1st to 3rd Year	72.9%	72.5%	73.1%	0%

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

Values are drawn directly from CSRDE Retention Surveys

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

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

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

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

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



Attestation:

By checking this box, **Trent University** confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Trent University's** Executive Head.

Contact:

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

- Name: N/A *Kent Stringham*
- Telephone: N/A *1-705-748-1011 ext. 7345*
- Email: N/A *Kentstringham@trentu.ca*

Please indicate the address on **Trent University's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- *http://N/A*