Ministry of Training, Colleges and Universities

Multi-Year Accountability Agreement Report-Back

University:	CARLETON	**Year:**	**2008-09**

As noted in the Multi-Year Accountability Agreement for Universities for 2006-07 to 2008-09 (MYAA), the government appreciates that implementing this and future agreements will be part of an evolutionary process which will incorporate maturing consensus on how to best measure and indicate access and quality. This will require a strong collaborative partnership between institutions and the Ministry of Training, Colleges and Universities.

This Multi-Year Accountability Agreement Report-Back Template has been designed to assist with the ministry's continuing efforts to measure the participation of students from under-represented groups, and as outlined in Appendix B (the Multi-Year Action Plan) of the MYAA, update the planned net new hires table, and the strategies and programs that will be used by your institution to participate in the Student Access Guarantee initiative. The ministry will also use the completed Multi-Year Accountability Report-Back Template to review the progress made on the commitments outlined in your Multi-Year Action Plan.

As in previous years, MTCU will withhold a portion of your institution's yearly allocations until the completion of the annual Report-Back review and confirmation that your institution is on track for meeting its commitments, or the approval of an improvement plan by the ministry.

MYAA Transition Year 2009-10

As outlined in the MTCU memo to colleges and universities dated March 31, 2009 the MYAAs have been extended into 2009-10 in order for the government and its postsecondary education partners to transition into a re-aligned accountability framework that reflects the future directions for the system in 2010 and beyond.

The expectation for the transition year is that institutions will maintain their commitments for access, quality and accountability as outlined in the original agreement. This includes reporting enrolment through the established protocol (reflecting updated graduate and medical expansion targets), providing information to assist the Higher Education Quality Council of Ontario (HEQCO) with its research on access and quality, continued participation in student engagement and retention measures and compliance with the Tuition Fee Framework and the Student Access Guarantee.

MTCU does not require your institution to set additional targets in 2009-10. The attached Report-Back Template provides space for you to identify how your institution-specific access and quality improvement strategies for 2006-07 to 2008-09 will be extended, consolidated and/or best practices applied in 2009-10. You are also asked to outline how you will continue to monitor the impact of these access and quality improvements over the transition year. You will find appended to this Report-Back Template a summary of consolidated access and quality improvement strategies developed from the previous Report-Back years. The expectation is that by strategically aligning activities and focusing on evaluation of outcomes that your 2009-10

year will provide the basis for your institution to develop a new Multi-Year Action Plan with corresponding targets in 2010.

A. ACCESS

Increased Participation of Under-Represented Students — Measurement

As stated in the MYAA, the ministry is committed to working with institutions and HEQCO to develop a system measure that will track the participation of under-represented students in a manner that is sensitive to privacy concerns.

To assist with these efforts, please refer to the measurement methodologies outlined in your approved Multi-Year Action Plan to track these students, and provide the total number of students who have self-identified as a member of each of these groups. The ministry recognizes that these measurement methodologies may require students to self-identify, which may result in under-reporting.

Individual students may belong to more than one group. In the cells counting respondents for each under-represented group, do not adjust for this potential double-counting. To the extent that you are able to do so, eliminate any double-counting in the column, "Total Number Self-Identifying as Member of Under-represented Group".

Measurement Methodology (including description)	Student Groups in Your Student Population			Total Number Self-Identifying as Member of Under-represented Group	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities		
	% ± Error	% ± Error	% ± Error		
NSSE 2008 – 1st year (2006 in parentheses)	1.9 ± 0.5 to 4.3 ± 0.7	11.9 ± 1.1 (14.1±1.3)		37-81 225 (242)	1,893 1,892 (1,712)
NSSE 2008 – Final Year (2006 in parentheses)	1.8 ± 0.5 to 3.8 ± 0.7	13.3 ± 1.3 (15.3±1.6)		28-57 201 (176)	1,512 1,508 (1,154)
CUSC 2008 – All-Year Undergrads	2.6 ± 1.5		10.6 ± 2.9	11 44	427 414
CUSC 2009 – Final Year Undergrads	2.4 ± 0.7		10.3 ± 1.4	25 106	1,028 1,026
Accessibility Fund Annual Report (Table 1)				1,341	
CGPSS 2007 – Master's	1.6 ± 1.0			8	497
CGPSS 2007 – Doctoral	3.4 ± 1.6			11	321
CGPSS 2007 – Total	2.3 ± 0.9			19	818

If you would like to provide any other comments, please do so in the following space:

Total number of students surveyed reported as number of valid responses for associated category – aboriginal/1st generation/students with disability.

Error rates are 95% error rates adjusted for the response sample. For example, 2.7 ± 0.6 should be read as 2.7% ± 0.6%, 19 times out of 20.

Aboriginal proportions from NSSE are expressed as a range based on two separate NSSE questions. The first proportion, in the range, is calculated from a question that asks respondents to check off their self-identification from a limited set of ethno-cultural groups -- the instructions indicate that this information is gathered to support programs that promote equal opportunity. The second proportion, in the range, is calculated with supplementary information taken from an open-ended question where respondents can write in the ethnic or cultural group(s) to which their ancestors belonged (examples of written responses are: Cree, Iroquois, Huron, Micmac, North American Indian, Inuit, Métis).

"First generation" is defined as a student who reports that neither parent attended any level of post-secondary education.

All survey results are self-reports taken from the indicated sample surveys: National Survey of Student Engagement (NSSE) and Canadian University Survey Consortium (CUSC) results are from Winter 2008 and 2009; Canadian Graduate and Professional Student Survey (CGPSS) results are from Winter 2007.

Increased Participation of Under-Represented Students — Programs/Strategies

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Access	Aboriginal access plan	Plan implementation	Proceeding	Initiatives in plan already in place: - fostering Aboriginal community and awareness on campus (e.g., annual Welcome Pow Wow) - increasing Aboriginal outreach at high school and post-secondary level (e.g., Aboriginal bridging programs into a degree program, Aboriginal mentors in local high schools) - improving communication vehicles (e.g., an Aboriginal Welcome pamphlet) - coordinating Aboriginal student services (i.e., a committee was formed to bring together several Aboriginal student support and service providers on campus)
	Summer Orientation	Participation rates consistent with representation in first-year student population	Improving	23% of participants in 2007 orientation (versus 33% in NSSE 2008) said neither parent had attended <u>university</u>. In 2008, that proportion increased to 25%.
	Final-year Representation (in total student population) same as first-year representation in prior years	(not participating in NSSE) CUSC final year respondents: approx. 2.8% Aboriginal Students, and 6% students with disabilities, or higher	CUSC 2009: Aboriginal: 2.4% ± 0.7 Students with Disabilities: 10.3 ± 0.7	Since the proportion of Aboriginal students is based on sample survey data, the difference between our observed result and the proposed result is not statistically significantly different.

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1. New exam room for students with disabilities:	The McIntyre Exam Centre completed construction and opened its doors October 15 2008. It is designed to provide services for both students and instructors at Carleton University in order to meet a variety of accommodation needs during scheduled tests and exams. Scheduling and Examinations Services operates the Centre in consultation with the Paul Menton Centre for Students with Disabilities. The exam centre can comfortably accommodate 38 students. The centre has 12 desktop computers, 5 laptop computers, specialized software (i.e., Kurzweil, Dragon, Jaws, Zoomtext, Inspiration), three 24" large monitors and 7 adjustable desks. Approximately 900 students used the services of the McIntyre Exam Centre from October 15 - December 17, 2008, and approximately 1,800 students have used the McIntyre Exam Centre as of July 31, 2009. A continual increase in students using the centre is anticipated starting this fall 2009 term.
2. New first-in-family programs	A new mentor program is being offered by the Student Experience Office (SEO) for first-in-family (also known as first generation) students. New first-in-family students will be matched with upper year first-in-family students to act as role models and provide guidance to students who are first in their family to attend university. Through the recruitment office, Carleton University is reaching out to prospective first-in-family students. The recruitment office has a first-in-family recruitment officer dedicated to meeting with first-in-family prospective students to discuss their individual questions. Funded through the Ministry's Access to Opportunities Strategy, Carleton is pleased to administer the First Generation Student Bursary, which is a unique opportunity to recognize and provide direct support to students with financial need who are the first in their families to attend university. Carleton University also has a first-in-family student blogger who shares his thoughts about campus life, his professors and program, and the transition from high school to university.
3. Aboriginal Enriched Support Program	Most participants in the Enriched Support Program (ESP) are new high school graduates whose high school grades do not represent their academic potential (roughly 80% of ESP students). The other 20% of participants are Aboriginal students, mature students, students with previous postsecondary experience, and others who wish to start university in a supported environment. The Aboriginal Enriched Support Program (AESP) is a small program within ESP. Each year, AESP offers 10-15 Aboriginal students access to university studies, academic support, and ties to the university's Aboriginal communities. The aim is for participants to achieve their personal academic goals and to feel respected as Aboriginal persons within the ESP and at Carleton. The AESP is ancillary to the ESP, taking advantage of key program building blocks such as the first-year seminar, mentors, workshops, coaching, and advising. A key difference is that AESP students take the *First-Year Seminar in Aboriginal Topics*. An Aboriginal instructor teaches the AESP seminar, and an Aboriginal peer mentor attends the seminar.

	This seminar is taught from Aboriginal perspectives. It usually provides students with their first experience of Aboriginal academic theory, and often their first understandings of other nations and traditions, sometimes even of their own nation's histories and traditions.
4. Aboriginal Vision/ Management Committees	The **Aboriginal Vision Committee** was created in the fall of 2008. The 22-member committee included students, staff, faculty, and community members. The Aboriginal component consisted of 2 students, 1 faculty, 1 staff, 1 Elder and 5 community members. Community representation includes 1 Métis, 1 Inuit and 3 First Nations representing the Bands Councils of Akwesasne, Kitigan Zibi and Pikwàkanagàn. The committee met monthly and formed working groups to address and make recommendations in 6 areas: Academics, Research, Students, Human Resources, Culture and Community. The final report of the Aboriginal Vision Committee was completed in September 2009.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through feedback, surveys, tracking participants' progress, etc.).

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1. New exam room for students with disabilities:	In an effort to best serve the accommodation needs of students with disabilities, the McIntyre Exam Centre will continue to monitor usage rates, as well as the type of accommodation(s) used, such as the computer usage and type of software used by students.
2. New first-in-family programs	With the help of student surveys such as NSSE, Carleton will be able to see if targeted first generation programs will have an impact on the proportions of first generation students attending the university, as well as an impact on these students' experience and success rates. The next NSSE survey is planned for 2011.
3. Aboriginal Enriched Support Program	The AESP was selected to receive technical assistance from the Canadian Millennium Scholarship Foundation, via the Social Research and Demonstration Corporation. This assistance will improve the quality and usability of current data collected by creating a multi-year dataset. This will allow administrators at ESP/AESP to further understand the correlation between student characteristics and participation level with student success and further studies at University.

2008-09 Student Access Guarantee

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2008-09, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines.

	Yes	No
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the 2008-2009 Student Access Guarantee Guidelines	X	

If you answered no, please explain.

n/a

Please complete the following table, using the most recent available year-to-date information from your institution's 2008-09 OSAP student access guarantee report screen (This screen can be accessed by your Financial Aid Office).

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	$1,031,769	976
Other SAG Expenditure to Supplement OSAP	$1,665,712	1,265
Total	$2,697,481	2,241

Date screen was last updated: 23/07/2009

2009-10 Student Access Guarantee

As an extension of the commitments made under the original Multi-Year Agreements, your institution will participate in the Student Access Guarantee (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2009-10 Student Access Guarantee Guidelines. Please complete the following template to update the strategies and programs that your institution will use in 2009-10 to participate in the Student Access Guarantee initiative.

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a)Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information	Carleton University is participating in the Student Access Guarantee initiative by providing institutional financial assistance to qualified Ontario students, through need-based scholarships, bursaries and work-study support. For the 2009/2010 Fall/Winter sessions, aid towards tuition/book shortfalls will be provided to academically qualified undergraduate students who are in receipt of OSAP and submit an application identifying need and requesting institutional financial assistance. Adjustments have been made to Carleton's Undergraduate Bursary Program to support the principles of the Student Access Guarantee and ensure that students are able to get enough institutional assistance to cover unmet need for tuition, books, compulsory fees, equipment and supplies, as calculated by the Ministry through the OSAP system. For the 2010 Summer session, aid towards tuition/book shortfalls will also be issued to

	undergraduate students who submit an application indentifying need through the Summer 2010 Undergraduate Bursary Program.
If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee. - Identify any applicable deadlines. - **Identify your communications strategies to inform students of how to apply**.	For current/returning students attending the Fall/Winter sessions, an on-line application for the Carleton University Undergraduate Bursary Program was released Sept. 2, 2009. The application deadline date is October 23, 2009. For students attending the Summer 2010 session, an Undergraduate Bursary Program application will be included with the release of their summer OSAP entitlement. The application deadline is June 30, 2010. Prior to the bursary deadline date, the Awards Office will also identify students with a demonstrated shortfall in tuition and book costs and send communication (via Carleton Connect account) to students who may be eligible but have not yet applied for a Carleton Bursary –see italics below for example: *BURSARY APPLICATION DEADLINE – OCTOBER 23 rd* *The Ministry and Carleton University have partnered to support access to post secondary education for Ontario Students. One of the principles is that students should have access to the resources they require for tuition and books.* *Our records show that you have applied for OSAP and further information provided by the Ministry demonstrates that you may have a shortfall over and above your OSAP entitlement in financing your education.* *As a Carleton student you can access additional funds by applying for a Carleton Bursary. The deadline is October 23rd. All you have to do is go online and complete the application!* *http://www.admissions.carleton.ca/awards/Bursary/bursaries.html* Throughout the year, "Financing Your Studies" presentations promoting the availability of institutional financial assistance programs are conducted to prospective and current students. New students receive a "Financing Your Studies – Helping you get started" information publication with their offer of admission and emails regarding Carleton's Entrance Bursary program. For current/returning undergraduate students, upcoming dates and deadlines and the Carleton Bursary program are communicated through Carleton University websites and newsletters. The Carleton Bursary program is also promoted via an ad in the campus newspaper each October.
Identify whether your institution plans to provide loan assistance in values greater than $1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide	(Carleton has no undergraduate second-entry programs.)
Describe other financial support programs and strategies that your institution will use to assist university students facing financial	Carleton offers financial assistance and awards programs to reward academic achievement and to provide financial assistance to supplement the resources of students who have demonstrated need remaining after they have applied for

barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.	OSAP or other government assistance, and/or who have demonstrated need based on their particular financial circumstances. The Awards Office is responsible for the administration of institutional financial assistance that includes undergraduate merit- and need-based scholarships, bursaries, work study programs and the university's emergency loan fund. In 2008-09, over 9,300 new and returning undergraduate students were awarded more than $14.7 million in scholarship and bursaries, and over $1.1 million was allocated to over 500 students who participated in a program to provide on-campus employment for students who demonstrate financial need.
	Carleton University recognizes academic achievement by awarding entrance, in-course and departmental scholarships. Scholarships are awarded automatically to students who meet the academic requirements. Bursaries are offered to full and part-time undergraduate students who are in receipt of loan funding from either government student financial assistance (OSAP or from another province) or from a financial institution and who continue to demonstrate financial need in order to finance their studies. Work study and on-campus employment programs are intended to supplement the resources of students who have demonstrated financial need. Students must apply and be deemed eligible to participate in Work Study or an on-campus employment program administered by the Awards Office.
	Students who run into unexpected expenses or a delay in their student loan funding, may be able to borrow from the University's emergency loan fund until other funds arrive. As well, Carleton's Parker Loan Program Fund also provides interest-free loans of up to $1,000 for first-year students and up to $1,500 for returning students to meet educational expenses for the academic year. Applications are available from the Awards Office.
	The Carleton University Awards Office is also responsible for the effective administration of government student financial aid programs to all undergraduate and graduate students and within that mandate works to secure maximum funding from these programs. Last year, over 9,700 students were in receipt of government student financial aid for a total of over $55 million. These programs include OSAP, loans from other Canadian provinces and the US Dept. of Education, as well as federal/provincial scholarship and federal/provincial bursary programs.
	Carleton's goal is to guide students through the application and assessment process so they may have the appropriate financial supports in place to successfully achieve their educational goals. The Awards Office is committed to providing excellent customer service, timely delivery of information, sensitivity to each individual's financial situation, and case-by-case flexibility to address financial need during the academic year. The Awards Office further promotes access by participating in recruitment and on/off campus outreach events to offer workshops on financing a university education and sources of funding.
Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.	Students who dispute the amount of institutional financial assistance that is provided as part of the Student Access Guarantee may submit a Bursary Appeal / Reassessment Request. The Bursary Award Administrative Review Committee considers all requests where students may have missed the bursary application deadline date or where students provide documentation to support exceptional education-related expenses, extenuating circumstances, or amendments to the initial budget information. Students requesting a review must contact the Awards Office by the deadline dates listed on the Bursary

	Appeal/Reassessment Request form to arrange a personal interview and review the request / new financial information / extenuating circumstances. Bursary award review decisions are final and communicated to students via 'Carleton Connect' e-mail no later than 30 days following the personal interview.

B. QUALITY

Quality of the Learning Environment

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please identify your achieved results for 2008-09. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Quality	NSSE	Will not be participating in NSSE until 2011		n/a
	CGPSS	Will not be participating in CGPSS until 2010		n/a
	Student-faculty ratio	23.5%	23.4%	n/a, result achieved
	% of 1st – year students taught by contract instructors	25%	29.6%	A number of factors contributed to a higher than initially proposed proportion: - Higher than anticipated first-year enrolments - Slower than anticipated hiring of new faculty - Number of sabbaticals increased in 2008-09 (both in terms of the number of faculty taking a sabbatical and in the aggregated number of semesters their leave represented)
	Sprott Accreditation	Accreditation by end of 2008-09	Proceeding	NIBS Accreditation awarded in summer 2009 AACSB accreditation expected 2011-2012
	OCGS Reports	All graduate programs reviewed as "good quality" or " good quality with report"	Yes	n/a

MYAA Transition Year 2009-10

Please provide 3 to 5 examples of how your quality improvement strategies will be extended, consolidated and/or best practices applied in 2009-10 in the following space:

Strategy / Program	Brief Description
1. **Academic Support**	• **Early warning initiative** that identifies students who might benefit from additional support and academic improvement plans. Also promotes professors'/instructors' early assessment of student performance, resulting in mid-term academic advising intervention and support. • **Midterm grade collection:** Implementation of a pre-midterm alert effort to assist the

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university in identifying students who require academic advice and support. Outreach from the academic advisors to those students.

- **Academic advising**: Redefining Advising Services report has been approved by Senior Management and the committee is now working on recommendations from the process. These recommendations include implementing an integrated approach to advising services.

- **Learning Support Services**: workshops and support to students. Bookable study rooms, free drop-in sessions with study skills specialists and writing tutors, free academic skills development workshops and info-sessions, tutor referral service and peer helpers to help with academic needs. Expanded the program to ensure that a greater number of faculty members integrate the delivery of support services into their course design.

- **PASS Program:** Peer Assisted Study Skills programs – weekly study sessions offered to students enrolled in traditionally difficult courses. Sessions are informal review sessions in which students compare notes, discuss readings, develop organizational tools and predict test terms. Students learn how to integrate course content and study skills while working together. The number of courses being supported has expanded every year and results have been very favourable.

- **Academic Integrity:** We are planning a communications campaign aimed at current students to heighten the sense of awareness of academic integrity and the issues (plagiarism, cheating on tests and exams, and other academic violations) and encourage our students to be good scholars.

- **Department Specific Advising:** The Faculty of Science has a dedicated success centre which includes such services as time management, how to study, how to take tests, how to write lab reports, and even more importantly, how to develop and defend ideas

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2. **Orientation and Transition Support**

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- First Year Registration Assistance**:** expanded outreach initiatives in the First Year Registration assistance program contacting all incoming first year students.

- The First Year Experience Office, renamed Student Experience Office, will now serve all undergraduate students. The office will evaluate and centralize all orientation planning processes while working with academic units and student support services to provide programs that accurately reflect the integrative nature of the Carleton community.

- Orientation 2009: offered an enhanced specialized orientation for students with disabilities and international students during the summer and beginning of fall term for new first year students and parents.

- Math Matters is a program specially designed for first-year students (Bachelor of Arts with a major in Economics (all streams), Bachelor of Computer Science, Bachelor of Commerce, Bachelor of Engineering, Bachelor of International Business, Bachelor of Math, and Bachelor of Science) entering programs at Carleton with a math component.   The goal of Math Matters is to ease the transition to university level math by covering and reviewing topics like: algebra (basic algebra, intervals, simplifying algebraic expressions); equations (solving equations and inequalities, special formulas); graphs; transcendental functions; and trigonometry. It is a great

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opportunity for students to revisit and review key math components and learn about strategies for success – students at all math levels can register. This is the second year of a pilot study. The first year saw positive results for students who participated.

- Foundations for Success Mentor Program reaches out to students who are concerned about making a successful transition to university. Faculty and staff are matched with first year students and meet once a month to discuss student goals, participation in campus life and support services around campus.

- New I-Start mentor program matches new international students with an upper-year Carleton student committed to assisting them as they adjust to their new home at Carleton and in Canada.
    - one-on-one support for international students.
    - frequent communications with these students to stay in touch.

- The Thanksgiving program was developed where international students have the opportunity to spend Thanksgiving with host families from the Carleton community.

- Over 1,800 staff, faculty and student leaders wore Ask Me buttons during the first few weeks of September to welcome new students to the Carleton community. New and returning students were encouraged to approach anyone on campus wearing an Ask Me button for directions, explanations, clarifications, etc.

3. **Student Engagement / Volunteer Opportunities**	- A new **co-curricular transcript** will formally recognize and document extra-curricular activities that students participate in at Carleton, including leadership development, volunteer opportunities, involvement in clubs and societies, and more. - Over 230 students registered for Carleton Serves on Saturday, September 26, 2009 to volunteer at various locations across Ottawa, including the Odawa Native Friendship Centre, Help Lesotho, Ottawa Food Bank and Cornerstone to name a few. - The Alternative Spring Break program encourages students to use their reading weeks to provide community service. This year, students will have the opportunity to spend the week in the Florida Everglades learning about the environment and sustainability, social activism and human rights in the southern USA, or multiculturalism and ESL in Ottawa.
4. **Experiential Learning**	- The Career Development office introduced Faculty-tailored career counselling specialists within the Career Centre to support students in specific faculties to meet their career and work goals. - New graduates and alumni will be invited to a special career fair and the Career Centre has expanded its outreach to graduates and new alumni. New graduates are also invited to participate in the New Graduate Certificate Program which includes a week-long intensive workshop program on topics such as contract and salary negotiation, networking, managing debt, resume and cover letters to name a few. - Graduate-level students have expanded Career Centre service offerings. - Students in first and second year are invited to participate in a job shadowing

	program to encourage them to begin thinking early about their career.
	• Ontario Global Edge internships: Carleton has received funding from the Ontario Ministry of Small Business and Consumer Services' Ontario Global Edge program for five international internship positions in 2010. Participants will complete an international placement which will provide them with real and meaningful experiences in the global economy and include an entrepreneurial component. Ontario Global Edge was developed in order to provide post-secondary students, ages 19 to 29, with an opportunity to gain important international work experience and a broader understanding of the global economy. The program promotes the importance of entrepreneurs and small and medium sized enterprises in a global marketplace and helps to create an entrepreneurial awareness amongst post-secondary students.
	• A record 270 Carleton students studied abroad in 2008-09, and opportunities are continuing to be developed.
	• Many opportunities in departments with internships and placements exist where students get to experience in real world settings what they learn in the classroom.

Please outline how you will continue to monitor and evaluate the outcomes of these strategies in 2009-10 in the following space (e.g. through NSSE, KPI's, CGPSS or CSRDE):

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1. BUSSE/NSSE	In the fall of 2007, Carleton participated in BUSSE for the first time. In that same academic year, these entering students were asked to participate in NSSE. In 2009-10, we will be able to use these results in a retention analysis that will look at the fall 2007 cohort two years after entering. In addition, Carleton will contribute to the National NSSE project, sponsored by HEQCO.
2. CGPSS	Along with our provincial counterparts, Carleton is planning to participate in the Canadian Graduate and Professional Student Survey in the winter of 2010. This will help us better understand the Graduate student experience at Carleton and in Ontario.
3. Targeted student surveys	In addition to consortium surveys, Carleton regularly conducts student surveys to gather student feedback. In 2009-10, planned topics include: Student Satisfaction with Services, Co-op, and Academic Integrity.
4. Undergraduate Program Review Surveys	The Undergraduate Program Review (UPR) process is the systematic procedure used by the University to critically examine its undergraduate programs and identify changes that will enhance these programs. This periodic self-appraisal is a study, prepared with the participation of members of faculty and the student body, that examines the strengths and weaknesses of each program and the extent to which the program, as delivered, produces the learning outcomes intended. The final outcome of the UPR process is an Action Plan that specifies the steps the unit will take to improve its programs. An important part of this UPR process is a student survey component, which collects feedback from the program's graduating students and recent graduates.

Net New Hires

Referring to your approved Multi-Year Action Plan, please identify your planned and actual net new hires for 2008-09. In 2009-10, the ministry is seeking information on annual net new hires according to your institution's established definitions for full-time tenured, full-time limited term and part-time. The ministry appreciates that accurate data on net new hires for 2009-10 may not be available until late fall. As such, please identify your planned net new hires for 2009-10.

Actual New Hires in 2008-09 Planned New Hires in 2009-10		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	Planned 2008-09	35	17	0.83	5		3
	Actual 2008-09	34	19	0.83	2		6
	Planned 2009-10	38	7	0	3		0
Retires / Departures	Planned 2008-09	28	9	5.12	0		0
	Actual 2008-09	31	8	5.12	0		3
	Planned 2009-10	19	17	4.58			
Net New Hires	Planned 2008-09	7	8	(4.29)	5		3
	Actual 2008-09	3	11	(4.29)	2		3
	Planned 2009-10	19	(10)	(4.58)	3		0

* For student services staff definition, please refer to the student services functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report. Student Services Staff do not include ancillary staff.
**For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

If applicable, please explain variance between the proposed and actual 2008-09 net new hires.

Because of the elimination of mandatory retirement, it is more difficult to determine in advance which faculty members will be retiring. Given the extensive lead time required to fill most faculty positions, replacement hires can be delayed.

Student Success: Student Retention Rates

MYAA Report-Back 2008-09

Referring to your approved Multi-Year Action Plan, please report on the 2008-09 retention target achieved by your institution. If your institution has not achieved your proposed results, please explain the variance and your planned improvement activities in the column provided.

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1st to 2nd Year	Proposed Target: + 0.5% over 2007-08	87.6% (2007 entrants) (86.7% in 2007-08 *(2006 entrants)*	n/a target achieved
After 2nd Year	Proposed Target: + 0.3% over 2007-08	90.4% (2006 entrants) (91.2% in 2007-08) *(2005 entrants)*	See note below

If you would like to provide any other comments, please do so in the following space:

The latest CSRDE (Consortium on Student Retention Data Exchange) data indicates that the Ontario retention rate has been declining each year since 2003. Carleton's most recent one-year CSRDE rate (2007 cohort) of 87.6% is actually better than its 2003 rate (87.3%). Carleton's most recent two-year cumulative retention rate (2006 cohort) of 78.4% is lower than the 2003 cumulative rate (80.8%) However, preliminary data (based on fall 2009 registration) shows retention rates have significantly improved in 2009-10, particularly two-year rates.

In addition, the mean admission average decreased somewhat between the 2005 and 2006 cohort (82.2% to 81.7%). We would have expected that student retention would have decreased slightly along with the mean admission average, since we have found that high school average is a significant predictor in student retention.

For examples of the programs Carleton has in place to address student retention, please see the programs outlined in the Quality of Learning Environment Initiatives section (pages 11-14) since they are largely geared towards improving student retention.

MYAA Transition Year 2009-10

In 2009-10 your institution is asked to continue to participate in the Consortium on Student Retention Data Exchange (CSRDE). Pending advice from HEQCO on the development of student retention measures and targets, we also ask that you continue to track student retention in 2009-10 according to your institution's established practices.

If you would like to provide any other comments, please do so in the following space:

We continuously monitor retention at program and departmental levels and have active internal discussions on ways to improve retention.

C. ACCOUNTABILITY

MYAA Report-Back 2008-09

Please insert the current internet link to your posted Multi-Year Action Plan and 2007-08 Multi-Year Accountability Agreement Report-Back in the following space:

Multi-Year Action Plan:
http://www2.carleton.ca/about/university-reports/multi-year-agreement-for-2006-07-to-2008-09/

2007-08 MYAA Report-Back

http://www2.carleton.ca/about/university-reports/ (under 2008)

 OR

http://www2.carleton.ca/about/ccms/wp-content/ccms-files/2007-08-myaa-report-back-for-universities-carleton_v5.doc

This 2008-09 Report-Back document constitutes part of the public record, and as such, should also be made available on your institution's web site.   Please ensure that this document is posted at the same location as your Multi-Year Action Plan and 2007-08 Report-Back.

MYAA 2008-09 Report-Back Contact	
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APPENDIX A: Summary of consolidated strategies and programs for 2009-10 Transition Year

<u>**Increased Participation of Under-Represented Students**</u>

Outreach: targeted outreach activities with local community organizations and high schools, or advertising / marketing activities to improve participation of under-represented groups.

Bridging & Pathways: activities to bridge students into PSE (including dual credit programs, academic upgrading and other services) and assist students' pathways between college and university (i.e. credential assessment, advising for transferred students) or into work placements and co-operative programs.

Student Services & Supports: activities including personal and career counselling, academic advising and supports, and cultural programming (i.e. Aboriginal Elders on-site).

Academic Programming: activities to assess or develop programs to ensure accessibility in terms of delivery and / or content, enhance opportunities for under-represented groups, or deliver the program in partnership with other institutions.

Building Capacity: activities focusing on the capacity of the college or university to ensure greater accessibility, including staff training, research and needs assessment of the student population and the identification of barriers.

<u>**Quality of the Learning Environment**</u>

Graduate Education Enhancements: activities that support graduate students in career development (TA workshops, conferences, research best practices, funding seminars) and strengthen academic resources (program development, research / lab spaces) and student engagement.

Academic Programming: program development and quality review processes, and improved program policies and quality audits.

Student Engagement & Satisfaction: activities to increase student engagement through effective educational practices (interaction, cooperation amongst students, active learning, prompt feedback and time on task). Also includes overall assessments of student satisfaction and engagement through designated tools (KPI, NSSE, CUSC).

Student Services & Supports: academic supports such as tutoring, academic advising and foundational skills (English and Math).

Teaching / Classroom Enhancements: overall enhancements to students' experience inside the classroom through targets for student-faculty ratio, student assessment of teaching and physical classroom upgrades (technology, seating).

Operations: activities to support effective operations, including faculty / staff development, infrastructure / capital and library and technology enhancements.