

**Multi-Year Accountability Agreement Report-Back**

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

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

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

**MYAA Transition Year 2009-10**

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

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

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

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

## A. ACCESS

### Increased Participation of Under-Represented Students — Measurement

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

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

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

Measurement Methodology (including description)	Student Groups in Your Student Population			Total Number Self-Identifying as Member of Under-represented Group	Total Number of Students Surveyed, if applicable
	Aboriginal	First Generation	Students with Disabilities		
	#	#	#		
Report year 2006-7	922	4611	1844		
Report year 2007-8	940	4229	1880		
Report year 2008-9	1268 <sup>(2)</sup>	3898 <sup>(1)</sup>	1815		

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

<sup>(1)</sup> Proportion of First generation students was initially estimated at 15% from NSSE January 2006 and again from NSSE January 2007. In the January 2008 edition of NSSE, the first generation rate was 13.5% which converts to 4229 students out 31327 undergraduate students. Actual total would be larger but it is not clear if we can generalize to graduate students. The difference between 15% and 13.5% is not statistically significant (Chi-square = 1.477,  $p = .224$ , 95% confidence interval for difference = [-0.011; 0.045]) so we can assume that the situation has not deteriorated but remains stable. According to our NSSE 2009 data (students were surveyed in February 2009), 12.3% are considered First Generation. Note that the 2009 response rate was unfortunately only 24%, down from 33% in 2008. So it is possible that the rate estimation is biased. Had it remained at 13.5%, the number of First Generation would have grown to 4278.

<sup>(2)</sup> Aboriginal and Disabilities were estimated at 3% and 6% respectively from CUSC 2005 which surveys all undergraduate students. According to our CUSC 2008 data (last « all undergraduates » cohort, surveyed in January 2008), 4% of our students self-identify themselves as Aboriginal, and 5% self-identify as being disabled. This is sampling fluctuation.

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

### MYAA Report-Back 2008-09

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

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Students with Disabilities	Number of Students with Disabilities	2006: 1150 2007: 1150 2008: 1150	1844 1880 1815	Apart from random variation, the number of students with disabilities stays in the range 1800-1900.  Psychiatric disability category reducing from 200, 181 to 140.
	Number using the Access Service	2006: 860 2007: 860 + growth 2008: 860 + growth	872 <sup>(1)</sup> 783 732	
Aboriginal Students	Aboriginal students on campus	2006: 480 2007: 480 2008: 480	922 940 1268	Upward trend
	Number registered at Aboriginal Resource Center	2006: 92 <sup>(2)</sup> 2007: 92 + growth 2008: 92 + growth	92 90 113	Upward trend
	Students registered in related programs	Recruitment emphasis in the areas of Health, Medicine, Education, Law and Aboriginal Studies	11 18 20	A growing Aboriginal Studies program.  Also, the University of Ottawa marks a significant milestone at the Faculty of Medicine's 2009 spring convocation when the first 7 graduates of the faculty's innovative Aboriginal Program receive their medical degrees.
<p>Another example of progress not mentioned last year was the performance of fourth-year Gee-Gees quarterback Josh Sacobie. Holding the University of Ottawa all-time passing records, he took home the 2007 Ontario Universities Football Conference most-valuable-player award. Originally from the Malisset First Nation near Fredericton, New Brunswick, Sacobie has overcome plenty of adversity on his way to varsity sports stardom. He is now using his success to deliver a message of hope to Aboriginal youth, stressing positive thinking, self-esteem and goal-setting. Determined to make a lasting difference, Sacobie recently founded Aboriginal Youth in Action, which supports athletic opportunities and educational awareness among Aboriginal youth. "It's about reaching out to improve young lives in Aboriginal communities," says Sacobie. "The focus is on the future."</p>				
First Generation Students	First generation students	2006: 3450 2007: 3460 2008: 3470	4611 4229 3898	See Note (1) on previous table.
	First generation bursaries	2006: 3450 2007: 3460 2008: 3470	16 16 19	

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
(1) Updated from previous report. (2) Previous reports expressed in visits (N=170). Current tally in unique headcount.				

### MYAA Transition Year 2009-10

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

Strategy / Program	Brief Description
1.	Our previous strategic plan, vision 2010 is being revisited as we plan for 2020. The quality of the student experience will have a renewed focus.
2.	We will continue to develop the area of Aboriginal studies through the recruitment for a Canada Research Chair (Tier II) Aboriginal Health. The Chair holder will assume a leadership role and will contribute to capacity building in this area by working with the Faculty of Health Sciences' growing team of scholars in Aboriginal health research.
3.	We plan to deliver a Common Law program for Nunavut students.

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

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	We have an extensive survey strategy providing longitudinal and cross-sectional data <a href="http://www.uottawa.ca/services/irp/eng/research/survey/index.html">http://www.uottawa.ca/services/irp/eng/research/survey/index.html</a>
2.	We will continue to monitor the University's progress through the use of our Scorecard <a href="http://www.uottawa.ca/services/irp/eng/research/accountabilityeng.html">http://www.uottawa.ca/services/irp/eng/research/accountabilityeng.html</a>
3.	We will continue to provide the #1 level of student services, financial aid and scholarships among medical/doctoral universities in Canada according to Maclean's 2009 ranking (\$56M in 2008 budget) <a href="http://www.financialresources.uottawa.ca/financial-statement/docs/planfin/2008-2009/BudgetbyMajorFunction2008-2009(web).pdf">http://www.financialresources.uottawa.ca/financial-statement/docs/planfin/2008-2009/BudgetbyMajorFunction2008-2009(web).pdf</a>

### 2008-09 Student Access Guarantee

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

	<u>Yes</u>	<u>No</u>
The institution met students' tuition/book shortfall in allocating financial aid, as set out in the <a href="#">2008-2009 Student Access Guarantee Guidelines</a>	X	

If you answered no, please explain.

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

2008-09 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	3 240 721 \$	1210
Other SAG Expenditure to Supplement OSAP	2 292 003 \$	1107
Total	5 496 724 \$	2317

Date screen was last updated: 23 / 07 / 2009

### 2009-10 Student Access Guarantee

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

Describe how your institution will meet students' tuition/book shortfalls. As part of your description identify whether aid towards tuition/book shortfalls will be: a) Provided to those students who apply for institutional financial aid; or b) Automatically issued to students based on their OSAP information	Aid towards tuition/book shortfall will be provided in accordance to the SAG guidelines to those students who have received OSAP support, have a shortfall larger than \$100, and apply to our Financial Aid Bursary.
If your answer to the above question was 'a,' please identify what specific internet portal(s) or program(s) students at your institution apply through to be considered for tuition/book assistance provided as part of your participation in the student access guarantee.  - Identify any applicable deadlines.  - Identify your communications strategies to inform	Students can apply for the Financial Aid Bursary through the Web site of the Financial Aid and Awards Service. Applications forms are available to registered students as of October 1st each year. The application deadline is January 31st of the following year. The student can track the progress of their application in My Financial Portfolio (the online file at the Financial Aid and Awards Service,



<p>students of how to apply.</p>	<p>available on Infoweb).</p>
<p>Identify whether your institution plans to provide loan assistance in values greater than \$1,000 to meet tuition/book shortfalls of students in any of your second entry programs. If so: a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide</p>	<p>We help students accessing a line of credit with a bank and provide an interest relief program and provide education bursaries (see below).</p> <p>The University of Ottawa Common Law and Medicine Students' Interest Relief Bursary</p> <p>The objective of this bursary is to provide financial assistance to students in the faculties of Common Law and Medicine, OSAP cost codes LAW, LAWPOL (during the 3 years of the Law portion of the program, LLLB, LLBJD, HSCMED). The Interest Relief Bursary subsidizes, up to a predetermined maximum, the interest students are required to pay on their bank's line of credit. The amount of the bursary may vary according to the year of study and the financial need of the student.</p> <p>Eligibility requirements:</p> <ol style="list-style-type: none"><li>1. Canadian citizenship, permanent residency or protected person status;</li><li>2. eligible to receive governmental financial aid and have claimed their financial aid;</li><li>3. be registered full-time in the common law or medical program at the University of Ottawa;</li><li>4. provide a 12-month budget with application form, and documentation indicating use of line of credit;</li></ol> <p>demonstrate financial need according to Financial Aid and Awards Service criteria</p>
<p>Describe other financial support programs and strategies that your institution will use to assist university students facing financial barriers to access, including identification of programs that provide case-by-case flexibility to respond to emergency situations that arise for students.</p>	<p>Education bursaries are funds given automatically by the University to registered students who demonstrate financial need and who meet the following eligibility criteria:</p> <ol style="list-style-type: none"><li>1. Canadian citizenship, permanent residency or protected person status;</li><li>2. Full-time registration for the fall and winter sessions;</li><li>3. Eligible to receive government financial aid and have claimed their financial aid;</li><li>4. Minimum 75 per cent admission average.</li></ol> <p>Amount to be awarded per student for 2007-2008 Students admitted to a direct-entry faculty (Arts, Engineering, Health Sciences, Science, Social Sciences, School of Management and the Faculty of</p>



Law, Civil Law Section) on a full-time basis (September to April) for the first time and who received financial aid from their province of origin will receive a bursary of \$1000.

Students admitted to the Faculty of Medicine at the University of Ottawa on a full-time basis (September to April) for the first-time and who received financial aid from their province of origin will receive a bursary of \$3,500.

Students admitted to the Faculty of Law, Common law Section at the University of Ottawa on a full-time basis (September to April) for the first-time and who received financial aid from their province of origin will receive a bursary of \$1,400.

Returning students on a full-time basis (September to April) in the Faculty of Medicine who received financial aid from their province of origin will receive a bursary of \$750.

Returning students on a full-time basis (September to April) in the Faculty of Law, Common Law Section who received financial aid from their province of origin will receive a bursary of \$800.

The value of the education bursary is reassessed each year.

#### Emergency aid

The University of Ottawa has several programs to urgently assist students experiencing an important and serious financial crisis. Financial Aid Counselors are always available to meet any student to discuss their special circumstance and understand how we can assist them. Food vouchers, Emergency loans, United Way Emergency Funds and the Financial Aid Bursary are all programs to assist students in financial crisis. In this type of situation, the funds will be made available to the students within 24 business hours. A special arrangement can be made if necessary to accommodate a more urgent request.

#### Food Vouchers

Students presenting themselves at the Financial Aid and Awards Service in a serious financial situation may be eligible to up to \$100 of food voucher per term. These food vouchers are exchangeable again products from local grocery stores. The students



will be required to complete a Food Vouchers Request Sheet in which they will explain and document their situation. Subsequently, they will meet a Financial Aid Counselor who will review their file, determine their need and decide on the value of the Food Voucher to be awarded.

#### United Way Emergency Funds

This fund was recently created in collaboration with United Way to assist students who are faced with serious unforeseen financial difficulties which prevent them from obtaining essential necessities such as food, housing, specialized services or any other services deemed urgent. After meeting a Financial Aid Counselor, a student declaration sheet will be completed and in some cases, supporting documents might be requested by the Financial Aid Counselor. The award can be as much as \$1 000 per term. Additional funds can be provided with the authorization of an administrator of the Financial Aid and Awards Service.

#### Emergency Loan

Emergency loans were developed to assist students who are waiting for their governmental financial assistance to be available to them. This loan is repayable upon receipt of the governmental financial assistance. The maximum value of the emergency loan is \$300. This limit can be raised upon approval of an administrator of the Financial Aid and Awards Service.

#### Financial Aid Bursary

The University of Ottawa in recognition that some students require additional financial assistance while studying, took the initiative to create this bursary program. The value of individual awards will depend on the level of financial assistance required and on the availability of funds. In past years, the maximum award per student was normally \$3 000. In order to qualify for a financial aid bursary, students must meet the following requirements:

Be eligible to receive governmental financial aid and have claimed it;

Contribute financially towards their studies, as well as receive a contribution from parent(s) or spouse, if

	<p>applicable;</p> <p>Provide a 12-month budget and a completed financial aid bursary application form;</p> <p>Maintain a satisfactory academic standing.</p>
<p>Briefly describe your review process for students who dispute the amount of institutional student financial assistance that is provided as part of the Student Access Guarantee.</p>	<p>The financial aid office can review calculations with the student. In case of outstanding disagreement, appeals can be made to the Director of the Financial Aid and Awards Service., to the AVP Strategic Enrolment Management &amp; Registrar, and to the VP Academic.</p>

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

## B. QUALITY

### Quality of the Learning Environment

#### MYAA Report-Back 2008-09

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

Strategy / Program	Indicator	Proposed Result	Achieved Result	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
Quality	NSSE	Progress towards: 100% (2007-08 result: 85%; Initial result 84%)	85%	Improvement maintained
	CUSC	Progress towards: 77% (2007-08 result: 77%; Initial result: 74%)	77%	Improvement maintained
	CGPSS	TBA (2007-08 result: 95%)	95%	Very high result
	OCGS Review	98%-100% programs of good quality (2007-08 result: 100%; 2006-07 result: 98%)	100%	6 programs out of 6 2 programs still in process

#### MYAA Transition Year 2009-10

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

Strategy / Program	Brief Description
1. Broader education	The Community Service Learning Program was created in 2005-2006; by 2007-2008, 1,500 students, 150 professors and 500 community organizations had taken part in it. Other broader education initiatives include several new clinics and roughly 30 new co-op options (some even at the graduate level). The Co-Curricular Record was also introduced to formally recognize students' volunteer work and community service.
2. Library	Thanks to massive investments in collections, in physical spaces and in service delivery, our libraries have been transformed into a hub for 21st-century learning and research. For instance, the acquisitions budget increased from \$6.6 million in 2003-2004 to \$11.6 million in 2008-2009. Furthermore, the University Librarian was the Principal Investigator of a national consortium that received a \$48 million grant in 2007 for the acquisition of digital resources in the humanities. Here are just a few of the other improvements introduced over the past three years: extended hours of opening, 25% more work and study areas thanks to space re-allocation, re-designing of Morisset's sixth floor for graduate students and professors, laptop loans and two new mentoring centres. According to the survey led by the Canadian University Survey Consortium (CUSC), satisfaction rates for the Library facilities jumped from 82% in 2006 to 93% in 2008.
3. Space	Since the summer of 2005, renovations have taken place in every faculty and include several student spaces

	(student associations, computer laboratories, student lounges and open areas), as well as the installation of sofas and work tables in public areas. In 2007-2008, the Desmarais Building was opened and Guindon Hall was expanded. Finally, in the spring of 2008, a five-year \$150 million facilities renewal and expansion plan was adopted. Again, according to the CUSC survey, satisfaction rates for the general condition of buildings and grounds went from 83% in 2006 to 89% in 2008. Nevertheless, learning space dropped to 2.5 m <sup>2</sup> per student in 2007-2008 from 2.7 m <sup>2</sup> in 2004-2005.
4. Service excellence	Since 2006-2007, we have launched a Client Service Week, created the President's Awards for Service Excellence, redeployed graduate-studies admissions at the faculty level (with the consolidation of academic secretariats in some cases), opened the ReproBoutique to sell course notes online, activated an on-line registration tool (Rabaska), an electronic recruitment tool (chat, instant messaging, personal viewbook) and a client-relations management system (Talisma), and opened a one-stop shop for services in Tabaret Hall at the beginning of the fall and winter sessions.
5. Undergraduate programs	The University has launched a dozen innovative undergraduate programs since 2005, and a few others are in the making.

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

Strategy / Program	Brief Description of Monitoring and Evaluation of Outcomes
1.	We will continue to use the full set of tools at our disposal: NSSE, CUSC, CGPSS, CSRDE, KPI's, Graduate and undergraduate program evaluations, external accreditations, studies of time to completion, graduate student financial support, tri-council research grants, etc.. <a href="http://www.uottawa.ca/services/irp/eng/research/accountabilityeng.html">http://www.uottawa.ca/services/irp/eng/research/accountabilityeng.html</a>
2.	
3.	

### Net New Hires

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

Actual New Hires in 2008-09 Planned New Hires in 2009-10		Faculty / Academic			Student Services Staff*		Admin Staff**
		Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Hires	Planned 2008-09	80	19		6		115
	Actual 2008-09	82	22		19		200



Actual New Hires in 2008-09 Planned New Hires in 2009-10	Faculty / Academic			Student Services Staff*		Admin Staff**
	Full Time Tenured	Full Time Limited Term	Part Time (FTE)	Full Time	Part Time (FTE)	Full Time
Planned 2009-10	35	2		7		78
Retires / Departures	Planned 2008-09	31	14		3	67
	Actual 2008-09	40	15		8	108
	Planned 2009-10	11	0		7	38
Net New Hires	Planned 2008-09	49	5	0	3	40
	Actual 2008-09	42	7		11	68
	Planned 2009-10	24	2		4	38

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

\*\*For admin staff definition, please refer to the administration & general functional area definition developed by the Council of Finance Officers - Universities of Ontario (COFO-UO) of the Council of Ontario Universities to report on expenses in their annual financial report.

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

Some professor positions are advertised but the length of the recruiting cycle or the interest of the candidacies received postpones actual hiring.

### Student Success: Student Retention Rates

#### MYAA Report-Back 2008-09

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

	Proposed 2008-09 Retention Target	Retention Rate Achieved	Explain Variance between Proposed and Achieved Results (if applicable) and Any Improvement Activities You Expect to Take
1 <sup>st</sup> to 2 <sup>nd</sup> Year	88% - 90% (2007-08 result: 89%)	87%	Barely below best range but still very high quality.
After 2 <sup>nd</sup> Year	83% - 85% (2007-08 result: 80%)	80%	Barely below best range but still very high quality.

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

Most recent CSRDE, Fall 2007 cohort reported in 2009.

**MYAA Transition Year 2009-10**

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

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

**C. ACCOUNTABILITY**

**MYAA Report-Back 2008-09**

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

<http://www.uottawa.ca/services/irp/eng/research/official.html> (2208 report to be added upon approval)

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

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

### **Increased Participation of Under-Represented Students**

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

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

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

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

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

### **Quality of the Learning Environment**

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

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

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

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

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

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

## APPENDIX B: Example of extended / consolidated programs and strategies

### Multi-Year Action Plan for 2006-07 to 2008-09

Quality Strategy / Program	Indicator	Results		
		% in 2006-07	% in 2007-08	% in 2008-09
Academic Writing Centre	% of 1 <sup>st</sup> year students using centre	% in 2006-07	% in 2007-08	% in 2008-09
Peer Tutoring Program	# of clients served	# in 2006-07	# in 2007-08	# in 2008-09
Entering Student Retention Strategy	1 <sup>st</sup> to 2 <sup>nd</sup> year retention rate	% in 2006-07	% in 2007-08	% in 2008-09

### Transition Year 2009-10

Consolidated or extended Quality Strategy / Program	Brief Description
1. Entering Student Success Strategy: Student Services & Supports	We will continue to offer a range of student supports and services to ensure students receive the academic counselling and support they need to succeed in their studies and persist to year two of their program.

Consolidated or extended Quality Strategy / Program	Description of Monitoring and Evaluation of Outcomes
1. Entering Student Success Strategy: Student Services & Supports	In 2009-10 we will continue to monitor the impact of our entering student success strategy through responses on the use and evaluation of student services in our student engagement survey. We will also continue to monitor the overall retention rate for 1 <sup>st</sup> to 2 <sup>nd</sup> year students in the long-term to serve as the baseline for a new Multi-Year Action Plan in 2010.