

# SMA - Strategic Mandate Agreement University Annual Report 2015-2016

## Introduction

The 2014-2017 Strategic Mandate Agreements (SMAs) between individual universities and the Ministry of Advanced Education and Skills Development (the ministry) outline the role that each university currently performs in the postsecondary education system and how it will build on its current strengths to achieve its vision and help drive system-wide objectives articulated by the ministry's Differentiation Policy Framework.

The ministry and the university are committed to continuing to work together to ensure a postsecondary education system that achieves and supports accessibility, high-quality and student-centred learning experiences, social and economic development, financial sustainability and accountability.

As the ministry noted throughout the SMA process, robust metrics and reporting are crucial to achieving greater differentiation, and will lay the foundation for further transformation by providing the evidence base for future discussions and decisions.

In general, the metrics in the 2015-2016 SMA Report Back reflect the system-wide metrics in the ministry's Differentiation Policy Framework. Colleges and universities also have the opportunity to provide a narrative outlining each institution's strengths.

The ministry recognizes that many of these metrics are proxy measures and that more robust system-wide metrics will be developed in consultation with the sector. The ministry will continue to work with institutions to strengthen transparency and accountability by developing system-wide metrics. SMA Report Backs will be updated in the future as new system-wide metrics become available.

# 2015-2016 System Wide Indicators

1. Jobs, Innovation & Economic Development
  - a. Graduate Employment Rates
  - b. Number of graduates employed full-time in a related job
2. Teaching and Learning
  - a. Student Satisfaction
  - b. Graduation Rates
  - c. Retention Rates
  - d. Number of students enrolled in a co-op program at institution
  - e. Number of online course registrants, programs and courses at institution
3. Student Population
  - a. Number and proportion of
    1. Students with Disabilities
    2. First Generation Students
    3. Indigenous Students
    4. French-Language Students
  - b. Number and proportion of international students
  - c. Proportion of an institution's enrolment that receives OSAP
4. Research and Graduate Education
5. Program Offerings
  - a. Concentration of enrolment at universities by program specialty or major
  - b. Institution's system share of enrolment by program specialty or major
6. Institutional Collaboration to Support Student Mobility
  - a. Transfer applicants and registrants
7. Financial Sustainability

# 1. Jobs, Innovation & Economic Development (JIED)

This component highlights University of Ottawa's collaborative work with employers, community partners and regions, or at a global level. It establishes the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market.

The ministry will be consulting institutions on a proposed short list of additional system-wide JIED metrics that have been developed in collaboration with the Ministry of Research and Innovation (MRI), Ontario Centres of Excellence (OCE), and MaRS Data Catalyst.

Through consultations with institutions, the ministry will select new metrics from the short list. These will become part of future SMA Report Backs. The additional metrics will serve as a basis for a narrative on the economic and social contribution of institutions to local communities and to the province.

## 1a. Graduate Employment Rate

Per the KPI results reported from the graduate survey of 2013:	Percentage
The employment rate for 2013 graduates, 6 months after graduation, at University of Ottawa was:	88.8
The employment rate for 2013 graduates, 2 years after graduation, at University of Ottawa was:	93.9

## 1b. Employment in a Related Job

Per the graduate survey of 2013:	Percentage
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the subject matter of the program of study that the respondent completed in 2013 at University of Ottawa was:	76
The respondents that indicated that, 2 years after graduation, their work was closely or somewhat related to the skills (i.e. critical thinking, analytical, communication, problem solving) that the respondent developed at University of Ottawa was:	85

### Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above re: Graduate Employment Rates (up to 600 words approx.).

### Highlights

Please provide highlights of University of Ottawa's collaborative work with employers, community partners and regions, or at a global level, to establish the university's role in fostering social and economic development, and serving the needs of students, the economy and labour market. This could include a strategy, initiative or program viewed by University of Ottawa to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Career Services offers many services that employers can use to organize a successful recruitment or marketing campaign on campus at the University of Ottawa. In addition, in December 2015, the Conference Board of Canada published a report that comprehensively describes the economic, research and community impacts of uOttawa.

At a glance, according to a conference board study.

- The University of Ottawa's total economic impact is between \$6.8 and \$7.4 billion annually.
- The university's activities contribute over \$1.5 billion annually to Canada GDP, and generate and support over 29,500 jobs across Canada.
- University of Ottawa graduates living in the Ottawa Gatineau census metropolitan area earn a wage premium of \$2.3 billion each year,

and pay an additional \$591 million in federal and provincial personal income taxes as a result of their degrees.

- The cumulative impact of annual research spending by the university between 1971 and 2013 contributed nearly \$2.6 billion to Ontario GDP in 2013.

- The social returns on the university research spending yield between \$479 and \$958 million per year.

- The university plays a major role in delivering bilingual higher education in Ottawa, Gatineau and beyond, with an estimated annual investment of \$62 million including \$32 million provided by the provincial and federal governments.

## 2a. Teaching and Learning - Student Satisfaction

The metrics in this component capture University of Ottawa's strength in program delivery methods that expand learning options for students, and improve their learning experience and career preparedness. This may include, but is not limited to, experiential learning, online learning, entrepreneurial learning, work integrated learning, and international exchange opportunities.

2a. Student Satisfaction	Percentage
Per the 2014 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?" for Senior Year respondents.	73.83
Per the 2014 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?" for Senior Year respondents.	70.09

### Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

Every year, uOttawa conducts an End-of-program survey annually among students who are in the final year of 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. In the most recent End-of-Program survey (2015) 88% of students reported they were 'satisfied' or 'very satisfied' with their overall experience at uOttawa.

uOttawa has also participated to the CUSC 2015 Graduate Student Survey, which helps assess our programs and services in comparison to other institutions. The results of this survey allow us to learn more about our students, their expectations, and their reactions to university life. Results of the survey show that 83% of students would recommend uOttawa to others.

### Highlights

Please provide highlights of University of Ottawa's activity in 2015-2016 that contributed to maintaining or improving student satisfaction. This could include a strategy, initiative or program viewed by University of Ottawa to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

In order to improve the level of student satisfaction, uOttawa has implemented several initiatives over the past year:

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- Service standards have been created and implemented to improve the quality of service offered to students
- The work organization within the undergraduate student advisory offices has been reviewed to facilitate access to academic advisors and increase retention
- New student spaces were created, including a 24/7 dining room and the opening of two new residences which increased student housing space on campus by 33%
- Improvement of the teacher-student ration by hiring 60 new professors
- Merger of the Career Development Center with the Co-operative Education Plan for better synergy in preparing students for the labour market
- Creation of an institutional policy on sexual violence
- Increase in hybrid education

## 2b. Teaching and Learning - Graduation Rates

2b. Graduation Rates	Percentage
Per the KPI results reported in 2015-2016, the graduation rate at University of Ottawa is	76.8

\*The graduation rate shown involves the selection of all First Year, New to the Institution, Undergraduate students from the Fall 2007 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 2007 – 2014 (subsequent 7 years). For students who received two or more degrees during this 7 year period, every effort was made to use the initial degree awarded (based upon the year in which the degree was awarded).

### Additional Information

Additional survey tools, caveats and/or other information regarding the data reported above related to measuring student satisfaction (up to 600 words approx.)

University of Ottawa annually tracks its graduation rate by using its student information system.

In addition, uOttawa performs benchmarking exercises with Council of Ontario Universities and U15.

### Highlights

Please provide highlights of University of Ottawa's activity in 2015-2016 that contributed to maintaining or improving the graduation rate. This could include a strategy, initiative or program viewed by University of Ottawa to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

An institutional training program for the academic administrative and student advising staff of all direct-entry faculties is being developed. It is tailored to enhance retention of students, improve access to professional academic counselling services by students, and increase student satisfaction. Training should start in 2017.

## 2c. Teaching and Learning - Student Retention

### 2c. Retention Rates

Using data from University of Ottawa's Institutional Consortium for Student Retention Data Exchange (CSRDE) submissions, please provide University of Ottawa's achieved results:

Entering Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
1st to 2nd Year	86.4	86.3	87.3	87.20
1st to 3rd Year	76.6	78.0	78.60	

### Highlights

Please provide highlights of University of Ottawa's activity in 2015-2016 that contributed to maintaining or improving the retention rate. This could include a strategy, initiative or program viewed by University of Ottawa to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

This past year, the University of Ottawa has continued to invest time, efforts and resources to increase student success and retention. We have continued to build on proactive retention initiatives such as those identified in last year's report. Specifically, we continue to monitor at risk students through predictive analytics and close, continual monitoring of first year results. These results are proactively used by vice deans in faculties, student mentors and staff, and other personnel on campus to provide ongoing academic support and guidance to our students. There are also 18 student-mentoring centers on campus, which feature approximately 250 student mentors that receive specialized training in order to better support their peers. We further offer, through some of these mentoring centers, study groups that are facilitated by trained mentors and designed to help students learn effective study skills and problem solving techniques.

In addition to the activities described above, we are also in the midst of developing our first institutional strategic enrolment management (SEM) plan, and retention has been identified as one of three priority areas along with recruitment and academic programs. Initial SEM efforts have been focused on retention, with the development of a retention working-group including broad, campus involvement. Chaired by our Associate Vice-President, Academic Programs, the working group will have a more holistic approach, working on retention at both the undergraduate and graduate levels. Key priority areas of focus for retention have been identified through a detailed analysis of historical results, and proactive monitoring of new and existing retention initiatives will be facilitated through the identification of a series of key performance indicators (KPIs) that are linked to existing indicators in our strategic plan and scorecard.

## 2d. Teaching and Learning - Work-Integrated Learning\*

As part of the Ontario government's postsecondary education 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 (WIL) 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. Usually, the student alternates periods of study with experience in career-related fields according to the following criteria (adapted from Canadian Association for Co-Operative Education, <http://www.cafce.ca/coop-defined.html>, 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 the University of Ottawa in 2015-2016:

Co-operative Education Program Type	Number of programs at University of Ottawa with a Co-op Stream	Number of students at University of Ottawa enrolled in a Co-op program
Undergraduate	67	6,316
Graduate	8	131

### Highlights

Please provide highlights of University of Ottawa's activity in 2015-2016 that contributed to providing WIL opportunities for students. Along with co-op, other examples may 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 (up to 600 words approx.).

The University of Ottawa's co-operative education program is amongst the top five in the country. Accredited through the Canadian Association for Co-operative Education, the program makes a stellar contribution to Ontario's Higher Education. In 2016, more than 550 organizations offered nearly 3000 CO-OP work term placements. With a consistently high placement rate of 94%, the program is seeing tremendous success. The ever growing demand for education programs based on the work-integrated learning model is also fueling the attraction of CO-OP as it helps connect students with opportunities that provide real-world skills.

## 2e. Teaching and Learning - E-Learning

As part of the Ontario government's postsecondary education 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 2015-2016.

Through the development of metrics under the SMAs, the ministry will be developing long-term indicators and updated definitions for online and technology-enabled learning in consultation with the sector. Indicators developed are intended for use in future SMA Report Backs.

In future years, the ministry anticipates collecting more comprehensive data that will profile a broader range of online and technology-enabled learning indicators to ensure students have access to high-quality flexible learning opportunities across the system.

eCampusOntario will be leading the development of eLearning indicators in collaboration with the sector.

### 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 that offers 80% or more of its courses fully online. For example, if a program consists of 10 courses (8 delivered fully online and 2 delivered via traditional face-to-face) the program is defined as a fully online program.

A Synchronous Conferencing program describes a program that offers 80% or more of its courses via synchronous conferencing. For example, if a program consists of 10 courses (8 via synchronous conferencing and 2 via traditional face-to-face) the program is defined as a synchronous conferencing program.

## e-Learning Course, Program and Registration Data for 2015-2016

Course Data	Undergraduate	Graduate
Number of ministry-funded, for-credit courses offered through fully online learning	103	73
Number of ministry-funded, for-credit courses offered through synchronous conferencing	28	51
<b>Total Number of ministry-funded, for-credit courses offered in e-Learning format</b>	131	124

Program Data	Undergraduate	Graduate
Number of ministry-funded, for-credit programs offered through fully online learning	N/A	N/A
Number of ministry-funded, for-credit programs offered through synchronous conferencing	19	8

<b>Total Number of ministry-funded, for-credit programs offered in e-Learning format</b>	19	8
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<b>Course Registrations</b>	<b>Undergraduate</b>	<b>Graduate</b>
Registrations in ministry-funded, for-credit courses offered through fully online learning	3,250	1,288
Registrations in ministry-funded, for-credit courses offered through synchronous conferencing	588	389
<b>Total Number of Registrations in ministry-funded, for-credit courses offered in e-Learning format</b>	<b>3,838</b>	<b>1,677</b>

#### **Additional Information**

Additional survey tools, caveats and/or other information regarding the data reported above re: above re: e-Learning Course, Program and Registration Data (up to 600 words approx.).

Course and program data are calculated using the Official Ministry USER report for fall 2015.

#### **Highlights**

Please provide highlights of University of Ottawa's activity in 2015-2016 that captures the strength in program delivery methods that expand e-learning options for students, and improve the student's e-learning experience and career preparedness. This could include a strategy, initiative or program viewed by University of Ottawa to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

**Creation of an e-Learning Advisory Committee:** The e-Learning Advisory Committee is responsible for the governance related to e-learning activities and programs from a strategic perspective, and works closely with the Teaching and Learning Support Service (TLSS), which is responsible for all logistical aspects of online and distance education. This committee works to engage faculties and departments, promotes the benefits of e-learning and blended learning, and helps professors lead in the development of pedagogical innovation.

**Online courses:** The University of Ottawa continues to support the development and the offering of online programs, as well as the online development of specific high enrolment courses.

Although the University has already funded a dozen online courses in the last 5 years, the MAESD support and its eCampus Ontario initiative, as well as the funding received, allowed us to develop 37 online courses, 14 blended courses and 6 online workshops. Some of those courses were created in French and will also allow us to meet Franco-Ontarian students' needs, and increase the course and program accessibility for students.

Below is a list of courses developed with the MAESD funding in the year 2014-2015:

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- 11 online courses in English
- 26 online courses in French
- 2 blended courses in French
- 4 blended courses in English
- 2 modules in English
- 6 online workshops in French (CNFS)

These courses were designed by the Centre for e-Learning, one of three centres at the Teaching and Learning Support Service, whose mandate is to promote excellence and innovation in mediated teaching and learning, design and produce multimedia learn-ware, and develop strategies for adopting new technologies used in the teaching and learning process at the University.

The Centre for e-Learning's team of 15 specialists provide expert consultation, support and development service to faculty members and service departments on the development and implementation of technology-based teaching, learning and research materials.

## **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 50% of the course delivery should be online.

A Hybrid Learning program is one in which 80% or more of its courses are hybrid learning courses.

### Hybrid Learning Highlights

Please highlight one example of University of Ottawa's use of Hybrid Learning courses and/or programs.(up to 600 words approx.).

#### Blended Learning Initiative

In 2013, the e-Learning Working Group recommended that the University of Ottawa implement Blended Learning on a large scale.

To do so, our institution is investing \$300,000 every year, up to year 2020, in the development and implementation of the Blended Learning Initiative Funding and Training Program.

As of now, over 250 professors have received training and 170 blended courses have been developed. This context allows for the enhancement of the existing University-wide professional development programs and web-based resources. A 4-part training course is provided to faculty members each semester and a fully self-paced online training will be made available in January 2017.

At the beginning of each semester, a promotional campaign to all faculties and departments that stresses the benefits of Blended Learning is launched throughout the university.

### 3. Student Population

This component highlights University of Ottawa's contributions to improve access and success for underrepresented groups (students with disabilities, First Generation, Indigenous, and French-language students).

Full-Time Students	# of Students
The total Full-Time Headcount Enrolment* at University of Ottawa in 2015-2016:	35,942

\*DEFINITION: Headcount is the actual enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students both eligible and ineligible for ministry funding, as reported to the ministry for the 2015-2016 fiscal year (enrolment reported in 2015-2016 remains subject to audit and/or correction).

### 3a. Under-Represented Students: Students with Disabilities, First Generation, Indigenous and French-language Students

#### Students with Disabilities

\*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 University of Ottawa's annual report to the ministry for the Accessibility Fund for Students with Disabilities (AFSD).

Students With Disabilities	# of Students	Percentage
The total number of full-time students with disabilities at University of Ottawa who registered with the Office for Students with Disabilities and received support services in 2015-2016:	2,033	
The total indicated above as a comparative % of the University of Ottawa's 2015-2016 full-time enrolment headcount:		5.66

#### Highlights

Please provide highlights of University of Ottawa's activity in 2015-2016 that captures contributions to improve access, and success for students with disabilities (up to 600 words approx.).

Several services and supports are in place at the University of Ottawa to improve access and success to students with disabilities. For example, the uOttawa Access Service works collaboratively with our university community and stakeholders to facilitate the academic accommodation process. Access Service ensures that students with disabilities have an equal access to their educational opportunity. This is accomplished through individualized academic accommodation plans, access to additional resources and supports. Through close collaboration with the University community, Access Service is the first point of communication for students with temporary or permanent disabilities when measures are taken to minimize the impact of learning obstacles. Access Service's role in the academic accommodation process is to assess, establish, and implement appropriate academic accommodations for students who have a temporary or permanent disability with respect and reliability, while adhering to the University of Ottawa's policies, procedures, and administrative regulations, as well as Human Rights legislation. Access Service works continuously with key stakeholders both within the uOttawa community and within the greater Ottawa Community at large including the Human Rights Office, the Accessibility Hub and the Office of the Registrar.

Key supports from the Access Service include:

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- Centralized Sign Language Interpretation Service (CSLIS). The Centralized Sign Language Interpretation Service facilitates sign language interpretation for University of Ottawa's Services and Faculties and Academic Units at cost.
- The Learning Technology and Mentor Centre (LTMC). Student mentors focus on clients' academic success, and teach assistive technologies and learning strategies that work with various learning styles.
- Transcriptions Services converts course materials in alternative format for students with disabilities. These may include PDF, Word, braille and audio. The books are converted on-site by a team of transcribers.
- The Adapted Exams Service (AES) and support staff are responsible for the organization, administration, assembly and invigilation of all adapted and distance evaluations. The adapted exam service provides adapted evaluations for students

registered with Access Service, including but not limited to midterms and final exams. The academic accommodation process is a collaborative process between the University of Ottawa, Professors and Access Service.

- The Interpretation Services provides course-related interpretation services in a timely and competent manner. Course-related interpretation services include course-related activities, such as a meeting with the course professor, course group work, course presentations, and course evaluations including exams.

In addition to the Access Service, the uOttawa Centre for Students with Disabilities (CSD) is a centre for education and advocacy, as well as a drop-in space. The CSD offers events, services, and campaigns throughout the year focused on disability and accessibility. The CSD space and services are open to all identities and abilities who wish to work together in challenging ableism on campus and in our community. The CSD, recognizes and supports the huge scope of conditions that fall under the category disability, including, but not limited to, learning disabilities, physical disabilities, developmental disabilities, mental health, invisible illnesses, and chronic pain.

Additional details can be found in the 2015-16 annual report to MAESD for the Integrated Accessibility Fund for Students with Disabilities (AFSD).

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### First Generation Students

*\*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 have not necessarily 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).*

First Generation Students	# of Students	Percentage
The total number of full-time First Generation students enrolled at University of Ottawa in 2015-2016:	662	
The total indicated above as a comparative % of the University of Ottawa's 2015-2016 full-Time enrolment headcount:		1.84
The total number of part-time First Generation students enrolled at University of Ottawa in 2015-2016:	122	

### Highlights

Please provide highlights of University of Ottawa's activity in 2015-2016 that captures contributions to improve access, and success for First Generation students (up to 600 words approx.).

We monitor retention rates, and strategies are being developed as part of the broader Strategic Enrollment Management plan.

### Indigenous Students

*\* DEFINITION: Indigenous 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.*

Indigenous Students	# of Students	Percentage
The total number of full-time Indigenous students enrolled at University of Ottawa in 2015-2016:	942	
The total indicated above as a comparative % of the University of Ottawa's 2015-		2.62

2016 Enrolment Headcount:		
The total number of part-time Indigenous students enrolled at University of Ottawa in 2015-2016:	140	

### Highlights

Please provide highlights of University of Ottawa's activity in 2015-2016 that captures contributions to improve access, and success for Indigenous students (up to 600 words approx.).

In 2015-2016, uOttawa completed the Internal Demographic Study of the University FNMI student demographics and data collection systems. Baseline FNMI student metrics assisted the University in developing an innovative planning, policy, program, and reporting approaches in relation to recruitment, retention, wellness, satisfaction, and success among Indigenous students.

In addition, an environmental scan was completed of self-identification practices at other post-secondary institutions. The findings provide concrete information and recommendations to inform the development of a more respectful self-identification system aimed at improving access and support of Indigenous students.

The Indigenous Student Portal was completed. This portal is expected to not only have a significant impact on the recruitment process, but enhance the Indigenous students experience as well. The website aims to:

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- Provide Indigenous students with essential information on Indigenous programs, bursaries, and services;
- Increase the visibility and awareness of Aboriginal culture, on campus and online and promote inclusivity; and
- Create a welcoming community forum for Indigenous students to take part in different groups and activities, and in campus life.

The University has made significant progress in terms of integrating Indigenous content into its courses. Notable examples include:

- 1.
2. The Faculty of Social Sciences has added indigenous content in a number program areas including Sociology, Anthropology, Social Work, and Feminist and Gender Studies, and within the School of Political Studies (for instance, Aboriginal Economics was offered for the first time in 2015)
3. The Faculty of Medicine has developed bilingual self-learning modules on the history of residential schools and a review of curricula in relation to the health outcomes identified in the Truth and Reconciliation recommendations.
4. The Faculty of Education has implemented the Project of Heart initiative to teach future teachers at the University of Ottawa about the legacy of residential schools as a lesson in opening education to Indigenous world views, and established a mandatory FMNI course (36 hours) that all Teacher Candidates are required to take.
5. The Faculty of Law has launched a pilot project that adds significant Indigenous law content to the first-year curriculum by the fall of 2016-2017.

### French-Language Students

\* *DEFINITION: A student is considered a French-language student if the students meets at least one of the following criteria -*

- 1) *The student's mother tongue is, or includes French (the student is a francophone);*
- 2) *The student's language of correspondence with the institution is French;*
- 3) *The student was previously enrolled in a French-language education institution; or*
- 4) *The student was enrolled in a postsecondary program delivered at least partially in French.*

French-Language Students	# of Students	Percentage
The total number of full-time French-language students enrolled at University of Ottawa in 2015-2016:	13,222	
The total indicated above as a comparative % of the University of Ottawa's 2015-2016 enrolment headcount:		36.79
The total number of part-time French-language students enrolled at University of Ottawa in 2015-2016:	2,294	

### Highlights

Please provide highlights of University of Ottawa's activity in 2015-2016 that captures contributions to improve access, and success for

French-Language students (up to 600 words approx.).

In September 2015, the University of Ottawa officially obtained designation for its services and academic programs in French under the French Language Services Act of Ontario.

This designation guarantees the continuation of the Francophone character of our university. It will protect the provision of services and academic programs in French by the University of Ottawa, the largest bilingual university (French-English) in the world.

The University of Ottawa has always been firmly committed to promoting and protecting the interests of the Franco-Ontarian community. This commitment was enshrined in the legislation that saw the University become a public institution some 50 years ago. Francophonie and bilingualism are also one of the four pillars of our strategic plan, Destination 2020.

This designation is a fundamental acknowledgement of the University of Ottawa commitment to the promotion and development of the French language and culture in Ontario for generations to come.

In addition, The University of Ottawa promotes the use of French on the world stage. A recent initiative substantially reduced tuition fees for foreign students who are either Francophones or Francophiles. The University proudly adopted a policy that waives 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. As of the 2014-2015 academic year, new international students who are eligible for the tuition fee waiver pay the same amount as Canadian students, a savings of over \$10,000 per year.

#### **Additional Information**

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above. (up to 600 words approx.)

Full-time French-language student enrollment numbers are calculated using the MAESD USER report for fall 2015.

## 3b. Student Population - International Students

### International Students

*DEFINITION: International enrolment is the headcount of full-time university (undergraduate and graduate) students who are 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, 2015, 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).*

International Students	# of Students	Percentage
University of Ottawa reported to the ministry full-time international enrolment* in 2015-2016:	4,525	
The total indicated above as a comparative % of University of Ottawa's 2015-2016 full-time enrolment headcount (Funding Eligible and Ineligible):		12.59
University of Ottawa's 2015-2016 part-time international enrolment is	657	

### Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Numbers reported as per methodology used in MAESDPFIS-USER Reporting Guidelines.

### Highlights

Please provide highlights of University of Ottawa's activity in 2015-2016 that contributed to maintaining or improving the international student experience 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 (up to 600 words approx.).

### Orientation, Integration and Academic Support

The University of Ottawa's International Office has improved the student experience of international students with three main initiatives amongst many others. Firstly, the International Orientation was redesigned for international graduate students and was extended from 1 day of workshop to 2 days. Secondly, we have started assisting the faculties in the task of meeting international students who are at risk, in order to increase their retention. During these meetings, we are able to diagnose some of the difficulties students may be having and refer them to the appropriate resources on campus and in the community. Thirdly, we have improved our communications strategy with students by creating a weekly newsletter informing them about all of the important dates, workshops, events and opportunities as well as communicating with them informally through our Facebook page and in our different groups.

### 3c. Student Population - Proportion of an institution's enrolment that receives OSAP\*

*\*DEFINITION: Receives OSAP is the number of OSAP awards, including any student at University of Ottawa who has applied for full-time OSAP assistance and qualified for assistance from any federal or Ontario OSAP loan or grant program, and any student who applied using the stand-alone 30% Off Ontario Tuition grant application and was issued a 30% Off Ontario Tuition grant.*

Proportion of an institution's enrolment that receives OSAP	# of Students	Percentage
University of Ottawa's 2015-2016 number of OSAP awards	13,746	
Headcount enrolment (Funding eligible undergraduate and graduate) November 1st headcount of students with 60% Load (0.3FTE) or greater.	36,045	
Proportion of full-time students receiving OSAP		38.14

#### Additional Information

Describe the methodology, survey tools, caveats and other information regarding the information reported above (up to 600 words approx.).

Data reported as per MAESD USER Report guidelines.

## 4. Research and Graduate Education

University of Ottawa's 2014-17 Strategic Mandate Agreement (SMA) includes information which identifies the breadth and depth of institutional research activity. The 2015-2016 SMA Report Back does not require University of Ottawa to report on the system wide research and graduate education metrics included in its 2014-17 SMA.

## 5. Program Offerings

This component articulates the breadth of programming based on enrolment, along with program areas of institutional strength/specialization as outlined in University of Ottawa's SMA.

- a. Concentration of enrolment\* at universities by program specialty or major (SPEMAJ)
- b. Institution's share of system enrolment by program specialty or major (SPEMAJ).

**DEFINITION:** Headcount is the actual funding eligible enrolment for Fall 2015 as of November 1, 2015 including full-time undergraduate and graduate students as reported to the ministry for the 2015-2016 fiscal year

Undergraduate / Graduate Students	Percentage of System Enrolment
Undergraduate	8.14
Graduate	9.22

	# of undergraduate students in a program as a % of total # of undergraduate students across all programs at University of Ottawa	# of graduate students in a program as a % of total # of graduate students across all programs at University of Ottawa	University of Ottawa's share of system-wide undergraduate enrolment in each PROGRAM	University of Ottawa's share of system-wide graduate enrolment in each PROGRAM
1. Agricultural & Bio. Sciences	9.51	2.97	10.38	5.61
2. Architecture & Landscape Arch.	0.00	0.00	0.00	0.00
3. Business & Commerce	10.87	3.59	6.57	3.96
4. Computer Science	0.96	1.02	3.15	6.20
5. Dentistry	0.00	0.00	0.00	0.00
6. Education	2.04	6.11	11.40	34.56
7. Engineering	9.14	7.32	8.17	6.65
8. Fine & Applied Arts	1.80	3.00	3.76	8.62
9. Food Science & Nutrition	0.48	0.00	3.02	0.00
10. Forestry	0.00	0.00	0.00	0.00
11. Health Professions	6.35	10.34	11.61	10.50
12. Humanities	9.74	10.43	9.10	10.53
13. Journalism	0.07	0.00	1.46	0.00
14. Kinesiology/Recreation/Phys-Ed	3.28	4.89	6.24	20.62
15. Law	6.60	2.18	24.72	19.64
16. Mathematics	0.67	1.27	3.74	6.71
17. Medicine	2.28	0.00	13.96	0.00
18. Nursing	5.24	2.49	11.56	10.82
19. Optometry	0.00	0.00	0.00	0.00
20. Other Arts & Science	4.72	0.17	4.15	2.02

<b>21. Other Education</b>	0.00	1.95	0.00	2.86
<b>22. Pharmacy</b>	0.00	0.00	0.00	0.00
<b>23. Physical Sciences</b>	1.56	5.03	7.42	11.98
<b>24. Social Sciences</b>	24.33	25.72	9.22	9.83
<b>25. Theology</b>	0.36	5.09	24.26	47.12
<b>26. Therapy &amp; Rehabilitation</b>	0.00	6.44	0.00	12.66
<b>27. Veterinary Medicine</b>	0.00	0.00	0.00	0.00

Notes:

- Other Arts & Science includes students enrolled in General Arts and Science majors not specified by other categories or unspecified.

#### Optional Additional Information

Caveats and/or other information regarding the numbers reported above (up to 600 words approx.).

Data validated as per MAESD User Reporting guidelines.

#### Highlights

Please provide highlights of University of Ottawa's activity in 2015-2016 that contributed to maintaining or improving programming. This could include a strategy, initiative or program viewed by University of Ottawa to be an innovative practice, success story and/or key accomplishment (up to 600 words approx.).

Worthy of mention is the creation of a Central Quality Assurance Office that combines in a unique structure, procedures, as well as, academic and administrative resources for the creation, modification and cyclical review of both our graduate and undergraduate programs. Gains in terms of efficiencies and facilitated communications with our academic units for our improving programming activities are expected, as well as, the development of an institutional culture of continuous enhancement and evaluation of our programs.

In terms of Program Development Activities, 41 undergraduate programs and 34 graduate programs were either rationalized or restructured through the 2015-2016 cycle. In addition to this, significant effort has gone into improving other programming activities tailored to support student success through our programs. This would include, for instance, academic support services revitalisation for first entry faculties and, most recently, the development of an institutional approach for the improvement of our retention rates. The University's contribution to student mobility within the province remains on the radar as we are preparing an institutional strategy for the development of various partnership with colleges and universities.

## 6. Student Mobility

As part of the development of metrics under the SMAs, the ministry will be developing long-term indicators for credit transfer in consultation with the sector through the Credit Transfer Accountability Framework.

As part of this work, a new Credit Transfer Student Flag was introduced into 2015-16 enrolment reporting for colleges and universities. The ministry will work with the sector throughout 2016-17 on any refinements to the metric with a view to integrate this new information into the SMA report back beginning in 2017-18.

In future years, the ministry will be expecting more complete data that will profile partnerships between institutions that ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to, metrics related to credit transfer pathways and collaborative or joint programs between or within sectors.

Development of these metrics will be done in partnership with the sector and ONCAT.

### Transfer Applicants and Registrants

Using Ontario Universities Application Centre's (OUAC) reports, please provide data for 2015.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2011	34,100	5,699	1,583	137
2012	35,756	6,299	1,546	153
2013	38,517	6,301	1,448	144
2014	41,864	6,189	1,569	177
2015	43,696	6,414	1,626	157

\*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 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 that 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	59,528	11,094	2,945	633
2013	62,763	10,553	2,658	511
2014	62,313	10,164	2,884	534
2015	59,819	9,561	2,884	531

#### Additional Information

Describe the methodology, survey tools, caveats and other information regarding the numbers reported above (up to 600 words approx.).

Applications are calculated using Candidacies Data from the university of Ottawa Students Information System.

Registrations are calculated using the Official Ministry USER Report guidelines for fall 2015.

## Highlights

Please provide highlights of University of Ottawa's activity in 2015-2016 that demonstrates University of Ottawa's efforts to ensure students have access to a continuum of learning opportunities in a coordinated system. This may include, but is not limited to expansion of credit transfer pathways and collaborative or joint programs between or within sectors, changes to student supports viewed by University of Ottawa to be an innovative practice, or improved timeliness of credit/credential recognition (up to 600 words approx.).

**Data Collection and Reporting Activities:** Continued validation and cleaning activities are required to ensure credit transfer data consistency due to the limitation of our current student information system (SIS) and in preparation for a transition to a new student information system in November 2016-17. These activities include producing data validation reports and staff manually correcting data in the system. In addition, we continue to develop automated reports to follow credit transfer student pathways from admission to graduation.

With respect to credit transfer projects, building on research evidence from previous years, we have completed the analysis of historical data to determine the relationship between admission average and academic success of credit transfer students. The research question for 2015-16 was "Are credit transfer students at the University of Ottawa subject to adverse outcomes owing to their decision to transfer credits?" Pending the answer to that question, supplementary questions included "to what extent?" and "what steps can be taken to alleviate these adverse outcomes."

Cohort analysis was performed on undergraduate students entering in the Fall of 2008, with credit transfer and direct students compared on two measures of the student experience (GPA and course loads). The analysis shows that credit transfer students exhibit higher GPAs and lower course loads than direct entry students, which is a possible sign they may be impacted by course scheduling and transfer limits. Academic results indicate that credit transfer students should be able to handle the same course loads as direct entry students.

With this in mind, there are important internal policies and procedures that the University of Ottawa may consider to improve credit transfer students' success. The opportunity to undertake such changes will be pursued in 2016-17 as the University of Ottawa transitions from a legacy student information system (SIS) to a modernized Oracle-based solution. Generally speaking, processes can be implemented so that the new SIS can capture additional detail on the types of information available on credit transfer students to be able to better understand their outcomes.

## 7. Financial Sustainability

### FINANCIAL HEALTH and SUSTAINABILITY METRICS

		2013-14	2014-15	2015-16
Performance	Net Income / Loss Ratio (%)	6.19	6.19	0.00
	Net Operating Revenues Ratio (%)	7.90	8.62	0.00

#### Optional

Comments on Performance Metrics (up to 600 words approx.)

		2013-14	2014-15	2015-16
Liquidity	Primary Reserve Ratio (days)	133.25	142.64	0.00

#### Optional

Comments on Liquidity Metric (up to 600 words approx.)

The primary reserve ratio compares expandable net assets to total expenses x 365 days. The expandable net assets are extracted from the consolidated statement of financial position.

		2013-14	2014-15	2015-16
Leverage	Interest Burden Ratio (%)	1.27	1.22	0.00
	Viability Ratio (%)	198.46	219.46	0.00

#### Optional

Comments on Leverage Metrics (up to 600 words approx.)

#### Additional Information

Additional comments on the overall Financial Health & Sustainability Metrics Result (up to 600 words approx.)

#### Highlights

Please provide one or more highlights that demonstrate University of Ottawa's commitment to improved or continued financial sustainability. (up to 600 words approx.)

uOttawa has implemented/initiated many initiatives to support ongoing financial sustainability of the institution. Some examples of such initiatives:

- Implementation of the new SIS (Student Information System) in November 2016. In addition to add important processes improvements, this initiative will generate important financial savings related to the decommissioning of the mainframe computer.
- Implementation of a new e-procurement system, that will allow for processes improvements and goods and services savings, full implementation in 2017.
- Development and implementation of a new e-travel system, that will give better controls and monitoring over travel claims, implemented in 2016.
- Implementation of a new procurement business model for facilities procurements, regarding contract and facilities management, implemented in 2016.
- Management review of research activities, to identify improvements, and development of an an action plan.
- We participated in collaborative procurement opportunities and we will continue to explore that path.
- Agreements reached with all employee groups to increase the employee pension contributions.

**The ministry encourages University of Ottawa to augment the current list of financial health and sustainability metrics with other metrics. Reporting this data is optional. University of Ottawa may add up to four additional metrics in the space provided below.**

OTHER FINANCIAL METRICS REPORTED by University of Ottawa		2013-14	2014-15	2015-16
1	Facilities condition Index (FCI)	0.12	0.17	0.21
2				
3				
4				

**Additional Information**

Comments related to University of Ottawa's other reported metrics (up to 600 words approx.)

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## 8. Attestation

By submitting this report to the ministry:	Checkbox
University of Ottawa confirms that all information being submitted to the ministry as part of the 2015-2016 SMA Report Back is accurate and has received approval from University of Ottawa's Executive Head.	<input type="checkbox"/>

For additional information regarding University of Ottawa's 2015-2016 SMA Report Back please contact -	Information
Name:	
Telephone:	
Email:	

Please indicate the address on University of Ottawa's website where a PDF copy of this 2015-2016 SMA Report Back will be posted once it has been approved by the ministry	Information
Website:	