

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

Institution Name:	University of Ottawa
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OVERVIEW

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

PRE-POPULATED DATA CONTAINED IN THIS REPORT BACK TEMPLATE

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

DEADLINE FOR SUBMISSION TO THE MINISTRY

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

CONTACT

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

PART 1: 2009-10 SYSTEM WIDE INDICATORS

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

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

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

1) Enrolment - Headcount*

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

- **University of Ottawa** reported to TCU the total Headcount enrolment in 2009-10 = **29,214**
- Please indicate the number of students aged 18-24 from the total Headcount enrolment reported by **University of Ottawa** to the Ministry for 2009-10 = **22,533**
- Please indicate the number of students aged 25+ from the total Headcount enrolment reported by **University of Ottawa** to the Ministry for 2009-10 = **5,973**
- Please provide one or more examples in the space provided below of a promising practice that **University of Ottawa** used during 2009-10 to develop and maintain results for overall enrolment. A promising practice could be a strategy, initiative or program viewed by the institution to be innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Note: We also have 708 students aged less than 18.

The University of Ottawa maintains two liaison teams (one for each language) with high schools. The University has grown from 24000 students in 2000 to 38000 in 2009.



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

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

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

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

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

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of <i>students with disabilities</i> at University of Ottawa who registered with the Office for Students with Disabilities and received support services in 2009-10= <u>1,004</u></p> <p>Please indicate the number of <i>students with disabilities</i> at University of Ottawa who registered with the Office of Students for Disabilities and received support services in 2009-10 who were: Full-time: <u>816</u> Part-time: <u>188</u> Total (Full-Time + Part-time): <u>1,004</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>1,004</u> ÷ <u>29,214</u> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>3.5%</u></p>	<p>Please indicate the total number of <i>First Generation students</i> enrolled at University of Ottawa in 2009-10= <u>3,718</u></p> <p>Please indicate the number of <i>First Generation students</i> enrolled at University of Ottawa in 2009-10 who were: Full-time: <u>3,023</u> Part-time: <u>696</u> Total (Full-Time + Part-time): <u>3,718</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>3,718</u> ÷ <u>29,214</u> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>12.7%</u></p>	<p>Please indicate the total number of <i>Aboriginal students</i> enrolled at University of Ottawa in 2009-10= <u>1,169</u></p> <p>Please indicate the number of <i>Aboriginal students</i> enrolled at University of Ottawa in 2009-10 who were: Full-time: <u>950</u> Part-time: <u>219</u> Total (Full-Time + Part-time): <u>1,169</u></p> <p>Please calculate as % of Enrolment Headcount: (Insert Total From Above) <u>1,169</u> ÷ <u>29,214</u> (pre-populated by the Ministry) (Enrolment Headcount from Page 3) x 100 = <u>4%</u></p>

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more examples of promising practices that University of Ottawa used in 2009-10 to develop and maintain results for students with disabilities.</p>	<p>In the space below, please provide one or more examples of a promising practice that University of Ottawa used in 2009-10 to develop and maintain results for First Generation students.</p>	<p>In the space below, please provide one or more examples of a promising practice that University of Ottawa used in 2009-10 to develop and maintain results for Aboriginal students.</p>
<p>The Access Service acts as intermediary between students, their faculty and other University offices to ensure that the special needs of these students are addressed and that the best possible learning conditions are being offered.</p>	<p>Thanks to the help provided by the Ministry of Training, Colleges and Universities, we have established a bursary program for first generation students. We also target them in our outreach recruitment efforts.</p>	<p>The Aboriginal Resource Centre (ARC) works closely with all university faculties to develop initiatives that support and benefit Aboriginal students. We are committed to helping First Nations, Inuit and Métis students by providing services that support your classroom, career and personal needs in a manner consistent with Aboriginal culture and values.</p>

University of Ottawa can use the space below to describe methodology, survey tools, caveats and other information regarding the numbers reported herein re. Students with Disabilities, First Generation and Aboriginal Students:

The number of students in traditionally underrepresented groups is estimated from % information found in surveys. As such it is not an exact measure but is subject to sampling error.

In addition, the base to which the % is applied here (full time headcount) differs from the all inclusive base used in earlier Report Back (2006-7-8) so a time series would not yield a consistent picture.



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

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

2009-10 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$3,339,434	1,332
Other SAG Expenditure to Supplement OSAP	\$2,494,807	1,139
TOTAL	\$5,834,241	2,471

Data as of July 06, 2010

- Did **University of Ottawa** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2009-2010 Student Access Guarantee Guidelines? **Yes**

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

As an extension of the commitments made under the original MYAAs, your institution will participate in the SAG (including the new Access Window which allows Ontario students to identify costs and sources of financial aid). The detailed requirements for participation in the student access guarantee are outlined in the 2010-11 Student Access Guarantee Guidelines.

<p>For 2010-11, institutions will be required to automatically provide aid towards the tuition/book shortfalls of students attending first-entry programs.</p> <p>Provide a brief description of your strategy for implementing this change, including how this aid will be issued at your institution, your plans for the timing of aid, whether aid will be applied against tuition or as direct payments, and how recipients will be notified.</p>	<p>As part of our budget planning, we set aside a portion of the revenues from the tuition increase to fund financial aid in general and the tuition/book shortfall in particular. The amount is determined according to Ministry rules. Students can use “My portfolio”, a web tool indicating the exact amount credited to their university account. Direct credit in the student account is planned for December 2010. If tuition is entirely paid for the registered semesters, Financial Services send a cheque for the surplus to the student.</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:</p> <p>a) Identify the programs by name and by OSAP cost code; b) Describe how you determine how much loan aid to provide.</p>	<p>Negotiations with the National Bank are under way to allow credit loans to any of our students from specific programs identified by the Ministry such as Medicine = HSCMED, Law = LAW, MBA = MBA, Master of Occupational / Physical therapy = MHSPH (physiotherapy), Master of Library Science = MARTEN (Master of arts), Master of Social Work = MSOSCEC (Masters Social Sciences). The maximum loan has not been set yet but the University is planning to negotiate the full amount of any SAG for the programs listed.</p>

5) Participation in the Credit Transfer System

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

Years	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2005	21,779	5,266	983	186
2006	27,860	5,026	877	107
2007	30,502	6,174	1,001	115
2008	29,819	5,293	843	98
2009	32,352	6,369	925	112

*Transfers from publicly assisted colleges in Ontario

NOTE: OUAC collects information on the number of transfer student applications and registrations. The Ministry recognizes that the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC. The Ministry recognizes that a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data. The Ministry recognizes that transfer data is not limited to college graduates who apply through OUAC and only includes full-time students applying and registering in the fall to the first year of a university program. The Ministry is developing long-term indicators for credit transfer in consultation with the sector. The Ministry anticipates that as data collection systems in institutions evolve, data sets will become more complete. In future years, the Ministry will be expecting more complete data with respect to the number and type of transfer students applying to and registering for university, number of students transferring under transfer pathways and amount of credit granted.

Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was **81.9%**.

Further details on where the pre-populated data in the statement "Per the College Graduate Outcomes Survey for 2009-2010 (based on 2008-09 graduates), the percentage of all college students who were satisfied or very satisfied with the transition experience to universities in Ontario was 81.9%" was derived from the College KPI Graduate Outcomes (Employment/Satisfaction) Survey. Information on the Survey is as follows:

- Telephone based surveys (more than 100 fields of data)
- Survey conducted by a third party service provider, presently Forum Research Inc., based on audited student information provided by the colleges
 - Conducted annually, three times a year, six months after graduation
 - Census type survey - attempt to reach every eligible graduate from ministry-approved postsecondary program
 - Sample size, 2009-10 survey: 40,410 completed Graduate Employment/Satisfaction survey;
 - Response Rate 2009-10 survey: 64%
 - Response Rate 2008-09 survey: 68%
 - Survey responses used to tabulate two college Key Performance Indicators - Graduate Employment and Graduate Satisfaction
 - The Survey, including definitions and methodology information, can be found on the web (in Appendix A of the document link below) at the following website:
<http://www.edu.gov.on.ca/eng/document/serials/eprofile07-08/profile08.pdf>



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

The transfers in the table above include only first choice first year. Because the University of Ottawa has a well developed system of pathways, and often admits in study year 2 or above through credits granted, the actual total number of registrants coming from Colleges is about 400-500 every year.



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

uOttawa offers five College-University pathways:

1- Collaborative/integrated Programs [for example: Nursing with Algonquin or La Cité]

2- Collaborative/Combined Programs [for example: Journalism or Public relations with Algonquin]

3- Bridge Programs [for example: Electric Engineering Technician, Mechanical Engineering Technology, Registered Practical Nurses or Internationally Educated Nurse Pathway (Algonquin College), Technologie du génie électronique, Techniciens en génie électronique, Technologie du génie informatique (Cité Collégiale)]

4- Credit transfer (range 30 to 60 credits)

[for example: Administration des affaires, Techniques de travail social, Techniques de travail social – gérontologie, Techniques des services policiers, Techniques des services correctionnels (Cité collégiale)]

5- Guaranteed places [for example: Garde éducative à l'enfance (Cité collégiale)]

6) Class Size

• Per the 2009 Common University Data Ontario (CUDO) report for Fall 2008, the percentage of **University of Ottawa's** undergraduate class size was:

	First Year		Second Year		Third Year		Fourth Year	
Class Size	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Less than 30	163	3.0%	191	31.1%	418	48.1%	751	59.9%
30 to 60 students	130	23.9%	158	25.7%	297	34.2%	367	29.3%
61 to 100 students	84	15.4%	191	31.1%	125	14.4%	107	8.5%
101 to 250 students	154	28.3%	73	11.9%	29	3.3%	19	1.5%
251 or more	13	2.4%	2	0.3%	0	0.0%	10	0.8%
Total	544	100.0%	615	100.0%	869	100.0%	1,254	100.0%

Note: There are a number of one-on-one instruction classes, including independent study, independent research, internships and practicums that are excluded from the above class sections. Class sub-sections such as labs and tutorials are also excluded.



- Please provide one or more examples in the space provided below of a promising practice that **University of Ottawa** used during 2009-10 regarding class size. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

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7) Online Learning

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

- To complement this work, please provide one or more examples in the space provided below of a promising practice that **University of Ottawa** used during 2009-10 to develop and enhance online learning. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The Centre for e-Learning provides expert consultation and support services to faculty in the development and implementation of: Technology-based courses, Online teaching and learning materials, Multimedia learn-ware materials, Presentations and Research publications.

Centre for Mediated Teaching and Learning

The Centre for Mediated Teaching and Learning provides video and audio conferencing services, as well as all computer mediated and Internet teaching and learning at the University of Ottawa. The Centre also oversees the technical infrastructure of a distance education network at the provincial level in addition to two other national distance education networks.

8) International

**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.*

- **University of Ottawa** reported to TCU that International Enrolment in 2009-10 = **1,714**.

- In 2009-10, **University of Ottawa** reported to TCU the following top 3 source countries for international students:
 - China
 - Saudi Arabia
 - France

- Please provide the number of For Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences **University of Ottawa** had in 2009-10:
 - Outbound students = **417**
 - Inbound students = **380**

- Please provide the gross revenue from international student tuition in Ontario in For Credit academic programs at **University of Ottawa** in 2009-10 = **\$16,000,000**

- Please provide the gross revenue for off-shore activities including campuses, development and enterprise projects, contract training and partnerships that **University of Ottawa** had outside of Canada in 2009-10 = **\$0**



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

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

The University facilitates international experiences through a variety of means such as Exchanges, Coop, Cotuelles, and mobility bursaries.

9) Supply Chain Compliance

As confirmed in the memo from the Broader Public Sector (BPS) Supply Chain Secretariat at the Ministry of Finance dated March 24, 2010, BPS organizations, including colleges, 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 college that are consistent with the principles outlined within the 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.

- Please confirm that in 2009-10 **University of Ottawa** adopted the Government of Ontario's Supply Chain Code of Ethics: **Yes**
- Please confirm that in 2009-10 **University of Ottawa** adopted or is in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**
- In 2009-10 did **University of Ottawa** participate in the Ontario Education Collaborative Marketplace (OECM)? **Yes**
- If yes, please provide the approximate total dollar value of your OECM purchases in 2009-10: **0**
- Please provide one or more examples in the space provided below of a promising practice that **University of Ottawa** used during 2009-10 related to supply chain management. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

The University of Ottawa has participated in kind to the development of the OECM for the last 5 years. The quantification in terms of dollar value of our OECM purchases will become more tangible next year. We have also put in place a program which consolidates all cellular phone accounts, uses the MGS Standing Offer as pricing structure, provides the administrators with a web-based tool for verification of individual bills, payment with PCard and additional cost reductions due to proper usage of long-distance and roaming charges. This program reduced the overall cost by over 33% and provided efficient administration and general satisfaction of the end-users.

10) Space Utilization

• In 2009-10, did **University of Ottawa** have a Space Utilization planning process in place to assess and optimize academic space utilization? **Yes**

• If yes, please indicate in the space below the methodology used to inform **University of Ottawa's** academic space utilization planning process:

The mission of the Physical Resources Service is to provide the facilities and infrastructures services necessary to the University in order to achieve academic and research objectives. It must provide a vibrant environment for the exchange of ideas and knowledge within the framework of policies and standards approved by the Administrative Committee.

Key objectives are:

Design and maintain a physical environment conducive to the achievement of the University's mission.

Make the campus readily accessible to members of the University community.

Provide a professional design and project management service for new construction as well as for the renovation and refurbishing of existing buildings.

Create a safe and healthy teaching and working environment which exceeds accepted minimum standards.

Maintain and improve the functional and visual quality of indoor and outdoor spaces. Develop and implement the campus

Master Plan; foresee demand and expand central utilities to manage future needs effectively.

Maintain and improve the performance of all building systems (lighting and heating, etc.).

Carry out a preventive maintenance program to improve performance and extend the life of building equipment, furniture and interior finishes.

Initiate and implement innovative energy management systems which mitigate the environmental impact of central utilities.

Prepare and manage construction and operating budgets which respect the overall financial plans and priorities of the Service and the University.

• Please provide one or more examples in the space provided below of a promising practice that **University of Ottawa** used during 2009-10 to assess and optimize academic space utilization. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

Here are key policies and procedures that apply to the Physical Resources Service:

Policy No. 113 : Policy on maintenance, renovations, structural modifications, upgrading, and constructions

Policy No. 95: Policy on Allocation and Utilization of University Facilities

(see our web site for details)



11) Student Satisfaction

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of excellent and good responses) at your institution for NSSE Question "How would you evaluate your entire educational experience at this institution?" for Senior Year respondents = **66%**

- Per the 2008 National Survey of Student Engagement (NSSE) as posted by the Common University Data Ontario, 2009, the undergraduate student satisfaction rate (total of definitely yes and probably yes responses) at your institution for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" for Senior Year respondents = **66%**

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

The global satisfaction question extracted from NSSE above lack the specificity necessary to be identify strengths and weaknesses. Our Scorecard indicates that learning quality is rated at 85% (Undergraduate - NSSE) and 96% (Graduate - CGPSS) of our comparators -- american doctoral intensive universities. Similarly, our Service Quality Assessment yields scores of 76% (UG - CUSC) and 70% (GR - CGPSS), very close to the average of 77% for our comparators. Specific questions in those surveys are monitoreed by Faculties and Services to guide their quality initiatives. Quality initiatives are identified through the work of the committees on the Quality of the Student Experience, Program Evaluation and the Academic Planning committees and within Faculties. The University web site lists many initiatives directly related to enriching the university experience (<http://www.uottawa.ca/vr-etudes-academic/en/ee-initiatives.html>).



12) Graduation Rate

- Per the KPI results reported in 2009-10 the graduation rate at your institution = **80.4%**

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

The Student Academic Student Success (SASS) is a free network of services and programs designed to give students the tools and information they need to succeed from the first day on campus until graduation and out into the working world. Delivered by professionals and fellow students who care about success and well-being, the programs and services of SASS complement classroom learning and support students in achieving their academic and professional goals. Last year over 12,000 students interacted with SASS in one of our many services, including the Student Mentorship Program, Counselling and Coaching Service, Academic Writing Help Centre, Career Services, Aboriginal Resource Centre, Access Service, Office for the Prevention of Discrimination and Harassment and University 101. Every student is invited to explore our website or visit our offices and find out how to benefit from all that SASS has to offer and get the most out of university experience.

13) Graduate Employment Rate

- Per the KPI results reported in 2009-10 the graduate employment rate, 6 months upon graduation, at your institution = **96.4%**
- Per the KPI results reported in 2009-10 the graduate employment rate, 2 years upon graduation, at your institution = **96.9%**
- Please provide one or more examples in the space provided below of a promising practice that ***University of Ottawa*** used during 2009-10 related to the achievement of the graduate employment rate. A promising practice could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

In addition to a focus on program quality, confirmed through program review process and surveys of why students chose to attend uOttawa, the University also provides Career services ranging from career guidance to job search tools and services for employers.

14) Student Retention Rates

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

	Proposed Result for 2008-09 From Action Plan	Retention Rate Achieved For 2008-09	Retention Rate Achieved For 2009-10
1st to 2nd Year	88% - 90%	87%	88%
2nd to 3rd Year	83% - 85%	80%	79% Historical range 77 to 83.
3rd to 4th Year	N/A	N/A	N/A

- Please indicate in the space below the methodology used by *University of Ottawa* to calculate the retention rates indicated above

Retention rates according to the methodology of the Consortium for Student Retention Data Exchange (CSRDE).



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

Student mentoring is a form of peer help that endeavours to maximize student success. It is specifically designed to support the development of more efficient learning strategies, to strengthen personal motivation and commitment to university studies, and to sustain academic excellence and an unparalleled student experience. SASS works in close collaboration with faculties and university services to provide mentoring programs.



15) Quality of the Learning Environment

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

The University closely monitors student engagement and satisfaction via many surveys such as the National Survey of Students Engagemen (NSSE), The Canadian University Survey Consortium (CUSC), the Graduate and Professional Student Survey (CGPSS). Quality initiatives are identified through the work of the committees on the Quality of the Student Experience, Program Evaluation and the Academic Planning committees and within Faculties. The University web site lists many initiatives directly related to enriching the university experience (<http://www.uottawa.ca/vr-etudes-academic/en/ee-initiatives.html>).

PART 2: OUTCOMES OF 2009-10 TRANSITION YEAR STRATEGIES

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

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

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
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.	The 2020 strategic plan will focus on student experience as anticipated.
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.	<p>Professor Ghislain Otis has been hired as Canada Research Chair on Native Peoples and Legal Diversity (2009).</p> <p>Drs François Haman, Michael Robidoux & Malek Batal have won a CFI Leaders Opportunities to study Aboriginal Health.</p>
We plan to deliver a Common Law program for Nunavut students.	The University is working on an appropriate funding model.

- **Quality of the Learning Environment**

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

Description of Transition Year 2009-10 Strategy/Program (per the information provided in your 2008-09 Report-Back)	Achieved Results of the Transition Year Strategies for 2009-10
<p>Broader education</p> <p>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.</p>	<p>The Experiential Learning Service comprises two programs: The Community Service Learning and the Co-Curricular Record.</p> <p>Community Service Learning is a form of experiential learning that enriches and enhances classroom teachings, allowing students to contribute to their community by participating in projects that are related to their program of study. Students usually complete 30 hours of volunteer work over the course of a semester. After determining the structure of their Community Service Learning projects with their professor, students then relate their experiences in the community to course content by using various methods.</p> <p>The Co-Curricular Record is a university document that records approved and verified volunteer activities undertaken by students. Like Community Service Learning, it recognizes students' services to the community, and helps develop leadership, compassion, ethics and self-confidence.</p>

	<p>With the participation of more than 1500 students, 130 professors and 350 community groups during the past year, the Experiential Learning Service brings substantial benefits to a wide variety of community groups and not-for-profit organizations in the National Capital Region and elsewhere. The ELS also works with for-profit companies on projects that build social capital and exemplify corporate responsibility.</p>
<p>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.</p>	<p>The Library offers quiet study space as well as places for group study including a new Lounge on the 1st floor of the Morisset Library.</p> <p>From September-May, libraries are open 7 days a week. During exams, Morisset Library is open 24/7.</p> <p>Computers are available on a first come, first served basis. All libraries offer wireless access so you can bring your own laptop or borrow one from the Library.</p> <p>The Library's online resources are available wherever, whenever.</p>
<p>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 m² per student in 2007-2008 from 2.7 m² in 2004-2005.</p>	<p>According to student satisfaction surveys, we have a high level of satisfaction (range 75-92% and more than 3% above comparators) for the following spaces and services:</p> <ol style="list-style-type: none"> 1. Instructional facilities (e.g., classrooms, labs, equipment) 2. Study space 3. Athletic facilities 4. University residences 5. Facilities for student associations, clubs, etc. 6. University-based social activities 7. Services for students with disabilities 8. General condition of buildings and grounds
<p>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.</p>	<p>See above.</p>
<p>Undergraduate programs The University has launched a dozen innovative undergraduate programs since 2005, and a few others are in the making.</p>	<p>New programs submitted have obtained Ministry approval.</p>



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