

2011-2012 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Carleton 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.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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.

Where possible, to help streamline the 2011-2012 MYAA Report Back process, the Ministry pre-populated **Carleton University's** 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2010-2011 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry in **Carleton University's** 2011-2012 MYAA Report Back is denoted with the symbol (+).



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year.*

Carleton University's the total Headcount enrolment count in 2011-2012 = **19,426**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2011) from the total Headcount enrolment reported by **Carleton University** to the Ministry for 2011-2012 = **15,660**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by **Carleton University** to the Ministry for 2011-2012 = **2,784**.

Please indicate the number of students under the age of 18 (age as of November 1, 2011) from the total Headcount enrolment reported by at **Carleton University** to the Ministry in 2011-2012 = **982**.

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

Carleton University reports enrolment consistent with the Ontario Operating Funds Distribution Manual and the 2011-12 User Reporting guide. Age is measured as of the start of the term. Full-time is defined as 60% or more of the full program load.

Please provide one or more examples, in the space provided below, of highlights from **Carleton University's** Enrolment Management Plan that **Carleton University** used during 2011-2012 to manage enrolment.

Carleton University supports students' complete university experience. From their first point of contact with the university through to graduation, together our offices offer personalized service to recruit and admit the best and brightest students and promote a culture of success that includes everything from supporting their academics to ensuring they participate in meaningful activities outside of the classroom.

In 2011-12, we continued to deliver on this mandate by expanding domestic and international recruitment initiatives; expanding our retention program; continuing to refine and improve campus-wide initiatives such as the Student Mental Health Framework and advising services; and enhancing career and academic counselling, student leadership and campus life activities.

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 **Carleton University's 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.*

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Carleton University who registered with the Office for Students with Disabilities and received support services in 2011-2012= <u>1,566</u></p> <p>Please calculate the total indicated above as a comparative % of Carleton University's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>1,566</u> ÷ <u>19,426</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>8.1</u>%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Carleton University who registered with the Office for Students with Disabilities and received support services in 2011-2012 = <u>0</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Carleton University in 2011-2012= <u>2,000</u></p> <p>Please calculate the total indicated above as a comparative % of Carleton University's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>2,000</u> ÷ <u>19,426</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>10.3</u>%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Carleton University in 2011-2012 = <u>700</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Carleton University in 2011-2012= <u>500</u></p> <p>Please calculate the total indicated above as a comparative % of Carleton University's 2011-2012 Enrolment Headcount: (Insert Total From Above) <u>500</u> ÷ <u>19,426</u>⁽⁺⁾ (2011-2012 Enrolment Headcount) x 100 = <u>2.6</u>%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Carleton University in 2011-2012 = <u>150</u></p>

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

First Generation: undergraduate enrolments were estimated based on responses to the winter 2011 NSSE undergraduate survey; graduate students were assumed to have the same proportion of first generation as final-year NSSE respondents. Aboriginal: undergraduate enrolments were estimated based on full-time student respondents to the winter 2011 NSSE survey; graduate student enrolments were based on responses to the winter 2010 CGPSS survey. Please note that, because of the small number of Aboriginal respondents to the surveys, there is a high level of uncertainty in the estimated counts.

Please note that the number of students with disabilities who received support includes both full-time and part-time students.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2011-2012, which contributed to maintaining or improving Carleton University's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Carleton University 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 2011-2012, which contributed to maintaining or improving Carleton University's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Carleton University 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 2011-2012, which contributed to maintaining or improving Carleton University's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Carleton University to be an innovative practice, success story and/or key accomplishment.</p>
<p>INTRO (Information, Networking & Transition – Readiness Orientation) This newly launched program provides a half-day fall orientation for new students with disabilities.</p> <p>MAKE THE CUT Held in partnership with Algonquin College, Make the Cut is an orientation/transition program for students with learning disabilities and secondary school educators</p> <p>ASPIRATIONS This program provides a support group for students with Asperger's Syndrome</p> <p>GET THE FACTS (Fall Asperger's Carleton Transition to Success) Transition assistance for first year students with Asperger's Syndrome</p> <p>VOLUNTEERING INITIATIVES 1100 students volunteered in a number of roles and provided a range of services including: Content and writing tutors; accessible documents creators; closed captioning services; note takers; scribes; descriptive services and mentors.</p> <p>AWARDS John Teuscher Memorial Scholarship presented to 5 students with learning disabilities for contributions to extra-curricular involvement and student life in Carleton community. \$1,040 awarded to each</p>	<p>BOUNCEBACK BounceBack is a new program targeting first year students, and specifically those who are first generation, who are struggling academically. The program filled to capacity within days of being announced. The program has been expanded for the 2012-2013 academic year.</p> <p>FITAction PROJECT Successfully introduced and implemented for students without disabilities. The program is also available to Carleton's first generation students.</p> <p>There is a wide array of additional support programs for Carleton students.</p>	<p>"SPEAKERS OF THE LANGUAGE" PROGRAM This past year, Carleton University created and delivered a highly successful course in Anishinaabemowin (Ojibway language). Anishinaabemowin is offered to university students for credit and to members of the Aboriginal community, at no cost, for non-credit. It is a ground-breaking format that demonstrates that academics can be well-integrated with community members to create an enriched learning environment. With the assistance of Carleton's Centre for Aboriginal Culture and Education, students in the class raised funds in order to attend and to present at the Anishinaabemowin-Teg language conference in Sault Ste. Marie, MI. The students' presentation successfully demonstrated that the "Speakers of the Language" program is a unique language revitalization model where students and community members can learn together in a supported university environment.</p> <p>ABORIGINAL HIGH SCHOOL MENTORS PROGRAM Six Carleton University students were hired as High School Outreach Mentors, five of whom are Aboriginal. These students visited two local Aboriginal secondary schools weekly, Rideau High School and Odawa Aboriginal Alternate High School. High School Mentors served as role-models, provided access to personal support services, and acted as key resources for higher education to</p>

<p>John Burton Award presented to 3 students with disabilities (2 Carleton University, 1 University of Ottawa) for contributions to awareness, equality and integration of persons with disabilities. \$1,640 awarded to each</p>		<p>Aboriginal high school students.</p> <p>CIE Aboriginal High School Mentors Program was recognized with an award from the Martin Aboriginal Education Initiative in collaboration with ASHOKA Changemakers Foundation.</p> <p>ABORIGINAL ACADEMIC FOUNDATIONS COURSE The Aboriginal Academic Foundations course was held between August 29 and September 2, 2011. 17 new incoming Aboriginal students in the Aboriginal Enriched Support Program (AESP) participated. Students received a comprehensive orientation handbook with a summary of course contents, campus resources, strategies for success, and other academic activities.</p> <p>Key elements to the week-long course included a cultural orientation to academic studies, presentations by community Elders, introduction to University services and systems, as well as overall encouragement of student engagement and participation. Students were presented with a unifying structure of a model academic assignment, which included reading, writing, and group presentations, giving them the opportunity to practice numerous skills including academic self-management and motivation, independent and group learning strategies, performing library research, and using electronic university resources.</p> <p>Throughout the course, students had the opportunity to meet numerous university staff members, including Aboriginal liaison officers and all members of the CIE (Instructors, Coordinators, Mentors, Coaches, Facilitators, Advisors, administrative staff, and former students) and had the opportunity to become familiar and comfortable with many university services.</p> <p>Students provided daily summaries of their experiences which revealed an overall high level of satisfaction. Key points mentioned included appreciation</p>
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		<p>of the Elder sessions, usefulness of the orientation handbook, and value of experiences shared by former students. The overall assessment (from daily student feedback) was that the Foundations Course gave students confidence and a sense of support, as well as valuable practical insight into the types of expected academic tasks.</p> <p>ELDER-STUDENT CONFERENCE A full day Elder and Student Conference was held early in 2012 to foster relationships between all generations of learners. The conference was extremely well received, reaching its capacity of 100 quickly, resulting in a waiting list.</p>
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3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, **Carleton University** committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **Carleton University as of July 5, 2012.*

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$2,121,008 ⁽⁺⁾	1,726 ⁽⁺⁾
Other SAG Expenditures (towards other assessed shortfalls)	\$1,558,946 ⁽⁺⁾	1,400 ⁽⁺⁾
Total SAG Expenditures Reported by <i>Carleton University</i>	\$3,679,954 ⁽⁺⁾	3,126 ⁽⁺⁾

Did **Carleton University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 SAG Guidelines?

Yes

*The space below is provided for **Carleton University** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2011-2012.

For 2011/2012 aid towards tuition/book shortfalls was provided automatically to academically qualified students attending a first-entry program at Carleton University who remained eligible for OSAP, had negotiated their OSAP loan funding and where income verification for the student's contributing individual had been completed by the time tuition/book shortfall assistance was adjudicated. Students who completed their Confirmation of Enrolment (COE) at the Awards Office prior to October 31 and met the key conditions to receive automatic support were assessed automatically. Adjudication began early November in conjunction with adjudication of applications for Carleton University's Undergraduate Bursary Program. To meet the tuition/book shortfall, Carleton University determined the amount of financial assistance provided to students who qualify for automatic aid on the "Remaining SAG Obligation". Students with no tuition/book shortfall and those who do not qualify for automatic tuition/book shortfall assistance are required to submit an application for institutional need based awards.

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 2011.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2007	25000 ⁽⁺⁾	3944 ⁽⁺⁾	888 ⁽⁺⁾	150 ⁽⁺⁾
2008	27189 ⁽⁺⁾	5106 ⁽⁺⁾	806 ⁽⁺⁾	124 ⁽⁺⁾
2009	27087 ⁽⁺⁾	5447 ⁽⁺⁾	759 ⁽⁺⁾	114 ⁽⁺⁾
2010	25561 ⁽⁺⁾	4349 ⁽⁺⁾	761 ⁽⁺⁾	142 ⁽⁺⁾
2011	25262	4673	944	124

*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;*
- *only includes full-time students applying and registering in the fall to the first year of a university program.*

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

Year	Carleton University's Total Applications	Carleton University's Total Registrations	Carleton University's Transfer Applications	Carleton University's Transfer Registrations
2010	24779 ⁽⁺⁾	7247 ⁽⁺⁾	1086 ⁽⁺⁾	392 ⁽⁺⁾
2011	24305	7460	1019	336

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

Carleton University uses Applicants as the basis for these statistics (and not applications, as is the basis for the pre-populated data in this section).

The Total number of Applicants at Carleton University since 2007 (including direct entry) is:

2011: 24,305
 2010: 24,779
 2009: 24,766
 2008: 24,824
 2007: 23,833



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

With Algonquin College:

- Creating new pathways with Algonquin College and expanding existing pathways to other Ontario colleges

With the Sprott School of Business:

- Facilitating specific business credits between Algonquin Colleges Business Program and the Carleton University B.Com
- Review of existing unilateral and multilateral pathways to in order to assign subject specific credit versus elective credit.

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

Outreach and advising for transfer students handled by specialist in the Student Academic Success Centre. Coordinates optimal registration for transfer students with academic units.

Mentor Programs: Transfer students may choose to participate in mentor programs like our first-in-family mentor program (if they are the first in their family to attend university) or program-specific mentor programs.

Transfer students who are in academic difficulty are identified through our various early-warning initiatives and retention programs (as necessary).

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

The ONCAT database updated with new and modified agreements

5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, the percentage of **Carleton 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	149 ⁽⁺⁾	40.8% ⁽⁺⁾	60 ⁽⁺⁾	15.7% ⁽⁺⁾	163 ⁽⁺⁾	41.7% ⁽⁺⁾	265 ⁽⁺⁾	74.0% ⁽⁺⁾
30 to 60 students	69 ⁽⁺⁾	18.9% ⁽⁺⁾	121 ⁽⁺⁾	31.8% ⁽⁺⁾	139 ⁽⁺⁾	35.5% ⁽⁺⁾	72 ⁽⁺⁾	20.1% ⁽⁺⁾
61 to 100 students	37 ⁽⁺⁾	10.1% ⁽⁺⁾	105 ⁽⁺⁾	27.6% ⁽⁺⁾	68 ⁽⁺⁾	17.4% ⁽⁺⁾	18 ⁽⁺⁾	5.0% ⁽⁺⁾
101 to 250 students	77 ⁽⁺⁾	21.1% ⁽⁺⁾	92 ⁽⁺⁾	24.1% ⁽⁺⁾	21 ⁽⁺⁾	5.4% ⁽⁺⁾	3 ⁽⁺⁾	0.8% ⁽⁺⁾
251 or more	33 ⁽⁺⁾	9.0% ⁽⁺⁾	3 ⁽⁺⁾	0.8% ⁽⁺⁾	N/A	N/A	N/A	N/A
Total	365 ⁽⁺⁾	100.0% ⁽⁺⁾	381 ⁽⁺⁾	100.0% ⁽⁺⁾	391 ⁽⁺⁾	100.0% ⁽⁺⁾	358 ⁽⁺⁾	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 **Carleton University** used during 2011-2012, which contributed to maintaining or improving **Carleton University's** class size initiatives. This could include a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment that **Carleton University** would like to highlight.

- Carleton has a course availability working group that addresses issues of course availability as they arise to meet students' course needs.
- A senior management committee, the Enrolment Data Group sets program projections and targets with the Faculties and they are reviewed and adjusted as necessary during the admissions cycle.
- During registration, class sizes are assessed and demand versus availability is reviewed on a weekly basis.
- Faculties that enroll additional students (e.g., through new course offerings) receive automatic increases in their budgets.

6) eLearning

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary 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 taking place across Ontario.

In its 2010-2011 MYAA Report Back, **Carleton University** provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, **Carleton University** is asked to provide information on eLearning courses, programs and registrations in 2011-2012.

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 *Carleton University's* eLearning data for 2011-2012:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	88	4
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	11
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	88	15
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	12,159	31
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	145
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	12,159	176



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

The data provided for the above Course, Program and Registration data are as of the official MTCU count date.

All e-learning course offerings are managed and supported centrally, ensuring an accurate count of courses and programs offered.



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 **Carleton University's** use of Hybrid Learning courses and/or Programs.

Carleton continues to offer and refine a second year half-credit law research methods course (LAWS 2908) in a hybrid format. 2011-12 was the second year that this course was offered in this format. Originally 15 sections of the courses per academic year were offered due to increased enrollments and desired seminar style of teaching.

This model of many multiple sections was no longer sustainable and the overall quality of the learning experience suffered due to inconsistency and the limited number of qualified individuals to teach the course.

One large section of LAWS 2908 was offered with the majority of the activities taking place online and students required to participate in weekly one-hour small class interactive face-to-face tutorials.

A large first year introductory Biology class provided an optional hybrid learning model. Using lecture capture technology, the instructor made available recordings of every class online for students. Students could pick and choose which classes to attend face to face or to view online. Face to face time is required every week with a small class applied laboratory session alternated weekly with an analytical problem solving session.

Other initiatives relating to hybrid learning are being developed and include an academic English language course using a combination of online synchronous (3D virtual world and asynchronous (learning management system) tools. A second introductory Biology course provided an optional hybrid model. Students were welcome to complete part of their learning online or in the class.

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2011-2012, which contributed to maintaining or improving elearning opportunities at **Carleton University**. This could include a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment that **Carleton University** would like to highlight.

The University continued to execute on its strategic plan to maintain and grow e-learning activities and the University continues to be a member of the Canadian Virtual University (CVU), allowing both Carleton students and students from other CVU institutions greater access and variety to courses and programs to complete their programs of study.

At Carleton the number of undergraduate online courses offered in 2011-12 as compared to 2010-11 grew by 18% (13 new courses), exceeding the planned target by 5 courses.

Key infrastructure is being renewed and replaced as part of the University's strategy to provide excellent e-learning tools and environments. This includes an ongoing (initiated in 2011) project to replace the current learning management system, WebCT with Moodle, and integrate a synchronous collaboration and communication tool (BigBlueButton – web conference e-learning tool) into every learning management course site (this represents 50% of all courses offered at the University).

Recognizing that lecture capture can play a role in helping move some courses and instructors to online and hybrid models, the University has integrated lecture capture technology (Camtasia Relay) into 30% of all its classrooms.

In January a new position (Manager of Instructional Innovation) was created to help guide and facilitate the University's e-learning course design.

7) International
7.1 Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Carleton University** had in 2011-2012:

- Outbound students* = 242

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

- Inbound students* = 264

**DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Carleton University** in 2011-2012 = \$41,279,000

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Carleton University** had outside of Canada in 2011-2012 = \$1,414,000

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Carleton University** delivers courses and/or programs **abroad (outside of Canada)** in 2011-2012, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2011-2012	2011-2012 Total Enrolment by Program
Qeshm Inst	Qeshm Island / Iran	MBA	25

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

Due to a delay in the program, 23 students in the MBA in China were enrolled late in the winter term/spring 2012. They were included in summer 2012 enrollment counts to MTCU.



7.2 Enrolment

In 2011-2012, **Carleton 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 Carleton University Total Full-Time International Student Enrolment ⁽⁺⁾
1.	China ⁽⁺⁾	568 ⁽⁺⁾	25.3% ⁽⁺⁾
2.	Saudi Arabia ⁽⁺⁾	170 ⁽⁺⁾	7.6% ⁽⁺⁾
3.	Nigeria ⁽⁺⁾	165 ⁽⁺⁾	7.3% ⁽⁺⁾
4.	India ⁽⁺⁾	117 ⁽⁺⁾	5.2% ⁽⁺⁾
5.	Malaysia ⁽⁺⁾	107 ⁽⁺⁾	4.8% ⁽⁺⁾

Carleton University reported to TCU that International Enrolment* in 2011-2012 = **2,248⁽⁺⁾**.

**DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a 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, 2011, including students who are both eligible and ineligible for operating grant purposes 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).*

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

Data is based on Ministry count dates. Full-time is defined as 60% or more of the full program load.

Please provide **Carleton University's** 2011-2012 Part-Time International Student Enrolment = 563

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2011-2012, which contributed to maintaining or improving **Carleton 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.

Carleton University has established in collaboration with the High Commission of India and community members of the diaspora across the country, the Canada-India Centre for Excellence in Science, Technology, Trade and Policy.

This Centre has, among other activities:

- Hosted Canadian business leaders for a roundtable discussion on the growth of India and global trade with the Honourable Anand Sharma, India's Minister of Commerce and Industry;
- Hosted delegations from Gujarat province, India's nuclear power and geospatial commissions;
- Welcomed India's Dr. Sukhadeo Thorat, Head of the University Grants Commission, and Dr. Rajagopala Chidambaram, Principal Scientific Advisor to the Government of India;
- Signed partnership agreements with nearly a dozen Indian postsecondary institutions;
- Established formal relationships with Indian businesses and organizations, including the world-leading Tata Institute of Fundamental Research;
- Held a Canada-India Innovation Summit with ISTP Canada (June 20-22 2011) and a Canada-India Education Summit (June 17-18 2011) in collaboration with the Shastri Indo-Canadian Institute, DFAIT, AUCC and the Government of India.

7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at **Carleton University** in 2011-2012 = 325

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Carleton University** used in 2011-2012 to create pathways for *International students* from **Carleton University's** ESL or FSL programming to postsecondary studies.

Language Exchange Program launched: 243 international and Canadian student participants matched for language swap. The program fosters language proficiency and social skills development.

Carleton reviewed its programs for students that would normally be admissible to the university based on academic credentials, but did not meet the English language requirements. Based on the recommendations of this review, a new ESL program to help these students will be launched in 2013.

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

Data is derived from Banner, our enterprise system.

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 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.

Carleton University confirmed in its 2010-2011 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, **Carleton University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Carleton University confirmed in its 2010-2011 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 2011-2012, **Carleton University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Carleton University confirmed in its 2010-2011 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, **Carleton University** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Carleton University's** OECM purchases in 2011-2012: 290,000

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

With the assistance of a third party, we undertook a study of our purchase orders, procurement activities and cheque payments to determine a more effective strategy to improve our purchasing power. One outcome will be to move small dollar value and repetitive purchases to the more efficient procurement card.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

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.



Carleton University confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2011-2012, which contributed to **Carleton University's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment.

Carleton University introduced a new Purchasing Policy which adopted the BPS directives and then held a number of "Town Hall" sessions with end users.

The University has been working with other BPS organizations locally and provincially to set up cooperative procurement opportunities.

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.



Carleton University confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

Please indicate the address on **Carleton University's** website where a copy of **Carleton University's** publicly available Expenses Directive can be found:

<http://www6.carleton.ca/secretariat/policies/>

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2011-2012, which contributed to **Carleton University's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment.

Carleton University disallowed Per Diem claims on all operating funds.



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.



Carleton University confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that **Carleton University** used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment.

The inclusion of hospitality, incidental or food expenses in a contract between the University and consultants/contractors is prohibited.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, 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.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2011-2012 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

Work-Integrated Learning 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. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

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

Based on the definitions provided above, please provide WIL data for **Carleton University** in 2011-2012:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at Carleton University with a Co-op Stream	141	6
Number of students at Carleton University enrolled in a Co-op program	5,399	163

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2011-2012, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment.

Since 2006, 11 new program options with the BA have been added. Three of these are offered at the graduate level.

All of the programs within Science, Engineering, Business and BPAM have a co-op option.

Overall, the number of students placed in co-op work terms in the past five years has increased by 19 percent.

10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Carleton University** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **81.8%**⁽⁺⁾ 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 **Carleton University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **78.6%**⁽⁺⁾ for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **Carleton University** used in 2011-2012 to measure student satisfaction.

All students:

- surveys undertaken periodically as part of academic quality assurance process
- annual Customer Satisfaction survey
- LibQual survey of library services

Undergraduate students:

- Canadian University Survey Consortium (CUSC) surveys of first-year students
- Canadian University Survey Consortium (CUSC) surveys of graduating year students

Graduate students:

- Canadian Graduate and Professional Student survey (CGPSS)

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2011-2012, which contributed to maintaining or improving student satisfaction at **Carleton University**. This could include a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment that **Carleton University** would like to highlight.

The success of Carleton University's Student Mental Health Framework was recognized by and won first prize in the national category of the Canadian Association of University Business Officers (CUABO) 2011 Quality and Productivity Awards.

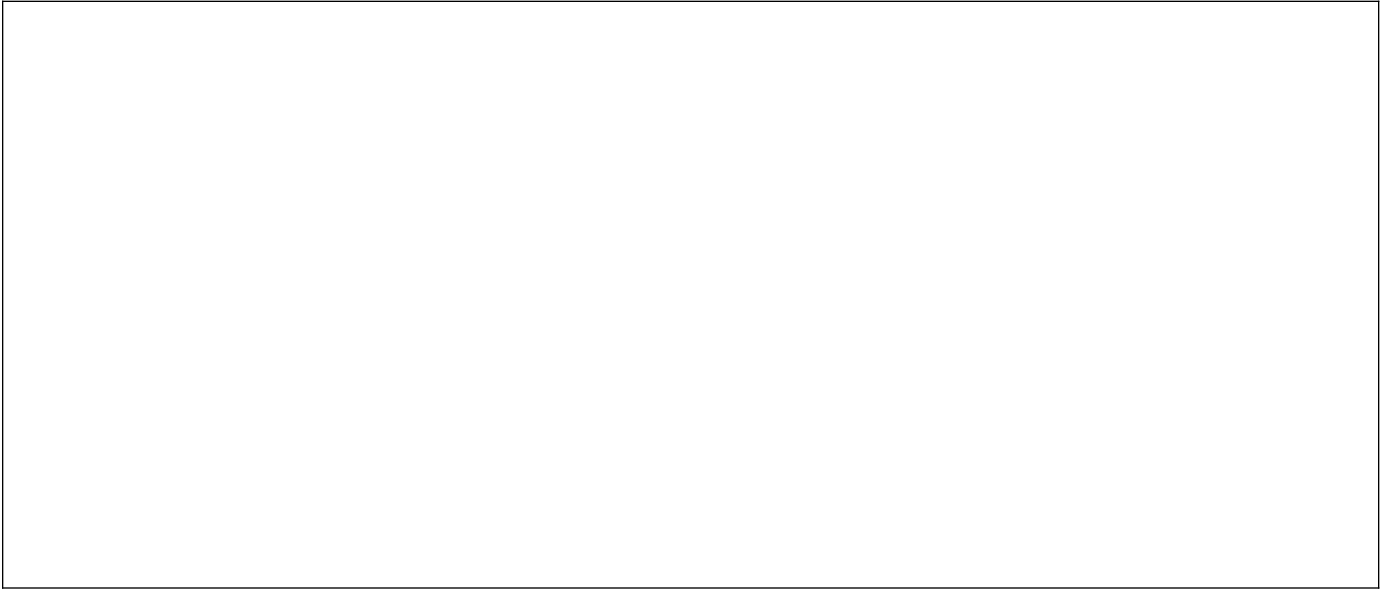
In Fall 2011, the second level of training was introduced to the Carleton community. The training included hands-on workshops with the content divided into two parts. To date 4,900 staff, faculty members and TAs have received training.

BounceBack – a new program targeting first year students who are struggling academically was launched and which filled to capacity within days of being announced. The program has been expanded for the 2012-2013 academic year.

To welcome students to campus in the fall and engage faculty and staff in contributing to enhancing the student experience, the sixth annual Ask Me Campaign was launched in fall 2011. In addition, to ensure students feel personally, mentally and emotionally supported throughout the year, they received regular updates on issues and services pertinent to them through our Health 101 and Carleton Complete publications.

Carleton Complete was also distributed through Today @ Carleton on a monthly basis to staff and faculty members. The newsletter provides an overview of the impacts of the academic calendar on students and the associated services offered to them.

Student Communications – following the completion of a student communications benchmarking initiative in 2010-11, work has been completed on a number of new projects. These include two new mobile apps – one targeting current students and the second targeting prospective students. In addition, mobile versions of each of the student support services websites have been created to facilitate on-the-go access to information for students. Carleton's ranking in social media measurement tool, Klout, has steadily risen to a tie for first place with one other Canadian University, having been ranked fifth in 2010 and ninth the previous year.



11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate at **Carleton University** = 70.6%^{(+)*}

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

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Carleton University** used in 2011-2012 to measure graduation rate.

Carleton tracks continuation/graduation rates in great detail using 'Retention Cubes' (OLAP-online analytic processing). This allows Departments to determine if retention initiatives are effective and ensure their retention/graduation performance is consistent with other units.

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2011-2012, which contributed to maintaining or improving **Carleton University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment that **Carleton University** would like to highlight.

To help improve Carleton's graduation rates, the Registrar's Office has a call campaign for students who are eligible to graduate but have not yet applied. Students are identified and called who only have a few credits remaining for their degree but have not registered in courses recently; they are encouraged to register so they can complete their degree. Often assistance and registration advice is given. The Registrar's Office also reviews all applicants for graduation to ensure maximum credit for the courses taken (and determine if exceptions are necessary) enabling every eligible applicant to move forward. The Registrar's Office accepts applications for graduation until the last possible moment. Students are able to change their program at the last minute (change of program elements (COPE) from Honours to General for example) enabling them to graduate without delay. The Registrar's Office works closely with the Student Academic Success Centre to identify eligible students.

Highlights of Carleton's student retention initiatives (found in the student retention section below) also likely contribute to improved graduation rates at Carleton.

12) Graduate Employment Rate

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at **Carleton University** = **91%(+)**

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at **Carleton University** = **95.4%(+)**

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Carleton University** used in 2011-2012 to measure graduate employment rate.

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2011-2012, which contributed to maintaining or improving **Carleton University's** graduate employment rate. This could be a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment that **Carleton University** would like to highlight.

Career Services reorganized from an appointment based to a walk-in model. As a result there was an increase attendance at one-on-one appointments by 48 percent.

Drop in sessions are available five days a week

Increased the number of work opportunities offered to students by 18 per cent

Career workshops were expanded to include an on-line format to provide students with training 24/7

13) Student Retention

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

Entering Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
1st to 2nd Year	87.6%(+)	88%(+)	87.9%(+)	87.4%
1st to 3rd Year	80.4%(+)	81.2%(+)	79.8%	N/A(+)

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

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2011-2012, which contributed to maintaining or improving **Carleton University's** retention initiatives. This could be a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment that **Carleton University** would like to highlight.

The Paul Menton Centre and the Student Academic Success Centre launched FIT: Action. The program was successfully piloted and will double the students supported to 200 per year. The FIT: Action program was designed to help undergraduate and graduate students succeed academically although they may be experiencing significant stress that is interfering with their post-secondary education. Through a personalized, team approach, FIT: Action provides both support and teaches coping and learning strategies to participating students on an ongoing basis.

BounceBack – a new program targeting first year students who are struggling academically was launched and which filled to capacity within days of being announced. The program has been expanded for the 2012-2013 academic year.

Student Academic Success Centre (SASC) provides academic advising and learning skills development assistance. SASC has also reorganised their advising process from an appointment to walk-in model. As a result they have been able to accommodate more students.

A career focus is also integrated within Carleton's academic advising appointments.

SASC also offers a wide array of workshops geared to improving students' skillsets. Among these are:

- Early Warning Initiative outreach program been developed to identify potential triggers and assist students who may be having or about to encounter academic difficulty before the problem escalates
- Critical thinking
- Effective presentations
- Memory and concentration
- Note-taking in lectures
- Preparing for exams
- Developing research skills
- Success in Math and Science
- Writing essays, exams, reports and lab reports
- One-on-one study skills sessions

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2011-2012, which contributed to enhancing **Carleton University's** learning environment for the three quality measure categories indicated below:

14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

The Educational Development Centre (EDC), Carleton's teaching development centre, continued its expansion of teaching development activities through a comprehensive set of formal and informal workshops and certificate programs.

Highlights included delivering 35-hour university teaching certificate programs for faculty members and contract instructors (60 participants), and an expanded teaching assistant mentor program. Over 1300 teaching assistants participated in professional development workshops, peer observations and reflections (representing a 35% increase from the previous year).

Nearly 200 members of Carleton's teaching community attended informal professional development like the EDC's monthly Teaching Roundtables, where a member faculty member, contract instructor, or librarian shared a teaching technique, demonstrated their use of educational technology, or showcased innovative assessments.

In June, the EDC organized a University Teaching Day and collaborated with Dr. Eric Mazur (Harvard University), to explore and integrated peer instruction models of teaching and learning into Carleton's classes.

The articulation of learning outcomes is now completely in effect and are incorporated throughout Carleton's curriculum management and program development processes both at the program and course levels. Learning outcomes are now a part of annual curriculum renewal, cyclical program review and new program development.

In 2011- 12, two of Carleton's faculty members, Dr. Adrian Chan and Dr. Alan Steele, were recognized by either provincial or national organizations for outstanding teaching and educational leadership. Dr. Chan received a 3M National Teaching Fellowship and Dr. Steele was the recipient of an Ontario Confederation of University Faculty Association (OCUFA) Teaching Achievement Award. Robert Riordan was also recognized for his teaching excellence by receiving a Capital Educators Award.

Further strengthening the University's commitment to encouraging excellent teaching, Carleton established three new teaching awards: The Provost's Fellowship in Teaching Award, the New Faculty Excellence in Teaching Award and the Excellence in Teaching with Technology Award

A second round of Carleton's Innovation Forums (CIFs) were initiated: Networks in Business, Language and Culture, and Health Science, Technology and Policy. The CIFs are intended to develop and test initiatives aimed at attracting and retaining high-caliber graduate and undergraduate students by enhancing student experiences, developing new programs, and interdisciplinary themes

The University selected a new learning management system (Moodle) and began the process of adopting it to replace WebCT. The University increased the number of teaching spaces on campus with the opening of two new buildings. Classrooms in these spaces include extensive teaching technology as well as larger classrooms are supported by a series of breakout rooms to encourage and support group collaborations.

Carleton was awarded two HEQCO funded research contracts to investigate the use of educational technologies (lecture capture and e-learning resources in a large first year chemistry course) in teaching and learning.

14.2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

Summer Orientation: Summer Orientation is a one-day program for new students and their parent(s) or guardian(s). Each session focuses on promoting student academic success and personal development. Orientation is the first step in a student's successful transition to Carleton University. Sessions include information about academic support services, a campus tour, assistance with registration, student life at Carleton and more.

Fall, Academic, Winter Orientation: Fall Orientation introduces students to the academic year and is a great way to make new friends and get to know Carleton University.

Co-curricular Record: The Co-curricular Record recognizes students' extra-curricular involvement (in student organizations or within Carleton offices), leadership accomplishments, community service activities, and more. This is a valuable tool for students to present to prospective employers and professional/graduate schools to highlight their complete university experience.

Alternate Spring Break: during Reading Week, Carleton students participate in international and local community-service learning initiatives to give back to the community. Through ASB, students are challenged to make connections between the service they provide to the community and the knowledge and skills they acquire in the classroom.

Days of Service/On-going placements/Carleton Serves: students can participate in one-day sessions or join on-going placements to get involved with local organizations. Carleton Serves is a great way to make Ottawa a better place. Over 100 Carleton students participate in various service projects around the city.

Building on the work of the Critical and Creative Inquiry Initiation Working Group, an internship program (I-CUREUS) for undergraduate students to conduct research with faculty was offered. Two students attended the National Conference for Undergraduate Research to present some of their research work.

14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)

The Paul Menton Centre and the Student Academic Success Centre launched FIT: Action. The program was successfully piloted and will double the students supported to 200 per year. The FIT: Action program was designed to help undergraduate and graduate students succeed academically although they may be experiencing significant stress that is interfering with their post-secondary education. Through a personalized, team approach, FIT: Action provides both support and teaches coping and learning strategies to participating students on an ongoing basis.

BounceBack – a new program targeting first year students who are struggling academically was launched and which filled to capacity within days of being announced. The program has been expanded for the 2012-2013 academic year.

Student Academic Success Centre (SASC) provides academic advising and learning skills development assistance.

Student Mental Health Framework: the Student Mental Health Framework acknowledges the role all members of the university community play in providing students with opportunities to learn, grow and thrive. The Framework outlines a comprehensive, integrated and consistent university-wide approach to helping students with mental health concerns and supporting students in distress. To date, training has been provided to 4,900 members of the Carleton community – which includes faculty members and staff, teaching assistants, student leaders and residence fellows. In addition to the two primary levels of training, a third and fourth have been added to strengthen our community's ability to assist students in distress.

Redesign and launch of a student centred website with comprehensive information about the support services – both academic and non-academic, available to them. Updated on a daily basis with information most relevant to our student body, the website receives upward of 20,000 hits a day.

A mentorship program has been launched for international students who are partnered with Carleton peers to help them adjust to life in Canada and on campus.

Attestation:



Carleton University confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from **Carleton University's** Executive Head.

Contact:

For additional information regarding **Carleton University's** 2011-2012 MYAA Report Back please contact -

- Name: Nathasha Macdonald
- Telephone: 613-520-2600 ext 4473
- Email: nathasha_macdonald@carleton.ca

Please indicate the address on **Carleton University's** website where a PDF copy of this 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- <http://www1.carleton.ca/about/university-reports/>