

SMA - Strategic Mandate Agreement University Annual Report 2015-2016

Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

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

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

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

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

2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
 - a. Graduate Employment Rates
 - b. Number of graduates employed full-time in a related job
2. Teaching and Learning
 - a. Student Satisfaction
 - b. Graduation Rates
 - c. Retention Rates
 - d. Number of students enrolled in a co-op program at institution
 - e. Number of online course registrants, programs and courses at institution
3. Student Population
 - a. Number and proportion of
 1. Students with Disabilities
 2. First Generation Students
 3. Indigenous Students
 4. French-Language Students
 - b. Number and proportion of international students
 - c. Proportion of an institution's enrolment that receives OSAP
4. Research and Graduate Education
5. Program Offerings
 - a. Concentration of enrolment at universities by program specialty or major
 - b. Institution's system share of enrolment by program specialty or major
6. Institutional Collaboration to Support Student Mobility
 - a. Transfer applicants and registrants
7. Financial Sustainability

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. It establishes the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

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

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

1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2013:	Percentage
The employment rate for 2013 graduates, 6 months after graduation, at Carleton University was:	85.4
The employment rate for 2013 graduates, 2 years after graduation, at Carleton University was:	92.1

1b. Employment in a Related Job

Per the graduate survey of 2013:	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 2013 at Carleton University was:	65
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:	82

Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: Graduate Employment Rates (up to 600 words approx.).

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.).

- Co-op and Career Services work closely with employers on many initiatives to support student employment. In 2015-16, Career Fairs, Networking Nights and Employer Information Sessions brought a combined total of 323 employers to campus to recruit Carleton students for full-time, part-time, co-op or new graduate opportunities. An increase of 20% over last year. Student participation was again very strong as demonstrated by our popular Net Nights events, which attracted more than 600 students. Net Night is a professional networking event that provides students with an excellent opportunity to meet industry professionals, gain career tips and expand their network in a familiar on-campus setting.
- 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 September 1, 2015-April 30, 2016, over 3,000 job postings were listed here, an increase of over 1,000 year over year.

- In May 2016 Career Services, Academic Advising, Co-operative Education, and the Centre for Student Academic Support were amalgamated to create the Student Academic and Career Development Services. This amalgamation will allow these four departments to formally begin working collectively to provide a more holistic approach when supporting students development of academic skills and career goals. This will result in improved service delivery, strengthened interdepartmental resources and enhance the range of support we provide for our students, faculty and staff members.
- Co-op and Career Services launched their new websites in September, allowing for an enhanced online experience.
- Career Services received 2,854 appointments and walk-ins in 2015-2016, a 59% increase year over year.
- Career Services partnered with the Paul Menton Centre for Students with Disabilities (PMC) to increase Career awareness and participation by incorporating a career consultant into their intake process for the first time this year.
- Career Services offers a number of programs from resume reviews to preparing for a job interview. Close to 50 workshops for undergraduate students and 30 workshops for graduate students were offered with reaching close to 800 students. Additionally, Career Counsellors conducted 78 in-classroom career seminars. In 2015-16, the Job Shadow program was continued, 93 job shadow pairings were facilitated and 57 mentors participated with some mentors taking on more than one student. Career Services hosted 66 employers for on-campus recruitment sessions with a total attendance of over 1500 students.
- We developed 14 external professional networking events and skill development workshops for students during the 2015-2016 academic year to help students develop their employability skills, gain competencies and job market knowledge.
- Over the 2015-16 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. The Your Degree, Your Future website was created, and launched in September 2016, to help students identify skills, career paths and best-practices towards increased employability for 38 programs.

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	Percentage
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.	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.	80.00

Additional Information

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

Carleton University regularly participates in a variety of surveys to measure satisfaction. In 2015-16, Carleton participated in:

All Students:

- surveys undertaken periodically as part of the academic quality assurance process
- annual Carleton satisfaction survey

Undergraduate students:

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

Graduate students:

- Canadian Graduate and Professional Student Survey

Highlights

Please provide highlights of Carleton University's activity in 2015-2016 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 2016, Carleton hosted the second annual SOAR! Leadership Conference for undergraduate students. This leadership conference was a success with over 475 undergraduate students 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 ones 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 education sessions, with a variety of professional staff presentations and student-led initiatives (topics ranging from Intersectional Feminist Leadership to This is Your Brain on Leadership). The keynote speaker was Craig Kielburger, the founder of Free the Children and Me to We.
- 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 held 55 events but had a higher participation of 7,105 attendees. An increase of 13% year over year. Events include weekly free movie nights for students, the CU Amazing Race, Bingo Nights, campus speakers and entertainers, and more. All events are planned and executed by student volunteers, providing valuable learning experiences.
- Last year, 13 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 Postdoctoral Affairs also provides training for graduate students for the SSHRC storyteller competition.

- We partnered with Tribal Systems to implement a new Client Relationship Management (CRM) software solution at Carleton. The CRM will allow for enhanced interactions with students throughout their full student lifecycle, will be their main point of contact with Carleton as students and alumni and will allow for better service delivery as faculty and staff gain access to a more complete student profile.
- Carleton University begun construction work on a \$52-million Health Sciences Building that will include the latest technology in high-quality undergraduate teaching labs. This new building will encourage experiential learning and collaborative research.
- For the first time, special polling stations were available on campus prior to the October 19 2015 federal election. Three special polling stations on October 5-8 provided students with the opportunity to vote locally or for candidates in their home ridings. On Election Day, there was a polling station for students living in residence.
- The International Student Services Office worked in conjunction with the Registrars Office and CCS to launch a new system to manage the outgoing exchange process for Carleton students. These enhancements make it easier for students to apply for a study abroad session.
- Carleton emphasizes 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	Percentage
Per the KPI results reported in 2015-2016, the graduation rate at Carleton University is	68.7

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2007 – 2014 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).

Additional Information

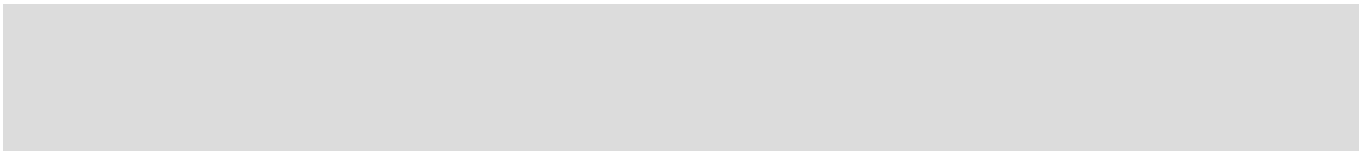
Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

- 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.
- 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 2015-2016 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 the graduation rate at Carleton, 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.
- The Working Group on Rules and Regulations at Carleton addresses barriers students may face in their progress through a degree to improve student success and graduate rates. They are currently obtaining internal buy-in from campus stakeholders with regards to a number of recommendations to modifying Carleton rules and regulations. These changes will allow students to better understand their academic standings and grade point averages.
- Starting in the summer 2016, we undertook a new outreach initiative for students who received an Academic Performance Evaluation of No Decision (ND) and whose CGPAs would not have been in the Good Standing (GS) had they been assessed. This outreach program, entitled Destination Graduation (DG) started during the 2016 summer term. Targeted video emails will be sent to students who meet the criteria for the Destination Graduation outreach, inviting them to come for a specialized advising session. Students who come in during the summer for a DG session will be invited to return for a more case-managed advising approach with the Senior Advisors during the fall and winter terms.
- Highlights of student retention initiatives at Carleton, 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	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
1st to 2nd Year	87.3	87.2	87.4	88.10
1st to 3rd Year	79.3	79.1	79.30	

Highlights

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

- The Provost Task Force on Enrolment, Retention and Program Renewal at Carleton and its associated student-focused working group, the Working Group on the Undergraduate Student Experience. Finalized and implemented various initiatives throughout the year, including: a Mentorship Network, social programming for non-local students, financial literacy videos and educational materials, a new comprehensive online resource showing program-specific transferable skills, skills development, career paths and career outcomes for all undergraduate degree programs at Carleton, and a digital resource to help students navigate year to year transitions. Additionally, the Office of Institutional Research and Planning supported this working group by providing extensive information on Carleton data. The work over the 2015-16 academic year is continuing as the recommendations are implemented and this will lead to Carleton working on a new coordinated Student Experience and Academic Success Framework.
- The McIntyre Exam Centre opened a new satellite writing Centre, located in 124 Paterson Hall. This newly renovated facility provides a number of different writing environments, including multiple private, single-person rooms, a computer lab, and quiet writing locations seating no more than five (5) or ten (10) students at a time.
- We created and launched the new Centre for Student Academic Support (CSAS). CSAS brings together Learning Support Services, the Writing Tutorial Service, Bounce Back, Peer Assisted Study Sessions and Peer Assisted Subject Coaching in a collaborative learning space with a shared vision for student academic support.
- In the Fall Term, two Career Counsellors co-taught a Canadian Labour Market course through Canadian Studies. This new initiative highlights a new direction of a greater faculty engaged focus by Career Services.
- As part of the Working Group for the Undergraduate Student Experience's recommendation, we held 10 student mental health focus groups with 100 undergraduate and graduate students to collect feedback from students on stress, distress and support available at Carleton. Feedback was also collected via an online feedback form, one-on-one meetings and through social media. This feedback was used for phase II of the Student Mental Health Framework. Which will be launched in the fall of 2016.
- The Undeclared Advising Outreach Project is a collaborative initiative of the Student Academic Success Centre and Career Services to help first-year BA Undeclared students explore, develop and set their academic and career goals. Designed to be a hybrid of academic and career advising, this project was developed with specific tasks and outcomes for students that include: exploring their values, skills, aptitudes and interests; researching majors offered at Carleton and developing techniques that will help them learn more about potential career options; dispelling some of the major myths; reviewing their academic audit and helping them understand the university rules and regulations; and also confirming that they are selecting relevant courses for the majors that might be of interest to them.

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 2015-2016:

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	152	7,989
Graduate	9	201

Highlights

Please provide highlights of Carleton University's activity in 2015-2016 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. Many BA programs have extremely successful internships and/or field placements.
- 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 Brandon Robinson (a fourth-year civil engineering student) and Timur Sharapov (Master of Arts in European, Russian and Eurasian Studies student). Robinson spent three consecutive work terms (one year) at Maple Reinders Constructors Limited in the role of Assistant Project Coordinator within the Buildings Division. And Sharapov completed his work term at the Canada Services Border Agency. The 2015 Co-op Employer of the Year was awarded to Dr. Beth Jackson of the Public Health Agency. Dr. Beth Jackson received student praise for the mentorship and professional and personal support she provided during their respective work terms, resulting in an exceptionally rewarding co-op experience for all parties.
- Six Alternative Spring Break experiences were offered with 100 students participating and supported by 11 full-time staff members and graduate students. The destinations were: Pueblo Viejo, Nicaragua; Uaxactun, Guatemala; Los Trozos, Honduras; Banff, Canada; Mondana, Ecuador; and Sosua, Dominican Republic.

- The Student Experience Office also offered Carleton Serves, a community service-learning initiative on September 24. Over 443 students had registered for participation as of September 16th, a 55% increase year over year. There are over 22 partner organizations this year, including: the Bruce House, the Boys and Girls Club, The Ottawa Mission, and the Heart and Stroke Foundation.
- The 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 the only living lab in Ottawa, helping connect our campus, including our researchers and students, with local and global communities to collaboratively develop viable and 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.
- The Co-curricular Record (CCR) at Carleton encourage and recognize student involvement outside the classroom while providing meaningful experiences for all students. Currently there are 3,038 unique activities posted in the CCR database and in 2015/2016, over 6,462 activities were recognized across all of the CCRs that were created by students (approximately a five per cent increase from last year).
- Nine students, nominated by the Student Experience Office, were awarded the Ontario Volunteer Service Awards. This award recognizes individual volunteers for continuous years of commitment and dedicated service to an organization.

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 2015-2016.

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

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

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

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

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

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

Programs:

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

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

e-Learning Course, Program and Registration Data for 2015-2016

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	154	25
Number of ministry-funded, for-credit courses offered through synchronous conferencing	N/A	10
Total Number of ministry-funded, for-credit courses offered in e-Learning format	154	35

Program Data	Undergraduate	Graduate
Number of ministry-funded, for-credit programs offered through fully online learning	0	3
Number of ministry-funded, for-credit programs offered through synchronous conferencing	0	1

Total Number of ministry-funded, for-credit programs offered in e-Learning format	0	4
--	---	---

Course Registrations	Undergraduate	Graduate
Registrations in ministry-funded, for-credit courses offered through fully online learning	22,107	399
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing	N/A	440
Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format	22,107	839

Additional Information

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

Online graduate programs in 2015-16: Master of Philanthropy and Nonprofit Leadership, MA Indigenous Policy and Administration, and Diploma in Indigenous Policy and Administration.

Highlights

Please provide highlights of Carleton University's activity in 2015-2016 that captures 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.).

- 2015-16 continued the strategic shift of online learning from individual course development to program development. Two programs were prioritized: a graduate diploma in Program Evaluation and a Post Baccalaureate Diploma in Accounting. The first intake of students in these two fully online programs will take place in Fall 2016.
- Carleton submitted 34 proposals for consideration for eCampusOntario 2015-16 Shared Online Course Fund (ShOCF) call for proposals. Carleton was successful in receiving 16 initiatives (13 courses and 3 modules). These 16 funded initiatives place Carleton as having received the second-most initiatives funded in Ontario.

BIT 1400 - Introduction to Computer Programming and Problem Solving

BIT 2400 - Intermediate Programming

BUSI 3008 - Intermediate Management Accounting and Control

INDG 1000 - Introduction to Indigenous Studies

NEUR 3501 - Neurodegeneration and the Aging Brain

PADM 5441 - Introduction to Policy and Program Evaluation

PADM 5442 - Quantitative Research Methods for Program Evaluation

PADM 5443 - Qualitative Research Methods in Evaluation

PADM 5444 - Benefit-Cost Analysis for Program Evaluation

PSYC 2803 - Organizational Psychology I

PSYC 3301 - Sport and Performance Psychology

PSYC 3402 - Criminal Behaviour

PSYC 4402 - Police Psychology

Journalism Media Tools and Techniques

CU Open Expansion Pack I Experiential Learning

CU Open Expansion Pack II Open Learning

- These 16 funded initiatives bring Carleton's three-year total of initiatives funded by the MAESD ShOCF to 32.
- To enhance students' learning experiences and support their ability to demonstrate and articulate their skills and experience, an ePortfolio system was piloted with 3000 students. This tool, powered by Mahara (an open source ePortfolio tool) is anticipated to be adopted as an enterprise system by Carleton in 2016-17, where it will be available to all students and instructors. This tool will substantially enhance both the face-to-face and online learning experiences.
- Carleton continues to demonstrate leadership in the development and adoption of open educational resources

(OERs)(www.carleton.ca/cuopen). Carleton is also the only institution in Ontario that has its own public facing learning management system (ecarleton.ca) to support community outreach initiatives with open courses and modules

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.

Hybrid Learning Highlights

Please highlight one example of Carleton University's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).

The majority of the Carleton students taking online courses are on-campus students completing online courses as a means of providing scheduling flexibility and access to popular courses. With the diversity of online courses offered at Carleton, many BA and BSc students are using online courses to create their own hybrid programs, where they take some online courses and some face to courses.

The Faculty of Public Affairs in partnership with Teaching and Learning Service at Carleton also offers an incentive program and development support to faculty wishing to create or convert an existing course into a blended course (shifting up to 50% of classroom time to online). As of 2015-16, six courses in FPA across a variety of disciplines and levels have been blended.

3. Student Population

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

Full-Time Students	# of Students
The total Full-Time Headcount Enrolment* at Carleton University in 2015-2016:	23,961

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

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

Students with Disabilities

*DEFINITION: Students with disabilities is the total number of students with disabilities (excluding apprentices) registered with the Office for Students with Disabilities and reported in Table 1 of the 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 2015-2016:	2,311	
The total indicated above as a comparative % of the Carleton University's 2015-2016 full-time enrolment headcount:		9.64

Highlights

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

- Career Services partnered with the Paul Menton Centre for Students with Disabilities (PMC) to increase Career awareness and participation by incorporating a career consultant into their intake process for the first time this year.
- 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 extracurricular involvement and student life. Job strategy proposal developed for students with disabilities with a focus on entrepreneurship. Career Services partnered with the Paul Menton Centre for Students with Disabilities (PMC) to increase Career awareness and participation by incorporating a career consultant into their intake process for the first time this year.
- The McIntyre Exam Centre, a space designed to provide services for students with disabilities to meet accommodation requirements facilitated 19,182 exams.

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 2015-2016:	2,950	
The total indicated above as a comparative % of the Carleton University's 2015-2016 full-Time enrolment headcount:		12.31
The total number of part-time First Generation students enrolled at Carleton University in 2015-2016:	925	

Highlights

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

- 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.

Indigenous Students

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

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at Carleton University in 2015-2016:	650	
The total indicated above as a comparative % of the Carleton University's 2015-2016 Enrolment Headcount:		2.71
The total number of part-time Indigenous students enrolled at Carleton University in 2015-2016:	175	

Highlights

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

- The Centre for Aboriginal Culture and Education's (CACE) 'Soar Like A Raven' Aboriginal student recruitment tour travelled across Ontario and parts of Quebec with the Aboriginal Post-Secondary Information Program (APSIP) speaking to First Nations, Inuit and Metis students, who ranged from elementary to mature.

- The Aboriginal student orientation was completed in 2015 and is a full-day event for all new students (undergraduate, graduate, transfer) beginning their studies at Carleton. The focus of the orientation program is to welcome students to the university, and introduce them to the support services offered by the Centre for Aboriginal Culture and Education, Carleton's student services and Ottawa's Aboriginal community centres.
- CACE has three Aboriginal Cultural Liaison Officers working collaboratively with Aboriginal (First Nations, Inuit and Metis) communities and other departments on campus such as the Undergraduate Recruitment Office, the Centre for Initiatives in Education, the Aboriginal Service Centre and the First Peoples Council to increase the recruitment and retention of Aboriginal students, faculty and staff.
- Over the past year Ojigkwanong continues to be a focus for activity for Indigenous students. Carleton's CACE oversees Ojigkwanong and 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 Aboriginal Enriched Support Program (AESP), a sister program to the Enriched Support Program (ESP), is designed for Aboriginal students, First Nations, Status and Non-Status, Metis, Inuit, and Aboriginal Descent and provides an opportunity for Indigenous students to access University where they might not otherwise meet the criteria.
- The CACE teams also work in partnership with our student groups, the First Peoples Council, and provides training and workshops to staff and Faculty.
- The Honourable Justice Murray Sinclair, chair of the Truth and Reconciliation Commission (TRC), delivered a powerful, moving speech on Saturday, November 14, 2015 at Carleton University's fall Convocation after he was presented with a Doctor of Laws honoris causa for his exceptional judiciary career and his role in leading the TRC's report on Canada's Indian Residential School system. The honorary degree recognizes his dedication, care and service to Indigenous people and all Canadians.

French-Language Students

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

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

French-Language Students	# of Students	Percentage
The total number of full-time French-language students enrolled at Carleton University in 2015-2016:	773	
The total indicated above as a comparative % of the Carleton University's 2015-2016 enrolment headcount:		3.23
The total number of part-time French-language students enrolled at Carleton University in 2015-2016:	209	

Highlights

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

Dominican University College continues to be active on French Language Students' access and success on 3 major fronts:

1. Access / Recruitment / Continuum

Within the framework of 'Destination-Reussite, volet 1', Dominican University College 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. Dominican University College also offered more than 10 admission scholarships to French students to cover their tuition fees.

All French programmes have been maintained.

2. Transition Program

Dominican University College has implemented and maintained its programme 'Transition aux etudes universitaires', a 30 credits certificate to initiate and prepare students for university studies.

3. Student Success

Dominican University College continued to offer its mentoring /coaching programme to help francophone students in research and essay writing. About 20% of students in French courses or programmes are using this resource.

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 students: 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 the nearest 25.

Indigenous students: 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 2016 CGPSS survey. Please note that because of small number of Indigenous respondents to the surveys, there is a high level of uncertainty in the estimated counts. Estimates rounded to the nearest 25.

3b. Student Population - International Students

International Students

DEFINITION: International enrolment is the headcount of full-time university (undergraduate and graduate) students who are not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e., student visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2015, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).

International Students	# of Students	Percentage
Carleton University reported to the ministry full-time international enrolment* in 2015-2016:	3,131	
The total indicated above as a comparative % of Carleton University's 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible):		13.07
Carleton University's 2015-2016 part-time international enrolment is	725	

Additional Information

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

Highlights

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

- Approximately 800 new graduate and undergraduate international and exchange students participated in both fall and winter international student orientation programs. Students living in residence were invited to move into their on campus room. Students who arrived in the fall were welcomed at the airport and offered transportation from the airport to the campus. Approximately 200 parents attended the international student parents orientation.
- The International Student Services Office (ISSO) introduced a Health and Wellness initiative in 2015-16 inviting students to connect with peers and professional staff at free soup luncheons that intentionally addressed wellness and mental health themes applicable to international students' experiences -63 students participated in this initiative. Approximately 1,651 students participated in a wide range of wellness, social, and cultural activities offered by the ISSO to support students' experiences in Canada -activities included snowshoeing, museum visits, a soccer tournament, tours of the city, managing stress workshops, etc. 291 undergraduate and 119 graduate students were assigned an international student mentor to connect with during the year.
- The ISSO continued to offer general student and immigration advising, administered the mandatory University Health Insurance Plan (UHIP) for international students, and offered confidential counselling in partnership with Health and Counselling Services.
- The ISSO coordinated internationalization at home programs promoting international education opportunities, culture, and meaningful ways for Carleton students to engage as global citizens. Programs included Carleton's International Education Week, International Development Week, and the Through a Global Lens photography competition, which showcased the international experiences of 548 members of the Carleton community who participated in the competition in 2015-16.
- Carleton encourages students to participate in study abroad or exchange opportunities at its annual International Exchange Fair

and Exchange Information Sessions. We currently have 125 exchange agreements with 168 partner institutions in 35 countries. Twelve new agreements were added and 16 agreements were renewed in 2015-16. In Fall 2015 and Winter 2016, 176 Carleton students participated in an outgoing exchange and 242 incoming students were welcomed to Carleton.

- Four students participated in the Queen's study abroad program at Hertsmonceaux castle in England in Summer 2016. Eleven students participated in the Ontario Universities International Program student exchange programs to Germany, India, China and France and 12 students participated in the summer language program to Germany, China, France and India. Eighteen students participated in the China Study Tour to Beijing, Wuhan and Shanghai in summer 2016. There were 31 incoming study abroad students in the 2015-16 academic year.

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	# of Students	Percentage
Carleton University's 2015-2016 number of OSAP awards	11,042	
Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.	22,396	
Proportion of full-time students receiving OSAP		49.30

Additional Information

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

4. Research and Graduate Education

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

5. 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 enrolment* at universities by program specialty or major (SPEMAJ)
- b. Institution's share of system enrolment by program specialty or major (SPEMAJ).

DEFINITION: Headcount is the actual funding eligible enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students as reported to the ministry for the 2015-2016 fiscal year

Undergraduate / Graduate Students	Percentage of System Enrolment
Undergraduate	5.43
Graduate	6.03

	# 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	3.72	3.85	2.71	4.75
2. Architecture & Landscape Arch.	1.64	5.32	15.85	19.68
3. Business & Commerce	8.43	3.03	3.40	2.18
4. Computer Science	4.73	1.94	10.32	7.75
5. Dentistry	0.00	0.00	0.00	0.00
6. Education	0.00	0.00	0.00	0.00
7. Engineering	17.57	13.92	10.48	8.27
8. Fine & Applied Arts	1.80	0.99	2.50	1.87
9. Food Science & Nutrition	0.00	0.00	0.00	0.00
10. Forestry	0.00	0.00	0.00	0.00
11. Health Professions	0.52	0.00	0.63	0.00
12. Humanities	11.34	12.66	7.06	8.36
13. Journalism	2.51	2.12	33.45	27.68
14. Kinesiology/Recreation/Phys-Ed	0.00	0.00	0.00	0.00
15. Law	5.34	2.55	13.36	15.05
16. Mathematics	1.02	1.51	3.81	5.22
17. Medicine	0.00	0.00	0.00	0.00
18. Nursing	0.00	0.00	0.00	0.00
19. Optometry	0.00	0.00	0.00	0.00
20. Other Arts & Science	7.18	2.94	4.21	22.90

21. Other Education	0.00	0.00	0.00	0.00
22. Pharmacy	0.00	0.00	0.00	0.00
23. Physical Sciences	1.80	2.85	5.69	4.44
24. Social Sciences	32.38	45.81	8.19	11.45
25. Theology	0.03	0.52	1.47	3.14
26. Therapy & Rehabilitation	0.00	0.00	0.00	0.00
27. Veterinary Medicine	0.00	0.00	0.00	0.00

Notes:

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

Optional Additional Information

Caveats and/or other information regarding the numbers reported above (up to 600 words approx.).

Highlights

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

- Bachelor of Information Technology Information Resource Management joint degree program with Algonquin College. The program provides students with a broad understanding of information management, as well as specific capabilities in managing digital resources as these affect research data, websites and social media.
- Our new Bachelor of Arts (Combined Honours) program in Indigenous Studies is designed to provide both indigenous and non-indigenous students with an in-depth understanding of the historical and contemporary experiences of indigenous peoples in North America and the world.
- The Bachelor of Arts program in Communication Studies has been changed to the Bachelor of Communication and Media Studies (BCoMS). This revised program reflects the move to a more innovative approach to studying communication and media studies at Carleton.
- The degree designation of the Bachelor of Arts program in Economics has been changed to Bachelor of Economics (BEcon) (Honours). Students in the BEcon (Honours) may complete one or two of seven concentrations: Computational Analysis; Development; Economic Theory; Financial Economics; International Political Economy; Mathematics and Quantitative Economics; and Natural Resources, Environment, and Economy.
- Three new graduate programs in Information Technology that address the needs of industry and society in the IT area, providing students with the skills they will need to succeed in this demanding and ever evolving field. At the Master's level we offer two programs: Network Technology and Digital Media. Our PhD program focuses on advanced interdisciplinary research on Digital Media and related applications and topics.
- A PhD and two Graduate Diplomas in Ethics and Public Affairs. What makes these programs unique is that they combine ethical analysis with social science as students are taught and supervised collaboratively by philosophers who research public issues

along with social science and public policy specialists interested in the values underlying those issues.

- A dual-degree MA-MBA pathway that will allow a student to obtain both an MA in Economics, with a concentration in Financial Economics, and an MBA, with a concentration in Finance and Economics, in 20 months. This dual-degree enables students to combine the theoretical and quantitative orientation of the Economics MA program with the MBA's focus on managerial applications and management skills.
- The M.Eng. in Biomedical Engineering provides an interdisciplinary training opportunity, enhancing students' knowledge and skills at the interface between technology and medicine. The Concentration in Clinical Engineering offers specialized training to effectively apply and implement biomedical technology in healthcare delivery.
- Master of Accounting is a rigorous academic program that provides a gateway to a career as a professional accountant. Students graduating from the MAcc will be exempt from the CPA Canada Professional Education Program and will proceed directly to the CPA Canada Common Final Examination.
- Added an M.Eng. and Graduate Diplomas to the existing Master of Infrastructure Protection and International Security. This interdisciplinary program is designed to bring together the core principles of critical infrastructure engineering and multi-hazard threat risk assessment with an awareness of the policy framework in which security practitioners operate.
- Graduate Diploma in Public Policy and Program Evaluation is now being offered exclusively online. This program prepares students to understand the various approaches and traditions of evaluation, methodologies and techniques within each of these, and to think critically about evaluation use and design.

6. Student Mobility

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

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

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

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

Transfer Applicants and Registrants

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

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2011	25,262	4,673	944	124
2012	26,927	4,775	956	99
2013	28,323	4,879	917	88
2014	29,103	4,929	920	104
2015	29,994	5,823	981	90

*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*
2012	25,605	7,666	1,074	357
2013	26,365	7,569	974	314
2014	26,490	7,758	883	307
2015	26,338	7,870	904	309

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 (not applications, as indicated in the heading of the institutional data section).

For example, the total number of applicants at Carleton University in 2015 was 26,338.

Highlights

Please provide highlights of Carleton University's activity in 2015-2016 that demonstrates 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 2015-2016 to review common second year courses at Ontario Universities and assess for equivalencies. A total of 641 student records were evaluated during the period April 1, 2015 to March 31, 2016. These evaluations resulted in

- 5,139 individual course assessments. Of these, 4,798 were granted a Carleton equivalency.

College Outreach: The Department of Undergraduate Recruitment has continued to foster its relationships with current college partners. In addition, it forged new relationships with 3 other Ontario institutions, totalling 15 partnerships. Conducted 23 college

- specialized visits, 14 college degree fairs and additional on-campus college advising sessions to more than 90 students.

In 2015/2016, we planned and implemented the Transfer Student Orientation Session as part of the general new student orientation week programming. Participants included both university and college transfer students, as well as international transfer students. Due to overwhelming demand, a follow-up session was organized for those who were unable to attend the main

- session. Overall 220 students participated in the program.

Academic Advising to Carleton transfer students: over 930 transfer students from Ontario Colleges and Universities received comprehensive academic advice in areas such as course sequencing, adapting to a new learning environment, interpreting University and program regulations, registration and transitional issues. 261 Ontario College Transfer Students were advised. 269 Ontario University Transfer students were advised. Over 400 email inquiries from transfer students were received and responded to. Delivered an information session to Algonquin College's Police Foundations program on 'How to Succeed Academically in a University Environment'. Worked with Learning Support Services to promote, monitor and adapt the workshop cluster aimed at assisting transfer students with their transition to Carleton University.

- Other projects to promote transfer student success: Coordinated student volunteer subgroups (to the peer mentoring program) based on their expressed interests, which includes peer mentorship, communications through different platforms, social activities and student testimonials (video and print) and the development and launch of a web-based application process for both mentors and mentees. Adjusted the structure of the Transfer Student Peer Mentor program and introduced a small stipend to harmonize this program with other mentorship initiatives offered at Carleton. These changes include creating 2 new Senior Mentor positions and 22 Mentor positions each position responsible for up to 6 mentees and an additional 10 Mentor positions with a reduced case load of up to 4 mentees each. We also updated the OnTransfer database with newly assessed course equivalencies and new and revised pathways. From there, we were able to develop 19 formal pathways with St. Lawrence College, which were made official on December 16, 2015.

7. Financial Sustainability

FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14	2014-15	2015-16
Performance	Net Income / Loss Ratio (%)	12.84	13.01	0.00
	Net Operating Revenues Ratio (%)	15.15	16.98	0.00

Optional

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

As a general proviso, this data and resultant ratios originate from the university's audited financial statements. These statements include all activities of the university (e.g. operating, ancillary, research etc.) and are subject to accounting standards that do not necessarily reflect the true status and nature of the university operating budget and result.

Nowhere is this divergence more evident than in the calculation of annual results on the statement of operations. Two main contributing factors lead to the university showing a sizable surplus on this statement. The capitalization and amortization of capital assets has increased the surplus by \$30.8M, \$18.1M and \$13.1M in 2013-2014, 2014-2015, and 2015-2016 respectively.

In addition, the current accounting standards do not recognize the change in appropriations (internally restricted net assets) on the face of the statement of operations. This has resulted in an increased surplus of \$32.6M, \$57.4M, and \$18.9M in 2013-2014, 2014-2015, and 2015-2016 respectively.

This metric is greatly influenced by the income and expenditures as reported on the audited financial statements which do not isolate the operating fund, and are subject to accounting standards that do not reflect the strategic operations of the University.

		2013-14	2014-15	2015-16
Liquidity	Primary Reserve Ratio (days)	222.31	255.96	0.00

Optional

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

This metric is greatly affected by the magnitude of internally restricted net assets.

Carleton has two main reserves that make up the majority of these assets. The pension liability reserve (\$91.7m) was established over time to deal with the potential liabilities arising from the projected deficits in the plan, and the capital reserve (\$124.0m) which has been established for construction and deferred maintenance projects. The capital reserve is comprised of funds assigned to committed projects including those with existing contractual obligations. The value of the financial health ratios are significantly impacted by lack of consideration regarding the restricted and committed nature of the capital and pension reserve.

		2013-14	2014-15	2015-16
Leverage	Interest Burden Ratio (%)	1.13	0.88	0.00
	Viability Ratio (%)	351.62	433.38	0.00

Optional

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

Carleton has kept a relatively low long term debt balance. This is the result of prudent planning for capital expenditures whereby restricted external funding and reserves have been used to fund academic buildings.

As a result of this relatively low long term debt balance, Carleton has minimized interest payments..

Additional Information

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

Highlights

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

Carleton continues to operate in a financially prudent manner resulting in low long term debt and consistently balanced budgets. Two major fiscal challenges (pension deficit and deferred maintenance) continue to be met through careful planning and appropriate expenditures. In particular, Carleton made an extraordinary contribution to the pension plan of \$30 Million in the past fiscal year so as to meet specific actuarial requirements and keep the plan in relative health. To meet the significant demand for infrastructure maintenance, Carleton has accumulated funds to continue to invest in needed infrastructure renewal. New capital expenditures continue to be made under a framework which emphasizes the allocation of resources to areas of proven demand. To meet both a societal and fiscal requirement to reduce energy consumption, Carleton continues to invest in proven energy conservation technologies including energy retrofits to older buildings and an investment in an electrical co-generation facility. All renewal funded projects include an energy reduction target, and all new buildings are evaluated from an energy efficiency and sustainability rating using Green-Globe methodologies. Carleton is a leader in continuous process improvement in the university sector and, as part of this process, has engaged with Excellence Canada to achieve certification. Carleton is the first university to be awarded Gold Level certification in Healthy Workplace and Bronze Level certification in Mental Health at Work; the Finance and Administration division was the first to be awarded Silver Level certification in Excellence, Innovation and Wellness.

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

OTHER FINANCIAL METRICS REPORTED by Carleton University	2013-14	2014-15	2015-16
1			
2			
3			
4			

Additional Information

Comments related to Carleton University's other reported metrics (up to 600 words approx.)

8. Attestation

By submitting this report to the ministry:	Checkbox
Carleton University confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from Carleton University's Executive Head.	<input type="checkbox"/>

For additional information regarding Carleton University's 2015-2016 SMA Report Back please contact -	Information
Name:	
Telephone:	
Email:	

Please indicate the address on Carleton University's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	