

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

Institution Name:	Algoma University
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OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability.

Consistent with previous MYAA Report Backs, the 2012-2013 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2012-2013 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

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



1) Enrolment - Headcount*

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

Algoma University's total Headcount enrolment count in 2012-2013 = **905⁽⁺⁾**.

Please indicate the number of students aged 18-24 (age as of November 1, 2012) from the total Headcount enrolment reported by **Algoma University** to the Ministry for 2012-2013 = **526**.

Please indicate the number of students aged 25+ (age as of November 1, 2012) from the total Headcount enrolment reported by **Algoma University** to the Ministry for 2012-2013 = **318**.

Please indicate the number of students under the age of 18 (age as of November 1, 2012) from the total Headcount enrolment reported by at **Algoma University** to the Ministry in 2012-2013 = **61**.

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

The official headcount is supported by our student information system.

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

The student record system allows the admissions/recruitment staff to track students from first contact, or prospective stage to applicant stage and finally registrant. This allows our recruitment team to begin the process of relationship building. We assign liaison contacts to each applicant based on region which afford us an opportunity to develop consistent messaging about academic programs, and services, both academic and non-academic.

An aggressive and integrated recruitment plan has allowed growth both domestic and international. Since independence, we have strategically identified strengths in the community and region. Additionally, we have hired an admissions specialist in the GTA so that we can connect with students in this area in promoting our academic programming. We continue to enhance pathways for students from the college messaging course recognition and transparency of transfer credits.

Additionally, we offer extension programming in Timmins, Brampton and St. Thomas, Ontario offering degree-specific programs to students in those areas.

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 **Algoma University's annual report to the Ministry for the Accessibility Fund for Students with Disabilities (AFSD).*

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

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

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

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

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

Students With Disabilities	First Generation Students	Aboriginal Students
<p>Please indicate the total number of Full-Time <i>Students with Disabilities</i> at Algoma University who registered with the Office for Students with Disabilities and received support services in 2012-2013= 90</p> <p>Please calculate the total indicated above as a comparative % of Algoma University's 2012-2013 Enrolment Headcount: (Insert Total From Above) 90 ÷ 905⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 9.9%</p> <p>Please also indicate the total number of Part-Time <i>Students with Disabilities</i> at Algoma University who registered with the Office for Students with Disabilities and received support services in 2012-2013 = N/A</p>	<p>Please indicate the total number of Full-Time <i>First Generation Students</i> enrolled at Algoma University in 2012-2013= 352</p> <p>Please calculate the total indicated above as a comparative % of Algoma University's 2012-2013 Enrolment Headcount: (Insert Total From Above) 352 ÷ 905⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 38.9%</p> <p>Please also indicate the total number of Part-Time <i>First Generation Students</i> enrolled at Algoma University in 2012-2013 = N/A</p>	<p>Please indicate the total number of Full-Time <i>Aboriginal Students</i> enrolled at Algoma University in 2012-2013= 139</p> <p>Please calculate the total indicated above as a comparative % of Algoma University's 2012-2013 Enrolment Headcount: (Insert Total From Above) 139 ÷ 905⁽⁺⁾ (2012-2013 Enrolment Headcount) x 100 = 15.4%</p> <p>Please also indicate the total number of Part-Time <i>Aboriginal Students</i> enrolled at Algoma University in 2012-2013 = 16</p>

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

In addition to using OUAC generated numbers, Algoma University encourages students to self-identify through various recruitment and awareness activities such as email/poster campaigns, academic support workshops and social opportunities. Additionally, the Office of the Registrar/Student Accounts provides student information.

Students With Disabilities	First Generation Students	Aboriginal Students
<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving Algoma University's initiatives for <i>Students with Disabilities</i>. A highlight could be a strategy, initiative or program viewed by Algoma University to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving Algoma University's initiatives for <i>First Generation Students</i>. A highlight could be a strategy, initiative or program viewed by Algoma University to be an innovative practice, success story and/or key accomplishment.</p>	<p>In the space below, please provide one or more highlights of an activity in 2012-2013, which contributed to maintaining or improving Algoma University's initiatives for <i>Aboriginal Students</i>. A highlight could be a strategy, initiative or program viewed by Algoma University to be an innovative practice, success story and/or key accomplishment.</p>
<p>At Algoma University, we felt it was important to increase the number of staff who received CMHA Mental Health First Aid Training. In 2012/13 a total of nine support staff, administration officers, and Residence personnel took part in the 2 day certification. The goal was to ensure that there was more awareness and support on campus for those students who were already identified or were beginning to show early symptoms of Mental Health issues. Now students have many other outlets, including student peers to confide in or get support.</p>	<p>Faculty sessions were conducted where external community members came to speak to faculty about integration and techniques to enhance the learning opportunities in an effort to and overcome the barriers that a First Gen student might be facing. It is hopeful that this information will be shared amongst faculty colleagues and integrated in the classroom.</p> <p>During the 2012 academic year, we have spent the bulk of our funding on retention. Algoma University has concentrated on leadership and creating a First Gen community. Due to the success of the first leadership retreat we have moved to both a fall and winter delivery at the beginning of each semester. Many external presenters are brought in to initiate empowerment for the students as well as team building activities that focus on leadership through student involvement at the University.</p>	<p>The numbers reported are received from registration lists from the Office of the Registrar at this time and cross-referenced with the accounting department in determining those students who are band funded by their first nation.</p> <p>a) The Binesi Summer Day Camp is one of the Outreach programs that engages Anishinaabe and some non-Anishinaabe elementary students for the past two summers. Our camps are themed camps and students have a choice of: regalia making, cultural approaches to the environment, science camps and fiddle camp where students learn to play the fiddle in one week.</p> <p>b) The Annual Gathering at the Rapids Pow Wow and Grade Six Education Day all held on the same weekend in March. Grade six day is supported by the two district school boards and approximately 500-600 elementary school students from the Algoma region come on campus to learn about Anishinaabe culture and traditions as well as participate in a mini pow wow. The Gathering at the Rapids Pow Wow attracts Anishinaabe and non-Anishinaabe peoples from all across Ontario and parts of the US and attendance is approximately 3,000 people.</p>

3) Student Access Guarantee

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

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

2012-2013 TUITION / BOOK SHORTFALL AID:	TOTAL \$	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	\$94,149(+)	119(+)
Other SAG Expenditures (towards other assessed shortfalls)	\$143,811(+)	96(+)
Total SAG Expenditures Reported by <i>Algoma University</i>	\$237,960(+)	215(+)

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

Yes

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

Automatic aid was provided from TSA funds to students that had a remaining SAG obligation at the time that aid was disbursed. In addition, bursary assistance was provided from TSA funds to eligible students that applied. The bursary program assesses students individually, taking into consideration their specific situation as well as their OSAP unmet need. Students are notified by email with their eligible amounts and payment instructions. All assistance is applied against any outstanding tuition with the balance paid to the student. On-campus work study opportunities were also provided to students from TSA to assist with shortfalls.



4) Participation in the Credit Transfer System

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

Using Ontario Universities Application Centre (OUAC) reports, please provide data for 2012.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2008	162(+)	49(+)	56(+)	17(+)
2009	247(+)	74(+)	98(+)	34(+)
2010	293(+)	141(+)	232(+)	109(+)
2011	295(+)	166(+)	218(+)	123(+)
2012	346	190	211	119

*Transfers from publicly assisted colleges in Ontario

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

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

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

Year	Algoma University's Total Applications	Algoma University's Total Registrations	Algoma University's Transfer Applications	Algoma University's Transfer Registrations
2011	N/A(+)	N/A(+)	N/A(+)	N/A(+)
2012	N/A	N/A	N/A	N/A

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

Institutional information is the result of the OUAC data and from our student information system. The new system provides the university with institutional tracking of different student population groups which assists our enrolment management strategies.



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

Bilateral articulation agreement with Seneca College's SSW and SSW – Immigrants and Refugees (SSWIR) diploma programs to AU's Community Development (3 year - 90 credits) and Community, Economic and Social Development (4 year – 120 credits) Bachelor of Arts degree programs. Seneca SSW graduates with a 3.0 GPA or greater will receive 54 transfer credits towards either degree, while SSWIR graduates with a 3.0 GPA receive 57. A spring bridging course (CESD 1006) is also offered at the Seneca@York campus for transfer facilitation

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

A College Transfer Orientation event (seminar) is organized by the College Outreach and Support Officer and is held at the beginning of each semester to make new college transfer students aware of support services and gain transition insights from College to University upper year college transfer students (see below) and faculty.

College transfer students can access information and support from upper year college transfer students through the College Graduate Ambassador Program. This students-helping-students approach makes supports and answers more accessible and inviting.

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

Updated the diploma to degree webpage (www.algomau.ca/admissions/diplomadegree/) and the ONCAT transfer guide to provide accurate transfer credit information and contact information.

College Outreach and Support Officer is accessible to prospective and current students year round.

5) Class Size

Per the 2012 Common University Data Ontario (CUDO) report for Fall 2011, the percentage of **Algoma University'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	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
30 to 60 students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
61 to 100 students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
101 to 250 students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
251 or more	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* 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 **Algoma University** used during 2012-2013, which contributed to maintaining or improving **Algoma University's** class size initiatives. This could include a strategy, initiative or program viewed by **Algoma University** to be an innovative practice, success story and/or key accomplishment that **Algoma University** would like to highlight.

Average class size for 2012 - 13 was 24 students. Part of our marketing plan, small university, BIG EDUCATION was to limit our class size for all courses. The following are specific statistics for class size for the 2012 academic year:

73.5% of courses - less than 30 students

17.2% of courses - 30 - 49 students

5.3% of courses - 50 - 64 students

3.6% of courses - 65 - 90

0.4% of courses - more than 100

6) eLearning

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

In spring 2010, the Ministry conducted a postsecondary survey on eLearning activity and plans that proved to be very useful in helping the Ministry to develop a stronger understanding of the scale and type of eLearning activity taking place across Ontario.

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

Fully Online Learning* and Synchronous Conferencing*

**DEFINITIONS:*

Courses:

A Fully Online Learning (asynchronous) course is a form of distance learning delivered to individuals with access to the Internet, either at home, work or through an access centre. Although courses may have a set start date and set due dates for assignments, students can otherwise access and participate in courses at times and places of their own choosing. The online component is typically over 80% of the total delivery. For example, a fully online course may include occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered online.

A Synchronous Conferencing course is delivered through audio and video conferencing to provide synchronous communications (i.e., at the same time) between an instructor at one site and students at other sites. Conferencing can make use of the public telephone system (ISDN), dedicated wideband networks or the Internet. A course is considered to be offered via synchronous conferencing if 80% or more of the content is delivered this way. For example, a synchronous conferencing course may have occasional face-to-face meetings, a proctored exam, etc. with the remainder of the content delivered through audio and video conferencing.

Programs:

A Fully Online Learning (asynchronous) program describes a program, which is considered to be fully online if 80% or more of its courses are fully online courses. As an example, suppose a program consisted of 10 courses where: 8 courses are delivered fully online and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are fully online, and the program is defined as a fully online program.

A Synchronous Conferencing program describes a program, which is considered to be offered via synchronous conferencing if 80% or more of its courses are delivered via synchronous conferencing and 2 courses are delivered via traditional face-to-face. In this case, 80% of courses in the program are delivered via synchronous conferencing, and the program is defined as a synchronous conferencing program.



Course, Program and Registration Data

Based on the definitions provided above, provide *Algoma University's* eLearning data for 2012-2013:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Courses Offered Through Fully Online Learning	10	0
Number of Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	8	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	18	0
PROGRAMS DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit Programs Offered Through Fully Online Learning	0	0
Number of Ministry-funded, For-credit Programs Offered Through Synchronous Conferencing	0	0
Total Number of Ministry-funded, For-credit Programs Offered in eLearning Format	0	0
COURSE REGISTRATIONS	UNDERGRADUATE	GRADUATE
Registrations in Ministry-funded, For-credit Courses Offered Through Fully Online Learning	291	0
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	315	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	606	0



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

The student information system tracks courses taught by e-learning and student enrolment.



Hybrid Learning*

A Hybrid Learning course is a course where face-to-face teaching time is reduced, but not eliminated, to allow students more time for online study. This model comes in a number of formats; however the online component is typically 50%-80% of the total course delivery. In this case, a hybrid learning course may have components delivered via traditional face-to-face; however, over half of the course delivery should be online.

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

In the space provided below, please highlight one example of **Algoma University's** use of Hybrid Learning courses and/or Programs.

We currently use on-line hybrid delivery of courses in our program offering at Timmins for the Bachelor of Social Work program and the BA degree program in Community Development. There are internal mechanisms to ensure the quality of the delivery ensuring that the learning outcome and course objectives are met.

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

During the 2012 academic year, there were 18 online/synchronous conferencing courses delivered. Our video-conferenced courses are part of an off-site delivery of the diploma-to-degree completion BSW program that we deliver on the Northern College [Porcupine] campus, situated in Timmins, Ontario (315 km NE of Sault Ste. Marie). Algoma University (AU) – consistent with the MTCU and our university's commitment to improve accessibility for postsecondary studies – offers this BSW program to enable our partner community in Timmins access to a professional program in order to, in turn, enrich their community. We see this effort as integral to the community development of northern Ontario. The offerings are both face-to-face and video-conferenced providing students with opportunities to learn as a stand-alone cohort, as well as an cohort integrated with students situated on the Sault Ste. Marie (SSM) campus. Other distance delivery options available to AU students include online delivery, of which a handful of courses are made available to students across the SSM, Timmins, and Brampton campuses. Important to note is that the integration of technology is made available to all our face-to-face deliveries; namely, course management (or learning management) systems. Students have access to course materials and their instructors 24/7 with the availability of this technology. Importantly, our overall approach is to enhance the student learning experience, making it more student-centered with higher levels of student engagement; moreover, this comprehensive approach is aimed at increasing course completion, student retention and graduate rates.



7) International

7.1) Initiatives

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

- Outbound students* = 8

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

- Inbound students* = 40

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

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Algoma University** in 2012-2013 = \$3,807,221

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

Please list, in the table below, all For-Credit, Stand-Alone campuses, partner campuses or partnerships at which **Algoma University** delivers courses and/or programs **abroad (outside of Canada)** in 2012-2013, including city, country, programs offered, and total enrolment in each program offered at each campus:

Campus Name	City/Municipality/Country	List all programs offered at the Campus, Partner Campus or Partnership in 2012-2013	2012-2013 Total Enrolment by Program
0	0 / 0	0	0

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

The student information system tracks student demographics. As well, student account information is directly integrated with registration to identify country of origin, admissions status, etc. No information reported for stand-alone campuses abroad as we do not have any programs to report.



7.2) Enrolment

In 2012-2013, **Algoma University** 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 Algoma University's Total Full-Time International Student Enrolment ⁽⁺⁾
1.	Saudi Arabia ⁽⁺⁾	113 ⁽⁺⁾	55.7% ⁽⁺⁾
2.	China ⁽⁺⁾	32 ⁽⁺⁾	15.8% ⁽⁺⁾
3.	Nigeria ⁽⁺⁾	10 ⁽⁺⁾	4.9% ⁽⁺⁾
4.	India ⁽⁺⁾	7 ⁽⁺⁾	3.4% ⁽⁺⁾
5.	Japan ⁽⁺⁾	7 ⁽⁺⁾	3.4% ⁽⁺⁾

Algoma University reported to TCU that International Enrolment* in 2012-2013 = **203⁽⁺⁾**.

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

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

The student information system readily tracks international students and considered 'ineligible' for MTCU funding.

Please provide **Algoma University's** 2012-2013 Part-Time International Student Enrolment = 53

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

Steps have been taken to review our institutional contracts with Canadian language pathway partners to both align our recruitment practices with their agents and streamline the process of admitting international students into the AU ESL 'Bridging Program' or the AU Foundation Program.

Algoma University is actively participating in government sponsored education initiatives such as Science Without Borders and Emerging Leaders in the Americas. This affords AU to diversity its international student populations -- additionally, it allows for diversity within many of our academic programs that are currently under-subscribed.

During the 2012 academic year, Algoma University launched its Foundation Program designed to provide first-year international university students with essential skills for academic success. Many students enter university meeting university admissions requirements but arrive from nontraditional backgrounds and find that assistance is needed to reach the level of academic proficiency expected for success in their chosen programmes. Foundation courses provide students with this assistance. In Foundation courses, students find a bridge from their current levels of academic preparedness to the level needed for success at university. Courses can be taken independently or concurrently in any combination. Content for the computer science and mathematics foundation courses is discipline specific and provides students with the requisite knowledge and skills for academic progression. The remaining university skills foundations course(s) differ in that they are non-discipline specific, providing a safe and inclusive learning environment in which students develop advanced literacy and academic success strategies are needed and applicable to all academic disciplines.

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in an English as a Second Language (ESL) course or program at **Algoma University** in 2012-2013 = 117

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

1. Qualification of the ESL Instructors

In an effort to become Languages Canada certified, all instructors were required to become TESL certified - ESL instructors without TESL Canada certification commenced with the TESL Canada approved online TESL Training Program provided by Study Abroad Canada Language Institute (SACLI) in Prince Edward Island in September 2012. Algoma University paid for all costs related to tuition and materials.

2. Placement Test

Placing students in the classes suitable for their proficiency level is crucial to the learning processes of the students. If students are not placed at the appropriate level, they will not learn effectively and enjoy the courses.

Since September 2012, ESL@Algoma has been using Oxford Online Placement Test (OOPT) developed by Oxford University Press to place incoming students.

The Oxford Online Placement Test is a computer adaptive test.

3. Building Strong Relationship with the Student Services Office

Although all services are important, many of our exiting ESL students have most interest in the academic advising support and the many organized events and activities. They are not aware of all of the services provided on campus. Hence, it is important to raise greater awareness of the services to students during and prior to exiting the ESL program.

There is active communications between the ESL department and the Student Services Office have been on-going. For instance, close to the end of the semester, the ESL Office invites the International Student Advisor to ESL classes to make students aware of the academic advising services they have access to. During the semester, ESL students also attend Student Success Workshops planned by the Learning Strategy Specialist on campus, accompanied by their ESL instructors.

Furthermore, incoming ESL students have been encouraged to attend the International Student Orientation Program (ISOP) organized by the International Student Advisor (ISA) before each new semester begins in September, January and May. ISOP is an orientation program that aims to help new international students get familiar with the campus, the academic expectations, the academic advising, and the registration process.

Two-week orientation program called Summer Study Program (SSP). During this time, all ESL students are billeted with Sault area families who greet them at the airport and welcome them into their homes.

Finally, since spring 2013, International Student Outreach Assistant, International Student Advisor and ESL Office have worked intensively together to develop the Algoma Student Ambassador Program (ASAP). ASAP is a mentoring program for new international students. ASAP matches new international students who signed up for the program with Student Ambassadors who have studied at AU for at least one year and volunteer to assist the new international students. A Student Ambassador's main role is to help his or her mentees adjust to Canadian culture and become familiar with their new academic and social settings at AU. It is also the Student Ambassador's responsibility to direct his or her mentees to appropriate staff members for questions or concerns. As of September 9, 2013, more than 15 Student Ambassadors have joined the program and 20 international students have signed up to be mentees.

Finally, we have revised our ESL curriculum as an integrate approach to English language skills.

7.4 French as a Second Language

Please provide the total number of *International students* who were enrolled in an French as a Second Language (FSL) course or program at **Algoma University** in 2012-2013 = 0

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

No French as a second language program at Algoma University.

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

The student information system supports the tracking of students who are in the ESL@algoma program for non-credit.

8) Supply Chain Compliance / Broader Public Sector Accountability Act

SUPPLY CHAIN COMPLIANCE

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

Algoma University confirmed in its 2011-2012 MYAA Report Back that it **had not** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2012-2013, **Algoma University** adhered to the Government of Ontario's Supply Chain Code of Ethics: **Yes**

Algoma University confirmed in its 2011-2012 MYAA Report Back that it **had not** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2012-2013, **Algoma University** adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **Yes**

Algoma University confirmed in its 2011-2012 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2012-2013, **Algoma University** participated in the Ontario Education Collaborative Marketplace (OECM): **Yes**

If YES, please provide the approximate total dollar value of **Algoma University's** OECM purchases in 2012-2013: 58,459

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

Since early in the 2012 fiscal year, Algoma University has been participating in several OECM purchasing contracts and we are pleased to report that we are experiencing worthwhile savings both from a financial and efficiency perspective.

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

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

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



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

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

In 2010/2011, Algoma University drafted a new Purchasing Policy designed around the Supply Chain Guideline (2009). The new policy included a purchasing code of ethics, as well as the 25 requirements to satisfy the guideline. At the end of 2011, the policy was retooled to comply with the BPS Procurement Directive, and the updates to the original 25 requirements, and was launched in February of 2012. All 25 mandatory requirements are included, and an internal assurance structure has been built in to monitor compliance.

BPS Expenses Directive

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

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



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

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

<https://my.algomau.ca/tools/documents/policies/Human%20Resources/Employee%20Travel%20Expense%20Policy.pdf>

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

In 2009, Algoma U's Travel and Non-Travel Expense policies were revised to align more closely with the expense policies of the provincial government. As such, the policies contained, for the most part, the requirements that would later be set out in the BPS Expenses Directive, including rules around the consumption of alcohol, the extension of hospitality, and an accountability framework for the University. Once the BPS Expenses Directive was launched, Algoma's expense policies were again revised to ensure that they adhere to the 8 requirements of the directive. The updated policies were officially launched in February 2012.

BPS Perquisites Directive

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



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

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

Algoma U does not typically provide perquisites to any employee or appointee of the University. A policy has been drafted that aligns with the BPS Perquisites Directive and which contains the six rules set out by the Directive. The policy was officially launched in February 2012.

9) Work Integrated Learning*

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

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

***DEFINITIONS:**

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

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

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

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

	<u>Undergraduate</u>	<u>Graduate</u>
Number of programs at Algoma University with a Co-op Stream	15	0
Number of students at Algoma University enrolled in a Co-op program	65	0

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

The Cooperative Education Program at Algoma University is gaining momentum as student realize the importance of augmenting their academic studies with practical skills. The COOP program provides students with a practical approach to classroom studies, professional work experience and an edge when competing into today's competitive job market.

Students are providing positive feedback with their evaluation of the COOP program. Many of the students begin developing positive relationships with their employers which, in some cases, leads to permanent employment after graduation. AU continues to host a career networking event where students have the opportunity to listen to speakers discuss their education and career path, employment needs in the workforce, and provide recommendations to students entering a particular field.

10) Student Satisfaction

Per the 2011 National Survey of Student Engagement (NSSE), the undergraduate student satisfaction rate (total of *excellent and good* responses) at **Algoma University** for NSSE Question "How would you evaluate your entire educational experience at this institution?" = **32.4%**⁽⁺⁾ 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 **Algoma University** for NSSE Question "If you could start over again, would you go to the same institution you are now attending?" = **49%**⁽⁺⁾ for Senior Year respondents.

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

Annually, Algoma University conducts their own Student Satisfaction Survey which is open to all students. The focus of the survey is on satisfaction levels as they pertain to Registration, Student Services, Campus Facilities, Information Technology, Library services, academic supports and student life. Year over year the information is compared and shared with the various divisions for their planning purposes. In 2012/13 a total of 244 students took part in the survey representing all academic disciplines and status.

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

In 2012-13, Algoma University opened up a new 96 bed Residence unit dedicated specifically to direct from high school students. The facility offers private rooms, many common and study spaces and most importantly has added significantly to campus life. The addition of the 96 beds has brought our total 202 on campus beds, thus almost doubling the number of students living on campus. As a result we have seen increases in student activities, attendance at student functions and increased student engagement.

Also in 12/13 Algoma University created a multi denominational Prayer Space for students on campus. This space has been well received by a number of different students on campus representing a handful of religious practices.



11) Graduation Rate

Per the KPI results reported in 2012, the graduation rate at **Algoma University** = 61.3%^{(+)*}

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

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

Reports from the CSRDE (Consortium on Student Retention Data Exchange) to measure graduation rates are helpful. Also, we use our own data to gauge student graduation rates tracking entry to the university by program major and year of study.

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



Mentoring and engaging students during their educational experience at Algoma University is important in retention and increasing graduation rates. We continue to invest in academic support services for students increasing the contact hours of our laboratory instructors with students to increase literacy and numeracy competency. All of the support services we provide assist the students in realizing their goal of completing a university degree.

First year orientation programs and our recently launched foundation program for international students are indicators of student engagement and offering a supportive campus environment. The first year orientation program is an opportunity for students to make a direct link to their academic program in an effort to help students realize their goal of graduating and importance of academic success. The foundation program is oriented to identify student shortfalls and allow them the preparedness to ensure success.

12) Graduate Employment Rate

Per the KPI results reported in 2013 the employment rate for 2010 graduates, 6 months after graduation, at **Algoma University** = 87.5%⁽⁺⁾

Per the KPI results reported in 2013 the employment rate for 2010 graduates, two years after graduation, at **Algoma University** = 85.96%⁽⁺⁾

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

AU works directly with CCI research in the administration of the Ontario University Graduate Survey. All applicable data records are shared with this firm to have the survey successfully conducted.

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

AU continues to promote the importance of a knowledge based economy through university research which contributes economically/socially to regional development. The goal is to create a culture of innovation, collaboration and entrepreneurship consistent with the goals/objectives of economic growth in the region. AU hosts career services/employment fairs to promote employment opportunities to the students and to provide students with career options once they graduate. With the introduction of minors, we are finding that more and more students are interested in completing a minor to augment their major program of study.

13) Student Retention

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

Entering Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
1st to 2nd Year	75% ⁽⁺⁾	68.3% ⁽⁺⁾	70.8% ⁽⁺⁾	68%
1st to 3rd Year	55.4% ⁽⁺⁾	51.6% ⁽⁺⁾	56.5%	N/A ⁽⁺⁾

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

Algoma University uses the student information system to track retention rates. As well, we are part of the Consortium for Student Retention and Data Exchange (CSRDE) and use the data/methodology to generate retention rates.



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

We continue to increase our academic support services for students in an effort to provide the tools/skills for students to succeed academically. Additionally, workshops are scheduled throughout the terms including time management, essay writing, examination preparation, and study skills in an effort to increase their academic preparedness. The supports include literacy and numeracy laboratories scheduled during all academic terms. This engagement provides students with an opportunity to use the available resources available to enhance their educational experience at AU. Also, we are identifying 'at risk' students to mitigate attrition based on academic performance. These students are personally contacted to inform them of the available support services and advisors are prepared to mentor the students if they are willing.

14) Quality of the Learning Environment

Please provide one or more highlights, in the space provided below, of an activity that **Algoma University** used during 2012-2013, which contributed to enhancing **Algoma University's** learning environment for the three quality measure categories indicated below:

14.1) IN-CLASS EXPERIENCE (Examples may include promoting teaching excellence, staff training, etc.)

The University has a long-standing tradition of promoting teaching excellence as our mandate is to serve as a teaching-oriented university. The University hosts a Teaching and Learning Centre and our Teaching and Learning Committee of Senate hosts seminars and workshops each year to provide professional development opportunities to our faculty, both full-time and part-time. In addition, the University support Teaching Development Awards [Project and Travel Grants] to support and promote excellence in teaching and learning and to create opportunities for faculty member(s) to improve and enhance their teaching. The university is committed to continuous review and improvement of teaching and learning strategies to ensure that graduates leave universities well prepared for a successful future. Programs are guided by clearly articulated learning outcomes and quality instruction aimed at promoting student motivation to learn. Teaching quality is regularly evaluated in each course offering, by both students and faculty peers; moreover, faculty evaluations (probationary, tenure and promotion) are guided by these teaching assessments.

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

Transition to university is an important element of student success. Our students at AU are very diverse, and include significant proportions of First Nations and International students, together with college-transfers, direct-from-high-school and mature students. Substantial research shows that student experiences in the first year of university are an important predictor of whether they will successfully complete their program. Algoma University has designed innovative foundation and transition programs to ensure a successful first year for students. Our foundation program provides a sound basis for international students (among others) to meet the literacy and numeracy standards of the Ontario system as part of their university experience. Our transition program is aimed at providing program-level majors with introductory fundamentals courses with increased class contact-time and increased opportunities for applied learning. Together these programs position our students well for success. Support mechanisms are integrated with these programs to assist with literacy and numeracy (e.g., Writing and Mathematics Labs), and opportunities for applied learning (e.g., tutorials). Taken together, these programs and associated supports help equip students with the necessary skills for success and prepare them for their roles in the university and their future careers.

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

Our on-campus Learning Centre services include: tutoring (up to six hours of tutoring for each course, for each student), writing lab to help students improve their written communication skills, and workshops on learning strategies (organization, note-taking, test-taking, study strategies, etc) and student success techniques. Our Special Needs Office manages matters related to documented physical disability, learning disability, or mental health disability, with provisions for in-class and testing accommodations. We have introduced a Bounce Back program aimed at students who are struggling academically or already on Academic Probation. Bounce Back is an academic support program for any student who has earned an average of less than 60% or has failed more than 6 credits during an academic year. Students who opt-in to the program (September or January) are matched with a staff member or mentor of the program. The Bounce Back team will work individually with each student with the aim of a better understanding of the challenges encountered in the previous semester, develop new goals, and identify strategies to achieve these goals. Taken together, our three part strategies aimed at enhancing the quality of the learning environment are at the core of our institutional commitment to student access, retention and success.

Attestation:



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

Contact:

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

- Name: David Marasco
- Telephone: 705-949-2301 ext. 4218
- Email: david.marasco@algonau.ca

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

- <http://http://www.algonau.ca/about/administration/accountability/multi-yearaccountabilityagreement/#.UnT-TBXD86Y>