



2013-2014 Report Back

Institution Name:	University of Ottawa
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OVERVIEW

The annual 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.

Where possible, to help streamline the 2013-2014 Report Back process, the Ministry pre-populated **University of Ottawa's** 2013-2014 Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2012-2013 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** 2013-2014 Report Back is denoted with the symbol (+).



1) Enrolment - Headcount*

*DEFINITION: *Headcount* is the actual enrolment for Fall 2013 as of November 1, 2013 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2013-2014 fiscal year (enrolment reported in 2013-2014 remains subject to audit and/or correction).

University of Ottawa reported to the Ministry, that the total Headcount enrolment in 2013-2014 was = 31,662⁽⁺⁾.

Please indicate the number of students aged 18-24 (age as of November 1, 2013) from the total Headcount enrolment reported by **University of Ottawa** to the Ministry for 2013-2014 = 24,601.

Please indicate the number of students aged 25+ (age as of November 1, 2013) from the total Headcount enrolment reported by **University of Ottawa** to the Ministry for 2013-2014 = 6,258.

Please indicate the number of students under the age of 18 (age as of November 1, 2013) from the total Headcount enrolment reported by at **University of Ottawa** to the Ministry in 2013-2014 = 803.

* 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 2013-2014 to manage enrolment.

The University has 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 enrollment 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.

We plan to achieve the following balance of intake over the next five years:

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

We will also increase 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, languages, 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 2013-2014= <u>1,824</u></p> <p>The total indicated above as a comparative % of University of Ottawa's 2013-2014 Enrolment Headcount: (Insert Total From Above) <u>1,824</u> $\div 31,662^{(+)}$ (2013-2014 Enrolment Headcount) x 100 = <u>5.8%</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at University of Ottawa in 2013-2014= <u>3,394</u></p> <p>The total indicated above as a comparative % of University of Ottawa's 2013-2014 Enrolment Headcount: (Insert Total From Above) <u>3,394</u> $\div 31,662^{(+)}$ (2013-2014 Enrolment Headcount) x 100 = <u>10.7%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at University of Ottawa in 2013-2014 = <u>688</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at University of Ottawa in 2013-2014= <u>906</u></p> <p>The total indicated above as a comparative % of University of Ottawa's 2013-2014 Enrolment Headcount: (Insert Total From Above) <u>906</u> $\div 31,662^{(+)}$ (2013-2014 Enrolment Headcount) x 100 = <u>2.9%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at University of Ottawa in 2013-2014 = <u>156</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>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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>Please provide one or more highlights, in the space provided below of an activity in 2013-2014, 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>
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3) 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 2013.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2009	32352 ⁽⁺⁾	6369 ⁽⁺⁾	925 ⁽⁺⁾	112 ⁽⁺⁾
2010	32228 ⁽⁺⁾	5674 ⁽⁺⁾	1002 ⁽⁺⁾	136 ⁽⁺⁾
2011	34100 ⁽⁺⁾	5699 ⁽⁺⁾	1583 ⁽⁺⁾	137 ⁽⁺⁾
2012	35756 ⁽⁺⁾	6299 ⁽⁺⁾	1546 ⁽⁺⁾	153 ⁽⁺⁾
2013	38517	6301	1448	144

*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;*
- *Information 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
2012	59528 ⁽⁺⁾	11094 ⁽⁺⁾	2945 ⁽⁺⁾	633 ⁽⁺⁾
2013	62763	10553	2658	511

*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 that 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.



In the space provided below, please provide one or more highlights of an activity that **University of Ottawa** used in 2013-2014, and which contributed to maintaining or improving **University of Ottawa's** efforts to develop and enhance credit transfer. 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.

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4) Class Size

Per 2013 Common University Data Ontario (CUDO) report for Fall 2012, **University of Ottawa's** undergraduate class size for first entry* programs:

Class Size	First Year		Second Year		Third Year		Fourth Year	
	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes	Number of Classes	Percentage of Total Classes
Fewer than 30	118 ⁽⁺⁾	21.9% ⁽⁺⁾	156 ⁽⁺⁾	25.0% ⁽⁺⁾	378 ⁽⁺⁾	43.6% ⁽⁺⁾	398 ⁽⁺⁾	73.3% ⁽⁺⁾
30 to 60 students	116 ⁽⁺⁾	21.5% ⁽⁺⁾	152 ⁽⁺⁾	24.4% ⁽⁺⁾	316 ⁽⁺⁾	36.4% ⁽⁺⁾	97 ⁽⁺⁾	17.9% ⁽⁺⁾
61 to 100 students	122 ⁽⁺⁾	22.6% ⁽⁺⁾	206 ⁽⁺⁾	33.1% ⁽⁺⁾	142 ⁽⁺⁾	16.4% ⁽⁺⁾	38 ⁽⁺⁾	7.0% ⁽⁺⁾
101 to 250 students	166 ⁽⁺⁾	30.7% ⁽⁺⁾	106 ⁽⁺⁾	17.0% ⁽⁺⁾	30 ⁽⁺⁾	3.5% ⁽⁺⁾	10 ⁽⁺⁾	1.8% ⁽⁺⁾
251 or more	18 ⁽⁺⁾	3.3% ⁽⁺⁾	3 ⁽⁺⁾	0.5% ⁽⁺⁾	1 ⁽⁺⁾	0.1% ⁽⁺⁾	0 ⁽⁺⁾	0.0% ⁽⁺⁾
Total	540 ⁽⁺⁾	100.0% ⁽⁺⁾	623 ⁽⁺⁾	100.0% ⁽⁺⁾	867 ⁽⁺⁾	100.0% ⁽⁺⁾	543 ⁽⁺⁾	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 2013-2014, 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. The goal of our destination 2020 Strategic Plan, monitored quantitatively via our Scorecard, is to reduce the student professor ration from 21.2 to 18.5.



5) eLearning

As part of the government's PSE Transformation agenda, the government is interested in expanding online learning and technology enabled learning opportunities for students in Ontario. **University of Ottawa** is asked to provide information on e-learning courses, programs and registrations in 2013-2014.

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 2013-2014:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	67	42
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	48	72
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	115	114
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	5	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	12	6
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	2,567	682
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	616	487
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	3,183	1,169

*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.

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).

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.

At this point, the university of Ottawa has 25 hybrid courses in total.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2013-2014, 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.

At this point, the university of Ottawa is engaged in the following hybrid course activities in 2014:

- 11 individual courses
- 2 programs
- 6 faculties
- 25 courses in total
- new institute on the development of hybrid courses and training program

6) International 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 2013-2014:

- Outbound students* = 669

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

- Inbound students* = 471

**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 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 2013-2014, 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 2013-2014	2013-2014 Total Enrolment by Program
N/A	N/A / N/A	N/A	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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Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2013-2014, 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.

The University of Ottawa is pursuing its efforts to promote the use of French on the world stage. Its most recent initiative will substantially reduce tuition fees for foreign students who are either Francophones or Francophiles.

The University is proud to announce that it has adopted a new policy that will waive a portion of the tuition fees for international undergraduates wishing to study in French, as well as for those who have previously done so and who wish to undertake graduate studies in French at the University of Ottawa. Beginning in the 2014-2015 academic year, new international students who are eligible for the tuition fee waiver will pay the same amount as Canadian students, a savings of over \$10,000 per year.



7) 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.

***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 2013-2014:

	<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	5,347	121

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2013-2014, 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's co-operative education program is amongst the top five in the country. This is a stellar contribution to Ontario's Higher Education.

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

The university of Ottawa also has the Centre for Global and Community Engagement, which is 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.

8) 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 2013-2014 to measure student satisfaction.

uOttawa conducts the End-of-program survey annually among students who are on the verge of completing their bachelor's or first professional program at uOttawa. This survey gives students an opportunity to express their level of satisfaction with the University on the whole.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2013-2014, 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.

A new committee, including students and faculty members, has been established in order to assess and improve the overall student experience at the university of Ottawa.



9) 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 2013-2014, that **University of Ottawa** used in 2013-2014 to measure graduation rate.

Also targeting undergraduate retention, 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 2013-2014, 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.

Ongoing retention analyses to detect best predictors.



10) Graduate Employment Rate

Per the KPI results reported in 2014 the employment rate for 2011 graduates, 6 months after graduation, at **University of Ottawa** = 89.19%⁽⁺⁾

Per the KPI results reported in 2014 the employment rate for 2011 graduates, two years after graduation, at **University of Ottawa** = 93.49%⁽⁺⁾

Please indicate any methods, in addition to the KPI survey results reported in 2013-2014, that **University of Ottawa** used in 2013-2014 to measure graduate employment rate.

The data collected from the University of Ottawa's internal 2-years graduation survey is used in the program review process for strategic decision-making purposes related to curricula.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2013-2014, 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.



11) 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	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
1st to 2nd Year	86.1%(+)	86%(+)	86.4%(+)	86.3%
1st to 3rd Year	78%(+)	77.2%(+)	76.6%	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 and by program.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2013-2014, 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.

12) Productivity and Innovation Fund (PIF)

Productivity and Innovation Fund (PIF) records indicate that **University of Ottawa** participated in the following institutional or multi-institutional PIF projects. Please indicate one or more examples of ongoing initiatives that resulted from the project that will continue in 2014-2015, such as knowledge sharing, expanded scope or expanded number of partner institutions.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Blended Learning Initiative ⁽⁺⁾	OTTW-CPR1-I ⁽⁺⁾	--	--
Online Tools to Develop Course Plans and Learning Outcomes Database ⁽⁺⁾	OTTW-CPR2-I ⁽⁺⁾	--	--
Methodology to assess the financial viability of existing or new programs in relation to quality ⁽⁺⁾	OTTW-PP5-I ⁽⁺⁾	The model provides an assessment tool such that new and reviewed programs may be optimized.	New program proposal have been tested against a preliminary version of the approach and proposers immediately understood the constraints and adjusted their proposal according to feasibility and quality. For existing programs with low enrollment and challenging quality reviews, the savings associated with program closure are directly evaluated, taking into account residual course work serving other ongoing programs and changes in professors workloads.

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Optimizing the reception, scanning and authentication of admission documents coming from foreign students ⁽⁺⁾	OTTW-ASDT7-M ⁽⁺⁾	Potential cost savings have not yet been quantified.	The growing number of international students applying to study at Ontario universities has generated an enormous demand for the assessment and evaluation of international academic transcripts and credentials and has created pressure on admission professionals assessing applicant qualifications. In late 2013, the University of Ottawa received funding from the MTCU Productivity and Innovation Fund (PIF) to conduct a multi-university Feasibility Study to explore options for optimizing the processing of international documents presented by applicants for admission to undergraduate and graduate study. In early 2014 all Ontario universities were engaged in a consultative process to inform and guide the feasibility study. Responses to a survey indicated a variety of practices among universities, as well as a consensus that streamlining the verification and authentication of international documents was the number one priority for increasing the efficiency and efficacy of the admission process for international students. Reducing paper and processing time as well as mitigating the risk of fraud in language proficiency testing were also cited as objectives. The results of the feasibility study was presented to Provost in October. At this point, the next steps are currently being determined.
Ontario Consortium for Graduate Professional Skills Development ⁽⁺⁾	MAC-CPR3-M ⁽⁺⁾	--	--
University Utility Consumption Database and Benchmarking System (UUCDBS) ⁽⁺⁾	MAC-ASDT4-M ⁽⁺⁾	-	-
Enhancing registered nurse job readiness and patient safety outcomes through clinical simulation ⁽⁺⁾	QUEN-CPR2-M ⁽⁺⁾	--	--

Project Name	Project Number	Cost Savings/Cost Avoidance*	Ongoing Activity
Multi-Institution Space Management Solution ⁽⁺⁾	UOFT-ASDT3-M ⁽⁺⁾	--	--
Ontario Digital Library Research Cloud ⁽⁺⁾	UOFT-ASDT4-M ⁽⁺⁾	--	--
Shared High Density Library Storage Facility ⁽⁺⁾	UOFT-ASDT5-M ⁽⁺⁾	--	--
Best Value Business Model ⁽⁺⁾	WEST-ASDT8-M ⁽⁺⁾	--	--
eTravel and Expense Solution Proposal ⁽⁺⁾	YORK-ASDT5-M ⁽⁺⁾	--	--

**DEFINITION: Cost Savings/Cost Avoidance is as reported in the Productivity and Innovation Final Report, June 30, 2014.*

Note: The cost savings/cost avoidance for multi-institutional projects has not been pre-populated as this information was provided to the Ministry at the project level, not by institution.

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

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Attestation:



University of Ottawa confirms that all information being submitted to the Ministry as part of the 2013-2014 Report Back is accurate and has received approval from **University of Ottawa's** Executive Head.

Contact:

For additional information regarding **University of Ottawa's** 2013-2014 Report Back please contact -

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Please indicate the address on **University of Ottawa's** website where a PDF copy of this 2013-2014 Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2013-2014 Report Back has been approved):

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