

2010-2011 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, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.



1) Enrolment - Headcount*

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

University of Ottawa reported to the Ministry the total Headcount enrolment in 2010-2011 = **30,442**.

The number of students aged 18-24 from the total Headcount enrolment reported by **University of Ottawa** to the Ministry for 2010-2011 = **23,522**.

The number of students aged 25+ from the total Headcount enrolment reported by **University of Ottawa** to the Ministry for 2010-2011 = **6,200**.

The **number of students under the age of 18** enrolled at **University of Ottawa** in 2010-2011= **720**.

*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

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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 2010-2011 to manage enrolment.

The University of Ottawa maintains two liaison teams (one for each language) with high schools.

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 the institutions' 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.*

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 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 2010-2011= <u>1,179</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>1,179</u> ÷ University of Ottawa (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>3.9%</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 2010-2011 = <u>200</u></p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at University of Ottawa in 2010-2011= <u>3,957</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>3,957</u> ÷ University of Ottawa (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>13%</u></p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at University of Ottawa in 2010-2011 = <u>673</u></p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at University of Ottawa in 2010-2011= <u>1,035</u></p> <p>Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) <u>1,035</u> ÷ University of Ottawa (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = <u>3.4%</u></p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at University of Ottawa in 2010-2011 = <u>176</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 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.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2010-2011, 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 the institution 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 2010-2011, 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 the institution 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 2010-2011, 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 the institution to be an innovative practice, success story and/or key accomplishment.</p>
<p>Two part-time employees hired to manage interpretation services for d/Deaf and hard-of-hearing students (costs covered by the Interpretation Fund)</p> <p>New adaptive exams procedures developed for Faculties of Engineering, Common Law and Science</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. Also, the Student Academic Success Service (SASS), in collaboration with the university's faculties, has developed a number of personalized programs and services to help you succeed academically and to enrich your university experience as a First Generation student.</p> <p>http://www.sass.uottawa.ca/about/1generation.php</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>

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

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

**NOTE: SAG data as of June 9, 2011*

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	\$4,433,611	2,286
Other SAG Expenditure to Supplement OSAP	\$2,824,452	1,511
TOTAL	\$7,258,063	3,797

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

Yes

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

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4) Participation in the Credit Transfer System

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

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

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2006	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
2010	32,228	5,674	1,002	136

*Transfers from publicly assisted colleges in Ontario

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

- *the transfer data set only includes those students who have applied to university through OUAC and have self-identified on applications to OUAC;*
- *a significant number of transfer students apply directly to the university and as such, are not captured in OUAC data;*
- *transfer data is not limited to college graduates who apply through OUAC; and*
- *only includes full-time students applying and registering in the fall to the first year of a university program.*

The Ministry encourages **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
2010	50,393	8,121	2,744	487

*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

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.

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used in 2010-2011 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 the institution to be an innovative practice, changes to enhance transparency in credit transfer (e.g. improved timeliness of credit/credential recognition, new transfer policies/agreements uploaded to new website, etc), a success story and/or a key accomplishment in each of the following categories:

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

Students from colleges are frequently granted up to the equivalent of one full year of university level studies.

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 the following:

Orientation days on September 1 and 2, 2011
One-on-one help from learning specialists and student mentors
Introduction to learning technologies and strategies
Social activities and interactive workshops

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=3457> explicitly guides transfer students. 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.

Transfer applicants
Ontario – College (CAAT)
Quebec – CEGEP



5) Class Size*

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, 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	155	27.8%	193	30.8%	422	48.3%	375	73.1%
30 to 60 students	135	24.2%	163	26.0%	314	35.9%	111	21.6%
61 to 100 students	89	15.9%	192	30.6%	110	12.6%	19	3.7%
101 to 250 students	165	29.6%	74	11.8%	28	3.2%	6	1.2%
251 or more	14	2.5%	5	0.8%	0	0.0%	2	0.4%
Total	558	100.0%	627	100.0%	874	100.0%	513	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 2010-2011, which contributed to maintaining or improving **University of Ottawa's** class size initiatives. This could include a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment that the institution would like to highlight.

We hired more professors and added 175 sections to existing courses.



6) eLearning

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

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

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A 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 2010-2011:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	103	36
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	109	30
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	212	66
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	1,267	151
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	2,680	387
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	3,947	538



*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 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 2010-2011, which contributed to maintaining or improving elearning opportunities at **University of Ottawa**. 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 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 identify emerging markets for International Students (i.e. countries who are not represented in **University of Ottawa's** current top five source countries for International Students, as shown in International Enrolment section below) in which **University of Ottawa** actively engaged in recruitment activities in 2010-2011:

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 2010-2011:

- Outbound students* = 508
*DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.
- Inbound students* = 436
*DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **University of Ottawa** in 2010-2011 = \$31,661,630

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 2010-2011 = \$0

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

*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

7.2 Enrolment

In 2010-2011, **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 University of Ottawa Total Full-Time International Student Enrolment
1.	China	274	13.7%
2.	Saudi Arabia	216	10.8%
3.	France	184	9.2%
4.	Nigeria	93	4.6%
5.	Iran	86	4.3%

University of Ottawa reported to TCU that International Enrolment* in 2010-2011 = **2,002**

**DEFINITION: International Enrolment is the headcount of Full-Time international students at the institution, including students who are both eligible and ineligible for funding consideration, excluding ESL students from abroad who are taking short-term language training on a Full-Time basis.*

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

Please provide **University of Ottawa's** 2010-2011 Part-Time International Student Enrolment = **276**

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **University of Ottawa** in 2010-2011 = 260

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

Our International Office has actively represented us abroad. We indicate to potential international students that the University of Ottawa is Canada's university, with more than 39,000 students, including close to 2,000 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.

*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

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Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2010-2011, 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.

We added international scholarships and boosted our recruitment efforts abroad.

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

Effective April 1, 2010, Broader Public Sector organizations, including universities, that receive more than \$10 million per fiscal year from the Ministry of Training, Colleges and Universities (TCU), are required to have a Code of Ethics and Procurement Policies and Procedures in place within the university that are consistent with the principles outlined within the Government of Ontario's Supply Chain Guideline. TCU recognizes the importance of this guideline in supporting the postsecondary education sector to achieve a common standard of supply chain excellence and to carry out supply chain activities in an ethical, efficient and accountable manner.

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

University of Ottawa confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, **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 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, **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 2010-2011: 420,000

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

The University of Ottawa has participated in kind to the development of the OECM for 5 years prior. Examples of our good practices are: We have 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 deductions 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.

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

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BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

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

- i. formally adopt the supply chain code of ethics in accordance with their governance processes; and
- ii. comply with the mandatory requirements of the Directive.

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

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

Complete review of procurement process
Identification of roles and people
Review of approval processes
Establish a more methodical process to procure services
Establish a central register for contracts
Review of process for competitive purchases
Review of Policy 36 on purchasing
Training of all people involved in these processes



BPS Expenses Directive

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

- i. requiring designated BPS organization to establish expense rules, and
- ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

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

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

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BPS Perquisites Directive

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

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

9) Space Utilization

University of Ottawa indicated in its 2009-2010 MYAA Report Back that it had a Space Utilization planning process in place to assess and optimize academic space utilization.

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

Physical Resources Service provides the facilities and infrastructures necessary to the University in order to achieve academic and research objectives within the framework of policies and standards approved by the Administrative Committee. A list of key policies can be found at <http://web5.uottawa.ca/admingov/policies.html>.

This year we analyzed our calssroom utilization and observed that we were among four Ontario universities thta offer the most comprehensive range of hours for class scheduling (67.5 hr per week, from 8:30 to 10:00, 5 days a week). However the average size of our pool of rooms appears small realtive to needs of a 40,000 studnets university.

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** uses to measure student satisfaction.

UOttawa uses its own End-of-Program survey. In the Fall 2010, we invited all our senior undergraduate students in the last study year of their program to participate. The response rate was 50%. The level of very satisfactory + satisfactory answers on the question "How satisfied are you with your overall experience at the University of Ottawa?" was 86%.

The NSSE scores above are better than the 66% last year. However, they lack the specificity necessary to identify our strengths and weaknesses. Our Scorecard indicates that undergraduate learning quality is rated at 85% of our comparators -- American doctoral intensive universities. Specific questions in surveys are monitored 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>).

Please provide one or more highlights, in the space provided below, of an activity that **University of Ottawa** used during 2010-2011, which contributed to maintaining or improving student satisfaction at **University of Ottawa**. 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.

We continued the work of two committees (including student members) to review all aspects of the student experience both in the academic and service domains and began implementing recommendations.



11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate* at **University of Ottawa** = 80%*

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

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

In addition to our Student Academic Success Service which works in close collaboration with the Faculties who offer the programs, we monitor the status of graduation rates and retention rates (the precursor of graduation) via the dissemination of internal statistics program by program to all departments.



12) Graduate Employment Rate

Per the KPI results reported in 2011, the graduate employment rate*, 6 months upon graduation, at **University of Ottawa = 95.6%**

Per the KPI results reported in 2011 the graduate employment rate*, two years upon graduation, at **University of Ottawa = 95%**

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

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

The Careers section of the Student Academic Success Service offers various resources in career development to enable students to recognize and enhance their employability skills. For example, we have Job Search Tools (Cold Calls, Cover Letter, Employability Skills, Information Meeting, Job Interview, Job Search Assistance, Portfolio, Resume, Security at Work, Success in the First Year on the Job, Thank You Letter, The Electronic Resume); Finding a JobCareer Fairs (Employer Presentations, Employment for Persons with a Disability, Entrepreneurship, Graduate Recruitment, Internships, Job postings, Job Search Web Sites, Summer Jobs, Volunteering); and Information and Resources (Career Counselling, Career Virtual Resources, Frequently Asked Questions, Myths and Realities about Career Planning, Other Career Services on Campus Virtual Advice & Links, What can I do with my studies? Workshops Calendar, Workshops On Demand Available Online).



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	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	87.8%	86.7%	86.8%	86.1%
1st to 3rd Year	79.1%	79.3%	78.5%	N/A

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

Retention from 1st to 3rd year for the 2009 cohort will be available in the next iteration of CSRDE.



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

A full analysis of predictors of retention is underway with a view to target subpopulations for customized interventions. 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.

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 2010-2011, 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.)

On average, 71% of undergraduate senior students report that their experience contributed moderately or a lot to developing the following skills(range 61 to 85%):

- Write clearly and effectively
- Speak clearly and effectively
- Think critically and analytically
- Define and solve problems
- Make judgments about the value of information
- Use quantitative methods
- Use qualitative methods
- Use current technologies in my field of studies
- Plan and conduct projects
- Undertake research
- Demonstrate creativity
- Acquire work-related knowledge and skills
- Acquire a broad knowledge base
- Prepare for further studies
- Acquire effective study and learning skills
- Work effectively with others
- Work independently
- Make decisions
- Exercise leadership
- Achieve personal growth
- Build self-confidence
- Develop integrity and a code of ethics
- Develop social responsibility
- Develop sensitivity and tolerance toward different views, cultures and ways of life

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

83% of senior undergraduate students have participated in at least one of the following enriching activities during their program:

- International Exchange Program
- French Immersion Studies
- Immersion course in English
- Learning community organized by the University (e.g. groups of students taking two or more classes together, participants of a seminar, etc.)
- Co-operative Education Programs
- Community service or volunteer work recognized by the Experiential Learning Service
- Practical experience (e.g. practicum, internship, field experience, clinical assignment)
- Work on a research project with a faculty member outside of course or program requirements

Culminating senior experience (e.g. capstone course, senior project or thesis, comprehensive exam, etc.)
 Attend conferences, seminars and/or debates on topics related to your program of studies

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

On average, 74.6% of our senior students assessed the Service Quality of the following 33 items (range 55 to 93%) to be satisfactory or very satisfactory:

- The socio-cultural activities organized by the University
- General condition of buildings and grounds
- Classroom facilities
- Laboratory facilities
- Study spaces
- Places to relax and meet friends
- University residences
- Computing facilities - computer labs
- Computing facilities - wireless access
- Computing services - Computing Help Centre (6555)
- Athletic facilities - Montpetit Hall
- Athletic facilities - Sports Complex
- Library facilities
- Registration - online registration via Rabaska
- Registration - Registration Help Centre
- Computing services - Web Based Services (e.g. InfoWeb, UoZone, WebMail)
- Overall, I get to find the information I need on the university's website.
- Financial Aid and Awards Service - services related to the Work-Study Program
- Financial Aid and Awards Service - other financial aid services (i.e. information about loans and awards, distribution of government financial aid, financial counseling)
- Info-Service (i.e. tuition fee information, general information, student cards, official documents, admission)
- Academic advising received from Academic Advisors and/or Academic Assistants
- Counseling and Coaching Service
- Career Services
- Services related to Co-operative Education Programs
- Experiential Learning Service
- Services related to the Mentoring Program
- Academic Writing Help Centre
- International Office - services for international students
- International Office - services related to the International Exchange Program
- Health Services
- Access Service (services for students with disabilities)
- Aboriginal Resource Centre
- Safety on campus

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

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

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



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

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

Attestation:



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

Contact:

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

- 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 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

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