



2013-2014 Report Back

| | |
|--------------------------|----------------------------|
| Institution Name: | Carleton University |
|--------------------------|----------------------------|

OVERVIEW

The annual Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **Carleton University's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **Carleton University's** 2013-2014 Report Back is denoted with the symbol (+).

1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).*

Carleton University reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = **20,400⁽⁺⁾**.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **Carleton University** to the Ministry for 2013-2014 = **17,001**.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **Carleton University** to the Ministry for 2013-2014 = **2,885**.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **Carleton University** to the Ministry in 2013-2014 = **514**.

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

Carleton University reports enrolment consistent with the Ontario Operating Funds Distribution Manual and the 2013-14 User Reporting guide. Age is measured as of the start of the term. Full-time is defined as 60% or more of the full program load.

Please provide one or more examples, in the space provided below, of highlights from **Carleton University's** Enrolment Management Plan that **Carleton University** used during 2013-2014 to manage enrolment.

Carleton University supports students' complete university experience. From their first point of contact with the university through to graduation, together the offices under the Office of the Associate Vice-President (Students and Enrolment) offer personalized service to recruit and admit the best and brightest students and promote a culture of success that includes everything from supporting their academics to ensuring they participate in meaningful activities outside of the classroom. In 2013-14, we continued to deliver on this mandate by:

- Carleton launched the new Bachelor of Health Sciences and the combined Bachelor of Journalism & Bachelor of Humanities
- continuing to expand domestic and international initiatives including additional visits to new countries and a new contract position working on the promotion of Carleton's BA program
- Carleton University is continuing the process of developing a comprehensive student retention framework in conjunction with academic units and faculty. The creation of this Framework ties to the goals of Carleton's Strategic Integrated Plan and the Provost's Task Force on Enrolment, Retention and Program Renewal.
- continuing to expand our retention programs offered through our various offices as well as our coordinated advising services;
- moving registration for the fall/winter up earlier in the summer. New first year undergraduate students registered between June 5-9 and new and returning second, third and fourth year undergraduates registered between June 23-27. This, in conjunction with the enhanced registration tool and worksheets has led to very smooth and successful registration for our students.
- continuing to enhance our career and academic counselling and meeting the demand from students for both of these crucial counselling options;
- adding new peer-led programs and continuing to explore opportunities to expand these kinds of initiatives.



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

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

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

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

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

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

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

| Students With Disabilities | First Generation Students | Aboriginal Students |
|--|--|---|
| <p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Carleton University who registered with the Office for Students with Disabilities and received support services in 2013-2014= 2,060</p> <p>The total indicated above as a comparative % of Carleton University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 2,060 ÷ 20,400⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 10.1%</p> | <p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Carleton University in 2013-2014= 3,000</p> <p>The total indicated above as a comparative % of Carleton University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 3,000 ÷ 20,400⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 14.7%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Carleton University in 2013-2014 = 1,000</p> | <p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Carleton University in 2013-2014= 625</p> <p>The total indicated above as a comparative % of Carleton University's 2013-2014 Enrolment Headcount: (Insert Total From Above) 625 ÷ 20,400⁽⁺⁾ (2013-2014 Enrolment Headcount) x 100 = 3.1%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Carleton University in 2013-2014 = 150</p> |

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

Carleton's numbers for students with disabilities was provided by Carleton's Paul Menton Centre in accordance with 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 as final-year NSSE respondents.

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.

Carleton

| Students With Disabilities | First Generation Students | Aboriginal Students |
|---|---|---|
| <p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Carleton University's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Carleton University to be an innovative practice, success story and/or key accomplishment.</p> | <p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Carleton University's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Carleton University to be an innovative practice, success story and/or key accomplishment.</p> | <p>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, which contributed to maintaining or improving Carleton University's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Carleton University to be an innovative practice, success story and/or key accomplishment.</p> |
| <p>The Paul Menton Centre for Students with Disabilities (PMC) coordinates academic accommodations and support services for students with disabilities at Carleton.</p> <p>In July 2014, Carleton University, with support from the Province of Ontario and the City of Ottawa, hosted the first International Summit on Accessibility to promote access and inclusion for persons with disabilities in all aspects of life. Leaders from around the world showcased innovation, celebrated best practices and enabled collaborative dialog and action toward accessible and inclusive communities. From the Summit's major theme, Making it Happen – From Intention to Action, three primary streams guided conference proceedings: innovation, technology and accessible communities. In each stream delegates and speakers addressed issues of accessibility in education, communication, employment, recreation, mobility health and the physical environment with a special emphasis on employment. There were 500 attendees, 100 key speakers and presenters, 30 presentations, 3 workshops. Two new scholarships for Carleton students were announced at the Summit: A new scholarship was named after disability business leader and Summit speaker Susan Scott-Parker. Funded by the Canadian Federation of University Women, the scholarship will be awarded to a student with a disability registered at the</p> | <p>The First-in-Family Peer Mentorship Program is specifically designed to assist First generation students in making a successful transition from high school to university. It encourages students to get involved and engaged in the Carleton community as well as guides and encourages students throughout their first academic year. The program encompasses transition support, engaging programming and peer-to-peer learning. First generation students are paired with a trained upper-year mentor (as best we can, we match by program/faculty) to meet one-on-one throughout the year. The training upper-year mentors receive includes information from the Student Academic Success Centre on the signs that they might benefit from speaking to an Academic Advisor for support.</p> <p>Carleton offers a number of support services available to all students. First generation students use a variety of these, most notably through the Student Experience Office, the Student Academic Success Centre, Learning Support Services, Peer Assisted Study Sessions and the Writing Tutorial Service. Through these services, first generation students are encouraged to participate in workshops like accessing library resources, managing a budget, etc. and social events such as movie nights and tours of Ottawa. First generation students may also access the Bounce Back Program, a peer-to-peer retention program designed to provide support and encouragement to</p> | <p>In the fall of 2013, Carleton celebrated the opening of its new Aboriginal Centre, "Ojigwanong". The Centre was designed by well-known First Nations architect, Douglas Cardinal, with much input and participation of Aboriginal students and the broader university community. It is a beautiful space, centrally located on campus, with a kitchen, study and social areas, computer lab, and an Elders' room.</p> <p>The name "Ojigwanong" was selected by a group of Elders from the community of Kitigan Zibi Anishinabeg (KZ). Since Carleton acknowledges its location on the traditional, unceded territory of the Algonquin nation and Carleton has a close relationship with the community, it was fitting to meet in KZ with Elders and community members to help us find a name.</p> <p>The name chosen, "Ojigwanong" means 'morning star' and was the late Grandfather William Commanda's Anishinabe name. It is a great honour for Carleton to use this name. "Morning Star" means to us:</p> <ul style="list-style-type: none"> • A new beginning. Many Aboriginal students who come to Carleton don't follow the typical path of entering university immediately after high school. Some students have faced numerous challenges in their lives leading up to becoming university students, and the morning star represents the strength of building upon that experience and beginning a new stage of life at Carleton. |

| | | |
|--|--|--|
| <p>Carleton University Paul Menton Centre for Students with Disabilities. Ottawa resident and accessible education enthusiast, Joan Gaezley, announced a bursary to support students with disabilities. Joan graduated from Carleton University in 1960 and continues to be a member of the Carleton community. The award will be administered by the Carleton University Paul Menton Centre for Students with Disabilities.</p> <p>The PMC also continued with:</p> <ul style="list-style-type: none"> • Transition support for students with disabilities through the Make the Cut program (in partnership with Algonquin College) • An extensive volunteer program with over 1,800 student volunteer note-takers, multimedia volunteers, transition mentors, content tutors, offline captioners, volunteer scribes and writing tutors. Students can also work as paid content and writing tutors and participate in a limited number of practicum placements or internships. • Its unique Attendant Services program that offers attendant and personal care services, 24-hours per day, 12 months of the year to students with physical disabilities living in residence. • The John Teuscher Memorial Scholarship presented to five students with learning disabilities for contributions to extra-curricular involvement and student life in the Carleton community (\$1,000 awarded to each) • John Burton Award presented to three students with disabilities for contributions to awareness, equality and integration of persons with disabilities (\$1,400 awarded to each) • The READ Initiative, that develops partnerships and collaborations with community groups in the disability field, providing students with experiential learning opportunities, led by the Faculty of Engineering and Design. | <p>first-year students struggling academically, and From Intention to Action (FITA) that provides one-on-one support for students who identify as feeling overwhelmed or who are placed on academic warning in the form of weekly meetings with program staff members who will help craft an individual plan for managing stress and getting back on track academically.</p> | <ul style="list-style-type: none"> • Shining leadership. The morning star is the first to appear. Many Aboriginal students are the first in their families to attend university. Aboriginal students who come to Carleton work hard in their studies, and move on to successful careers as leaders for their people. An Aboriginal student is ojigkwanong, a morning star. • Light. The morning star shines light onto the earth. Aboriginal students attending Carleton, and all Aboriginal students who are pursuing their education, represent the light for Aboriginal peoples, communities and nations, and the hope of a bright future. <p>A new logo was created which incorporates representations of First Nations, Metis and Inuit peoples. The logo is based on a circle. Inside the circle are four basic elements: A braided tail of sweetgrass, the Morning Star, the Sky, Land and a Tree of Life.</p> <p>Ojigkwanong is a hub of activity. It is well used by Aboriginal students and it is used to host events which include all members of the Carleton community. It is welcoming to all and is providing new opportunities for Aboriginal and non-Aboriginal students, staff and community members to come together and learn from each other.</p> |
|--|--|--|

3) Participation in the Credit Transfer System

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

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

| Year | Total Applications | Total Registrations | Transfer Applications* | Transfer Registrations* |
|-------------|---------------------------|----------------------------|-------------------------------|--------------------------------|
| 2009 | 27087 ⁽⁺⁾ | 5447 ⁽⁺⁾ | 759 ⁽⁺⁾ | 114 ⁽⁺⁾ |
| 2010 | 25561 ⁽⁺⁾ | 4349 ⁽⁺⁾ | 761 ⁽⁺⁾ | 142 ⁽⁺⁾ |
| 2011 | 25262 ⁽⁺⁾ | 4673 ⁽⁺⁾ | 944 ⁽⁺⁾ | 124 ⁽⁺⁾ |
| 2012 | 26927 ⁽⁺⁾ | 4775 ⁽⁺⁾ | 956 ⁽⁺⁾ | 99 ⁽⁺⁾ |
| 2013 | 28323 | 4879 | 917 | 88 |

*Transfers from publicly assisted colleges in Ontario

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

- *the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;*
- *a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;*
- *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 which includes data from OUAC and other sources.

| Year | Carleton University's Total Applications | Carleton University's Total Registrations | Carleton University's Transfer Applications | Carleton University's Transfer Registrations |
|------|--|---|---|--|
| 2012 | 25605 ⁽⁺⁾ | 7666 ⁽⁺⁾ | 1074 ⁽⁺⁾ | 357 ⁽⁺⁾ |
| 2013 | 26365 | 7569 | 974 | 314 |

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

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

The total number of applicants at Carleton University since 2009 (including direct entry) is:

2013: 26,365
 2012: 25,605
 2011: 24,305
 2010: 24,779
 2009: 24,766



In the space provided below, please provide one or more highlights of an activity that **Carleton University** used in 2013-2014, and which contributed to maintaining or improving **Carleton University's** efforts to develop and enhance credit transfer. A highlight could be a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment.

All elements of the project for accessing transfer credit data from the Student Information System to produce a report for students showing institution course and equivalency are complete including the report requirements, design of new report for student portal, analysis and approval of systems changes and Transfer Credit Report added to the system. 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. Our Ontario college outreach has been successful with an increase of college inquiries with 342 inquiries in 2013 compared to 291 in 2012 and 161 in 2011. We attended 23 college events during the Fall and Winter terms, visiting a total of 17 colleges. We saw approximately 2,500 students and collected 161 ipad cards from these events. Telecounselling reached out to 755 Ontario college applicants and we used social media to outreach to students to keep them updated on events. We held a college advising session for current college students interested in learning about transfer credits with 12 students in attendance. Telephone consultations/advising sessions were also offered during the week to those who could not attend the Saturday session. Students found the drop-in session format, as well as the individual information beneficial. Thirty individual counselling appointments were provided this year and a college brochure was designed and printed for mailings and college visits. This year there were separate Transfer Student Orientation events for transfer students with a focus on transition from college to university and university to university. Academic regulations and availability of support services were highlighted. Current transfer students shared advice and best practices with the incoming students.

4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, **Carleton University's** undergraduate class size for first entry* programs:

| Class Size | First Year | | Second Year | | Third Year | | Fourth Year | |
|----------------------------|--------------------|-----------------------------|--------------------|-----------------------------|--------------------|-----------------------------|--------------------|-----------------------------|
| | Number of Classes | Percentage of Total Classes | Number of Classes | Percentage of Total Classes | Number of Classes | Percentage of Total Classes | Number of Classes | Percentage of Total Classes |
| Fewer than 30 | 177 ⁽⁺⁾ | 46.5% ⁽⁺⁾ | 73 ⁽⁺⁾ | 18.8% ⁽⁺⁾ | 182 ⁽⁺⁾ | 44.7% ⁽⁺⁾ | 295 ⁽⁺⁾ | 77.2% ⁽⁺⁾ |
| 30 to 60 students | 57 ⁽⁺⁾ | 15.0% ⁽⁺⁾ | 124 ⁽⁺⁾ | 31.9% ⁽⁺⁾ | 157 ⁽⁺⁾ | 38.6% ⁽⁺⁾ | 65 ⁽⁺⁾ | 17.0% ⁽⁺⁾ |
| 61 to 100 students | 40 ⁽⁺⁾ | 10.5% ⁽⁺⁾ | 106 ⁽⁺⁾ | 27.2% ⁽⁺⁾ | 47 ⁽⁺⁾ | 11.5% ⁽⁺⁾ | 20 ⁽⁺⁾ | 5.2% ⁽⁺⁾ |
| 101 to 250 students | 72 ⁽⁺⁾ | 18.9% ⁽⁺⁾ | 84 ⁽⁺⁾ | 21.6% ⁽⁺⁾ | 21 ⁽⁺⁾ | 5.2% ⁽⁺⁾ | 2 ⁽⁺⁾ | 0.5% ⁽⁺⁾ |
| 251 or more | 35 ⁽⁺⁾ | 9.2% ⁽⁺⁾ | 2 ⁽⁺⁾ | 0.5% ⁽⁺⁾ | 0 ⁽⁺⁾ | 0.0% ⁽⁺⁾ | 0 ⁽⁺⁾ | 0.0% ⁽⁺⁾ |
| Total | 381 ⁽⁺⁾ | 100.0% ⁽⁺⁾ | 389 ⁽⁺⁾ | 100.0% ⁽⁺⁾ | 407 ⁽⁺⁾ | 100.0% ⁽⁺⁾ | 382 ⁽⁺⁾ | 100.0% ⁽⁺⁾ |

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



Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2013-2014, which contributed to maintaining or improving **Carleton University's** class size initiatives. This could include a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment that **Carleton University** would like to highlight.

Carleton's course availability working group continues to address issues of course availability as they arise to meet students' course needs.

A senior management committee, the Enrolment Data Group, sets program projections and targets with the Faculties and they are reviewed and adjusted as necessary during the admissions cycle.

During registration, class sizes are assessed and demand versus availability is reviewed on a weekly basis. The tool to help students plan their schedules and course worksheets allow students to plan their course selection in advance of their registration time-ticket and has led to more knowledge about course availability for students as well as allowed faculties to know when they may need to offer additional course sections.

Faculties that enroll additional students (e.g., through new course offerings) continue to receive automatic increases in their budgets.



5) eLearning

As part of the government's PSE 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 2013-2014.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

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

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

Programs:

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

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



Course, Program and Registration Data:

Based on the definitions provided above, provide **Carleton University's** eLearning data for 2013-2014:

| COURSES DATA | UNDERGRADUATE | GRADUATE |
|---|----------------------|-----------------|
| Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning | 133 | 6 |
| Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing | 0 | 5 |
| Total Number of Ministry-funded, For-credit Courses Offered in eLearning format | 133 | 11 |
| PROGRAMS DATA | UNDERGRADUATE | GRADUATE |
| Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning | 0 | 0 |
| Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing | 0 | 0 |
| Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format | 0 | 0 |
| COURSE REGISTRATIONS | UNDERGRADUATE | GRADUATE |
| Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning | 17,214 | 73 |
| Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing | 0 | 72 |
| Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format | 17,214 | 145 |

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

The data provided for the above Course, Program and Registration data are as of the official MTCU count date. All e-learning course offerings are managed and supported centrally, ensuring an accurate count of courses and programs offered.



Hybrid Learning*

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

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

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

The University has developed a plan to significantly increase the number of blended and online courses offered at Carleton. Currently, this plan is awaiting senior management's approval. Hybrid courses and programs do remain an optional aspect and are being adopted in an increasing number of courses each year (adding approximately two hybrid courses per year). Examples this year include a first-year Canadian Studies and a third-year Women's and Gender Studies course, which both adopted flipped-hybrid models. The Technology Innovation Program (TIM) continues to be a fully blended program.

Both graduate and undergraduate courses include the substantial use of online tools to enhance students' access to course materials and learning activities. The primary tool is Carleton's open source learning management system, with greater than 55% adoption in undergraduate courses.

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2013-2014, which contributed to maintaining or improving eLearning opportunities at **Carleton University**. This could include a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment that **Carleton University** would like to highlight.

There are three significant strategic initiatives that the University undertook in 2013-14 to improving eLearning opportunities at Carleton.

1. Productivity and Innovation Fund – Development and Delivery of Blended and Online Teaching Certificate Program.

This unique initiative among Ontario universities is the only comprehensive professional development opportunity available to faculty members and contract instructors designed to provide the skills, competencies and confidence necessary to design and teach blended and online courses. Consisting of 11 modules, this program was developed by a multidisciplinary team and included collaborators from Brock University, University of Guelph, University of Toronto, and University of Waterloo. What is particularly innovative is that all the materials, modules and the course itself are freely and openly available to all Ontarians as open educational resources (OER) at <http://www.carleton.ca/cuopen>.

This certificate program is being used extensively by Carleton to provide professional development to the university's instructors.

2. Ontario Online

Carleton instructors, in collaboration with Teaching and Learning Services, submitted seven proposals for the initial call for proposals for Ontario Online courses. Five of the seven proposals were successful and received MTCU funding (\$347,000). One highlight of this initiative is the development and offering of introductory psychology as an open enrollment, self-paced course, permitting students to enroll at any time during the year and complete at their own rhythm. This course is the first of its kind in Ontario. Additionally, there is a completely open version of this course that permits any Ontarian to try it at no cost and without being a registered as a Carleton University student. Students who participate in this course can access all materials except for the assessments. If students decide they wish to receive credit for this course, they can then pay tuition fees and complete the proctored assessments.

The five courses that received MTCU funding are as follows:

- a. ALDS 1001 – Language Matters, School of Linguistics and Language Studies
- b. BIOL 5XXX – Bioacoustics, Department of Biology
- c. CDNS 2510 – Introduction à la Société et à la Culture Québécoises, School of Canadian Studies
- d. MATH 1107 – Linear Algebra, School of Mathematics and Statistics
- e. PYSC 1001/1002 – Introduction to Psychology I and II, Department of Psychology

3. Online Working Group Report on the Expansion of Blended and Online Learning

The University has developed an integrated plan to expand blended and online learning opportunities for students. This plan establishes significant, yet achievable goals for the development of programs, courses and blended initiatives. Key elements include the professional development of Carleton's teaching community, strengthening student support, and focusing on strategic academic programs where Carleton has demonstrated experience, expertise and reputation. Elements of the plan are being implemented in 2014-15.

6) International Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Carleton University** had in 2013-2014:

- Outbound students* = 188

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

- Inbound students* = 276

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

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Carleton University** delivers courses and/or programs **abroad (outside of Canada)** in 2013-2014, including city, country, programs offered, and total enrolment in each program offered at each campus:

| Campus Name | City/Municipality/Country | List all programs offered at the Campus, Partner Campus or Partnership in 2013-2014 | 2013-2014 Total Enrolment by Program |
|-------------|---------------------------|---|--------------------------------------|
| Donghua U | Shanghai / China | MBA | 22 |

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

The numbers above include any student registered at any point in the above programs in the 2013-14 academic year.

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2013-2014, which contributed to maintaining or improving **Carleton University's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In 2013-2014, recruitment visits were made to 63 cities in 39 countries.

In partnership with our on-campus English language provider, Culture Works (<http://culture-works.com/carleton>), we hosted Brazilian students through Science Without Borders and CSF.

Carleton hosted numerous international visitors, including a delegation led by New Delhi based Maria Mathai and Gardiner Wilson (formerly of Canadian Education Centre Network and DFAIT). School principals from top Indian secondary schools visit universities across Canada to be exposed to the quality, breadth, diversity, and affordability of Canadian post-secondary institutions. Canadian institutions that have received the visitors have been able to create or reinforce connections which in many cases have proved positive in terms of recruitment goals and in establishing longer term relationships. Carleton has hosted this group for the past 5 years.

New exchange agreements have been made in Argentina (1), Australia (1), Brazil (1), Chile (1), China (2), England (1), France (1), Ghana (1), Ireland (1), Israel (1), Japan (1), Korea (1), Mexico (1), Peru (1), Sierra Leone (1), South Africa (2) and Spain (1). Negotiations are in progress in France, India, Netherlands, Sweden, USA and Wales

Four students participated in international entrepreneurial focused internships in global economy through the Ontario Global Edge Program.

A new Study Abroad Program for incoming international students from non-partner universities was launched in Fall 2012 and has seen its enrollment increase from 8 students in the first year to 78 for the 2014-15 academic year. 67 students are from Brazil's Science Without Borders program and 11 are independent applicants.

184 Carleton students participated in the international student exchange program or international summer language program in over 30 different countries in 2013-2014.



7) Work-Integrated Learning*

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

***DEFINITIONS:**

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

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

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

Based on the definitions provided above, please provide WIL data for **Carleton University** in 2013-2014:

| | <u>Undergraduate</u> | <u>Graduate</u> |
|--|----------------------|-----------------|
| Number of programs at Carleton University with a Co-op Stream | 141 | 8 |
| Number of students at Carleton University enrolled in a Co-op program | 7,082 | 128 |

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2013-2014, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment.

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

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

Co-op placement numbers:

- Fall 2013: 356
- Winter 2014: 376
- Summer 2014: 755

The Co-op Student of the Year was awarded to Bryanne Mitton, Bachelor of Arts, English. Bryanne was the first student from her program to participate in Co-op. She successfully completed two work terms as a Technical Editor and Program Coordinator with the Canada Revenue Agency. Her supervisor described Bryanne as energetic, professional, dedicated and noted that she consistently went above and beyond.

The Co-op Employer of the Year was awarded to Dr. Connie Delisle representing the Privy Council Office of Canada. Dr. Delisle was nominated by her Co-op Student Gabriel Tremblay-Giroux who described an "intense and rewarding" work term under Connie's leadership.

Four Alternative Spring Break experiences were offered including:

- 15 traveled to San Marcos La Laguna, Guatemala to serve with the Pura Vida Atitlan under the theme of sustainable agriculture. Students worked on constructing school gardens and a health food store using eco-bricks.
- 14 traveled to El Chile, Nicaragua to serve with ANIDES, a local community organization, under the theme of education. Students assisted in the construction of a preschool and the restoration of the existing primary school.
- 18 traveled to New Orleans, Louisiana, USA to serve with a local community organization that assists with the rebuilding efforts from Hurricane Katrina under the theme of disaster relief. Students assisted with the construction of affordable housing projects.
- 10 students stayed in Ottawa and served at community partners under the theme of homelessness. Students learned about Ottawa's less fortunate and gained a unique insight into a significant component of our own community.

8) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Carleton University** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **81.8%**⁽⁺⁾ for Senior Year respondents.

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *definitely yes and probably yes* responses) at **Carleton University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **78.6%**⁽⁺⁾ for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **Carleton University** used in 2013-2014 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) survey of middle-year students

In addition to new surveys, Carleton continued to use results from CGPSS and other surveys such as the CUSC range of surveys from previous years. We also administered the 2014 NSSE in 2013-14.

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2013-2014, which contributed to maintaining or improving student satisfaction at **Carleton University**. This could include a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment that **Carleton University** would like to highlight.

This year a new Learning Log, a blog for members of the Carleton community to tell their own stories, was launched. Students can write about any aspect of their Carleton experience and get those who contribute get recognition on their Co-curricular Record. Common categories include insight and advice, peer helpers, leadership, community service-learning, and "the lists" (for example, Eight places for writers at Carleton & 11 things you didn't do last year that you should definitely do this year).

A new Working Group for the Undergraduate Student Experience was formed and this cross-departmental group met regularly during the academic year. A final report with recommendations on student experience programs and initiatives, job and career support, student support and use of Carleton data to provide insight on student experience trends are being finalized and an implementation plan is being created.

The Student Academic Success Centre implemented a new Peer Academic Assistance program to ease the transition to university and promote academic success. Students are able to drop-in and meet with a well-trained Peer Academic Assistant who can provide knowledgeable and accurate advice to help students understand important academic rules, regulations and program requirements and ensure students have a solid understanding of how to access information. Peer Academic Helpers also visit various locations on campus, like Res Commons, to reach out to students.

During the 2013-14 academic year, over 3,000 students participated in a Campus Activity Board (CAB) event including activities like CU Cinema and "Java Jams" open mic nights.

To ensure students feel personally, mentally and emotionally supported throughout the year they received regular updates on issues and services pertinent to them through our student newsletter, social media, and printed publications. Faculty and staff can reference similar guides to help them refer a student to the most relevant student support service and find out how they can integrate awareness about support services into their classroom.

The Office of the Associate Vice-President (Students and Enrolment) is continuing to expand our use of social media to communicate to current and prospective students. Our Twitter account @Carleton_U has over 20,400 followers and is

consistently in the top of social media ranking lists for higher ed. Our Facebook page (Carleton University Official) has over 41,700 likes. We are seeing growth an interest with our Instagram account with over 1,500 followers. We are implementing the recommendations from the Social Media Strategy including tools and training for social media community managers on campus to create engaging and helpful social media accounts to foster a sense of community at Carleton.

Carleton is expanding online delivery of courses and continuing to explore course delivery models to meet the needs of our students.

New online software is available that allows students to have text read to them from web pages, PDFs, and Word documents. As the software reads, it highlights each paragraph and word, making it easy to follow while listening. This can be extremely helpful for students who are slow readers, or are currently developing their English language skills. This is also a great tool for students who prefer to listen to a journal article instead of reading only, or students wishing to hear how their own written assignments sound.

Carleton continued to offer Student Mental Health levels 1 and 2 training to faculty, staff, TAs and student leaders with over 200 participants. Carleton is finalizing its refresh of the Mental Health Framework after five successful years to reflect the recent trends in mental health awareness and support.

To welcome students to campus in the fall and engage faculty and staff in contributing to enhancing the student experience, the 8th annual Ask Me Campaign was run.

9) Graduation Rate

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

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

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Carleton University** used in 2013-2014 to measure graduation rate.

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

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2013-2014, which contributed to maintaining or improving **Carleton University's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment that **Carleton University** would like to highlight.

To help improve Carleton's graduation rates, the Registrar's Office continued with the call campaign for students who are eligible to graduate but have not yet applied. Students are identified and called who only have a few credits remaining for their degree but have not registered in courses recently; they are encouraged to register so they can complete their degree. Often assistance and registration advice is given.

The Registrar's Office also continues to review all applicants for graduation to ensure maximum credit for the courses taken (and determine if exceptions are necessary) enabling every eligible applicant to move forward. The Registrar's Office accepts applications for graduation until the last possible moment. Students are able to change their program at the last minute (change of program elements (COPE) from Honours to General for example) enabling them to graduate without delay. The Registrar's Office works closely with the Student Academic Success Centre to identify eligible students.

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.



10) Graduate Employment Rate

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at **Carleton University** = **85.37%**(+)

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at **Carleton University** = **92.33%**(+)

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **Carleton University** used in 2013-2014 to measure graduate employment rate.

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

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2013-2014, which contributed to maintaining or improving **Carleton University's** graduate employment rate. This could be a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment that **Carleton University** would like to highlight.

Co-op and Career Services continues to work with faculty to support bringing career topics into the classroom. The Faculty Co-op and Career toolkit includes resources about Co-op and Career Services, the four phases of career development, FAQs (with answers) and how a faculty can support the career development of their students.

Last year Career Services held over 145 career events, workshops and presentations with over 4,000 students in attendance. This includes Career Fairs, Networking nights, career workshops, classroom visits and more. Additionally over 4,200 students visited Career Services for a one-on-one appointment with a Career Counsellor like a resume review or job interview preparation.

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 office on campus also hire students and offer them valuable work experience in a supportive work environment.

9,675 jobs posted have been posted in myCareer from 2013 to date. myCareer is Carleton's online portal for all current students and alumni. In myCareer students and alumni can access job posting for off-campus, part-time work, full-time work, volunteer work, summer employment and more.

The Student Experience Office has made a number of improvements to the Volunteer Bureau making it easier for students to find volunteer experiences. Enhancements include integration with myCareer and a focus on positions with Ottawa area non-profit organizations that compliment classroom learning, promote civic engagement and have a service or project work component.

Over 20 students are involved in the new Student Leader program and have been trained to share career-related resources and tools with their fellow students. Student leaders are "going out to where the students are" to talk to them about how to improve their job search skills by offering services like a resume review in student spaces, classroom presentations, and working with clubs and societies. They also support the work of the Career Counsellors and Co-op Advisors in the office by offering drop-in services. The Co-op and Career student leaders are also gaining valuable leadership and career skills



themselves that will be transferable to their job search and eventual careers.

A new website featuring career paths for students with a bachelor's degree from the Faculty of Public Affairs launched to showcase career options and provide career guidance and information.



11) Student Retention

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

| Entering Cohort | 2009 Cohort | 2010 Cohort | 2011 Cohort | 2012 Cohort |
|-----------------|-------------|-------------|-------------|-------------|
| 1st to 2nd Year | 87.9%(+) | 87.4%(+) | 87.3%(+) | 87.2% |
| 1st to 3rd Year | 79.8%(+) | 79.3%(+) | 79.3% | N/A(+) |

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

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

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2013-2014, which contributed to maintaining or improving **Carleton University's** retention initiatives. This could be a strategy, initiative or program viewed by **Carleton University** to be an innovative practice, success story and/or key accomplishment that **Carleton University** would like to highlight.

The Bounce Back program continued for a second year in 2013-14. Bounce Back is a peer-to-peer retention program designed to provide support and encouragement to first-year students struggling academically. The Bounce Back program identifies first-year undergraduate students who receive an average of less than 60% (GPA less than 4.0) in their first semester and those students who opt-into the program are matched with an upper-year facilitator who works individually with them to identify sources of their academic hardships and set new goals and strategies for success. It is a nine-week program. For the past two years the program has been full (200 students).

The From Intention to Action (FITA) program provides one-on-one support, in the form of weekly meetings, with a program staff member who will help craft an individual plan for managing stress and getting back on track. The most common ways we help are: time management, stress management, coping skills, learning strategies and test-taking strategies. FITA is for students who self-identify as being overwhelmed as well as for students on academic warning. FITA has developed and is using a therapeutic program to engage with students who are dealing with stress and perhaps have not yet been diagnosed with learning disabilities or a mental illness. The testing students complete helps diagnose for both. FITA was full during the 2013-14 academic year.

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

In 2013-14, the Student Academic Success Centre continued with the early-warning initiatives. Potential triggers are used to identify students who may be having or about to encounter academic difficulty before the problem escalates.

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

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

- Critical thinking
- Effective presentations
- Memory and concentration
- Note-taking in lectures
- Preparing for exams
- Developing research skills
- Success in Math and Science
- Writing essays, exams, reports and lab reports



- One-on-one study skills sessions

The workshops are also now available online anytime, anywhere through our cuLearn learning management system. This is part of the Student Academic Success Centre's goal of making their services even more widely available to students when they need them. Over the past year LSS Online has been tremendously successful with approximately 1,300 students/term completing an LSS online workshop.

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

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **Carleton University** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

| Project Name | Project Number | Cost Savings/Cost Avoidance* | Ongoing Activity |
|--|-----------------------------|--|---|
| Development and Delivery of Blended and Online Teaching Certificate Program ⁽⁺⁾ | CARL-CPR1-I ⁽⁺⁾ | See "Ongoing Activity" | Carleton has developed an integrated plan to expand blended and online learning opportunities for students. This plan establishes significant, yet achievable goals for the development of programs, courses and blended initiatives. Key elements include the professional development of Carleton's teaching community, strengthening student support, and focusing on strategic academic programs where Carleton has demonstrated experience, expertise and reputation. Elements of the plan are being implemented in 2014-15. |
| A Strengthened Process for Quality Improvement and Sustainable Cost Avoidance in Academic Programs ⁽⁺⁾ | CARL-PP2-I ⁽⁺⁾ | Increase in productivity assessed by revenue-cost analysis and the assessment of learning outcomes | The steering committee continues to meet and discuss the findings of the benchmarking and costing studies. Proposals and recommendations will be forthcoming. |
| University Utility Consumption Database and Benchmarking System (UUCDBS) ⁽⁺⁾ | MAC-ASDT4-M ⁽⁺⁾ | \$100,000 in metered savings | The project is substantially complete. Ongoing activity includes staff training on monitoring, tracking, benchmarking of facilities and integration of information within corporate processes. Carleton is continuing to improve the reliability of our Campus metering system and we are implementing programs to modify the operation of our facilities to reduce unnecessary energy consumption. |
| Optimizing the reception, scanning and authentication of admission documents coming from foreign students ⁽⁺⁾ | OTTW-ASDT7-M ⁽⁺⁾ | See "Ongoing Activity" | Feasibility Study has been completed. Awaiting OCAV approval for pilot phase. |

| Project Name | Project Number | Cost Savings/Cost Avoidance* | Ongoing Activity |
|--|-----------------------------|------------------------------|---|
| Multi-Institution Space Management Solution ⁽⁺⁾ | UOFT-ASDT3-M ⁽⁺⁾ | See "Ongoing Activity" | <p>Cost savings achieved through: - Development of one RFP rather than one for each site – saving \$5,000-\$10,000 for every RFP avoided. -Savings associated with vendor cost to respond to one RFP which can be as much as \$50,000 per RFP response. -Collective implementation led to substantial savings considering the cost associated with this service can range between \$23,000-\$48,000 per institution based on market research. Highlights and Ongoing Activities: -The new multi-institution space management solution, Archibus, will provide the benefits of shared software, standardized training and support opportunities, improved opportunities for collaboration, common reporting and analytical tools, shared knowledge base, web access, and mobile technology. -There is the potential for other Ontario institutions to move to the new solution and benefit from lower incremental costs related to space management and access to the new shared knowledge base.</p> |

| Project Name | Project Number | Cost Savings/Cost Avoidance* | Ongoing Activity |
|---|-----------------|---|--|
| Ontario Digital Library Research Cloud(+) | UOFT-ASDT4-M(+) | ODLRC per TB cost of \$133 CDN as opposed to \$357 US if Amazon services were used. | <p>The Ontario Digital Library Cloud is a three-year project that pools resources to build a large scale shared data storage service for partner universities. To estimate cost savings, we compare per TB storage costs achieved through the ODLRC model and the per TB storage costs of commercial data storage services such as Amazon and Google.</p> <p>Highlights and Ongoing Activities: -The first year of this project included establishment of a project team, hiring and training of systems support staff, establishment of a governance structure, development of communication vehicles for the project, sourcing appropriate hardware, receipt and assembly of the hardware at the central data centre at the U of T, design of a network topology between the partner sites that supports traffic between storage nodes, and investigation of options for integration of the storage service with common library repository tools. -In years 2 and 3, the partners will complete the rollout of the storage hardware to all partner libraries, integrate storage service software with common repository tools, and develop a research support compute cluster to support analysis of content in the cloud.</p> |

| Project Name | Project Number | Cost Savings/Cost Avoidance* | Ongoing Activity |
|---|----------------------------------|-------------------------------|--|
| <p>A multi-institutional feasibility study to explore mechanisms for the development of shared, modular first-year and large-enrolment courses.⁽⁺⁾</p> | <p>WIND-CPR5-M⁽⁺⁾</p> | <p>See "Ongoing Activity"</p> | <p>This was a feasibility study only, exploring the viability and necessary conditions for success for multi-institutional shared course design. As such, there are no direct cost-savings attached to the project. In terms of cost-savings potentially generated by the proposed course of action, numerous experts in the field indicate the challenges of accurately costing courses, as well as very significant variations in course costs depending on approach, purpose, and goals. In general there is considerable evidence that shared course design has added significant value to investments made in course design across a variety of reasons for collaboration, models for collaboration, and types of course designs. We recommend that generating approaches to evaluating cost/benefit for technology-enhanced course development serve as a key research focus for the Ontario Online Learning Consortium (OOLC). Given compelling reasons to collaborate, our study indicated that shared course design can significantly enhance the breadth, impact, reach, and sustainability of programs, while also offering a highly promising approach to the exchange of knowledge and expertise among universities. This project has significantly improved our understanding of the mechanics, potential challenges, and strategic value of inter-institutional collaboration. Based on the increased understanding of shared courses collaboration that tis PIF afforded us, we have submitted several Expressions of Interest to the recent Ontario Online Call for proposals and are actively planning for inter-institutional collaborative projects. Findings from this study have also informed the work of the Carleton University Working Group on Blended and Online Working whose report is currently being discussed for possible adoption of a strategic plan to advance blended and online learning (including shared course design) at Carleton. This</p> |

| Project Name | Project Number | Cost Savings/Cost Avoidance* | Ongoing Activity |
|--------------|----------------|------------------------------|--|
| | | | <p>PIF project has also informed discussions and decision making regarding online course development at the sectoral level and the current OOI call for proposals. Team members are presenting at the International Conference of Education, Research and Innovation, with an article to be published in the conference proceedings. Submissions are planned for the Educational Developers Caucus and the Society for Teaching and Learning in Higher Education (STLHE) 2015. Members of the team already presented on the institutional mechanics of collaborative projects at STLHE 2014.</p> |

| Project Name | Project Number | Cost Savings/Cost Avoidance* | Ongoing Activity |
|--|----------------|------------------------------|---|
| The Teaching Evaluation Toolkit: Building the Basis of Better Teaching in Ontario ⁽⁺⁾ | WIND-TE8-M(+) | See "Ongoing Activity" | <p>The fundamental goal of this project was to significantly enhance improvement-oriented teaching evaluation in the Province of Ontario, rather than to identify direct cost-savings. That said, practices which improve teaching and which enhance the level of data-informed dialogue regarding teaching the Province can have a significant impact on teaching quality, which in turn may improve completion rates, student success, and time-to-completion: factors which have significant impacts on overall system efficiency. In addition, the proposed co-ordinated development of teaching evaluation tools may reduce duplications of effort in the system, and the online tools suggested offer many opportunities for more efficient approaches to current practices at Ontario universities. The proposed agile design approach seeks to deliberately pinpoint and address stakeholder needs through a "lean" design process which should improve return on investment as it optimizes the fit between investment in design and stakeholder requirements. This was a feasibility study: actual costs savings/avoidance cannot be achieved without implementation. The team's findings and report will be made available to a Carleton University Teaching Evaluation Committee that has been tasked with reviewing the current SRI. Team members are presenting at the International Conference of Education, Research and Innovation, with an article to be published in the conference proceedings. Submissions are planned for the Educational Developers Caucus and the Society for Teaching and Learning in Higher Education (STLHE) 2015. Members of the team already presented on the institutional mechanics of collaborative projects at STLHE 2014.</p> |

*DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.



Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.

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

n/a

Attestation:



Carleton University confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **Carleton University's** Executive Head.

Contact:

For additional information regarding **Carleton University's** 2013-2014 Report Back please contact -

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

Please indicate the address on **Carleton University's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

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