Ministry of Training, Colleges and Universities

Multi-Year Accountability Agreement (MYAA) 2009-10 Report Back

Institution Name:	Carleton University

OVERVIEW

Through the 2008-09 MYAA Report-Back process, Carleton was asked to identify how institution-specific access and quality improvement strategies for 2006-07 to 2008-09 would be extended, consolidated and/or best practices applied in 2009-10. Carleton was also asked to outline how the impact of these access and quality improvements would continue to be monitored over the 2009-10 transition year. As in previous years, the Ministry will withhold a portion of Carleton's 2010-11 allocation until the completion of the 2009-10 Report Back review and confirmation that Carleton is on track for meeting its commitments or has an improvement plan in place; and is approved by the Ministry.

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

Where possible, the Ministry has pre-populated this Report Back template with data from a variety of existing reports (e.g. Key Performance Indicators) and data sources (e.g. USER, CUDO) to help streamline the Report Back process. All of the pre-populated data in this Report Back has been collected from confirmed institutional sources.

DEADLINE FOR SUBMISSION TO THE MINISTRY

The deadline for Carleton to complete and submit this template to the Ministry is **September 30, 2010**. Please ensure the completed 2009-10 Report Back has Executive Head approval prior to submitting to the Ministry. The 2009-10 Report Back will constitute part of the public record, and as such, must be made available on Carleton's website. Please ensure Carleton's completed 2009-10 Report Back is posted at the same location on Carleton's website as its Multi-Year Action Plan.

CONTACT

For any questions regarding this Report Back template, please email Preet Gill, Senior Policy Advisor, Universities Unit at Preet.Gill@ontario.ca or telephone (416) 325-9262, or Aamir Taiyeb, Research Policy Analyst, Universities Unit at Aamir.Taiyeb@ontario.ca or telephone at (416) 325-4237.

PART 1: *2009-10 SYSTEM WIDE INDICATORS*

- The 2009-10 Report Back has been changed from previous years' format to collect information on system-wide indicators and will reflect and report on progress on Carleton's commitments regarding access, quality and accountability as outlined in the original accountability agreements.

- The 2009-10 Report Back is requesting data on credit transfer, online learning and international students. This is in keeping with the government's strategic priorities as per discussions with Colleges Ontario and the Council of Ontario Universities. This will allow the Ministry to benchmark and track progress on new key initiatives such as achieving a 70% PSE attainment rate while continuing to measure progress on Reaching Higher objectives. The data collected from the 2009-10 report-back will also inform the creation of system-wide targets to be introduced in 2010-11 by TCU in consultation with the sector.

- System Wide Indicators for 2009-10:

  1) Enrolment – Headcount
  2) Under-Represented Students: Students with Disabilities, First Generation and Aboriginal
  3) Compliance with the Student Access Guarantee (SAG) in 2009-10
  4) The Student Access Guarantee (SAG) for 2010-11
  5) Participation in the Credit Transfer System
  6) Class Size
  7) Online Learning
  8) International Enrolment
  9) Supply Chain Compliance
  10) Space Utilization
  11) University Student Satisfaction
  12) Graduation Rate
  13) Graduate Employment Rate
  14) Student Retention Rates
  15) Quality of the Learning Environment

1) Enrolment – Headcount*

DEFINITION: <u>Headcount</u> is the number of full-time students enrolled in 2009-10, including full-time undergraduate and graduate students eligible for funding consideration.

- Carleton reported to TCU the total Headcount enrolment in 2009-10 = **<u>18,031</u>**

- Please indicate the **number of students aged 18-24** from the total Headcount enrolment reported by Carleton to the Ministry for 2009-10 = **14,438**

- Please indicate the **number of students aged 25+** from the total Headcount enrolment reported by Carleton to the Ministry for 2009-10 = **2,642**

- Please provide one or more example in the space provided below of a promising practice that Carleton used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In 2009, we conducted a comprehensive survey of our fall 2009 applicants to review our recruitment, admissions and award activities. Overall the results were excellent; however, there were a few areas indicated where we could improve. Those areas included: the admissions website navigation; the perception of Carleton's reputation; and the financial assistance available for applicants with lower admission averages.

During 2009-10 we worked to address these items. We focused on improving our website and how the admission and awards information was presented and accessed. We improved the info for applicants on our portal Carleton Central. Bursaries, government funding, student jobs and budgeting have been highlighted in our communication to applicants, both online and in mailings. In the areas of reputation, we have highlighted the successes of our Carleton students and our high quality professors through our publications, website, electronic newsletters, and email. University Communications has also played a role in having both our students and professors featured in the local and national media. As well, many Carleton students and professors participate in both on and off campus recruitment activities.

The next phase of this project is the pre-applicant survey which was conducted at two stages of the 2010 application cycle (inquiry and applicant stages). We are looking at how our various recruitment activities influence prospective students to apply to Carleton. Results will be available shortly.

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

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

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

- For the following, please include full-time and part-time, but not international students.

Students With Disabilities	First Generation Students	Aboriginal Students
Please indicate the total number of *students with disabilities* at Carleton who registered with the Office for Students with Disabilities and received support services in 2009-10= 1,420* ** This figure includes international students* Please indicate the number of *students with disabilities* at Carleton who registered with the Office of Students for Disabilities and received support services as a percentage of the total student population in 2009-10 who were: **Full-time =** n/a **Part-time =** n/a **Total (Full-Time + Part-time) =** 1,420 Please calculate as % of Enrolment Headcount: (Insert Total From Above) 1,420 ÷ **18,031** (Enrolment Headcount from Page 3) x 100 = 8%	Please indicate the total number of *First Generation students* enrolled at Carleton in 2009-10= 2,800* Please indicate the number of *First Generation students* enrolled at Carleton as a percentage of the total Carleton student population in 2009-10 who were: **Full-time** = 2,300* **Part-time** = 500* **Total (Full-Time + Part-time)** = 2,800* Please calculate as % of Enrolment Headcount: (Insert Total From Above) 2,800* ÷ **18,031** (Enrolment Headcount from Page 3) x 100 = 16%* ** Figures marked with an asterisk are based on estimates derived from sample survey results. Given margin of error rates associated with the survey results in the range of 1.3%-1.6% for this statistic, estimates calculated above should not be treated as an exact count.*	Please indicate the total number of *Aboriginal students* enrolled at Carleton in 2009-10= 700* Please indicate the number of *Aboriginal students* enrolled at Carleton as a percentage of the total Carleton student population in 2009-10 who were: **Full-time** = 575* **Part-time** = 125* **Total (Full-Time + Part-time)** = 700* Please calculate as % of Enrolment Headcount: (Insert Total From Above) 700* ÷ **18,031** (Enrolment Headcount from Page 3) x 100 = 4%* ** Figures marked with an asterisk are based on estimates derived from sample survey results. Given margin of error rates associated with the survey results in the range of 0.5%-1.6% for this statistic, estimates calculated above should not be treated as an exact count.*

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more example of promising practices that Carleton used in 2009-10 to develop and maintain results for *students with disabilities.*	In the space below, please provide one or more example of a promising practice that Carleton used in 2009-10 to develop and maintain results for *First Generation students*.	In the space below, please provide one or more example of a promising practice that Carleton used in 2009-10 to develop and maintain results for *Aboriginal students*.
Transition programming: Make the CUT event delivered transition orientation to over 200 high school students with learning disabilities headed for post-secondary studies. Paul Menton Centre (PMC) Intro helped new students with disabilities at the start of their first year, providing information and connecting with peers already registered at PMC.	First Generation (First in Family) Students: Carleton University's Student Experience Office (SEO) was issued funding from the Ontario Ministry of Training, Colleges and Universities to initiate a program to assist *first generation students* (FGS) with their transition to post-secondary education. The primary goals of Carleton's First In Family (FIF) program were as follows:	Carleton University hosted the Aboriginal Family Festival (Children's' Pow Wow), the largest annual cultural event focused on Aboriginal children and youth in Eastern Ontario in partnership with eleven other community organizations.
Counselling interns: Carleton students with disabilities continued to benefit from the work of graduate counseling interns from University of Ottawa with placements at the PMC. The interns provide screening services for suspected disabilities, and assist students through disability-related and educational counseling.	• To assist first generation, first year university students with the successful transition to university life; • To provide this unique subset of students with the resources needed to enhance retention rates; and • To provide engaging opportunities to encourage community involvement, social networking and foster leadership skills.	Activities for the annual Aboriginal Awareness Week included educational workshops, cultural events, performances, art displays and food. Speakers included political leaders, academics, community members and students.
Captioning and transcription services: Carleton's Paul Menton Centre developed new initiatives and reviewed existing practices to support students requiring alternate format. We continue provision of in-house closed captioning while working in partnership with other stakeholders to meet future demands for accessible media.	The First In Family program at Carleton includes peer-to-peer mentoring, student engagement activities, and an FIF newsletter.	Campus tours and workshops were given to students of Nunavut Sivuniksavut and the Aboriginal Alternative High School. This provided a positive experience for Aboriginal students and their teachers and counsellors as they met faculty, staff, and university students and enjoyed hands-on experience on campus.

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3) Compliance with the Student Access Guarantee (SAG) in 2009-10

Through your signed MYAA, you committed to participate in the Student Access Guarantee. For 2009-10, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines.

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	985,823	1,036
Other SAG Expenditure to Supplement OSAP	1,473,674	1,387
TOTAL	2,459,497	2,423

Data as of July 6th, 2010

The institution met students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **YES** NO

4) The Student Access Guarantee (SAG) for 2010-11

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (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 2010-11 SAG Guidelines.

For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs. Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.	For the 2010/2011 academic year, aid towards tuition/book shortfalls will be provided automatically to academically qualified students attending a first-entry program at Carleton University who remain eligible for OSAP, have negotiated their OSAP loan funding and where income verification for the student's contributing individual has been completed by the time tuition/book shortfall assistance is adjudicated. Adjudication will begin mid November in conjunction with adjudication of applications for Carleton University's Undergraduate Bursary Program. To meet the tuition/book shortfall, Carleton University will base the amount of financial assistance provided to students who qualify for automatic aid on the "Remaining SAG Obligation". Students with no tuition/book shortfall and those who do not qualify for automatic tuition/book shortfall assistance will be required to submit an application for institutional need based awards (an on-line bursary application is released early September for all undergraduate students). Students attending the Fall/Winter session will be advised by mid December of the amount of institutional financial assistance they will receive. Assistance will be issued through two equal disbursements (one in December for the Fall term / one at the end of January for the Winter term). Funding will be applied towards outstanding tuition first and any remaining balance will be issued directly to the student by cheque. Students attending the Fall term only will be advised early December and payment will be issued in one disbursement in mid December. Funding will be applied towards outstanding tuition first and

	any remaining balance will be issued directly to the student by cheque. To support the delivery of automatic tuition/book shortfall assistance, minor enhancements to our internal information system are being made to accommodate the additional data elements that will be added to the Ministry's new student access guarantee download file.
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 in 2010-11. 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).

5) Participation in the Credit Transfer System

- Using Ontario Universities Application Centre (OUAC) reports, please provide data for the following years:

Years	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2005	21,026	5,075	1,357	584
2006	22,762	6,414	1,287	515
2007	23,833	6,611	1,206	418
2008	24,824	6,717	1,087	368
2009	24,766	7,093	1,067	378

*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. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that transfer data is not limited to college graduates who apply through OUAC and only includes full-time students applying and registering in the fall to the first year of a university program. 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.
Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the *percentage* of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.

Please provide any additional comments regarding transition experience either from college to university or university to university.

> The source of applicant and registrant statistics noted above is Carleton University data, and includes all applicants and registrants.
>
> The College Graduate Outcomes Survey information was provided by the Ministry and is for the province overall. Please consult the Ministry for further information.

- Please provide one or more example in the space provided below of a promising practice that Carleton used during 2009-10 to develop and enhance credit transfer. A promising practice could be a strategy, transfer pathway (i.e. transfer policies, specifically defined credits or a defined entry point, new or expanded agreements), change to student supports or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

> Two new Bridging Programs with Algonquin College:
>   1. Electrical Engineering Technology and Bachelor of Engineering - Electrical
>   2. Mechanical Engineering Technology and Bachelor of Engineering - Mechanical

> New Articulation Agreements
>   1. Geomatics Technician – Fleming College
>   2. Biotechnology Technologist – Algonquin College

> Administrative enhancements:
>   1. Creation of transfer credit webpage for new applicants – lists of articulation agreements and general policies
>   2. Dedicated contact person between Faculties and Admissions for new assessments

6) Class Size

- Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of Carleton's undergraduate class:

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
Less than 30 students	130	41.3%	73	19.6%	167	44.3%	255	75.4%
30 to 60 students	50	15.9%	114	30.6%	150	39.8%	72	21.3%
61 to 100 students	45	14.3%	113	30.4%	49	13.0%	8	2.4%
101 to 250 students	63	20.0%	71	19.1%	11	2.9%	3	0.9%
251 or more students	27	8.6%	1	0.3%	0	0.0%	0	0.0%
Total	315	100%	372	100%	377	100%	338	100%

Please provide one or more example in the space provided below of a promising practice that Carleton used during 2009-10 regarding class size. A promising practice could be 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 the 2010 Canadian Undergraduate Survey Consortium (CUSC) survey of first-year undergraduate students, 43% of Carleton respondents reported being 'very satisfied' with the average size of their classes, while 47% reported being 'satisfied'. Carleton respondents reported being more satisfied then the average of comparable institutions.

7) Online Learning

- A survey was conducted in 2010 to develop a stronger understanding of online activity in the postsecondary system. Based on input from this survey and future discussions with the sectors, the Ministry will be refining the measures.

- To complement this work, please provide one or more example in the space provided below of a promising practice that Carleton used during 2009-10 to develop and enhance online learning. A promising practice could be 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.

An online (distance and flexible) learning strategic plan was developed and approved for the University. This three-year plan's ultimate goal is to significantly increase the number of online and flexible learning offerings, including undergraduate and graduate courses, as well as certificates and professional development initiatives. Two new positions (Instructional Designers) have been created to support online course development. As an initial strategy, the number of credit distance courses offered in Fall 2010 have been increased by 25% over the same period in 2009.

Carleton University Television (CUTV) was rebranded to Carleton University OnLine (CUOL) to better reflect that, of students who register in a CUTV course, the vast majority view and participate in their course online (using Internet Video on Demand, downloadable podcasts, and accessing content, communicating and collaborating online via WebCT and other tools).

Carleton University OnLine (CUOL) completely updated the technology used to deliver its video based courses, replacing Real Player technology with a H.264, Flash based format. This change greatly simplifies technological support and improves the students' viewing and learning experience. The CUOL Student Centre was completely renovated and restructured to better serve the needs of online learners. A new classroom has been retrofitted to accommodate professional recording of classes for distance delivery, and eight large lecture theatres are being equipped with automated lecture-capture technology. New synchronous communication software environment is being established as well as a web 2.0-based virtual environment.

8) International Enrolment*

*DEFINITION: International enrolment is the headcount of full-time international students at the institution including students who are both eligible and ineligible for funding consideration.

- Carleton reported to TCU that International Enrolment in 2009-10 = **2,079**.

- In 2009-10, Carleton reported to TCU the following top 3 source countries for international students:

  1. **China**
  2. **Iran**
  3. **Nigeria**

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences Carleton had in 2009-10:
  - Outbound students = 272
  - Inbound students = 249
  -

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at Carleton in 2009-10 = $31.6 million

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that Carleton had outside of Canada in 2009-10 = $2.1 million

- Please list in the table below all For Credit, Stand-Alone campuses Carleton operated abroad in 2009-10, including city, country and total enrolment for each campus:

Campus Name	City/Municipality	Country	Total Enrolment
N/A			

- Please provide one or more example in the spaces provided below of a promising practice that Carleton used during 2009-10 to develop and maintain results for international activities. A promising practice could be 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.

Carleton strengthened its international recruitment activities. The fall of 2009 saw an increase in new first year undergraduate international enrolment of 11.3% over the previous year, and 4.9% for new graduate international enrolment.

Orientation 2009 offered enhanced specialized orientation for international students. We added more transitional programming and expanded Academic Orientation Day. Frost Week was implemented as a winter orientation session for incoming domestic and international students.

The International Student Services Office developed and implemented an I-Start mentor program which matched 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.

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including universities, that receive more than $10 million per fiscal year from the Ministry of Training, Colleges and Universities are required to have a Code of Ethics and Procurement, Policies and Procedures in place within the university that are consistent with the principles outlined within the Supply Chain Guideline. MTCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

- Please confirm in 2009-10 Carleton adopted the Government of Ontario's Supply Chain Code of Ethics: **YES**   NO

- Please confirm in 2009-10 Carleton adopted or is in the process of adopting the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures? **YES**   NO

- In 2009-10, did Carleton participate in the Ontario Education Collaborative Marketplace (OECM): **YES**   **NO**

- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: _____

- Please provide one or more example in the space provided below of a promising practice that Carleton used during 2009-10 related to supply chain management. A promising practice could be 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.

Carleton continues to purchase on a cooperative basis by entering into agreements and partnerships with other local and provincial institutions and municipalities as well as national associations. We also take advantage of other negotiated contracts for goods and services.

We continue to consolidate small-value purchases by using a campus wide purchasing card program, thereby reducing our transaction costs.

10) Space Utilization

In 2009-10, did Carleton have a Space Utilization planning process in place to assess and optimize academic space utilization?

YES   NO

If yes, please indicate in the space below the methodology used to inform Carleton's academic space utilization planning process:

Carleton University utilizes a space management committee to review and approve all re-allocation of space. We have a permanent position responsible for space management and capital planning and through this position we conduct an annual space use review.

- If yes, please provide one or more example in the spaces provided below of a promising practice that Carleton used during 2009-10 to assess and optimize academic space utilization. A promising practice could be 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.

We monitor and set long term utilization targets for classroom and teaching laboratories. The actual use and the targets are assessed on an annual basis as well.

11) Student Satisfaction

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *excellent* and *good* responses) at Carleton for *NSSE Question* "How would you evaluate your entire educational experience at this institution?" = **80%** for Senior Year respondents.

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of *definitely yes* and *probably yes* responses) at Carleton for *NSSE Question* "If you could start over again, would you go to the same institution you are now attending?" = **78%** for Senior Year respondents.

- Please provide one or more example in the space provided below of a promising practice that Carleton used during 2009-10 to increase student satisfaction. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Co-curricular Record (CCR) was launched in January 2010. The CCR is an official document that captures students' extra-curricular activities so that they can better market themselves to potential employers and graduate schools. Presently the CCR has over 494 registered activities.

We have implemented a new Academic Performance Code – CA (Continue Alternate). This status will encourage students to transfer programs of study when they are having difficulties in their current program.

Carleton respondents reported high levels of satisfaction in the winter 2010 CUSC survey of first-year undergraduates. 91 percent of respondents agreed or strongly agreed that they were satisfied with their decision to attend Carleton. 91 percent of Carleton respondents also reported that they were generally satisfied with the quality of teaching they have received.

In the winter 2009 CUSC survey of graduating undergraduates, 92 percent of Carleton respondents were satisfied or very satisfied with the overall quality of education.

12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at Carleton = **69.8%**

- Please provide one or more example in the space provided below of a promising practice that Carleton used during 2009-10 related to the achievement of the graduation rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

> The KPI result reported above is the seven year graduation rate for the cohort that entered first-year in the fall 2000. Since that time, our two-year retention rate has improved by over three percent. As a result, our graduation rate for more recent entrants is expected to be well in excess of 70%.

> Timely completion of a program depends, in part on course availability. We increased services to students by developing an online course request override system (CROS). There was full implementation in June 2008 of the project and then implementation of the availability of course descriptions integrated into the Banner registration tool in 2009. Enhancements were implemented in the Summer 2009. This tool helps gauge the demand for courses so that we can adjust our course offerings to meet student demand.

> The Associate Vice-President (Students and Enrolment) and University Registrar chairs a Course Availability Working Group which identifies courses with potential enrolment problems and develops solutions for the issues. During peak registration the working group meets every two weeks and this has provided faculty with timely information that enabled them to react and respond quickly to unmet demand.

13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at Carleton = **91.5%**.

- Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at Carleton = **94.9%**.

- Please provide one or more example in the space provided below of a promising practice that Carleton used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be 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.

Carleton added in the Career Centre a full-time continuing employment relations coordinator dedicated to enhancing the employment of Carleton graduates.

An updated Career Development and Co-operative Education website offers videos and resources to allow students to undertake aspects of career development and employment preparation independently. MyCareer now has over 18,000 student subscribers and in 2009-10, over 9,400 positions were posted.

Carleton provided unlimited access to all Career Centre resources and programming for all alumni. We also enhanced outreach to new alumni up to two years post graduation, including postcard mail outs and outreach at convocation ceremonies (both in place for the past two years).

14) Student Retention Rates

- The table below has been pre-populated with the proposed results set for 2008-09 in Carleton's approved Multi-Year Action Plan. Referring to these proposed results, please identify Carleton's achieved results for 2009-10.

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	**87.2%**	**87.6%**	88.0%
2nd to 3rd Year	**91.5%**	**90.4%**	91.8%
3rd to 4th Year	**N/A**	**N/A**	**N/A**

- Please indicate in the space below the methodology used by Carleton to calculate the retention rates indicated above:

Consortium for Student Retention Data Exchange (CSRDE) methodology.

- Please provide one or more example in the space provided below of a promising practice that Carleton used during 2009-10 related to student retention. A promising practice could be 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.

Not only has Carleton's 1-year retention rate steadily increased for three years in a row, in 2009 Carleton had the sixth highest one-year retention rate in Ontario. This is especially encouraging given that for the same cohort, Carleton's average high-school average was 10th in the province. (High school average is highly correlated with retention)

Carleton Complete was established – a new recruitment and retention program that offers students a comprehensive support system to help them complete their degrees and prepare for real-world challenges. Carleton Complete is an unparalleled package of initiatives designed to promote a culture of success; it highlights a student's complete university experience – everything from supporting academics to ensuring they participate in meaningful activities outside of the classroom. Some highlights include:
- an early warning initiative that identifies student who might benefit from additional support and academic improvement plans
- ongoing academic support through one-on-one advising appointments, Learning Support Services (LSS) info sessions, Peer Assisted Study Sessions (PASS) and the Writing Tutorial Service
- (as mentioned in Section 11) a co-curricular transcript that provides students with an official record of their extra-curricular involvement
- enhanced Career support for Carleton students and graduates
- establishment of a Rules and Regulations Working Group to identify and address rules, regulations and policies that present barriers for student success. A Rules and Regulations Guide was published for undergraduate students and staff (*CU Know-How*).

We also have Success Officers in the Sprott School of Business and the Faculty of Science.

15) Quality of the Learning Environment

Please provide information in the space provided below of what Carleton did in 2009-10 to enhance the quality of the learning environment and what strategies are in place to continue and enhance quality.

In 2009/10 Carleton completed its new Academic Plan, which was approved by Senate on June 25, 2010. The Carleton Academic Plan will guide the university's academic and research activities into the future, focusing on advanced learning through disciplinary and interdisciplinary study and research, the creation and dissemination of knowledge and the betterment of our community. The Carleton Academic Plan can be found here: http://www2.carleton.ca/provost/academicplan/

The Office of Quality Assurance (OQA) was established in the summer of 2010. The OQA has responsibility for the administration and application of Carleton's Institutional Quality Assurance process, which involves reviews of proposed new programs, cyclical reviews of existing programs and reviews of proposed major modifications to existing programs.

During the past year we have created a total of 772 study spaces with 322 being located within our Library facilities and 450 located in various public locations throughout the campus. We have also enhanced the teaching environment in the classroom through the physical and technology upgrades to 5 classrooms.

As noted in the previous section, Carleton Complete was established to offer students a comprehensive support system to help them complete their degrees and prepare for real-world challenges. Carleton Complete offers Carleton undergraduates several new support programs including: an Early Warning System, a centralized web-based registration assistance program, and a new co-curricular transcript to formally recognize and document activities that students participated in at Carleton.

PART 2: *OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES*

- **Increased Participation of Under-Represented Students — Programs/Strategies**

As part of your 2008-09 Report-Back, Carleton was asked to provide 3 to 5 examples of how your strategies/programs to support increased participation of under-represented students would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
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.	Faculty and students continue to rely on the McIntyre Exam Centre as a service to meet a variety of test/exam related accommodation needs. The 2009-10 Academic year represented the first full year of operation for the McIntyre Exam Centre. During this period, 3,068 in-class tests/midterms were accommodated in addition to a large proportion of the 4,203 formal accommodated exams that Scheduling and Examination Services administered during the year. During 2009-2010, the Paul Menton Centre for Students with Disabilities supplied the McIntyre Exam Centre with six additional laptops to help keep pace with the increasing demand for the use of assistive technology with tests and exams.

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.	Eight events were held over the year with 50 mentees and 15 mentors participating in the program. The Undergraduate Recruitment office reached out to over 800 students during the year. **The First Generation Student Bursary** disbursed $89,702 to 47 recipients. The Undergraduate Recruitment Office also had a first in family student blogger who shared his thoughts about the transition from high school and his thought and progression through his program. There were great blogs posted throughout the year and they were very well received.

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.
	24 Aboriginal Students were enrolled in the Enriched Support Program (AESP) in 2009-10. 22 students were enrolled in the first year program and 2 students in the second year program.
	
	Student Employees Supporting Students
	12 Student employees were hired for the program:
	   1 Aboriginal Administration & classroom assistant
	   2 Aboriginal mentors
	   1 Aboriginal coach
	   8 Aboriginal High School Mentors

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.

Both non-Aboriginal and Aboriginal students were hired. In cases where students had equal qualifications, preference was given to Aboriginal students. This work provided valuable employment skills for students and had Aboriginal Students providing guidance and support for incoming students.

Aboriginal High School Mentorship Program
8 Aboriginal high school outreach mentors worked with Aboriginal high school students at Odawa on a weekly basis tutoring and mentoring students in a variety of subjects. Two of our first year AESP students were high school outreach mentors and one of these students received a community award as a result of her mentoring and work with the program.

AESP Classroom & Administrative Assistance
The AESP classroom and administrative assistant provided support to the AESP coordinator with coordinating, planning and organizing the program. In addition, she managed and coordinated the AESP Facebook site, which has become an important resource for students in the program, and has furthermore developed into an effective recruitment and retention tool.

AESP First Year & ESP Second Year Program
A mentor was in both the first year and second year class to support students. Mentors were also available outside of classes for meetings and communicated

with students by e-mail. The mentors organized study sessions, as well as social gatherings outside of class, to further reinforce peer support and collaborative learning. The coordinator of the AESP provided one-on-one and in-class advising for all students for academic and personal issues throughout the year. She referred students to a variety of support services within the CIE program, such as coaching, and also within the university, including Health and Counselling, The Paul Menton Centre for Students with Disabilities, and a variety of other resources.

Coaching
Additional course support was provided by a dedicated coach, a Master's student in Canadian Studies who attended the first year classes. She coached students, providing them with one-on-one writing and study support, and the students took advantage of that support on a regular basis. As part of her practicum, she organized communications training sessions, teaching public speaking and presentation skills using Aboriginal teaching methods, and incorporating Elders and talking circles as teaching vehicles. As a result, two AESP students took the initiative to hold a bilingual presentation in Cree and English for visiting Algonquin College students.

Orientation
A one-day Orientation was held in July 2009, and students learned about the services on campus, and they were introduced to staff and one another to form early support bonds. Then, as part of the wider

	University Orientation, the AESP first year seminar held another general Orientation in early September. **First Year Seminar** Norman Gull, a Cree historian and instructor, taught the first year seminar course offered to the Aboriginal students. It provided both content and skills learning within an academic discipline. The mentor, coach, coordinator and instructor worked collaboratively to meet the student's needs and provide them with information about support services. It is notable that the highest number of students successfully completed AESP in the year 2009-2010. This year, we also had the first AESP student enter the prestigious Journalism program at Carleton. In addition, she was hired by the Carleton Recruitment office to blog about her experiences as an aboriginal student at Carleton for the year 2010-2011. The AESP will continue in 2010-2011 with additional programming for Aboriginal students, including supporting 2nd year AESP students in an Indigenous Studies course, offered through Canadian Studies, and a full week pre-university, Aboriginal Foundations course.
Aboriginal Vision/ Management Committees The **Aboriginal Vision Committee** was created in the fall of 2008. The	The final report of the Aboriginal Vision Committee was completed and accepted by the President and Vice-Chancellor in September 2009. The report contained short-term and long-term recommendations

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.

which were generated by six working groups made up of students, community members, staff and faculty.

Some of these recommendations were implemented immediately, such as hosting an Aboriginal Post-secondary Honouring Ceremony for Aboriginal student graduates, having a more focused strategy to recruit Aboriginal students to Carleton and creating a Visiting Elders program on campus, to name a few.

To oversee the implementation and to ensure that long-term recommendations continued to be developed, a Task Force on Aboriginal Affairs was created to replace the Aboriginal Vision Committee. Co-chaired by a University member and a community member, this Presidential Advisory Committee has 20 members. The Aboriginal members consist of 2 students, 1 faculty, 1 staff, 1 Elder and 5 community representatives representing First Nations, Métis and Inuit.

Ministry of Training, Colleges and Universities

- **Quality of the Learning Environment**

As part of your 2008-09 Report-Back Carleton was asked to provide 3 to 5 examples of how your quality improvement strategies/programs would be extended, consolidated and/or best practices applied in 2009-10. Please identify the achieved results of these strategies/programs for 2009-10.

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
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 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	Early Warning Initiative We outreached to 890 students with 2 or more Ds or Fs on midterms; students that earned Ds or Fs in their 100 level First Year Seminar course required for their major; or undeclared, special students and enriched support program students. 330 of the students responded to our offer of support. On average the total number of Ds and Fs decreased by 37% from midterm to final grades. This initiative is in its pilot phase and more follow-ups and adjustments need to be made before the results are proven. Midterm Grade Collection We implemented a pilot pre-midterm alert system to assist our Student Academic Success Centre (SASC) to identify students who require academic advice and support. Outreach to these students was done by SASC advisors. The following is the number of courses that participated by faculty: - Faculty of Engineering and Design 5 - Faculty of Arts and Social Sciences 6 - Faculty of Public Affairs 11 - Faculty of Science 19 - Sprott School of Business 5 We will be continuing this program in 2010-2011. Adjustments and

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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

monitoring are in progress.

Academic Advising
A referral guide for students and faculty has been distributed. The Committee is now working on a set of FAQ's for all front line staff to refer students to the correct office. Learning Outcomes are also being identified and will be distributed for consultation from the Student Services offices.

Learning Support Services (LSS)
During the Fall term of 2009 the Writing Tutorial Service booked 1,381 one-on-one writing conferences and 29 workshops. During the winter term of 2010 we booked 905 writing conferences and 13 workshops.

- Number of professors who incorporated LSS into their course design: 48 *(this number is comprised of two things: in-class workshops and "Incentive Program" participants. The "Incentive Program" offered students 1% or 2% towards their course mark for participating)*
- Number of in-class workshops given by LSS: 38
- Number of classes that were part of the "Incentive Program": 10
- Number of Peer-led Study Skills workshops given: 313
- Overall attendance at the Peer-led Study Skills workshops: 1,213 students
- Number of bookable library study rooms: 9
- Number of student bookings in the study rooms: 32,821

Peer Assisted Study Session (PASS) Program
The PASS program provides additional study support to students enrolled in traditionally difficult courses. In 2009-10, there was an increase in our PASS delivered program of weekly study sessions to a total of 25 credit courses. The results are very encouraging with reports indicating a full

grade point average increase in the student's final mark.

Academic Integrity
In 2009-10, Carleton implemented a more vigorous academic integrity awareness campaign as compared to the previous two years. The campaign centered on the theme of financial fraud and it's similarities to academic integrity. For example, one particular slogan asked students "you wouldn't use a person's lost credit card; why would you steal someone ideas". Using stark eye catching colours, over two hundred academic integrity posters were produced, over 2,500 handbills were distributed to students directly, and several ads were taken out in the university's student news paper. This new awareness campaign was in addition to several other activities that have taken place in years past.

Department Specific Advising
The Science Student Success Centre (SSSC) was created to enhance the engagement and increase the retention of undergraduate students in Science. Since its creation the SSSC has mentored over 400 students each year on how to succeed in science. Students are mentored in how to handle the intensive work schedule, how to study for science courses, how to get into medical school, how to obtain research experience, and how to get career advice. Over the last two years the SSSC has implemented an early identification and intervention program for at-risk science students. At risk students who meet with a SSSC mentor are significantly more likely to pass their science, math, and computer science course(s). Another big success of the SSSC has been the volunteer community. The SSSC utilizes volunteer upper-year science students as mentors in its programs. First year students closely identify with these mentors, and the upper-year mentors report that mentoring helps them improve their own time management and study skills. Overall, the SSSC has been a very successful endeavour for the Faculty of Science.

Orientation and Transition Support

- 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 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

First Year Registration Assistance
There were 4,176 students assisted with registration through this program.

First Year Experience Office
Upper year students were able to access more services and opportunities that they did not know were available to them before. This impacted the Carleton Serves day which doubled in student participation. All the days of Service which ran throughout the year were completely full (with upper and first year students). There were 16 days of service and 186 participants in the fall/winter programs.

Orientation 2009
Paul Menton Centre (Information, Networking & Transition-Readiness Orientation) Fall Orientation Day 2009. There were 58 new students, 23 returning students and 5 parents who participated in our Fall Orientation Day.

This early fall Session provided an opportunity for students and parents to meet other new students with disabilities, returning student ambassadors, and friendly PMC staff at a meet-and-greet reception. Attendees learned about academic accommodations and supports for Carleton students with documented disabilities. Parents of new students were welcomed to the event. The objectives of the program were:

- To give students an opportunity to meet fellow first-year students, friendly staff, and inspiring student ambassadors
- To hear success stories and learn about challenges students may face
- To become aware of the accommodation process and PMC supports
- To find out how to register and make an intake appointment with a PMC coordinator

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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.

- To learn about free information sessions (fall term) created to assist students with disabilities. Topics included Study Strategies, Technology Tools, Financial Assistance, Online Resources and Talking with your Professors.

International Student Orientation
A total of 287 undergraduate international students and 50 graduate students (including exchange students) participated in our international student orientation program.

In 2009/2010 we separated international student orientation into 2 different programs, international graduate student orientation and international undergraduate orientation. Both were well received and overall we saw significant increases over the previous year's registration numbers. We hope to continue to see an increase in participation levels in the coming years.

Math Matters
There were 64 students enrolled in the Math Matters program from the Faculty of Science, Engineering, Sprott School of Business and the Economics program. It was determined that Science students would benefit from a greater focus on Calculus. The program will be redesigned for the Summer of 2010 and the students will be placed into classes according to their Faculty.

Foundations for Success Mentor Program
This program was replaced by the First in Family Mentor Program and is described in previous section.

I-Start Mentor Program
The 2009/2010 academic year saw the introduction of a pilot mentor program for new international students. A number of last year's mentees have now gone on to take on leadership roles such as becoming

residence fellows and mentors for 2010-2011 incoming students.

Due to the program's success we have offered it again for the 2010/2011 academic year on a larger scale and are in the process of developing a similar, slightly less intensive program specific to graduate students.

There were a total of 24 mentors (some with more than one mentee).

Thanksgiving Program
International and exchange students were hosted by staff and faculty and a few students for Thanksgiving dinner. It provided a unique opportunity for cultural exchange. The students were provided with an opportunity to experience a Canadian holiday and get a glimpse of Canadian home life, and hosts and their families the opportunity to learn about other cultures. The program was well received by both the Carleton hosts and the students. There was even interest by some in hosting students for Christmas. We hope to increase both student and host participation in the coming year.

There were 9 host families and 21 students who participated in this program.

Ask Me Campaign
A total of 1,830 Ask Me Buttons were distributed to 64 departments this fall to welcome the new students to campus. All faculty and staff were encouraged to wear an "Ask Me" button and new students were encouraged to ask questions or request assistance.

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.	**Co-Curricular Record** There are now a total of 494 recognized activities included in the Co-Curricular Record. There was a very successful beginning to this program with a large awareness campaign being launched for 2010-2011. **Alternative Spring Break** There were a total of fifty-six students who participated in the Alternative Spring Break. The activities included a week in the Florida Everglades to learn about the environment and sustainability, a trip to the southern United States to work with social activism and human rights, and a program in Ottawa dealing with multiculturalism and ESL.
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	**Career Development and Co-operative Education** From Sept. 1, 2009 to April 30, 2010, 807 students attended a career counselling session. There were 3 faculty-specific career counsellors. 30 employers and approximately 1,200 students attended a new graduate and alumni career fair.

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.

74 students attended and received a New Graduate Certificate program. The number of students that attended the New Graduate Certificate program doubled from 2008-2009. Including graduate students in the programming certainly contributed to its success.

2009-2010 included graduate students in the new grad certificate program. Topics covered included: CV Writing, Academic Portfolios, Academic Interviewing Skills, Job Searching and Networking for Graduate Students.

21 industry experts connected with 26 students for a new pilot job-shadowing program.

Overall the programs were well-received. Changes to be implemented this year include the timing and messaging around the New Grad and Alumni Fair.

The Job Shadowing Program took a lot of time to organize for a fairly low student turn-out. Reviewing messaging and timing for 2010-2011 will be a focus.

Ontario Global Edge internships

This was Carleton's first year participating in the Ontario Global Edge internship program. 5 students participated in placements over the spring/summer of 2010.