

2012-2013 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 previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 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 2012-2013 MYAA Report Back process, the Ministry pre-populated **Carleton University's** 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2011-2012 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Carleton University's** 2012-2013 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2012 as of November 1, 2012 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2012-2013 fiscal year (enrolment reported in 2012-2013 remains subject to audit and/or correction).*

Carleton University's total Headcount enrolment count in 2012-2013 = 19,859⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment reported by **Carleton University** to the Ministry for 2012-2013 = 16,055.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **Carleton University** to the Ministry for 2012-2013 = 2,769.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by at **Carleton University** to the Ministry in 2012-2013 = 1,035.

* 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 2012-13 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 2012-2013 to manage enrolment.

Carleton University supports students' complete university experience. From their first point of contact with the university through to graduation, together the offices under the Office of the Associate Vice-President (Students and Enrolment) 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 2012-13, we continued to deliver on this mandate by:

- continuing to expand domestic and international recruitment initiatives including visiting new countries;
- expanding our retention programs offered through our various offices as well as our coordinated advising services;
- started the development of a university-wide coordinated retention strategy with academic departments;
- started a review of the Student Mental Health Framework as part of our five year review to implement in the 2013-14 academic year;
- continuing to enhance our career and academic counselling and meeting the demand from students for both of these crucial counselling options;
- adding new leadership and campus life activities, including the Campus Activity Board, the first of its kind in Canada, and expanding existing student leadership and campus life activities like Alternative Spring Break and community service-learning initiatives.

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 2012-2013= <u>1,742</u></p> <p>Please calculate the total indicated above as a comparative % of Carleton University's 2012-2013 Enrolment Headcount: (Insert Total From Above) <u>1,742</u> ÷ <u>19,859</u>⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = <u>8.8%</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 2012-2013 = <u>0</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Carleton University in 2012-2013= <u>2,050</u></p> <p>Please calculate the total indicated above as a comparative % of Carleton University's 2012-2013 Enrolment Headcount: (Insert Total From Above) <u>2,050</u> ÷ <u>19,859</u>⁽⁺⁾ (2012-2013 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 2012-2013 = <u>700</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Carleton University in 2012-2013= <u>500</u></p> <p>Please calculate the total indicated above as a comparative % of Carleton University's 2012-2013 Enrolment Headcount: (Insert Total From Above) <u>500</u> ÷ <u>19,859</u>⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = <u>2.5%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Carleton University in 2012-2013 = <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.

Carleton's numbers for students registered with the Office for Students with Disabilities includes both full-time and part-time students. Information is collected on students according to Ministry reporting guidelines.

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 2013 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.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, 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 2012-2013, 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 2012-2013, 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>The Paul Menton Centre for Students with Disabilities (PMC) coordinates academic accommodations and support services for students with disabilities at Carleton.</p> <p>The PMC runs the Make the CUT program in partnership with Algonquin College. This is a transition program designed to assist students with learning disabilities or attention deficit hyperactivity disorder make a successful transition from secondary school to university or college. It provides prospective students with an orientation to the post-secondary environment with a focus on resources available for students with learning disabilities or ADHD. The program is offered in the fall and winter terms for grade 12 students considering college or university.</p> <p>The PMC has an extensive volunteer program and over 1,700 student volunteer note-takers, multimedia volunteers, transition mentors, content tutors, offline captioners, volunteer scribes and writing tutors. Students can also work as paid content and writing tutors and participate in a limited number of practicum placements or internships.</p> <p>In 2012-13, Carleton University celebrated the 25th anniversary of the Attendant Services Program. This program offers attendant and personal care services, 24-hours a day, 12 months of the year to students with</p>	<p>The Bounce Back program continued for a second year in 2012-13. Bounce Back is a peer-to-peer retention program designed to provide support and encouragement to first-year students struggling academically. The Bounce Back program identifies first-year undergraduate students who receive an average of less than 60% (GPA less than 4.0) in their first semester and those students who opt into the program are matched with an upper-year facilitator who works individually with them to identify sources of their academic hardships and set new goals and strategies for success. It is a nine-week program. For the past two years the program has been full (200 students).</p> <p>The First-in-Family Peer Mentorship Program is specifically designed to assist First generation students in making a successful transition from high school to university. It encourages students to get involved and engaged in the Carleton community as well as guides and encourages students throughout their first academic year. The program encompasses transition support, engaging programming and peer-to-peer learning. First generation students are paired with a trained upper-year mentor (as best we can, we match by program/faculty) to meet one-on-one throughout the year. First generation students are also encouraged to participate in workshops like accessing library resources, managing a budget, etc. and social</p>	<p>In addition to the ongoing services provided by the Centre for Aboriginal Culture and Education (including a Visiting Elders Program, workshops on topics such as financial advising, and an Aboriginal Graduation Honouring Ceremony among others), Carleton also undertook several other initiatives including:</p> <p>INDIGENOUS HUMAN LIBRARY: Over 100 students, faculty, staff and community members had the opportunity to connect with 17 human books. This event provided the Carleton community with the opportunity to connect with First Nations, Inuit and Métis people, and listen to their unique set of life experiences, stories, and knowledge. Human book participants included architect Douglas Cardinal, CBC reporter Waubgeshig Rice, former APTN broadcaster Jennifer David and more.</p> <p>VISITING ELDERS PROGRAM brings in an Elder on a weekly basis to give teachings on scheduled topics in a group discussion and is available for one-on-one sessions with students, staff and faculty. Elders also provided opening and closing guidance for various events on campus such as meetings of the Task Force on Aboriginal Affairs, guest speakers, lectures, Aboriginal Awareness activities such as the Indigenous Human Library and officiating over the Round Dance, opening – closing and participation in the Aboriginal Virtual</p>

<p>physical disabilities living in residence. Students with varying levels of disability are able to live and study on campus with the assistance of attendants who assist them with activities of daily living such as rising and retiring, toileting, personal hygiene, and dressing.</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 (\$1,000 awarded to each)</p> <p>John Burton Award presented to: 3 students with disabilities for contributions to awareness, equality and integration of persons with disabilities (\$1,400 awarded to each)</p> <p>The newly established READ Initiative builds on Carleton University's well established reputation as a leader in providing access to students with disabilities. It demonstrates the level of involvement and expertise that Carleton already has in the disability/accessibility field and endeavors to propel Carleton into a global leadership role in creating a world that is accessible and inclusive. READ develops partnerships and collaborations with community groups in the disability field, providing students with experiential learning opportunities at both the undergraduate and graduate levels, giving them greater access to academic and community expertise. The initiative is being led by the faculty of Engineering and Design, but will extend its influence to all academic units and service departments at Carleton.</p> <p>Planning began in 2012-13 for the 2014 International Summit on Accessibility, the first international summit on accessibility, organized by Carleton University with support from the Province of Ontario and the City of Ottawa. The International Summit on Accessibility, Making it Happen: From Intention to Action, embraces the positive progress in creating accessible and inclusive communities and brings</p>	<p>events such as movie nights and tours of Ottawa.</p> <p>The Form Intention to Action (FITA) program provides one-on-one support, in the form of weekly meetings, with a program staff member who will help craft an individual plan for managing stress and getting back on track. The most common ways we help are: time management, stress management, coping skills, learning strategies and test-taking strategies. FITA is for students who self-identify as being overwhelmed as well as for students on academic warning. FITA has developed and is using a therapeutic program to engage with students who are dealing with stress and perhaps have not yet been diagnosed with learning disabilities or a mental illness. The testing students complete helps diagnose for both. FITA was full during the 2012-13 academic year and was featured in the October 2013 issue of University Affairs.</p> <p>Carleton offers a number of support services available to all students. First generation students use a variety of these as well, most notably through the Student Experience Office, the Student Academic Success Centre, Learning Support Services, Peer Assisted Study Sessions and the Writing Tutorial Service.</p>	<p>Ventures program, Orientation Student Pow Wow, opening for Carleton's 10 convocation ceremonies and new student convocation, presiding over our Indigenous Post-Secondary Graduates' Honouring Ceremony.</p> <p>Kikinàmàgan (Student) WELCOMING POW WOW in partnership with Algonquin College, Heritage College and Cree School Board welcomes and honours students in September. More than 500 students and community members attended.</p>
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<p>together a diverse leadership collective to share achievement and create action. Our conference promotes access and inclusion for persons with disabilities in all aspects of life.</p> <p>The FIT: Action program provides one-on-one support, in the form of weekly meetings, with a program staff member who will help craft an individual plan for managing stress and getting back on track. For more information on FITA, see the description under the First Generation Student section.</p>		
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3) Student Access Guarantee

Through its signed MYAA, **Carleton University** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$1,773,324(+)	1,495(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$1,931,818(+)	1,964(+)
Total SAG Expenditures Reported by <i>Carleton University</i>	\$3,705,142(+)	3,459(+)

Did **Carleton University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 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 2012-2013.

For 2012/2013 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, negotiated available OSAP loan assistance and where income verification for the student's contributing individual had been completed by the time tuition/book shortfall assistance was adjudicated. Automatic SAG adjudication began October 31st 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 2012.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2008	27189 ⁽⁺⁾	5106 ⁽⁺⁾	806 ⁽⁺⁾	124 ⁽⁺⁾
2009	27087 ⁽⁺⁾	5447 ⁽⁺⁾	759 ⁽⁺⁾	114 ⁽⁺⁾
2010	25561 ⁽⁺⁾	4349 ⁽⁺⁾	761 ⁽⁺⁾	142 ⁽⁺⁾
2011	25262 ⁽⁺⁾	4673 ⁽⁺⁾	944 ⁽⁺⁾	124 ⁽⁺⁾
2012	26927	4775	956	99

*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
2011	24305 ⁽⁺⁾	7460 ⁽⁺⁾	1019 ⁽⁺⁾	336 ⁽⁺⁾
2012	25605	7666	1074	357

*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:

2012: 25,605
 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 2012-2013 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.)

Since January 2012, six pathways have been confirmed into multilateral agreements.

A review of all Algonquin College diploma and certificate programs with academic content for potential pathways to Carleton has been completed. (Course descriptions will be sent to the Faculties for review of course equivalencies. Calendar changes will be required to allow credit and it is anticipated that proposed changes will be submitted for review by Quality Assurance)

In conjunction with both Carleton's Faculty of Arts and Social Sciences and Fleming College, an articulation agreement was signed for Fleming's one-year General Arts and Science Certificate. This initiative will establish a precedent for using certificate programs both as a basis of admission and for transfer credit.

Carleton is currently working on joint programs (like the Bachelor of Information Technology) with Algonquin College and George Brown College.

Work on ONCAT and Ministry initiatives for transfer credits still ongoing. The intention of this project is to expand our Algonquin pathways to multilateral agreements with other Ontario colleges. This project is only focusing on two and three year diploma programs.

A website was developed for students regarding articulation, working particularly with Algonquin to include Carleton presence in new facility.

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

Carleton is completing a Benchmarking Report on transfer students.

Special student support positions for transfer students in the Registrar's Office, Admissions Services, and the Student Academic Success Centre.

Specific orientation programs are designed and delivered to mature and transfer students through the Student Experience Office.

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 continuing to be 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

Work on ONCAT and Ministry initiatives for transfer credits still ongoing.

5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, 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	156 ⁽⁺⁾	42.7% ⁽⁺⁾	70 ⁽⁺⁾	18.4% ⁽⁺⁾	175 ⁽⁺⁾	44.8% ⁽⁺⁾	273 ⁽⁺⁾	76.3% ⁽⁺⁾
30 to 60 students	64 ⁽⁺⁾	17.5% ⁽⁺⁾	120 ⁽⁺⁾	31.5% ⁽⁺⁾	137 ⁽⁺⁾	35.0% ⁽⁺⁾	64 ⁽⁺⁾	17.9% ⁽⁺⁾
61 to 100 students	40 ⁽⁺⁾	11.0% ⁽⁺⁾	108 ⁽⁺⁾	28.3% ⁽⁺⁾	60 ⁽⁺⁾	15.3% ⁽⁺⁾	18 ⁽⁺⁾	5.0% ⁽⁺⁾
101 to 250 students	73 ⁽⁺⁾	20.0% ⁽⁺⁾	80 ⁽⁺⁾	21.0% ⁽⁺⁾	19 ⁽⁺⁾	4.9% ⁽⁺⁾	3 ⁽⁺⁾	0.8% ⁽⁺⁾
251 or more	32 ⁽⁺⁾	8.8% ⁽⁺⁾	3 ⁽⁺⁾	0.8% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
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 2012-2013, 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's course availability working group continues to address 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. In 2012-13, Carleton launched a new tool to help students plan their schedules. The course worksheet allowed students to plan their course selection in advance of their registration time-ticket and has led to more knowledge about course availability for students as well as allowed faculties to know when they may need to offer additional course sections.

Faculties that enroll additional students (e.g., through new course offerings) continue to 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 2011-2012 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 2012-2013.

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 2012-2013:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	116	6
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	14
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	116	20
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	14,889	38
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	254
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	14,889	292

*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.

Hybrid courses and programs remain an optional aspect for an increasing number of courses at Carleton, including all courses within the Technology Innovation Management (TIMs) program. There is no systemic adoption of hybrid models of instruction; rather individual instructors adopt hybrid models when pedagogically appropriate.

Examples of hybrid courses at Carleton included a first year calculus course that adopted a mixture of synchronous and asynchronous models to support the online components of the course, a large introductory biology course, a large second year political science course and a third year accounting course. Some instructors continue to offer hybrid courses where learning takes place in a 3D virtual world.

It should be noted that more than 50% of all Carleton undergraduate courses include instructors building online learning environments and incorporating learning materials and assessment tools in support of face-to-face teaching and learning. These courses do not strictly fit the definition of hybrid learning, as they do not typically reduce face-to-face teaching time.

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2012-2013, 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.

Online learning continues to be a significant growth area for Carleton with 21 new undergraduate online courses offered as compared to 2011/12 (an increase of 24%). Development began on a new fully online graduate program, Masters in Philanthropy and Nonprofit Leadership, with the initial courses being taught during the late of summer 2013. A base funded instructional design position was created to help support online course development.

The Provost initiated a strategic review of online learning in April 2011 with an initial goal of developing a series of recommendations to allow the university to more rapidly expand its blended and online offerings. The committee submitted its report and recommendation in December 2012 (<http://www1.carleton.ca/provost/ccms/wp-content/ccms-files/OnlineLearning.pdf>). Following the acceptance of the report, an implementation plan was commissioned to support this report (due December 2013).

Carleton continued to renew its technological infrastructure and completed its adoption of Moodle as its new learning management system. All instructors, students, and teaching assistants have on demand access to both synchronous and asynchronous communication and collaboration tools such as BigBlueButton (a web conferencing type e-learning tool) has been integrated into every Moodle course space.

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 2012-2013:

- Outbound students* = 220

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

- Inbound students* = 261

**DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Carleton University** in 2012-2013 = \$41,300,000

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 2012-2013 = \$850,349

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 2012-2013, 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 2012-2013	2012-2013 Total Enrolment by Program
Qeshm Inst	Qeshm Island / Iran	MBA	15
Donghua U	Shanghai / China	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.

The numbers above include any student registered at any point in the above programs in the 2012-13 academic year.



7.2) Enrolment

In 2012-2013, **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's Total Full-Time International Student Enrolment⁽⁺⁾
1.	China ⁽⁺⁾	609 ⁽⁺⁾	25.9% ⁽⁺⁾
2.	Nigeria ⁽⁺⁾	188 ⁽⁺⁾	8% ⁽⁺⁾
3.	Saudi Arabia ⁽⁺⁾	185 ⁽⁺⁾	7.9% ⁽⁺⁾
4.	India ⁽⁺⁾	150 ⁽⁺⁾	6.4% ⁽⁺⁾
5.	Malaysia ⁽⁺⁾	100 ⁽⁺⁾	4.3% ⁽⁺⁾

Carleton University reported to TCU that International Enrolment* in 2012-2013 = **2,348⁽⁺⁾**.

**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, 2012, 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 full program load.

Please provide **Carleton University's** 2012-2013 Part-Time International Student Enrolment = 558

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2012-2013, 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.

In 2012-2013, recruitment visits were made to 42 countries including four new countries.

Over 220 Carleton students participated in the international student exchange program or international summer language program in over 30 different countries in 2012-2013.

Culture Works (<http://culture-works.com/carleton>), an ESL bridging program, opened in January 2013.

New exchange agreements have been made in France (1), Italy (1), Scotland (1), USA (1), and negotiations are in progress in France, Spain, Africa, Germany and Brazil.

The New Delhi based Maria Mathai and Gardiner Wilson (formerly of Canadian Education Centre Network and DFAIT) visited Carleton University. School principals from top Indian secondary schools whose students are contemplating overseas study attend this event. The objective of the visit is to showcase the quality, breadth, diversity, and affordability of Canadian post-secondary institutions to these key Indian opinion formers. Canadian schools that have received the visitors have been able to create or reinforce connections which in many cases have proved positive in terms of recruitment goals and in establishing longer term relationships. Carleton has participated in hosting this group for the past 4 years

Students for Development Program

- 3 students participated in development focused international internships funded by CIDA

Ontario Global Edge Program

- 3 students participated in international entrepreneurial focused internships in global economy
- Study Abroad Program
- A new Study Abroad Program for incoming international students from non-partner universities was launched in Fall 2012 and has seen its enrollment increase from 8 students in the first year to 43 in the second.

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Carleton University** in 2012-2013 = 359

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Carleton University** used in 2012-2013 to create pathways for *International students* from **Carleton University's** ESL programming to postsecondary studies.

English as Second Language for Academic Purposes courses are comprehensive and target both the language skills (reading, writing, listening, and speaking) and the research and study skills required for academic purposes.

Culture Works (<http://culture-works.com/carleton>), an ESL bridging program, opened in January 2013.

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **Carleton University** in 2012-2013 = 91

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Carleton University** used in 2012-2013 to create pathways for *International students* from **Carleton University's** FSL programming to postsecondary studies.

The Department of French offers a comprehensive approach to French Studies, geared to the interests and needs of both English and French speakers. Students can choose from a wide range of culturally grounded language courses, addressing all levels and targeting both oral and written proficiency. They can also engage in the critical study of French linguistics and French literatures through a structured sequence of courses spanning introductory classes and special topics.

*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 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **Carleton University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Carleton University confirmed in its 2011-2012 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 2012-2013, **Carleton University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Carleton University confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **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 2012-2013: 122,189

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2012-2013, which contributed to maintaining or improving **Carleton University's** supply chain 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 university put in place a contract for photocopier paper which at least six other Ontario universities and colleges subsequently asked if they could join and avail themselves of the pricing and delivery.

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 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.



By checking this box, **Carleton University** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2012-2013, 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.

The university has included the BPS directives on to our website and continued to meet departments to explain the changes in the supply chain directives.

BPS Expenses Directive

The 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.



By checking this box, **Carleton University** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

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

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

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2012-2013, 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.

Moved the travel and expense reimbursement system online to improve the efficiency of the system.



BPS Perquisites Directive

The 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.



By checking this box, **Carleton University** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **Carleton University** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment.

Improved transparency by making President's travel expenses accessible online.

9) Work Integrated Learning*

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

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 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 2012-2013:

	<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	6,169	145

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2012-2013, 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.

Co-op options are available in over 100 programs, streams and concentrations at the undergraduate level and in a select group of programs at the graduate level.

In 2012-13, students completed over 1,300 co-op work terms in the summer, fall and winter.

550 Students participated in the COOP 1000 course in 2012-13

All of the programs within Science, Engineering, Business and BPAM have a co-op option. We don't have a co-op option in all of the BA programs because many of the programs have extremely successful internships and/or field placements

Co-op events:

- o Co-op 101, a presentation by staff to co-op students about the co-op experience, had 250 participants
- o Co-op Information Sessions had 143 participants
- o This year Co-op celebrated its 25th anniversary

Co-op Student of the Year awarded to:

- o Tatiana Nesviginsky
(Graduate Co-op Student of the Year, MA International Affairs)
- o Bradley Jung
(Undergraduate Co-op Student of the Year, Aerospace Engineering)
- o Nelson Furtado (Honourable Mention)

In 2012-13 we had 54 students, in various years of study and from across faculties, participating in Alternative Spring Break experiences. Eight Carleton staff members are supporting ASB including travelling to the destination and participating in weekend pre-departure educational sessions. We offered four ASBs:

- o Cuernavaca, Mexico (theme: Poverty, globalization and human rights)
- o San Marcos La Laguna, Guatemala (theme: Environmental)
- o San Pedro Columbia, Belize (theme: Educational)
- o Vancouver, Canada (theme: Housing/homelessness, poverty and addictions)

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 2012-2013 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 2012-2013, 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.

Carleton continued to offer Student Mental Health levels 1 and 2 training to faculty, staff, TAs and student leaders with over 230 participants. It is the fifth year of the Student Mental Health Framework and work has started to refresh the Framework to reflect the recent trends in mental health awareness and support.

To welcome students to campus in the fall and engage faculty and staff in contributing to enhancing the student experience, the 7th annual Ask Me Campaign was run. 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 student newsletter, social media, and printed publications (e.g. Carleton Complete Guide for Students that outlines what to expect during the year). Faculty and staff can reference a similar guide to help them refer a student to the most relevant student support service and find out how they can integrate awareness about support services into their classroom.

A new student website was launched. This centralized hub for student communication gives much more prominence to news and events taking place at Carleton that impact students.

The Office of the Associate Vice-President (Students and Enrolment) is continuing to expand our use of social media to communicate to current and prospective students. Our Twitter account @Carleton_U has over 14,000 followers and is in the top three Canadian universities for our Klout score. Our Facebook page (Carleton University Official) has over 24,000 likes and an average of 7,000-8,000 people-views per post. Carleton also launched on Pinterest and Instagram. Our ability to reach our students where they are in a timely fashion is growing. Carleton is working on a university-wide Social Media strategy to enhance our social media presence. It aims to provide guidance for listening, participating, engaging and encouraging interaction on social media and to be a resource for those using social media.

Registration for the summer session started on March 27 allowing students easier access to guidance from faculty or advisors on summer courses prior to the end of the winter term.

Carleton launched the Campus Activity Board, the first of its kind in Canada. It is a new student-driven initiative responsible for planning social, cultural, recreational and educational activities that reflect and respond to the needs of Carleton's diverse student community. It is supported by the Student Experience Office. (So far this year CAB has coordinated or sponsored over

25 events). An impressive 1,500+ students have participated in CAB events.

In March, a promotion called “March Advising” was run which saw the Student Academic Success Centre see 200 more students during the month compared to last year. Many students also stopped by the Advising kiosk in the Galleria to find out more about available advising services.

To ensure a successful registration Carleton launched a new timetable builder for students to plan their course selection in advance of registration. This new tool allows students to search the class schedule, add and remove courses, and resolve any conflicts prior to registration. The Student Registration Assistance Team continued to run from June 20-Sept 18.

Carleton participated in the National College Health Assessment for the first time and had a high response rate of 31%. The results will provide us with the current status of students' overall mental and physical health and provide information that will guide programming and resources for students.

New advisor training was developed and delivered with 58 staff or faculty advisors attending. There were numerous requests for more training including training for new advisors, focused sessions on advanced topics and continued opportunities for advisors to share best practices. This is part of a strategy to ensure all students receive consistent support across campus.

11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Carleton University** = 70.4%^{(+)*}

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Carleton University** used in 2012-2013 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 2012-2013, 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 continued with the 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 continues to review 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, and student satisfaction highlights, found in the student satisfaction section above, also likely contribute to improved graduation rates at Carleton.



12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at **Carleton University** = **85.42%**⁽⁺⁾

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at **Carleton University** = **90.99%**⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **Carleton University** used in 2012-2013 to measure graduate employment rate.

Carleton conducted a graduate 5-year outcomes survey of graduates in 2006 and 2007.

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2012-2013, 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.

Co-op and Career Services developed a new Faculty Co-op and Career toolkit in 2012-13 with resources about Co-op and Career Services, the four phases of career development, FAQs (with answers) and how a faculty can support the career development of their students.

In 2012-13, Career Services had over 4,880 appointments, held 39 employer events (with 191 participants), and ran 66 career workshops (with 721 participants).

Career Services saw a 52 per cent increase in appointments (from 2,035 to 4,387 students) attributed to the drop-in service (no appointment needed) being available five days a week and the use of peer helpers to do basic employment advising in addition to the career counsellors who can offer more enhanced specialized support.

Student support offices are currently recruiting students for on-campus employment, volunteer and peer helper positions (for example: summer orientation leaders, fall orientation volunteers, Peer Conduct Board members, Peer Helpers, Peer Mentors, etc.) These positions offer a rich and meaningful experience and allow for personal and professional growth. Students work closely with professional staff and gain valuable skills, leadership and career-related experience.

In 2012-13, 9177 jobs were posted on myCareer, Carleton's user-friendly online portal for all current students and alumni. In myCareer students and alumni can access job posting for off-campus, part-time work, full-time work, volunteer work, summer employment and more.



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	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
1st to 2nd Year	88% ⁽⁺⁾	87.9% ⁽⁺⁾	87.4% ⁽⁺⁾	87.3%
1st to 3rd Year	81.2% ⁽⁺⁾	79.8% ⁽⁺⁾	79.3%	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 2012-2013, 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 Bounce Back program continued for a second year in 2012-13. Bounce Back is a peer-to-peer retention program designed to provide support and encouragement to first-year students struggling academically. The Bounce Back program identifies first-year undergraduate students who receive an average of less than 60% (GPA less than 4.0) in their first semester and those students who opt-into the program are matched with an upper-year facilitator who works individually with them to identify sources of their academic hardships and set new goals and strategies for success. It is a nine-week program. For the past two years the program has been full (200 students).

The From Intention to Action (FITA) program provides one-on-one support, in the form of weekly meetings, with a program staff member who will help craft an individual plan for managing stress and getting back on track. The most common ways we help are: time management, stress management, coping skills, learning strategies and test-taking strategies. FITA is for students who self-identify as being overwhelmed as well as for students on academic warning. FITA has developed and is using a therapeutic program to engage with students who are dealing with stress and perhaps have not yet been diagnosed with learning disabilities or a mental illness. The testing students complete helps diagnose for both. FITA was full during the 2012-13 academic year and was featured in the October 2013 issue of University Affairs.

Student Academic Success Centre (SASC) provides academic advising and learning skills development assistance. SASC has continued with the walk-in model for advising and continues to be able to accommodate more students this way.

In 2012-13, the Student Academic Success Centre continued with the early-warning initiatives. Potential triggers are used to identify students who may be having or about to encounter academic difficulty before the problem escalates.

Peer Assisted Study Sessions continued to grow at Carleton with over 50 courses supported and over 60 facilitators. In the average PASS workshop, students can expect to work through a handout with their peers and with guidance from the facilitator, who is a student who previously took the course and received an A- or above. The PASS facilitator does not re-lecture, but instead encourages students to participate and collaborate with one another, in order to encourage independent learning. PASS facilitators incorporate a variety of fun activities in order to show students how to integrate new academic skills with important course content.

Learning Support Services offers a wide array of workshops geared to improving students' skillsets. Among these are:

- 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

In 2012-13, Carleton University started the process of developing a comprehensive student retention framework in conjunction with academic units and faculty. The creation of this Framework ties to the goals of Carleton's Strategic Integrated Plan and the Provost's Task Force on Enrolment, Retention and Program Renewal.



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 2012-2013, 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.)

Through the leadership of Dr. Joy Mighty, who was appointed Associate Vice-President (Teaching and Learning) in November 2012, Carleton University has developed a student-centred teaching and learning framework. This framework supports and is specifically linked to Carleton's Strategic Integrated Plan. It will help guide departments and instructors in incorporating both program- and course-based learning outcomes, as well as in adopting student-centred and experiential teaching and learning, and building communities of practice, all while ensuring challenging academic quality.

The Educational Development Centre (EDC) continues to support teaching development and offers a comprehensive suite of workshops, certificate programs, consultation services and communities of practice. More than 500 instructors participated in these activities, with 47 instructors completing an extensive 35-hour Certificate in University Teaching program. Each year, the EDC offers one of the most substantial and comprehensive teaching and learning orientation programs for faculty members and contract instructors in Ontario, with 18 new faculty members and 105 contract instructors having participated. Nearly 1,500 teaching assistants participated in professional development activities (workshops, certificate programs and one-on-one consultations).

Another highlight from the past year includes the establishment of a weekly, yearlong e-pedagogy community of practice whereby instructors explore tools and techniques to integrate technology into their classroom and online teaching.

The Office of the Associate Vice-President (Teaching and Learning) (OAVPTL) organized a very successful August Teaching and Learning Forum for all instructors, teaching assistants and staff involved in teaching and learning.

Two faculty members, Dr. Carter Elwood (History) and Dr. Craig Bennell (Psychology), received Capital Educators' Awards for teaching and learning excellence, while Dr. Shawn Graham (History) received the 2012 Society for Teaching and Learning in Higher Education (STLHE) Desire2Learn Award for Innovation in Teaching and Learning.

The 2013 Carleton Innovation Forums (CIFs) were awarded to four strategic initiatives that promote a student-centred educational experience, focus on the development of a new academic program or enhance an existing program, or support interdisciplinary research. The four initiatives are: Distributed Note-Taking in cuLearn, Development of Psycholinguistics Training Program, Carleton Science Learning Communities and Design Architecture Business Metaskills Initiative (DAMBI).

An extensive renovation to the MacOdrum Library began in 2012 (to be completed in Fall 2013) and includes greatly enhanced student learning spaces as well as a Discovery Centre where students and faculty members will be able to interact in a highly collaborative teaching and learning environment.

The Office of Quality Assurance and the OAVPTL have initiated a pilot project with five academic units to examine a variety of assessment strategies, including e-portfolios, curricular mapping and rubrics, to evaluate degree and course specific learning outcomes.

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

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. A mandatory component of Fall Orientation is Academic Orientation Day. The day starts off with the New Student Convocation, a bookend to Convocation at the end of their degree, where they are welcomed to Carleton, meet the President and Deans and hear an inspiration guest speaker. Academic Orientation Day also includes a student services BBQ attended by professors and faculty and degree program orientation and departmental open houses following the BBQ lunch. The evening of Academic Orientation Day includes a support service fair.

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. Carleton's Co-curricular Record continued to grow. Close to 9,000 students have created a Co-curricular Record (CCR) with a minimum of one activity. There are over 600 different activities that can be recognized on a students' CCR.

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.

Carleton continued to promote community-service learning in 2012-13. Students can participate in one-day Days of Service 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.

In 2012-13, Carleton launched The Learning Log. The Learning Log is a forum for university students to reflect on their experiences and share ideas and it is curated by the Office of the Associate Vice-President (Students and Enrolment). The purpose of this blog is to provide students with a platform to describe their extra-curricular involvement, chronicle the development of skills and knowledge, organize their thoughts and learn from their peers. As the Learning Log is populated with accounts of student activities, it will, in turn, become a catalogue of experiences that students may use to discover new opportunities, as well as a knowledge-bank that professional staff may use to evaluate the intended and emergent learning outcomes of the services they administer and the activities they coordinate. Each and every member of the Carleton community including students, staff and faculty are welcome to contribute to this growing and evolving knowledge community.

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

The Bounce Back program continued for a second year. Bounce Back is a peer-to-peer retention program designed to provide support and encouragement to first-year students struggling academically. More information on Bounce Back is available under the 'Student Retention' section.

The From Intention to Action (FITA) program provides one-on-one support, in the form of weekly meetings, with a program staff member who will help craft an individual plan for managing stress and getting back on track. More information on FITA is also available under the 'Student Retention' section.

Student Academic Success Centre (SASC) provides academic advising and learning skills development assistance. SASC has continued with the walk-in model for advising and continues to be able to accommodate more students this way.

Peer Assisted Study Sessions continued to grow at Carleton with over 50 courses supported and over 60 facilitators. In the average PASS workshop, students can expect to work through a handout with their peers and with guidance from the facilitator. The PASS facilitator does not re-lecture, but instead encourages students to participate and collaborate with one another to encourage independent learning. Facilitators incorporate a variety of fun activities in order to show students how to integrate new academic skills with important course content.

Learning Support Services offers a wide array of workshops geared to improving students' skillsets including:

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

Carleton continued to offer Student Mental Health level 1 and level 2 training to faculty, staff, TAs and student leaders with over 230 participants. 2013 is the fifth year of the Student Mental Health Framework at Carleton and work has started to complete a five year report as well as refresh the Framework to reflect the recent trends in mental health awareness and support.

Health and Counselling Services offers counselling workshops on working with emotions (feeling overwhelmed), collaborative self-exploration group (learning about ourselves), wellness workshops (specifically targeted to international students on a variety of topics) and mental wellness workshops (learning how to build resilience and develop coping skills). These workshops and groups meet on a regular basis throughout the academic year.

The International Student Services Office (ISSO) offers a wide range of personal and academic support to international students including the Transitioning and Living in Canada workshop series delivered in partnership with other Carleton departments. The ISSO also offers a language exchange program to support students who are English as a second language students but it also provides the opportunity for native English language speakers to learn a new language (this is one of the programs recognized on Carleton's Co-curricular Record).

A new student website was launched. This centralized hub for student communication has a new look giving much more prominence to news and events taking place at Carleton that impacts students. A new and improved search tool has also been added. The site is also responsive and AODA compliant.

Carleton offers a number of support services available to all students most notably through the Student Affairs, the Student Experience Office, the Student Academic Success Centre, Learning Support Services, Peer Assisted Study Sessions, the Writing Tutorial Service, Health and Counselling Services, the Paul Menton Centre for Students with Disabilities, the International Student Services Office and Co-op and Career Services.

Attestation:

By checking this box, **Carleton University** confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from **Carleton University's** Executive Head.

Contact:

For additional information regarding **Carleton University's** 2012-2013 MYAA Report Back please contact -

- Name: N/A
- Telephone: N/A
- Email: N/A

Please indicate the address on **Carleton University's** website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

- <http://>