Ministry of Training, Colleges and Universities

2010-2011 Multi-Year Accountability Agreement (MYAA) Report Back

Institution Name:	Algoma University

OVERVIEW

The annual Multi-Year Accountability Agreement (MYAA) Report Back continues to provide the government with a tool for publicly reporting on the performance of Ontario postsecondary institutions on the principles of access, quality and accountability, which were articulated under *Reaching Higher*. Consistent with the 2009-2010 MYAA Report Back, the 2010-2011 MYAA Report Back maintains the strategic system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2010-2011 MYAA Report Back maintains an institution-specific component that provides institutions with the opportunity to tell their unique story of how they are driving system-wide priorities.

1) Enrolment - Headcount*

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

Algoma University reported to the Ministry the total Headcount enrolment in 2010-2011 = **795**.

The number of students aged 18-24 from the total Headcount enrolment reported by **Algoma University** to the Ministry for 2010-2011 = **674**.

The number of students aged 25+ from the total Headcount enrolment reported by **Algoma University** to the Ministry for 2010-2011 = **121**.

The **number of students under the age of 18** enrolled at **Algoma University** in 2010-2011= **174**.

*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

> fulltime headcount based on the records system as reported to TCU

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 2010-2011 to manage enrolment.

new records system offers staff to query many reports including enrolment, program concentrations, FTE. We are still having issues with respect to using two records systems. The new system which is the official depository for Algoma students (OASIS) and the old system (SRS) which houses the records for the Laurentian/Algoma students. By May 2013, there will no longer be Laurentian/Algoma students since these students have until April 2013 to satisfy the requirements of their degree. After May 2013, they default to Algoma University.

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

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

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

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

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

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

For the following, please include Full-Time and Part-Time, but not International students.

Students With Disabilities	First Generation Students	Aboriginal Students
Please indicate the total number of Full-Time *Students with Disabilities* at **Algoma University** who registered with the Office for Students with Disabilities and received support services in 2010-2011= **65** Please calculate the total indicated above as <u>a</u> % of 2010-2011 Enrolment Headcount: (Insert Total From Above) **65** ÷ **Algoma University** (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = **8.2**% Please also indicate the total number of Part-Time *Students with Disabilities* at **Algoma University** who registered with the Office for Students with Disabilities and received support services in 2010-2011 = **26**	Please indicate the total number of Full-Time *First Generation Students* enrolled at **Algoma University** in 2010-2011= **207** Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) **207** ÷ **Algoma University** (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = **26**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **Algoma University** in 2010-2011 = **84**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **Algoma University** in 2010-2011= **98** Please calculate the total indicated above as a % of 2010-2011 Enrolment Headcount: (Insert Total From Above) **98** ÷ **Algoma University** (pre-populated by the Ministry) (2010-2011 Enrolment Headcount) x 100 = **12.3**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **Algoma University** in 2010-2011 = **74**

* 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 -

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **Algoma University's** initiatives for *Students with Disabilities*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **Algoma University's** initiatives for *First Generation Students*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.	In the space below, please provide one or more highlights of an activity in 2010-2011, which contributed to maintaining or improving **Algoma University's** initiatives for *Aboriginal Students*. A highlight could be a strategy, initiative or program viewed by the institution to be an innovative practice, success story and/or key accomplishment.
Learning strategist works fulltime with students with disabilities assessing and assisting with their special needs We offer a number of workshops throughout the year to enhance their academic success Accessibilty Director to review any shortfalls that the University may have consistent with AODA compliance Collaborating with Sault College with partnerships and linkages to prvide for students with special needs	difficult to track first generation students unless they self-identify. We have made an effort by soliciting students to self-identifying with promotional events highlighting first generation activities We have hired a staff member to oversee the First Generation Project. Part of the duties are to track and provide events, mentorship programs, workshops, enhance student success. As part of the university mission of access to education, we have agressively recruited students in remote areas including fly-in communities, first nations communities, and regional/northern sites	Recently, we have hired an Anishinaabe Events Coordinator to oversee events specific to Aboriginal students including cultural and academic events. The duties assist our retention of first nations students. The department of Anishinaabe Initiatives consists of the Director of Anishinaabe Initiatives, Recruitment Officer, Student Advisor, and the Events Coordinator. The team is responsible for recruitment and retention strategies at the university promoting partnerships with a number of First Nations Communities as well as FN elders. We continue to promote of off-site offerings of courses at remote sites to enhance access to post-secondary education where they otherwise would not have an opportunity. Provide transition programs to aboriginal students and continue to reinforce academic support services including writing and mathematics labs to compliment efforts in student success

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

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

NOTE: SAG data as of June 9, 2011

2010-2011 TUITION / BOOK SHORTFALL AID:	TOTAL $	# ACCOUNTS
Expenditures for Tuition / Book SAG Amount	$74,593	77
Other SAG Expenditure to Supplement OSAP	$82,883	44
TOTAL	$157,476	121

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

Yes

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

4) Participation in the Credit Transfer System

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

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

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2006	199	59	102	30
2007	145	46	66	20
2008	162	49	56	17
2009	247	74	98	34
2010	293	141	232	109

 *Transfers from publicly assisted colleges in Ontario

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

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

The Ministry encourages **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
2010	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 of institutional tracking of different student population groups which assist in our enrolment management strategies.

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

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

In 2010/11, the university partnered with Sault College and Northern College enhancing pathways for college students articulating to the Bachelor of Social Work degree program and the Bachelor of Arts in Community Development. Courses are offered at the Northern College campus and well as video-conferenced from Algoma to students at the Northern College site.

We continue to offer transparent articulation agreements for students migrating to AU degree programs. We also have generous templated agreements for college diploma students transfering courses credits and programs from college to university. In 2011, we plan to abort the articulation agreements and move to a strategy of block recognition transfer for college students based on learning outcomes at the college levels. Part of this initiative is to partner with some colleges for joint admissions affording students entry to college and Algoma University (needs Senate approval). A plan is the development of a pathway project with the six northern colleges to designa nd implement a collaborative partnership agreement to establish preferred pathways for diploma-to-degree students.

Off-site campus at Brampton is for diploma-to-degree transfer students into the Bachelor of Business Administration and the BA & BSC in Computer. We provide for a university presence in the Brampton area catering to students with a college diploma.

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

Provide for writing lab and mathematics lab to assist college diploma students in their academic studies. With our strategy to increase college students and to support them academically, we have added an additional Writing lab. We acknowledge that literacy and numeracy skills support is necessary for students transitioning to university.

First generation college students and aborigianl college students are also provided academic support by way of workshops and events. Transition program for students are scheduled at the beginning of each fall term -- throughout the academic year, other workshops took place.

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

All coleges have received our templated agreements. The Algoma web site is also current with information regarding the transferability of student pathways by way of articulation. We have constant contact with the College University Constorium Council (CUCC) ensuring their web site is up to date with AU information for students.

We have a staff member at Algoma University who is responsible for providing for agreements with studens from college ensuring their transfer is accurate and advising their pathway to degree programs.

5) Class Size*

Per the 2010 Common University Data Ontario (CUDO) report for Fall 2009, 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	0	0.0%	0	0.0%	0	0.0%	0	0.0%
30 to 60 students	0	0.0%	0	0.0%	0	0.0%	0	0.0%
61 to 100 students	0	0.0%	0	0.0%	0	0.0%	0	0.0%
101 to 250 students	0	0.0%	0	0.0%	0	0.0%	0	0.0%
251 or more	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	0	0.0%	0	0.0%	0	0.0%	0	0.0%

* First entry programs include - arts and science, applied science, engineering. Second entry programs such as dentistry, law and medicine are not included in the above.

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

We continue to provide students with a quality learning environment by paying attention and monitoring class size that favours student learning and academic success. Class size is a method to ensure student engagement and a quality student experience.

Every effort is made by the University Registrar to ensure that the recommendation of the AU Senate Committee on Academic Standards & Teaching and Learning in 2010 is followed. The recommendation ws based on the pedagogical implications of class sizes to maximize quality student-faculty interaction. Typically, courses are capped as follows: lecture courses at 70 students, seminar courses at 30 students, case courses at 40 students, thesis courses at 15 students, lab courses at 25 students, experiential courses at 30 students, studio courses at 25 students and language courses at 30 students.

6) eLearning

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

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

Fully Online Learning* and Synchronous Conferencing*

DEFINITIONS:

Courses:

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

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

Programs:

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

A _Synchronous Conferencing program_ describes a program, which is considered to 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 2010-2011:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit **Courses** Offered Through Fully Online Learning	5	0
Number of Ministry-funded, For-credit **Courses** Offered Through Synchronous Conferencing	1	0
Total Number of Ministry-funded, For-credit Courses Offered in eLearning format	6	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	187	0
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	28	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	215	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 track courses taught by e-learning and their registrations.

Hybrid Learning*

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

A <u>Hybrid Learning program</u> 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

The standards and processes, as well as (learning) outcomes, are shared between e-learning and face-to-face courses at the University. Course syllabi (including learning objectives and learning outcomes) and student evaluation methods are shared between the two delivery systems. The internal review processes for course consideration is shared between e-learning and conventional delivery courses; namely, review/evaluation/approval by a Curriculum Committee of Senate. The design/development/production of course delivery does differ between the two methods of delivery. In the case of hyrid courses, while the University's foray into e-learning is nascent, we have hirded an academic support specialist with the requisite skills in online instructional development and design. This important support service, together with our investments in key e-learning technologies (platform is Moodle, open-source, with adjunctive technologies to support that delivery – for example, Dim-Dim, white boards, etc) provide a sound basis for course design/development that enhances quality delivery. Together, these methods and mechanisms provide quality assurances that are distinct from traditional courses.

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

We have hired an Academic Support Specialist to oversee the Course Management System as well as the effective delivery of on-line, hybrid and video-conferencing courses to maintain effective program quality.

There are internal mechanisms to ensure effective quality including ensuring that course learning outcomes and course objectives are maintained. Also, the Curriculum Committee of Senate maintains control over courses delivered by e-learning.

7) International

7.1 Initiatives

Please identify emerging markets for International Students (i.e. countries who are not represented in **Algoma University's** current top five source countries for International Students, as shown in International Enrolment section below) in which **Algoma University** actively engaged in recruitment activities in 2010-2011:

Please provide the number of For-Credit outbound students and inbound students participating in student exchanges/study abroad/internships/international experiences that **Algoma University** had in 2010-2011:

- 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* = 14
  DEFINITION: Inbound students are international students registered at an Ontario college/university to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at **Algoma University** in 2010-2011 = **$839,090**

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 2010-2011 = **$0**

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

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

Student information system tracks students whose are part of the student exchange program both inbound and outbound.

7.2 Enrolment

In 2010-2011, **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* Total Full-Time International Student Enrolment
1.	China	10	25%
2.	Nigeria	5	12.5%
3.	India	4	10%
4.	Bangladesh	3	7.5%
5.	Japan	3	7.5%

Algoma University reported to TCU that International Enrolment* in 2010-2011 = **40**

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

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

Student information system tracks students whose citizenship is not Canadian and considered 'international' or 'ineligible".

Please provide **Algoma University's** 2010-2011 Part-Time International Student Enrolment = 33

7.3 English as a Second Language

Please provide the total number of *International students* who were enrolled in English as a Second Language (ESL) course or program at **Algoma University** in 2010-2011 = <u>42</u>

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

> Algoma University offers quality programming in ESL@algoma for students who do not have english as their first language. There are a number of levels students are placed including academic, advanced, intermediate, and foundation. The aim is to prepare students for university academic programming. The ESL coordinator is responsible for the program including recruitment, quality control and retention of students.
>
> Also, we offer short term programs (6-weeks) for students from abroad to study a program of 'canadiana' which includes both cultural and academic content. Since we are a smaller institution, we are flexible enough to provide for this type of quality programming. The aim is to have student continue in ESL@algoma programming.

*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

> Student information system tracks international enrolments including ESL students.

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

> Algoma University agressively recruited students in a number of countries including China, India, Japan, Korea, Mexico in some cases visiting these countries twice during the recruitment cycle. Developing relationships and creating for a university presence is important in our international recruitment strategy.
>
> In 2010, Algoma hired a Director of International Student Outreach responsible for the recruitment, retention and student success of international students.
>
> We have strategize our international recruitment effort ensuring that our message is consistent on our web site and in our marketing materials. We are now prepared to deal with international market trends and adapt quickly to emerging markets.
>
> We currently have exchange agrements with 15 international universities located in 8 countries abroad. We have signed institutional collaborative agreements with 4 international universities promoting student and scholarly exchange, academic and ESL programming.
>
> We agressive recruit students to ESL@algoma to prepare students for academic programs and ensure the retention of those students with a quality student experience and academic support services. The ESL and international recruitment strategy are aligned so that students eventually enrol in degree programming.
>
> We continue to promote the mobility of students from our partner language schools in the GTA encouraging student mobility.
>
> AU is expanding academic and students support to ensure academic success. As well, numerous cultural activities including a transition program assists in promoting the internationalization strategy at Algoma University.
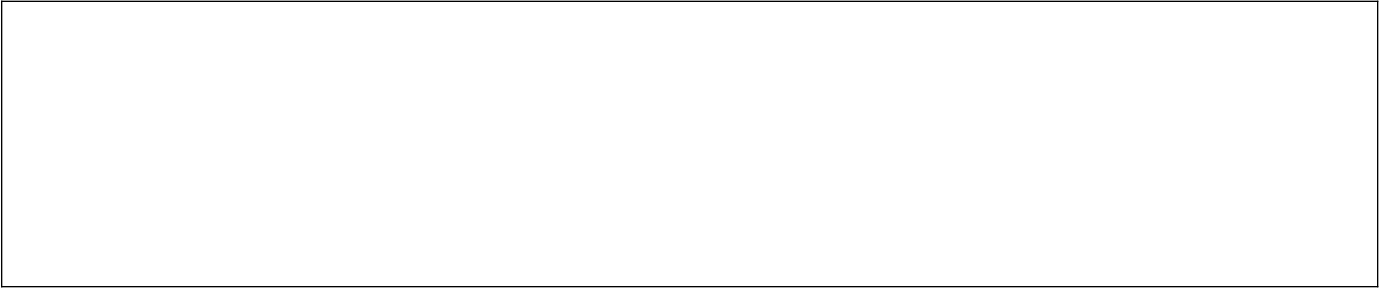
8) Supply Chain Compliance / *Broader Public Sector Accountability Act*

SUPPLY CHAIN COMPLIANCE

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

Algoma University confirmed in its 2009-2010 MYAA Report Back that it **had** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2010-2011, *Algoma University* adhered to the Government of Ontario's Supply Chain Code of Ethics: **No**

If NO, please indicate the timeframe for when *Algoma University* is anticipated to adopt the Government of Ontario's Supply Chain Code of Ethics: 2015

Algoma University confirmed in its 2009-2010 MYAA Report Back that it **had** adopted or was in the process of adopting all of the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures. Please confirm, that in 2010-2011, *Algoma University* adhered to the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: **No**

If NO, please indicate the timeframe for when *Algoma University* is anticipated to adopt the Government of Ontario's 25 mandatory requirements for Procurement Policies and Procedures: 2015

Algoma University confirmed in its 2009-2010 MYAA Report Back that it **had** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2010-2011, *Algoma University* participated in the Ontario Education Collaborative Marketplace (OECM): **No**

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

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

Ontario

BROADER PUBLIC SECTOR ACCOUNTABILITY ACT

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

BPS Procurement Directive

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

i. formally adopt the supply chain code of ethics in accordance with their governance processes; and

ii. comply with the mandatory requirements of the Directive.

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

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

BPS Expenses Directive

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

i. requiring designated BPS organization to establish expense rules, and

ii. establishing eight mandatory requirements for inclusion in each organization's expense rules.

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

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

BPS Perquisites Directive

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

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

9) Space Utilization

Algoma University indicated in its 2009-2010 MYAA Report Back that it <u>had</u> a Space Utilization planning process in place to assess and optimize academic space utilization.

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

Our space usage for the 2010/11 for instruction space was calculated at 85%. The university optimizes instructional and laboratory space ensuring that courses are scheduled during all available time slots. Class-room assignment are finalized manually using no software which allows the Office of the Registrar to better align instructor pedagogy. As well, all classrooms are now computer technology ready -- we have three classrooms with video-conferencing capabilities to ensure the delivery of our programs to Nothern College.

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** uses to measure student satisfaction.

Student services provide student with an internal survey to gauge student satisfaction. The survey prompts the students with questions to review student engagement, quality programming, academic challenge, learning, and campus environment.

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

Algoma uses the NSSE data to measure how our students are engaged and our rank with other institutions that are similar in size and programming. We have enhanced our academic support services to provide for student success, as well, we have paid more attention to a more supportive campus environment. All stakeholders of the institution can play an active role in student retention in creating a more quality educational experience.

11) Graduation Rate

Per the KPI results reported in 2011, the graduation rate* at **Algoma University** = **52.8%***

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

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

Since receiving our own charter, we have more four-year programs from which students have to choose -- most recently approved four-year programs include the Bachelor of Science in Biology and the Bachelor of Social Work. As well, we are anticipating the approval of the 4-year Bachelor of Arts degree program in Geography. The strategy is to provide programming that is consistent with the needs of the region and that meet societal demands.

Engaging students at the first year level with mentorship and academic support reinforces the importance of academic achievement and student success is directly related to the graduation rate.

12) Graduate Employment Rate

Per the KPI results reported in 2011, the graduate employment rate*, 6 months upon graduation, at *Algoma University* = **93.8%**

Per the KPI results reported in 2011 the graduate employment rate*, two years upon graduation, at *Algoma University* = **89.5%**

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

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

Continue to promote the Cooperative Education program while students are completing degree programs enhancing employment rates.

Annual employment fair on campus fosters the employment market inviting businesses to the institutions so that students can begin planning for the workforce.

Academic planning encourage specializations within degree programs that highlight academic specializations that make degree programs more marketable.

Recent introduction of 'minors' available to students pursuing degree programming contributes the the student's level of expertise and experience enhancing employment opportunities.

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	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
1st to 2nd Year	75%	74%	75%	68.3%
1st to 3rd Year	53.1%	61.9%	55.4%	51.6%

*The space below is provided for **Algoma University** to describe 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 Data Exchange (CSRDE) and use the data they provide.

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

Retention is directly linked to engagement and student satisfaction. Indicators of student engagement include collaborative learning, student-faculty interaction, and a supportive campus environment. Encourage students to choose their program of study early on and to become fully engaged in life at Algoma U.

During our first year orientation program, we recognize the direct link of retention to academic programs and their quality. It is the goal of advisors to develop a positive relationship with 'new to AU's students so they understand the importance of academic achievement.

Program development encouraging four-year specialized programs.

Continue to offer a free, one-week transition to university program for students with special needs offered for any university-bound Sault Ste. Marie or Algoma District student who has been identified with a special need.

Promote on-line, distance, and blended methods of course delivery.

Implement support measures for first generation students by continuing to assist and expand the mentor/role model program to support FG recruitment and retention efforts. Identify at risk student early to ensure that they have all academic support to promote academic success.

The Office of the Registrar is identifying students who are 'at risk' academically in order that they review the academic support early in order to succeed. Monitoring the ratio of students that are placed on probation and those that are named to the Dean's Honour List

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 2010-2011, 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.)

In 2010, Algoma implemented a Teaching and Learning Centre to sere faculty instructional development for the purposes of improved instruction, learning and increased student retention. The objective of the TLC, is to:

support the practice of teaching through workshops, information sessions, peer review, microteaching, topic-based seminars, and other programs;

encourage faculty to engage in the scholarship of teaching and learning;

promote the publication and dissemination of scholarly work on teaching and learning by the faculty of Algoma University; and

disseminate information, research, and resources regarding effective teaching and learning.

The Teaching & Learning Centre endeavors to enhance the student learning experience at Algoma University by helping faculty at every step of the teaching process—from the conception and design of a course to its evaluation and analysis.

Each year, AU coordinates a teaching forum aimed at providing a relaxed environment for reflection and debate on a wide range ot teaching and learning strategies and problems. It is designed for faculty members who want to reflect upon and discuss teaching practices, strategies and problems. The Teaching Form is open to full-time and part-time faculty, students, and all those interested in improving the quality of teaching and learning at Algoma.

We continue to review our academic programming and adjust to new procedures as introduced. All academic programs are reviewed by external audits.

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

We have implemented a number of transition programs for students to assist ehnace student success and engagement. Prior to the fall term, student orientation workshops over the course of a week are held with the aim of developing students for their academic studies. The targeted groups include international students, first-generations students and special needs students. The program provide information on study tips, essay writing, plagarism, how to prepare for a final examination, and how to make a presentation. The goal of the workshops is to prepare students with the skill development and strategies they require when participating in university studies.

There are classes which promote the experiential learning through practicims, internships, field experience or assignments. The Cooperative Education program is another important form of work-learning experience.

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

Each year our first year students must attend an academic orientation which provides essential information before they start their academic studies. The aim of the orientation demonstrates a committment of the university for student development and academic success. The orientations assist students ensuring for a seamless transition to post-secondary education. Each new student is assigned to a member of the faculty for advising to discuss academic and career goals. It is important that faculty develop a link with the new students early to foster an effective relationship.

We continue to offer students academic supports services including writing and mathematics labs to enhance academic development. The aim of the support services is to increase literacy and numeracy skills to ensure student academic success. As well, tudors are available in all disciplines for student who require assistance specific to their program of studies. We are also monitoring students success and students who are struggling identifying at-risk students before it is too late.

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

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

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

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

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

.

Attestation:

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

Contact:

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

- Name:David Marasco

- Telephone:705-949-2301 ext. 4218

- Email:david.marasco@algomau.ca

Please indicate the address on *Algoma University's* website where a PDF copy of this 2010-2011 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2010-2011 MYAA Report Back has been approved):

- http://www.algomau.ca