

REPFW129 - PSED Accountability Report - SMA University Verification Report

Organization : Carleton University

Submission Period : SMA - Strategic Mandate Agreement University Annual Report 2014-2015

STRATEGIC MANDATE AGREEMENT (SMA) - UNIVERSITY

2014-2015 Report Back

Introduction

The 2014-2015 Strategic Mandate Agreement (SMA) Report Back begins the transition to a new phase of college and university accountability reporting under the SMAs.

The SMAs between individual universities and the Ministry of Training, Colleges and Universities (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2014-2015 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

The annual SMA Report Back provides the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions in supporting student success, while continuing to build a high-quality and sustainable postsecondary education system.

1. Jobs, Innovation & Economic Development (JIED)

This component highlights Carleton University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

In 2015, the ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2012 graduates:

The employment rate for 2012 graduates, 6 months after graduation, at Carleton University was:

Percentage

87.75

The employment rate for 2012 graduates, 2 years after graduation, at Carleton University was:

92.63

1b. Employment in a Related Job

Per the graduate survey of 2012 graduates:

	Percentage
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2012 at Carleton University was:	65.19
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at Carleton University was:	80.25

Additional Information

Please indicate any methods, in addition to the graduate survey results reported in 2014-2015, that Carleton University used in 2014-2015 to measure graduate employment rate.

Carleton conducted a recent graduate survey of undergraduate graduates within a few months of convocation in 2014/15.

Highlights

Please provide highlights of Carleton University's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. This could include a strategy, initiative or program viewed by Carleton University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Carleton is developing a Leadership Initiative on Regional Economic Prosperity and Sustainable Development. Initial discussions focused on program development with the City of Cornwall and the Akwesasne Mohawk First Nation; program areas include environmental science, aerospace and leadership.

Carleton is engaging with other post-secondary institutions in Eastern Ontario and community leaders to form a task force of senior leaders from the region to chart a course for economic prosperity and sustainability in a rapidly changing context. In 2014-15 a Special Advisor was been appointed to initiate discussions.

Co-op and Career Services work closely with employers on many initiatives to support student employment. In 2014-15, Career Fairs, Networking Nights and Employer Information Sessions brought a combined total of 260 employers to campus to recruit Carleton students for full-time, part-time, co-op or new graduate opportunities.

Additionally, Carleton is working on a job strategy, with one of the components being a central student portal for employment opportunities. This online portal is live and is for students who are seeking part-time and full-time employment. The number of on-campus departments posting job opportunities in this centralized portal is increasing every year. From November 1, 2014-April 30, 2015, close to 2,000 job postings were listed here.

During the 2014-15 academic year, Career Services changed their career advising scheduling system from an appointment-based system to a walk-in service. The switch to the walk-in service has allowed Career Services to double the number of students they saw compared to the previous year and allow for continued growth in the number of students supported.

Career Services offers a number of programs from resume reviews to preparing for a job interview. Close to 50 workshops for undergraduate students and 15 workshops for graduate students were offered with approximately eight students per workshop. Additionally, Career Counsellors visited over 40 classrooms. In 2014-15, the Job Shadow program was significantly expanded. Sixty-two job shadow pairings were facilitated and 43 mentors participated with some mentors taking on more than one student. Career Services offered a number of events including the Summer Job Fair (sold out with 30 employers attending), Spring Career Fair (sold out with 30 employers attending), Winter Net Night (with 110 employers/staff from 65 organizations registered; record number of students registered on myCareer: 638; record number of students who checked in and attended: 393). Forty-seven employer information recruitment sessions were held from 2014 to April 2015 with an average of 24 students per info session.

Over the 2014-15 academic year, Carleton has been working on the content for a new career path and skills online resource for students with program-specific information about program and transferable skills students gain in their undergraduate degree program. Additionally, content will cover examples of career paths of past Carleton graduates and their career outcomes. This work is ongoing.

During the 2014-15 academic year, Carleton's Co-op Office, in conjunction with the other post-secondary institutions in Ottawa, worked with Invest Ottawa to provide a unified promotional effort to promote the knowledge of co-op opportunities to Ottawa businesses and the opportunities to hire co-op students.

Student support offices continue to hire a number of students for programs like the Peer Helper Program, Orientation leaders, Peer Conduct Board, and a wide variety of peer mentor positions. 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. A number of other offices on campus also hire students offering them valuable work experience in a supportive work environment.

2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture Carleton University's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction

Per the 2014 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?" for Senior Year respondents.

Percentage

82.30

Per the 2014 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?" for Senior Year respondents.

85.80

Additional Information

Please indicate the methods, in addition to the NSSE survey, that Carleton University used in 2014-2015 to measure student satisfaction.

All Students:

- Surveys undertaken periodically as part of academic quality assurance process
- Annual Carleton satisfaction survey

Undergraduate students:

- Canadian University Survey Consortium (CUSC) final-year students

Highlights

Please provide highlights of Carleton University's activity in 2014-2015 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by Carleton University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In the winter of 2015, Carleton hosted a new SOAR! Leadership Conference for undergraduate students. This leadership conference sold out with over 400 undergraduate student participating. Students could join one of three streams: potential (focusing on challenging students to engage in personal skill development areas and reflection activities); evolve (focusing on exploring leadership development, and one's personal philosophy of leadership); and soar (focusing on discussing the best practices of engaging Carleton students in leadership activities on campus and within the community). There were 20 sessions offered for residence leaders, first generation leaders, experienced leaders, novice leaders and all leaders. The keynote speaker was Neil Pasricha, author of "The Book of Awesome" and blog "1,000 Awesome Things".

The Campus Activity Board (CAB) plans, promotes and runs a diverse range of on campus events and activities for current students to foster engagement outside of the classroom. Last year CAB saw significant growth with a 41 per cent increase in attendance and a 37 per cent increase in events (in 2014-15 there were 66 events with 6,308 total attendees). Events include weekly free movie theatre for students, the CU Amazing Race, Bingo Nights and more. All events are planned and executed by student volunteers, providing valuable learning experiences.

Last year, 10 students won the Provost Scholar Award – an award that recognizes their scholarly achievements and involvement in the pillars of the Discovery Centre (undergraduate research, community engagement, international experience, immersive learning).

The Three Minute Thesis competition (3MT) is a celebration of graduate student research that challenges graduate students to communicate the key concepts of their research in a compelling presentation of three minutes or less. The Faculty of Graduate and Post-doctoral Affairs also provides training for graduate students for the SSHRC storyteller competition.

In 2014-15, enhancements to Carleton Mobile (our mobile app for students) were completed. This includes the ability to receive push notification messages in cases of emergency; notifications of new grades when they are available; a class schedule view; an emergency call button to quickly contact Campus Safety; and report suspicious campus activity (take a photo, enter text, send an email). These features have been added to a long list of other features that include a GPS enabled campus map and directions; exam schedule; student account information; managing Campus Card activities (report a lost card, add money to your Campus Card, etc.); access to our Learning Management System; news, events and more.

During the 2014-15 academic year, Carleton completed the Student Communication Benchmarking project with the approval of a Student Communication Policy. All eight recommendations (governance, principal hub for student communications, dashboard for student control of some messages, event calendars, student-to-student communication, integration with the Learning Management System, social media and the mobile app) were also completed in previous years with updates happening on an ongoing and regular basis.

The Preferred Name project launched in the summer of 2015 giving students the opportunity to update their legal first name to their preferred name on a number of student systems including class lists and Campus Card.

Carleton's continued emphasis on career support through Co-op and Career Services, as outlined in 1b and 2d and student retention initiatives as outlined in 2c are also important contributors to student satisfaction.

2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates

Per the KPI results reported in 2014 , the graduation rate at Carleton University is

Percentage

68.60

***The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2006 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 2006 - 2013 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).**

Additional Information

Please indicate any methods, in addition to the KPI survey results reported in 2014-2015, that Carleton University used in 2014-2015 to measure graduation rate.

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

Carleton also participates in CSRDE, allowing for a set of comparable, first-entry undergraduate graduation rates for Ontario institutions.

Highlights

Please provide highlights of Carleton University's activity in 2014-2015 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by Carleton University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

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.

Carleton's Working Group on Rules and Regulations addresses barriers students may face in their progress through a degree to improve student success and graduate rates.

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.

2c. Teaching and Learning - Student Retention

2c. Retention Rates

Using data from Carleton University's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide Carleton University's achieved results:

Entering Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
1st to 2nd Year	87.40	87.30	87.20	87.40
1st to 3rd Year	79.30	79.30	79.10	

Highlights

Please provide highlights of Carleton University's activity in 2014-2015 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by Carleton University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Carleton's Provost Task Force on Enrolment, Retention and Program Renewal tabled its report with a number of recommendations from working groups across campus including: the University Panel on the Future Development of the BA; the Working group on Academic Rules and Regulations; the Working Group on Governance, Administration and Resourcing of Interdisciplinary Programs; the Working Group on Online Learning; and the Working Group on the Undergraduate Student Experience.

Relating to the undergraduate student experience, last year Carleton completed an audit of student support initiatives, programs and services across campus. Also, over the 2014-15 academic year, Carleton worked on a new Mentorship Network (launched September 2015) that provides a coordinated approach to mentoring across campus with common training and mentoring objectives, and a new mentor student lounge, planned new social programming for non-local students to create deeper connections to Carleton that is running this year, and worked on new online resources for financial literacy, yearly transition and orientation support and a new comprehensive online resource showing program-specific transferable skills, skills development, career paths and career outcomes for all undergraduate degree programs at Carleton. Additionally, the Office of Institutional Research and Planning supported this working group by providing extensive information on Carleton data. The work over the 2014-15 academic year is continuing as the recommendations are implemented and this has also led to the Carleton working on a new coordinated Student Experience and Academic Success Framework.

In the fall of 2014, the Student Academic Success Centre launched a new online, one-on-one writing tutorial service through our Learning Management System to support off-campus students with their written assignments. The Online Writing Tutorial Service allows students to upload documents to a virtual meeting room, and enables tutors to mark specific areas of the paper for revision. At the same time, students are able to chat via text or voice in real time with their tutors. This is an expansion of online services that includes videos that cover other academic topics.

The Student Academic Success Centre launched a new program called Peer Assisted Subject Coaches offering free, one-on-one assistance in certain subjects where students are experiencing challenges. Subject coaches are available for a number of courses and it is run on a drop-in basis in the Library.

During the 2014-15 academic year, Carleton ran a pilot project for cuPortfolio in 21 courses (with multiple sections) with close to 950 students creating cuPortfolio accounts. The implementation varied in each class but the primary focus was to support teaching and learning. The most common uses were for reflection, collecting course work, incorporating multimodal artifacts into work (pictures, videos, links, RSS feeds, etc.), sharing work with peers (peer review), writing blog entries, documenting the research process and creating culmination/final assignments.

The development of the online Blended and Online Teaching Certificate (cuOPEN) has been completed and it is now available for use in Ontario. Through the Ontario Online Initiative, all five courses were developed by September 2014 and delivered during the 2014-15 year.

2d. Teaching and Learning - Work-Integrated Learning*

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

*DEFINITIONS:

Work-Integrated Learning (WIL) is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 2012):

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

Based on the definitions provided above, please provide WIL data for the Carleton University in 2014-2015:

Co-operative Education Program Type	Number of programs at Carleton University with a Co-op Stream	Number of students at Carleton University enrolled in a Co-op program
Undergraduate	159	7613
Graduate	9	164

Highlights

Please provide highlights of Carleton University's activity in 2014-2015 that contributed to providing WIL opportunities for students. Along with co-op, other examples may 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 (up to 600 words approx.).

Co-op options are available in over 150 programs, streams and concentrations at the undergraduate level and a select group of nine programs at the graduate level. All of the programs within, engineering, business and public affairs and policy management have a co-op option. Not all Bachelor of Arts and Bachelor of Science programs offer a co-op option-many of the BA programs have extremely successful internships and/or field placements.

Last year a new co-op option in the Bachelor of Science, Neuroscience and Mental Health was added. Also last year, plans were developed for the co-op program to expand

to the Bachelor of Arts, Psychology in summer 2016 and the Bachelor of Arts, Geography and Environmental Studies in summer 2017.

Co-op celebrated the Co-op Awards in March to acknowledge exceptional co-op students and employers. The Co-op students of the year were Yannick D'Mello (Bachelor of Engineering, Physics) and George Hanna (Bachelor of Engineering, Biomedical and Electrical) for their work with the Ultrafast Optical Processing Group Intsitut National de la Recherche Scientifique. Honourable mentions went to Charles Mclvor (Bachelor of Public Affairs and Policy Management) for his work in Carleton's Student Experience Office and Lena Elchamaa (Bachelor of Commerce, Marketing) for her work in the Web and Social Media, Communications and Marketing Branch of Industry Canada. The Faculty of Engineering and Design, Women in Engineering Co-op Student Award (new) was Krista MacWilliam (Bachelor of Engineering, Architectural Conservation and Sustainability) for her work with the Arctic Science Policy Integration at Aboriginal Affairs and Northern Development Canada. The Co-op employer of the year was the Ottawa Hospital, Maternal-Fetal Division – Zach Ferrero, PhD and Dr. Fung Kee Fung provided a biology student with an outstanding experience. Her supervisors oversaw her work on a systematic review, an article published in the Journal of Pregnancy, an editorial written on summer internships that has been accepted in the Interdisciplinary Journal of Health Sciences, and gave her the opportunity to be present for the caesarian birth of twins.

Six Alternative Spring Break experiences were offered with 90 students participating and supported by 12 full time staff. ASB expanded the program by 50 per cent with support from the Faculty of Public Affairs providing more opportunities for students to participate in this life-changing experiential learning opportunity. The destinations were: El Chile and Laguna Seca, Nicaragua; Uaxactun, Guatemala; Cedros Abajo, Honduras; New Orleans, USA; Banff, Canada. The Student Experience Office also offered 30 Day of Service opportunities with over 250 participants.

Carleton's Discovery Centre, Carleton Entrepreneurs, and 1125@Carleton are supporting enriched learning for students through research, community engagement, international learning opportunities, immersive learning, entrepreneurship and innovation. 1125@Carleton is Ottawa's only living lab, helping connect our campus, including our researchers and students, with local and global communities to collaboratively develop viable ad scalable solutions to advance sustainable communities. The Discovery Centre offers I-CUREUS, a program that supports students' undergraduate research projects that are overseen by a faculty member. Each year, this program accepts approximately 40 students and provides a research experience at the undergraduate level.

Professional skills programming has been developed and implemented with internal and external partners (e.g. MITACS) for graduate students (in particular, the online hubs Grad Navigate and Grad Research Link showcase professional development opportunities and research). The Grad Navigate Professional Development workshops and resources features over 50 workshops per semester in areas like Research and Writing, Professional Skills, Career Planning, Teaching Skills and Wellness.

2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. Carleton University is asked to provide information on e-learning courses, programs and registrations in 2014-2015.

Fully Online Learning* and Synchronous Conferencing*

***DEFINITIONS:**

Courses:

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

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

Programs:

A *Fully Online Learning (asynchronous) program* describes a program that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A *Synchronous Conferencing program* describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

e-Learning Course, Program and Registration Data

Based on the definitions provided above, provide the Carleton University's eLearning data for 2014-2015:

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	147	8
Number of ministry-funded, for-credit courses offered through synchronous conferencing		9
Total Number of ministry-funded, for-credit courses offered in e-Learning format	147	17
Program Data	Undergraduate	Graduate
Number of ministry-funded, for-credit programs offered through fully online learning		2
Number of ministry-funded, for-credit programs offered through synchronous conferencing		
Total Number of ministry-funded, for-credit programs offered in e-Learning format		2
Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	18621	68
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing		314
Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format	18621	382

Additional Information

Describe methodology, survey tools, caveats and other information regarding the numbers reported above re: e-Learning Course, Program and Registration Data (up to 600 words approx.)

The data provided for the above course, program, and registration data are as of the official MTCU count date.

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 50% of the course delivery should be online.

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

Additional Information

Please highlight one example of Carleton University's use of Hybrid Learning courses and/or programs.

2014-15 saw the launch of a blended course development initiative with the Faculty of Public Affairs. Through a formal call for proposals from the Dean and the Associate Vice-President Teaching and Learning, instructors are encouraged to adopt a blended delivery model for their courses. In this process, instructors are required to articulate the pedagogical reasons why they are looking to shift 50% of the course delivery online.

Instructors selected to participate in this initiative are provided a small financial incentive and provided with substantial development support (including the assignment of an

instructional designer, educational technology support, and multimedia production resources).

Carleton's Technology Innovation Program (TIM) continues to be a fully blended program.

Highlights

Please provide highlights of Carleton University's activity in 2014-2015 that capture the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by Carleton University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

I. With the adoption of a strategic plan for e-learning initiatives, Carleton is moving forward with the development of fully online programs that align and support the University's strengths and priorities identified in Carleton's SMA.

In 2014/15, Carleton began the development of a new fully online graduate program in Indigenous Policy and Administration and its first students were admitted into the program in Summer 2015. This online program is Carleton's second fully online program and builds on the successes of Carleton's first fully online program in Philanthropy and Nonprofit Leadership.

II. In addition to fully online program development, Carleton submitted 27 proposals for consideration for the 2014/15 Shared Online Course Fund and received funding for nine initiatives (six courses and three series of modules), making Carleton one of the top three institutions receiving support from the Ontario Online/eCampus Ontario initiative.

- 1 PSYC 2400 – Introduction to Forensic Psychology Department of Psychology
- 2 STAT 2606 – Business Statistics I School of Mathematics and Statistics
- 3 STAT 2607 – Business Statistics II School of Mathematics and Statistics
- 4 FINS 2105 - Written Comprehension I
- 5 HIST 3907 – Crafting Digital History Department of History
- 6 PSYC 5414 – Structural Equation Modeling Department of Psychology
- 7 Modules: Children's Rights Landon Pearson Centre for the Study of Childhood and Children's Rights
- 8 Modules: Fundamentals of Polyhedral Combinatorics School of Mathematics and Statistics
- 9 Modules: R for Biologists Department of Biology

This brings Carleton's two-year total of MTCU Shared Online Course Funded initiatives to 16 and the overall number of online courses offered in 2014-15 to 147 courses.

III. During the Fall 2014 term Carleton successfully offered for the first time a flexible enrollment credit course. Students can begin this online introductory online course at any time and can complete the course at anytime, allowing for complete learner self-pacing. An open access version of this course is also available, which allows learners to self-enroll at no cost and complete as much of the course as they wish. If they wish to obtain the university credit for the course, Carleton has put in place the procedures and mechanisms for the student to transfer into the credit version (at any time) and complete the assessments.

IV. During 2014 and 2015, 47 Carleton's instructors participated and successfully completed the Certificate in Blended and Online Teaching (30 hours long professional development program which helps instructors to develop their skills and build their confidence when they teach in blended and online environment).

V. Carleton's open educational resources (cuOpen) have been adapted by several institutions in Ontario. The University of Toronto integrated videos from cuOpen in their self-guided tutorials focused on teaching with technology. Brock's Centre for Pedagogical innovation adapted cuOpen materials to create mini-module learning objects for their Teaching and Learning with Technology Faculty Guide. In addition to adoption of cuOpen modules by Fanshawe College, the six Western Region Colleges have collaborated to develop College Educator Development Program, which will also adapt some of cuOpen materials.

cuOpen resources have been enriched by a new series of modules – How to succeed in an Online Course – designed to help students prepare to take an online course, to improve their learning strategies in an online environment, and to enhance their skills to succeed as online learners.

3. Student Population

This component highlights Carleton University's contributions to improve access and success for underrepresented groups (Aboriginal, first generation, students with disabilities and French-language students).

Full-Time Students

of Students

The total Full-Time Headcount Enrolment* at Carleton University in 2014-2015:

20508

*Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students eligible for funding as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).

3a. Under-Represented Students: Students with Disabilities*, First Generation*, Aboriginal and French-Language* Students

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

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

Students With Disabilities

of Students

Percentage

The total number of Full-Time Students with Disabilities at Carleton University who registered with the Office for Students with Disabilities and received support services in 2014-2015:

2084

The total indicated above as a comparative % of the Carleton University's 2014-2015 Full-Time Enrolment Headcount:

10.16

First Generation Students

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

- *Parents/guardians: one or more adults, over the age of 21, who are legally responsible for the care and management of the affairs of the student.*
- *Postsecondary Attendance: have attended (but have not necessarily obtained a credential from) any institution of higher education in Ontario or elsewhere including outside Canada after high school (includes programs that lead to a postsecondary credential. e.g., degree, diploma, certificate).*

First Generation Students

of Students

Percentage

The total number of Full-Time First Generation Students enrolled at Carleton University in 2014-2015:

2950

The total indicated above as a comparative % of the Carleton University's 2014-2015 Full-Time Enrolment Headcount:

14.38

The total number of Part-Time First Generation Students enrolled at Carleton University in 2014-2015:

875

Aboriginal Students

*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, languages, cultural practices and spiritual beliefs.

Aboriginal Students

of Students

Percentage

The total number of Full-Time Aboriginal Students enrolled at Carleton University in 2014-2015:

600

The total indicated above as a comparative % of the Carleton University's 2014-2015 Enrolment Headcount:

2.93

The total number of Part-Time Aboriginal Students enrolled at Carleton University in 2014-2015:

175

French-Language Students

* *DEFINITION: A student is considered a French-language student if he or she meets at least one of the following criteria -*

- 1) *His/her mother tongue is, or includes French (the student is a francophone);*
- 2) *His/her language of correspondence with the institution is French;*
- 3) *He/she was previously enrolled in a French-language education institution; or*
- 4) *He/she was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students

	# of Students	Percentage
The total number of Full-Time French-Language Students enrolled at Carleton University in 2014-2015:	769	
The total indicated above as a comparative % of the Carleton University's 2014-2015 Enrolment Headcount:		3.75
The total number of Part-Time French-Language Students enrolled at Carleton University in 2014-2015:	204	

Additional Information

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

Carleton's number for students with disabilities was provided by Carleton's Paul Menton Centre in accordance to Ministry reporting guidelines. They include both full-time and part-time students.

First Generation: undergraduate enrolments were estimated based on responses to the winter 2014 NSSE undergraduate survey; graduate students were assumed to have the same proportion of first generation status as final-year NSSE respondents. Estimates rounded to nearest 25.

Aboriginal: undergraduate enrolments were estimated based on full-time student respondents to the winter 2014 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. Estimates rounded to the nearest 25.

Student Population - Students with Disabilities, First Generation, Aboriginal and French-Language Students

Highlights

Please provide highlights of Carleton University's activity in 2014-2015 that capture contributions to improve access, and success for underrepresented groups - Aboriginal, first generation, students with disabilities and French-language students (up to 600 words approx.).

The Paul Menton Centre for Students with Disabilities coordinates academic accommodations and support services for students with disabilities and also:

Transition support for high school students with LD and ADHD entering PSE through the Make the Cut program.

Volunteer program with over 1,800 student note-takers, multimedia volunteers, transition mentors, content tutors, offline captioners, scribes and writing tutors.

Attendant Services program that provides assistance with activities of daily living, 24-hours per day, 12 months of the year to students with physical disabilities living in residence.

Selection of internal awards for students with disabilities. The Dr. John Davis Burton Award presented to one outstanding student who made significant contributions to awareness, equality and integration of persons with disabilities, and the John Teuscher Memorial Scholarship presented to two students with learning disabilities for their contributions to extra-curricular involvement and student life.

Job strategy proposal developed for students with disabilities with a focus on entrepreneurship.

The McIntyre Exam Centre, a space designed to provide services for students with disabilities to meet accommodation requirement facilitated 16,918 exams.

The First-in-Family Peer Mentorship Program assisted first generation students make a successful transition. Students are encouraged to get involved and engaged as well as guides them through first year through transition support, programming and peer-to-peer learning. Students are paired with a trained upper-year mentor to meet one-on-one.

First generation students use support services offered to all students, most notably through the Student Experience Office, Student Academic Success Centre and Learning Support Services. Through these services, first generation students are encouraged to participate in academic workshops and social events. They may also access programs if placed on academic warning or are feeling overwhelmed to help them get back on track academically.

Over the past year Ojigkwanong continues to be a focus for activity for Indigenous students. Carleton's Centre for Aboriginal Culture and Education (CACE) oversees Ojigkwanong. CACE Cultural Liaison Officers take turns in the office at Ojigkwanong so that they can better connect and get to know the students and to deal with issues that might come up.

The Visiting Elder program provides some teachings and gives students the opportunity to meet individually or in small groups with the Elder in our Elder's room in Ojigkwanong.

The AESP program provides an opportunity for Indigenous students to access University where they might not otherwise meet the criteria.

Health and Counselling Services has a dedicated Aboriginal counsellor working closely with the CACE and AESP teams to ensure that the students get the support and counselling they need to succeed.

The CACE teams also work in partnership with our student groups, the First People's Council, and provides training and workshops to staff and Faculty.

Dominican University College (DUC) continues to be active on French Language Students' access and success.

Within the framework of "Destination-Réussite, volet 1", DUC has been active in visiting high-schools and Home Schooling groups to foster the continuation of studies in French. We presented workshops for Francophones, Francophiles and French Immersion Students to initiate students to University Studies in French. DUC also offered more than 10 admission scholarships to French students to cover their tuition fees.

DUC has implemented and maintained its program "Transition aux études universitaires", a 30 credit certificate to initiate and prepare students for university studies.

DUC continued to offer its mentoring/coaching program to help francophone students in research and essay writing. About 20% of students in French courses or programs use this resource.

3b. Student Population - International Students

International Students

**DEFINITION: International Enrolment is the headcount of full-time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e., student visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2014, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).*

International Students

Carleton University reported to the ministry Full-time International Enrolment* in 2014-2015:

2833

of Students

Percentage

The total indicated above as a comparative % of the Carleton University's 2014-2015 Full-Time Enrolment Headcount:

12.02

Carleton University's 2014-2015 Part-time International Enrolment is

718

Additional Information

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

Percentage above was calculated by MTCU and includes both eligible and ineligible full-time students in the denominator (which is different from the other denominators used in this report which only include eligible full-time students).

Highlights

Please provide highlights of Carleton University's activity in 2014-2015 that contributed to maintaining or improving the international student experience 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 (up to 600 words approx.).

International students were invited to move into residence early to participate in international student orientation programs. Students were offered a pick-up from the airport and were brought directly to campus. Parents who arrive with international students were offered a separate orientation program.

The International Student Services Office (ISSO) offered many programs to support international students' social, cultural and academic transitions, including UHIP administration and confidential counselling in partnership with Health and Counselling Services. The "Making Connections" Mini Fair gave international students the opportunity to network with peer leaders on campus, academic and administrative departments and student groups. International students can join a mentor program to be matched with a peer who had a similar experience in studying as an international student to foster connections and provide support from peers. Peer Academic Coaches offered peer-based support for academic work.

The Writing Tutorial Services offered a pilot project Writing Lab for International Students that offered a collaborative place for undergraduate international and exchange students to go over their written work, get feedback, learn more about successful writing practices, and connect with professional staff and peer mentors. It was offered on a drop-in model throughout the year.

Learning Support Services offered English conversation sessions that provide peer-mentoring to help students engage in the English language while gaining a better understanding of the skills and resources needed to be a successful university student.

Carleton runs programs under the umbrella of "Carleton meets the world and the world meets Carleton" like the "Through a Global Lens" photography competition that promotes global awareness through photos depicting cultures represented in our community and International Development Week that fosters international understanding and engages the university community to learn about diverse opportunities to become involved as global citizens.

Carleton encourages students to participate in study abroad or exchange opportunities. We currently have 127 exchange agreements with 179 partner institutions in 37 countries. Fourteen new agreements were added in 2014-15 and 31 agreements were renewed in 2013-14. In Fall 2014 and Winter 2015, 196 Carleton students participated in an outgoing exchange and 200 incoming students participated in exchanges in Fall 2013 and Winter 2014.

Two students participated in the Queen's study abroad program at Hertsmonceux castle in England. Twenty-four students participated in the Ontario Universities International Program student exchange programs to Germany, India, China and France and 32 students participated in the summer language program to Germany, China, France and Russia. Five students participated in the Ontario Global Edge Program in international entrepreneurial focused internships in the global economy. Eighteen students participated in the China Study Tour to Beijing, Wuhan and Shanghai in summer 2015 (22 students participated in summer 2014).

Carleton participates in International Education Week to raise awareness and understanding of international education, and its benefit to our academic institutions. In 2014-15, the ISSO, student groups and campus partners presented a variety of programs that promoted the importance of international education and its positive effects on the Carleton campus.

Carleton is continuing to expand international recruitment initiatives including additional visits to new countries, use of agents and hosting events on campus to promote Carleton as a choice destination for international students. Carleton hosted numerous international visitors including principals and guidance counsellors.

In partnership with Culture Works (culture-works.com/carleton), we hosted Brazilian students through Science Without Borders and CSF

3c. Student Population - Proportion of an institution's enrolment that receives OSAP*

**Definition: Receives OSAP is the number of OSAP awards, including any student at Carleton University who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

Proportion of an institution's enrolment that receives OSAP

Carleton University's 2014-2015 proportion of an institution's enrolment that receives OSAP is

of Students

10655

Percentage

52.00

Additional Information

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

The above count and percentage were pre-populated in this report by MTCU.

4. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization as outlined in Carleton University's SMA.

- a. Concentration of full-time enrolment* at universities by program Specialty or Major (SPEMAJ)
- b. Institution's share of system full-time enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual enrolment for Fall 2014 as of November 1, 2014 including full-time undergraduate and graduate students as reported to the ministry for the 2014-2015 fiscal year (enrolment reported in 2014-2015 remains subject to audit and/or correction).

Undergraduate / Graduate Students

Undergraduate

**Percentage of System
Enrolment**

5.45

Graduate

6.05

SPEMAJ	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at Carleton University	# of graduate students in a program as a % of total # of graduate students across all programs at Carleton University	Carleton University's share of system-wide undergraduate enrolment in each PROGRAM	Carleton University's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	3.77	3.64	2.87	4.57
2. Architecture & Landscape Arch.	1.67	5.11	24.28	18.91
3. Business & Commerce	8.40	2.44	3.50	1.78
4. Computer Science	4.29	2.62	10.28	9.50
5. Dentistry				

6. Education				
7. Engineering	16.73	14.62	10.69	8.51
8. Fine & Applied Arts	1.86	1.33	2.55	2.56
9. Food Science & Nutrition				
10. Forestry				
11. Health Professions	0.27		0.34	
12. Humanities	12.64	12.04	7.52	7.77
13. Journalism	2.60	2.00	35.66	24.59
14. Kinesiology/Recreation/Phys-Ed				
15. Law	5.49	2.84	14.09	16.62
16. Mathematics	0.95	1.20	3.70	4.28
17. Medicine				
18. Nursing				
19. Optometry				
20. Other Arts & Science	4.78	2.44	2.80	18.90
21. Other Education				
22. Pharmacy				
23. Physical Sciences	2.03	2.49	6.63	3.68
24. Social Sciences	31.97	46.51	8.06	11.59
25. Theology	0.05	0.71	2.72	4.10
26. Therapy & Rehabilitation				
27. Veterinary Medicine				

Notes:

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

Highlights

Please provide highlights of Carleton University's activity in 2014-2015 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by Carleton University to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

New programs include:

Bachelor of Health Sciences

Bachelor of Information Technology – Information Resource Management

Bachelor of Global and International Studies

PhD in Ethics and Public Affairs
 Graduate Diplomas (Type 2 and 3) in Ethics and Public Affairs
 Master's of Accounting
 Graduate Diploma (Type 2 and 3) in Indigenous Policy and Administration
 Collaborative Master's in Data Science
 Graduate Diploma (Type 3) in Conflict Resolution

Building on Carleton's strength in global and international programs, Carleton launched the Bachelor of Global and International Studies (BGIInS) program last year that commenced in September 2015. This new program exceeded enrolment targets with 217 students registered (as of September 16, 2015). New global and international courses were approved during the 2014-15 year as part of the BGIInS program and are now being offered to students. This program was promoted to prospective students during the 2014-15 year through a number of messages both online and in printed publications. It was also highlighted at on- and off-campus events and during high school visits. An additional specialization in Communication Studies will be introduced to the BGIInS program in the fall of 2016.

In 2014-15 Carleton approved two new summer institutes:
 Carleton University Institute on Ethics of Research with Indigenous Peoples (pilot August 2014; full launch June 2015)
 Global Academy – Canada India Centre, Sprott School and Amity University, India (three continent degree program – launch summer 2016)

Two new MOOCs (massive open online courses) were created in 2014-15: PSYC 1001 and PSYC 1002.

Two online learning programs started in 2013-14 and 2014-15: Master's and Graduate Diploma in Philanthropy and Nonprofit Leadership (2013-14) and Indigenous Policy and Administration concentration in MAPA and Graduate Diplomas (Type 2 and Type 3)

5. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector.

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 that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Ontario Council on Articulation and Transfer (ONCAT) is leading the development of Student Mobility indicators for use in future SMA Report Backs.

Transfer applicants and registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2010	25561	4349	761	142
2011	25262	4673	944	124
2012	26927	4775	956	99
2013	28323	4879	917	88
2014	29103	4929	920	104

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

The ministry encourages 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 that 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
2013	26365	7569	974	314
2014	26490	7758	883	307

Additional Information

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

Carleton University uses applicants as the basis for these statistics (and not applications, as indicated in the heading of the institutional data section).

For example, the total number of applicants at Carleton University in 2014 (including direct entry) was 26,490.

Highlights

Please provide highlights of Carleton University's activity in 2014-2015 that demonstrate Carleton University's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by Carleton University to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

For the transfer credit assessment at Carleton, the Transfer Credit Coordination Officer reviews transcripts and prepares documentation for faculty assessment to ensure efficient and consistent transfer of credit, liaises with academic units to ensure timely completion and consistency of assessments, researches course descriptions and learning outcomes for post-secondary courses submitted for assessment in order to make suggestions for possible pathways and inputs equivalencies into Student Information System.

Special Project for 2014-2015 to review common second year courses at Ontario Universities and assess for equivalencies. A total of 498 student evaluations completed – multiple courses per student. 3059 Ontario university second year common courses were reviewed and assessed for transfer credit.

College Outreach: Visited 21 Ontario Colleges – saw 1018 students and had 297 follow-up information requests:

- CAAT Speciality Counselling Day held in December – provided on campus advising for 23 students
- Completed 308 call sessions with transfer students

- Responded to 215 Ontario College email inquiries
- Provided 58 one-on-one counselling appointments to Ontario College applicants
- Produced a new Ontario College brochure

Held a Transfer Student Academic Transition event. Program focused on promoting support for students and also included academic transition programming and a clinic on understanding the degree audit document. Participation was more than double the previous year – 136 new transfer students.

Academic Advising to Carleton transfer students: 548 one-on-one advising sessions; responded to over 400 email inquiries.

- Creation of Facebook group to raise awareness of support services available and to help with transition – 288 students signed up for the page.
- Delivered an information session to Algonquin College’s Police Foundations program on “How to Succeed Academically in a University Environment”.
- Created a video with information for transfer students and an invitation to meet with an advisor.

Development and implementation of a communications strategy and outreach initiatives to assist transfer students with their academic goals.

Peer mentorship program established.

6. Financial Sustainability

Highlights

Please provide highlights of Carleton University's activity in 2014-2015 that demonstrate Carleton University's efforts to support ongoing financial sustainability of Carleton University.

Carleton’s approved budget for 2014-15 projected a break-even result. At the end of 2014-15 this result was achieved.

7. Attestation

By submitting this report to the ministry:

Carleton University confirms that all information being submitted to the ministry as part of the 2014-2015 SMA Report Back is accurate and has received approval from Carleton University's Executive Head.

Checkbox

For additional information regarding Carleton University's 2014-2015 SMA Report Back please contact

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Information

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