Ontario

Ministry of Training, Colleges and Universities

2011-2012 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.

Consistent with the 2009-2010 and 2010-2011 MYAA Report Backs, the 2011-2012 MYAA Report Back maintains the system-wide performance indicators that reflect current government priorities for postsecondary education in Ontario. In addition, the 2011-2012 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 2011-2012 MYAA Report Back process, the Ministry pre-populated *Algoma University's* 2011-2012 MYAA Report Back with data from a variety of confirmed institutional sources, including reports (e.g. Key Performance Indicators, 2010-2011 Report Backs) and data sources (e.g. Full-Time Enrolment Headcount). Data that was pre-populated by the Ministry in *Algoma University's* 2011-2012 MYAA Report Back is denoted with the symbol (+).

1) Enrolment - Headcount*

DEFINITION: <u>Headcount</u> is the actual enrolment for Fall 2011 including full-time undergraduate and graduate students eligible for funding as reported to the Ministry for the 2011-2012 fiscal year.

Algoma University's the total Headcount enrolment count in 2011-2012 = **847**[(+)].

Please indicate the number of students aged 18-24 (age as of Novermber 1, 2011) from the total Headcount enrolment reported by **Algoma University** to the Ministry for 2011-2012 = **515**.

Please indicate the number of students aged 25+ (age as of November 1, 2011) from the total Headcount enrolment reported by **Algoma University** to the Ministry for 2011-2012 = **104**.

Please indicate the number of students under the age of 18 (age as of November 1, 2011) from the total Headcount enrolment reported by at **Algoma University** to the Ministry in 2011-2012 = **228**.

* 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.

Headcount is suppported by our records 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 2011-2012 to manage enrolment.

A new record system allows recruitment staff to track students from prospective stage to applicant stage to registrant. This allows an opportunity for staff to build relationships with students interested in attending Algoma University. Domestically, we are build on our strengths in the community and greater region in recruiting students. As well, we have had success in attracting international students with 25 countries represented. An agressive and integrated recruitment plan has allowed growth in this student population. Finally, for college transfer students, our system identifies many college programs and immediate transferability of credits depending on the students GPA and length of program.

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

DEFINITION: <u>Students with disabilities</u> 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: <u>First Generation</u> 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: <u>Aboriginal</u> 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
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 2011-2012= **89** Please calculate the total indicated above as a comparative % of **Algoma University's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **89** ÷ **847**[(+)] (2011-2012 Enrolment Headcount) x 100 = **10.5**% 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 2011-2012 = **10**	Please indicate the total number of Full-Time *First Generation Students* enrolled at **Algoma University** in 2011-2012= **252** Please calculate the total indicated above as a comparative % of **Algoma University's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **252** ÷ **847** [(+)] (2011-2012 Enrolment Headcount) x 100 = **29.8**% Please also indicate the total number of Part-Time *First Generation Students* enrolled at **Algoma University** in 2011-2012 = **5**	Please indicate the total number of Full-Time *Aboriginal Students* enrolled at **Algoma University** in 2011-2012= **88** Please calculate the total indicated above as a comparative % of **Algoma University's** 2011-2012 Enrolment Headcount: (Insert Total From Above) **88** ÷ **847**[(+)] (2011-2012 Enrolment Headcount) x 100 = **10.4**% Please also indicate the total number of Part-Time *Aboriginal Students* enrolled at **Algoma University** in 2011-2012 = **55**

* 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.

The tracking of Anishinaabe student recruitment, continuing and graduation rates at AU has been on-going since 1987. Being a small educational institution has allowed Anishinaabe student services to have access to the Registrar's office and the Accounting Department which provided lists of students which could be cross-referenced with letters of sponsorship from First Nation communities. The identification of Anishinaabe students is always approximate because there are First Nation communities who may not directly sponsor their students. Métis student numbers are dependent solely on self-identification and are always approximate. The Aboriginal Self-Identification Project initiated by the Council of Ontario Universities (COU) and targeting post-secondary institutions across Ontario has been supported and initiated at AU in order to move to a more formal approach to gathering statistics on Anishinaabe students.

Students With Disabilities	First Generation Students	Aboriginal Students
In the space below, please provide one or more highlights of an activity in 2011-2012, 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 **_Algoma University_** 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 2011-2012, 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 **_Algoma University_** 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 2011-2012, which contributed to maintaining or improving **_Algoma University's_** initiatives for _Aboriginal Students_. A highlight could be a strategy, initiative or program viewed by **_Algoma University_** to be an innovative practice, success story and/or key accomplishment.
The University purchased some adaptive equipment for the Library to better service students in wheel chairs. Infinity Power adjustable activity table was installed in the 2011 to provide a suitable workstation. Secondly, The Learning Strategist position was extended from a 9 month position to a 10 month position allowing Algoma to better serve Spring semester students and provide additional planning time for the annual fall intake.	Each year the First Generation Project takes approximately 30 students on a Leadership Retreat. This retreat is held at the beginning of the school year in order for students to put into practice all of the motivational, leadership advice and encouragement they receive through a variety of workshops, team building, motivational speakers and leadership presentations. It is a weekend event in which the students benefit greatly by becoming a community, meeting new likeminded students and forming lasting friendships where they might now have had the chance to meet other students because of the different programs. Students have often said that this is a highlight of the year.	The Anishinaabe Initiatives Division (AID) was formalized in 2009 as a department within Algoma University (AU) although an academic advisor/counselor position had been in place since 1986 offering academic support services and programs. There are currently four positions in AID: a Director of Anishinaabe Student Success, an Anishinaabe Student Advisor, an Anishinaabe Events Coordinator and the Anishinaabe Outreach Officer who provide support to all Anishinaabe students at Algoma University and Shingwauk Kinoomaage Gamig (SKG), who is responsible for Anishinaabe programming. The Anishinaabe People's Council (APC) is an active community-based advisory committee to AID and a standing committee of AU Board of Governors. The Shingwauk Anishinaabe Student Association (SASA) which has been in existence since 1988 is an active and strong student organization with representation on APC, Senate and the Board of Governors. AID provides academic, personal, social and cultural support to Anishinaabe students. In addition, there is an Anishinaabe Student Life Centre with a computer lab that offers a warm and welcome learning environment to study on-campus for Anishinaabe students. The activities offered to Anishinaabe students are planned in conjunction with SASA and include:

		weekly Visiting Elder program, 17th Annual Fall Elders' Gathering, 7th Annual Spring Gathering at the Rapids Pow Wow, an annual Graduation Luncheon, Annual Family Christmas Party, the annual Graduation Dinner and Dance, traditional ceremonies – Full Moon and Ghost Feast, Soups' On, Sovereignty Week, Louis Riel Day, and Remembrance Day, just to name a few. There are also impromptu activities organized when there is a special guest visiting the campus.
		There is a number of community outreach initiatives offered by AID and include: the Thunderbird Day Camps for Anishinaabe elementary students offered for six weeks during July and August 2011 and Grade Six Education Day offered in conjunction with the two local district school boards providing approximately 500+ elementary students from Sault Ste. Marie and area an opportunity to visit AU campus. The students participate in mini-workshops presented by approximately 30 Anishinaabe presenters on traditional topics, e.g. drum making, smoking fish, and an opportunity to experience a mini-pow wow with drummers and traditional dancers. There are also Anishinaabe food and craft vendors for students to purchase food/souvenirs from their visit to the AU campus. This event is offered the day before the annual pow wow with the intention of encouraging students to bring their families for the larger two day event which is well attended by the community of Sault Ste. Marie as well as Anishinaabe communities in the four directions of Ontario as well as the US.

3) Compliance with the Student Access Guarantee (SAG) in 2011-2012

Through its signed MYAA, *Algoma University* committed to participate in the Student Access Guarantee (SAG). For 2011-2012, this meant meeting students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 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 5, 2012.

2011-2012 TUITION / BOOK SHORTFALL AID:	TOTAL $	# of STUDENT ACCOUNTS
SAG Expenditures towards Tuition/Book Shortfalls	$107,035[+]	120[+]
Other SAG Expenditures (towards other assessed shortfalls)	$69,687[+]	44[+]
Total SAG Expenditures Reported by *Algoma University*	$176,722[+]	164[+]

Did **Algoma University** meet students' tuition/book shortfall in allocating financial aid, as set out in the 2011-2012 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 2011-2012.

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 consideratiuon 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 tuiton 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 2011.

Year	Total Applications	Total Registrations	Transfer Applications*	Transfer Registrations*
2007	145[+]	46[+]	66[+]	20[+]
2008	162[+]	49[+]	56[+]	17[+]
2009	247[+]	74[+]	98[+]	34[+]
2010	293[+]	141[+]	232[+]	109[+]
2011	295	166	218	123

*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
2010	N/A[(+)]	N/A[(+)]	N/A[(+)]	N/A[(+)]
2011	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 assists 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 *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.)

The Algoma University Senate adopted the block transfer credit policy for incoming college transfer students with GPAs of 3.0 (70%) or higher. Block transfer credit policy is the norm in the province and is a best practice for student-centred credit transfer as it facilitates predictable transfer outcomes. Pathways built on a block transfer credit model use a curriculum analysis based on a comparison of program learning outcomes. The block transfer model provides direct entry into a degree program with credits assigned to a "block" of courses up to the point of entry. The new block credit transfer policy would form the basis from which to develop preferred transfer pathways for high affinity programs. Using this model, all incoming A and B CAAT students would receive the same number of transfer credits and be expected to complete the same courses in order to complete a degree in their chosen field of study. The maximum number of transfer credits for standard agreements would remain the same (up to 60 for a 3-year diploma, up to 45 for the 2-year). Students with GPAs of 2.5 – 2.99 (65-69%) would remain admissible to Algoma University, but would not be eligible for the preferred pathways and would have their transfer credits assessed individually.

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

The university hired a full-time position (College Outreach and Support Officer) to support/assist the admissions, recruitment and retention of college diploma students with a focus on facilitating a seamless transition from college to university.

A College Graduate Ambassador Program was created and implemented with 8 strong college graduates particpating. These students have been used for campus bus tours that had prospective college graduates visiting campus to share their transition experience, financial process and program information from their perspective. They have also been utilized in recruitment practices for college classroom presentations. This program will be expanded on for next fiscal with orientation and transition activities.

Travel to northern colleges for on site transcript evaluation sessions were piloted and found to be successful for students and advising. Colleges would like to see this continue in the next fiscal as a service provided on their campuses. Four on-line support services workshops were created so accessible to all our college graduates on main campus and at other locations.

The creation of a new community mentor program has begun the intial stages and will be in place by Sept./12 for college graduates to have the opportunity to interview, job shadow and/or interact with a professional mentor in their field of study. New Academic Summary Sheets have been created and will be finalized for 2012 orientaiton to proivde user friendly communications to the students on the number of credits they will be awarded for their diploma and then indicating the exact courses they still require to complete their degree to ease the advising process as well.

Phased Orientation plan has been designed to accommodate the needs specific to College Graduates. Through focus group and college graduates ambassadors we have determined the best approach. Pilot early orientation in July and an additional one during the first week of school orientation week. The COSO will start working with support service on May 15th as they kick off their strategic planning on support services. The creation of a new community mentor program will be in place for Sept/12 for college graduates to have the option of a professional mentor in their field of study. The objective was off site locations would participate however we have seen an increase in applications to our main campus mainly and will focus on main campus to roll out this new orientation process.

We continue to offer our basic academic support services to assist in literacy and numeracy skills. As well, our orientation workshops provide transitional skills in an effort to foster a culture of student success.

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

New block credit transfer policy was approved by Senate and 23 new standard credit transfer articulation agreements have been created to reflect the new policy. They are being signed and returned with a date to have reviewed and signed with all colleges by Sept./12

Travel to Sault College, Cambrian, Lambton, Northern, Humber, Seneca, George Brown and Confederation occurred as committed to in the project to ensure Algoma University examined all college programs and aligned high affinity program curriculum to ensure strong pathways were created and this occured with each college listed.

We are part of two provincial committees including the GAS committee to determine credit for credit assessment specific to the general arts and science diploma programs. The second committee is the innovation fund project to focus on developing pathways for graduates in programs in Protection, Security and Investigations and Police Foundations programs to high affinity university degree programs.

Our record system has been enhanced in identifying college programs and the transferability of courses for the student depending on the respective GPA. As well, we have spent time revising the webpage specific to CAAT transfer for easy navigation.

We continue to work closely with CUCC ensuring the ONCAT web site is accurate and recent.

5) Class Size

Per the 2011 Common University Data Ontario (CUDO) report for Fall 2010, 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 2011-2012, 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.

The undergraduate average class size at Algoma University was 23 students during the 2011 - 12 academic year. As well, 70 percent of our classes have 30 students or less. Algoma takes pride in providing personal class instruction to our students as part of an effective learning experience.

Also, in early 2011, part of our marketing plan 'small univeristy, BIG EDUCATION' was to limit class size in all our courses to 65 students. This is part of an approach to emphasis both an active and collaborative learning experience in the classroom.

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 2010-2011 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 2011-2012.

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 2011-2012:

COURSES DATA	UNDERGRADUATE	GRADUATE
Number of Ministry-funded, For-credit **Courses** Offered Through Fully Online Learning	8	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	16	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	225	0
Registrations in Ministry-funded, For-credit Courses Offered Through Synchronous Conferencing	331	0
Total Number of Registrations in Ministry-funded, For-credit Courses Offered in eLearning format	556	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. Since we offered limited courses by this methods, the tracking is not difficult.

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 of 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.

Nothing to report on hybrid learning courses, however, the Curriculum Committee is encouraging and supporting academic units to consider this type of delivery. We have an academic support specialist with the requisite skills to assist faculty in online instructional development and design.

Please provide one or more highlights, in the space provided below, of an activity that **Algoma University** used during 2011-2012, 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.

We offer limited number of online and synchronous conferencing courses, however, both are strategically scheduled in an effort to maintain off-site programming. Conferencing courses are effective in our delivery of the Bachelor of Social Work programing at Northern College, while online courses are delivered to our diploma-to-degree programming at our Brampton campus.

For both sites, students are able to align with students from the main campus in discussion and student engagement. This an effective method of promoting collaboration in the classroom with all students. As well, it is critical for our mandate of student access to education.

To ensure effective quality and delivery, support specialists are available at the various sites. There are internal mechanisms to ensure the effective quality ensuring that learning outcomes and course objectives are met. The Curriculum Committee also vets all courses proposed for online delivery.

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 2011-2012:

- Outbound students* = 7
  DEFINITION: Outbound students are students who pay tuition at an Ontario college/university for credit received for study/work abroad.

- Inbound students* = 15

  DEFINITION: Inbound students are international students at an Ontario college/university participating in student exchanges/study abroad/internships/international experiences to receive academic credit.

Please provide the gross revenue from international student tuition in Ontario in For-Credit academic programs at *Algoma University* in 2011-2012 = **$1,509,486**

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 2011-2012 = **$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 2011-2012, 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 2011-2012	2011-2012 Total Enrolment by Program
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: International Initiatives.

No students or programs to report.

7.2 Enrolment

In 2011-2012, *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.	Saudi Arabia[(+)]	19[(+)]	25.7%[(+)]
2.	China[(+)]	12[(+)]	16.2%[(+)]
3.	Japan[(+)]	6[(+)]	8.1%[(+)]
4.	Nigeria[(+)]	6[(+)]	8.1%[(+)]
5.	Bangladesh[(+)]	5[(+)]	6.8%[(+)]

Algoma University reported to TCU that International Enrolment* in 2011-2012 = **74[(+)]**.

*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, 2011, including students who are both eligible and ineligible for operating grant purposes 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 tracks students whose citizenship is not Canadian and considered 'international' and 'ineligible' for TCU funding.

Please provide **Algoma University's** 2011-2012 Part-Time International Student Enrolment = <u>26</u>

Please provide one or more highlights, in the space provided below, of an activity that **Algoma University** used during 2011-2012, 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.

Every August Algoma University invites any and all international students to arrive early to participate in a two-week program called Summer Study. During this time all are billeted with Sault area families who greet them at the airport to welcome them into their homes. From the onset students are engaged in a variety of activities to integrate them into community life on and off the Algoma campus. They would, for example, be part of team building exercises with embedded Canadian content; volunteer for a cross section of social-based organizations throughout the city; visit local tourist attractions as an active learning process; and partake in a variety of social activities in the community after hours, either with their new friends or with their Canadian families. Informal class time, often held in public spaces, allowed for students reflect upon these new experiences in journaling exercises and to tune their ears to an English-language environment in small discussion groups. Toward the end of the program, the group will partake in academic orientation sessions geared toward student success. Then, before the fall semester begins, students may transfer into the residence or remain in homestay.

Summer Study was conceived as a foundation program to encourage students to arrive and settle themselves in to the community before fall classes begin. There was otherwise the tendency for incoming students to arrive the day before the semester started; and, with literally everything new to them, many missed out on activities that would otherwise be critical to living in a new culture, away from the familiar. Having participants stay with local families, for example, meant that each student has least one connection in the community right from the onset, who might assist with the general orientation of everyday life and living: banking, bus routes, food shopping and basic social customs. Even if a student chooses to move on to live in residence, minimally there would be someone in the community who could be called upon for support later on during the semester, whether for medical assistance or joining for Thanksgiving dinner.

As well, the AU Student Services had noticed that prior to Summer Study, relatively few international students participated in Frosh Week activities to welcome them to campus life. Those who did join were often "tacked on" to teams, but never really integrated into the Frosh Week dynamic as a whole. In part, those arriving from international destinations were often too exhausted or too distracted to join in, understandably more concerned with settling in to a new and strange environment. However, by in large, prior to Summer Study most international students did not readily understand the inherent value of getting involved in activities that are structured as part of the initiation process, in part because Frosh Week is essentially a Western concept. Newly arrived international students would thus miss out on a critical piece of student life, meeting other new students, and by default most of their friends would then end up only being those who are part of their cultural and linguistic roots. Summer Study reinforces the notion that the schooling process is more than just course work; it is linked as well to one's well-being and sense of belonging.

In being part of Summer Study, students have time to get past the exhaustion of travel as well as their initial shyness and, in being familiar with the city and the campus, are more willingly engaged in Frosh Week activities, in part because these events are literally scripted into the Summer Study agenda. Preliminary studies reveal those who were part of Summer Study have continued to be more active on campus and in the community, a contributing factor to their success as a student.

7.3 English or French as a Second Language

Please provide the total number of *International students* who were enrolled in either an English as a Second Language (ESL) course or program or a French as a Second Language (FSL) course or program at *Algoma University* in 2011-2012 = <u>54</u>

Please provide a highlight in the space provided below of an initiative, strategy or practice that *Algoma University* used in 2011-2012 to create pathways for *International students* from *Algoma University's* ESL or FSL programming to postsecondary studies.

ESL@algoma was very active making a number of curricular changes to the program which were culturally sensitive and community-based. With many of our students in pre-academic courses interested in Computer Science and Business Administration and to support their numeracy skills, we embedded a MATH componet to the ESL instruction.

During the 2011 academic year, we had healthy enrolments in ESL providing students with quality instruction and support with one-on-one instruction to assist their literacy skills.

The English for Academic Purposes Officer was hired to coordinate the program. This position primarily serves to support and assist with the daily operations of English for Academic Purposes at Algoma University (ESL@algoma). Also, EAPO is responsible for curriculum development of the program for students to develop the language skills necessary to transition to academic studies in providing the necessary support both academic and non-academic; and to ensure that the learning outcomes and course objectives of the curriculum are both appropriate and effective.

Along with healthy enrolment in the program, we hosted two short term groups from international partners(Korean/Japan). The aim of the program is provide students with ESL instruction, opportunities for community involvement/service, activities at local high schools and cultural activities that support Canadian lifestyles. The programs are very popular and in 2012, we have confirmation from four international groups to be part of this effort. The interaction with members of our homestay program and with the community prove to be invaluable.

We are currently in the process of making an application to have the ESL@algoma program Languages Canada certified in an effort to better market the program abroad. The application is extensive and requires that LC review the curriculm and that all ESL instructors are TESL certified. Althought the process started late during the 2011 academic year, it is with hope that we will have Languages Canada certification by fall 2013.

*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.

Student information system supports the tracking of student who are in ESL 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 2010-2011 MYAA Report Back that it **had not** adopted the Government of Ontario's Supply Chain Code of Ethics. Please confirm, that in 2011-2012, *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: 2014

Algoma University confirmed in its 2010-2011 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 2011-2012, *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: 2014

Algoma University confirmed in its 2010-2011 MYAA Report Back that it **had not** participated in the Ontario Education Collaborative Marketplace (OECM). Please confirm, that in 2011-2012, *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.

Nothing to report.

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 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.

☑   **Algoma University** confirms that it was compliant with the BPS Procurement Directive and all of its mandatory requirements as of April 1, 2011.

Please provide one or more highlights, in the space provided below, of an activity that **Algoma University** used during 2011-2012, 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 revising our Purchasing Policy to include the 25 mandatory BPS requirements, we re-introduced a Purchase Order practice that had not been followed closely in the past. The new, revamped process requires a PO for every purchase (other than petty cash purchases) and has led to a more accurate method of tracking purchasing and has enabled us to ensure compliance with our Purchasing Policy.

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.

☑ **Algoma University** confirms that it was compliant with the BPS Expenses Directive and all of its mandatory requirements as of April 1, 2011.

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

> http://www.algomau.ca/uploads/file/pdf/employee_travel_expense_policy_april_2012.pdf
> www.algomau.ca/uploads/file/pdf/employee_non_travel_expense_april 2012.pdf

Please provide one or more highlights, in the space provided below, of an activity that **Algoma University** used during 2011-2012, 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.

> Once Algoma's expense policies were revised to include the BPS expenses directive requirement, the policies were re-launched to the AU community. This re-launch included an education component to ensure all staff and faculty were familiar with the policies.
>
> At this time, AU also re-launched and more strictly enforced our Travel Authorization form, a part of out Travel Expense Policy that had not been consistently enforced in the past.

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.

☑ *Algoma University* confirms that it was compliant with the BPS Perquisites Directive and all of its mandatory requirements as of August 2, 2011.

Please provide one or more highlights in the space provided below, of an activity that *Algoma University* used during 2011-2012, which contributed to comply with the BPS Perquisites Directive in the 2011-2012. A highlight could be a strategy, initiative or program viewed by *Algoma University* to be an innovative practice, success story and/or key accomplishment.

> When launching this new AU policy, we were able to identify one instance of an employee who was receiving a perquisite and we were able to stop this practice moving forward.

9) Work Integrated Learning*

As part of the Government's PSE Transformation agenda, as discussed in sector consultations during the Summer of 2012, 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 2011-2012 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 2011-2012:

	Undergraduate	Graduate
Number of programs at *Algoma University* with a Co-op Stream	45	0
Number of students at *Algoma University* enrolled in a Co-op program	32	0

Please provide one or more highlights, in the space provided below, of an activity that *Algoma University* used during 2011-2012, 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 Co-operative Education option is available in all programs at Algoma University. Algoma U's co-op program is designed to integrate undergraduate academic studies with paid co-op work experience. Co-op work terms allow students to explore careers, while academic terms in degree program build a solid foundation of theoretical and conceptual knowledge in areas of study.

Drawing data from Statistics Canada's Youth in Transition Survey indicates that co-op students earn higher salaries and get more prestigious jobs following graduation compared to their non-co-op counterparts. Work term placements are in 4-month increments and may add an extra semester or two to their degree, however, it creates invaluable work sxperience. Students that pursue work term placements develop workplace skills, explore career options and make invaluable connections in the workforce. A couple of our programs have practicum opportunities embedded in their program of study.

Annually students are invited to participate in Algoma University's Career Networking Event. Students have the opportunity to listen to speakers discuss:
• Their education and career path;
• Employment needs for their company;
• Recommendations for students entering this field

Furthermore, students may take advantage of Algoma U's Online Career Fair which is available to students annually from February – June.

The Cooperative Education Program provides students with a practical approach to classroom studies, professional work experience and an edge when competing in today's competitive job market. Future strategies include international COOP opportunities for our students.

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 2011-2012 to measure student satisfaction.

In 2011/12 Algoma University conducted 4 surveys that help us to collect information in regards to Student Satisfaction.
Student Satisfaction Survey and a
Survey of our Wishart Library Services.
Survey of Varsity Athletics
Survey of Residence Services

We also included student representation in our annual Student Services Department vision session and our Residence Review.

Please provide one or more highlights, in the space provided below, of an activity that **Algoma University** used during 2011-2012, 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.

Dedicated multi-faith prayer space was made available to students on campus to support our growing international student population. In addition to prayer space a number of new international events were added to our events calendar along with an expanded International Student Orientation program.

The results from our surveys indicated a lack of student study space or small gathering areas in which students could meet or do group work. In 2011/12 the University created new and updated existing space with new furnishing. As a result more students stayed on campus including commuter students.

Several communication monitors were installed at various locations around the campus allowing the university to better communicate support services and event information for the students. Students became more aware resulting in increased participation in academic support programs and events.

Algoma University was successful in its membership application into Ontario University Athletics (OUA). The Algoma University Thunderbirds will leave the Ontario Colleges Athletic Association (OCAA) after 11 seasons and begin OUA completion in the Fall of 2013. Membership into the OUA was supported by students and student athletes and will have a tremendous impact on student life.

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 indicate any methods, in addition to the KPI survey results reported in 2011-2012, that ***Algoma University*** used in 2011-2012 to measure graduation rate.

> For internal reporting, it is difficult to measure graduation rates since we have had a new student records system since 2008 and must rely on the old system for data which is virtually a records storage device.

Please provide one or more highlights, in the space provided below, of an activity that ***Algoma University*** used during 2011-2012, 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.

> Along with our strategy of student engagement for first year students by presenting a culture of student success and promoting the student experience, our efforts are to increase the importance of graduation.
>
> Our student body diversity requires a mindful approach with respect to building external community support as well as internal support -- particularily since the community of Sault Ste. Marie is a relatively homogenous population. This is done through partnership work, such as the Shingwauk Education Trust, the Economic Development Corporation and the SSM Innovcation Centre. Also, through programming linkages, such as volunteer work and community service, the university has been successful to promote program completion. We have been successful in marketing our programs adding that student research will be done one-on-one with tenured faculty.
>
> As well, since becoming an independent institution, we have added programs that are student driven and that meet the needs of the student. This provides more options for students as they strive to meet their strengths and career/academic goals. As we move forward with more four-year programs that have the interests of the students at hand, our graduation rates should increase.

12) Graduate Employment Rate

Per the KPI results reported in 2011 the employment rate for 2008 graduates, 6 months after graduation, at **Algoma University** = **93.8%** (+)

Per the KPI results reported in 2011 the employment rate for 2008 graduates, two years after graduation, at **Algoma University** = **89.5%** (+)

Please indicate any methods, in addition to the KPI survey results reported in 2011-2012, that **Algoma University** used in 2011-2012 to measure graduate employment rate.

> Work 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 2011-2012, 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.

> By providing increased access to education for students, and by fostering student success, Algoma University is developing a knowledge-based labour force in Northeastern Ontario. This workforce development function is of particular importance in today's economic climate in a region that has the lowest postsecondary participation rate of any in the province.
>
> The furtherance of the knowledge-based economy through university research contributes economically and socially to regional development. The goal at Algoma is not just to pass knowledge and information from professor to student, but also to create a culture of innovation, collaboration, and entrepreneurship in the region consistent with the goals and objectives of the Northern Ontario Growth Plan.
>
> The regional development impacts of Algoma University are not limited to economic benefits. Having a university in a community enriches the cultural and social fabric of the community. In Sault Ste. Marie, the Algoma University campus provides a space that is respectful and welcoming to all cultures. Students are provided with opportunities to engage in local, national, and international communities. This engagement fosters active and collaborative learning, a global perspective, and student engagement both within and outside the classroom.
>
> Regional development is in part driven by external relations activities. External relation activities link the university to the community through public awareness and strategic positioning. Advertising, marketing, and public relations strategies are aligned to support the vision and strategic objectives of the university. The external relations function positions Algoma University as the region's "university of choice", contributing to enrolment growth and thus to regional development.
>
> For example, Algoma's Community Economic and Social Development (CESD) program partners with Anishinaabe communities, engaging in community-based research as it prepares graduates for meaningful employment in community and economic development. Associated research institutes including the Northern Ontario Research, Development, Ideas, and Knowledge Institute (NORDIK) engages with Anishinaabe communities using collaborative efforts in Northern Ontario.

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	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
1st to 2nd Year	74%[(+)]	75%[(+)]	68.3%[(+)]	70.8%
1st to 3rd Year	61.9%[(+)]	55.4%[(+)]	51.6%	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 Data Exchange (CSRDE) and use the data they provide.

Please provide one or more highlights, in the space provided below, of an activity that *Algoma University* used during 2011-2012, 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.

Algoma continues to pay close attention to student retention noting the importance of the student's educational experience especially during their first year of study and its impact on student satisfaction. During the 2011 academic year, and in an effort to provide a for a culture of success and community, the university increased its academic support services for students. As there is a direct correlation between student success and retention, we have provided students with additional support services including literacy and numeracy labs, and support skills workshops to enhance academic achievement. The Learning Centre is very active in accommodating students with this need and continues to promote access to these services.

We continue to strategically use orientation programs in advance of the arrival of new students to Algoma University. Orientation programs in advance of fall and winter terms are designed to assist the students with the transition to post-secondary education. These programs are student-specific to highlight their individual needs. For example, international student orientations, first-generation orientations and special needs students are all geared to identifying possible gaps in order to leverage student success.

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 2011-2012, 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.)

This past academic year the Senate Committee on Academic Standards & Teaching and Learning supported and promoted excellence in teaching and learning by creating opportunities for faculty members to improve and enhance their teaching with relevance to teaching/learning. Faculty were prompted to apply for teaching development projects to support scholarly activities funded by the university. As well, a teaching and learning conference was held at the university which promoted 'excellence in the classroom' with a number of presenters. Faculty at from the three post-secondary institutions in the area were invited to be part of the lectures.

In early 2011, the university unveiled the Teaching and Learning Centre (TLC). The centre will primarily serve faculty instructional developments for the purpose of improved instruction, learning and increased student retention. The TLC would function to:

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

2) Encourage faculty to engage in the scholarship of teaching and learning;

3) Promote the publication and dissemination of scholarly work on teaching and learning by the faculty of Algoma University; and

4) Disseminate information, research, and resources regarding effective teaching and learning.

The mission of the endeavour included the following:

1) 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.

2) The Teaching & Learning Centre promotes a dynamic learning culture that values teaching as both a scholarly activity and as practice. It actively encourages faculty to engage in the scholarship of teaching and learning, and to publish and disseminate their scholarly works on teaching and learning.

3) The Teaching & Learning Centre acts as an ongoing and open forum, to provide faculty with a collegial, multidisciplinary, and friendly environment in which to engage in a reflective dialogue about teaching and learning.

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

Algoma University expanded its "Career Day" to include a number of presentations from local professionals in a variety of fields. Students attended the various sessions and were able to learn more about specific employments fields and ask questions to those who are currently employed. Presenters touch about specific disciplines within the field, graduate school options and the transition from student to professional. Lawyers, teachers, accountants, project managers and several others professions were represented.

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

In 2011/12 Algoma University introduced series of academic support workshops spread out over the term. Students were encouraged to attend as many as possible, attendance was tracked and students were given an opportunity to win an Ipad for attending the events.

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Attestation:

☑ *Algoma University* confirms that all information being submitted to the Ministry as part of the 2011-2012 MYAA Report Back is accurate and has received approval from *Algoma University's* Executive Head.

Contact:

For additional information regarding *Algoma University's* 2011-2012 MYAA Report Back please contact -

- Name: David Marasco, University Registrar

- 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 2011-2012 MYAA Report Back will be posted once it has been approved by the Ministry (the Ministry will contact the individual listed above once the 2011-2012 MYAA Report Back has been approved):

- http://http://www.algomau.ca/