

2012-2013 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	University of Ottawa
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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.

Consistent with previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 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.

Where possible, to help streamline the 2012-2013 MYAA Report Back process, the Ministry pre-populated **University of Ottawa's** 2012-2013 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2011-2012 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry of Training, Colleges and Universities (the Ministry) in **University of Ottawa's** 2012-2013 MYAA Report Back is denoted with the symbol ⁽⁺⁾.



1) Enrolment - Headcount*

**DEFINITION: Headcount is the actual enrolment for Fall 2012 as of November 1, 2012 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2012-2013 fiscal year (enrolment reported in 2012-2013 remains subject to audit and/or correction).*

University of Ottawa's total Headcount enrolment count in 2012-2013 = **31,667**⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment reported by **University of Ottawa** to the Ministry for 2012-2013 = **24,605**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **University of Ottawa** to the Ministry for 2012-2013 = **6,319**.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by at **University of Ottawa** to the Ministry in 2012-2013 = **743**.

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

Includes Saint-Paul University

Please provide one or more examples, in the space provided below, of highlights from *University of Ottawa's* Enrolment Management Plan that *University of Ottawa* used during 2012-2013 to manage enrolment.

The University has developed a business intelligence system allowing us to track candidacies, offers, acceptances and registrations on a daily basis to monitor our progress towards our targets for various categories of students and ensure that we do not overflow. We use this system to achieve and control the goals stated in our Destination 2020 Strategic enrolment plan, aiming for moderate growth in our student population, which will ensure we meet our other strategic goals, and at the same time, guarantee the quality of the university experience.

Of 500 additional students that we will accept annually over the next five years, we seek a minimum of the following:

- 40% graduate students, especially at the doctoral level
- 40% Francophones
- 30% international students

We will also double the number of immersion students and increase our ability to attract the strongest students from across Canada and around the world.

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

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

*NOTE: Please do not include International Students in the calculations below.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at University of Ottawa who registered with the Office for Students with Disabilities and received support services in 2012-2013= <u>1,262</u></p> <p>Please calculate the total indicated above as a comparative % of University of Ottawa's 2012-2013 Enrolment Headcount: (Insert Total From Above) <u>1,262</u> ÷ <u>31,667</u>⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = <u>4%</u></p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at University of Ottawa who registered with the Office for Students with Disabilities and received support services in 2012-2013 = <u>208</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at University of Ottawa in 2012-2013= <u>4,250</u></p> <p>Please calculate the total indicated above as a comparative % of University of Ottawa's 2012-2013 Enrolment Headcount: (Insert Total From Above) <u>4,250</u> ÷ <u>31,667</u>⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = <u>13.4%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at University of Ottawa in 2012-2013 = <u>700</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at University of Ottawa in 2012-2013= <u>1,248</u></p> <p>Please calculate the total indicated above as a comparative % of University of Ottawa's 2012-2013 Enrolment Headcount: (Insert Total From Above) <u>1,248</u> ÷ <u>31,667</u>⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = <u>3.9%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at University of Ottawa in 2012-2013 = <u>49</u></p>

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

The proportions of underrepresented students are derived from our internal "End-of-program" survey which we carry out every fall. This survey has a good response (typically 45-50% range) and as such is reliable. Nevertheless there is random variations from year to year so slight fluctuations in specific figures are normal.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving University of Ottawa's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by University of Ottawa to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving University of Ottawa's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by University of Ottawa to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving University of Ottawa's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by University of Ottawa to be an innovative practice, success story and/or key accomplishment.</p>
<p>The Student Academic Success Service (SASS) http://www.sass.uottawa.ca/welcome.php is a free network of services and programs designed to give students the tools and information they need to succeed from their first day on campus until they receive their degree and go out into the world to pursue their dreams. Delivered by professionals and fellow students who care about success and well-being, the programs and services of SASS complement classroom learning and support achieving academic and professional goals. Specific services related to traditionally under represented student populations include the Aboriginal Resource Centre, the Access Service, and the Special Program for First Generation Students.</p>	<p>The Student Academic Success Service (SASS) http://www.sass.uottawa.ca/welcome.php is a free network of services and programs designed to give students the tools and information they need to succeed from their first day on campus until they receive their degree and go out into the world to pursue their dreams. Delivered by professionals and fellow students who care about success and well-being, the programs and services of SASS complement classroom learning and support achieving academic and professional goals. Specific services related to traditionally under represented student populations include the Aboriginal Resource Centre, the Access Service, and the Special Program for First Generation Students.</p>	<p>The Student Academic Success Service (SASS) http://www.sass.uottawa.ca/welcome.php is a free network of services and programs designed to give students the tools and information they need to succeed from their first day on campus until they receive their degree and go out into the world to pursue their dreams. Delivered by professionals and fellow students who care about success and well-being, the programs and services of SASS complement classroom learning and support achieving academic and professional goals. Specific services related to traditionally under represented student populations include the Aboriginal Resource Centre, the Access Service, and the Special Program for First Generation Students.</p>

3) Student Access Guarantee

Through its signed MYAA, **University of Ottawa** committed to participate in the Student Access Guarantee (SAG). For 2012-2013, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines.

NOTE: The table below has been pre-populated to identify SAG expenditures reported into the OSAP system by **University of Ottawa as of July 9, 2013.*

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$4,822,346(+)	2,224(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$3,184,556(+)	1,673(+)
Total SAG Expenditures Reported by <i>University of Ottawa</i>	\$8,006,902(+)	3,897(+)

Did **University of Ottawa** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2012-2013 SAG Guidelines?

Yes

*The space below is provided for **University of Ottawa** to describe methodology, survey tools, caveats and other information regarding the numbers reported above re: Compliance with the Student Access Guarantee (SAG) in 2012-2013.

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 2012.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2008	29819 ⁽⁺⁾	5293 ⁽⁺⁾	843 ⁽⁺⁾	98 ⁽⁺⁾
2009	32352 ⁽⁺⁾	6369 ⁽⁺⁾	925 ⁽⁺⁾	112 ⁽⁺⁾
2010	32228 ⁽⁺⁾	5674 ⁽⁺⁾	1002 ⁽⁺⁾	136 ⁽⁺⁾
2011	34100 ⁽⁺⁾	5699 ⁽⁺⁾	1583 ⁽⁺⁾	137 ⁽⁺⁾
2012	35756	6299	1546	153

*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;*
- *only includes full-time students applying and registering in the fall to the first year of a university program.*

The Ministry encourages **University of Ottawa** 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, **University of Ottawa** should report institutional data which includes data from OUAC and other sources.

Year	University of Ottawa's Total Applications	University of Ottawa's Total Registrations	University of Ottawa's Transfer Applications	University of Ottawa's Transfer Registrations
2011	56093 ⁽⁺⁾	10600 ⁽⁺⁾	2899 ⁽⁺⁾	630 ⁽⁺⁾
2012	59528	11094	2945	633

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

Includes Saint-Paul.

The OUAC data includes only students registering to the first year of a university program. But uOttawa recognizes the work students have done in college to such an extent thta we often register them in year 2 of their program, hence the larger number. This institutional data uses an internal system variable called applicant type documenting the college background of applicants.



Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used in 2012-2013 and which contributed to maintaining or improving **University of Ottawa'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 **University of Ottawa** 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.)

We have long been granting students from colleges up to the equivalent of one full year of university level studies. In addition we have established a partnership with a group of other Ontario universities to automatically recognize equivalencies and credits granted by any one of the partners.

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

The Student Academic Success Service offers the Transition Program which begins in September and includes Orientation days, One-on-one help from learning specialists and student mentors and Introduction to learning technologies and strategies.

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

The following page on our web site <http://www.admission.uottawa.ca/Default.aspx?tabid=4540> explicitly guides students about advanced standing. It states that the University of Ottawa welcomes applications from qualified university or college students who wish to transfer to one of our undergraduate programs. Students' files are evaluated based on their secondary and post-secondary studies. Admitted students are given advanced standing for their course work if their performance and the course content are judged appropriate for the program. It is the applicant's responsibility to provide all documents required to complete an evaluation of courses taken elsewhere. To obtain a degree from the University of Ottawa, a student must complete at least 50% of the program at the University of Ottawa.

5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, the percentage of *University of Ottawa'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	121 ⁽⁺⁾	22.2% ⁽⁺⁾	135 ⁽⁺⁾	22.3% ⁽⁺⁾	368 ⁽⁺⁾	41.7% ⁽⁺⁾	415 ⁽⁺⁾	74.6% ⁽⁺⁾
30 to 60 students	125 ⁽⁺⁾	23.0% ⁽⁺⁾	173 ⁽⁺⁾	28.6% ⁽⁺⁾	319 ⁽⁺⁾	36.2% ⁽⁺⁾	101 ⁽⁺⁾	18.2% ⁽⁺⁾
61 to 100 students	129 ⁽⁺⁾	23.7% ⁽⁺⁾	200 ⁽⁺⁾	33.1% ⁽⁺⁾	150 ⁽⁺⁾	17.0% ⁽⁺⁾	27 ⁽⁺⁾	4.9% ⁽⁺⁾
101 to 250 students	151 ⁽⁺⁾	27.8% ⁽⁺⁾	92 ⁽⁺⁾	15.2% ⁽⁺⁾	45 ⁽⁺⁾	5.1% ⁽⁺⁾	12 ⁽⁺⁾	2.2% ⁽⁺⁾
251 or more	18 ⁽⁺⁾	3.3% ⁽⁺⁾	5 ⁽⁺⁾	0.8% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾	1 ⁽⁺⁾	0.2% ⁽⁺⁾
Total	544 ⁽⁺⁾	100.0% ⁽⁺⁾	605 ⁽⁺⁾	100.0% ⁽⁺⁾	882 ⁽⁺⁾	100.0% ⁽⁺⁾	556 ⁽⁺⁾	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 **University of Ottawa** used during 2012-2013, which contributed to maintaining or improving **University of Ottawa's** class size initiatives. This could include a strategy, initiative or program viewed by **University of Ottawa** to be an innovative practice, success story and/or key accomplishment that **University of Ottawa** would like to highlight.

Preserving class size is an ongoing challenge. We need to hire more professors. Our Destination 2020 Strategic Plan, monitored quantitatively via our Scorecard, has a goal to reduce to student professor ratio from 21.2 to 18.5.



6) eLearning

The Government of Ontario, in the recently released discussion paper, *Strengthening Ontario's Centres of Creativity, Innovation and Knowledge*, included a section regarding online learning as a potential method to increase access for all learners, particularly those who are prevented from attending in-class education as a result of barriers that may be financial, geographic, physical, family-related, or work-related.

In spring 2010, the Ministry conducted a postsecondary 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 taking place across Ontario.

In its 2011-2012 MYAA Report Back, *University of Ottawa* provided information on eLearning that expanded on the information that was submitted in the Postsecondary eLearning Survey, and contributed to establishing a general baseline of student participation and demand in online courses and programs. As part of the ongoing development of performance indicators that reflect current government priorities for eLearning, and that will contribute to the Ministry's future priorities on technology-enabled learning, *University of Ottawa* is asked to provide information on eLearning courses, programs and registrations in 2012-2013.

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course 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 Synchronous Conferencing course 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 Fully Online Learning (asynchronous) program 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 Synchronous Conferencing program describes a program, which is considered to be 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 *University of Ottawa's* eLearning data for 2012-2013:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	108	38
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	122	34
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	230	72
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	4	5
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	7	1
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	11	6
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	2,523	301
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	1,182	170
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	3,705	471



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

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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 of 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 **University of Ottawa's** use of Hybrid Learning courses and/or Programs.

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Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2012-2013, which contributed to maintaining or improving eLearning opportunities at **University of Ottawa**. This could include a strategy, initiative or program viewed by **University of Ottawa** to be an innovative practice, success story and/or key accomplishment that **University of Ottawa** would like to highlight.

The model favored by uOttawa is to offer elearning primarily on a course by course basis. It is much easier to do so because it avoids the difficulties associated with certain types of courses that might have laboratory components or similar requirements difficult to offer at a distance; it also enables us to offer a much wider variety of elearning classes (we cover Arts, Science, Education, Health, Social Sciences).



7) International

7.1) Initiatives

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **University of Ottawa** had in 2012-2013:

- Outbound students* = 574

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

- Inbound students* = 490

**DEFINITION: Inbound students are international students participating in student exchanges/study abroad/internships/international experiences at an Ontario college/university to receive academic credit towards a credential granted by their home institution.*

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **University of Ottawa** in 2012-2013 = **\$42,500,000**

Please provide the gross revenue for all off-shore activities, including campuses, development and enterprise projects, contract training and partnerships that **University of Ottawa** had outside of Canada in 2012-2013 = **\$0**

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **University of Ottawa** delivers courses and/or programs **abroad (outside of Canada)** in 2012-2013, 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, Partner Campus or Partnership in 2012-2013	2012-2013 Total Enrolment by Program
NA	NA / NA	NA	0

*The space below is provided for **University of Ottawa** 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 2012-2013, **University of Ottawa** 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 <i>University of Ottawa's</i> Total Full-Time International Student Enrolment ⁽⁺⁾
1.	China ⁽⁺⁾	883 ⁽⁺⁾	29.2% ⁽⁺⁾
2.	Saudi Arabia ⁽⁺⁾	254 ⁽⁺⁾	8.4% ⁽⁺⁾
3.	France ⁽⁺⁾	213 ⁽⁺⁾	7% ⁽⁺⁾
4.	Nigeria ⁽⁺⁾	186 ⁽⁺⁾	6.1% ⁽⁺⁾
5.	Iran ⁽⁺⁾	143 ⁽⁺⁾	4.7% ⁽⁺⁾

University of Ottawa reported to TCU that International Enrolment* in 2012-2013 = **3,025⁽⁺⁾**.

**DEFINITION: International Enrolment is the headcount of Full-Time university (undergraduate and graduate) students who are a not Canadian citizens (includes Inuit, North American Indian and Metis) or permanent residents (i.e. Student Visa, other visa, non-Canadian status unknown, or non-Canadian no visa status) on November 1, 2012, who are taking part in university courses or programs normally leading to a post-secondary qualification (does not include ESL, continuing education, general interest or non-credit courses).*

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

The figure 3025 excludes students living abroad and registered to take courses via the Internet (Imstat = 5). We would have one additional count if that category was included. It is not material at this point but could evolve in the future.

Please provide **University of Ottawa's** 2012-2013 Part-Time International Student Enrolment = 468

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2012-2013, which contributed to maintaining or improving **University of Ottawa'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.

Our International Office has actively represented us abroad. We indicate to potential international students that the University of Ottawa is Canada's university, with about 2500 international students originating from more than 150 countries. As such, we form a vibrant, cosmopolitan community that works, studies and celebrates in both English and French. Some of the reasons to study at the University of Ottawa include: Bilingualism, Reputation, Quality of programs offered, Multicultural capital, Secure and friendly environment.

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **University of Ottawa** in 2012-2013 = 484

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Ottawa** used in 2012-2013 to create pathways for *International students* from **University of Ottawa's** ESL programming to postsecondary studies.

In our recruitment program in China, we offer admission in our programs but require students to do their first term either exclusively or partially in ESL (FSL) if their score on the TOEFL (or CANTEST) is too low.

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **University of Ottawa** in 2012-2013 = 120

Please provide a highlight in the space provided below of an initiative, strategy or practice that **University of Ottawa** used in 2012-2013 to create pathways for *International students* from **University of Ottawa's** FSL programming to postsecondary studies.

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

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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 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.

University of Ottawa confirmed in its 2011-2012 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **University of Ottawa** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

University of Ottawa confirmed in its 2011-2012 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 2012-2013, **University of Ottawa** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

University of Ottawa confirmed in its 2011-2012 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **University of Ottawa** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **University of Ottawa's** OECM purchases in 2012-2013: 560,000

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2012-2013, which contributed to maintaining or improving **University of Ottawa's** supply chain 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.

Creation of a Physical Resources Procurement Office under the Central Procurement Function.
Participation of Procurement in a multi-disciplinary cell to manage Research initiative

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

All universities were to be in compliance with the *Broader Public Sector Accountability Act*, 2010, proclaimed on April 1, 2011. The *Act*, through three new directives (procurement, expenses and perquisites), established new expense, procurement and perquisite practices for large broader public sector (BPS) organizations and adds accountability measures.

BPS Procurement Directive

The 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.



By checking this box, **University of Ottawa** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of March 31, 2013.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2012-2013, which contributed to **University of Ottawa's** compliance with the BPS Procurement Directive. A highlight could be a strategy, initiative or program viewed by **University of Ottawa** to be an innovative practice, success story and/or key accomplishment.

Continuing from last year, http://www.uottawa.ca/governance/policy_36.html
Policy 36 regulates the procurement of goods and services for the University of Ottawa, including specifying the responsibilities of its members throughout each stage of the procurement process. Policy 36 establishes a supply chain management framework in concert with Procedure 4-3 on materials management.
http://web5.uottawa.ca/admingov/procedure_4-3.html
We also established Policy 98: ETHICAL PURCHASING.
http://www.uottawa.ca/governance/policy_98.html

BPS Expenses Directive

The 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.



By checking this box, **University of Ottawa** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements.

Please indicate the address on **University of Ottawa's** website where a copy of **University of Ottawa's** publicly available Expenses Directive can be found:

http://www.uottawa.ca/governance/policy_21.html

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2012-2013, which contributed to **University of Ottawa's** compliance with the BPS Expenses Directive. A highlight could be a strategy, initiative or program viewed by **University of Ottawa** to be an innovative practice, success story and/or key accomplishment.

The Board of Governors specifies regulations for eligible hospitality, travel and other expenses in Policy 21 (http://www.uottawa.ca/governance/policy_21.html) which, together with University Procedure 16-11 (http://web5.uottawa.ca/admingov/procedure_16-11.html), sets out the principles and rules governing the reimbursement of travel expenses incurred for University business or in connection with funds administered by the University, regardless of whether the expense is charged to or reimbursed by the University's operating funds, a grant or other funding source administered by the University.

BPS Perquisites Directive

The 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.



By checking this box, **University of Ottawa** confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements.

Please provide one or more highlights in the space provided below, of an activity that **University of Ottawa** used during 2012-2013, which contributed to comply with the BPS Perquisites Directive in the 2012-2013. A highlight could be a strategy, initiative or program viewed by **University of Ottawa** to be an innovative practice, success story and/or key accomplishment.

We continue with Policy 102 on Perquisites
http://www.uottawa.ca/governance/policy_102.html

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, the government is interested in expanding work-integrated learning (including co-operative education) to make future Ontario students more career and job ready. Co-ops, internships, work placements and other types of work-integrated, experiential or entrepreneurial learning are already available in colleges and universities, often in partnership with industry.

While long-term indicators for Work-Integrated Learning (WIL) will be developed for future reports, the 2012-2013 MYAA Report Back seeks to expand on survey information recently collected by the Higher Education Quality Council of Ontario (HEQCO). This information will help the Ministry to increase and strengthen WIL opportunities for Ontarians.

***DEFINITIONS:**

Work-Integrated Learning is the process where students learn from experiences in educational and practice settings and integrate those experiences for effective professional practice and employment (adapted from HEQCO, 2012).

A Co-operative Education Program is defined as one that formally integrates a student's academic studies with work experience. The usual plan is for the student to alternate periods of experience in career-related fields according to the following criteria (Canadian Association for Co-Operative Education, 2012):

- Each work situation is approved by the co-operative education institution as a suitable learning situation;
- The co-operative education student is engaged in productive work rather than merely observing;
- The co-operative education student receives remuneration for the work performed;
- The co-operative education student's progress on the job is monitored by the cooperative education institution;
- The co-operative education student's performance on the job is supervised and evaluated by the student's employer;
- The time spent in periods of work experience must be at least 30 per cent of the time spent in academic study.

Based on the definitions provided above, please provide WIL data for **University of Ottawa** in 2012-2013:

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at University of Ottawa with a Co-op Stream	68	7
Number of students at University of Ottawa enrolled in a Co-op program	4,898	112

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2012-2013, which contributed to providing Work-Integrated Learning opportunities for students. Along with co-op, other examples of WIL include internships, mandatory professional practice, field experience, service learning, applied research projects, innovation incubators and other WIL opportunities. This could include a strategy, initiative or program viewed by **University of Ottawa** to be an innovative practice, success story and/or key accomplishment.

The University of Ottawa has the fourth largest cooperative education program in Canada. This is a stellar contribution to Ontario's Higher Education.

In addition, the University actively participates in the HEQCO project on Work Intergated Learning to further our knowledge of how these experiences contribute to student develeopment and preparedness.

10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **University of Ottawa** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **68.8%**⁽⁺⁾ 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 **University of Ottawa** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **68.4%**⁽⁺⁾ for Senior Year respondents.

Please indicate the methods, in addition to the NSSE survey, that **University of Ottawa** used in 2012-2013 to measure student satisfaction.

In-house End-of-program survey. The sum of very good and good satisfaction scores on the in-house survey is 85%.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2012-2013, which contributed to maintaining or improving student satisfaction at **University of Ottawa**. This could include a strategy, initiative or program viewed by **University of Ottawa** to be an innovative practice, success story and/or key accomplishment that **University of Ottawa** would like to highlight.

We have included student satisfaction in our Vision 2020 Strategic Plan and in our Scorecard designed to track progress quantitatively. We have formed two student experience committees to develop and monitor initiatives both in the academic and non-academic domains. All Faculties and Services have been asked to have an action plan.



11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **University of Ottawa** = 77.5%^(*)*

*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2004 enrolment file who were seeking a Bachelors or First Professional degree, for whom an FTE value of 0.4 or greater is recorded, and who also have a valid Student ID number. This subset of Year one enrolments is then matched against records of students who received a Bachelors or First Professional degree from the same institution during the period 2005 - 2011 (subsequent 7 years). For students who received two or more degrees during this seven year period, every effort was made to use the initial degree awarded (based upon the year in which degree was awarded).

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **University of Ottawa** used in 2012-2013 to measure graduation rate.

Also targeting undergraduate retention and masters and doctoral graduation rates.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2012-2013, which contributed to maintaining or improving **University of Ottawa's** graduation rate initiatives. This could be a strategy, initiative or program viewed by **University of Ottawa** to be an innovative practice, success story and/or key accomplishment that **University of Ottawa** would like to highlight.



Performed multivariate analyses of undergraduate retention to detect best predictors. Work distributed to faculties along with individual "risk" scores to enable targeted interventions.

12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at **University of Ottawa** = 87.79%⁽⁺⁾

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at **University of Ottawa** = 93.21%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2012-2013, that **University of Ottawa** used in 2012-2013 to measure graduate employment rate.

We also run our own 2 years post-graduation survey, which, response rates permitting, feeds into the program review process so that academic directors at the program level can adapt their curriculum if necessary.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2012-2013, which contributed to maintaining or improving **University of Ottawa's** graduate employment rate. This could be a strategy, initiative or program viewed by **University of Ottawa** to be an innovative practice, success story and/or key accomplishment that **University of Ottawa** would like to highlight.

The inclusion of all survey results in the program review process is the best tool to manage program improvement in relation to learning objectives as well as employment outcomes.

13) Student Retention

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

Entering Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
1st to 2nd Year	86.8% ⁽⁺⁾	86.1% ⁽⁺⁾	86% ⁽⁺⁾	86.4%
1st to 3rd Year	78.5% ⁽⁺⁾	78% ⁽⁺⁾	77.2%	N/A ⁽⁺⁾

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

uOttawa also monitors retention and graduation through the CSRDE protocol at the undergraduate level with breakdowns by faculty/program.



Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2012-2013, which contributed to maintaining or improving **University of Ottawa's** retention initiatives. This could be a strategy, initiative or program viewed by **University of Ottawa** to be an innovative practice, success story and/or key accomplishment that **University of Ottawa** would like to highlight.

The Student Academic Success Service, in collaboration with the first entry faculties, uses the predictions of a multinomial model we have developed to predict individual dropout risk at entry time for high school students and offer help in the form of mentorship.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that *University of Ottawa* used during 2012-2013, which contributed to enhancing *University of Ottawa'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.)

The Faculty of Science recognizes that the transition from high school to university represents a major challenge and offers support for new students.

An example is the one-week mathematics workshop in August to review the high school material you need for your first-year math courses. Help centres in mathematics, physics and chemistry are at the disposal of students who need help in those courses. They are classrooms, staffed by consultants who can answer all your questions. For more details on these centres, please visit the department's website.

In addition, the Faculty asks professors who teach first-year courses to test new students early in the semester and forward their interim grades to the coordinator of the Centre for Academic Success. The coordinator - a former high-school science teacher - studies the files, then meets with students who may be encountering difficulties in their courses and discusses possible solutions with them (time management, counselling, tutorials, etc.).

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

The creation of the Centre for Global and Community Engagement (CGCE) provides an on-campus one-stop shop for information on volunteer opportunities in Ottawa and around the world – not just for students but for the entire university community, including faculty and support staff. It also provides support to members of the university community who start their own grassroots initiatives. Examples of initiatives and events include: - Young Leaders Delegation in Taiwan - Presentation - Tsinghua English Summer Camp in Beijing, China - Information session: - Recognition for the Co-Curricular Record - The CSL Program (in class) - Extracurricular Volunteering (out of class) - International options - Becoming a Community Partner - Leave for change (for uOttawa staff) and more.

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

We have two Student Mentoring Programs.

The University of Ottawa's Student Mentoring Program for undergraduate students, an initiative of SASS in collaboration with faculties and university services, tallies over a hundred student mentors assigned to some twenty mentoring centres. This program is designed to provide critical support and access to numerous university resources.

The Graduate Student Mentoring Centre of the University of Ottawa gives students in master's and PhD the opportunity to meet and talk with graduate student-mentors and address the concerns they may have during the course of their studies.

Mentoring can help you to:

- Identify and clarify your personal and professional goals
- Face challenges with greater ease and confidence
- Get back on track when distracted
- Develop strategies and action plans that yield results
- Stay motivated and committed until graduation

Attestation:



By checking this box, **University of Ottawa** confirms that all information being submitted to the Ministry as part of the 2012-2013 MYAA Report Back is accurate and has received approval from **University of Ottawa's** Executive Head.

Contact:

For additional information regarding **University of Ottawa's** 2012-2013 MYAA Report Back please contact -

- Name: Pierre Mercier
- Telephone: 613 562 5954
- Email: pierre.mercier@uottawa.ca

Please indicate the address on **University of Ottawa's** website where a PDF copy of this 2012-2013 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2012-2013 MYAA Report Back has been approved):

- <http://www.uottawa.ca/services/irp/eng/research/ententesang.html>