Ontario

Ministry of Training, Colleges and Universities

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Carleton University

OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

1) Enrolment - Headcount*

DEFINITION: Headcount is the actual enrolment for Fall 2010 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2010-2011 fiscal year.

Carleton University reported to the Ministry the total Headcount enrolment in 2010-2011 = **18,634**.

The number of students aged 18-24 from the total Headcount enrolment reported by **Carleton University** to the Ministry for 2010-2011 = **15,020**.

The number of students aged 25+ from the total Headcount enrolment reported by **Carleton University** to the Ministry for 2010-2011 = **2,656**.

The **number of students under the age of 18** enrolled at **Carleton University** in 2010-2011= **958**.

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

Carleton University reports enrolment consistent with the Ontario Operating Funds Distribution Manual and the 2011-12 User Reporting guide. Age is measured as of the start of the term. Full-time is defined as 60% or more of the full program load.

Please provide one or more examples, in the space provided below, of highlights from **Carleton University's** Enrolment Management Plan that **Carleton University** used during 2010-2011 to manage enrolment.

Carleton University provides comprehensive support for students from their first point of contact with the University through to graduation and beyond. Together our offices provide programs and services to recruit students, support students through the application and admission process, promote student development and learning, enhance the student experience at Carleton University and contribute to the creation of an environment for student success.

This environment is one in which students are engaged in their academic pursuits and co-curricular life of the university, enabling students to succeed in their studies, graduate and continue on to pursue meaningful and productive post-university experiences.

Throughout the document below we have more detailed examples.

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 (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.*

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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 Full-Time *Students with Disabilities* at **Carleton University** who registered with the Office for Students with Disabilities and received support services in 2010-2011= **1,448**

Please calculate the total indicated above as <u>a</u> % of 2010-2011 Enrolment Headcount:
(Insert Total From Above) **1,448** ÷ **Carleton University** (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = **7.8**%

Please also indicate the total number of Part-Time *Students with Disabilities* at **Carleton University** who registered with the Office for Students with Disabilities and received support services in 2010-2011 = **0** | Please indicate the total number of Full-Time *First Generation Students* enrolled at **Carleton University** in 2010-2011= **1,950**

Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount:
(Insert Total From Above) **1,950** ÷ **Carleton University** (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = **10.5**%

Please also indicate the total number of Part-Time *First Generation Students* enrolled at **Carleton University** in 2010-2011 = **700** | Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **Carleton University** in 2010-2011= **500**

Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount:
(Insert Total From Above) **500** ÷ **Carleton University** (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = **2.7**%

Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **Carleton University** in 2010-2011 = **150** |

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

First Generation: undergraduate enrolments were estimated based on responses to the winter 2011 NSSE undergraduate survey; graduate students were assumed to have the same proportion of first generation as final-year NSSE respondents. Aboriginal: undergraduate enrolments were estimated based on full-time student respondents to the winter 2011 NSSE survey; graduate student enrolments were based on responses to the winter 2010 CGPSS survey. Please note that, because of the small number of Aboriginal respondents to the surveys, there is a high level of uncertainty in the estimated counts.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **Carleton University's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **Carleton University's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **Carleton University's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.
[Please note that the figure of 1,448 includes both Full-time and Part-time students.] 1. Since 1988, the Attendant Services Program has been providing high quality personal care to students with physical disabilities living in residence. This program, funded by the Champlain District Local Health Integration Network, continues to be unique in North America. During the past year, the service operated 24 hours per day for all 365 days, responding to an average of 1,400 service calls per month. The program attracted students from across Canada, the United States, Botswana, South Africa, Switzerland and Japan. 2. Get the FACTS (Fall Aspergers Carleton Transition to Success) is a new fall orientation program for first-year students with Aspergers Syndrome (AS). This one-day program offers students and their parents the opportunity to participate in interactive workshops on time management and technology, a personalized tour of the campus, and a panel discussion with upper-year mentors who share their transition experiences to university. 3. The PMC (Paul Menton Centre**) Volunteer Program attracted over 750 volunteers in 2010-11 through innovative recruitment and incentive initiatives. In the capacity as note-takers, tutors, proofreaders, scribes, or accessible-document creators, these	This past year, the first-generation student (FGS) program expanded to include multiple units and saw the participation of a record number of FGS in its transition support programs. Expanding the program allowed the university to engage over 70% of new first-generation students at Carleton compared with <10% of FGS in the 2009-10 academic year. Many of the programs were formed around student support services that were already in place. Connecting with FGS through these programs allowed us to not only see more FGS in our programs, but to educate students about FGS issues allowing them to self identify as part of this community. In our planning we identified creating a FGS community as a key point for student success and ultimately retention of students in future years. Creating a true FGS community was one of our biggest highlights for the year. One way this was accomplished was through a mentorship program that pairs upper-year FGS with new first-year FGS. Here is one success story as told by her mentor in the final-year reports prepared by the mentor and mentee. "When I first met Rebecca she was very confused about choosing the right program elements. When we first met, she was thinking about leaving Carleton University because the university did not have the program that she was looking for. After a few meetings and some online research, we finally found a program that best met her interests. It was a specific stream at the Geology	New-Student Orientation: new-student orientation was greatly expanded from the previous years' two-hour sessions. During the month of September we held a lunch in the Aboriginal lounge to welcome new and returning Aboriginal students; a tour for new Aboriginal students to three local community organizations – Minwaashin Lodge, Wabano Centre for Aboriginal Health, and Odawa Native Friendship Centre; a Welcome Pow Wow for all members of the Carleton community; and an Opening Ceremony for the new Visiting Elders program. Elders Program: an opening ceremony in October with participation from students, staff and faculty launched the Visiting Elders Program. A schedule was established with a First Nations Elder who was available and committed to participate for the academic year and with the department of Canadian Studies as the host location. The program continued to build momentum and by the end of the school year, several classes had participated and many individual students, staff and faculty had visited the Elder. First Nation, Inuit and Métis Elders are included in the University's prominent events: for example, for the eight convocations and new-student convocations, the Elders conducted an Opening Ceremony and prayer. Whenever possible, Elders representing the First Nations, Inuit and Métis communities participate in events such as:

volunteers provided valuable services to students with disabilities who are registered at PMC. For their efforts, student volunteers received volunteer credits toward their Co-Curricular Record (CCR) and the satisfaction of helping students with disabilities to achieve their academic potential.
** http://www1.carleton.ca/pmc/

Faculty. It was surprising to find a whole program based around her interests, but that shows you what is possible when you link someone who knows how the system works with someone who doesn't. Before beginning the winter semester, Rebecca managed to change her winter timetable and now she is enrolled in the program that she loves."

• Opening for Aboriginal guest speakers
• Indigenous Post-Secondary Graduates' Honouring Ceremony
• Orientation event
• Welcome Pow Wow
• Shad Valley Program
Once a month, Elders from across Canada were invited to spend time with the students in the Aboriginal Lounge. This was arranged in partnership with the Kumik Lodge (Indian and Northern Affairs Canada).

Aboriginal Awareness Week: held Carleton's best-ever Aboriginal Awareness Week in collaboration with the student Aboriginal Service Centre, Cinema Politica, students, staff, faculty and external organizations. Highlights of the week included:
• First Nations, Métis and Inuit cultural dance performances (attended by 100+ participants)
• Aboriginal awareness through comic relief such as educational films, storytelling and comedy show with Don Kelly (attended by 100+)
• Keynote addresses: business owner and moccasin maker; creative visual artists/poets; Métis experts; and student facilitated workshops "Mannaulliqtu: It's Time" (attended by 20-30)
• Community round dance (attended by 200+)

Children's Pow Wow: in close collaboration with Carleton colleagues and Aboriginal community organizations, the 2nd annual weekend Children's Pow Wow (Aboriginal Family Festival) was held at Carleton; 560 students from grade 5 to 8 attended the Education Day activities prior to the Pow Wow while the Saturday and Sunday saw approximately 700 and 400 people in attendance. The Baby welcoming Ceremony, Tiny Tot specials and the interactive programming had many of the participants up and on the dance floor. This type of activity is extremely important in building relationships between Carleton, local schools and Aboriginal communities.

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3) Compliance with the Student Access Guarantee (SAG) in 2010-2011

Through its signed MYAA, *Carleton University* committed to participate in the Student Access Guarantee (SAG). For 2010-2011, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines.

*NOTE: SAG data as of June 9, 2011

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	$1,688,527	1,305
Other SAG Expenditure to Supplement OSAP	$1,676,568	1,523
TOTAL	$3,365,095	2,828

Did **Carleton University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2010-2011 SAG Guidelines?

Yes

The space below is provided for *Carleton University* to describe methodology, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2010-2011.

4) Participation in the Credit Transfer System

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

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2010.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
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
2010	25,561	4,349	761	142

*Transfers from publicly assisted colleges in Ontario

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

- the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;
- a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;
- 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 encourages **Carleton University** to augment the OUAC data with its own institutional data, particularly pertaining to college graduates entering university. Reporting this data is optional. In the space provided below, **Carleton University** should report institutional data which includes data from OUAC and other sources.

Year	Carleton University's Total Applications	Carleton University's Total Registrations	Carleton University's Transfer Applications	Carleton University's Transfer Registrations
2010	24,779	7,247	1,086	392

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

FYI, according to Carleton records, the OUAC-only numbers for 2010 admissions are:
Applicants 21308
Registrations 5267
Transfer Applicants 1051
Transfer Registrations 372

Please provide one or more highlights, in the space provided below, of an activity that *Carleton University* used in 2010-2011 and which contributed to maintaining or improving *Carleton University's* efforts to develop and enhance credit transfer. A highlight could be a strategy, a transfer pathway (e.g. transfer policies, new or expanded articulation agreements with specifically defined credits or a defined entry point), changes to student supports viewed by the institution to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

4.1) Expanding Transfer Pathways excluding collaborative degree programs without transfer pathway (e.g. expanding bilateral articulation agreements to multilateral agreements, new/revised policies with specifically defined credits or defined entry point, projects to facilitate course-by-course transfer in General Arts and Science diploma programs, pathway projects to support university to university or college to college transfer, etc.)

Carleton has expanded transfer pathways by:
• Assessment and assignment of transfer credit for CAAT applicants by expanding the equivalencies from current articulation agreements to similar programs at other colleges in Ontario.

• Assessment of the entire math curriculum offered by Algonquin College for equivalencies with university math courses and identifying those which satisfy prerequisite requirements

4.2) Providing Support Services for Transfer Students (including student transition experience/activities and supports to promote student success)

Carleton supports transfer students transition to university through its many Orientation programs including:
- Summer Orientation: Daylong sessions are designed to support students' academic success by introducing them to Carleton, its programs and services, and offer academic advising and support for registration

- Fall/Winter Orientation: This week-long program helps new students make new friends and get to know Carleton

- Academic Orientation Day: Academic Orientation Day is during Fall Orientation and allows students to find out more about their Faculty and program through informative information sessions. New Student Convocation, the official welcome to our academic community, kicks-off the day.

- Mentor programs: Transfer students may choose to participate in mentor programs like our first-in-family mentor program (if they are the first in their family to attend university) or program-specific mentor programs.

Transfer students who are in academic difficulty are also identified through our various early-warning initiatives and retention programs (if necessary).

4.3) Improving Transparency and Access to Information about Credit Transfer and Transfer Pathways

To help improve transparency and access to information about credit transfers and credit pathways, Carleton has created a transfer credit tables and website for CAAT applicants that can be found online at:
http://carleton.ca/admissions/howtoapply/transferadvanced-standing-credit/

5) Class Size*

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, the percentage of **Carleton University**'s undergraduate class size for first entry* programs was:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	118	37.6%	63	17.1%	155	41.9%	257	75.4%
30 to 60 students	54	17.2%	122	33.1%	144	38.9%	67	19.1%
61 to 100 students	44	14.0%	110	29.8%	52	14.0%	14	4.1%
101 to 250 students	70	22.3%	71	19.2%	19	5.1%	3	0.9%
251 or more	28	8.9%	3	0.8%	N/A	N/A	N/A	N/A
Total	314	100.0%	369	100.0%	370	100.0%	341	100.0%

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

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2010-2011, which contributed to maintaining or improving **Carleton University's** class size initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

• Carleton has a course availability working group that addresses issues of course availability as they arise to meet students' course needs.

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

• During registration, class sizes are assessed and demand versus availability is reviewed on a weekly basis.

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

6) eLearning

As part of the Open Ontario Plan outlined in the 2010 Speech from the Throne and the 2010 Budget, the government announced the creation of a new Ontario Online Institute (OOI). In Spring 2010, the Ministry conducted a survey on elearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of elearning activity currently taking place across Ontario.

While long-term indicators for eLearning will be developed for future reports, the 2010-2011 Report Back seeks to expand on the information that was submitted in the Postsecondary eLearning Survey. This information will help the Ministry to continue to develop design options for an Ontario Online Institute in order to best build upon the current activities and strategic directions already in place in Ontario.

Fully Online Learning* and Synchronous Conferencing*

*DEFINITIONS:

Courses:

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

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

Programs:

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

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

Course, Program and Registration Data

Based on the definitions provided above, provide *Carleton University's* elearning data for 2010-2011:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit **Courses** Offered Through Fully Online Learning	73	5
Number of Ministry-funded, For-credit **Courses** Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	73	5
PROGRAMS DATA	**UNDERGRADUATE**	**GRADUATE**
Number of Ministry-funded, For-credit **Programs** Offered Through Fully Online Learning	0	0
Number of Ministry-funded, For-credit **Programs** Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in elearning Format	0	0
COURSE REGISTRATIONS	**UNDERGRADUATE**	**GRADUATE**
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	10,972	94
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	0	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	10,972	94

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

The data provided for the above Course, Program and Registration data were obtained after the University's official deadline for course withdrawal by generating reports from Banner, Carleton's enterprise system.

All e-learning course offerings are managed and supported centrally, ensuring an accurate count of courses and programs offered.

Hybrid Learning*

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

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

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

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A second year half-credit law research methods course, LAWS 2908, was offered in 2010-11 for the first time as a hybrid course.

LAWS 2908 is a core course in the program and in previous years up to 15 sections of the course were offered per academic year. The reasons for the large number of sections were significantly increased enrollments and a desired seminar approach to teaching the course.

This model was no longer sustainable due to the cost of instructors to teach the sections, observations of some inconsistencies in student performance among sections, limited physical space on campus, and a limited number of qualified individuals to teach the course.

For Fall 2010, the number of course sections were collapsed to one section and many activities were shifted online. Students became responsible for learning material that would have previously been delivered in a lecture, with class time reserved for problem solving and discussion.

Using this model, students had a better quality learning experience and delivery costs were reduced substantially.

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2010-2011, which contributed to maintaining or improving elearning opportunities at **Carleton University**. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Carleton implemented a number of initiatives as part of strategic plan to maintain and grow e-learning activities at the institution. These included:

- Reorganized our media and course production departments to better support the design and implementation of e-learning activities at the University.

- Created two instructional design positions to collaborate with instructors to design and adapt courses for online and hybrid learning.

- Organized a conference and working sessions for the Carleton community around e-learning with keynotes by experts Dr. Alec Couros (U. of Regina) and Dr. Tony Bates (formerly of UBC).

- Provided development funds to departments interested in developing online courses.

- Supported the development of an open source collaboration and communication tool, BigBlueButton, to better support online teaching and learning.

- Joined the Canadian Virtual University to facilitate degree completion for Carleton students.

Out of these initiatives the following was accomplished:
1) The completion of eight new online courses (to be offered in 2011-12)
2) Hybrid course development (LAWS 2908, as described above), which not only improved the quality of the learning experience, but also substantially reduced costs to the University (estimated to be approximately $50,000 in instructor costs).
3) Design and implementation of a hybrid professional development course in sustainable energy development
4) Implementation of two online workshops for teaching assistant professional development

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **Carleton University's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Carleton University** actively engaged in recruitment activities in 2010-2011:

Malaysia
USA
UAE

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Carleton University** had in 2010-2011:

- Outbound students* = 260
  *DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 236
  *DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Carleton University** in 2010-2011 = **$37,000,000**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **Carleton University** had outside of Canada in 2010-2011 = **$2,050,000**

Please list, in the table below, all For-Credit, Stand-Alone campuses or partner campuses at which **Carleton University** delivers courses and/or programs **abroad (outside of Canada)** in 2010-2011, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the campus in 2010-2011	2010-2011 Total Enrolment by Program
Donghua U	Shanghai / China	MBA	32
Qeshm Inst.	Qeshm Island / Iran	MBA	56

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

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7.2 Enrolment

In 2010-2011, **Carleton University** reported to TCU the following top 5 source countries for international students:

	Source Country	Number of International Students	International Students from Source Country as a Percentage of *Carleton University* Total Full-Time International Student Enrolment
1.	China	556	25.4%
2.	Nigeria	149	6.8%
3.	Saudi Arabia	128	5.8%
4.	Iran	127	5.8%
5.	India	97	4.4%

Carleton University reported to TCU that International Enrolment* in 2010-2011 = **2,188**

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, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.

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

Data is based on Ministry count dates. Full-time is defined as 60% or more of the full program load.

Please provide **Carleton University's** 2010-2011 Part-Time International Student Enrolment = 528

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Carleton University** in 2010-2011 = <u>371</u>

Please provide a highlight in the space provided below of an initiative, strategy or practice that **Carleton University** used in 2010-2011 to create pathways for *International students* from **Carleton University's** ESL programming to postsecondary studies.

Carleton University offers a credit ESL program. With three levels of Academic English as a Second Language courses, our Foundation Program is designed to help students to improve their English proficiency while also taking a limited number of additional credit(s) at the University.
English as Second Language for Academic Purposes (ESLA) courses are comprehensive and target both the language skills (reading, writing, listening, and speaking) and the research and study skills that students need in order to be successful in an English-language university.
Most of the university's undergraduate degree programs allow students to take ESLA courses while at the same time studying in the program to which they were admitted.

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

Data is derived from Banner, our enterprise system.

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2010-2011, which contributed to maintaining or improving **Carleton University's** international initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

• Last year, Carleton's International Student Services Office (ISSO) piloted a new mentoring program for international graduate students called I-Grad. This was in addition to the continuation of the I-Start mentor program for undergraduate students. Both programs match incoming international students with senior-level Canadian and international students at the graduate or undergraduate level, respectively. Mentors provide their mentees with pre and post arrival support and assistance.

• During the 2010-11 year, the ISSO fully launched the Language Exchange Program. The program provides students the opportunity to further their communication skills in the language of their choosing, enhance their leadership skills, improve their language proficiency, and develop social connections in a casual, peer-to-peer setting.

8) Supply Chain Compliance / *Broader Public Sector Accountability Act*

SUPPLY CHAIN COMPLIANCE

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than $10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), 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 Government of Ontario's Supply Chain Guideline. TCU 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.

Carleton University confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, *Carleton University* adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Carleton University confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, *Carleton University* adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Carleton University confirmed in its 2009-2010 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, *Carleton University* participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of *Carleton University's* OECM purchases in 2010-2011: 360,000

Please provide one or more highlights, in the space provided below, of an activity that *Carleton University* used during 2010-2011, which contributed to maintaining or improving *Carleton University's* supply chain management. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Carleton University has a commenced a strategic review of our operational purchases. The study will take up to eighteen months to complete but is aimed at increasing efficiencies and reducing overall cost to the university. Carleton University Purchasing Services is taking advantage of the new policy release to incorporate new user tools (templates, checklists, etc.) to navigate through the new policy thus being compliant with the mandatory requirements.

*The space below is provided for *Carleton University* to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Supply Chain Management and OECM purchases

Carleton's financial records are maintained in Banner, our enterprise system.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities are to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through two new directives, establishes new expense and procurement practices for large broader public sector (BPS) organizations and adds accountability measures. Amendments to the *Broader Public Sector Accountability Act, 2010* provide the authority for the Management Board of Cabinet to issue a directive requiring the designated BPS organizations, including universities, to establish rules on perquisites.

BPS Procurement Directive

The new BPS Procurement Directive provides mandatory procurement practices for BPS organizations to improve accountability and transparency for procurement decisions and processes, and maximize the value that BPS organizations receive from the use of public funds. To comply with that Directive, institutions must:

> i. formally adopt the supply chain code of ethics in accordance with their governance processes; and

> ii. comply with the mandatory requirements of the Directive.

Given the proclamation date of April 1, 2011, **Carleton University** is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require **Carleton University** to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices **Carleton University** adopted in 2010-2011 to prepare for compliance.

Carleton University adopted a Code of Ethics, in accordance with the Government of Ontario's directive, for those involved in the Supply Chain operation. This code forms part of our Purchasing Policy and has been posted on our Purchasing Services website: http://www2.carleton.ca/purchasing/policies/

A number of the 25 mandatory requirements have formally been incorporated into the University's Purchasing Policy, while the procedural aspects of the requirements form part of the purchasing operations and competitive bid documentation which are provided to all bidders.

Carleton University has taken advantage of the OECM Marketplace by comparing costs of our existing contracts and we have recently switched our office supplies contract to the OECM contractor. We will continue to review the OCEM Marketplace and compare with our existing contracts.

As noted above, Carleton University has commenced a strategic review of our operational purchases.

BPS Expenses Directive

The new BPS Expenses Directive improves accountability and transparency for BPS organizations by:

　　　　i. requiring designated BPS organization to establish expense rules, and

　　　　ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

Given the proclamation date of April 1, 2011, *Carleton University* is not required to attest to compliance in the 2010-2011 MYAA Report Back. However, future MYAA Report Backs may require *Carleton University* to attest that it is in compliance with this Directive.

Please provide one or more examples, in the space provided below, of what processes and practices *Carleton University* adopted in 2010-2011 to prepare for compliance.

The University has drafted new expense reimbursement policies that, once approved, will comply with the expenses directive of the BPSAA. An example of a change in our policy is to disallow per-diem meal charges on operating funds.

BPS Perquisites Directive

The new BPS Perquisites Directive requires BPS organizations, including universities, to establish rules on perquisites where these are provided through public funds. The Directive sets out six requirements that must be included in the perquisites rules for the organization. The rules apply to any person in the university including appointees, board members, elected officials and employees.

Given that the effective date for compliance is August 2, 2011. *Carleton University* is not required to attest to compliance in the 2010-2011 Report Back. However, future MYAA Report Backs may require *Carleton University* to attest that it is in compliance with this Directive.

9) Space Utilization

Carleton University indicated in its 2009-2010 MYAA Report Back that it <u>had</u> a Space Utilization planning process in place to assess and optimize academic space utilization.

Please provide one or more highlights, in the space provided below, of an activity that *Carleton University* used during 2010-2011, which contributed to maintaining or improving *Carleton University's* space utilization. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

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.
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.

10) Student Satisfaction

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

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

Please indicate the methods, in addition to the NSSE survey, that **Carleton University** uses to measure student satisfaction.

All students:
- surveys undertaken periodically as part of academic quality assurance process
- annual Customer Satisfaction survey
- LibQual survey of library services
Undergraduate students:
- Canadian University Survey Consortium (CUSC) surveys of first-year students
- Canadian University Survey Consortium (CUSC) surveys of graduating year students
Graduate students:
- Canadian Graduate and Professional Student survey (CGPSS)

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2010-2011, which contributed to maintaining or improving student satisfaction at **Carleton University**. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

• Student Registration Assistance is available to all Carleton students to address any registration issues.

• New tools were implemented for students such as online booking for workshops and group study rooms in the Library, astreamlined Tutor Referral Service and the interactive audit.

• The Student Academic Success Centre has switched to walk-in appointments to provide more timely access to our services and provide advising opportunities based on students' needs and schedules.

• Learning Support Services provided a total of 38 in-class workshops in the Winter term of 2011 and offered 149 workshops in the library which were attended by a total of 468 students.

• Over 3,500 students have created a Co-curricular Record to record their extra-curricular activities. There are 875 extra-curricular opportunities recognized in the CCR.

• A student communication benchmarking report was completed and eight recommendations are being implemented to apply consolidation, simplification and consistency to our student communication.

11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate* at **Carleton University** = **70.6%***

*Percentage of 2002 Year 1 New to Institution Students Who Received a Degree between 2003-2009

Please provide one or more highlights, in the space provided below, of a **Carleton University** activity in 2010-2011, which contributed to maintaining or improving **Carleton University's** graduation rate initiatives. This 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.

To help improve Carleton's graduation rates, the Registrar's Office has introduced a call campaign for students who are eligible to graduate but have not yet applied. Students are identified and called who only have a few credits remaining for their degree but have not registered in courses recently; they are encouraged to register so they can complete their degree. Often assistance and registration advice is given. The Registrar's Office also reviews all applicants for graduation to ensure maximum credit for the courses taken (and determine if exceptions are necessary) enabling every eligible applicant to move forward. The Registrar's Office accepts applications for graduation until the last possible moment. Students are able to change their program at the last minute (change of program elements (COPE) from Honours to General for example) enabling them to graduate without delay. The Registrar's Office works closely with the Student Academic Success Centre to identify eligible students.

The following initiatives also likely contribute to improved graduation rates at Carleton:

• The Registrar's Office also coordinates call campaigns to students who are eligible to register in the summer months but have not done so (including students who are in good standing and have not registered for a year and those who were registered last year but did not register during their assigned time-ticket for the current year.) This supports retention as well as earlier graduation.

• The Student Academic Success Centre and the Registrar's Office have also increased outreach to students with negative Academic Performance Evaluation decisions to help them to get back on track.

12) Graduate Employment Rate

Per the KPI results reported in 2011, the graduate employment rate*, 6 months upon graduation, at *Carleton University* = **91%**

Per the KPI results reported in 2011 the graduate employment rate*, two years upon graduation, at *Carleton University* = **95.4%**

*Percentage of 2008 graduates of bachelors or first professional degree programs who were employed six months and two years after graduation.

Please provide one or more highlights, in the space provided below, of a *Carleton University* activity in 2010-2011, which contributed to maintaining or improving *Carleton University's* graduate employment initiatives. This 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.

To encourage more local employers to hire Carleton graduates, Co-op and Career Services reorganized to support enhancement of the services offered to employers.

The job-search resources for students were enhanced in the following ways:
• creation of a drop-in service for students needing same-day service;
• creation of an employment advisor position;
• complete re-design of on-line resources to create a full suite of job-search-related workshops accessible to students 24/7;
• enhanced services to faculty by providing specialized workshops to be held in the classroom;
• unlimited service to alumni;
• re-design of in-person workshops to create a 'core' series focused on self-knowledge and research related to a successful job search.

A major initiative for Co-op and Career Services for the 2011-12 academic year is outreach to academic units. As per the 2010 Canadian University Survey Consortium (CUSC) report, 68% of first-year students at Carleton expect their degree to lead to employment. The creation of links between academic studies, personality and personal interest are key to success in finding employment upon graduation.

13) Student Retention

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

Entering Cohort	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	86.7%	87.6%	88%	87.9%
1st to 3rd Year	78.4%	80.4%	81.2%	N/A

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

Please provide one or more highlights, in the space provided below, of a *Carleton University* activity in 2010-2011, which contributed to maintaining or improving *Carleton University's* retention initiatives. This 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 Complete: To support students' complete university experience, everything from supporting students' academic endeavours to ensuring they participate in meaningful activities outside of the classroom, Carleton offers Carleton Complete: http://www5.carleton.ca/students/carletoncomplete/

Carleton Complete is an unparalleled package of initiatives delivered through the offices that report to the Office of the Associate Vice-President (Students and Enrolment). Some highlights include:
o Summer, fall, winter and academic orientation activities
o Early warning initiatives
o Intensive support for students on academic warning through the pilot "From Intention to Action" (FITA) program
o Peer mentoring (first-in-the-family, international students, peer-assisted study sessions, etc.)
o Enhanced career support
o Co-curricular Record to record students extra-curricular activities
o Support for students in distress

• Math Matters: Math Matters is specially designed for first-year students entering programs at Carleton with a math component (Bachelor of Arts Economics, Bachelor of Computer Science, Bachelor of Commerce, Bachelor of Engineering, Bachelor of International Business, Bachelor of Science). Students have the opportunity to revisit and review key math concepts related to their field, learn from a university math instructor, get tips on studying math in university and strategies for success, and meet new people.

• Ask Me campaign: Carleton continued with the Ask Me campaign to welcome students to campus. Approximately 2,000 Ask Me buttons are handed out annually to approximately 65 departments. All faculty and staff are encouraged to wear an Ask Me button to encourage new and returning students to approach them for assistance.

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14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Carleton University** used during 2010-2011, which contributed to enhancing **Carleton University's** learning environment for the three quality measure categories indicated below:

14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

Carleton's Academic Plan was approved in 2010:
http://www1.carleton.ca/provost/ccms/wp-content/ccms-files/Carleton-Academic-Plan.pdf

It identifies a number of objectives for improving the in-class experience, as well as engagement and support. With respect to the in-class experience, examples of progress in 2010-11 include:
. Development and approval of the Institutional Quality Assurance Process (IQAP) including the schedule of reviews

. Educational Development Centre (EDC) expansion of workshops and certificates to improve the quality of teaching at Carleton, including expansion of teaching support for contract Instructors.

. Substantial completion of articulation of learning outcomes

. EDC launch of CUOL in January 2011; classroom technology improvements undertaken, including server upgrades and expansion of lecture capture capacity; pilot project to consider options for new LMS to replace WebCT.

. selection and initiation of Carleton Innovation Forums(CIFs): Clinical Engineering; Global Studies; Digital Humanities; Environment and Sustainability; Accessibility and Design. The CIFs are intended to develop and test initiatives aimed at attracting and retaining high-caliber graduate and undergraduate students. The CIFs focus on: enhancing student experiences; developing new programs; and interdisciplinary themes, and are tied to the themes of the University's Strategic Plan (digital media, environment sustainability, global identities, and health).

. Establishment of Critical & Creative Inquiry Initiative (CCII) Working Group: The primary academic goal of the Critical and Creative Inquiry Initiative is to formally integrate critical and creative inquiry as a pedagogical thread and set of curriculum opportunities into the undergraduate experience, and make research and inquiry-based learning standard within the undergraduate curriculum at Carleton.

14.2) ENGAGEMENT (Examples may include new student orientation, work-learning opportunities, etc.)

• Summer Orientation: Summer Orientation is a one-day program for new students and their parent(s) or guardian(s). Each session focuses on promoting student academic success and personal development. Orientation is the first step in a student's successful transition to Carleton University. Sessions include information about academic support services, a campus tour, assistance with registration, student life at Carleton and more.

• Fall, Academic, Winter Orientation: Fall Orientation is a students' introduction to the academic year and is a great way to make new friends and get to know Carleton University.

• Co-curricular Record: The Co-curricular Record recognizes students' extra-curricular involvement (in student organizations or within Carleton offices), leadership accomplishments, community service activities, and more. This is a valuable tool for students to present to prospective employers and professional/graduate schools to highlight their complete university experience.

• Alternative Spring Break: during Reading Week, Carleton students participate in international and local community- service learning initiatives to give back. Through ASB, students are challenged to make connections between the service they provide

to the community and the knowledge and skills they acquire in the classroom.

• Days of Service/Ongoing placements/Carleton Serves: students can participate in one-day sessions or join ongoing placements to get involved with local organizations. Carleton Serves is a great way to make Ottawa a better place. Over 100 Carleton students participate in various service projects around the city.

Carleton launched three additional initiatives:
. a supplemental summer NSERC undergraduate award that funds an additional 20 internships (over and above the NSERC USRA allocation)
. a summer undergraduate assistantship award that funds 15 students to work with SSHRC faculty
. 30 internships during the fall and winter terms as part of the Carleton University Research Experience for Undergraduate Students (C.U.R.E.U.S.).
These programs are supported by the Office of the Vice President Research and International, and the Office of the Provost and Vice President Academic. They also receive faculty supervisor support.

14.3) SUPPORT (Examples may include personal and academic supports to students, etc.)

At Carleton, success is more than just good grades – it is a holistic approach that takes into consideration the whole student – mental health, physical health, a balance between school and extra-curricular, etc. Some examples of personal and academic supports to students include:

• Student Mental Health Framework: the Student Mental Health Framework is a framework that acknowledges the importance that all members of the university community have in providing students with the opportunity to learn, grow and thrive. The Framework outlines a comprehensive, integrated and consistent university-wide approach to helping students with mental health concerns and supporting students in distress. Carleton University, as well as other campuses around the world, is facing significant numbers of students with mental health concerns. The Framework covers a philosophy and approach, policies and protocols and education and training as well as a Student Mental Health Advisory Committee.

• Redefining Advising Services: at Carleton University, we believe that advising services are an integral part of the educational experience that we provide to our students. Creating a culture for academic success involves identifying and involving key individuals and services who contribute to a rich student experience. Academics, staff, advisors in the Student Academic Success Centre as well as departmental advisors and other key supports all have a critical role to play. By offering learning opportunities that foster and support engagement, success and the attainment of positive learning outcomes, we enable our students to pursue excellence in their intellectual lives, to think critically about their roles and responsibilities as students, and to design a future for themselves in which they can flourish as citizens of a democratic society and global community.

• Student Registration Assistance: the Student Registration Assistance team is available to all Carleton students and helps students with: general registration assistance, first-year course selection, building a conflict free timetable, navigation of Carleton Central, advice on elective options, referrals to other campus services. SRA was available before the opening of the registration time-tickets until mid-September.

• From Intention to Action (FITA): this new and exciting pilot project is designed to help struggling students achieve their academic goals and maintain good standing within their chosen programs. Students selected for this new initiative have academic records that indicate that they are experiencing difficulty in their program; however, all have the potential to overcome these challenges given the right supports.

15) Ten Percent Reduction in Executive Office Costs for 2011-2012

The 2011 Ontario Budget Document includes a policy requirement for Executive Offices in certain Broader Public Sector (BPS) organizations to reduce office costs by ten percent over two years. These organizations, including colleges, are required to commit to reducing a minimum of five percent in 2011-2012 and five percent in 2012-2013.

An executive office is defined as the office of *Carleton University's* Executive Head and the office of every member of senior management that reports directly to the Executive Head. Executive office costs include, but are not limited to, office space, supplies, number of staff, salaries and wages, conferences and travel expenses. The baseline for the ten percent reduction is *Carleton University's* 2010-2011 budget for their executive offices.

☑   *Carleton University* confirms its commitment to reduce executive office costs by ten percent over two years from the base year of 2010-2011, including a minimum five percent reduction in 2011-2012.

Starting in 2011-2012, each institution is required to submit a compliance report, signed by the highest ranking executive, indicating that they have achieved this reduction. Compliance includes providing the 2010-2011 baseline amount of the executive office costs and the amount reduced in 2011-2012.

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Attestation:

☑ **Carleton University** confirms that all information being submitted to the Ministry as part of the 2010-2011 MYAA Report Back is accurate and has received approval from **Carleton University's** Executive Head.

Contact:

Please provide the contact information for the representative at **Carleton University** to whom public inquiries can be directed regarding **Carleton University's** 2010-2011 MYAA Report Back:

- Name:Ian Calvert

- Telephone:613 520-2600 x3911

- Email:ian_calvert@carleton.ca

Please indicate the address on **Carleton University's** website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- http://http://www1.carleton.ca/about/university-reports/